



Unit 1 The Orchestra

Percussion

Standards for Unit 1, Percussion, according to the National Dept. of Education, the National Standards for Music Education

Content Standard 6: *Listening to, analyzing, and describing music*

- Achievement standard:
- C. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
 - D. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices

Materials for Unit 1, Percussion

Materials for making your own 'Shaker':

- empty clean can with its top
- rice or very small pebbles
- glue or scotch tape
- 1 sheet of construction paper, choice of color



Printed Orchestra Map (Map A for younger students)
(Map B for older students)

Green, yellow, and blue markers, pen/pencil, 2 sheets of paper

Printed "Identify by Sight and Sound 2"

Printed Percussion study sheet (for 3rd graders and older)

"Where Musical Adventure Begins."

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Lesson Plan 1: The Percussion

Preparation

Materials for making your own 'Shaker':

- empty clean can with its top
- rice or very small pebbles
- glue or scotch tape
- 1 sheet of construction paper, choice of color



Printed Orchestra Map



[PDF: Orchestra Map A](#)



[PDF: Orchestra Map B](#)

Green, yellow, and blue markers

Printed "Identify by Sight and Sound 2"



[PDF: Identify by Sight and Sound 2](#)

Objectives: The student will:

1. Identify visually and aurally the percussion instruments in the orchestra.
2. Locate and determine the location of the percussion section on the orchestral map.

Activities: *Answers are located on the Answer Page LP1 The Percussion*

- **Watch the introductory video in this lesson: (2 min. 3 sec.)**



[VIDEO: Lesson 1 Introduction – The Percussion](#) (2:03)

"Where Musical Adventure Begins."

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- For those interested in hearing this lesson plan, click the link below:



[AUDIO: Lesson Plan Instructions \(optional audio\)](#) (2:19)

- Watch this video on Stomp and their Kitchen Band, referenced in the Lesson 1 Introduction on Percussion:



[VIDEO: Stomp - Kitchen](#) (2:17)

- Create your own 'Shaker' while watching this next video about finding the sound in everything around you.



[VIDEO: Let the Sound Out](#) (2:17)

To make your own 'Shaker', gather the materials listed in the materials section: (1) Cover the can with construction paper or wrapping paper, (2) glue the paper onto the can, (3) decorate it with markers, and (4) pour some rice into it. You just made your own percussion instrument!

1. Read the picture page *The Sound of Percussion* and identify as many instruments as possible.



[PDF: Picture Page – The Sound of Percussion](#)



[PDF: Answer Page – 1.5.1 The Percussion](#)

"Where MUSICAL Adventure Begins."

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2. Locate the percussion block on the orchestra map and color it green while listening to the recording in tracks 66 and 67. Then, mark the "timpani" block green as track 68 plays.



[PDF: Orchestra Map A](#)



[PDF: Orchestra Map B](#)



[AUDIO: Track 66](#) (0:16)



[AUDIO: Track 67](#) (0:50)



[AUDIO: Track 68](#) (0:16) **Timpani**

3. View the percussion family pictures 1 and 2. Name as many instruments as possible in percussion family picture 1.



[Percussion Family Picture 1](#)



[Percussion Family Picture 2](#)

"Where Musical Adventure Begins."


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4. On the printed sheet "Identify by Sight and Sound 2", mark the picture of the instrument you hear in the tracks 69 - 75.




[PDF: Identify by Sight and Sound 2](#)




[AUDIO: Track 69](#) (0:29) **Green** 




[AUDIO: Track 70](#) (0:47) **Blue** 




[AUDIO: Track 71](#) (0:24) **Green** 




[AUDIO: Track 72](#) (0:24) **Green** 




[AUDIO: Track 73](#) (0:18) **Green** 



[AUDIO: Track 74](#) (0:34) **Yellow** 



[AUDIO: Track 75](#) (0:12) **Green** 

5. View this video of the Okinawa High School Band. Watch closely as the drum line performs.



[VIDEO: Okinawa High School Band, clip 4](#) (5:37)



Check for Understanding: Write your answers on the back of the sheet "Identify by Sight and Sound 2".

1. What makes an instrument a member of the percussion family?
2. On the Orchestra Map, where are the percussion instruments located?
3. What is the difference between the band and the symphony orchestra?

End of Lesson: Add the completed Orchestra Map A (or Map B for older children) and the sheet "Identify by Sight and Sound 2" to your portfolio and keep your instrument, the shaker, close by!