

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)





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



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)







• 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:

You VIDEO: Stomp - Kitchen (2:17)

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

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



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.

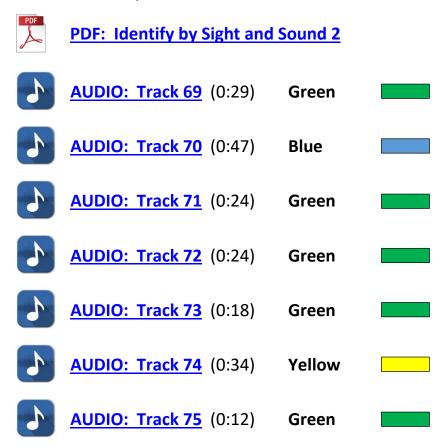


3. View the percussion family pictures 1 and 2. Name as many instruments as possible in percussion family picture 1.





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



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

You 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!