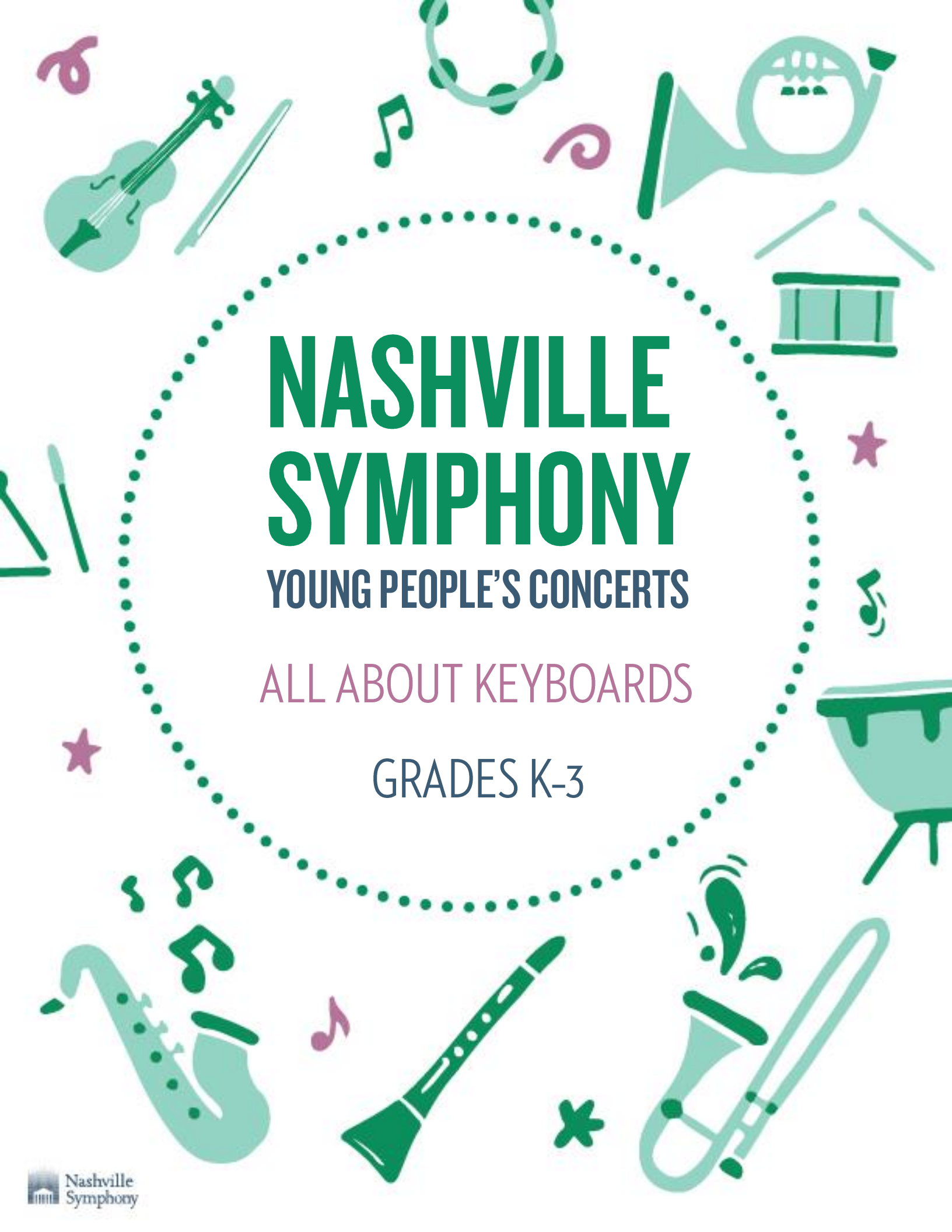




NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

ALL ABOUT KEYBOARDS

GRADES K-3

LESSON #1

THE ORCHESTRA & ITS SECTIONS

Grades 2 & 3

STANDARDS

Music:

K-4.GM.R2.A

With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection)

OBJECTIVES

Students will be able to identify the different sections and instrument families of the orchestra

Students will be able to distinguish the difference between ensemble and solo performance based on sight and sound

TIME NEEDED

45 minutes

MATERIALS

- Audio technology to play clips
- Image projection
- Instrument flash cards: <https://www.nashvillesymphony.org/media/9602/instrument-flashcards.pdf>
- Map of Orchestra

PROCEDURES:

1. Say:
 - The orchestra is made up of 4 main sections: strings, woodwinds, brass, and percussion
 - Each section has a unique role within the orchestra
 - The sections are made up of many musicians who work together to create sounds
 - String instruments make a sound when you pluck them or bow their strings.
 - Woodwinds make sound when you blow air into them.
 - Brass instruments are played by buzzing your lips into a mouthpiece.
 - Percussion instruments make a sound when you hit, shake, or tap them.
2. Ask: "Who has been to an orchestra concert or heard an orchestra play?"
3. Play: A clip of an orchestra playing (sample: <https://youtu.be/eRK-qxwlmBo?si=VKeQTNNOdyDB5pGJ>)

LESSON #1

THE ORCHESTRA & ITS SECTIONS

PROCEDURES (continued):

4. Teach/Review: Each section has distinct characteristics (Review: Go over each section and the instrumentation, using the provided facts):
 - Strings: violin, viola, cello, double bass (they all have an hourglass shape, 4 strings, range in size, violin being the smallest and double bass being the biggest) (the bigger the instrument, the lower pitch sounds it can produce)
 - Woodwinds: flute, clarinet, oboe, bassoon (these instruments have to be put together every time they are played. To make sound air is blown through a mouthpiece which then goes through the instrument, keys are pressed to change the note sounds)
 - Brass: trumpet, trombone, French horn, tuba (these instruments are played by buzzing our lips through the mouthpiece, which creates vibrations that move through the instrument to create sound)
 - Percussion: drums, tambourine, xylophone, cymbals (these instruments are played by striking them, shaking them, or scraping them to make a sound)
5. Distribute: the diagram worksheet to show students color coded sections of the orchestra and where they sit.

ADVANCED EXTENTION OPTION: Have students complete the matching worksheet, filling in words and characteristics of different instruments and their families.

LESSONS #1 & 3: INSTRUMENT FLASH CARDS



VIOLIN



VIOLA



CELLO



BASS

LESSONS #1 & 3: INSTRUMENT FLASH CARDS



FLUTE



CLARINET



BASSOON



OBOE

LESSONS #1 & 3: INSTRUMENT FLASH CARDS



TRUMPET



FRENCH HORN



TROMBONE



TUBA

LESSONS #1 & 3: INSTRUMENT FLASH CARDS



TIMPANI



BASS DRUM



SNARE DRUM

LESSONS #1 & 3: INSTRUMENT FLASH CARDS

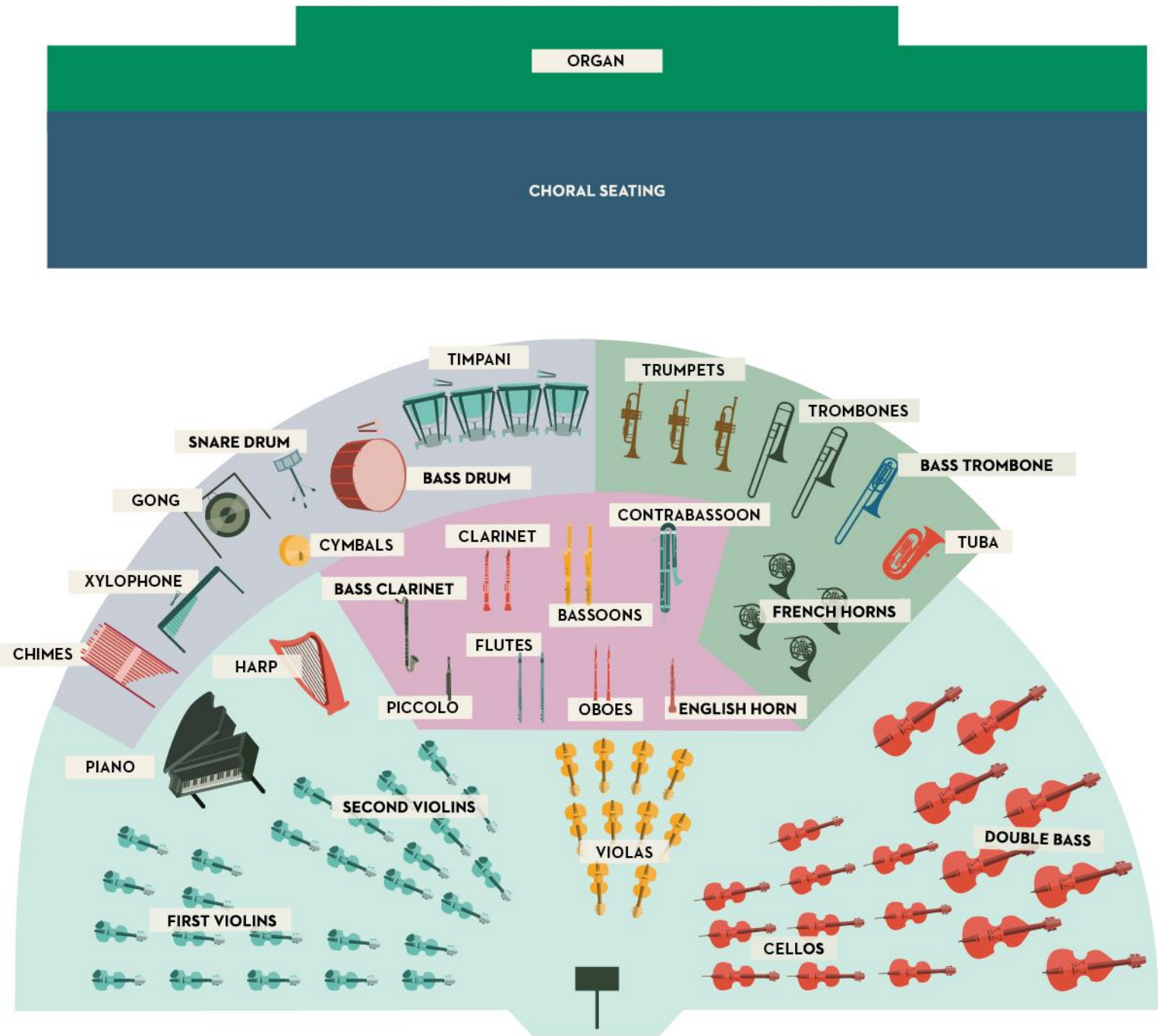


TAMBOURINE

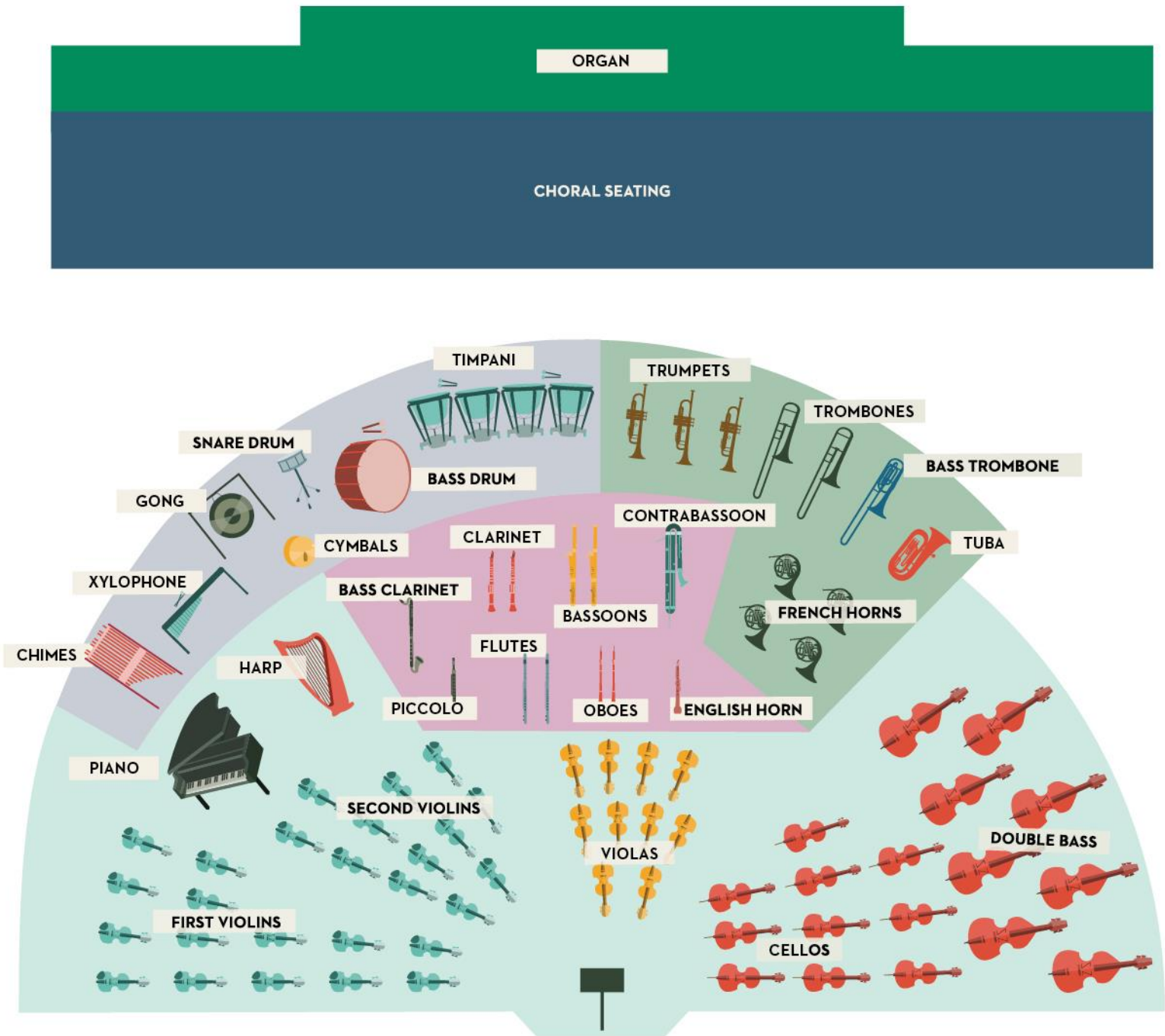


XYLOPHONE

LESSON #1: MAP OF ORCHESTRA



LESSON #1: MAP OF ORCHESTRA ANSWER KEY



WOODWIND FAMILY



BRASS FAMILY



PERCUSSION FAMILY



STRING FAMILY

LESSON #1: WORKSHEET

FILL IN THE BLANK

Fill in the blank with the correct words.

1. The _____ family includes instruments like the violin and guitar.
2. The flute belongs to the _____ family.
3. You play a trumpet by buzzing your lips, so it is part of the _____ family.
4. The drum is a member of the _____ family because you hit it to make sound.
5. The clarinet is in the _____ family.

WORD BANK

woodwind
percussion
brass
string
woodwind

MULTIPLE CHOICE

Choose the correct answer for each question.

1. Which instrument is part of the string family?
a) Flute c) Trumpet
b) Violin d) Drum
2. Which family does the saxophone belong to?
a) Brass c) String
b) Woodwind d) Percussion
3. Which instrument do you hit to play?
a) Drum c) Flute
b) Guitar d) Trombone
4. Which family does the tuba belong to?
a) Brass c) String
b) Woodwind d) Percussion
5. 10) Which of these is a percussion instrument?
a) Cello c) Triangle
b) Clarinet d) Trumpet

LESSON #1: WORKSHEET ANSWER KEY

FILL IN THE BLANK

Fill in the blank with the correct words.

1. The string family includes instruments like the violin and guitar.
2. The flute belongs to the woodwind family.
3. You play a trumpet by buzzing your lips, so it is part of the brass family.
4. The drum is a member of the percussion family because you hit it to make sound.
5. The clarinet is in the woodwind family.

WORD BANK

woodwind
percussion
brass
string
woodwind

MULTIPLE CHOICE

Choose the correct answer for each question.

1. Which instrument is part of the string family?
a) Flute c) Trumpet
b) Violin d) Drum
2. Which family does the saxophone belong to?
a) Brass c) String
b) Woodwind d) Percussion
3. Which instrument do you hit to play?
a) Drum c) Flute
b) Guitar d) Trombone
4. Which family does the tuba belong to?
a) Brass c) String
b) Woodwind d) Percussion
5. 10) Which of these is a percussion instrument?
a) Cello c) Triangle
b) Clarinet d) Trumpet

LESSON #2

MEET THE KEYBOARDS

Grades K-3

STANDARDS

Music:

GM.R1.A Listen, describe, and identify musical instruments and families

GM.P1.A Explore and demonstrate musical concepts

OBJECTIVES

Students will learn about the piano, organ, harpsichord, and the celeste

Students will be able to identify the different keyboard instruments by sight and sound

Students will describe how each instrument produces sounds

TIME NEEDED

45 minutes

MATERIALS

- Pictures of piano, organ, harpsichord, and celeste (printed or project on screen)
- Audio clips or samples of each instrument being played (LINK)
- Chart paper or whiteboard
- Instrument cards for matching activity
- Audio projection capabilities

PROCEDURES

1. **Introduce:** Tell students they will learn about special keyboard instruments today. Compare the instruments by showing pictures of the instruments together.
2. **Ask:** “What do these instruments have in common?” Guide them to notice: They all use keys to make sound, but each has a different sound.
3. **Show and Discuss:**
 - **Piano:** Point out black/white keys, hammers inside, large wooden body.
 - Video Resource: youtu.be/zv4bShSMBPc
 - **Organ:** Show pipes, multiple keyboards, and pedal board (explain that players use their feet to play).
 - Video Resource: youtube.com/watch?v=TzK-tYFGQx4
 - **Harpsichord:** Notice decorative body, shape, and the style of the keys.
 - Video Resource: youtu.be/72DDDUNm_Mo
 - **Celeste:** Show smaller size; explain it is sometimes called a “bell piano” and can be portable.
 - Video resource: youtu.be/Aw7HAYq54rw

LESSON #2

MEET THE KEYBOARDS

PROCEDURES (continued):

4. Listening Activity: Play a short sound clip of each instrument. After each sound clip ask students:
 - What does it sound like?
 - Is it loud or soft?
 - Does it remind you of bells? Strings? Something else?
5. Discuss: Compare and contrast on the board with a chart and columns for each instrument, filling it out as a class (have students answer):
 - How does it make sound? (hammers, strings, air, metal bars)
 - What does it sound like? (bright, soft, like bells?)
 - Where would you typically find it? (in a church, orchestra, at home?)

SUGGESTIONS: Ways to describe how each instrument produces sound.

Piano: when you press a key, a small hammer inside the piano hits a string, making it vibrate and producing a sound

Organ: when you press a key, air moves through pipes making sound

Harpsichord: when you press a key, a small piece inside the instrument plucks a string, like plucking a guitar, and makes a sound

Celeste: when you press a key, a tiny hammer hits a metal bar, making a soft sound that can sound like a bell

LESSON #2: THE PIANO



LESSON #2: THE ORGAN



LESSON #2: THE HARPSICHORD



LESSON #2: THE CELESTE



LESSON #3

WHAT IS A SOLO?

Grades 2 & 3

STANDARDS

Music:

K.GM.R2.A With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).

OBJECTIVES

Students will be able to explain what a solo is using simple language and examples

Students will be able to identify solo instruments and distinguish them from non-solo instruments

TIME NEEDED

45 minutes

MATERIALS

- Audio technology to play video clips
- Poster board or paper and drawing materials
- Instrument flash cards
- <https://www.nashvillesymphony.org/media/9602/instrument-flashcards.pdf>

PROCEDURES

1. Begin by discussing what a solo is and what makes something a solo:
 - A solo is when one instrument or voice gets their time to shine, like when someone gets to tell a story all on their own while everyone else is listening.
 - A solo instrument is one that plays alone and is the main focus in a piece of music.
 - There can be instruments that play solos inside of an orchestra, or they can play solos in front of the orchestra.
 - Examples of solo instruments: violin, trumpet, piano, organ, percussion, and voice! But any instrument can have a solo!
 - Just because an instrument can play solo, does not mean that it has to! Instruments can also be played in groups with others.
2. Next, ask "what is your favorite instrument, and why"
 - Ask students to think about what made that special and how we know that it is a solo instrument

LESSON #3

WHAT IS A SOLO?

PROCEDURES (continued):

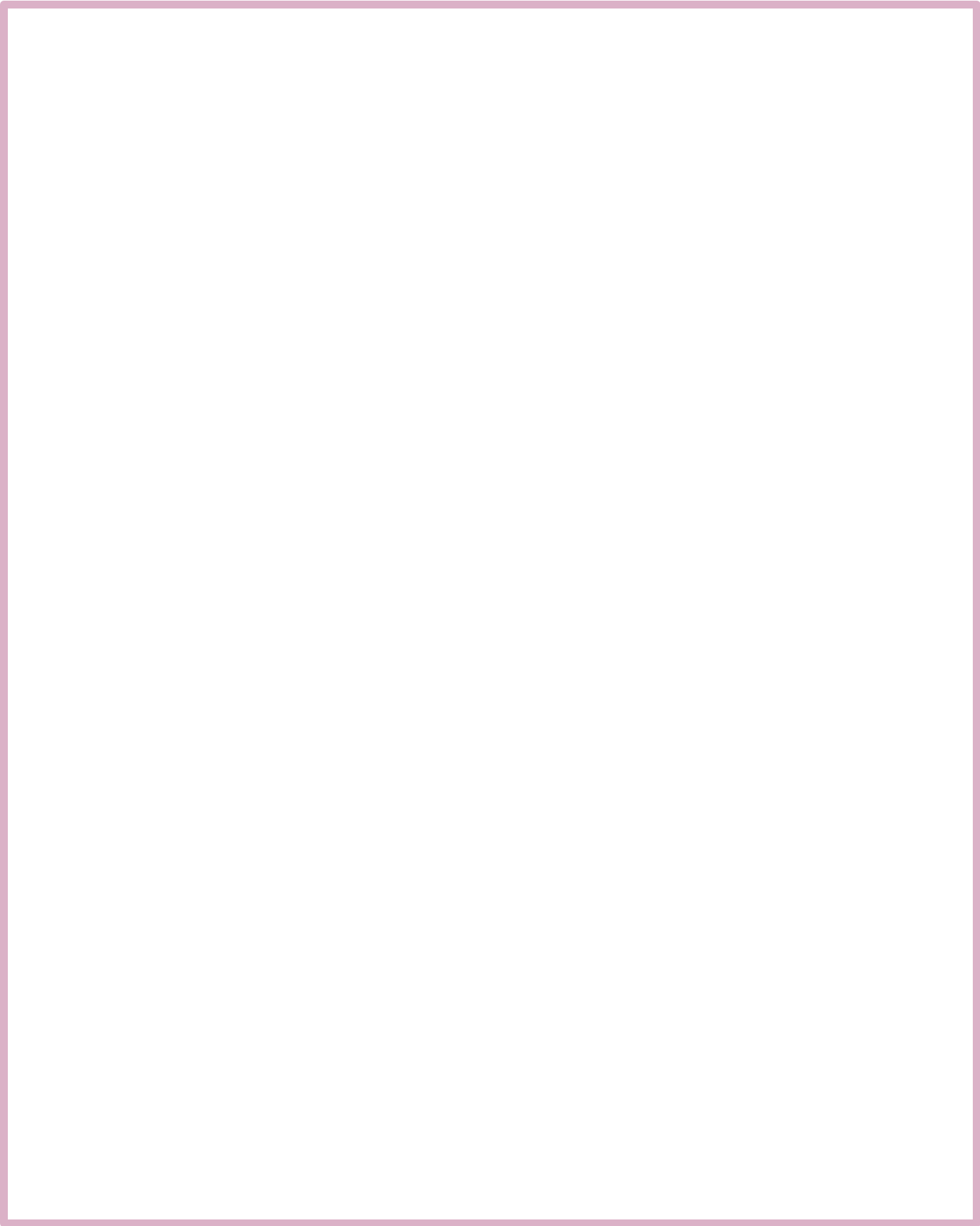
3. Demonstration
 - **Different Types of Solos:** *Sometimes a solo plays with the orchestra, and sometimes it plays all by itself.*
 - **Concerto:** *A concerto is a musical piece where one instrument is the soloist and plays with the orchestra.*
 - **Cadenza:** *A cadenza is a special solo moment when the orchestra stops and the soloist plays alone.*
 - Play examples of both a concerto and a cadenza.
 - Concerto: <https://youtu.be/MCRNOAVNAGc?si=OkonuUSM4M1q6mT2>
 - Cadenza: https://youtu.be/7XolsVJsVi0?si=IjpF98p_jvV7DAUd
 - Concerto: <https://youtu.be/0VWj2uQLwwc?si=THOoT-NZRh-ujTKx>
 - Ask students “What type of solo do you hear?” Have the students explain their answer.
4. Say: While the sections are made up of many musicians who work together to create sounds, a soloist will stand alone and make their own sounds.

ADVANCED EXTENSION OPTION:

Have students create a poster with their favorite solo instrument and write one sentence about it (what it sounds like, what it looks like, etc.)

Ask students to share what they learned about solo instruments

LESSON #3: MY FAVORITE SOLO INSTRUMENT



LESSON #4

THE INSTRUMENTS AS ANIMALS

Grades K-3

STANDARDS

Music:

1.GM.R1.B Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre).

OBJECTIVES

Students will explore different instruments and be able to describe the sound of each instrument from the orchestra.

Students will listen to and describe musical examples.

Students will be able to match the instrument sound with the animals they represent.

TIME NEEDED

45 minutes

MATERIALS

- Projection of images or real examples of instruments
- Audio clips and videos of music
- Optional: classroom instruments
- Whiteboard

PROCEDURES

1. Say: "In music, instrument sounds can represent animals, places, feelings, or even ideas. This helps music tell a story without words."
2. Review Instruments: Briefly go over a few instruments and what makes each one sound different (string, wind, brass, percussion).
3. Listen & Discuss: Play short clips of instruments imitating animals. After each, ask:
 - "Which instrument did you hear?"
 - "What animal could it be?"
 - "Why does it sound like that animal?" (Example: "A bird often sounds like a flute because the flute is high, fast, and light.")

LESSON #4

THE INSTRUMENTS AS ANIMALS

PROCEDURES (continued)

4. Play these short excerpts and let students guess the animal:
 - The Swan (cello): <https://youtu.be/3qrKjywjo7Q?feature=shared&t=8>
 - The Aviary (flute/violin): <https://youtu.be/xkmpKKVVO4Q?feature=shared&t=25>
 - The Elephant (double bass or cello): <https://youtu.be/Bi5afK-Kvq4?feature=shared>
 - Aquarium (fish): <https://youtu.be/wtJ6alJqcug?feature=shared>
5. Matching Sheet: Hand out the matching sheet activity and have students draw lines to match the animal to the instrument they think represents it best.

LESSON #4: INSTRUMENT MATCHING ACTIVITY



LESSON #5

SEASONS OF MUSIC: VIVALDI

Grades K-3

STANDARDS

Music:

K.GM.R2.A With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).

OBJECTIVES

Students will be able to listen to and describe the characteristics of Vivaldi's Four Seasons "Spring" movement

Students will respond to Vivaldi's Four Seasons by creating drawings that visually represent what they hear.

TIME NEEDED

45 minutes or as long as needed

MATERIALS

- Projection of images or real examples of instruments
- Audio clips and videos of music
- Print outs with coloring sheet and squares to draw their own pictures
- Coloring/ drawing materials (pencils, crayons, markers)

PROCEDURES:

1. **Say:** "Today we're learning about a composer named Antonio Vivaldi. He lived during a time called the Baroque era – about 300 years ago!"
2. **Describe the Era:** Explain that music from the Baroque era often sounds full of patterns, swirls, and dance-like rhythms.
3. **Talk About the Instruments:** Mention that Baroque music featured string instruments and an instrument called the harpsichord, which has keys like a piano but sounds more like a plucked string instrument.
4. **Connect to Vivaldi and Bach:** Share that Vivaldi was one of the most famous composers of his time – and another well-known composer from that same period was Johann Sebastian Bach.
5. **Introduce The Four Seasons:** Explain that The Four Seasons is one of Vivaldi's most famous works. It's a set of four pieces for solo violin and orchestra, and each one represents a different season: Spring, Summer, Fall, and Winter.

LESSON #5

SEASONS OF MUSIC: VIVALDI

PROCEDURES (continued)

6. Listening Option (if time allows): Play a short excerpt from Spring and ask:
 - “What season do you think this sounds like?”
 - “What about the music helps you imagine that?”
7. Listen and Imagine: Play a short clip of Spring from The Four Seasons. Ask: “What pictures or feelings come to mind as you listen?”
8. Ask: “What does spring sound like to you?” Encourage short answers with describing words.
9. Color & Create: Play a longer section and have students color a spring-themed picture using spring colors that match how the music feels.
10. Use Descriptive Words: Guide with examples like bright, joyful, blooming, new.
11. Extend to Other Seasons: As time allows, play parts of Summer, Fall, and Winter. Have students draw what they hear, showing how each season’s music feels different.
12. Reflect: After each listening, ask students to share:
 - “How did this one feel?”
 - “How was it different from the last piece?”

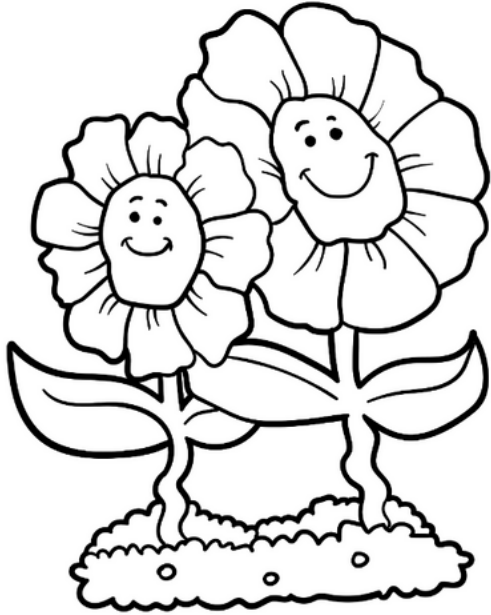
LISTENING SAMPLES:

(Use however much of each movement class time allows)

- Spring: <https://youtu.be/6LAPFM3dgag?feature=shared>
- Winter: https://youtu.be/_FeJFs6LJjU?feature=shared&t=28
- Fall/Autumn: <https://youtu.be/H7hGiZ579cs?feature=shared&t=6>
- Summer: <https://youtu.be/KY1p-FmjT1M?feature=shared>

LESSON #5: SEASONS DRAWING ACTIVITY

Spring



LESSON #6

MUSIC TELLS A STORY

Grades 2-3

STANDARDS

Music:

3.GM.R2.A Demonstrate and describe how music concepts are used by performers to reflect intent (such as describing the mood of a piece of music using descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing).

OBJECTIVES

Students will be able to listen to music and describe a story that the music is telling
Students will be able to create their own short musical story

TIME NEEDED

45 minutes

MATERIALS

- Audio player for listening to music
- Chart paper and markers for story mapping
- Visual aids (pictures of instruments)
- Mapping worksheet (provided)

PROCEDURES

1. **Say:** “Today we’re learning how music can tell a story.”
2. **Ask:** “What is your favorite story?” You can continue to build background knowledge by asking the following questions:
 - “What is a story?”
 - “What does it mean to tell a story?”
 - “Do we always need words to tell a story?”
 - “How could we tell a story without words?”
3. **Make a Connection:** Music can tell stories too! Elements like melody, rhythm, and dynamics help express feelings and ideas, just like words in a book.
 - **Instruments as Characters**
 - **Share:** Different instruments can represent different characters or actions in a story. (ex: A flute might sound like a bird, or a drum could sound like footsteps).
 - **Story Structure**
 - **Discuss:** Story elements such as setting, characters, conflict and how music can show each of these through sound.
 - Composers are storytellers, using musical ideas instead of words to share their stories

LESSON #6

MUSIC TELLS A STORY

PROCEDURES (continued)

4. Listen & Imagine

- **Play:** In the Hall of the Mountain King
(<https://www.youtube.com/watch?v=OqvHWUZZdPo>).
- **Ask:**
 - “What pictures or stories come to mind while you listen?”
 - “How does the music make you feel?”

5. Draw the Story:

- Have students draw the storyline they imagine as the music plays including characters and where the story takes place.
- Students may:
 - Use a storyboard sheet with sections for beginning, middle, and end, or
 - Use a blank sheet to create one picture showing everything they hear in the piece.

LESSON #6: STORY MAP WORKSHEET



SETTING

Where and when does the story take place?

Write or draw below:



CHARACTERS



EVENTS

What happens in the story?

BEGINNING: _____

MIDDLE: _____

END: _____

COMPOSER HIGHLIGHTS

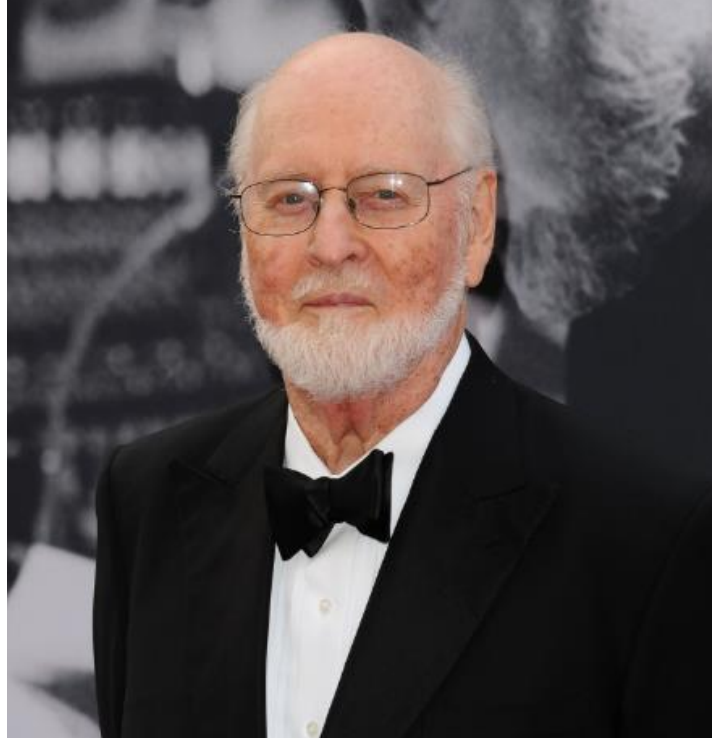


ANTONIO VIVALDI

Born in 1678 in Venice Italy, Antonio Vivaldi was an Italian composer, violinist, and priest of the Baroque period. Vivaldi was known for his virtuosic violin playing and for composing hundreds of concertos, operas, and sacred works. He spent a large portion of his career teaching and writing music for the girls at the Ospedale della Pietà, a music school and orphanage in Venice.

Vivaldi's most famous work is *The Four Seasons*, a set of concertos written for violin that musically portray spring, summer, fall, and winter. He is known to use detailed imagery, which is what made him a major influence on later composers.

COMPOSER HIGHLIGHTS



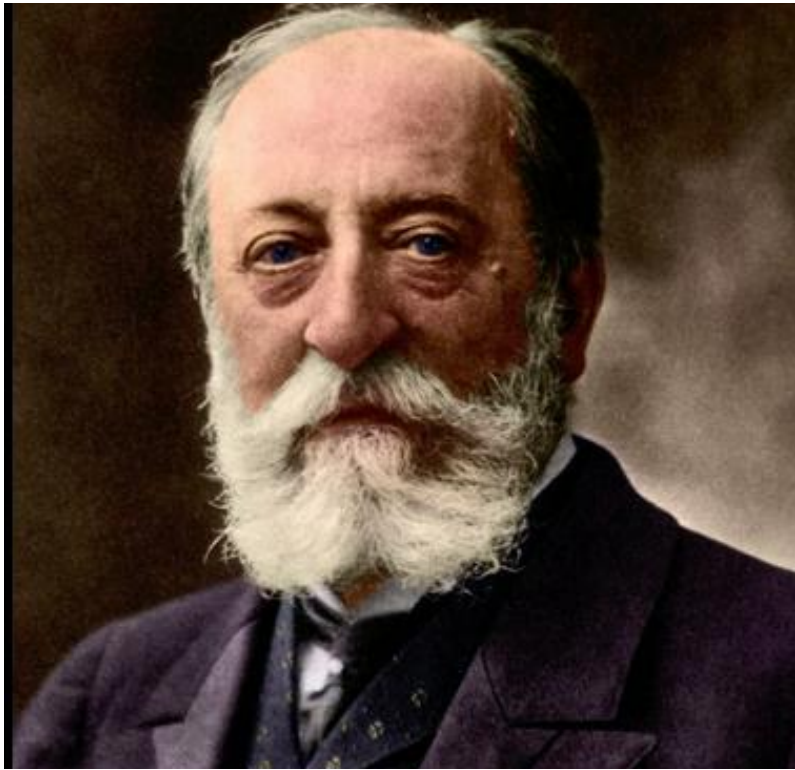
JOHN WILLIAMS

John Williams, born in 1932 in New York, has become one of the most influential voices in film music. After studying at UCLA and later at the Juilliard School, he began his musical life as a jazz pianist and session player, gradually finding his path into composing for television and film.

Audiences around the world know his themes from Star Wars, Indiana Jones, Jaws, E.T., Jurassic Park, Superman, and the first Harry Potter films, music that has become deeply woven into society. Williams' gift lies in the way he shapes musical ideas that feel instantly recognizable and emotionally powerful, often elevating the stories they accompany.

Even today, Williams' music continues to captivate listeners and influence new generations of composers.

COMPOSER HIGHLIGHTS



CAMILLE SAINT-SAËNS

Camille Saint-Saëns was a French composer, pianist, and organist known for his elegant, expressive music and for being a leading figure in French Romantic music. He was born in 1835, in Paris, France, and showed remarkable musical talent as a child, giving public concerts. Saint-Saëns composed in many musical forms, including symphonies, concertos, chamber music, and opera. Some of his most famous works include *The Carnival of the Animals*, *Danse Macabre*, *Samson and Delilah*, and the *Organ Symphony* (Symphony No. 3). *The Carnival of the Animals*, though originally written for fun and not published in full during his lifetime, has become a favorite for many, and features imaginative music that represents different animals.

In addition to being a composer, Saint-Saëns was a brilliant performer and a respected music scholar. He traveled widely and remained active as a musician throughout his long life.

COMPOSER HIGHLIGHTS



ANDREW LLOYD WEBBER

Andrew Lloyd Webber is a world-famous British composer known for creating some of the most popular musicals in modern theater. He was born in London into a musical family. He began composing music at a young age and went on to revolutionize musical theater with his dramatic storytelling and memorable melodies.

Lloyd Webber's most famous works include *The Phantom of the Opera*, *Cats*, *Evita*, *Jesus Christ Superstar*, *Joseph and the Amazing Technicolor Dreamcoat*, and *Sunset Boulevard*. His shows have been performed all over the world and have won numerous awards, including Tonys, Oliviers, and an Academy Award.

Known for blending classical, rock, and pop styles, Lloyd Webber helped bring musicals to a wider audience. His work continues to shape musical theater and inspire new generations of performers and composers.

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 instrument? _____

4. Describe the parts of your favorite 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?
