



Introduction to the Orchestra

Scheme of Work for KS3

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Teacher's Introduction

These six lesson plans provide a broad overview of and introduction to the main instruments of the orchestra. Each lesson lasts an hour and is divided into starter, main, plenary and homework sessions, with suggested timings for each section.

In line with the National Curriculum released in 2021, this resource aims to:

- Build knowledge and skills through performing, composing and listening
- Develop a deepening understanding of music and instruments
- Create listening opportunities to increase awareness and appreciation
- Develop familiarity with staff notation and musical conventions

The resource is structured in the following way:

- (a) An overview of the whole resource, so that teachers can see at a glance the content for each lesson – the title of the lesson, the aims, the equipment required, the title of each worksheet and lesson plan
- (b) A chapter for each of these topics:
 - a. Meet the Orchestra and the Conductor
 - b. Meet the String Family
 - c. Meet the Woodwind Family
 - d. Meet the Brass Family
 - e. Meet the Percussion Family
 - f. Tutti
- (c) Answers for activities and questions

Activities are designed to build the knowledge and appreciation of the different instruments of the orchestra and to encourage personal responses. Composition and music-making tasks are fun and non-threatening.

Activities include:

- Using imagination
- Guided listening
- Group ensemble performances
- Basic composing
- Simple reading of music notation
- Recognition of instruments and their sounds
- Use of YouTube, where performances can be watched as well as heard
- Spotify links where appropriate
- Use of instruments where available
- Making of instruments, which are then used in class

There is also conscious linking of material across the six lessons.

YouTube links are provided for the listening and, where available, Spotify links as well.

Answers are provided for questions and tasks, where necessary.

May 2023



For your convenience, links to the websites required for activities have been provided on ZigZag Education's website at zzed.uk/12190

Students might find this helpful for accessing the websites rather than typing in the web address each time. As customers report any broken links, we will update this page. If you find that any of the links are not working, please inform us by email at music@zigzageducation.co.uk

Lesson 1: Meet the Orchestra and the Conductor



Lesson Plan

Aims	<ul style="list-style-type: none"> Introduce concept of a team and its leader, relating to the orchestra Importance of teamwork General introduction to the sections of the orchestra and the conductor
Resources	<ul style="list-style-type: none"> Computer, speakers Access to YouTube/Spotify Baton for conductor (optional)
Worksheets	<ul style="list-style-type: none"> 1A: Teams and leaders 1B: Body percussion 'orchestra' 1C: The sections of the orchestra 1D: Research one instrument
Starter	<ul style="list-style-type: none"> Discussion of sports team / medical team and the role of leader
Main Session	<p>Worksheet 1A</p> <ul style="list-style-type: none"> Group work, creating an 'orchestra' and conductor and using body percussion to Grieg piece 'In the Hall of the Mountain King' https://youtu.be/4nMUR8Rt2AI <p>Instructions for teacher: For this activity, the class will become an 'orchestra' with student conductor. Some conductors use only their hands, some hold a baton.</p> <p>Divide the class into the different instrument groups – strings (about 20% of the class), brass (20%), percussion (10%) and winds (10%).</p> <div style="text-align: center;"> <p>The diagram shows a semi-circular arrangement of instrument groups. From left to right (from the conductor's perspective), the sections are winds, percussion, brass, and strings. The strings section is the largest and is positioned closest to the conductor, who stands in front of the strings.</p> </div> <p>Each group decides on a different body percussion sound, e.g. clapping hands on thighs, clicking fingers, tapping feet.</p> <p>The conductor shows by using hands/baton which instrument group to play softly and when to start and stop.</p> <p>Worksheet 1B</p>
Plenary	<ul style="list-style-type: none"> Watch video on sections/instruments of the orchestra alone or in pairs: observation: https://youtu.be/7w1-cj3XWc <p>Worksheet 1C</p>
Homework	<ul style="list-style-type: none"> Research one instrument that interests the student, including a video and a recording of a piece featuring this instrument: https://youtu.be/EfedK-dqXWc (if students need to watch a video) <p>Worksheet 1D</p>

Timing

60-minute lesson

0:00	Starter: Discussion on teamwork and leaders
0:10	Main: Group work – 'orchestra' with body percussion
0:40	Plenary: Introduction to orchestral sections
0:55	Homework: Research one instrument – explain

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Worksheet 1A: Teams and leaders

Starter

Discuss the action in the picture below:

- What have the rest of the team done to prepare for this moment?
- What are the characteristics of a good team member?
- What is the role of the captain?



Now look at this picture:



Discuss the importance of teamwork in a medical procedure.

- An orchestra is a team of musicians, who need to work together to get
- They are members of a team, not individual soloists or players.
- The conductor leads the team, who need to obey his/her instructions

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Worksheet 1B: Body percussion 'orchestra'

Main

Conducting the class with body percussion – try this:

- All play together, starting very softly and getting louder
- A moment of silence
- Strings only
- Brass only
- Winds only
- Winds and brass
- Strings and percussion
- A moment of silence
- All play together very loudly and for a long time

Now try adding some suitable body percussion to accompany 'In the Hall of the Mountain King' which can be heard on <https://youtu.be/4nMUr8Rt2AI> or <https://open.spotify.com/track/5zhuWncJsBKrQ1HhmAKNAg?si=hv5X71>

Note how the music starts softly and then increases in speed and volume.

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Worksheet 1C: The sections of the orchestra

Plenary

Answer these questions after watching the video by underlining the correct answer.

To help you, the answers are given below, in random order:

timpani

double bass

piano

trombone

glockenspiel

1. Which section of the orchestra sits closest to the conductor?

strings

percussion

brass

2. Which is the largest and lowest string instrument?

viola

cello

double bass

3. What is the name of the smallest, highest instrument in the video?

trumpet

oboe

piccolo

4. Which wind instrument is held differently from the others?

bassoon

clarinet

oboe

5. Which brass instrument has a sliding, oblong metal tube?

tuba

trombone

French horn

6. What is the name of the drum-like instrument in the video?

cor anglais

bassoon

tuba

7. Which instrument is not part of the classical orchestra?

glockenspiel

piano

timpani

8. Which is the odd one out?

cello

harp

violin

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Worksheet 1D: Research one instrument

Homework

Do some research: Choose an instrument that you would like to know more about. All instruments were all featured in the video you watched, in the order given again, watch on <https://youtu.be/EfedK-dqXWc>



Strings:	violin, viola, cello, double bass
Winds:	cor anglais, oboe, flute, piccolo, clarinet, bassoon, contrabassoon
Brass:	tuba, trombone, trumpet, French horn
Percussion:	timpani, glockenspiel
	Harp, piano

Choose ONE of these instruments and find out:

1. What is it made of?

.....

2. How big is it (in inches or centimetres)?

.....

3. How much does it weigh?

.....

4. How is its sound produced?

.....

.....

5. Find a piece on YouTube or Spotify that features this instrument and:

- (a) write down the link and title of this piece

.....

- (b) describe what you like about this instrument.

.....

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Lesson 2: Meet the String Family

Lesson Plan

Aims	<ul style="list-style-type: none"> • Introduce concept of music being produced by a vibrating string • Introduction to the main string instruments in an orchestra • Listen and respond to iconic string solos
Resources	<ul style="list-style-type: none"> • Selection of rubber bands • Computer, speakers • Access to YouTube/Spotify
Worksheets	<ul style="list-style-type: none"> • 2A: Making music with rubber bands • 2B: The members of the string family • 2C: Respond to four iconic string solos • 2D: Listen and compare
Starter	<p>Experiment with different rubber bands to produce a musical sound.</p> <p>Instructions for teacher: Give each student a rubber band and something firm. Experiment by stretching it to different lengths, twanging it with a finger.</p> <ul style="list-style-type: none"> • https://open.spotify.com/track/4LRPiXqCikLIN15c3ylmP7 [0:00–0:13] • Summary: https://youtu.be/zkGsY4dKV8k <p>Worksheet 2A</p>
Main Session	<p>Instructions for teacher: Give students this information:</p> <p>The main string instruments in a classical orchestra are the violin, viola, cello and double bass. They all have a similar shape, but they differ vastly in size. Each is either played with a bow or plucked. The bow is made of wood and horse hair is coated with rosin so that the fibres can grip the strings, which vibrate, like your rubber bands. These vibrations are amplified by the body of the instruments.</p> <ul style="list-style-type: none"> • Introduce orchestral string instruments: https://youtu.be/7 • Comparison of songs on different string instruments <ul style="list-style-type: none"> (a) 'Raindrops Keep Fallin' on My Head' <ul style="list-style-type: none"> • https://youtu.be/FouEasyqLAs [0:00–1:03] • https://youtu.be/ARIJOxJ409I [0:00–1:02] (b) 'Perfect', by Ed Sheeran <ul style="list-style-type: none"> • 0:00–1:40 of https://youtu.be/21BQF4oyLPg and https://youtu.be/OraL2Dm5F9Q and from 0:00–1:40 of https://youtu.be/JCSS-n <p>Cello effects:</p> <ul style="list-style-type: none"> • https://youtu.be/7 <p>Worksheet 2B</p>

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Plenary	<p>Instructions for teacher:</p> <p>Divide the class into either two or four groups, depending on space. Each group can concentrate on one instrument; if two groups, each group can have two instruments.</p> <p>Let them watch the following extracts and record their personal performance, e.g. the mood of the music, something they liked.</p> <p>Each group can report their findings to the rest of the class.</p> <ul style="list-style-type: none"> Violin: https://youtu.be/1h0yEysiYHw 00:26–01:32 Viola: https://youtu.be/ggkNRz06Rn0 00:26–2:15 OR https://youtu.be/H2iMwADNmRk 0:00–1:10 Cello: https://youtu.be/eo2y23NVG 00:00–01:00 Double bass: https://youtu.be/GeBq-M 00:54–1:20 <p>Worksheet 2C</p>
Homework	<p>Listen to further three string extracts and consolidate learning:</p> <ul style="list-style-type: none"> 'First Violin Sonata': https://youtu.be/USACuJCrZPY 'Radio': 0:00–1:00 of https://youtu.be/oTf5qi2J6PM 'Double Bass Jam': https://youtu.be/dNXS7Zyda6Q <p>Worksheet 2D</p>

Timing

60-minute lesson

0:00	Starter: Experiments with rubber bands
0:20	Main: Introduction to string instruments
0:35	Plenary: Listen and respond to four iconic string solos
0:55	Homework: Listening and consolidation – explain



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Worksheet 2A: Making music with rubber

Starter

LOOK at the rubber band as it vibrates

- Stretch it as far as possible without snapping it
- Try to get the lowest sound
- Try to get the highest sound
- See how loose it must be to get no sound at all

Choose the correct answer from the options below:

☐

A thick rubber band creates a **higher/lower** sound than a thin one

☐

The more you stretch the rubber band, the **higher/lower** the sound

Note:

- An action is needed to start the vibrations
- The vibrating rubber band sets the air molecules vibrating
- When the vibrations reach your ear, your brain interprets the sound
- This all happens almost instantly

See if you can produce the first three notes of a scale (1, 2, 3 or doh-ray-m) or play the opening line of 'Mary Had a Little Lamb'.



Extension activity:

For a more challenging task using the same principle, listen to the opening of 'Mary Had a Little Lamb' on Spotify. Styles: <https://open.spotify.com/track/4LRPiXqCikLIN15c3yImP7?si=ce3c3c3c3c3c3c3c> and see if you can play it on your rubber bands. You need notes 1, 2, 3 and 4.

Here it is in a simple key:



To sum up, watch this short video: <https://youtu.be/zkGsY4dKV8k>

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1.
2.
3.
4.

• <https://youtu.be/AP'> 103 | 0:00–1:02]



Identify the three instruments.

- There are no frets on orchestral string instruments, so string players learn their range. Using their musical ear, they learn to play in tune.
- The player's left hand fingers are placed on the string, adjusting the different pitches
- The player's right hand holds the bow, moving it up and down, to strum
- String are made of nylon or steel wire
- Bows are made of wood and hairs of horses' tails



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Worksheet 2C: Respond to four iconic string

Plenary

Iconic string solos

Violin <https://youtu.be/1h0yEysiYHw> 00:26–01:32 or

<https://open.spotify.com/artist/0hIG9FXgjQxT8fKaYceFbA?si=H8KSjag8C>

Describe mood.....

What you liked best

Anything you did not like

Viola <https://youtu.be/1h0yEysiYHw> 00:26–2:15

OR https://open.spotify.com/track/1KCEmw4AlqchlqZTncqfNC?si=3BH_N30

Describe mood.....

What you liked best

Anything you did not like

Cello <https://youtu.be/eo2y23NVOg8> 00:00–01:00 or

<https://open.spotify.com/track/0jOnZhF75V68VsBObWx2XO?si=O60LcE>

Describe mood.....

What you liked best

Anything you did not like

Double bass <https://youtu.be/KCcf7GeBq-M> 00:54–1:20 or

https://open.spotify.com/track/1KCEmw4AlqchlqZTncqfNC?si=3BH_N30

Describe mood.....

What you liked best

Anything you did not like

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Worksheet 2D: Listen and consolidate

Homework

For more musically literate students: String instruments are also found in pop, rock and jazz.

Vanessa-Mae plays 'Devil's Trill Sonata', alternating between a standard violin and a double bass.

<https://youtu.be/USACuJCrZPY> or

<https://open.spotify.com/track/4tjeNozH0mfSVD7AdjLITE?si=sAPoD5Q2>

What instrument can you hear alongside the violin?

Watch the Asturia Quartet play 'alladio' – all four instruments are electronic.

<https://youtu.be/1GyW5xqEmRBTvbBPvkFV7G?si=fWDC4UC>

<https://open.spotify.com/track/1GYw5xqEmRBTvbBPvkFV7G?si=fWDC4UC> [0:00–1:00] or [0:54]

Name the four instruments:

1.
2.
3.
4.

The double bass is often used in jazz, both plucked (giving a shorter, snappy sound) or bowed (giving a smoother sound). Watch <https://youtu.be/dNXS7Zyda6Q>

List the five instruments in this video.

For all students:

Personal reflection on string instruments:

You have seen and heard all the orchestral string instruments, with their different sounds. Which sound do you like most?

Find a piece of music that features your favourite string instrument on YouTube or Spotify.

Instrument:

Name of piece:

Link:

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Lesson 3: Meet the Woodwind Family

Lesson Plan

Aims	<ul style="list-style-type: none"> To introduce students to a variety of woodwind instruments To compose a simple piece for flute
Resources	<ul style="list-style-type: none"> Computer and speakers Access to YouTube/Spotify Instrument to play students' compositions
Worksheets	<ul style="list-style-type: none"> 3A: Meet the wider woodwind family 3B: Focus on main orchestral woodwinds 3C: Compose a piece for flute 3D: Match pictures and names of instruments
Starter	<p>Instruction for teacher: Give this information: Not all wind instruments are made of wood, although the term woodwind is still used. Some are made of plastic.</p> <ul style="list-style-type: none"> Introduction to a wide variety of woodwind instruments: https://youtu.be/Ud4hShDnZcl [0:00-1:22] <p>Worksheet 3A</p>
Main session	<p>Instructions for teacher: Give this information to students: You do not need to learn about all the instruments, just look at the wind instruments commonly found in orchestras and bands.</p> <p>From highest-sounding to lowest-sounding, the main instruments are flute, clarinet, saxophone and bassoon.</p> <p>In all the wind instruments, the vibrations are started by the mouth. The column of air travels through the body of the instrument. The longer the column of air – the further the sound travels, the lower the sound.</p> <p>Focus on the main orchestral woodwind instruments:</p> <ul style="list-style-type: none"> Intro: https://youtu.be/KEt1Mm8sSkA&t=87s [from 0:21] Listening with guided questions: https://youtu.be/-3GQ0 <p>Worksheet 3B</p>
Plenary	<ul style="list-style-type: none"> Compose a piece for flute, with rhythm given and using pen/pencil <p>Worksheet 3C</p>
Homework	<ul style="list-style-type: none"> Match pictures and names of instruments; video to consolidate learning: https://youtu.be/cv1L-CyqZlw <p>Worksheet 3D</p>

Timing

60-minute lesson

0:00	Starter: Introduction to large number of woodwind instruments
0:10	Main: Focus on orchestral woodwind instruments
0:25	Plenary: Compose a piece for flute
0:55	Homework: Match pictures and names of instruments

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Worksheet 3A: Meet the wider woodwind

Starter

Watch a fun video where a musician tries to break the world record by playing instruments in a single piece of music: <https://youtu.be/Ud4hShDnZcl>



List the instruments you are already familiar with:

.....

.....



Worksheet 3B: Focus on main orchestral woodwind

Main

Watch this short video to hear what these instruments sound like: <https://youtu.be/KEt1Mm8sSkA&t=87s>



Now watch this video: <https://youtu.be/-3GQE9PmbJQ> and answer these

1. Which instrument is the odd one out, because it does not belong to the woodwind family?

.....

2. List the instruments in the order that the players are standing, from left to right.

.....

3. Which instrument is held and blown differently from the others?

.....



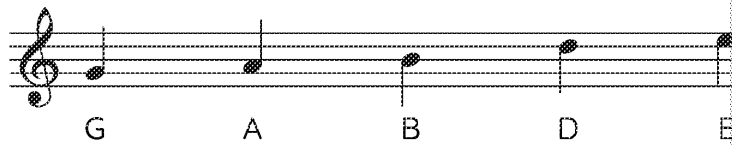
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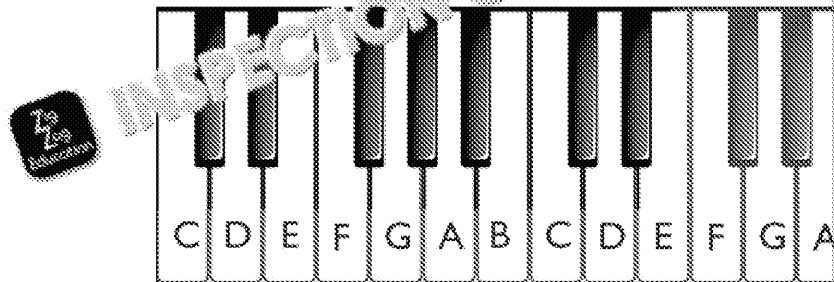
Worksheet 3C: Compose a piece for flute

Plenary

Compose a piece for a flute. Use only the following notes:



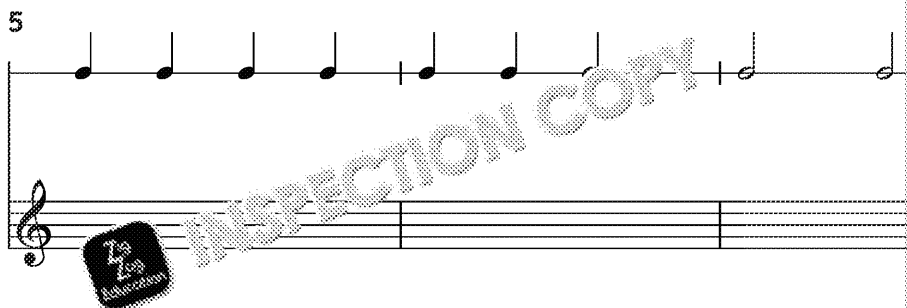
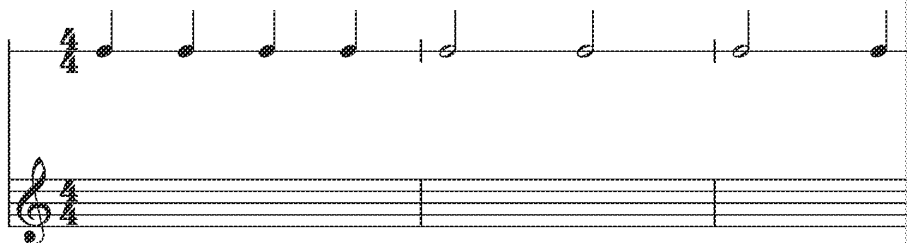
These notes look like this on a keyboard:



The rhythm for your composition is given above the stave. Clap it a few times to see how it sounds.

It will sound best if your first and last notes are G, but in between be as creative as you like.

Either you or your teacher can play it for the class.



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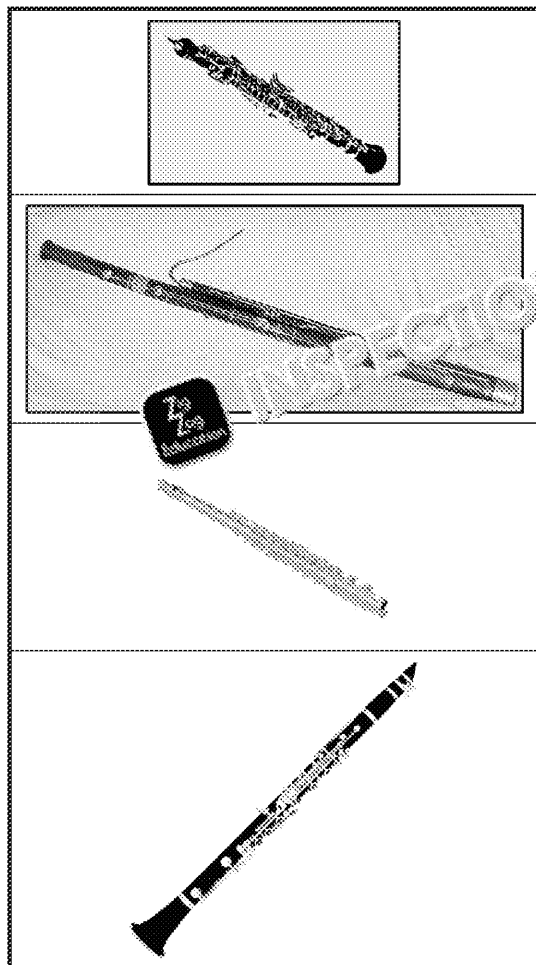
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Worksheet 3D: Match pictures and names of

Homework

Match the pictures and the names of these woodwind instruments.



To sum up, watch <https://youtu.be/cXRIDCyqZJw> where you will hear all we have met in this lesson, and note the finger work of the performer.

The saxophone is also featured in this video – it is not usually found in orchestral music as the player used a single reed, like the clarinet.



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Lesson 4: Meet the Brass Family

Lesson Plan



Aims	<ul style="list-style-type: none"> To introduce students to the orchestral brass instruments Group music-making, using brass sounds Creative movement to fanfare music
Resources	<ul style="list-style-type: none"> Computer and speakers Access to YouTube/Spotify Keyboards with brass instrument sounds Space for movement
Worksheets	<ul style="list-style-type: none"> 4A: Making a horn from household items 4B: Meet the orchestral brass instruments; ensemble performance 4C: Use of brass instruments in ceremonial events 4D: Crossword of brass instrument names
Starter	<ul style="list-style-type: none"> How to make a horn from basic household items https://youtu.be/SpP8uVR0JX4&t=4s <p>Worksheet 4A</p>
Main Session	<p>Instructions for teacher:</p> <ul style="list-style-type: none"> Introduction to orchestral brass instruments, with <i>Give this information:</i> For all the brass instruments, the sound is created by the players 'buzzing' their lips, and the sound travels through the tube of air, exiting at the bell shape at the end. The sound is then amplified by the tube of air. https://youtu.be/yE0aSxziNdY Ensemble group performance of 'Morning' by Grieg (score provided) <p>For the ensemble performance task, set up four keyboards to play the brass sound – French horn, trumpet, trombone and tuba. Students who can read music can play the top line by rote or with reading guidance.</p> <p>Worksheet 4B</p>
Plenary	<ul style="list-style-type: none"> Brass instruments are often used for ceremonial occasions, such as the arrival of an important person. https://youtu.be/AGhGdsK83LQ In groups of four or five, let the students create a sequence that they feel suits this music. They can use movements or have different students doing different parts. The whole group must be involved. <p>Worksheet 4C</p>
Homework	<ul style="list-style-type: none"> Complete the crossword of brass instrument names; consolidate learning https://youtu.be/ikeNXwvEM5Q [0:52:55–1:03:00] <p>Worksheet 4D</p>

Timing

60-minute lesson

0:00	Starter: Video – making horn from household items
0:10	Main: Introduction to orchestral brass instruments, ensemble performance
0:35	Plenary: Group work, create movement
0:55	Homework: Crossword and consolidation – explain

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Worksheet 4A: Making a horn from hosepipe

Starter



Watch this fun video, showing how to make a horn out of ordinary household items.
<https://youtu.be/SpP8uVR0JX4&t=4s>

Answer these questions:

1. How long was the piece of hosepipe?
2. What did he use to make the mouthpiece more comfortable?
.....
3. Name the four different items he used to amplify the sound
4. Which one did you like the best?
.....
5. How did he manage to create different notes without using his hands?
.....
6. How did he create different notes using his hands?
.....

Worksheet 4B: Meet the orchestral brass instrument group performance

Main

As with the string and woodwind families, watch this video as the brass family perform.
<https://youtu.be/yE0aSxziNdY>

Unlike the hosepipe, the players' hands are involved in making the notes.

1. Describe what the trombone player's right hand does to create the notes.
.....
.....
2. Describe what the tuba, trumpet and French horn players' left hands do.
.....
.....
3. How many keys/levers did you see on each of the tuba, trumpet and French horn?
.....

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Ensemble Performance Task

An arrangement of 'Morning' by Grieg that can be played on four keyboards, es

MORNING

Trumpet

French horn

Trombone

Tuba



11

Trumpet

French horn

Trombone

Tuba



17

Trumpet

French horn

Trombone

Tuba



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Worksheet 4C: Use of brass instruments in ceremony

Plenary

Listen to the first 40' of the 'Bugler's Dream Olympic Fanfare' by John Williams

<https://youtu.be/AGhGdsK83LQ> or

<https://open.spotify.com/track/5keF6fbwPQmA9krbUAA5os?si=y0Qusot>

Create a dance/march/rhythmic sequence to fit this music.



Practise your sequence and perform it for the class.



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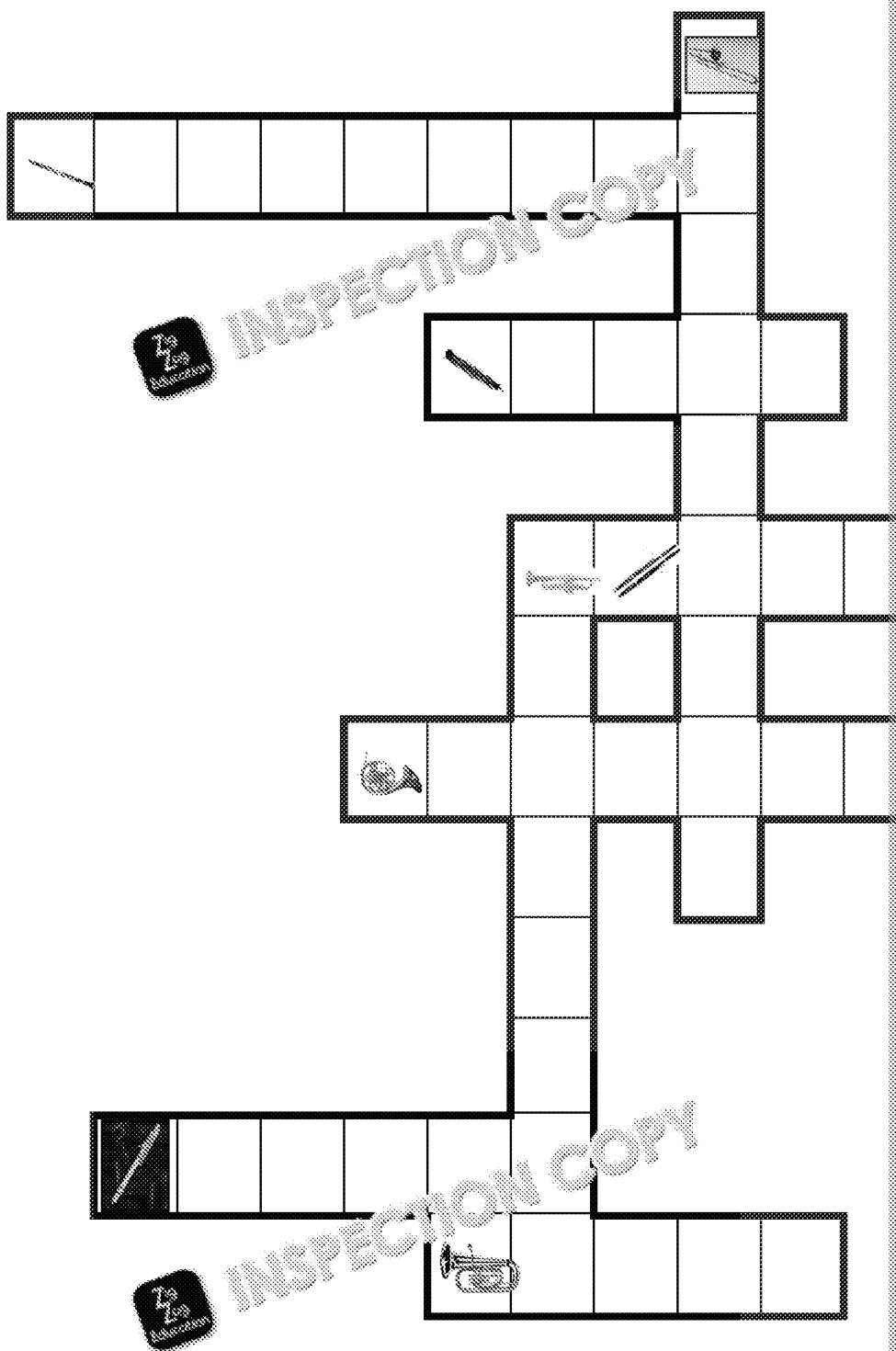
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Complete the following crossword puzzle by inserting the correct name of the instrument.



To sum up, watch a brass ensemble (with percussion) playing some of the music of Leonard Bernstein: <https://youtu.be/ikeNXwvEM5Q> [0:52:55–1:03:00]

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Lesson 5: Meet the Percussion Family

Lesson Plan



For all

Aims	<ul style="list-style-type: none">• Introduction to orchestral percussion instruments• Group ensemble performance• Make own percussion instrument, using concepts introduced																																																
Resources	<ul style="list-style-type: none">• Any available percussion instrument for demonstration• Computer and speakers• Access to YouTube/Spotify																																																
Worksheets	<ul style="list-style-type: none">• 5A: Pitched and unpitched percussion instruments• 5B: Group rhythmic reading exercise• 5C: Identify percussion instruments• 5D: Make own percussion instrument																																																
Starter	<p>Instructions for teacher:</p> <p>Percussion instruments are hit or shaken, thereby creating the sound. Instruments make a specific note (melodic percussion or pitched percussion) or create sound effects (non-melodic percussion or unpitched percussion).</p> <ul style="list-style-type: none">• Introduction to pitched percussion instruments: https://youtu.be/TLZRDf4amkk• Introduction to unpitched percussion instruments: https://youtu.be/xGKpngesISI <p>Worksheet 5A</p>																																																
Main Session	<ul style="list-style-type: none">• Simple rhythmic reading exercise, creating group ensemble <p>Instructions for teacher: Teach students to 'read' music using the rhythm. One student can be the conductor and will give a clear four beat. The rest of the class must follow this beat, counting 1-2-3-4, 1-2-3-4, clap only where there is an X:</p> <p>1-2-3-4, 1-2-X-X, X-X-3-4, X-2-3-4, X-2-X-4, X-2-X-4, 1-X-3-X, 1-X-3-X</p> <p>Repeat till confident.</p> <p>Now divide into groups of four, with each player having his/her own part. If you have percussion instruments available, use them – or else use an improvised shaker or use body percussion (clap, stamp, etc).</p> <p>Players 1 and 2 have the same rhythm and so do players 3 and 4.</p> <table><tr><td>Player 1</td><td>X-2-3-4</td><td>1-2-3-4</td><td>X-2-X-4</td><td>X-2-X-4</td><td>X-X-3-4</td></tr><tr><td>Player 2</td><td>X-2-3-4</td><td>1-2-3-4</td><td>X-2-X-4</td><td>X-2-X-4</td><td>X-X-3-4</td></tr><tr><td>Player 3</td><td>1-2-3-4</td><td>X-2-3-4</td><td>1-X-3-X</td><td>1-X-3-X</td><td>X-X-3-4</td></tr><tr><td>Player 4</td><td>1-2-3-4</td><td>X-2-3-4</td><td>1-X-3-X</td><td>1-X-3-X</td><td>X-X-3-4</td></tr></table> <p>Progress to this piece where each player has his/her own individual part.</p> <p>[start softly.....get louder.....very loud]</p> <table><tr><td>Player 1</td><td>X-X-3-4</td><td>X-X-3-4</td><td>X-2-3-4</td><td>X-2-3-4</td><td>X-2-3-4</td></tr><tr><td>Player 2</td><td>X-2-X-4</td><td>X-2-X-4</td><td>1-2-X-4</td><td>1-2-X-4</td><td>1-X-3-X</td></tr><tr><td>Player 3</td><td>1-X-3-X</td><td>1-X-3-X</td><td>1-2-X-X</td><td>1-2-X-X</td><td>1-2-3-4</td></tr><tr><td>Player 4</td><td>1-2-3-X</td><td>1-2-3-X</td><td>X-2-3-X</td><td>X-2-3-X</td><td>1-2-3-4</td></tr></table> <p>If time permits, swap parts around.</p> <p>Worksheet 5B</p>	Player 1	X-2-3-4	1-2-3-4	X-2-X-4	X-2-X-4	X-X-3-4	Player 2	X-2-3-4	1-2-3-4	X-2-X-4	X-2-X-4	X-X-3-4	Player 3	1-2-3-4	X-2-3-4	1-X-3-X	1-X-3-X	X-X-3-4	Player 4	1-2-3-4	X-2-3-4	1-X-3-X	1-X-3-X	X-X-3-4	Player 1	X-X-3-4	X-X-3-4	X-2-3-4	X-2-3-4	X-2-3-4	Player 2	X-2-X-4	X-2-X-4	1-2-X-4	1-2-X-4	1-X-3-X	Player 3	1-X-3-X	1-X-3-X	1-2-X-X	1-2-X-X	1-2-3-4	Player 4	1-2-3-X	1-2-3-X	X-2-3-X	X-2-3-X	1-2-3-4
Player 1	X-2-3-4	1-2-3-4	X-2-X-4	X-2-X-4	X-X-3-4																																												
Player 2	X-2-3-4	1-2-3-4	X-2-X-4	X-2-X-4	X-X-3-4																																												
Player 3	1-2-3-4	X-2-3-4	1-X-3-X	1-X-3-X	X-X-3-4																																												
Player 4	1-2-3-4	X-2-3-4	1-X-3-X	1-X-3-X	X-X-3-4																																												
Player 1	X-X-3-4	X-X-3-4	X-2-3-4	X-2-3-4	X-2-3-4																																												
Player 2	X-2-X-4	X-2-X-4	1-2-X-4	1-2-X-4	1-X-3-X																																												
Player 3	1-X-3-X	1-X-3-X	1-2-X-X	1-2-X-X	1-2-3-4																																												
Player 4	1-2-3-X	1-2-3-X	X-2-3-X	X-2-3-X	1-2-3-4																																												

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Plenary	<ul style="list-style-type: none"> Identify percussion instrument in 'Orchestra on Parade': https://youtu.be/4UUDX4ltgqs [start at 0:33] Extension exercise
	Worksheet 5C
Homework	Make own percussion instrument, using concepts introduced <ul style="list-style-type: none"> https://youtu.be/4UUDX4ltgqs https://youtu.be/e1lHy5u2CF4
	Worksheet 5D

Timing

60-minute lesson

0:00	Starter: Introduction to pitched and unpitched percussion
0:15	Main: Group work and reading to create ensemble performance
0:45	Plenary: Identifying percussion instruments
0:55	Homework: Make own percussion instrument – explain



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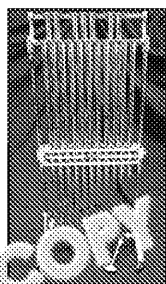
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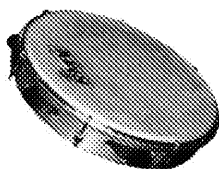
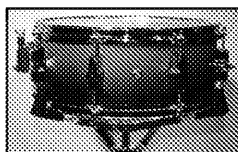


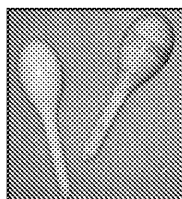
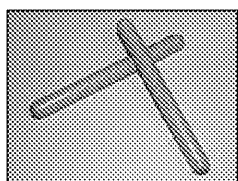
Worksheet 5A: Pitched and unpitched percussion

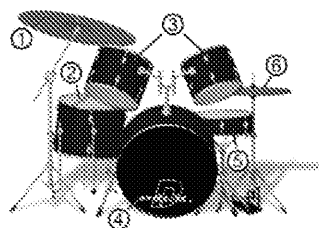
Starter

Quiz: How many of these can you identify?











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Worksheet 5B: Group rhythmic reading

Main

- Following a steady beat, clap where there is an 'X'.

1-2-3-4, 1-2-X-X, X-X-3-4, X-2-3-4, X-2-X-4, X-2-X-4, 1-X-3-X, 1-X-3-X, X-X-3-4

- Play this 'piece', noting that Players 1 and 2 have the same rhythm and

Player 1	X-2-3-4	1-2-3-4	X-2-X-4	X-2-X-4	X-X-3-4
Player 2	X-2-3-4	1-2-3-4	X-2-X-4	X-2-X-4	X-X-3-4
Player 3	1-2-3-4	X-X-3-4	1-X-3-X	1-X-3-X	X-X-3-4
Player 4	X-2-3-4	X-2-3-4	1-X-3-X	1-X-3-X	X-X-3-4

Now each player has his/her own part:

[start softly..... get louder.....]

Player 1	X-X-3-4	X-X-3-4	X-2-3-4	X-2-3-4	X-2-3-4
Player 2	X-2-X-4	X-2-X-4	1-2-X-4	1-2-X-4	1-X-3-4
Player 3	1-X-3-X	1-X-3-X	1-2-X-X	1-2-X-X	1-2-X-X
Player 4	1-2-3-X	1-2-3-X	X-2-3-X	X-2-3-X	1-2-3-X

Plenary

Watch this fun performance of 'Orchestra on Parade' in the video [https://](https://www.youtube.com/watch?v=...)
[start at 0:33]

Let students tick the instruments as they recognise them.

Extension activity

[For more musically advanced students] Create your own 'piece' using the

Player 1					
Player 2					
Player 3					
Player 4					

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Worksheet 5C: Identify percussion instr

Watch this fun performance of 'Orchestra on Parade' in the video [https://](https://www.youtube.com/watch?v=...)
[start at 0:33]



Below are the percussion instruments as they are heard in the piece. Tick the

Snare drum

Xylophone

Chimes / tubular bells

Timpani

Castanets (not visible)

Large glockenspiel / tropical marimba

Small glockenspiel

Cymbal

Wood blocks

Tambourine

Triangle

Xylophone again

Cymbal again

Chimes / tubular bells again

Timpani again

Wood blocks

Timpani again

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Extension

Give the order in which instruments appear:

Instrument	
1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	

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Worksheet 5D: Make own percussion ins

Homework

Watch these two videos which contain suggestions for making your own p

- <https://youtu.be/4UUDX4ltgqs>
- <https://youtu.be/e1lHy5u2CF4>



Choose one of the ideas presented OR use your imagination and make your own out of household items.

Bring your instrument to your next Music class.



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Lesson 6: Tutti

Tutti: All instruments play together.



Lesson Plan

Aim	Consolidation of previous five lessons
Resources	<ul style="list-style-type: none"> • Computer and speakers • Access to YouTube/Spotify • Students to bring instruments made at home (Worksheet 5D)
Worksheets	<ul style="list-style-type: none"> • 6A: Identifying instruments • 6B: Demonstrate and use instruments made at home • 6C: Test or quiz • 6D: Reflection on course
Starter	<p>Instruction for teacher:</p> <p>Watch the opening 2 minutes and 10 seconds of this orchestra or the instruments the students have learnt about. It is called by Berlioz.</p> <p>https://youtu.be/598i8b3HGrw&list=RD598i8b3HGrw&start</p> <p>You can hear and see different instruments playing the main melody. Watch the facial and hand expressions of the conductor.</p> <p>Worksheet 6A</p>
Main Session	<ul style="list-style-type: none"> • Give each student the opportunity to show the instrument they made (Homework 5D) and demonstrate how it is played and what it sounds like. Encourage students to add percussion to 'River' from <i>The Mission</i>. <p>https://youtu.be/0J4coFY7lxo</p> <p>Worksheet 6B</p>
Plenary	<ul style="list-style-type: none"> • Test or quiz <p>Worksheet 6C</p>
Homework	<ul style="list-style-type: none"> • Reflection on course in booklet form <p>Worksheet 5D</p>

Timing

60-minute lesson

0:00	Starter: Recognition of instruments
0:10	Main: Show instruments and use them to accompany 'River'
0:45	Plenary: Test/quiz
0:55	Homework: Reflection, make booklet



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Worksheet 6A: Identifying instruments

Starter

The instruments appear in the following order. Using the timer on the video, hear each of these instruments start.

Instruments in order of appearance	Time
Timpani	
French horns	
Cellos	
Bassoons	
Strings	
Trombones (briefly)	
Strings again	
Bassoons again	
Tuba	
Trumpets	

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Worksheet 6B: Demonstrate and use instruments

Main

Listen to music from *The Mission* on <https://youtu.be/0J4coFY7lxo> or <https://open.spotify.com/track/6G3o4P2XgU6F1x3HJrVyiW?si=P1iPZDAv> music to create a classroom ensemble performance by adding your home-made instruments.

Suggestions

- Listen to the music a few times
- See how the music builds in intensity, getting higher and louder
- Decide which instruments suit different parts of the music
- Use all the instruments in some way or another
- Practise performing it along with the track
- Make sure instruments don't play where they should be silent
- Each instrument should start and end neatly



Worksheet 6C: Test or quiz

Plenary

How much do you remember?

This can be done as a test or as a class quiz in teams.

1. What is the name of the stick held by some conductors?
2. Name the four main instruments of the string family from highest to lowest.
3. Name the four main instruments of the woodwind family from highest to lowest.
4. Name the four main instruments of the brass family from highest to lowest.
5. Name four unpitched percussion instruments.
6. Name three pitched percussion instruments.
7. How are violins and violas held?
8. How are cellos and double basses held?
9. How many keys/levers are there on a trumpet?
10. What does a trombone player do to change notes?

Worksheet 6D: Reflection on course

Homework

Write a reflection on what you have learnt in this course, focusing on:

- New facts you have learnt
- New appreciation you have gained
- Specific music you have enjoyed, and why
- Specific music you have not enjoyed, and why
- Whether you would like to take your study on the orchestra further
- Whether you have been inspired to learn an instrument
- Whether you would like to attend live orchestral concerts
- Any other insights

Make a booklet, incorporating your thoughts and ideas.

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Answers

Lesson 1: Worksheet 1A

They made need prompting to consider aspects like:

- [sport] training; practising; general fitness; considering abilities of other team members
- [medical] years of training/studying; keeping calm; using correct skills for the situation; weaknesses of other team members
- The captain's role is to lead, inspire and represent the team

Lesson 1: Worksheet 1C

1. Strings
2. Double bass
3. Piccolo
4. Flute
5. Trombone
6. Timpani
7. Piano
8. Glockenspiel

Lesson 1: Worksheet 1D

Answers depend on chosen instrument

Lesson 2: Worksheet 2B

1. Violin
2. Viola
3. Cello
4. Double bass

Raindrops: violin and cello

Ed Sheeran: viola, double basses, harp

Lesson 2: Worksheet 2C

[possible answers]

- J Williams: sad, nostalgic, dramatic, evocative
- C Perri: peaceful, emotional, pensive
- Swan: calm, peaceful, tranquil, reflective
- Elephant: fun, humorous, energetic

Lesson 2: Worksheet 2D

- Devil's Trill Sonata': drum kit
- Palladio': 2 violins, viola, cello
- Double Bass Jam': 3 double basses, 1 bass guitar, drum kit

Lesson 3: Worksheet 3B

1. French horn
2. Flute, bassoon, clarinet, French horn, oboe
3. Flute

Lesson 3: Worksheet 3D

Oboe, bassoon, flute, clarinet

Lesson 4: Worksheet 4A

1. 12 feet
2. Screw-on nosepipe connector
3. Sprinkler head, small funnel, medium funnel, large funnel
5. Used lips, mouth muscles to change pitch of harmonic series
6. Used hand (or finger) at different points in the bell

Lesson 4: Worksheet 4B

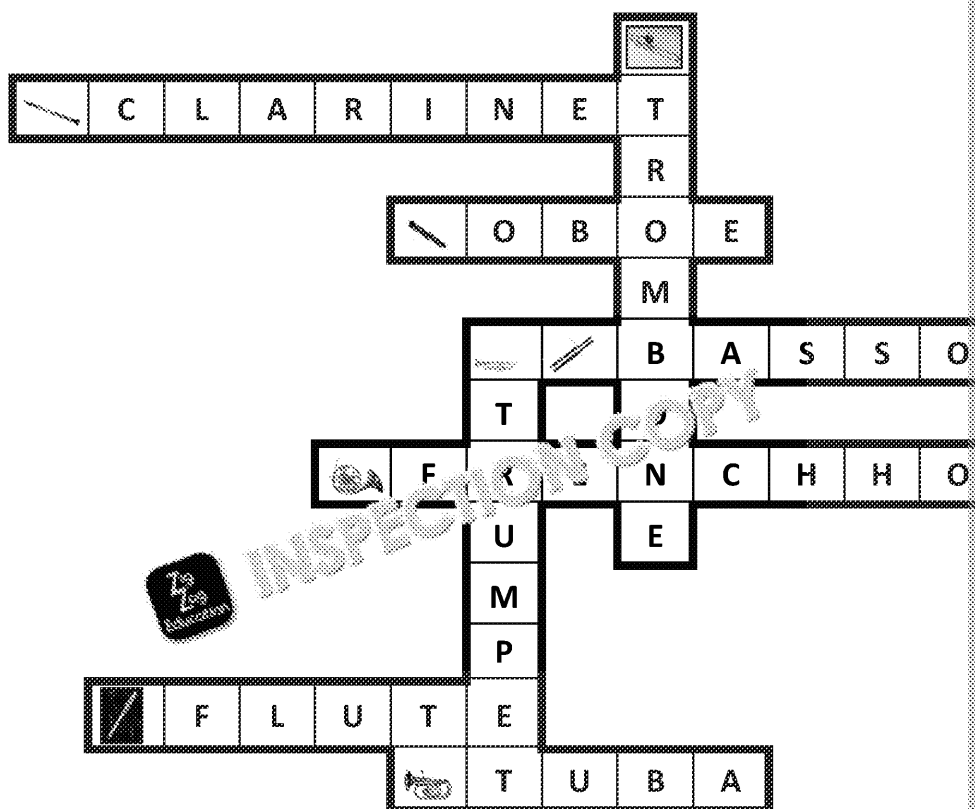
1. Trombone: slide in and out, changing the vibrating length of the tubing
2. Trumpet, French horn, tuba: uses keys/levers to change the vibrating length of the tubing
3. Three

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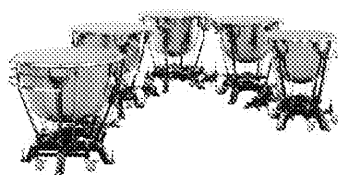
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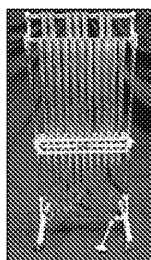
Lesson 4: Worksheet 4D



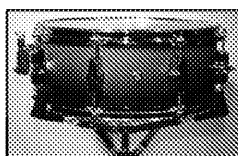
Lesson 5: Worksheet 5A



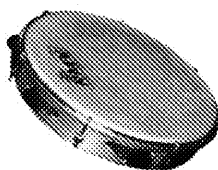
timpani



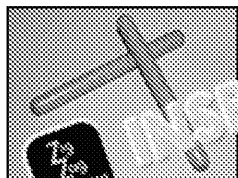
tubular bells / chimes



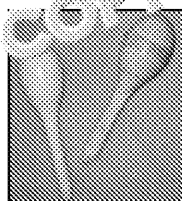
snare drum



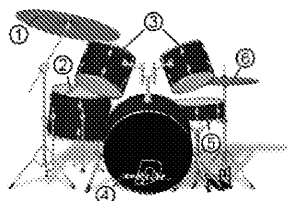
tambourine



claves



maracas/shakers



drum kit



castanets

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Lesson 6: Worksheet 6A

Instruments in order of appearance	Time
Timpani	0:09
French horns	0:11
Cellos	0:36
Bassoons	0:49
Strings	1:00
Trombones (briefly)	1:11
Strings again	1:13
Bassoons again	1:27
Tuba	1:33
Trumpets	1:50

Lesson 6: Worksheet 6C

1. Baton
2. Violin, viola, cello, double bass
3. (piccolo) flute, oboe, cor Anglais, bassoon
4. Trumpet, French horn, trombone, tuba
5. Snare, bass drum, cymbals, claves, maracas, tom-tom, castanets, triangle, etc.
6. Timpani, Beckenspiel, chimes, xylophone, marimba, etc.
7. Under chin, supported by left hand
8. Between knees, supported by left hand
9. Three
10. Slides tubing

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