



NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

MEET THE PERCUSSION FAMILY

GRADES K-2

STANDARD EQUIVALENCIES

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LESSON #1

MUSIC STANDARDS

6.3.1

Demonstrate fast, slow, loud, and soft. (GRADE K)

6.3.1

Identify a selection as fast or slow. Identify a selection as loud or soft. (GRADE 1)

6.3.1

Describe how fast/slow and/or loud/soft affect the mood of music. (GRADE 2)

COMMON CORE

RLK-2.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).



LESSON #2

MUSIC STANDARDS

4.3.1

Create and demonstrate a composition using a variety of sounds. (GRADE K)

5.1.1

Interpret and perform iconic notation for beat and no beat. (GRADE 1)

COMMON CORE

CCSS.MATH.CONTENT.K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

LESSON #1

THE PERCUSSION FAMILY



STANDARDS

Music Standards:

6.3.1 Demonstrate fast, slow, loud , and soft. (GRADE 1)

6.3.1 Describe how fast/slow and/or loud/soft affect the mood of music. (GRADE 2)

Common Core:

RLK-2.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

OBJECTIVES

Students will identify a selection as loud or soft, and high or low.

Students will be familiar with the instruments of the percussion family.

TIME NEEDED

30-35 minutes

MATERIALS

- Pyotr Ilyich Tchaikovsky: "Act II Tableau 3: *Russian Dance*" from *The Nutcracker*
- Dmitri Dmitriyevich Shostakovich: "Polka: Allegretto" from *The Golden Age Suite*
- Benjamin Britten: "Variation M [Percussion]" from *The Young Person's Guide to the Orchestra*
- Benjamin Britten: "Fugue: Allegro Molto" from *The Young Person's Guide to the Orchestra*
- DSO Kids website with audio samples of tambourine, xylophone, bass drum, gong, timpani, snare drum, cymbals, and chimes:
<https://www.mydso.com/dso-kids/learn-and-listen/instruments>
- Instrument cards
- Paper and pencils
- Map of orchestra

LESSON #1

THE PERCUSSION FAMILY

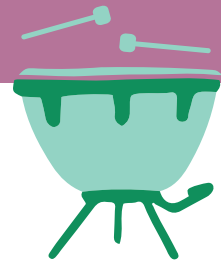


PROCEDURES:

1. Introduce the instruments of the percussion family using the instrument cards. Play the corresponding audio samples of each instrument from the DSO Kids website.
2. Write the following questions on a board and have the students answer them for each audio sample: High or low? Loud or soft? Does the instrument play different pitches, or just one?
3. Play the beginning of Tchaikovsky's *Russian Dance* (0:00-1:05) Ask the students to raise their hands when they think they hear the tambourine.
4. Play the recording of Shostakovich: *The Golden Age Suite*, Op. 22a - III. Polka: Allegretto and ask the students to listen for percussion instruments. Do they hear a percussion instrument stand out? (Answer: xylophone)
5. Play the excerpts from Britten's *The Young Person's Guide to the Orchestra*. Have the students write down a list of the instruments they hear. Have students volunteer to share their list and describe the sounds of each instrument. Did the instrument play high/low, loud/soft, fast/slow? How did the music make them feel?

Show the students a map of the orchestra, and point out where the percussion family is placed. Ask the students why they think the percussion family is placed in the back of the orchestra, based on what they know about percussion instruments. Explain that while the conductor stands in front of the orchestra and motions to help the musicians stay together, the rhythms played by the percussion in the back help the orchestra stay together as well.

LESSON #2



EVERYDAY PERCUSSION

STANDARDS

Music Standards:

4.1.3 Create and demonstrate a composition using a variety of sounds. (GRADE K)

5.1.1 Interpret and perform iconic notation for beat and no beat. (GRADE 1)

Common Core:

CCSS.MATH.CONTENT.K.G.A.1 - 2 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

OBJECTIVES

Students will be introduced to music composition.

Students will learn that percussion instruments can be made from everyday objects and their own bodies.

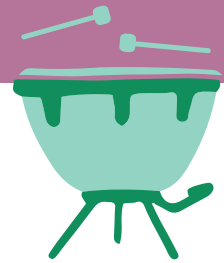
Students will become familiar with cymbals, both visually and aurally.

TIME NEEDED

20-25 minutes

MATERIALS

- Pyotr Ilyich Tchaikovsky: "Finale: Allegro con fuoco" from *Symphony No. 4 in F Minor*
- Steve Reich: *Clapping Music*
- Cardstock or paper in different colors
- Scissors



EVERYDAY PERCUSSION

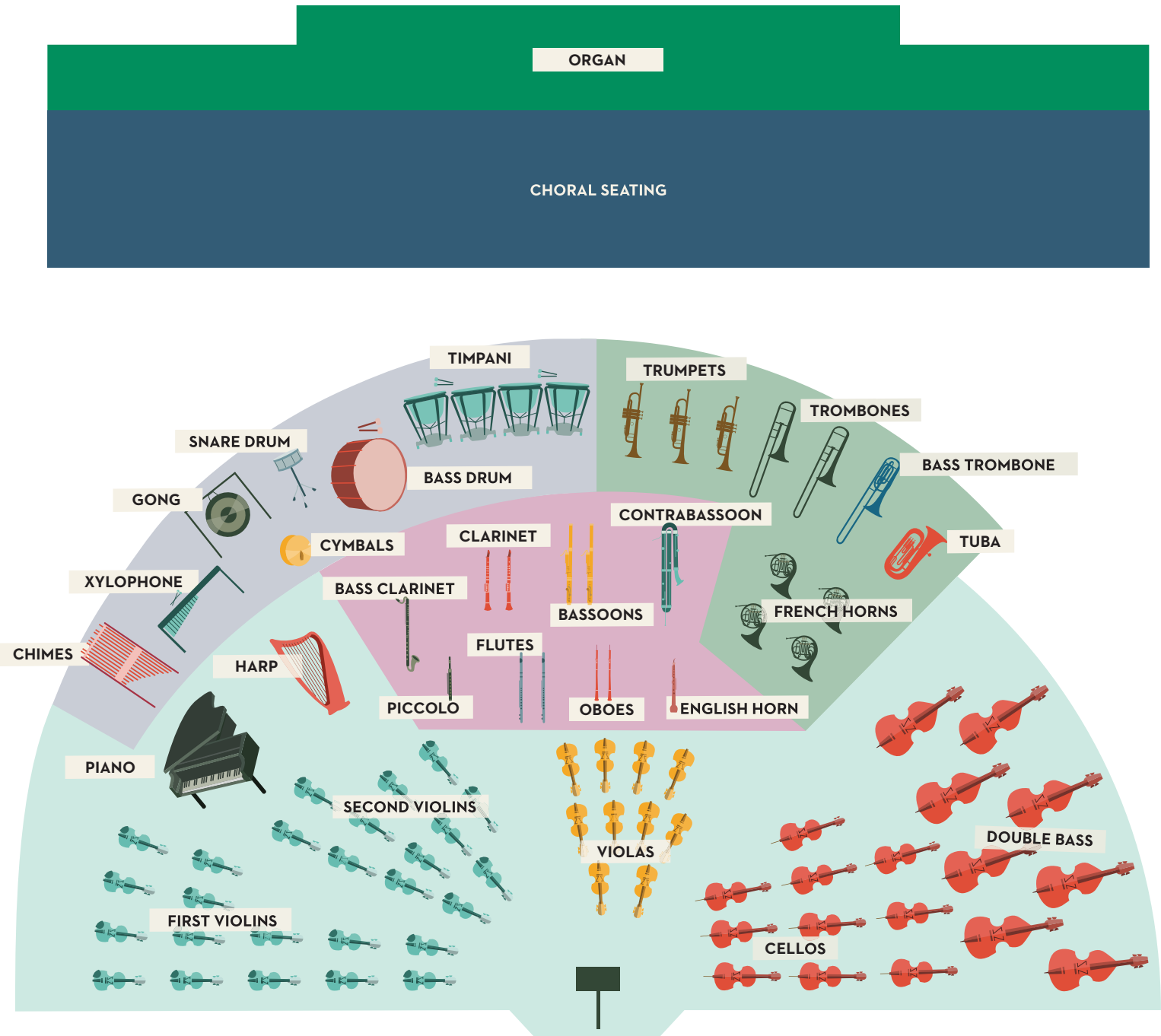
PROCEDURES:

1. Cut out in different colors of paper: three circles, three squares, and three triangles.
2. Listen to *Clapping Music* by Steve Reich as a class. Explain to the students that they can make percussion sounds with out own bodies-they are the instruments! Have the students clap their hands, rub their hands together, and stomp one foot.
3. Assign one body percussion sound to each shape (circle = clap, square = stomp, etc.)
4. Arrange the shapes in a row on the board, and have the students make the sounds based on the "composition." Rearrange the shapes a few times and guide the students in following order.
5. Allow a few volunteer students to rearrange the shapes as well. Have the students describe the changes they make to the pattern (e.g. "I moved the circle in front of the triangle/I put the triangle after the square").
6. When the students are comfortable with the movements, have them perform the percussion movements to a steady beat; point to the symbols to change the movement. (Optional: Older students may be able to perform two patterns at once! Split the classroom in two and try to perform two patterns simultaneously).

Listen to Tchaikovsky's "Finale: Allegro con fuoco" from *Symphony No. 4 in F Minor* with the students, and have them listen for the cymbal and the bass drum. Ask the students which of their body percussion movements is most like the crashing cymbal (Answer: Clapping).

Did any of their body percussion movements remind them of percussion instruments? Perhaps stomping reminds them of the thump of the bass drum.

LESSON 1: MAP OF ORCHESTRA



WOODWIND FAMILY



BRASS FAMILY



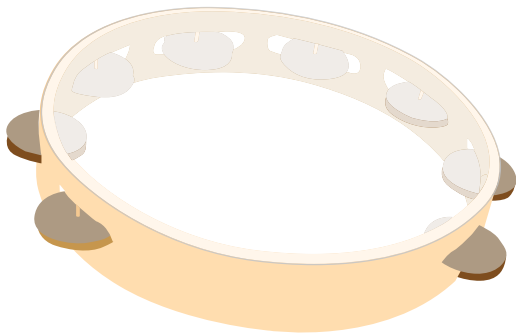
PERCUSSION FAMILY



STRING FAMILY

LESSON 1 & 2: INSTRUMENT FACT CARDS

TAMBOURINE

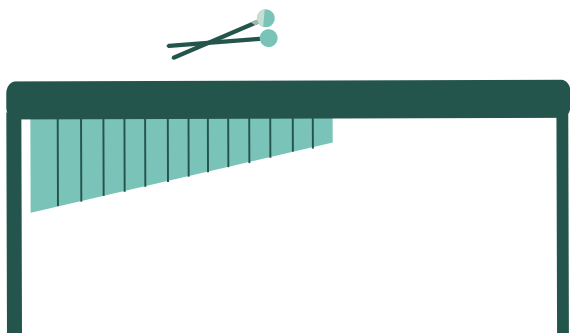


The tambourine is made with a wooden frame and usually has a drumhead stretched across the top.

Small jingles are set into the frame of the tambourine.

The tambourine is played by shaking or striking the drumhead with hands.

XYLOPHONE

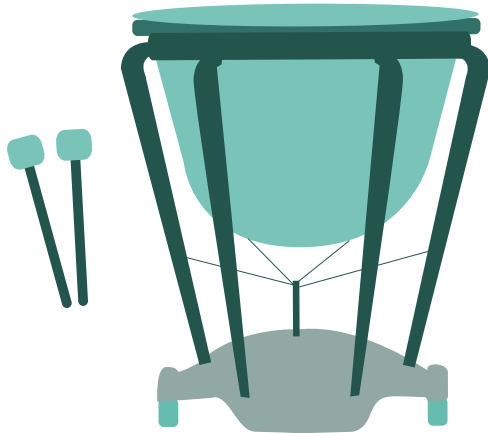


The xylophone is made of wooden bars which are set on a metal frame. The xylophone is like a piano keyboard with lower-sounding bars on the left and higher-sounding bars on the right.

The xylophone is played by striking the bars with mallets.

LESSON 1 & 2: INSTRUMENT FACT CARDS

TIMPANI

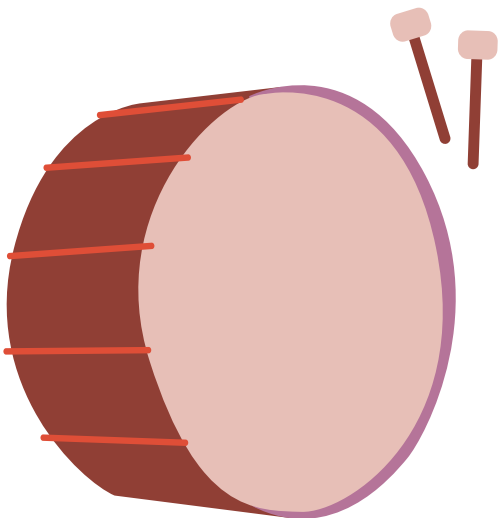


The timpani is a type of drum that consists of animal skin stretched over a large copper bowl.

The timpani is played by striking the head with a mallet.

Timpani are also sometimes called kettledrums.

BASS DRUM

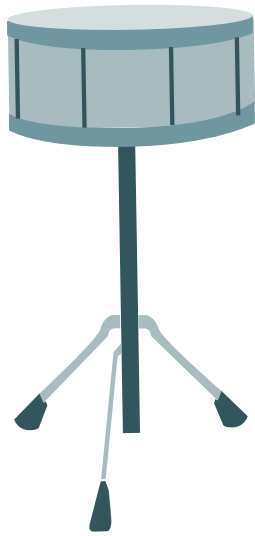


The bass drum is one of the largest and lowest-sounding drums in the orchestra.

The base drum is played by striking on its sides with a beater or mallet.

LESSON 1 & 2: INSTRUMENT FACT CARDS

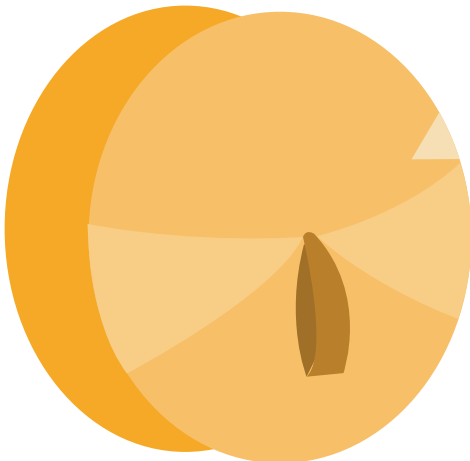
SNARE DRUM



The snare drum is made of wood or metal, with metal wires called “snares” that are stretched across the bottom of the drum.

The snare drum is commonly used in drumlines and parades.

CYMBALS



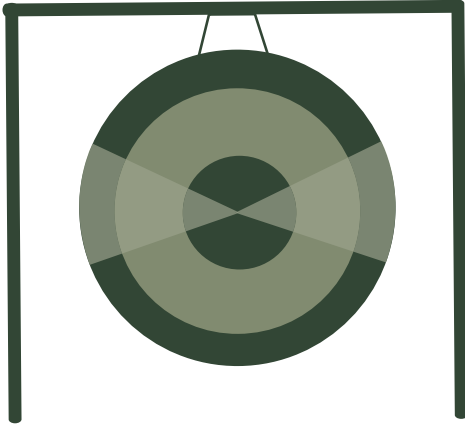
The cymbals consist of two large brass plates.

The cymbals are played by crashing the two plates together.

Larger cymbals produce lower sounds, and smaller cymbals produce higher sounds.

LESSON 1 & 2: INSTRUMENT FACT CARDS

GONG

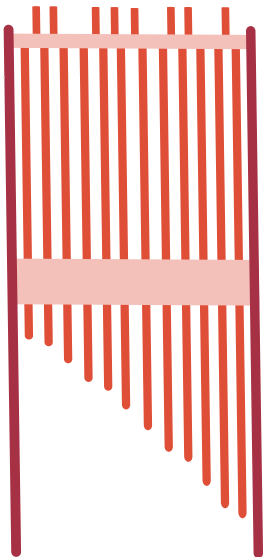


The gong is a very large brass plate hung by a rope.

The gong is played by hitting the plate with a mallet.

Larger gongs produce lower sounds, while smaller gongs produce higher sounds.

CHIMES



The chimes consist of large metal tubes hung from a metal frame.

Just like the xylophone and the piano keyboard, the chimes are hung with the lower-sounding tubes on the left and the higher-sounding bars on the right.

The chimes are played by striking with a mallet.

The tubes longer in length produce lower pitches, and those shorter in length produce higher pitches.

PRE-CONCERT SURVEY

Name: _____

Date: _____

School: _____

1. Have you been to a concert at the Schermerhorn Symphony Center before?

a. Yes

b. No

2. Do you play an instrument? If so, which one?

a. Yes _____

b. No

3. What is your favorite percussion instrument? _____

4. Describe the parts of your favorite percussion instrument:



POST-CONCERT SURVEY

Name: _____

Date: _____

School: _____

1. Did you enjoy the concert?

a. Yes

b. No

2. What was your favorite percussion instrument to watch and listen to during the concert?

3. Did you learn anything new during the concert? If so, what?

