



Colegio Sagrado Corazón de Jesús

Erasmus + Project : 2014-1-ES01-KA101-002752

ACTIVITY TITLE: INSTRUMENTS OF AN ORCHESTRA
SUBJECT: MUSIC

AIM OF THE ACTIVITY:

- To classify the instruments of an orchestra in different families;
- To know the characteristics of the instruments
- To develop the ability to distinguish different musical instruments of an orchestra in audition
- To develop a taste for the classical hearing

ESTIMATED DURATION: Three sessions of 60 minutes each.

MATERIALS NEEDED: Copies of the attached documents for students. Computer, internet, projector and a recorder

ATTACHED DOCUMENTS: Worksheets: "Find someone who..."; "Ode of the Joy"; sheet with the instruments of an orchestra explanation and worksheet with questions about the text.

SUGGESTED LEVEL: 1st E.S.O.

PROCEDURE

1.- WARMING UP ACTIVITIES: "FIND SOMEONE WHO" (10 mins)

Students are given a list of sentences about music instruments. They need to walk around the classroom asking each other questions to find a person that can answer a specific item of the list. They can then put this person's name next to that item. (5 minutes) Then students put in common the warming up activity (5 minutes)

2.- QUESTIONS WHILST, AFTER AND BEFORE READING THE TEXT (50 mins)

Teacher gives a copy of the text to each student and they gather in pairs. They have to answer only the first question and discuss with their partners (5 min). Then the teacher gives a further explanation about the topic and students read the text carefully. Then, students answer the second set of questions in pairs. Once they have finished they can answer the final set of questions (30 min). Finally, discuss with the whole class the answers to the questions (15 min)

3.- INTRODUCTION TO THE INSTRUMENTS OF THE SYMPHONY (30 mins)

Students watch the video: <https://www.youtube.com/watch?v=Wvj1FS44Jok>

Students in pairs have to do the activities in the following link: <http://www.musicgames.net/livegames/orchestra/orchestra2.htm>

In this activities, students will have to hear the different instruments and select which instrument the sound belongs to (20 minutes)

4.- FIND MORE (40 mins)

In groups of 4 members, students will look for more information on the instruments of the orchestra. How has the orchestra evolved?

5- ODE TO JOY (30 mins)

Class is divided in two groups; one group plays the score with the recorder while the other group sings the lyrics

6- WRITE YOUR OWN LYRICS (30 mins)

In groups of four students write alternative lyrics to the song and perform their new version.

INSTRUMENTS OF THE ORCHESTRA

WARMING UP ACTIVITIES

FIND SOMEONE WHO: Students are given a list of sentences about music instruments. They need to walk around the classroom asking each other questions to find a person that can answer a specific item of the list. They can then put this person's name next to that item

FIND SOMEONE WHO...	NAME
1. plays a music instrument.	
2. whose mother plays a music instrument.	
3.whose father plays a music instrument.	
4. whose brother or sister plays an instrument.	
5.has ever assisted to a concert.	
6.has a CD of classical music.	
7. want to play a music instrument.	
8. likes to listen classical music	
9.is a good singer.	
10.likes singing karaoke.	



MATERIAL FOR THE SESSION: INSTRUMENTS OF THE ORCHESTRA

Task: Questions about the text

Before reading:

1. Work with a partner. Complete the table below about the music instruments.

What I know	What I think I know	What I would like to know

Whilst reading:

2. Whilst reading the text bellow about Instruments of the Orchestra complete this table.

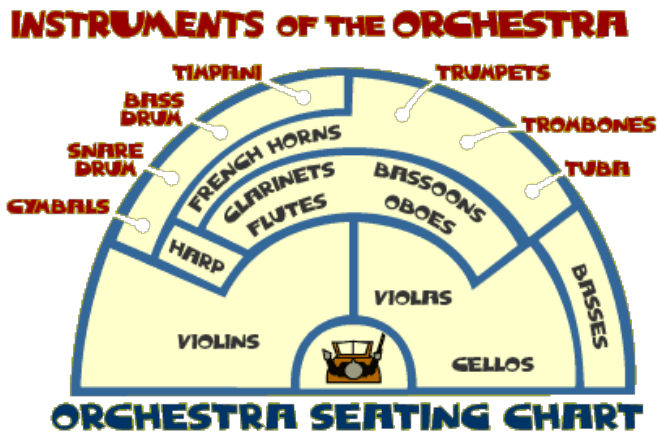
Sections of the Orchestra	3 String instruments of the Orchestra	3 Wind Instruments of the Orchestra	3 Percussion Instruments of the Orchestra

After reading:

3. Answer this questions
 - a) What is a Section of Instruments?
 - b) How many sections of instruments are in a Orchestra?
 - c) The Section of Wind Instruments contains two different types of instrument, what are they?
 - d) What instrument is the leader of the Orchestra?
4. Imagine that you are an Orchestra conductor, describe your job.

5.

INSTRUMENTS OF THE ORCHESTRA



STRING INSTRUMENTS

The string section is the basis of the orchestra and one of the consistent component of orchestras down the ages. The range of expression available and the great stamina of strings make them a powerful tool. The Principal of the First Violin section is also the leader of the orchestra.



WOOD WIND INSTRUMENT



The wind section is traditionally known as the woodwind section even though not all the instruments are made of wood (for example the saxophone is made of metal). The woodwind section usually includes flutes, oboes, clarinets and bassoons. Saxophones are less commonly used

BRASS INSTRUMENT



The traditional line-up of the brasses is: Horns, Trumpets, Trombones, and Tubas. The numbers and combinations of these instruments are varying greatly according to historical period, geographical location and composer choice. Horns are often used in combination with woodwind, and generally have a weaker sound than other brass.

PERCUSSION INSTRUMENTS

The percussion section includes any number of instruments from timpani to tubular bells and from castanettes to congas. The variety of instruments is enormous; however they do fall into two main groups: tuned percussion and untuned percussion.





Ode to Joy

Ludwig van Beethoven
(arr. R Laird)

3 G D⁷ G D⁷

Joy - ful, joy - ful, we a - dore Thee, God of glor - y, Lord of love;

The first system of musical notation for 'Ode to Joy' in G major, 4/4 time. It consists of a treble and bass clef staff. The melody is in the treble clef, starting on G4 and moving up stepwise. The bass line is in the bass clef, starting on G3 and moving up stepwise. The lyrics are written below the treble staff. Chord symbols G, D7, G, and D7 are placed above the treble staff.

5 G C G/D D⁷ G

Hearts un - fold like flow'rs be - fore Thee Op' ning to the sun a - bove.

The second system of musical notation, starting at measure 5. The melody continues from the previous system. Chord symbols G, C, G/D, D7, and G are placed above the treble staff.

9 D⁷ G D⁷ G D B⁷ Em A⁷/E D

Melt the clouds of sin and sad - ness; Drive the dark of doubt a - way;

The third system of musical notation, starting at measure 9. The melody continues. Chord symbols D7, G, D7, G, D, B7, Em, A7/E, and D are placed above the treble staff.

13 G C G/D D⁷ G

Giv - er of im - mor - tal glad - ness, Fill us with the light of day!

The fourth system of musical notation, starting at measure 13. The melody concludes with a final G note. Chord symbols G, C, G/D, D7, and G are placed above the treble staff.