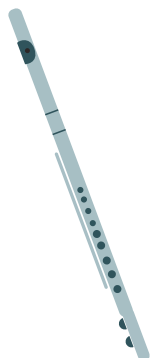


# ENSEMBLES IN SCHOOLS:

Meet the Woodwind Family!



# RESOURCES AND SUPPORTS

## MUSIC

The Nashville Symphony is pleased to partner with NAXOS. NAXOS has provided exclusive access to their online NAXOS Music Library for teachers using the curriculum guides. Instructions on how to play the music included in all of the lesson plans will be emailed to you.

Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

## SOCIAL STORIES

The Nashville Symphony is happy to provide supports for individuals on the autism spectrum or with other disabilities. Visual and text versions of a social story are available to help students know what to expect when the Nashville Symphony ensemble visits their school. To request these social stories, email the education department at [education@nashvillesymphony.org](mailto:education@nashvillesymphony.org)





# STANDARDS

This lesson plan aligns to various academic and music standards of Tennessee.

## VISUAL ART

### **1.VA.CR2.A**

Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship.

## MUSIC

### **K-2.GM.R2.A**

With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).

### **3-5.GM.R1.B**

Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments).

## LANGUAGE ARTS

### **2.SL.CC.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### **4.SL.CC.1**

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

# LESSON: MEET THE WOODWIND FAMILY



## OBJECTIVE

- Students will be able to identify and describe characteristics of instruments in the woodwind family.
- Students will be able to understand how woodwind instruments produce sound.



## MATERIALS

- DSO Kids Listen and Learn: <https://www.mydso.com/dso-kids/learn-and-listen/instruments>
- Recording of Ravel's *Les entretiens de la Belle et de la Bête* from Mother Goose Suite
- Recording of Tchaikovsky's Dance of the Reed Pipes from The Nutcracker
- Recording of Tchaikovsky's Swan Theme from Swan Lake
- Recording of Gershwin's Rhapsody in Blue (beginning -01:00)
- Instrument flash cards & fun facts (see teacher resources pages 6 - 9)
- Instrument craft materials (See teacher resources for supplies lists)



## PROCEDURE

1. Explain to the students that the instruments in an orchestra are organized into different instrument families. Ask your students to share what they know about the woodwind family. Ask them how they think woodwind instruments produce sound, what they look like, what they're made out of, and to share any instrument names they might be familiar with. Record student answers on the board.
2. Share the instrument flash cards with the fun facts cards provided in teacher resources on pages 6-9. Access the DSO Kids Learn and Listen page and play the corresponding listening examples for the clarinet, flute, oboe, and bassoon. Acknowledge when a fact in the flash cards matches a student-contributed fact written on the board.
3. Play the recording of "Conversation of Beauty and the Beast" from Ravel's Mother Goose Suite, without revealing the title of the piece. Explain to the students that two woodwind instruments featured—the clarinet and the bassoon—represent different characters in a story. Have the students write a short story or draw a picture with two characters as they listen to the music.
4. Have a few students share their story/picture to the rest of class, then share the original title of the piece. Facilitate a conversation with the students about how the stories (both student and original) are similar and different. What about the bassoon makes them think of a certain kind of character? What makes the clarinet sound like a different character? How do the instruments sound when they play together?

# LESSON: MEET THE WOODWIND FAMILY

## OPTIONAL EXTENSION ACTIVITY-MAKE YOUR OWN WIND INSTRUMENT:

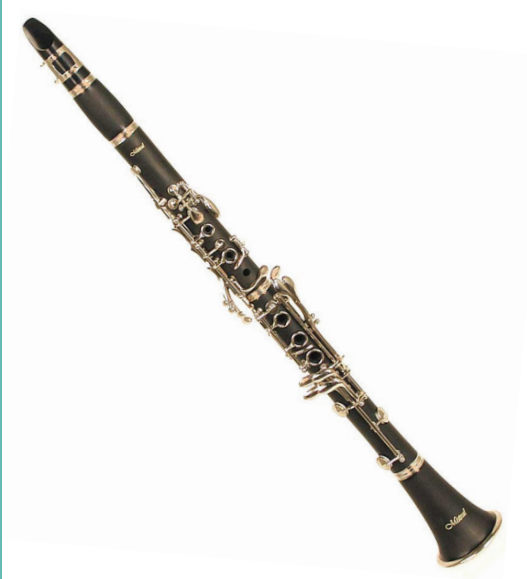
See the instructions for two craft options in the teacher resources section on page 14 and 15.

## ASSESSMENT

1. Place a photo of four orchestral woodwind instruments in each corner of the room, using the photos provided in this packet (teacher resources, pages 10 - 13). Play the first minute or so of the following recordings one by one, and instruct the students to go to the corner of the instrument featured in each piece:
  - a. Tchaikovsky's Dance of the Reed Pipes from The Nutcracker (answer: flute)
  - b. Swan Theme from Tchaikovsky's Swan Lake (answer: oboe).
  - c. Grieg's In the Hall of the Mountain King (answer: bassoon)
  - d. Lastly, play Gershwin's Rhapsody in Blue. Explain that the clip will begin with one woodwind instrument, and there will be a second woodwind instrument near the end of the clip (answers: clarinet in beginning, then flute at 0:45). Have the students go to the instrument stations as they hear them.

OPTION: If you are in a classroom with limited space or with students that have limited mobility, give each student a copy of the four instrument photos and have students hold up the corresponding photo as they listen to the above recordings. For a tactile version, you can also fold or cut the four pictures into four different shapes.

# THE WOODWIND FAMILY!



**CLARINET**

- This clarinet is made from grenadilla, a dense, black wood from Africa.
- The clarinet is made up of several pieces: the mouthpiece, the barrel, the upper joint, the lower joint, and the bell.
- When air is blown into the clarinet the reed—a thin piece of material usually made from cane or bamboo—vibrates against the mouthpiece onto which it is fixed to create sound.



**FLUTE**

- Unlike most woodwind instruments, the flute does NOT use a reed to make sound. Instead, air is blown across the top of the mouth of the flute, much like blowing across the top of a soda bottle to make a sound!
- The flute is made up of three pieces, which are called the head, the body, and the foot!
- Along with the human voice, flutes are one of the earliest known musical instruments. The oldest flute ever discovered may be a fragment of the bone of a bear, with two to four holes.

# THE WOODWIND FAMILY!



**OBOE**

- The oboe first appeared in the mid-1600s, when it was called a “hautbois” (pronounced “oh-bwah”).
- The oboe is a double reed instrument, which means there are two pieces of bamboo or cane vibrating against each other.
- Oboes are usually made of wood, but there are also oboes made of man-made materials.



**BASSOON**

- Like the oboe, the bassoon is a double reed instrument.
- The bassoon has about 8 feet of tubing, though it is folded in half to make the instrument around 4 feet long.
- The bassoon is held diagonally in front of the player, but unlike the flute, oboe and clarinet, it cannot be supported by the player’s hands alone. The bassoonist must use a strap to hold the instrument!

## THE WOODWINDS - FUN FACTS!



**OCARINA**

Some of the oldest instruments in the world are woodwinds. The ocarina is a woodwind instrument that's been around for over 12,000 years. They were usually made from clay or ceramic, but were also made with materials such as wood and animal bone!



Reeds are thin strips of material that vibrate to produce sound on some woodwind instruments, such as the clarinet, oboe, English horn and bassoon. They are usually made out of cane, which is like a really tall grass with a woody stem.



# THE WOODWINDS - FUN FACTS!



**DOUBLE  
REED**



**SINGLE  
REED**

The oboe, English horn, and bassoon all use double reeds, which create sound with two reeds vibrating against each other. The clarinet and saxophone have single reeds, which create sound with one reed vibrating against the mouthpiece.



**SAXOPHONE**

Though it may look like a member of the brass family, the saxophone is actually a woodwind instrument! It uses a single reed, much like a clarinet.

# THE WOODWIND FAMILY!



# CLARINET

# THE WOODWIND FAMILY!



**FLUTE**

# THE WOODWIND FAMILY!



# BASSOON

# THE WOODWIND FAMILY!



**OBOE**

# MAKE YOUR OWN OBOE!



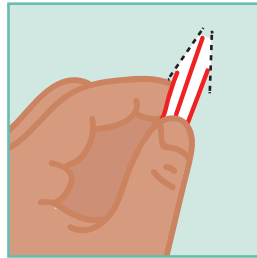
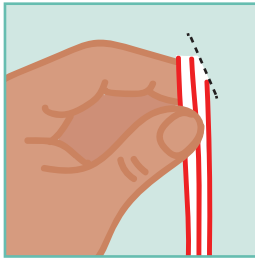
## MATERIALS

- Drinking straws
- Scissors

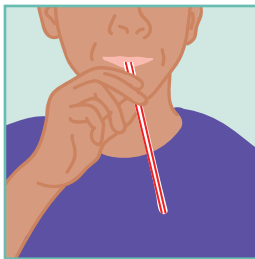
1. Distribute one straw to each student. The straw will need to be straight for this craft -- if there are any bends in the straw, have students cut these off.
2. Instruct students to flatten the tip of the straw on the very end.



3. Have students make two cuts to the flattened end of the straw to form a triangular tip.



4. Tell students to insert the triangular straw tip into their mouth and blow. They may have to experiment with blowing harder or softer and moving the straw in and out of their mouth to make a sound. The two pieces of straw vibrate together to produce sound, just like the double reed of an oboe!



## OPTIONAL EXTENSIONS:

- ◇ Cut finger holes into the straw with scissors
- ◇ Experiment with different lengths of straw to create different pitches
- ◇ Create a paper “bell” (a cone shape) and attach to the straw with tape to make the instrument louder

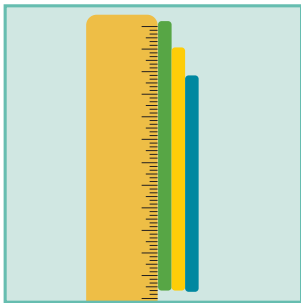
# MAKE YOUR OWN PAN FLUTE!



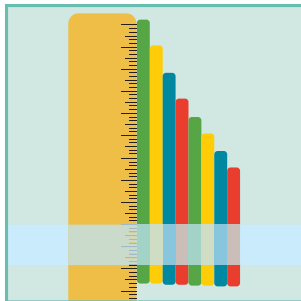
## MATERIALS

- Drinking straws
- Scissors
- Ruler
- Tape

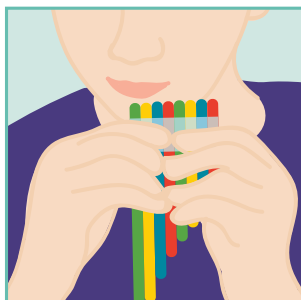
1. Distribute 4 to 8 straws to each student. The straw will need to be straight for this craft -- if there are any bends in the straw, have students cut these off.
2. Have students cut 1 inch from their first straw, 1 ½ inches from their second straw, and so on, cutting an additional ½ inch from each successive straw. Teachers may prefer to pre-cut straws for younger students.



3. Instruct students to line their straws up from shortest to longest, making sure the tops of the straws form a straight line.
4. Distribute a 4-6 inch piece of tape to each student. Keeping the straws lined up, have students tape their straws together by placing the tape across each straw. Wrap the excess tape around the other side of the straws to create a pan flute.



5. Tell students to blow across the tops of their straws to make music! Ask them to notice the differences in pitches between the different lengths of straw.



# POST-PERFORMANCE SURVEY

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

1. Did you enjoy the ensemble that visited your school?

- A. Yes
- B. No
- C. A little bit

2. Do you think you will listen to classical music more often?

- A. Yes
- B. No

3. Which instrument did you like the most?

4. How did the live performance sound different than the recordings of the instruments clips you listened to?

5. Which was your favorite piece the musicians played, and why? Use complete sentences.