

## Series I, Lesson I

### Lesson Plan and Worksheets

**Grade Range:** K-8

**Topic:** Introduction to the Orchestra

**Duration:** Approx. 50 mins

**Objective(s):** Using active listening skills, students will visually and aurally identify the 4 different families found in an orchestra, how they make sound, and how their size relates to their pitch.

**Outcome(s):** Students will use the knowledge gained during the lesson to create, classify, and organize the various instruments of the orchestra and be able to describe them both orally and in writing.

#### **Curriculum Expectations:**

Description of expectations found in index

#### **Summary of Tasks/ Actions:**

##### Pre-Listening Activity (10’):

As a class, create a soundscape based on a place. Generate a list of 4 different sounds that might be found at the location that has been chosen (busy city, a green field, a beach, a crowded stadium, etc.). Divide the class into 4 (or any appropriate division) and assign each group a different sound. Then build the sound scape together. This can also be done with shakers, instruments, or other noise makers as available.

##### Introduction to the Orchestra (15’):

Much like the soundscape we created together, an orchestra creates a sound scape using different instruments! Instruments are divided into 4 families of the orchestra (woodwind, brass, percussion, string) based on how they make sound. Students will discover how each instrument makes their sound and that the size of the instrument determines its pitch (smaller instruments make “high” sound and larger instruments make “low” sounds).

##### Post-Concert Activity (25’):

Now that students know the various instruments of the orchestra have them complete the attached worksheet.

#### I. Ordering & Classifying Instruments

- Students will be asked to identify the 4 instrument families and which instruments belong in them
- Students will order instruments from smallest to largest
- Students will order instruments from “highest” to “lowest”

## II. Creating Your Own Instrument

- Students will write a paragraph where they create and describe their very own instrument. Students should describe the following qualities:
  - What is it made out of?
  - How does it make sound?
  - Which instrument family does it belong to? Does it belong to more than one?
  - Does it make high or low sounds?
- Students will provide a picture to accompany their description of their new instrument.
- This can also be easily be a take home project
- Digital Option
  - Students may use Google Drawings and Google Docs (or any other digital medium already in use in your classroom) to draw and describe their instruments.

### **Materials/Equipment:**

- Computer, internet, and access to lesson
- Post-Concert Activity Worksheet
- Instruments or noise makers for soundscape (if available / desired)
- Pencils / Colored Pencils (if desired)

### **Assessment Guide:**

- Knowledge and Understanding:
  - Are students able to identify and classify instrument properly including:
    - Identifying the 4 instrument families correctly
    - Identifying instruments in each family
    - Grouping instruments into their respective families
    - Ordering instruments from highest to lowest or vice versa
- Thinking:
  - Are students able to accurately make decisions about instruments of the orchestra such as:
    - Grouping instruments into their respective families
    - Ordering instruments from highest to lowest or vice versa
- Communication/Application:
  - Are students able to accurately place their “new” instrument into the correct family and pitch class
    - Ex. if their instrument is made of wood and uses air to produce sound, do they put it in the woodwind section?
    - Ex. If their instrument is large, do they describe it as low or high sounding?

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### INSTRUMENTS FEATURED<sup>1</sup>

#### Woodwind Family:

Flute – Laura Chambers  
Oboe – Graham Mackenzie  
Clarinet – Graham Lord  
Bassoon – Julie Shire

#### Brass Family:

French Horn – Kate Stone  
Trumpet – Shawn Spicer  
Trombone – Mike Polci  
Tuba – Brent Adams

#### Percussion Family:

Xylophone – Tim Francom

#### String Family:

Violin – Joseph Lanza  
Viola – Kelvin Enns  
Cello – Ben Bolt-Martin  
Bass – Joe Phillips

### MUSIC PERFORMED<sup>2</sup>

Ludwig van Beethoven

Septet in Eb Major, Op. 20

- II. Adagio cantabile | [Clarinet]
- III. Tempo di menuetto | [Horn]

John Downland/arr. Scott Good

Can She Forgive My Wrongs | [Trumpet]

Paul Dukas

The Sorcerer's Apprentice | [Bassoon]

Sergei Prokofiev

“The Duck” from *Peter and the Wolf* | [Oboe]

Camille Saint-Saëns

Carnival of the Animals

- V. L'éléphant (The Elephant) | [Double Bass]
- X. Volière (Aviary) | [Flute]
- XII. Fossiles (Fossils) | [Xylophone]
- XIII. Le Cygne (The Swan) | [Cello]

Pyotr Illyich Tchaikovsky

Valse Sentimentale | [Violin]

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<sup>1</sup> Listed by order of appearance in lesson

<sup>2</sup> Listed alphabetically by composer's last name

## Instruments of the Orchestra

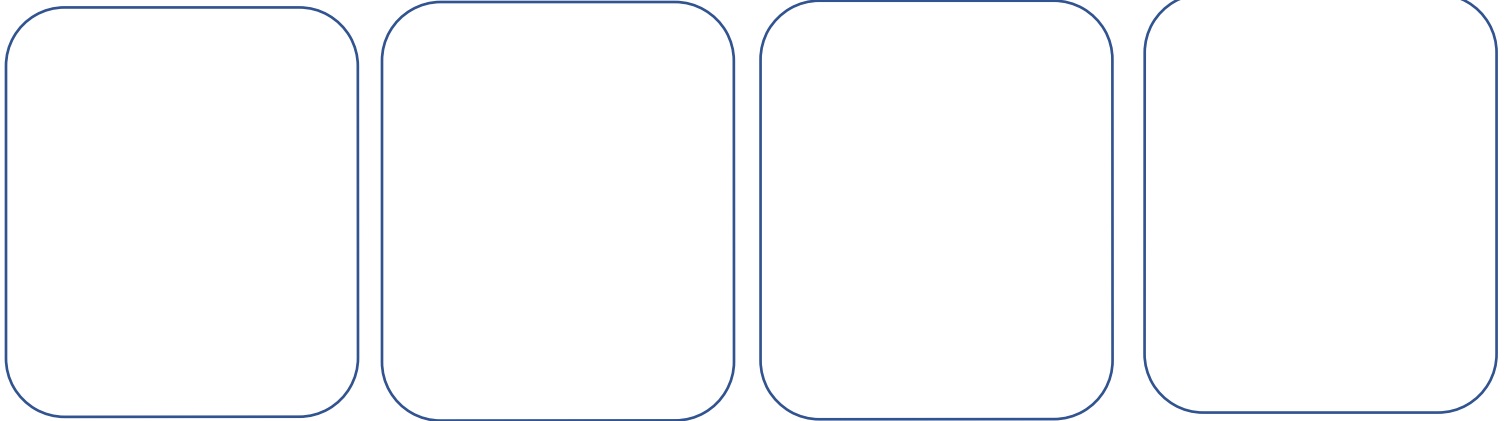
### Create Your Own Instrument

Cut out or drag the instruments below, and place them in the boxes in order of size, from  
smallest to largest

### The String Family

**Lowest**

Highest

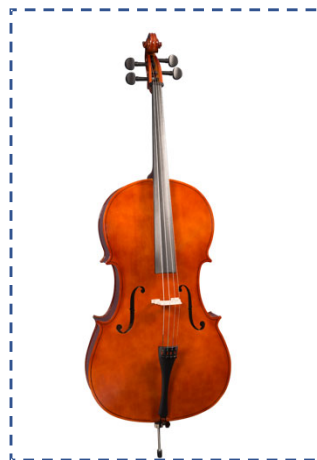


**Largest**

Smallest



Violin



Cello



Viola

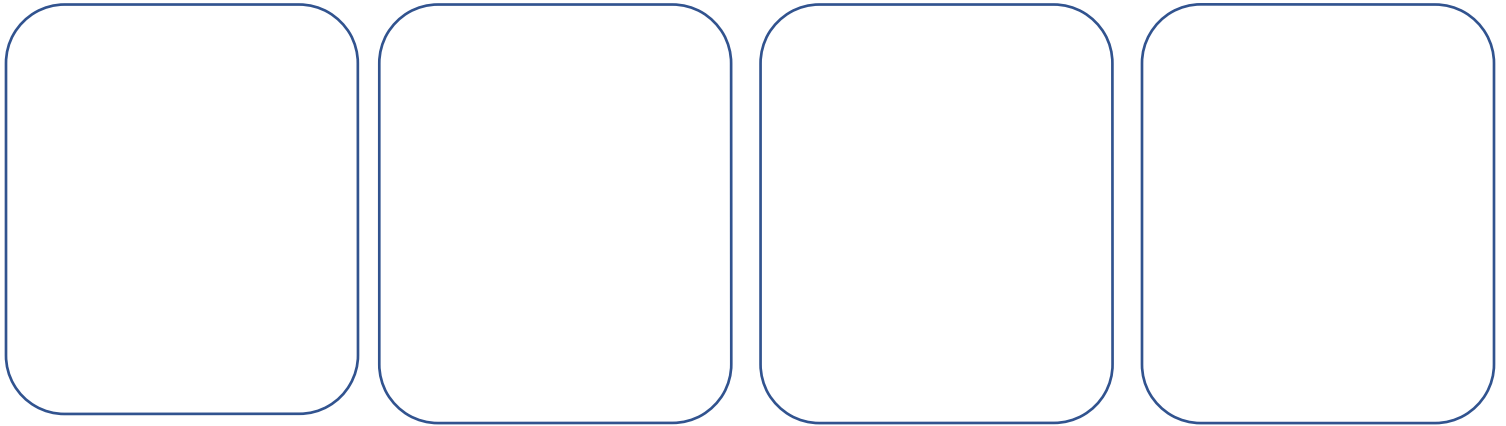


Double  
Bass

## The Woodwind Family

**Lowest**

Highest



**Largest**

Smallest



Flute



Bassoon

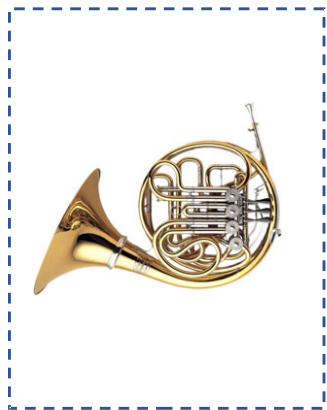
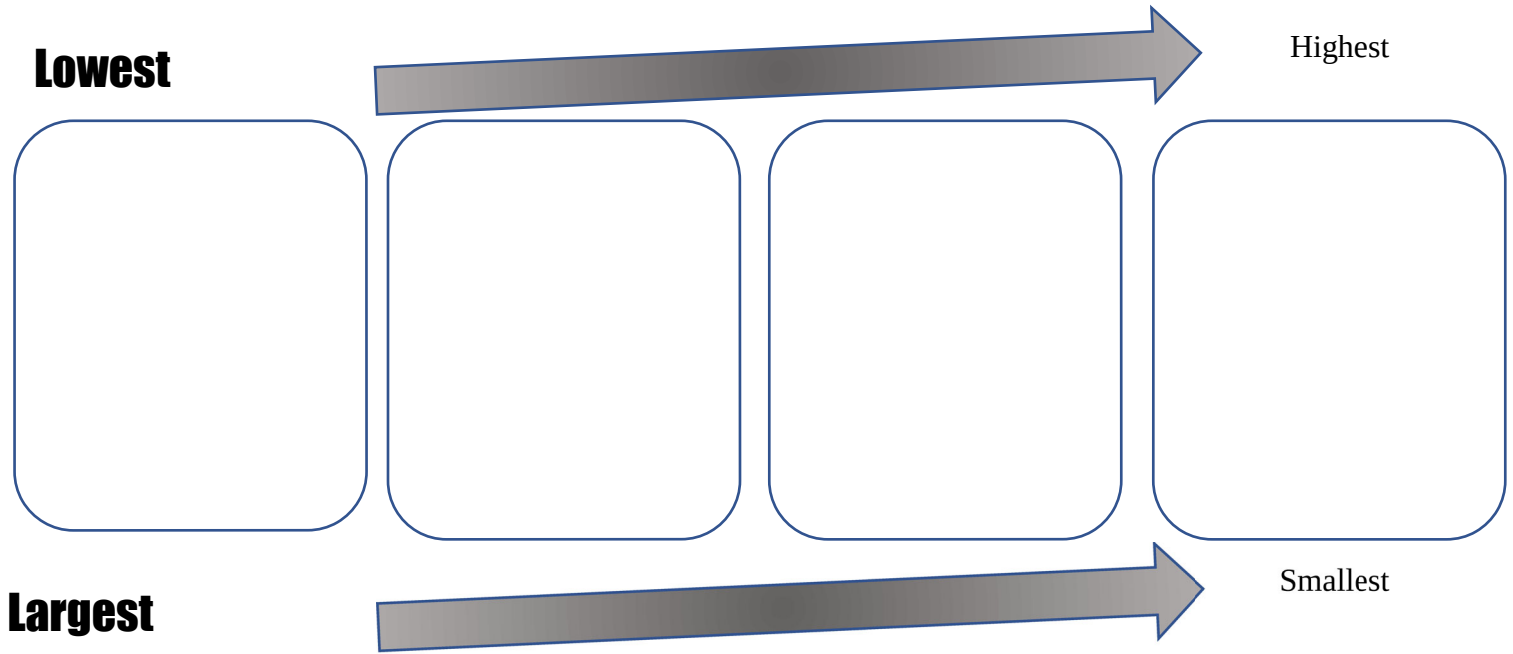


Clarinet



Oboe

## The Brass Family



French Horn



Trumpet



Trombone



Tuba

## Instruments of the Orchestra

### Create Your Own Instrument

Now that you've learned about the four instrument families in the orchestra, it's your opportunity to create your very own instrument! Follow the steps below to help describe and create an original instrument.



clarinet

Part I – How does it look?

Wood, metal, plastic, or other materials? Describe what your new instrument looks what it is made of. What is it called?



double bass



french horn

Part II – How does it make sound?

Is it bowed? Does it use a mouthpiece? Maybe a reed? Tell us how your instrument makes sound!



violin

Part III – Which family(ies) does it belong to?

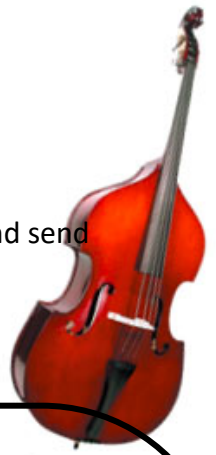
Based on what you have said about what it is made of and how it makes sound, what family or families does your new instrument belong to?



percussion



Part IV – Draw or create the instrument you just created! Make sure to take a picture and send it to us! For a digital option, you can use Google Drawings!



double bass

A large, empty rounded rectangular box with a black border, intended for drawing or creating an instrument.