

# Instruments of the Orchestra Unit Plan

**Grade level:** 4th

**Course:** General Music

**Topic:** Orchestral Instruments

**Number of classes:** 5

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## **Unit Rationale:**

This unit will help students develop critical listening skills to distinguish between instruments in different families. Through the study of Western instruments students will be able to be more knowledgeable about the music they listen to and will be able to apply this knowledge in future units.

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## **Standards Addressed:**

### MENC National Standards:

6. Listening to, analyzing and describing music.

### NH Curriculum Frameworks for the Arts:

Curriculum Standard 6. By the end of grade 4 students will be able to identify the sounds of different instruments, including many orchestra and band instruments.

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## **Student Goals:**

(Specific objectives are listed below each goal)

1. Demonstrate an understanding of instrument families.
  - a) Students will be able to list the five instrument families found in orchestral music
  - b) Students will be able to list instruments that belong to each family.
2. Explain the differences between how instruments are played.
  - a) Students will be able to explain how to play brass instruments and how it differs from playing a reed instrument.
  - b) Students will be able to explain how percussion instruments and string instruments are played.
3. Identify specific parts of instruments determined by the family which they belong to.
  - a) Students will be able to identify and label simple parts of one instrument per family.
  - b) Students will be able to identify what family instruments based on their shape, mouthpiece, and what materials they are made out of.

4. Recognize Western instruments visually and aurally.
    - a) Students will be able to recognize instruments by listening to several musical selections.
    - b) Students will be able to recognize instruments by sight and label them with the correct name.
    - c) Students will be able to fill out an orchestral seating chart.
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### **Instructional Procedures:**

Goal 1: Students will discuss as a class general thoughts on what instruments belong in an orchestra.

This topic will then be expanded to discuss instruments families. Students will play a game to demonstrate their knowledge of instrument families.

Goal 2: After discussing instrument families, the class will focus specifically on brass and woodwinds and talk about embouchure and the difference between a reed and a metal mouthpiece. Students will also be able to brainstorm differences in how string and percussion instruments are played.

Goal 3: After discussing basic functions of instruments students will be introduced to the parts of the clarinet, violin, timpani, and trumpet. Students will be asked to label simple diagrams of these instruments.

Goal 4: Students will listen to examples of how instruments sound through the website [www.sfskids.com](http://www.sfskids.com). Throughout this part of the unit students will be listening to pieces in both orchestra literature. Students will be discussing physical differences among instruments and will make generalizations about what instruments of each family will look like.

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## **Unit Outline**

### **Classes 1 & 2:**

Objectives:

1. Students will be able to list the five instrument families found in orchestral music
2. Students will be able to list instruments that belong to each family.
3. Students will listen to a selected piece of music listening for any instruments they can identify.
4. Students will be able to play a game demonstrating their knowledge of instrument families.
5. Students will be able to label instruments in each family

Activities:

- Matching game
- Worksheets labeling instruments of each family

Materials:

- Laminated pictures of instruments for matching game
- Large note cards of instrument families for teacher
- CD Player
- Whiteboard
- Worksheets for labeling instruments of each family

### **Classes 2 & 3:**

Objectives:

1. Students will be able to compare the differences between playing string instruments and percussion instruments.
2. Students will be able to compare the difference between playing brass and woodwind instruments.
3. Students will learn the parts of the clarinet and trumpet.

Activities:

- Create Venn Diagrams comparing woodwinds and brass, and percussion and strings as a class.
- Each member of the class will fill out a worksheet labeling parts of the clarinet and trumpet to keep in their folders.

Materials:

- Venn Diagram Worksheets
- Worksheets demonstrating parts of the clarinet and trumpet
- Brass mouthpiece, reed

### **Classes 3 & 4:**

Objectives:

1. Students will be able to identify parts of the clarinet and trumpet.
2. Students will be able to identify parts of a violin and timpani.
3. Students will listen to several selections of orchestral music and will be listening for specific instruments.
4. Students will discuss characteristics of how each instrument sounds.

Activities:

- Exploration of sfskids.com

Materials:

- Computer lab with access to internet
- Headphones
- The Instruments of the Orchestra [Box Set]

Jeremy Siepmann, Compact Disc, 7 CDs, Naxos, November 19, 2002

### **Classes 4 & 5:**

Objectives:

1. Students will be able to demonstrate their knowledge of an orchestral seating chart by playing a game.
2. Students will review their knowledge of the unit regarding instrument families, instruments, how instruments are played, and how instruments sound.

Activities:

- Seating chart game

Materials:

- Example orchestral seating chart
- Blank sheets of paper
- Papers labeled with instrument families

## **Instruments of the Orchestra**

### *#1 Introduction to instrument families*

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#### **Objectives:**

1. Students will be able to list the five instrument families found in orchestral music
2. Students will be able to list instruments that belong to each family.
3. Students will listen to a selected piece of music listening for any instruments they can identify.
4. Students will be able to play a game demonstrating their knowledge of instrument families.
5. Students will be able to label instruments in each family

#### **Materials:**

- Large note cards of instrument families for teacher (4)
- Brahms, J. (1883). Symphony No.3 in F Major, 1<sup>st</sup> mvt. *Allegro con brio* [Recorded by Vienna Philharmonic, Karl Böhm]. On *Music in Western Civilization* [CD]. Hamburg: Deutsche Grammophon GmbH. (1976).
- CD Player
- Smaller cards with instruments and instrument names for students (20)
- Small pieces of paper

#### **Procedures:**

1. Before class begins, tape instrument families on the ground. Tell students to be careful not to step on them.
2. Have class listen to a brief musical selection (1m). (Prompt) *Pay close attention to what instruments you think are playing and write them down on the paper provided.* Ask students questions. Collect prompts.
3. Introduce instruments of the orchestra. **DO YOU THINK THE INSTRUMENTS THAT WE JUST LISTENED TO BELONG IN AN ORCHESTRA?** Introduce instrument families of strings, brass, woodwinds and percussion. Give a brief summary of the family and what instruments are included. Collect prompts after discussion.
4. Pass around note cards depicting instruments that belong in the families. Have students create a movement for each family as a class based on what they think they sound like. Have students perform movements after each family is summarized. Students should perform the movement when ever an instrument card of that family is raised. This is to reinforce instruments of a particular family and visual identification. Summarize the instruments in each family before moving on to the next family.
5. Matching game- Hand out smaller cards with instrument names and pictures to students. Show students that the instrument families are on the floor. **WHEN I SAY GO, STAND NEAR THE FAMILY YOU THINK YOUR INSTRUMENT BELONGS TO!**
6. After this is complete, go around to each family and verify if the instruments are correct. If instruments are not correct, enlist other students to help the student get the right answer.
7. Have students split into groups of two and complete worksheets labeling instruments of each

family. When everyone is done we will switch papers and grade each other.

**Wrap up:**

1. What instruments belong in the string family? The woodwind? The brass? Percussion?
2. What's the lowest sounding instrument in the string family? (The bass)
3. How does a percussion instrument make a sound? (You can strike it, tap it, bang on it)
4. What is the oldest known instrument? (Flute)

**Evaluation:**

1. Were students able to identify instruments of the orchestra visually?
2. Were students able to identify what family certain instruments belong to?

**MENC National Standards:**

Standard 6. Listening to, analyzing and describing music

**Misc. Resources:**

- Percussion Family photo from: [http://www.teachlearnonline.com/percussion%20\(394%20x%20500\).jpg](http://www.teachlearnonline.com/percussion%20(394%20x%20500).jpg)
- Woodwind, Brass, and Strings: <http://performingartsforchildren.org/orchestra.php>
- Worksheets from <http://www.enchantedlearning.com/music/instruments/>

## **Instruments of the Orchestra**

### *Comparing instruments of different families*

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#### **Objectives:**

1. Students will be able to explain how to play string instruments and percussion instruments.
2. Students will be able to explain how to play brass and woodwind instruments.
3. Students will identify the parts of the clarinet and trumpet.

#### **Materials:**

- Venn Diagram Worksheets
- Worksheets demonstrating parts of the clarinet and trumpet
- Brass mouthpiece, reed
- Whiteboard

#### **Procedures:**

1. When students enter the class they should sit at their assigned seat and begin answering this prompt:  
*What are the five instrument families we learned yesterday? Please give one example of an instrument from each family.*  
Prompts will be collected after discussion.
2. Review with students what was learned in the previous class including: instrument families and instruments in those families.
3. Introduce students to a brass mouthpiece. Have them discover its shape. Discuss how it fits into a brass instrument. Also discuss how sound is produced through this instrument. Introduce students to parts of a trumpet including: Mouthpiece, valves, bell, and tuning slide. Show students a large photo of a trumpet while doing this. After completing this have students complete a worksheet labeling these parts.
4. Introduce students to a reed. Explain how sound is created by reed vibration. Explain to students why the reed had to be wet to vibrate. Discuss the exception of the flute. Discuss the parts of the clarinet including: Mouthpiece, barrel, first joint, second joint, and bell. After completing this have students label the clarinet themselves.
5. Discuss with students how they think percussion and string instruments are played. ( By being struck, or by vibration of strings)
6. If there is time: Hand out Venn diagram worksheets to class. We will be filling these out as a class comparing and contrasting instrument families. Upon completion of the Venn diagrams students will place them in their folders.

#### **Wrap- Up:**

1. What are the parts of the trumpet?
2. What are the parts of a clarinet?
3. What kind of material is a brass mouthpiece made out of?

4. What is a reed?

**Evaluation:**

1. Were students able to explain how to play string instruments and percussion instruments?
2. Were students able to explain how to play brass and woodwind instruments?
3. Were students able to identify the parts of the clarinet and trumpet?

**Resources:**

- Venn diagrams from: <http://www.abcteach.com/States/images/venn.h6.gif>
- Instruments part worksheets from: <http://www.enchantedlearning.com/music/instruments/>

## Assessment

Students will be graded on the following material:

1. Written prompts
  - a) Did the student hand in their prompt?(Yes / No)
2. Class discussion participation
  - a) Yes / No
3. Instrument worksheets
  - a) Labeling instrument families and instruments
  - b) Labeling instrument parts

### Rubric for writing prompts:

Criteria	2 points	0 points
<b>Did the student hand in their completed writing prompt?</b>	The student handed in their completed writing prompt.	The student did not hand in their completed writing prompt.

Total points possible: 2

### Classroom Discussion:

If students participate in class discussions they earn 5/5 points for that day.  
For those who do not participate they do not receive any points for that day.

## Resources

### Teacher Resources:

Brahms, J. (1883). Symphony No.3 in F Major, 1<sup>st</sup> mvt. *Allegro con brio* [Recorded by Vienna Philharmonic, Karl Böhm]. On *Music in Western Civilization* [CD]. Hamburg: Deutsche Grammophon GmbH. (1976).

*Families of Instruments*. Retrieved from

[http://www.empire.k12.ca.us/capistrano/Mike/capmusic/instruments/instruments.htm#Families of Instruments](http://www.empire.k12.ca.us/capistrano/Mike/capmusic/instruments/instruments.htm#Families%20of%20Instruments)

Siepmann, J. (2002). On *The Instruments of the Orchestra* [CD]. Oxfordshire: Hats Off Studios . (2002).

### Student Resources:

- Worksheets from <http://www.enchantedlearning.com/music/instruments/>
- Orchestral seating chart from <http://www.dsokids.com/visitthesymphony/seatingchart/default.aspx>