

The Instruments of the Orchestra and Composers – New life from Old Resources


Listening Resource Kits – circa 2001

Ecole Coloniale Estates School
T 133457

\$25.00 each
or 5 for \$99

CD
Included

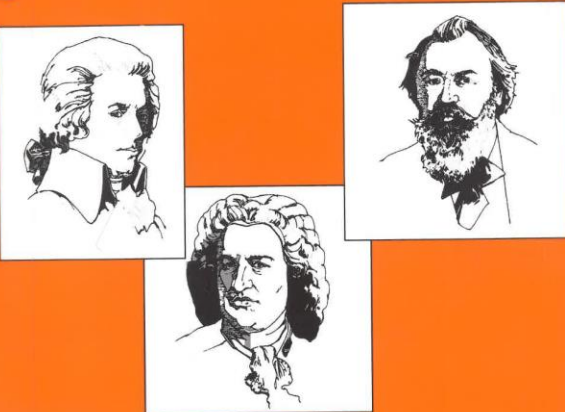
Listening Resource Kit



Level 1 - Kit & CD
by Denise Gagne
Themes & Variations

CD
Included


Listening Resource Kit



Level 2 - Kit & CD
by Denise Gagne

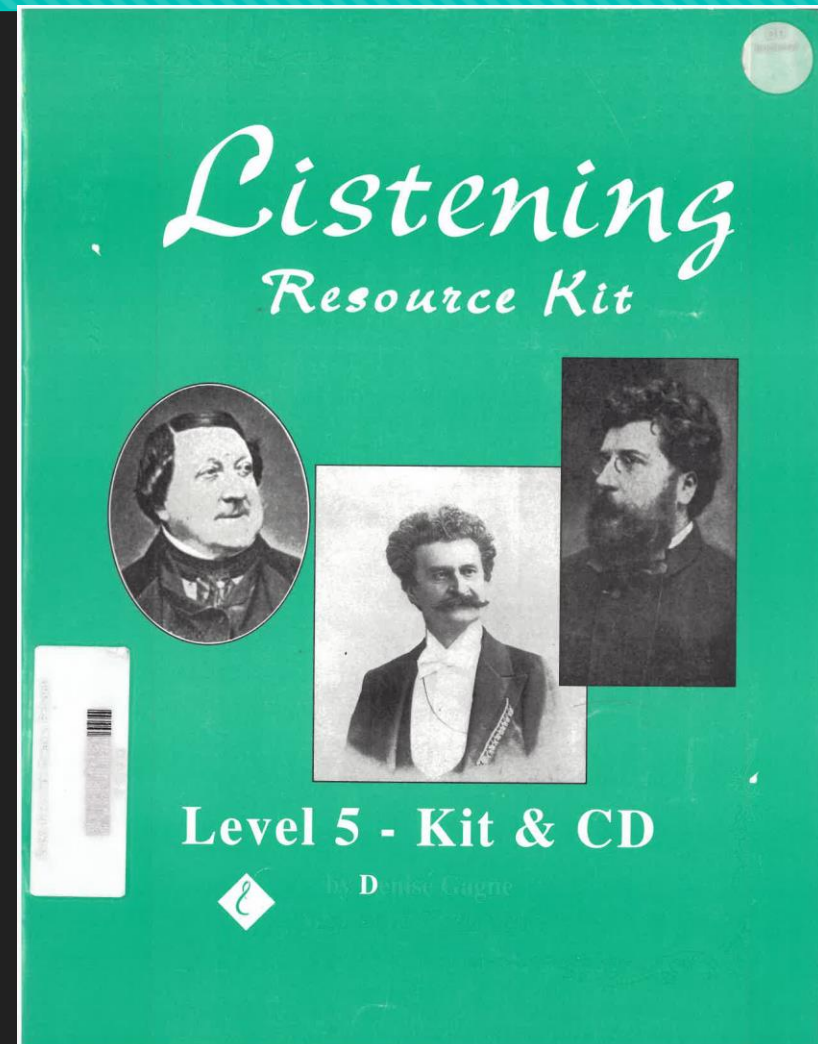
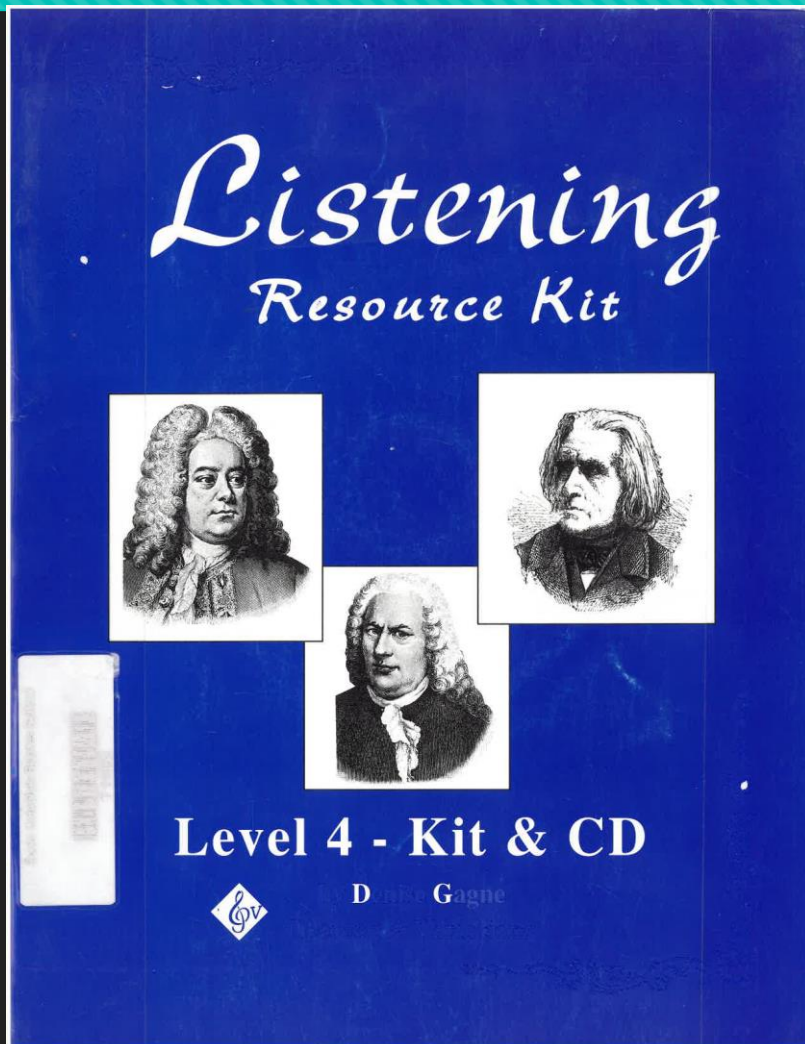
CD
Included

Listening Resource Kit



Level 3 - Kit & CD
by Denise Gagne

Listening Resource Kits – circa 2001



A Great Start!

- Relatively easy
- Centers student thinking about Music listening skills
- Teach terminology – vernacular
- Easy to modify/adapt to different grade levels
- Assessment
- Listening skills
- Substitute Teacher resource – low tech
- Can be complemented with the MPOL Website

What's Inside?

- Directed Listening exercises with guidelines
- Instruments of the Orchestra Introduction/Review (reproducible)
- History of Composers with “Listening Log” student worksheet
- Interactive class activities for over 40 selections (some include play along)
- Schoolwide Intercom listening scripts
- CD
- Some with Curricular Knowledge outcomes (for Ontario)

Enhance your resource with MPOl

- Demonstration videos – some tuned to specific levels
- Class Interactive screen games
- “Hybrid” or “Multi-Vector” learning

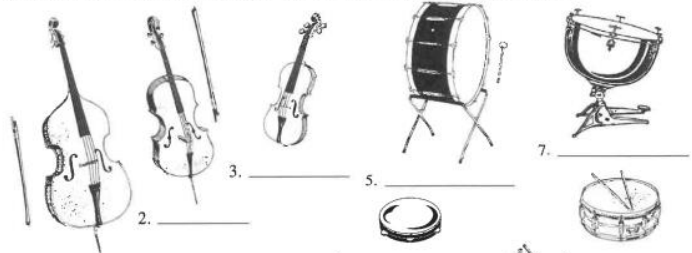
Assessment Page (MPOL Website)

Print Copy or Interactive

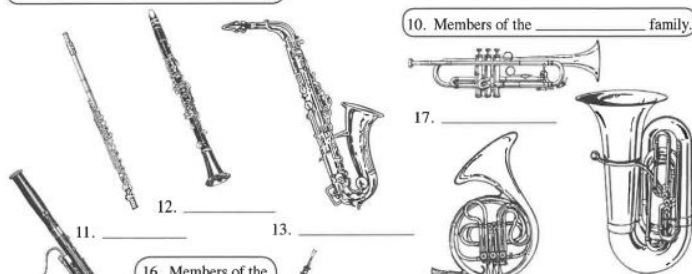
Instrument Identification Assessment

Name: _____
Grade: _____ Date: _____ mark ___ / 21

Name the instrument and tell what family of musical instruments it belongs to.



1. _____
2. _____
3. _____
4. Members of the _____ family.
5. _____
6. _____
7. _____
8. _____
9. _____

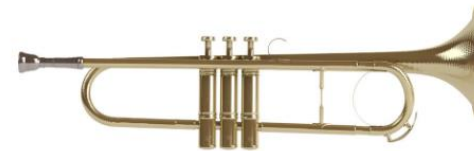


10. Members of the _____ family.
11. _____
12. _____
13. _____
14. _____
15. _____
16. Members of the _____ family.
17. _____
18. _____
19. _____
20. _____
21. Members of the _____ family.

The teacher has permission to copy this page for the use of his/her students

Instruments of the Orchestra - Brass

Name This Instrument



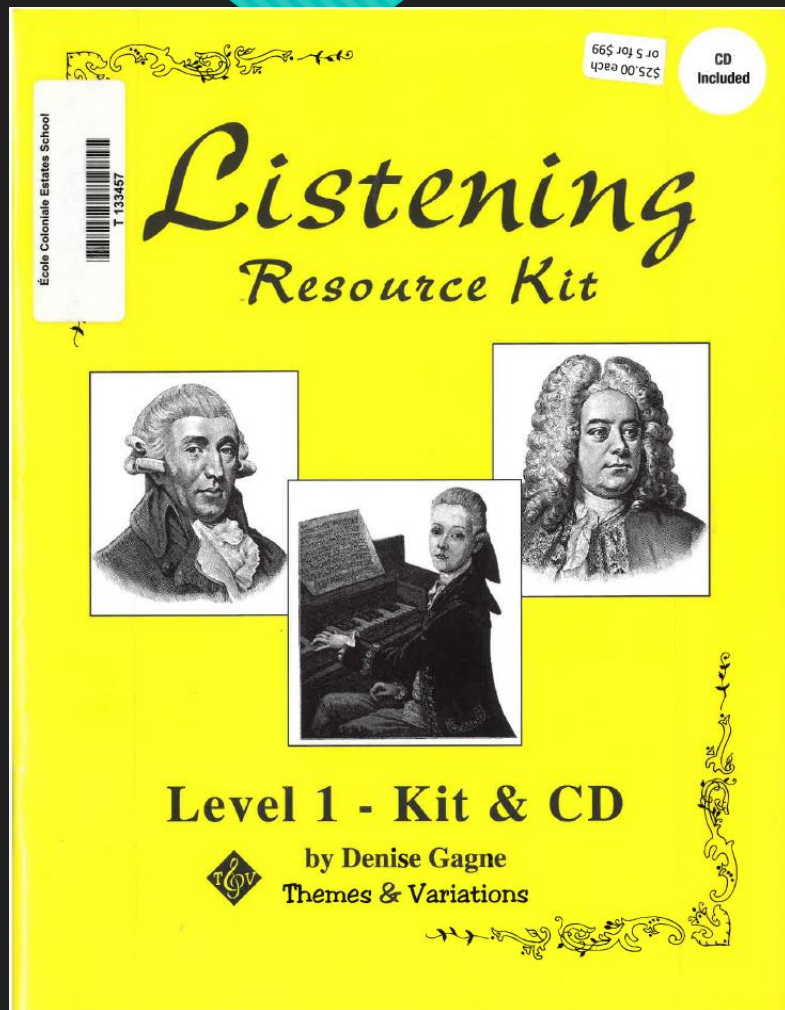
Bass Drum

French Horn

Trumpet



Level One



- CD with over 40 Selections, categorized by musical period, form, concepts and instrument families including an introduction to instruments of the orchestra
- Detailed Lessons and activities
- Intercom listening scripts – differentiated by day
- Reproducible handouts
- Scores
- Listening maps/ student response logs
- And more! A whole year's worth!

A closer look...

Level One

CD Track 29: **Contradance II**, from *Five Contradances*, K. 609

0:50

Composer: Wolfgang Amadeus Mozart

About the Composition: The “Contradance II,” track 29, was written when Mozart was the official court composer in Vienna. Mozart was not asked for operas or symphonies. He was required to write dance music for the court balls. These balls were huge with as many as 3000 people attending. The Contradance was a country dance brought to Germany from England.

Objectives:

Standards: 2, 5, 6

♪ The students will be able to demonstrate where the music is loud and soft.

♪ The students will be able to identify the sound of the string family.

Activities:

1. Introduce this selection as a STILL piece or as a piece conducted by “Conductor of the Day.” Do they know what instrument family is playing? (*string family*) If they cannot identify it, play it again. Show them a picture of the string family and explain how the strings are played. Ask them if the strings in this selection are played with a bow or are being plucked. If they cannot tell, play it again.

2. Play copycat. Choose 3 or 6 student leaders. Each will keep the beat with some kind of movement - stepping, tapping shoulders, pulling ears, conducting or doing the twist. Whatever movement the leader does, the rest of the class copies. If you choose 3 student leaders, each will lead the beat keeping for 32 beats. If you choose 6 student leaders, each will lead the beat keeping for 16 beats.

3. Play the selection again. Ask them to tap the beat with one finger in the palm of their hand while they listen. Ask them to use small taps if the music is soft, and larger taps if the music is loud. (*Assess individual students doing this.*)

Ribbon Routine:

8 beats: small up-downs 8 beats: large up-downs 8 beats: small up-downs 8 beats: large up-downs


8 beats: small circle R 8 beats: small circle L 8 beats: small circle R 8 beats: small circle L


8 beats: small figure 8 8 beats: large figure 8 8 beats: small figure 8 8 beats: large figure 8


Rhythm Instrument Playalong: It is possible to play unpitched rhythm instruments along with the recording. Choose instruments that are not too loud so that the students can still hear the recording. Chopsticks, rhythm sticks, woodblocks or triangles will work. Hand drums sound nice if they play them with two fingers. If your students are just beginning to read rhythms, use flashcards in a pocket chart or write rhythm patterns on the board for them to play. ♪ ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ♪ (4x) ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ♪ (4x) ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ♪ (8x)

If your students are reading well, have them play the rhythm patterns that follow. If they are not reading rhythms yet, they could simply play with the beat of the music. You could assign each part to a different instrument.

Contradance II

A 

B 

C 

Level Two – Sample Lesson

CD Track 28: Butterfly from *Lyric Pieces III, op. 43*
Composer: Edvard Grieg (1843-1907)

1:54

Objectives:

♪ Students will be able to create scarf movement or finger puppet movement to show how a butterfly moves.

Standards: 6(b,e) 9(a,d)

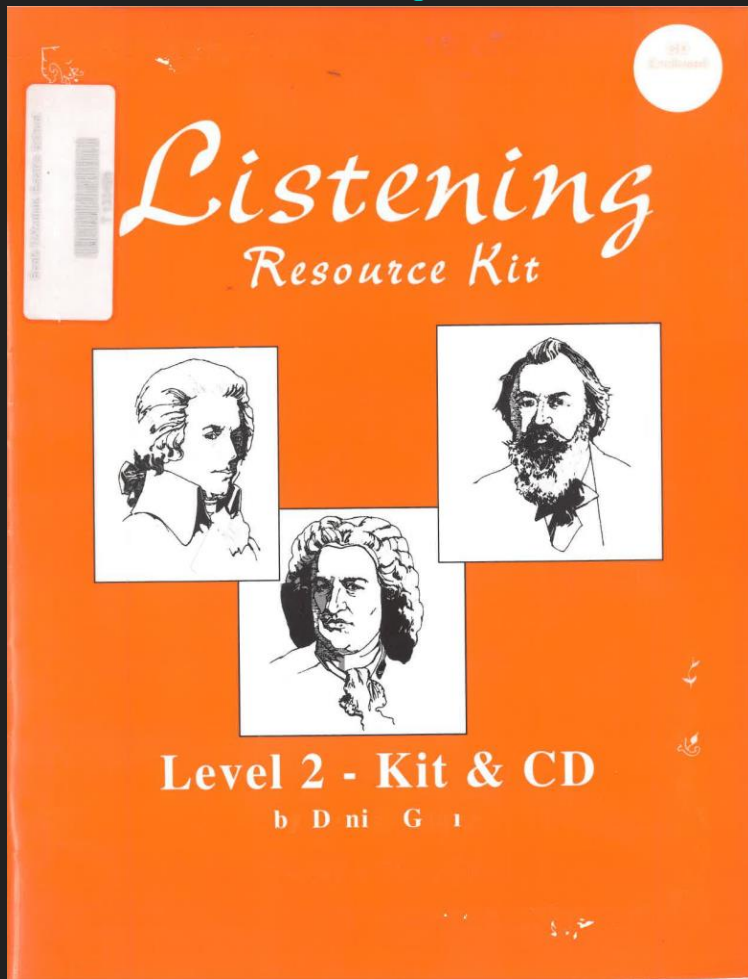
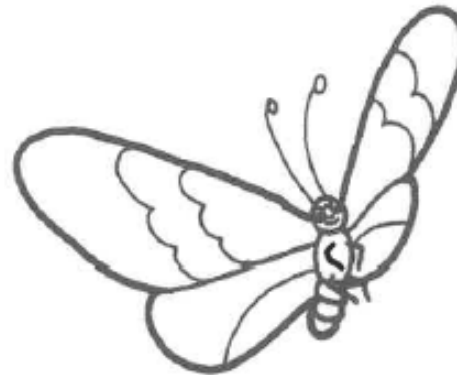
Activities:

1. Tell the students that the piece they are about to hear is about an insect. Have them listen and guess what kind of insect it is.
2. Tell the students the piece is called “Butterfly.” Have them color the butterfly finger puppet and move the butterfly to the music.
3. Give the students scarves and ask them to move their scarves like butterflies. Begin by having feet frozen. As the piece progresses, allow the students to move with the scarves.

Curriculum Connections:

Art: Design and decorate your own butterflies.

Science: Learn about the life cycle of the butterfly. Raise some in the classroom.



Level Three – The Beethoven Connection

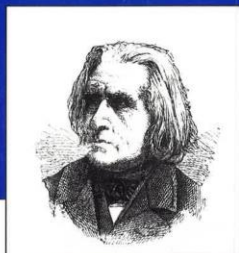
- Introduce Beethoven
- Famous melodies - Ode to Joy, Fifth Symphony, Moonlight Sonata, Fur Elise
- Connect Ode to Joy to recorder music (grade Four)

"Beethoven Lives Upstairs" DVD:

1. Who is the boy in the story? _____
2. Why does his mother have to rent out rooms? _____
3. Who tells Mr. Beethoven about the room in Christoph's house? _____
4. What is Mr. Beethoven like as a lodger? How does he treat the people in the house? _____
5. What are some of the odd things that Beethoven does? _____
6. Who invites Beethoven to a party? _____
7. Does he decide to accept the invitation? _____
8. Why or why not? _____
9. When does Beethoven like to write his music? _____
10. How does he treat the singers when they come to rehearse? _____
11. What do the singers say is the problem with his music? _____
12. What does Beethoven tell them? _____
13. What does he say when Uncle Curt tells him about the new invention, the metronome? _____
14. What does Beethoven do at the end of the performance of his symphony? _____
15. Why? _____
16. What was your favorite part in the DVD? _____
17. Would you like to have Beethoven as a lodger? _____

Level Four

Listening Resource Kit



Level 4 - Kit & CD



Diane Gagne

CD Track 9: Hallelujah, from "Messiah"

3:57

Composer: George Frideric Handel (1685-1759)

About the Composition: The "Hallelujah Chorus" was the final piece in the second part of the grand oratorio *Messiah*. Handel wrote this entire work in 24 days. The libretto, or text, tells the story of Christ's life, death and resurrection. It was first performed in Dublin in 1742. Normally, the concert hall in Dublin held 600 people; but to increase the capacity, women were asked not to wear hoop skirts, and men were asked to leave their swords at home. It is said that when King George II (in a performance in London) heard the words "the Lord God omnipotent reigneth" he leaped to his feet. Three hundred years later audiences still stand for the "Hallelujah Chorus". It is probably the best known piece of classical music in the world. (An irrelevant aside for teachers: The "Hallelujah Chorus" is one of three most requested songs of US prisoners waiting to be executed. The other two are "Amazing Grace" and "99 Bottles of Beer on the Wall".)

Objectives:

Standards: 1, 5, 6, 9

♪ The students will be able to tell where the music is monophonic, homophonic and polyphonic.

Activities:

1. Tell the students some of the background of the "Hallelujah Chorus". Ask them to listen to the ways that Handel combined the voices. Are there places where all the voices sing the same melody? Are there places where there is more than one melody? Are there places where it sounds like a hymn?
2. Define what monophonic means. **Monophonic** means "one sound". When the music is monophonic we hear a single melody. You could also say this is unison. Have the students listen again and have them raise their hand when they hear a single melody.
3. Define homophonic. In **homophonic** music the voices move "in step" with one another. Hymn tunes are homophonic. There is a single melody with chordal accompaniment. Have the students listen for the places in the music where it is homophonic.
4. Define polyphonic. **Polyphonic** means "many-sounding". When the music is polyphonic we hear two or more melodies at the same time. Sometimes the melodies imitate each other. This is called imitation. Have the students listen for the places in the music where it is polyphonic. (If your students are very perceptive listeners, you could try defining all three and listening for them in one listening.)
5. Have the students listen to the work, listening for all three kinds of music using the outline given.

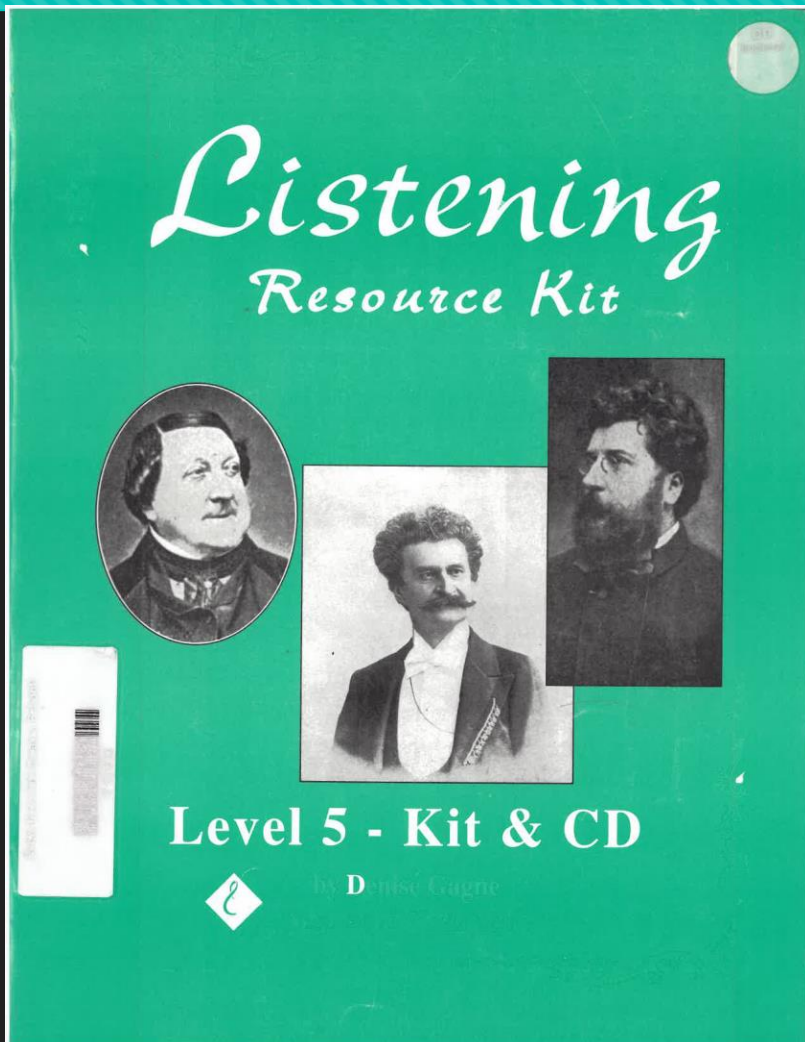
Extensions:

♪ Sing the two part arrangement of the "Hallelujah Chorus" that is given in the kit. (It leaves out some parts) This is also found in "Musicplay Grade 4". The accompaniment for the two part "Hallelujah Chorus" is recorded on the Listen Kit 4 CD, track 24.

♪ View the video, "Handel's Last Chance". It is available from Themes & Variations 1-888-562-4647

This video was made for PBS and has won many awards. It is set in Dublin and uses authentic settings, costumes, props and of course live actors. The facts of Handel's life are combined with a fictional story of a young boy who's going through a very difficult time in his life. Worksheets on this video follow the listening guide.

Level Five



The Orchestra



The **orchestra** is a large group of instrumentalists that play together. They have a conductor who directs them. The instrumentalists in the orchestra sit together in “families” - the string family, the brass family, the woodwind family and the percussion family.

To see and hear the instruments of the orchestra visit the following websites:

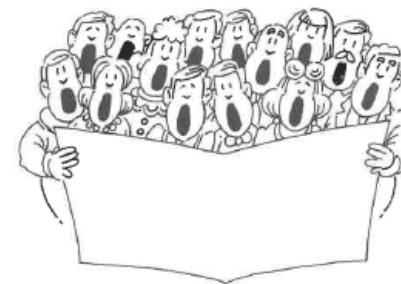
New York Philharmonic Site <http://www.nyphilkids.org>

Dallas Symphony <http://www.dsokids.com>

Music Education www.gspyo.com

The Symphony: An Interactive Guide <http://library.thinkquest.org/22673>

The Choir



The **choir** is a group of singers. In an adult choir there are four voices - soprano, alto, tenor and bass that sing high, middle, and low notes.

Side by Side Comparison

Level One

Level Five

The String Family



The violin, like the other members of the string family, has strings. Sound can be made by plucking the strings or by drawing a bow across them.

The viola looks just like the violin, but it is a little larger and plays notes that are a little lower.



The cello is so big that you must rest it on the floor to play it. It has a rich mellow voice.



The bow is a stick with horsehair stretched from end to end. When sticky rosin is rubbed onto the horsehair, the bow catches on the strings of the instrument making them vibrate.



The double bass is so tall that you must stand up or sit on a high stool to play it. It is often taller than the person who plays it!



The harp is also a stringed instrument, but it is not always found in the orchestra. The strings of the harp are strummed and make a beautiful sound.

YouTube Videos on the String Family: (Search "String Family")
<http://www.youtube.com/watch?v=Jw5egjGj5I&feature=related>
<http://www.youtube.com/watch?v=nfmpJvehVZ0&feature=related>

THE STRING FAMILY



double bass



This is a string quartet. Two violins, a viola and a cello play in the string quartet. It is called a quartet because there are four instruments.

The instruments in the string family all have strings. They have a beautiful wooden body that makes the sound of the strings louder.

The violin, viola, cello and double bass are played with a **bow**. When a bow is pulled across the strings, the sound is made. When the strings of these instruments are plucked, it is called **pizzicato**.

The harp is played by strumming the strings. The guitar's strings can be strummed or plucked.

The violin, viola, cello and double bass are found in the symphony orchestra. The harp and the guitar are sometimes used in the orchestra. The double bass and electric bass guitar are sometimes used in the concert band.

1. When the strings of the violin are plucked, what is it called?

2. How are the strings of the harp played?

3. What are the strings of the violin, viola, cello and double bass usually played with?

Composer Biographies



Wolfgang Amadeus Mozart
1756-1791

Mozart was born in Austria in 1756. His father, Leopold Mozart was a composer and violinist. Mozart began teaching himself to play the harpsichord when he was three. Soon after that his father began giving him lessons and Wolfgang learned at an incredible rate. By age five, he'd composed his first pieces. At age six, Leopold took his son and daughter on tour through the courts of Europe. Mozart amazed the audiences with his ability to memorize long pieces and to improvise at the keyboard. When Wolfgang was seven, his first published works, four sonatas for clavier and violin, were printed. By age thirteen, Mozart had written his first opera. He was really popular and had fans wherever he traveled in Europe.

Mozart did not have the same kind of popular success as an adult. He had trouble finding work that paid enough for him to live the way he wanted to. He was forced to borrow money. In 1791, his newest opera "The Magic Flute" was very successful. However, Mozart did not live long enough to enjoy this success. On Dec. 5, 1791, Mozart died while trying to compose the drum music for his Requiem.

Mozart lived only 35 years. In that time he wrote over 600 works. His music included small ensembles, symphonies, operas and concertos for piano, violin, and viola. A concerto is a work for a solo instrument and orchestra. He also wrote many sonatas. A sonata is a piece of music for a solo instrument with keyboard.

Questions:

1. Who was Mozart's music teacher? _____
2. What type of musical pieces did Mozart write? _____
3. How old was Mozart when he composed his first piece? _____

Web Sites to Learn More:

To read a more complete biography of the composer visit: www.classical.net

To learn more about Mozart and hear additional examples visit: www.classicsforkids.com

The Listening Log

Listening Log

Title: _____ Composer: _____

1. What instrument families do you hear? _____

2. Can you name some specific instruments you hear? _____

3. Do you hear any singers? _____ If yes, what kind? (Solo, choir, male, female, etc.) _____

4. What is the tempo? *circle the best one:* **Allegro** (fast) **Moderato** (medium) **Adagio** (slow)

5. What is the most consistent dynamic level of this piece? *circle the best one*

Forte (loud)

Mezzo Forte (medium loud)

Piano (soft)

6. Do you hear changes in the tempo? *circle the best one*

Accelerando (speeds up)

Ritardando (slows down)

No Change

7. Do you hear changes in the dynamics? _____

8. Is this piece in a major ☺ or minor ☹ key? _____

9. Are most of the notes played staccato or legato? _____

10. Are the beats of the rhythm grouped in: two three four other

11. What is the mood of the piece? _____

12. What era or style is this piece from? *circle the best one*

Medieval

Renaissance

Baroque

Classical

Romantic

Modern

Other

13. It was/wasn't easy to listen to this recording because _____

14. Who wrote this composition? _____

15. What do you think the purpose was for this composition? _____

16. On a scale of **1**(hate it) to **10** (put it on my device), I would give this piece a _____

Quick Assessment

Music Listening Unit Test

Name _____

1. What is **the title** of Music sample #1? _____
2. Who wrote the piece for sample #1? _____
3. He liked to live rich, but died poor. Which composer? _____
4. Which composer had to deal with a loss of his hearing? _____
5. What is the title of Music sample #2? _____
6. Who wrote the piece for sample #2? _____
7. This composer liked to play pool and go bowling (called "Skittles") _____
8. This composer made the violin a more important instrument. _____
9. What is the title of Music sample #3? _____
10. Who wrote the piece for sample #3? _____
11. Bonus Question will be given by your teacher.

Reproducible Resources

Cue Card Listening

In cue card listening, the teacher plays a selection and the children listen. As they are listening, the teacher holds up a cue card. For example: "soft." If the children agree that the example is soft, they give a thumbs up. If they disagree, thumbs down. What follows below are some cue cards that you can copy and cut out.

fast



short notes



slow



long notes



loud



high



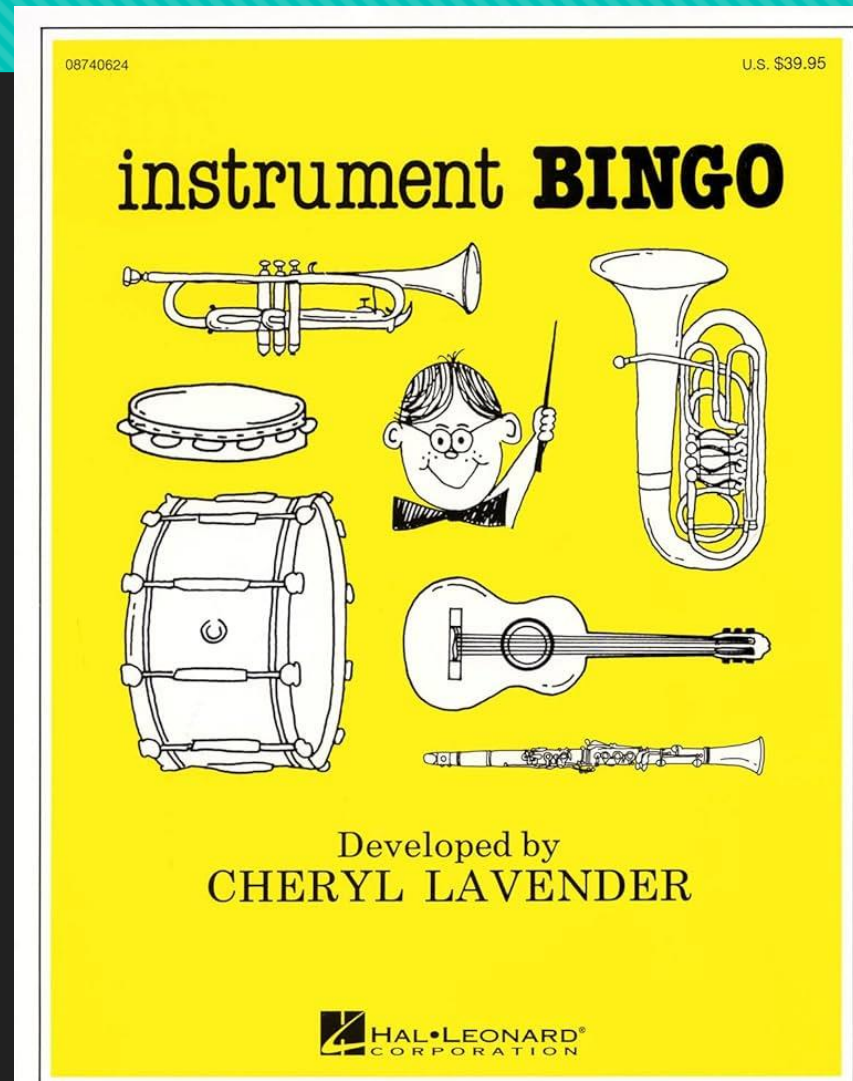
soft



low



Not a Musicplay / Themes & Variations Resource



And On the Back...



About Denise Gagné

Denise Gagné is a music specialist with 35 years of experience teaching band, choir and classroom music from pre-school to Grade 12. She has degrees in music and education, as well as Level 3 training in both Kodály and Orff. Her choirs and bands have won many awards at Music Festivals and have performed for local and national sporting events, on national radio and even for the Queen. She has been a workshop presenter in every Canadian province and territory and more than 40 states. She presents regularly for Orff and Kodály chapters, music educators conferences and preschool and kindergarten conferences in Canada, the USA, Asia, Europe and Australia! Denise is currently the managing editor of Themes & Variations. Denise is the author or editor of more than 80 publications for K-6 music teachers including the Musicplay K-6 Elementary Music Curriculum.

Musicplay Elementary Music Curriculum K-6

Action Songs Children Love, Volumes 1-3

Alphabet Action Songs

Singing Games Children Love Vol. 1-2-3-4

Sing & Play on Special Days

We Love to Move

Recorder Resource Kit 1-2

Holiday Songs for Recorder

Melody Flashcards

Chart Songs 1-2

Rhythm Dice Games

Rhythm Flashcards

Songs to Read, Write, Sing & Play

Staff and Symbol Games

Listening Resource Kits Levels 1-5

More Listening Fun!

Music Theory for Beginning Band

A Student's Guide to Musical Instruments

How To Care for Your Instrument

Christmas Favorites

It's A Magical Time of the Year

K-3 Christmas Idea Book

Snapshot Santa Scores Again

The Best Gift Ever

The Christmas Concert Idea Book

Santa's Online Adventure

Survival Santa

The Best Pet Show Ever

We've Only Got One Planet

The Orff Source

Composing With Boomwhackers

Rhythm Instrument Fun

Thank you!

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