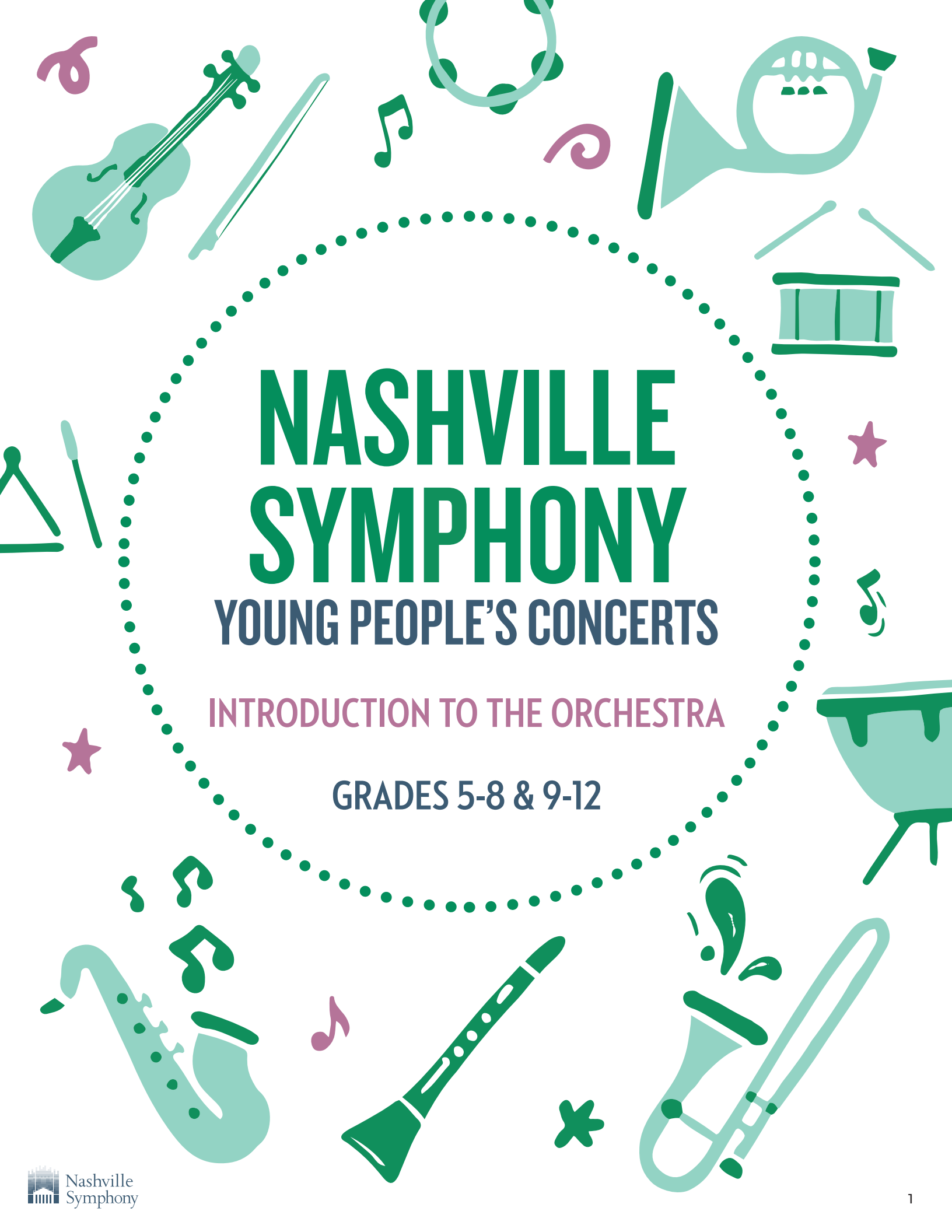




NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

INTRODUCTION TO THE ORCHESTRA

GRADES 5-8 & 9-12

LESSON #1: GRADES 5-8



INTRODUCTION TO THE ORCHESTRA

STANDARDS

Music:

5.GM.R1.C

Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).

Technology:

5-8. 5.3.1.

Students will use technology tools to enhance learning, increase productivity, and promote creativity.

- a. Use subject specific information gathered through technology resources for a variety of curriculum subjects.
- b. Use simulation soft ware and tutorial soft ware to assist with learning.

English:

5-8.SL.CC.1

Prepare for collaborative discussions on grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

OBJECTIVES

Students will be able to identify the four instrument families, as well as the characteristics of each family.

Students will be able to recognize instruments from each family by sight and sound.

Students will be able to define the role of a conductor in an orchestra.

MATERIALS

- 360 degree video of Laura Turner Hall and the Nashville Symphony:
<https://www.youtube.com/watch?v=XLt9ELFHPWo>
- Computers/devices with internet access (enough for students to work individually or in small groups).
- DSO Kids instrument sound files:
<https://www.dallassymphony.org/community-education/dso-kids/listen-watch/instruments/>
- Conducting diagram (page 6)
- Instrument Flash Cards (pages 7-11)
- Instrument Riddles (page 12)



INTRODUCTION TO THE ORCHESTRA

PROCEDURE:

1. Ask students what they know about symphony orchestras. Have they ever heard a symphony? In person? On the radio? How many people play in a symphony? What kind of music do they perform?
2. Show students the 360 degree video of Laura Turner Hall and the Nashville Symphony using your cursor to change the perspective during the video. Do they recognize any of the instruments? What are some of the different ways the instruments are being played? How do they think the instruments might produce sound?
3. Refer back to the 360 degree video at 0:21. Ask students who they think is leading the orchestra. How do they think the musicians know what to do? (Answer: the conductor, Giancarlo Guerrero, leads the orchestra through his gestures.) Explain that the conductor determines the tempo (fast or slow) and the dynamics (loud or soft). Ask students to demonstrate how they think the conductor communicates slower tempos, faster tempos, louder dynamics, and softer dynamics (Answer: they will move their arms slower/faster for changes in tempo and use larger/smaller gestures for changes in dynamics.) See the chart in teacher resources for basic conducting motions.
4. Split students into groups to explore the DSO Kids website. Have students access the instrument descriptions and sound files to explore the different sounds each instrument makes.

Instrument Riddles: Split students into small groups of three to five. Each group will have an envelope of six riddles, each riddle is about a specific instrument in the orchestra. The students will figure out the riddles together and match the riddle to the instrument cut-outs/flash cards. The first group to finish with all the correct answers wins!

LESSON #1: GRADES 9-12

INTRODUCTION TO THE ORCHESTRA



STANDARDS

Music:

HS.GM.R1.A

Identify and describe the elements of music in visual and aural examples using appropriate vocabulary.

English Language Arts Standards:

5-12.SL.CC.1

Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

OBJECTIVES

Students will be able to identify the four instrument families, as well as the characteristics of each family.

Students will be able to recognize instruments from each family by sight and sound.

Students will be able to define the role of a conductor in an orchestra.

MATERIALS

- 360 degree video of Laura Turner Hall and the Nashville Symphony:
<https://www.youtube.com/watch?v=XLt9ELFHPWo>
- Computers/devices with internet access (enough for students to work individually or in small groups)
- DSO Kids Instrument sound files:
www.dallassymphony.org/community-education/dso-kids/listen-watch/instruments
- Instruments of the Orchestra Worksheet (page 13-15)

INTRODUCTION TO THE ORCHESTRA

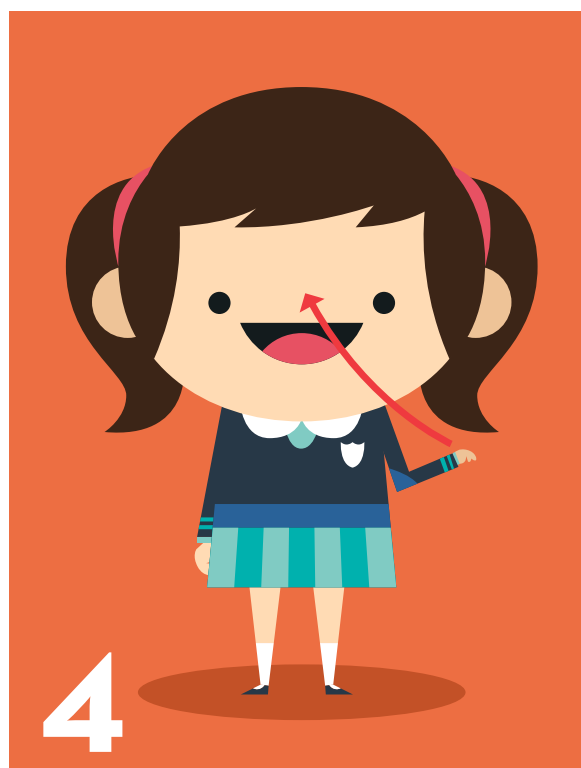
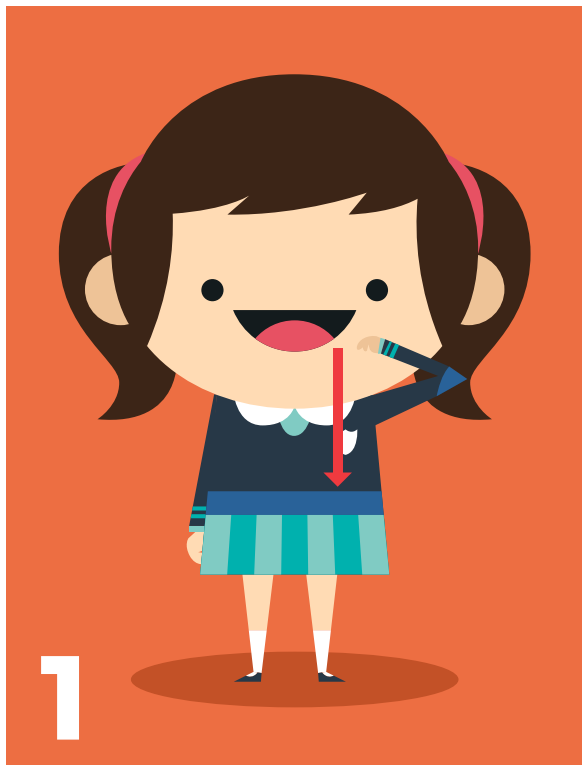


PROCEDURE:

1. Ask students what they know about symphony orchestras. Have they ever heard a symphony? In person? On the radio? Do any of the student play a musical instrument? If so, can they name the instrument family to which it belongs?
2. Show students the 360 degree video of Laura Turner Hall and the Nashville Symphony, using your cursor to change the perspective during the video. Do they recognize any of the instruments? What are some of the different ways the instruments are being played? How do they think the instruments might produce sound?
3. Refer back to the 360 degree video at 0:21. Ask students who they think is leading the orchestra. How do they think the musicians know what to do? (Answer: the conductor, Giancarlo Guerrero, leads the orchestra through his gestures.) Explain that the conductor determines the tempo (fast or slow) and the dynamics (loud or soft). Ask students how they think the conductor communicates slower tempos, faster tempos, louder dynamics, and softer dynamics. (Answer: they will move their arms slower/faster for changes in tempo and use larger/smaller gestures for changes in dynamics).

Hand out the Instruments of the Orchestra Worksheet and split students into groups of three to five to explore the DSO Kids website. Encourage students to change the view in each of the panes as they watch the performance.

CONDUCTING DIAGRAM



INSTRUMENT FLASHCARDS



VIOLIN



VIOLA



CELLO



BASS

INSTRUMENT FLASHCARDS



TRUMPET



FRENCH HORN



TROMBONE



TUBA

INSTRUMENT FLASHCARDS



FLUTE



CLARINET



BASSOON



OBOE

INSTRUMENT FLASHCARDS



TIMPANI



BASS DRUM



SNARE DRUM

INSTRUMENT FLASHCARDS



TAMBOURINE



XYLOPHONE

LESSON #1: GRADES 5-8

RIDDLES

1. I sit on the floor and you sit in a chair,
I'm played with a bow that's made of horse hair.
My name is five letters, it's one you might know--
I'm in the string family, they call me a ____.
2. Though I'm part of the woodwinds, I don't have a reed,
Wind across my mouthpiece is all that I need.
I sound like a bird, I'm silver and narrow,
A smaller version of me is called the piccolo.
What am I?
3. My name means "wood sound," to play me you stand,
Strike all of my bars with mallets in hand.
Each bar has a pitch, with beautiful tone
My family is Percussion, I'm the ____.
4. I'm from the land of croissants and the Eiffel Tower.
I'm all coiled up, but still have great musical power.
Friends with the trumpet, tuba and trombone,
Bonjour mon ami! I am a ____.
5. I'm big and I'm rumbly!
I'm heavy and round,
Of all the brass family
I have the lowest sound.
I'm a ____.
6. I have four shorter strings that hit the high notes,
Under your chin is how I'm played the most.
Because I play softly, I outnumber the winds,
You can pluck me or bow me, I'm a ____.

Answers:

1. Cello 2. Flute 3. Xylophone 4. French Horn 5. Tuba 6. Violin

LESSON #1: GRADES 9-12

STRINGS

1. How many strings does the violin have and how is the violin usually played?

Bonus: What are the strings of the violin made from?

2. What is the name of the second highest pitched instrument in the string family?

3. What is the one major difference between the way the cello is played compared to the violin and viola?

4. Which is the largest and lowest instrument of the string family?

WOODWINDS

1. What is the highest pitched member of the woodwind family? What material is it made from?

2. How is sound produced on an oboe?

Bonus: What material is the modern oboe made from?

Which was the last woodwind instrument to be included in a symphony orchestra?

3. In what way is the bassoon like the oboe?

LESSON #1: GRADES 9-12

BRASS

How is sound produced on the horn?

Bonus: What is the horn's country of origin?

Which is the oldest and highest pitched member of the brass family?

How are notes changed on the trombone?

How much tubing does a Tuba have?

PERCUSSION

How can timpanists produce different notes on their instrument?

Bonus: What are the skins of the timpani made from?

How do you create sound on a percussion instrument?

What are the two categories of percussion instruments?

LESSON #1: GRADES 9-12 ANSWER KEY

STRINGS

1. 4 strings; usually played with a bow or plucked (pizzicato)
Bonus: Violin strings were once made out of “catgut,” although it was actually the gut of a sheep. Today, strings are usually steel.
2. Viola
3. It is played vertically, resting on the floor using a spike protruding from the bottom
4. Double Bass

WOODWINDS

1. Flute; usually made of highly-polished metal, sometimes silver or gold
2. By blowing into a reed in the top of the instrument
Bonus: Grenadilla or African Blackwood
3. Clarinet
4. They are both played with double reeds

BRASS

1. The players lips on the cup-shaped mouthpiece
Bonus: Germany
2. Trumpet
3. By changing the length of the tube using a large slide
4. About 16 feet

PERCUSSION

1. By using tuning foot pedals which alter the tightness of the skin
Bonus: Usually plastic, but sometimes calf or goat skin
2. By hitting, shaking, or scraping the instrument
3. Tuned and untuned