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# Timbre

## Playing Musical Instruments

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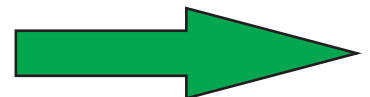
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**Knowing Musical Instruments**



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# Timbre

## Knowing Musical Instruments

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### Knowing Instruments

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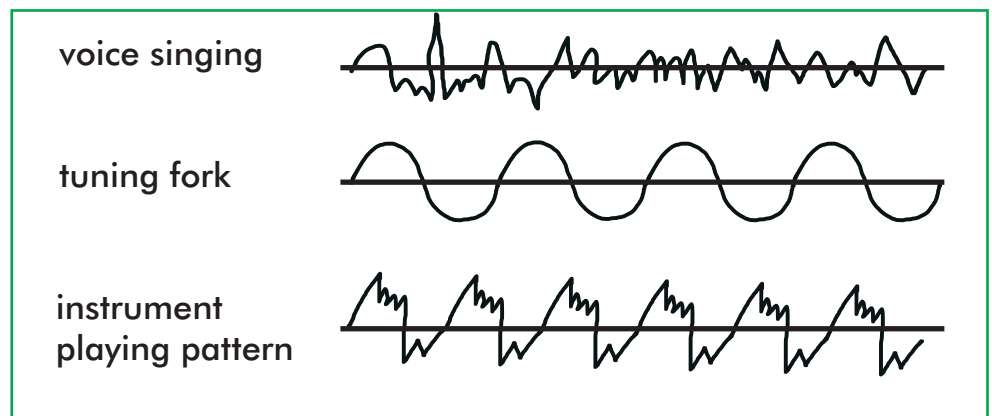
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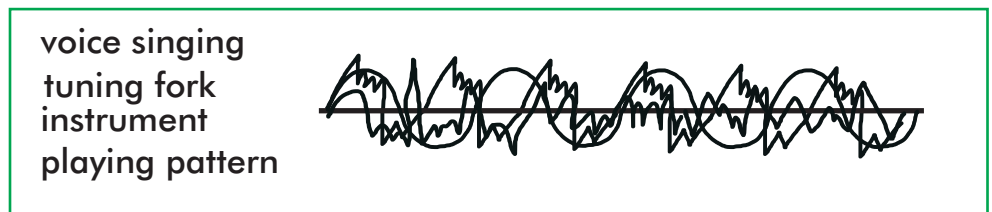
Page 50 Naming Instruments by listening

# Timbre

Timbre in music, refers to the sound or tones that are heard. The sounds may come from humans or animals, instruments or weather -- from anything that makes a sound.



Combining voices from different people, layers the sound. Add in an instrument or two and again the overall effect is of a more complex sound. Science images of waves show this simply.



Making all three sounds at the same time produces complex sound, layers of sound.

Musical instruments may have a long history that traces itself back to a dried gourd being shaken, or two sticks tapped against each other.

"Found" musical instruments are created by the serendipity of imagination and need. Need an instrument to play in a song? What about a ruler tapping a chair back; or a shoe tapping the floor; or a box of paperclips that can be shaken; or ???

Wherever people are found, music and musical instruments are found.

Opera is a great way to explore the way sound is made --the science part of music/voice. January/Week 3 of CanDo Music 3 provides teaching and videos that explore the human voice. Even if you choose not to teach the "opera" genre, consider including the mp4/video "Opera Science" (3min. 10sec.) and follow-up discussion ideas.

## Introduction to Genre: Opera

**1** Remember that when we learned this song, it was named as a "piggyback" song --new words to old music. "I Want To Go Outside" is from an opera Carmen, composed by Georges Bizet. The music in the video/mp4 is the Overture to Carmen. Challenge students to listen and name at least 2 instruments playing and to raise their hands when they hear something familiar. The video/mp4 leads students into the answers to their listening challenge and goes on to introduce "opera" as a musical genre.

**Genres**

- blues
- jazz
- country
- folk
- classical
- rock
- musical theatre
- opera
- hip hop
- popular

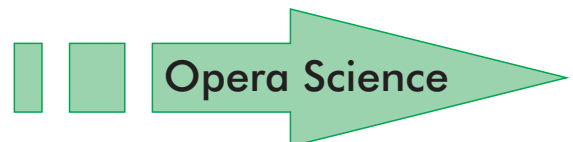
**"Listening challenge for you today. When you hear music you know on the video, raise your hands. When the music you know stops, lower your hands. Try to also listen for the instruments that play during the familiar music."**

**Show mp4 Video Opera Is** 2min. 18sec  
(music: Overture to Carmen)

\*intro to genre  
\*opera, opera houses

**2** After the video has finished ...  
**Which of our songs did you hear?** I Want to Go Outside

see CanDo Music 3, January, Lesson 18A  
for the rest of the "Opera" introduction



## **A** Review and Enrich: Genres (in general) and Opera (in particular)

1. Teacher names a genre, e.g. rounds  
Students name 2 or 3 songs that fit the genre,  
e.g. Frère Jacques, Donkeys & Carrots
2. Repeat several times. Ideas: rock, silly songs, call 'n response  
lullabies, love songs
3. What is the name of the genre for "Brother Come and Dance"?  
(opera)

Name 3 things about the genre "Opera".

4. Sometimes people think that art and science are two separate things. But there is a lot of science that goes into opera. Take a look. What does this video say about the way opera is sung?

**Show mp4 Video Opera Science "acoustics"** 3min 10sec

### Follow-Up Areas:

- \*Does anyone in the classroom sing in the bathroom?
- \*How does air get out of the lungs to make sound?
- \*What is the name of the organ below the lungs?

(It would be fun to take the class and squeeze everyone into a small room in the school, sing a song ---then take everyone into a huge space in the school and sing a song, comparing the two. However, Covid eh!)

## Opera

- \*large theatres called opera houses
- \*voices different from usual
- \*no microphones used
- \*big sets, costumes
- \*stories
- \*many languages

## Why I love xylophones.

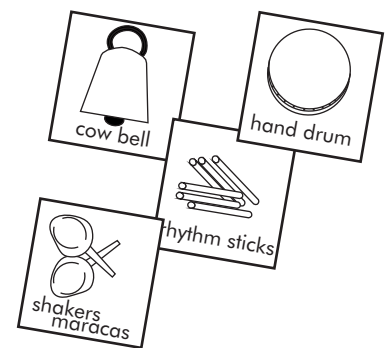
It's because with a little preparation, anyone can play them with carefully chosen songs without playing a note that sounds wrong! And for those of us with good ears, but very little instrumental background this is freedom to make a joyful noise.

Sometimes when instruments and/or voices make sounds at the same time, they produce a dissonance - a tension. I call it "that cringy feeling". Occasionally composers will call for this on purpose, but the usual in music is to layer sounds into harmony.

The simplest way to add timbre in primary is with unpitched percussion -e.g. drums, rhythm sticks, tambourines, bells OR to sing rounds, or partner songs (two songs that may be sung at the same time).

Music becomes more varied, more interesting when two or more pitched sound at the same time. With human voices this may be done most easily with rounds (Row Row Row Your Boat). With xylophones this is also done easily when the music is PENTATONIC.

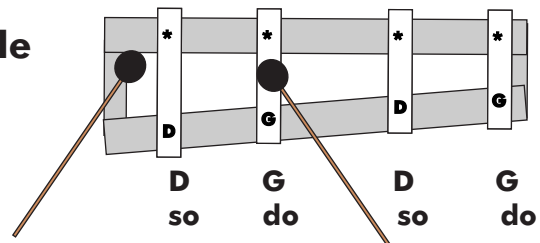
that  
cringy  
feeling



## Pentatonic ???

Some songs are sung in a Pentatonic Scale  
--a scale based on 5 notes.

Do Re Mi So La  
(no "fa" or "ti")



**You don't need to know all the science, all the hows and whats to do this.** In CanDo Music, songs that suggest including xylophones or glockenspiels with specify which bars are needed on the instruments. Remove the other bars. Now, even if a "wrong" note is played, it won't sound like a "cringing note". Every student, including the teacher, can have a positive experience of playing a musical instrument to accompany singing!

e.g. **Lukey's Boat**  
ti - ti ta  
D G D  
(Key of G, using do(G) and so(D))

If you are new to teaching music but already play an instrument, then you have the basis to check out any song for using xylophones. Simply change the melody into Solfa. If there are no "fa's" or "ti's" then have fun choosing what to play.

If you are new to teaching music (with little/no background), then try using some of the simplest songs from CanDo Music 1. As students learn, you will too --and then be ready to tackle more varied music.

## **ostinato = stubborn**

Ostinato as a musical term, derives from the latin for "stubborn". An ostinato is a short rhythm/pitch pattern that repeats, or is found in various parts of a piece of music.

Although not usually called an ostinato, playing on every beat is a form of ostinato.

In 4/4 time, a quarter note gets a beat. Playing a drum on every beat would be "ta ta ta ta".

Every rhythm flashcard in this curriculum could be an ostinato if played repeatedly in a song.

Children's songs often have words, or phrases that repeat. Say the repeated part as an unpitched instrument is played ---instant ostinato! Using the words as a guide for the player will help them maintain the rhythm as the rest of the song is sung.

For instance, in "Old MacDonald" E-I-E-I-O -X OR "ti-ti ti-ti ta sh" could be used as an ostinato. Choose an unpitched percussion instrument and play the "ti-ti ti-ti ta sh" as an introduction instead of counting in to "one, two, ready, sing" and continue to play the "ti-ti ti-ti ta sh" through the whole song.

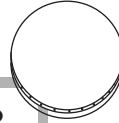
When ostinatos become familiar, students may be asked to choose words or a phrase from a song to use as their special ostinato. More than one ostinato may be used in a song --adding texture to the music.

Students are guided to create ostinatos as part of a musical arrangement for their songs in the composition projects. For more ideas, check out a Can Do 2 composition project.

## Music & Instruments

Every time a new instrument is used, take a few moments to

1. name it,
2. talk about the materials it is made out of and
3. explore ways it may be played.



hand drum

OR



re-used tin with plastic lid

A **hand drum** is usually made out of wood and some kind of thin leather/skin or membrane. It is held loosely in one hand by the wood, and played by tapping it with finger tips or the bottom of the palm.

**Percussion Instruments** are anything that makes an interesting sound by shaking, rattling, scraping, tapping or striking. Every primary classroom can afford percussion instruments.

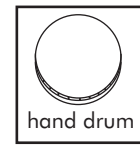
## Unpitched Percussion

### rattling sounds

shakers  
maracas  
guiro

### a few ideas to get you started

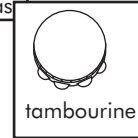
\*fill child-proof pill bottles with a variety of small seeds, beans, etc. to make shakers



hand drum



shakers  
maracas

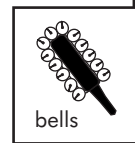


tambourine

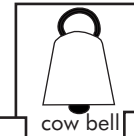
### metallic sounds

bells  
triangle  
cymbals

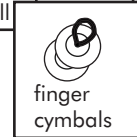
"jingle bells"  
--buy at sewing or craft store  
two pot lids work as cymbals  
metal utensils  
a washboard and scraper  
use a kitchen whisk as a beater



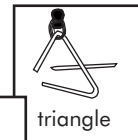
bells



cow bell



finger  
cymbals



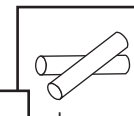
triangle

### wooden sounds

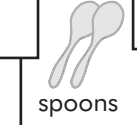
rhythm sticks      bamboo chopsticks  
claves                  (my favourite sound)  
wood block          wooden spoons  
tick-tock block      wooden napkin holders



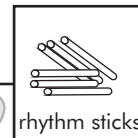
tick-tock  
block



claves



spoons



rhythm sticks

**Keep an eye out for interesting sound makers,  
you'll soon have more than enough  
for everyone to play something.**



## Pitched Percussion

glockenspiels  
xylophones  
keyboards

Xylophones (wooden bars) and glockenspiels (metal bars) with removable bars, add incredibly to a musical program in elementary school. The removable bars mean that young musicians don't have to worry about hitting the "wrong" note, because the only notes left on the instruments are the ones needed for the song. See individual songs for accompaniment ideas.

Having at least one pitched instrument in the classroom gives a way to "tune" the beginning of each song. Teachers used to use pitch pipes ---glockenspiels can be shared! Sturdy, usable glockenspiels may be purchased for around \$40Canadian. If you can fit it into your classroom budget, buy one each year until you have at least 5.

! Professional quality glockenspiels/xylophones can be expensive. It's possible to find music stores with a less costly alternative. Appearances can be deceiving however. Ask the manager of the music store (or email the on-line store) to check the pitch of the glockenspiel against a keyboard instrument before purchased, or you may end up with a musical instrument that isn't very musical. Look for glockenspiels that have bars which may be removed, and offer additional bars for Fsharp and Bflat.



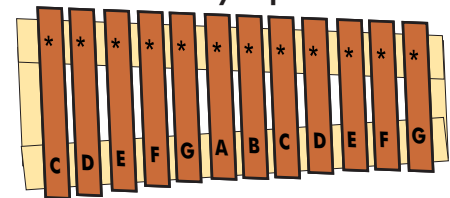
**glockenspiel**

If your classroom has several glockenspiels, try using the "wrong" end of the mallets for a gentler sound while practising.

**mallets**



**xylophone**



Many of the pitched accompaniments depend on students being able to feel and play on a beat. Its tempting sometimes to help students play by holding their hands as they play. Better to stand behind a student who is struggling and lightly tap their shoulders to the beat. Let students enjoy their moments on the pitched instruments ---that enjoyment is a far more important learning at this stage than playing perfectly.

An ability to feel beat begins in the womb. Children who are rocked as babes and toddlers have a built in head start for knowing the beat. Like many mathematical skills, learning takes place developmentally. It's not surprising to find students in Grades 2 and 3 who are still struggling to show the beat with movement.

No glockenspiels or xylophones in your room? Does your classroom have tablets for students to use? Find an app that puts a keyboard on the screen. It will be more difficult to play as the notes can be removed, however, it does offer the same "bars", that may be played using the accompaniments intended for glockenspiels.

# Timbre Class Routines - Playing Instruments

## Managing A Classroom with Instrument Playing

First time with instruments this year? ---Take the time to set parameters for their use, and be a stickler for following them. It will make following music lessons more fun for everyone.

### Basic Instrument Rules

**My Rules** ---(You need to decide on your own rule set.)

1. Instruments are not toys, they will be treated with respect.
2. Instruments are only played when the conductor/teacher says.
3. If a person complains about the kind of instrument they are given, then clearly they don't want to play it, so that instrument goes to a different person AND the original person is left without an instrument to play.

Children love to bang, rattle, tap, scrape or invent ways to make sounds i.e. play instruments. The first few times I use instruments with a class, I am a tyrant --gently but firmly taking instruments away from students who break the "instrument rules", --even if we all need to stop singing/moving to have it happen.

I claim I am the only one with instrument ears ---I can tell if it is an honest accident or an incident so students who point to others who play out of turn lose their instruments. If an instrument is used as a play magic wand or sword --then it is lost, --dangerous and not respecting the instrument. Complaints are swiftly dealt with also. No warnings --I have found it prolongs the learning un-necessarily.

**I hate to take an instrument away from a child, and I let them know I don't like doing it. But I do DO it.**

### Students lose their turn playing!

I dislike taking an instrument away from a child who wants to play it, **BUT I do it because** eventually it makes music class more fun for students and teachers.

I gage the amount of time "without instrument" to individual student behaviour.

The first few times I give out instruments I include a free play segment e.g. "I'm going to count to ten. While I'm counting you may experiment with your instrument. When I say "ten" then all instruments stop playing immediately. Ready ... 1 2 3 4 5 6 7 8 9 **10.**" This gives all students an opportunity to simply make a joyful sound.

**(Students need to keep an eye and ear on the conductor to see/hear the stop signal.)**

# Timbre Class Routines - Playing Instruments

## Taking Turns

One of the hardest things for primary children when instruments are introduced to a lesson is waiting their turn, AND being afraid they'll never get a turn. For that reason, many of the lesson suggestions are ways to give everyone a quick turn at the same time.

Sometimes, however, especially with pitched instruments like the glockenspiel, keyboard or xylophone, student must wait. I keep a list of students, or a seating plan handy, and show students how I mark when they have had a turn on a "special" instrument. In this way, students who don't get a turn one day, may be reassured that their turn will come. It also avoids the trauma of a child not remembering if they have had a turn, and your ability to help their memory via the record keeping.

This list also works for assessment purposes. A quick coded symbol will remind you which students are successful at playing the instruments in the way intended, and which need more practice.

## Changing or Passing Instruments

### Instrument Passing Plans

Choose a plan that works for your classroom, and stick to it. After a few sessions, students will catch on and it will help with instrument sharing.

**circle formation:** pass instruments to the friend on the right

**row/line formation:** pass the instruments to the person behind, person at the end of the line bring their instrument to the front

**OR:** first row passes to the back,  
last person first row passes to last person second row  
second row passes to the front  
first person in the second row passes to first person in the third row  
third row passes back, etc.  
until the last person brings the instrument to the front of the first row

**How will instruments be shared in your room?**



## Whenever there is enough time!

The more often instruments are used, the easier it becomes because the routine becomes routine. However, instruments can eat up a lot of time --weigh their use against parts of the curriculum that may get missed.

## Adding Instruments

### 1. Experimenting (and getting the wiggles out)

If space allows, sit students in a circle, or around the edge of the carpet. Place an instrument in front of each student (after reminding them to resist touching until instructed). **"When I say 'Go!' you may pick your instrument up and experiment with it making sounds. While you do that I will be counting to ten with my fingers. Keep an eye on me, because when I reach 'ten' I will put my hands on my head. That's the signal for everyone to stop playing and place their instrument back on the floor in front of them. Ready -Go!"**

After the count of ten, wait until its completely quiet. If instruments continue to be played longer than needed, simply walk over and take them away. After the next song, instruments may be given back. Congratulate someone who was attentive.

## Experimenting Through Improvising

**Pentatonic Songs:** Pentatonic Songs provide a wonderful opportunity to encourage students to improvise on a pitched percussion instrument. Check out "Pentatonic Basics" on page xx. In Pentatonic Songs, no matter which notes you play while singing, they will harmonize (sound good) with the tune. WOW --it means you can't make a mistake! Even better, it means that children playing an accompaniment to a song won't strike a note that clashes, I think of them as "cringing notes." **Pentatonic songs lend themselves to improvisation as all choices fit..** students have an opportunity to choose both rhythm and pitch as an accompaniment.

As with all instrument playing, improvisation improves with practice. It will become more varied, and start to take on a relationship to the rest of the music.







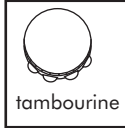




**Key of C Pentatonic**  
do re mi so la do re mi  
C D E G A C D E

## 2. Adding Instruments

Post the written music for a song OR simply place 8 rhythm cards on the pocket chart, and follow the instructions below. Once you've practised the method a time or two, explore variations ...

- e.g. half the class sings while half the class plays
- e.g. sing the song and clap on only one kind of rhythm symbol
- etc.

Playing instruments while reading simple music is both excellent practice and an important motivation to learn the written symbols. If there isn't time to give out percussion instruments --- use body percussion (clap, pat knees, snap fingers, rub fingernails across clothing, etc.)! The instrument choices below are simply ideas, vary it by teacher/student suggestions.

 rhythm sticks	OR	 PAT KNEES	 shakers maracas	OR	 CLAP	 tambourine	OR	 THROW HANDS IN AIR
every "ti-ti" (eighth notes)			every "ta"(quarter note)			every "sh"(quarter rest)		
								

3. Give out instruments so that every child has "something." If you don't have a class set of rhythm sticks (chopsticks), rulers or popsicle sticks will work. Students playing shakers only need one.
4. Begin with the tambourines. Ask students to hold their tambourines and play them every time there is a "sh." Give a count-in --everyone says the words. If that is successful, ask students with a shaker to hold their instruments and play them every time there is a "ta." Give a count-in --everyone says the words. Finally, the rhythm sticks play on "ti-ti." Encourage everyone to say the words.
5. Now, try once through with everyone using "magic lips," i.e. thinking the words but not saying them out loud.

Collect the instruments.

**A** **Timbre** Variations on a Rhythm Band

**1** "Percussion instruments have many, many different kinds of sounds, made in many, many different ways. Sometimes percussion sounds may be made without an instrument, just with our bodies. Some of the sounds our bodies make are funny, some are considered rude (and we won't make them here), some sounds are loud, and some soft.

**2** "I'm going to count backwards from 20. While I'm counting, experiment making percussive sounds with your voices or bodies. When I get to zero, I will put my hands on my head and that's the signal for silence. Ready, go."

**3** Ask for a few volunteers to make their percussive sound. Ask the rest of the class to echo the volunteers.

**4** Remind the students of the Percussion Band done in Lesson 27a. Using body percussion for sounds, repeat the process either with the whole class, or with students working individually on the composition page.

Leave time to hear a few compositions at the end of class.

<u>body percussion</u>	<u>vocal percussion</u>
clapping	clicking tongue
clicking fingers	"ee" "ee" (like a monkey)
stamping feet	kissing sound
patting knees	hoots (like an owl)
rubbing a bare arm	quack
swiping hands	pah---ah (vocalized)

I can do music in Lesson 29 - Composer Name: \_\_\_\_\_

**1** Choose rhythms to make your composition.

**2** Choose instruments to play.

instrument name \_\_\_\_\_

**3** Gather a group of 4 or 5 musicians. Try playing each composition. The musician who is the composer is also the conductor. Practice again.

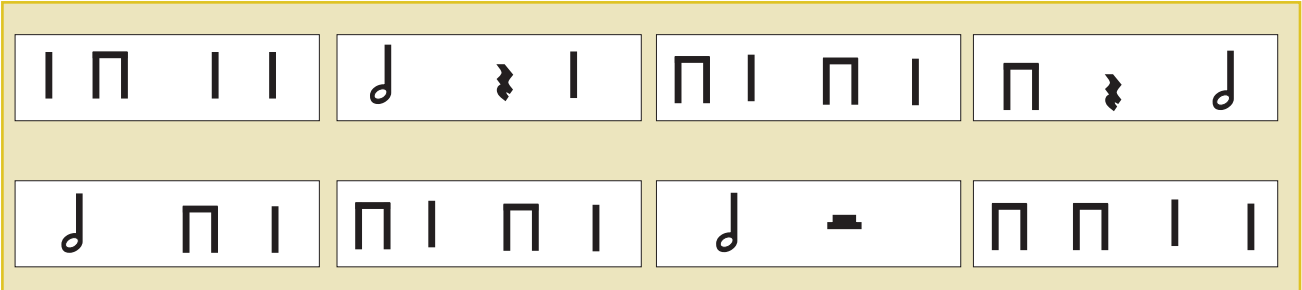
Something a little different today. Instead of using percussion instruments to accompany a song or practice rhythms, this is an opportunity for your class to all be part of a percussion band. The music created is instrumental --no singing. The experience is akin to that of being in an orchestra or band. Musicians and conductor work together to create a piece of instrumental music.

Note: Every student will need a percussion instrument.

### Make Music with Instruments

Percussion instruments don't have to be professionally made, they just have to rattle, klunk, twang or tap.

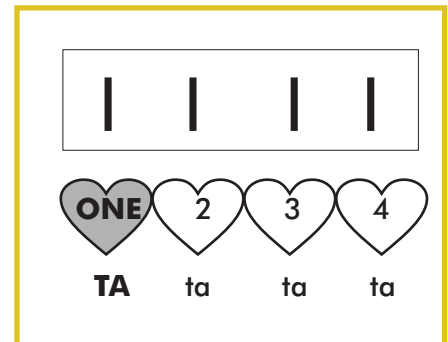
- 1 Place 8 rhythm flashcards on the pocket chart as shown. Avoid using the cards that begin with a rest (sh or shu).



- 2 Practice clapping and naming the rhythm symbols. It's important that students be able to read both lines without pausing between them.

- 1 Give a clear count-in: ONE 2 ready go
- 2 Students say and clap the rhythm symbols. Conductor points to each symbol to help keep the beat steady.
- 3 Repeat at least once.
- 4 Students use "magic lips" i.e. no sound comes out to say the symbols, while clapping them.

- 3 Show how the beat is made up of "ta" symbols by pointing to the beat flashcard. The first beat ONE needs to be stronger than the others.



Choose 4-5 students to chant the beat "Beat Group".

Conductor (teacher) gives the count-in, may be done audibly or by using hand signals.

Beat Group says the beat pattern once and repeats until piece is finished.

The rest of the class begins clapping the rhythm pattern after the first Beat set is done.

Repeat changing the students in the beat group.

Give the second beat group hand drums (or whatever variety of drum you've come up with). Have the group sit together.

**4** Remind everyone of the instrument rules!

Give percussion instruments to all students. Ask students to sit together with others playing the same kind of instrument AND to place their instruments on the mat in front of them.

**5** Depending on your class, you may want to add one instrumental part at a time ---practising it before adding another.

**e.g.** Everyone with a wooden tapping instrument will play on every "ti-ti." The rest of the class listens while the beat groups and the ti-ti group play through the piece once. etc.

Other classes may be ready to be assigned a part for their instrument and the whole class try playing the piece together.

**6** Add an ostinato for texture in the music. Choose 4 or 5 students. Place the ostinato pattern on the pocket chart and have the ostinato group practice their pattern.

ostinato = repeated pattern



**New Performance Order**

- Conductor (count-in)**
- Beat Group (once alone)**
- Ostinato Group (once alone)**
- Rhythm Group (all rhythm symbols)**

Form  
**A B A B**

**7** it's an amazing feeling when the piece all comes together. Do it again just for fun, adding a repeat i.e. 1st line, 2nd line, 1st line, 2nd line.

**Record the performance** so that the class may listen to itself.


**8** Play the recording for the class. Help the class to reflect on their performance.


- What was done well?
- What could be changed to make a better performance?


**9** Using this same piece of music (since its been practised), give students an opportunity to try a different instrument and thus part in the rhythm band. Since the beat underlies the whole piece, choose students for this group who are likely to experience success at maintaining the beat steadily.


Note: Use smaller groups on the instruments that ring loudly. Surprise sound instruments e.g. cow bell, squeaky toy, need to be limited to 2 or 3.

**beat**  
hand drum (played with hand)  
plastic container with lid  
e.g. ice cream, large yoghurt (played with ruler)

**ti-ti**  
wooden sound  
e.g. rhythm sticks chopsticks  
wooden blocks 

**ta**  
metallic sound  
e.g. spoons triangle 

**ta-a**  
tambourine shaken  
jingle bells shaken 

**sh**  
surprise sound  
e.g. cow bell cymbals  
tambourine struck 

**ostinato**  
shakers/maraccas  
throw-away cups taped together with some pasta, seeds or rice inside

Tape recorders, i-pads, cell phones, camera with video -- use whatever is available to make a recording.

**Extra** Add some melody interest to the piece by having one student improvise on either a glockenspiel or xylophone with one mallet. Since only one note will be played at a time, all the bars may be left on the instrument. Remind students that these instruments are pitched percussion.

improvised lead line  
glockenspiel or xylophone  
one mallet




Music & Instruments


Students have been developing skill in reading rhythms. Now put those skills to practical use with percussion instruments.


Any instrumental track for a song that is in 4/4 or 2/4 time may be used. Today, because it has such a firm beat, try these options using **The Grand Old Duke of York**. Next try a piece of popular music with a strong beat.


- 1 Students will need to know when to begin playing. Ask students to try conducting the piece with you as the music plays. Begin the conducting pattern where the first "Grand" would be sung, i.e. The GRAND is a downstroke.
- 2 Stop the music and begin again. It's the beginning together part that will need practice.
- 3 Remind students of the instrument rules ---give every student a pair of rhythm sticks (chopsticks).
- 4 Place 4 rhythm flashcards on the pocket chart. Instead of saying the symbol name and clapping, say the symbol name and play the percussion instrument where the "claps" would have been. Practice playing the four rhythm cards several times using a count-in of "One, two, ready, play."
- 5 Tell students that instead of listening to you do the count-in, this time the music will count them in just as was done with the conducting practice.




Conducting Pattern  
2/4 Music - March









### Rhythm & Percussion Music

Something a little different today. Instead of using percussion instruments to accompany a song or practice rhythms, this is an opportunity for your class to all be part of a percussion band. The music created is instrumental --no singing. The experience is akin to that of being in an orchestra or band. Musicians and conductor work together to create a piece of instrumental music. The need for reading skills will be explicit AND every student will have opportunities to play percussion instruments.

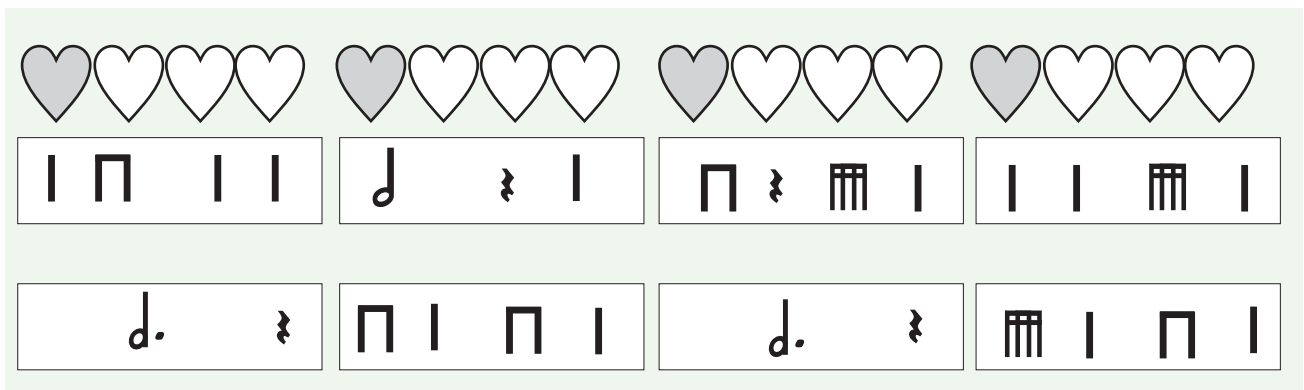
### Music & Instruments

**Note: Every student will need a percussion instrument.**

Percussion instruments don't have to be professionally made, they just need to rattle, klonk, twang or tap.

#### Step A Reading the Music

**1** "Today you are going to be a Percussion Band. Before playing instruments, some preparation is needed. (Place 8 rhythm cards on the pocket chart. Ensure they offer a variety of rhythm symbols including some of the new ones from this year.)



**2** Practice clapping and naming the rhythm symbols. It's important that students be able to read both lines without pausing between them.

- 1 Give a clear count-in: ONE 2 ready go
- 2 Students say and clap the rhythm symbols. Conductor points to each symbol to help keep the beat steady.
- 3 Repeat at least once with students using "magic lips", i.e. no sound from mouth.
- 4 Half the class keeps the beat by patting their knees. The other half of the class claps the rhythm. Switch parts and repeat. Count-in: **One 2 beat starts** (listen to four beats) (rhythm begins ...)

Experiment with metal objects e.g. pot lids, trays and a spoon to find a cymbal-like sound.

#### Step B Adding Instruments to flashcard music

## 3

**Remind students of the instrument rules.**

1. Sounds made on instruments before the conductor calls for them means the instrument is taken away.
2. Complaining about which instrument you are given means you're not very interested in playing ANYTHING!
3. Treat the instruments with respect, they are not toys.

Empty pill bottles with safety tops may be used as shakers. Try experimenting with different fillers e.g. rice, macaroni for sounds.

**Think about your class** ---the simplest way to give out percussion instruments is to hand them around (either randomly, then ask students to group themselves according to sound type e.g. ringing, wooden, shaking; or hand out shakers in one area, ringing instruments in another, etc.). **HOWEVER**, this works best with a class that is going to be able to sit with their instruments and resist the temptation to make sounds. If your class is not ready for this method, give out instruments when the instructions are given.

Use two wooden spoons, or chopsticks to provide light rhythm sticks.

If you are new at rhythm bands, try the arrangement (the choice of instruments to go with parts of the rhythm) on the next page. After success, engage students in re-assigning instruments to create a new arrangement.

Note: Use smaller groups on the instruments that ring loudly. Surprise sound instruments e.g. cow bell, squeaky toy, need to be limited to 2 or 3.

## 4

### Begin with the beat ... hand drums or C and G on alto xylophone or boomwackers

**"How many beats in a bar here?"** (number of hearts above one card) **"Four --yes! How is this time signature said?"** (four four 4/4) **So instrument players, usually drummers, who keep the beat will play how many times in each bar?** (four) **Which note will be played a little differently?** (the first, a little bit longer and a little big stronger). **The conductor counts in ONE, 2, 3, 4 and then the beat keepers start. Everyone not playing the beat will listen to four beats, then begin playing the rhythm. Oh yes, beat keepers, don't go to sleep, because the hardest part of your job is stopping at the right time, when everyone else finishes!**

Hand drums don't need to be professional quality. Just find something that makes a good "thump" e.g. empty ice cream tubs, large yoghurt containers.

**Play the Piece Through**

**5** Again depending on the make-up of your class, introduce what each instrument plays either one at a time (followed by a play-through of the piece); or two or three at a time.

Comment briefly on why each instrument has been chosen e.g. a “ta-a-a” has a long sound, and the tambourine can make a long sound; “tika-tika” has four short, quick sounds --rhythm sticks may be played quickly and have quick sounds.

**Play the Piece Through**

**6 Step C Practice, Recording, Listening to Enjoy**  
When the sounds for rhythm symbols have all been practised, make a recording and give students a chance to hear their piece.

**Play the Piece Through**

**Step D Add an Ostinato**

**7** So far, the music has the equivalent of a “melody” line and the beat. Widen the texture of the music by adding an ostinato (repeated rhythm pattern).

**“Adding an ostinato, a repeated rhythm pattern, will give the music texture, making it more interesting. This flashcard shows the ostinato. It’s played on shakers.**

Choose 2 or 3 students to play the ostinato and exchange their instruments for shakers.



**8** Explain the new introduction to the band, then play through the piece.

**Play the Piece Through**

<b>beat</b> hand drum (played with hand) plastic container with lid e.g. ice cream, large yoghurt (played with ruler)	
<b>ti-ti</b> wooden sound e.g. claves tick-tock block wooden blocks	
<b>ta</b> metallic sound e.g. spoons triangle	
<b>ta-a</b> scraping sound e.g. guiro washboard corrugated cardboard	
<b>ta-a-a</b> tambourine shaken jingle bells shaken	
<b>tika-tika</b> wooden sound e.g. rhythm sticks chopsticks	
<b>sh</b> surprise sound e.g. cow bell cymbals tambourine struck	
<b>ostinato</b> shakers/maraccas throw-away cups taped together with some pasta, seeds or rice inside	

Count-in:	ONE	2	3	4
Beat:	X	X	X	X
Ostinato	X	X	xx	X
rest of band ...				

If you and/or your students have used the instruments for enough at this point, skip on to the critique step. Use any remaining time to sing student choices from the repertoire.

Some days it takes most of the time available to get everyone playing an instrument and working together. Sometimes it just clicks and goes very quickly. Gauge the "temper" of your class. If they have interest and energy to keep working as a band then ...

### Options for Enrichment

Rotate students to different instruments, playing the same piece already learned.



Add some dynamic cards to the composition

e.g. part way through change the volume to forte or piano  
make a few bars/flashcards staccato

Play the piece with dynamics.

Now try changing the tempo!

Let students decide which tempo to use for the polished performance.



Create a new rhythm composition.

(pre-select 8 different flashcards, and offer them to a student composer to arrange on the pocket chart)

Leave students on their present instruments and assignments and attempt to play the new piece as "sight-reading" i.e. without practice.

OR Build the new piece, instrument by instrument.



Use the written music for one of the songs already introduced this year.

Instead of singing the song, use the instruments to "play" it. Try asking for volunteers to add their voices on the melody ---but singing "la" instead of the words so that the piece is still "instrumental".

### Play the Piece Through

#### Step E Record, Listen, Critique

Record a polished performance.

Warn students that this time they are listening for critical thinking.

Does the band begin and end together?

Is the tempo steady all the way through?

Are the instrument sounds balanced (can all be heard)?

What changes might enhance the performance?

e.g. tempo, assignment of instruments, form

Listen to the recording.

Ask for student feedback.

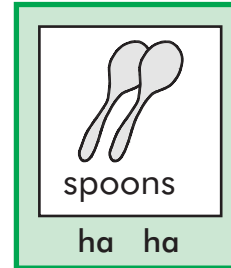
Conclude by congratulating the band, and briefly comment on two or three things that were well done.

### 3. In a Song

Simplest way to add texture-timbre to a song is by clapping on the beat, or with the words(rhythm). Switch to any percussion instrument and it adds a whole new dimension to music.

Words that are repeated in songs make good "playing" places. Pick out a repeated word in any song for playing on percussion instruments.

The ideas given here are for "Ha Ha This-A-Way" taught in CanDo Music Grade One, Lesson Two.



Many of the Lesson Plan include ideas for adding instruments to particular songs. As you use them, you will develop your own favourites and create new ways to embrace making a "joyful noise".

A few of the specific ideas are on the following pages.  
Don't be limited by the suggestions ... they are beginning places!

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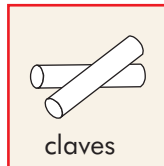
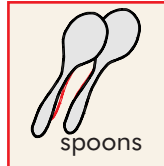
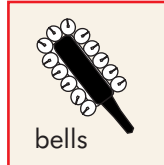
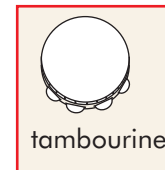
**Song: It's C-c-c-c C-c-Cold**

**6** "We need an instrument to play on the "c-c-c-c c-c-cold." What are the names of the instruments we have in our classroom?"

As students name the instruments:

1. place the instrument where it may be seen  
OR put its picture on the pocket chart
2. name the material the instrument is made out of
3. give words that describe the sound the instrument makes
4. briefly describe the way the instrument is played  
(tapping, shaking, striking)

materials		sound word ideas	
metal	elastic	loud	ringing
wood	leather	soft	sharp
gourds	skin	dull	jingly
unfortunately, plastic		hollow	



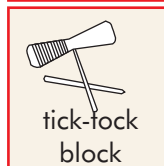
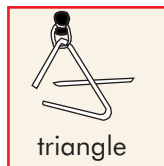
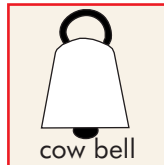
**7** "Think about the way "c-c-c-c c-c-cold" sounds. "C-c-c-c c-c-cold" Which instrument do you think we need to use to help the song?"  
(As students give suggestions, elicit their reason for the choice.)

**8** New year, but same old rules for instruments!  
**respect      wait to use      no complaining**

Place an instrument in front of each child. Experiment by using different kinds of sounds to play the c-c-c's as the class sings the song (hopefully without the recorded voices). Name a category e.g. metallic. Students decide if the instrument in front of them fits the category. If it fits, then they play while singing that verse.

Repeat using other categories.

**9** After 3 or 4 opportunities to play instruments while singing, discuss what instrument makes the most effective "staccato" sound for the song. Then, one last time, sing the song with the chosen "most effective" instrument.

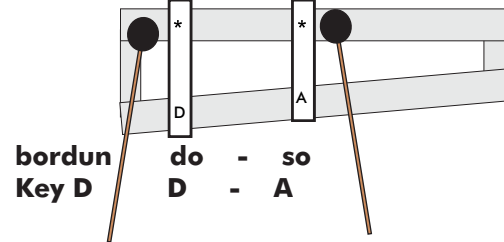


**Song: Los Pollitos**

**B Add an Instrument** to "Los Pollitos" **Key D** Lesson 32 CD Music 1

- 1 While singing "Los Pollitos", use both hands to pat knees on the first beat of each bar (in the music look for the words in "red").
- 2 Sing one verse of the song, repeating above and with the teacher playing the bordun on a glockenspiel, xylophone or computer keyboard.
- 3 Give several students an opportunity to play the bordun. Polish the song as turns are being taken; i.e. work on diction, tempo, etc.

A "bordun" sounds like the drone heard on bagpipes. It's produced by playing "do" and it's higher "so" at the same time on a strong beat throughout a song. It's a simple way to add harmony/texture to an accompaniment.





**Song: Music Time**

**Music Time**

Key G, first note G(doh)  
a cappella count-in: 1 2 3 4 What...

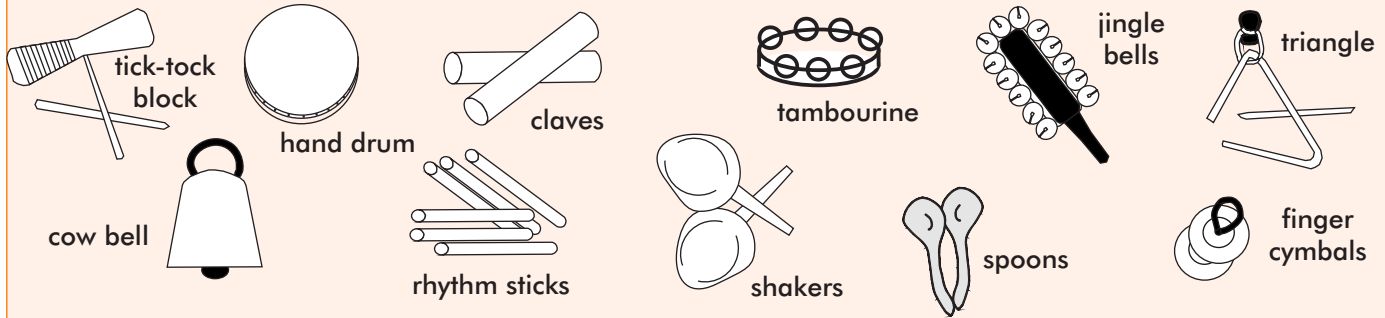
teaching song  
Canada  
LJ Clare 2013

What is my fav'-rite rhyme? Could it be mu-sic time? M U S I C

M U S I C M U S I C Could it be mu-sic time?

**Timbre Adding Instruments**

This is a perfect song to give students an opportunity to play instruments with instant success. Instead of clapping on the missing letters in M U S I C, --have students play a percussion instrument!



Real percussion instruments take many forms around the world and don't always look like the above. Use what's available and improvise extras e.g. use chopsticks instead of rhythm sticks (I prefer their sound it's lighter.); keep empty coffee cans with plastic lids to use as drums; metal spoons and other kitchen utensils make great percussion. With a little imagination every primary classroom can have a set of percussion instruments that allows every student to play something that clangs, bangs or rattles.

**Song: Lukey's Boat & The Bear Went Over the Mountain**

**1. Experimenting continues ...**

Repeat experimental time. At end, ask a few students to play their instruments (be on the lookout for interesting methods).

**2. Lukey's Boat**

"In our newest song, Lukey's Boat, we clapped for some of the words. Instead of clapping, play your instruments only in the clapping parts ---but don't forget to keep singing. Quietly pick up your instruments so you are ready." Sing a verse of Lukey's Boat. After the verse, give instruments back if needed. "Good playing. Let's try all the verses this time." Sing all the verses to Lukey's Boat.

**3. The Bear Went Over the Mountain**

Divide the class in half. Sing "The Bear Went Over the Mountain" using conducting cues. Students who are singing, play their instruments. When they stop singing because the other group has begun, then they also stop playing their instruments.

Try "The Bear Went Over the Mountain" again. This time instead of dividing the class by geography, hold up an instrument that has metal on it. Ask all the students who have instruments with metal to hold them up. This is group one. They need to watch the conductor's hand with the metallic instruments. Everyone else is in group two. They need to watch the other hand.

After the song, ask students to place the instruments on the mat in front of them. Which kind of group did the students prefer -- divided by kind of instrument or by where they were sitting? Why?

**4. Describe to students how the instruments will be returned to their storage places. Note: Its helpful to have most students stay seated until this is finished.**

**shakers**

- shakers maracas
- childproof pill bottles with rice, or cereal, or pasta
- empty water bottle with something to rattle

**jangly**

- tambourine
- bells
- dollar store tambourine
- bells from sewing supply

**beat keeper**

- hand drum
- coffee cans with plastic lid
- shoebox with lid

**metallic sound**

- triangle
- stainless cutlery
- finger cymbals
- metal pots
- 2 tin pie plates
- spoons
- wooden or metal

**wooden sound**

- rhythm sticks
- chopsticks
- claves
- tick-tock block
- napkin rings

**misc.**

- cow bell
- toys with squeakers
- washboard
- guiro

**Song: It's Cold Outside**

**Adding Instruments to It's Cold Outside**

As discovered while learning the song ---it only has 4 notes low do, mi, so, high do. There are many approaches to adding instruments, depending on your focus. If you use only these four notes, any combination will harmonize!

Choose a focus from below, or invent another way to add instruments.



**Playing the Melody**

Sing the song once through for practice. Sing a verse of the song using handsigns to show the changes in pitch as was done in this week's first lesson.

Now --set the different pitches on parts of the body. Sing a verse, showing the solfa on the body.

Show the glockenspiel in its up-down position. Explain that the note at the bottom is "low do" (touch toes) etc. One student plays the glockenspiel while the class sings and uses hands on body to show the melody.

**Key C**

do C high  
so G  
mi E  
do C low

Leave the C, E, G, C bars on the glockenspiel. Place it so it resembles a ladder, with the large(low) notes at the bottom. This way

high do	reach for stars
so	hands on head
mi	hands on waist
low do	touch toes

**It's Cold Outside**

Key D, first note D(do)  
a cappella count-in: 1,2,3,It's... children's song  
Canada 2012  
L.J. Clare

1. It's C-c-c-c, C-c-c-c cold out-side, It's C-c-c-c, C-c-c-c cold out-side It's  
do mi----- mi do do mi so----- so mi mi so

C-c-c-c, C-c-c-c cold out-side, Please may I come in? 2. My  
do----- do so so so so mi mi do

**Improvising OR Playing the Beat on the Glockenspiel**

**Improvising:** Students may play any notes they like during the song. It's possible to have two students playing one instrument.



**Playing the Beat:** Sing one verse of the song with students stamping their feet to the beat (stamping helps warm up the body!). Now sing another verse with students patting one knee at a time on the beat. Finally choose a student to play the glockenspiel ON THE BEAT.

**Playing a Pattern (Ostinato) on Rhythm Instruments**

An ostinato is a repeated pattern. Choose a simple phrase from the song e.g.

ti - ti ti-ti ta sh	*use any
Please may I come in? x	rhythm instrument

Students pair, share an instrument and take turns either playing and/or singing. Students playing the ostinato may need to sub-vocalize the "Please may I come in" to maintain the pattern.

**Song: This Little Light**

**B Timbre: Adding Instruments in "This Little Light"**

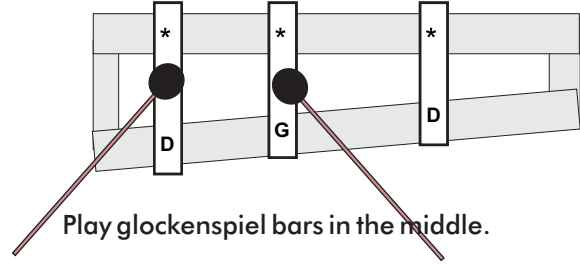
Key G first note D(low so)  
a cappella count-in: 1 2 3 4 This...

**1** Place the word with words on the pocket chart. Sing the song through once with the actions.

**2** Show students the **glockenspiel**. Take off the notes that are not needed. (As I take off the notes, I simply say ---"these notes are not needed today, and taking them off makes it easier to play the instrument.")

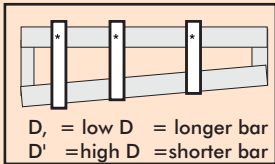
**3** In preparation for playing the instrument, everyone in the class practises using their hands as mallets, and their knees as notes. Demonstrate with the glockenspiel on your lap --FACING THE STUDENTS. Play the low D (the larger one) with your right hand, the G with your left hand, then the high D(the smaller one) with your right hand which has **CROSSED OVER** the other hand, then back again to the G with your left hand.

**glockenspiel** (from German for "bell play")

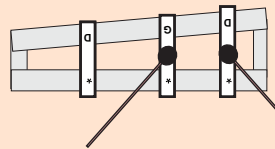


This lit-tle light of mine \_\_\_\_\_ ...

The notes will be played on the beat in a cross-over pattern ---low middle high middle. Or, a simpler pattern would be alternating between two notes (G and one of the Ds).



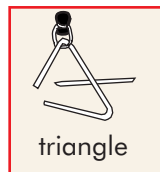
**playing a glockenspiel**  
low notes(longer bars) to the left



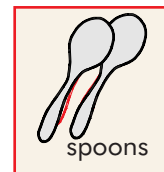
**demonstrating**  
instrument faces the students,  
on your lap, it will look like this to you.

**4** Everyone sings and practises to play the glockenspiel(pretending there is an instrument). While the class is singing/practising watch for someone who is able to follow the pattern and keep to the beat. Choose this person to be the first player.

**unpitched percussion**



triangle



spoons

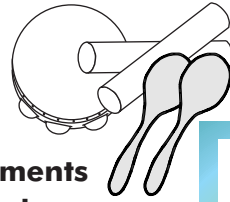


finger cymbals

Add a "metallic - ringing" percussion instrument to be played every time the word "shine" is sung.

In all perfect worlds, students would mirror your demonstration i.e. use their right hand on the G, and left on the Ds. However, it's Grade Two, and still relatively early in the year. Since it makes a good accompaniment to play the notes either way ---I'd probably let students go with their first instincts as to which hand to use for the cross-over. Later in the year when the class has practised mirroring actions is the time to ask for an exact copy. For now, the focus is playing on the beat and alternating notes beginning with a D.

**Song: Old Brass Wagon  
Lukey's Boat**



**Perform in Harmony:**

**Adding Instruments  
Or a Solfa Band**

**1** Choose 1 of the songs!

**Adding Instruments  
or Solfa Band**

**Lukey's Boat**

(see Lesson 4)

**Old Brass Wagon**

(Lesson 7)

posture (standing)  
volume  
pitch (in tune?)  
watching conductor  
begin together  
end together

apply changes in volume  
diction  
breathing patterns  
mood

**2** Rehearse their song choice **without** instruments.

1. Solfa Warm-Up in the Key of the song.

2. Sing through the song.

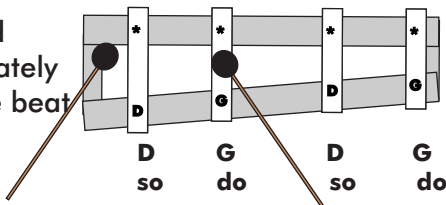
OR Practice pitch/rhythm  
by using the rote-learning recording.

✦ Lesson 12 has detailed  
information re  
polishing points.

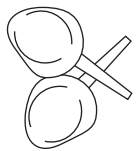
**Old Brass Wagon** Key G, first note G(do), pentatonic  
2/4 metre, a cappella count-in: 1 2 Cir-cle...

**Add Instruments**

played  
alternately  
on the beat

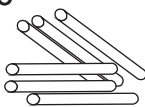


D G D G  
so do so do



ostinato

OR



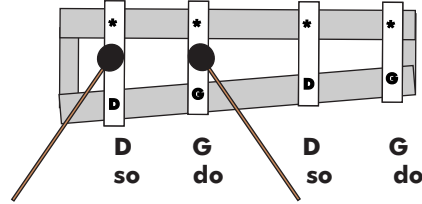
"circle to the left"

tika tika ta

beat

**Lukey's Boat** Key G. first note D(low so)  
a cappella count in 1,2,3,4,1,2,3,O Lukey's ...

**Add Instruments**



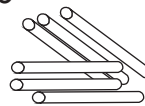
D G D G  
so do so do

4 beats  
each note  
\*begin on D



ostinato

OR



"Aha, me b'ys"  
and "Aha me riddle-i-day"

beat

**Solfa Band** (as per warm-up (see Lesson 32)

Instead of playing "D" and "G" on a glockenspiel,  
choose 2 small groups of students to sing the notes as an accompaniment..  
Any syllable will work for the voicing of the note e.g. "baa" or "woo).

ostinato  
repeated pattern

Use body percussion to play the beat and/or the ostinatos

e.g. snapping fingers, slapping side of leg, tapping feet.



**Song: Old Brass Wagon  
Lukey's Boat**



**Adding Instruments to We Give Thanks**

	shakers (or anything that can sustain the sound over two beats)
	bells
	cymbal * (or something loud that stands out)
	chopsticks/rhythm sticks



**We Give Thanks**

Canada  
Ontario  
L J Clare  
2009

We give thanks for the food we eat.  
 We give thanks for the friends we meet.  
 We give thanks for the days we live.  
 We live thanks by what we give.  
 Eat. Meet. Live. Give.  
 That's the way want to live.  
 \* \* So be it!

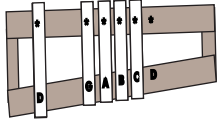
**Display the words with rhythm symbols.**

1. say and clap the rhythm names
2. say the words
3. remind students of instruments rules
4. name the instruments as they are given out and ask students to look for the rhythm symbols that go with each instrument
5. say the words and play the instruments
6. think the words and play the instruments

**First time the class is reading music to play instruments? Begin with only one instrument, e.g. bells, and add others on subsequent recitations.**

**Often a rest for voices, is a time for an instrument to shine.**

**Song: Farmer Brown's Cow**



**If you have time: Add Instruments!**

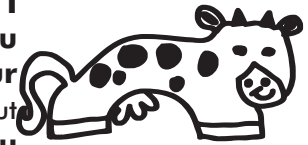
For harmony, try playing two notes at once, adding the low D.

C B A G  
D D D D

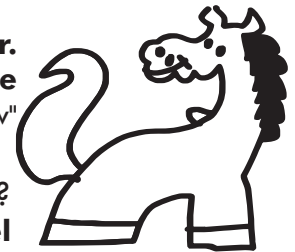
In the chorus, play where the \*'s are, i.e. on the first beat of each bar, the following pattern. C B A G

**New Song: Farmer Brown's Cow**

**1** Sniff a few times and give a little cough. "Now I don't really have a cold, I feel very well today --but I want you to remember a time when you were sick. Think back to being sick ---did your head hurt, your tummy, were you in bed? (Try not to take discussions about symptoms but move right on to ...) Now think: When you were sick, what made you feel better? --was it ice cream, or having Mommy rub your back, or sleeping? What made you feel better? Listen to a few responses.



"Here's a song about some friends trying to help a friend feel better. Listen so that when its finished you can tell me the names of the friends and what they did. Sing or play the entire song "Farmer Brown's Cow" ---this song moves quickly, a lilting voice helps the ideas.



**2** "Who were the friends? (horse, duck, sheep) What did they do? (brought lemon pie, gingerbread and scrambled eggs) Did the cow feel better? (good question)

lemon pie

"I don't know if that cow felt better, but I do know she said, "Moo" a lot. Try the "moo", listen first. Sing "Moo" with a good swoop in your voice up to the highest note. You may want to play the beginning note "C" and the ending note "high C" on the glockenspiel as you sing. (Yes, the glissando in the song is from D to D, however many glockenspiels do not have the high D. If you do, then use it.) The swoop is called a "glissando" which you may, or may not want to explain to students. Have students echo the "moo" several times until they are past the laughing so hard I can't sing stage.



gingerbread

**3** Post the music. "Find the word 'moo', now look above it for the special music symbol that tells singers to make their voices swoop (glissando). Here it is. (Point to the glissando.) Now look at the music for the numbers that show the metre/time signature. How many beats are in a bar in this song? (two) (If a piano student rashly points to the first bar and says there's only one beat, show how the note in the first bar finishes the time that is left over in the very last bar of the music!)



**4 Rote Song**  
--either use the echo mp3 for this song or your voice as lead..

If you are using your voice as the leader, be sure to cut the last note of the chorus off sharply as it is quite short. Adding a clap immediately after it helps with the timing. Do the chorus first, then have students listen to the sing-a-long version joining in ONLY on the chorus. This will give them another opportunity to hear the verses before learning one of them by rote.



scrambled eggs

**5** Students sing song through without the teacher's voice or the recorded voices.

**Song: My Paddle's Keen and Bright**

**My Paddle's Keen and Bright**

Key Em, first note B(so)

a cappella count-in: 1&2&3&4&My pad...

*allegro*

round

Margaret Embers McGee

1918 Canada

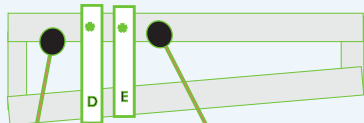


1. My pad - dle's keen and bright, Flash-ing with sil - ver,  
 2. Dip, dip and swing her back, Flash-ing with sil - ver,



Fol - low the wild goose flight, Dip, dip and swing.  
 Swift as the wild goose flies, Dip, dip and swing.

Rounds provide built-in easy ways to add instrumental parts. This round may be done in four parts eventually. That means that every bar is sung against every other bar and it still sounds harmonious. So ... choose a bar that is easy to play on an instrument, and have that be the accompaniment.

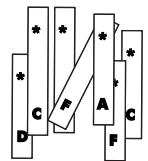
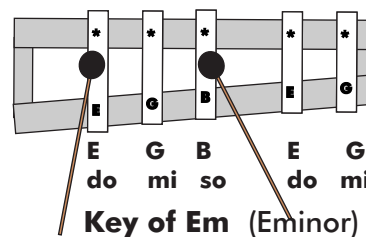


ti ta ti ta-a  
 dip dip and swing  
 right right left right  
 E E D E

Students know how to sing this. Have them sing and clap it. Now sing and pat it on knees using rights and lefts as shown. Transfer it to a glockenspiel or xylophone that has the E and D bars. Students playing this part are not expected to sing, they need to be saying/singing/thinking the words "dip, dip and swing" throughout the song.

**AND/OR**

Play any combination of **E G B** on the first pulse/beat of each bar.





CanDo Music 2 has a series of lessons, beginning the first week of February, that focuses on learning about musical instruments. Then, through out the rest of the year, warm-ups occasionally include a "listening for instruments" challenge.

Check out February Lessons from CanDo Music 2 for more resources.

## February

Focus: timbre & instruments, culture

### Timbre – Listening for Instruments

Many of the music arrangements for CanDo songs feature orchestral instruments. Warm-Ups in February use these arrangements, and a few others, to provide "listening" fodder for students. Instruments will be identified by the ways in which sound is produced i.e. the four basic instrumental families:

**brass**(air blown directly into mouthpiece)

**woodwind**(air blown across a reed before entering mouthpiece)

**strings**(plucked, bowed or strummed)

**percussion**(tapped, struck, shaken, rubbed).

### Warm-Up Listening Challenge



#### Warm-Up Song and Listening for Instruments

**Song:** Hockey, Hockey

Key A, first note "E"(low mi)

1. Warm-up voices for singing in the song's Key.  
(If you use the recorded warm-ups, model the handsigns as the solfa are sung.)
2. Play the recorded music, students sing with the recording.
3. Instrument Focus

#### Listening Challenge:

Describe how the musical sound is being made  
**and/or** the name of the musical instrument.

A **pipe organ** has a keyboard. Pushing on a key sends a message for the machinery to send air through one pipe which makes a sound.



An **electronic organ/synthesizer** creates sound artificially using wave lengths. Pushing on a key determines which wave length will sound.

## Timbre Grouping Musical Instruments (by the way their sound is produced)

1 "We live in (province). Canada has a province where most of the people speak French. It's called Québec. It's a very interesting place with lots of traditions and special holidays. The biggest city in Québec is also called Québec. In February, every year, Québec City has a big party called Carnival."

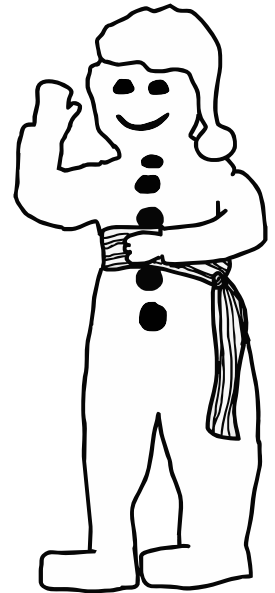
Be ready to tell me about Carnival after you watch and listen to its song."  
(Show the mp4 videosong for Bonhomme, Bonhomme.)

If it's not possible to show the mp4, talk a bit about Carnival.

(If anyone has been to Carnival, build on ideas offered.) During the day there are bobsled races and ice sculptures to look at, rides and games for children to play and special food to eat. In the evenings, people gather inside to eat, drink and make music! Listen to the special carnival song, it's in French. How many times do you hear the word "Bonhomme?" (Play the first verse of Bonhomme.)

How many times did you hear "Bonhomme?" (6) Bonhomme is the mascot of the Quebec Winter Carnival. He wears a costume ---it's big, and white, there are large black buttons down the front, he is wearing a red stocking hat and around his middle there is a colourful belt. Can you guess what he is? (snowman)

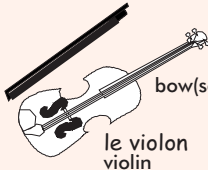

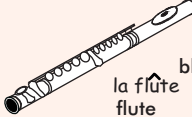
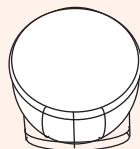
In the song, what do you think Bonhomme is doing? (playing a violin)



2 Gather ideas about Carnival from students.  
bobsled runs, parades, fireworks, music, sledding, snow etc.  
violins, trumpet, drums, flute  
AND Bonhomme (the big white mascot) and it's in French!

3 Listen/watch the videosong again. This time ask students to mime playing the instruments as they are named in the song. Grade 2 students seem to delight in "pretending" to play musical instruments. Miming the ways in which each is played are cues to how the sound is produced.

### INSTRUMENT FAMILIES

 <p><b>strings</b> bow(scraps), pluck, strum</p> <p>le violon violin</p>	 <p><b>brass</b> blow directly into tube</p> <p>le cornet cornet</p>
 <p><b>woodwinds</b> blow through a reed</p> <p>la flûte flute</p> <p>The flute is the only Woodwind instrument without a reed --the exception that proves the rule!</p>	 <p><b>percussion</b> tap, scrape, shake</p> <p>le tambour drum</p>

**4** Ask:  
"What were the four instruments?"

As each is named, print its name on chart paper/white board. Space the names out well. (The instruments traditionally sung in the carnival song each represent a different way in which sound is produced, and the four families of musical instruments.)

**5** Ask students for the names of other musical instruments they know. Without explaining why, print each name given in its quadrant. If you are not sure which area an instrument belongs to, print its name at the bottom of the page.

clarinet (My sister plays.  
She is in Grade 7.)

tambourine

piano (We have one.)

recorder (My brother  
played one last year.)

tuba

guitar (My favourite  
singer plays one)

It's interesting to tap student's reservoir of knowledge about instruments --and the various reasons they know e.g. my sister plays, I play, at a concert.

**Keep a set of the musical instrument cards at hand, so that a picture may be shown of each instrument as it is named.**

**6** Explain that you have very carefully placed the names of the instruments on the paper for a special reason. Challenge students to think of a reason for the groupings. Eventually explain how instruments are grouped i.e. by the way their sound is produced. Print the names of the instrument families on the chart paper.

**7** Name several other musical instruments. Show a picture. Ask students to tell how the sound is produced e.g. you blow into it, they are tapped.

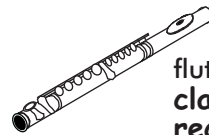


violin  
guitar

## strings

bow(scrape), pluck, strum

viola  
cello  
double bass  
banjo  
ukulele



flute  
clarinet  
recorder

## woodwinds

usually blow  
through a reed

oboe  
piccolo  
bassoon

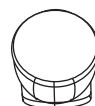


cornet  
tuba

## brass

blow directly into tube

trumpet  
trombone  
french horn



drums  
tambourine  
piano

## percussion

tap, scrape, shake

shakers  
bells  
xylophone  
rhythm sticks



violin  
guitar

## strings

bow(scape), pluck, strum

viola  
cello  
double bass  
banjo  
ukulele



flute  
clarinet  
recorder

## woodwinds

usually blow  
through a reed

oboe  
piccolo  
bassoon



cornet  
tuba

## brass

blow directly into tube

trumpet  
trombone  
french horn



drums  
tambourine  
piano

## percussion

tap, scrape, shake

shakers  
bells  
xylophone  
rhythm sticks

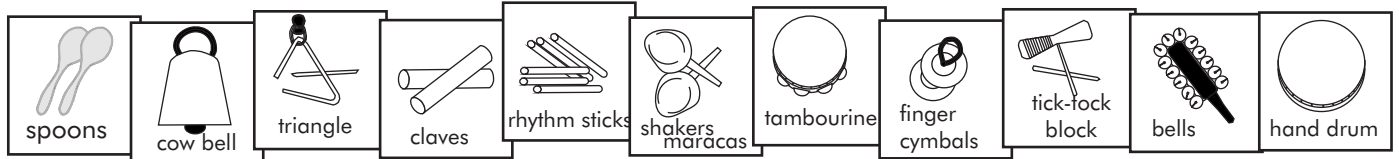
Simple drawings are provided on flashcards under "Resources" in CanDo Music.

Sets of poster-sized photos of instruments are available at most "Teacher Stores" or on-line.

CanDo Music includes photos for unusual instruments that relate to lessons.

# Timbre Percussion Instrument Families

**Percussion Instruments** are anything that makes an interesting sound by shaking, rattling, scraping, tapping or striking. Every primary classroom can afford percussion instruments.



rattling sounds      a few ideas to get you started

shakers  
maracas  
guiro

metallic sounds

bells  
triangle  
cymbals

\*fill child-proof pill bottles  
with a variety of small seeds, beans, etc.  
"jingle bells"  
to make shakers  
--buy at sewing or craft store  
two pot lids work as cymbals  
metal utensils  
a washboard and scraper  
use a kitchen whisk as a beater

wooden sounds

rhythm sticks      bamboo chopsticks  
claves              (my favourite sound)  
wood block        wooden spoons  
tick-tock block    wooden napkin holders



A **nelectronic organ/synthesizer** creates sound artificially using wave lengths. Pushing on a key determines which wave length will sound.



A **pipe organ** has a keyboard. Pushing on a key sends a message for the machinery to send air through one pipe which makes a sound.

**Keep an eye out for interesting sound makers,  
you'll soon have more than enough  
for everyone to play something.**

# Timbre      Woodwinds      Instrument Families

Two main kinds of instruments --air blown over a reed, or air blown across a hole to make sound (e.g. flute)

Not all woodwinds are made of wood!!!

- piccolo
- flute
- oboe
- English horn
- clarinet (several kinds)
- bassoon
- contrbassoon
- bagpipes



bagpipes



clarinet



oboe

# Timbre Brass Instrument Families

Brass instruments are played by blowing air directly into the mouthpiece. Early brass instruments were made of animal horn, shells or tusks. Brass instruments today are all made of brass.

## Timbre Brass Instruments

Orchestral instruments are commonly divided into four families or groups ... strings, percussion, brass and woodwinds. The accompaniment music for "All Together - Let's Make Peace" on both the mp3 and the mp4 is played by brass instruments.

### Orchestra Families - Methods of Playing

percussion	tapping, striking, shaking
string	bowing, plucking, strumming
woodwind	blowing air across a reed(except flute)
brass	blowing air directly into the mouthpiece

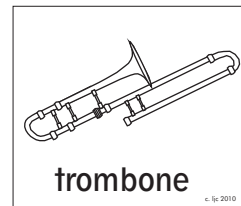
1 Show a brass instrument, or use pictures to introduce students to this orchestra family. As each instrument is described, place its flashcard (pdfs under "resources - flashcards") on the pocket chart. If students have older siblings they may be familiar with one of these instruments which are commonly part of middle school music.

2 Direct students to listen (not sing) to the mp3 of "All Together", listening for the instrument that plays all by itself.  
When does it play?  
Guess which instrument it is?

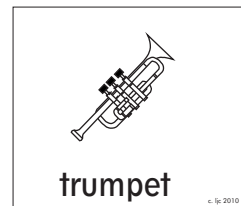
3 Divide the class into a brass ensemble. Have students mime playing their instruments as the mp3 is played again.



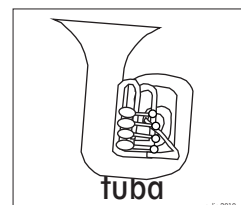
"All together"



"All together"



"All together"



"All Together"  
tuba plays bass part  
"Let's make peace."  
tuba plays alone

tuba



# Timbre String Instrument Families

Stringed instruments are found around the world in many shapes and sizes. What they have in common is the way they are played --strum, pluck, scrape(bowed).

Stringed instruments are found all around the world. European orchestral string instruments are, from smallest/highest to largest/lowest -- violin, viola, cello, double bass.

The harp belongs to two families; string and percussion!

violin  
viola  
cello  
double bass



zither  
balaika  
ukulele  
banjo  
guitar  
harp?





# Timbre 2 Listening to Identify Instruments

## Warm-Up Song and Listening for Instruments

**Song:** All Together/Let's Make Peace

1. Play the recorded music without vocals.

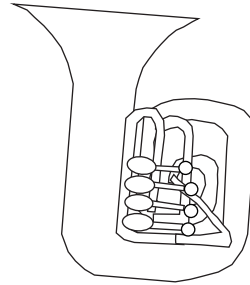
### Listening Challenge:

Describe how the musical sound is being made **and/or** the name of the musical instrument.

2. As instruments are named, place the instrument cards on the pocket chart.

3. Play recorded music, students sing along.

**Brass Instruments:** air is blown directly into the mouthpiece, valves are pushed to change the pitch of the sound

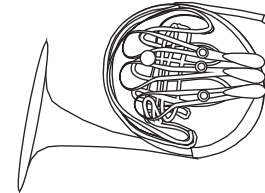


**Tuba**

Plays by itself in this piece.



**Trumpet**



**French Horn**

Play together in this piece.

## Song and Listening for Instruments

**Song:** The I Don't Wanna Blues

1. Play the recorded music without vocals.

### Listening Challenge:

Describe how the musical sound is being made and name the musical instruments.

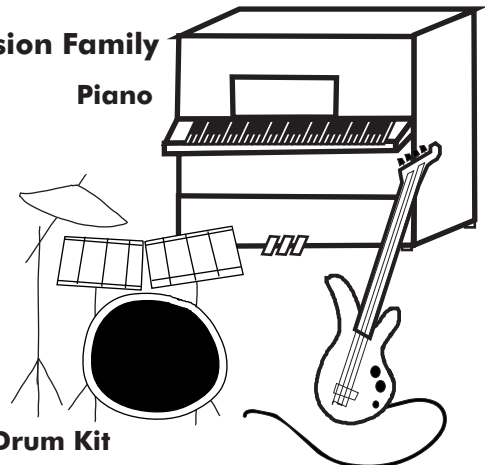
2. Place the instrument cards on the pocket chart.

3. Play recorded music, students sing along.

Some kind of keyboard instrument, guitars and drum kit are typical of a rock band.

### Percussion Family

**Piano**



**Drum Kit**

**Electric Guitar**

## Warm-Up Song and Listening for Instruments

**Song:** Music Time

Key G, first note G(do)

1. Warm-up voices for singing in Key G.  
(If you use the recorded warm-ups, model the handsigns as the solfa are sung.)
2. Play the recorded music, students sing.
3. Instrument Focus

### Listening Challenge

Describe how the musical sound is being made **and/or** the name of the instrument used.

toy piano

Many instruments have keyboards ...

harpichord  
synthesizer  
grand piano  
upright piano  
organ  
accordion  
celesta  
clavichord



# Timbre 2 Listening to Identify Instruments

## Warm-Up Song and Listening for Instruments

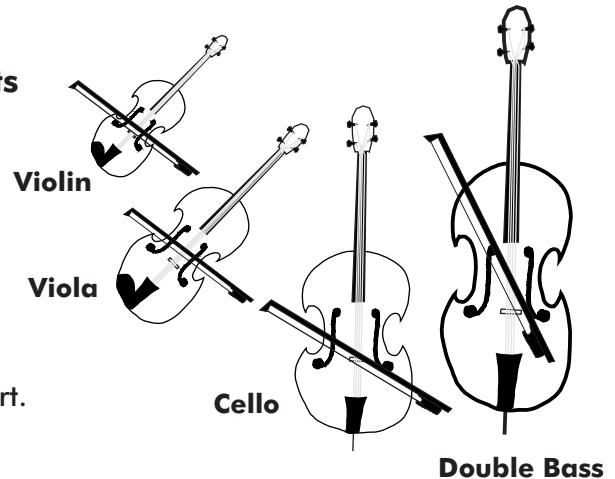
**Song:** All Night, All Day

1. Play the recorded music without vocals.

### Listening Challenge:

Describe how the musical sound is being made **and/or** the name of the musical instrument.

2. As instruments are named, place the instrument cards on the pocket chart.
3. Play recorded music, students sing along.



**String Instruments:** played by being plucked, strummed or bowed (bow scraped across the strings)

**Violin & Viola:** placed under the chin  
**Cello:** between knees while seated  
**Double Bass:** held upright



**mnemonic:** Instruments are like the three bears. The papa bear and the biggest instrument have the lowest voice. The baby bear and the smallest instrument have the highest voice. Middle sized instruments are like mama bear and fall in the middle. Instrument sizes need to be compared within the same family, e.g. strings with strings; drums with drums.

## Song and Listening for Instruments

**Song:** My Bonnie Lies Over the Ocean

1. Play the recorded music without vocals.

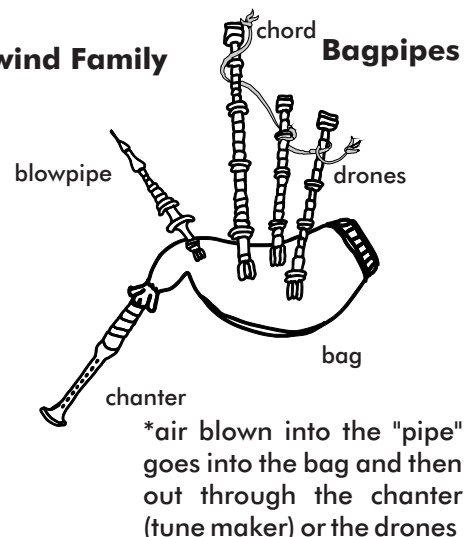
### Listening Challenge:

Describe how the musical sound is being made and name the musical instruments.

2. Place the instrument cards on the pocket chart.
3. Play recorded music, students sing along.

Bagpipes have been "invented" and used all around the world. Photos on the next page give an indication of additional versions of bagpipes.

### Woodwind Family



\*air blown into the "pipe" goes into the bag and then out through the chanter (tune maker) or the drones

# Timbre 2 Listening to Identify Instruments

## Song and Listening for Instruments

**Song:** The Bear Went Over the Mountain

1. Play the recorded music without vocals.

**Listening Challenge:**

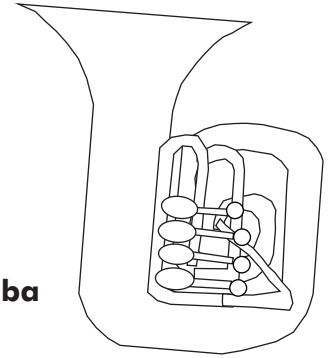
Describe how the musical sound is being made and name the musical instruments.

2. Place the instrument cards on the pocket chart.
3. Play recorded music, students sing along.

Clarinet



Tuba



**Brass Instruments:**

Sound is produced by blowing directly into the mouthpiece.

**Woodwind Instruments:**

Sound is produced by blowing across a reed which sits in the mouthpiece (like whistling through grass).

## Warm-Up Song and Listening for Instruments

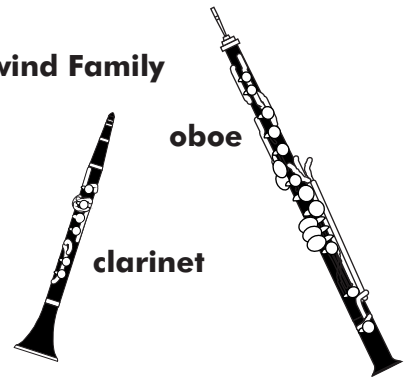
**Song:** It's C-c-c-c C-c-c-c Cold Outside

1. Warm-up voices for singing in the song's Key.  
(If you use the recorded warm-ups, model the handsigns as the solfa are sung.)
2. Play the recorded music, students sing with the recording.
3. Instrument Focus

**Listening Challenge:**

Describe how the musical sound is being made **and/or** the name of the musical instrument.

## Woodwind Family



oboe

clarinet

Two main kinds of instruments -- air blown over a reed, or air blown across a hole to make sound (e.g. flute)

## Review Timbre

## Listening for Families of Instruments

Before Class Prep: Print a set of instrument cards from Resources — flashcards – “Musical Instruments Orchestra Small Cards

1 By this time of the year, you probably have a sense of whether orchestra instrument names are widely known in your class, or the great unknown.

If students are familiar with the instruments, simply hold up one card at a time and ask for its name. Place the card on the pocketchart, grouping them in families as you proceed.

If instruments are the great unknown, show an instrument, say its name clearly. Students repeat the name after you. Place the card on the pocket chart in family groupings. Every 4 or 5 cards, point to one of the cards on the pocket chart for the class as a whole to name.

2 Remind students of the names of the instrument families. Ask for words that describe how the instruments in each family are played.

3 Say a “playing word” e.g. “pluck” and challenge the class to name the family it belongs to.


Say a “playing word” e.g. “pluck” and ask a student to name an instrument that may be played in that manner.

4 Play the “Listening for Instrument Families” mp4. It guides students through identifying instrument families by their sounds.

Play the mp3 of “Listening for Instrument Families”, pausing after each “bell” to ask a student to name the family and perhaps the specific instrument. If students are still learning the names of instruments, point to each instrument card as it is mentioned.

### Analyzing and Reflection

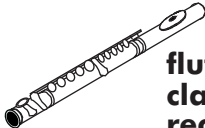
5 Engage students in exploring which instruments each of them would like to play if they had a choice, and why.



**strings**  
bow(scraps), pluck, strum

viola  
cello  
double bass  
banjo  
ukulele


**violin**  
guitar



**woodwinds**  
usually blow through a reed


flute  
clarinet  
recorder

oboe  
piccolo  
bassoon



**brass**  
blow directly into tube

trumpet  
trombone  
tuba  
french horn



**percussion**  
tap, scrape, shake

drums  
piano

shakers  
bells  
xylophone  
rhythm sticks  
tambourine

# Timbre 3 Musical Instruments Played

## **B** Review and Practice: Timbre: Listening for Instrument Families

February, in the Grade 2 curriculum, focuses on instrument families. These were reviewed in the "A" lesson this week. Here are some ways to have fun with solidifying the ideas and sounds of orchestra instruments.

**1a** Visit **Carnegie Hall's** wonderful website that includes very short (under 30second) video clips for every instrument, and audio clips for listening without visual cues. Try the following! (no pop-ups, no ads)

<https://www.carnegiehall.org/Education/Programs/Link-Up/National-Program/Instrument-Families>

**b** On the opening page, scroll down to the first video.  
1minute, 40second review of instrument families with live orchestra examples.

### **c** Follow-Up

\*say the name of an instrument family,  
----ask for the words that describe how these instruments are played (audio science)

\*say the name of an instrument family,  
----ask for the name of an instrument in that family  
----show the flashcard of the instrument, place on pocket chart in its family group

Note: this would work well as a "bee"(like a spelling bee), first person to name an instrument stays in (goes to back of line), other person goes to back of line of the 'winner' (this way everyone continues to play until one line is depleted) if an instrument is repeated after it is named once, then that person is 'out' also i.e. goes to back of opposite team

Scroll again on the opening page of the website.

The first section of audio files is intended as a "listen to this" sampling of all instruments in all orchestra families. However, I think that would be monotonous for Grade 3 students. The audio files of the individual instruments are shown by volume boxes along the top of the section. Clicking in the middle of each "set" will give a bit of the instrument to listen to and guess? at its name. If you click right at the beginning of a "set", then the instrument is named.

**d** For instrument families though, the second section of audio files which is called "instrument identification" may be used for instrument family identification, rather than the specific instrument, to make it more doable for most classes.

### **Keep in Mind**

Near the top of the opening page of this website is a section called "Discover the Orchestra". Click on the name and a map of the orchestra is shown.

Click on a specific instrument --and look right.

\*info about the instrument

AND \*a short video of music being played by that instrument



Excellent resource for quick reference to a specific instrument any time it becomes a focus in music or other classes.



2

Lincoln Center's Chamber Music Website offers 4 fun, very short videos (30 seconds or less) of people playing instruments in each family group. Viewing this is a quick way to review the idea of musical families and extend awareness of different genres of music.

<https://www.chambermusicsociety.org/about/news/musical-instrument-families/>

3

For a radical change of pace --try the Oregon Symphony website page that features stories and musical instruments. In Season 3, one of the stories is "Change Sings", written by Amanda Gorman, the poet who spoke at Barack Obama's inauguration. The instruments featured are percussion -some well known, and some world instruments. It's a treat to see the instruments we use so much in primary classes played well by grown-ups, reminding students that they are not just for kids. The video is about 7 minutes so it's a good choice if it's been a busy week.

<https://www.orsymphony.org/discover/watch-listen/symphony-storytime/>

There are many, many other websites that feature orchestra instrument families. Some good, some well, a little pedantic. Find your favourites and use them for short glimpses of music beyond the classroom.

**Carnegie Hall**

**Oregon Symphony**

**Lincoln Center's Chamber Music**



Review Timbre Listening for Individual Instruments

Flashcards naming musical instruments may be printed from pdfs under "Resources — Flashcards — Musical Instruments".

1 Challenge students to a "game" of name that instrument. Its "the class" versus "the teacher". Students sit in pairs in front of teacher. Teacher shows one instrument card and points to a pair of students. Students have to a count of "5" to name the instrument. If they are correct, the class gets a point. If they are not correct, or don't know, the teacher gets a point. Before going on to the next musical instrument ---remind students how sound is produced from the instrument. Flashcards may be used more than once if needed to give each pair of students an opportunity to play.

Play the game a second time asking for a word to describe how the sound is produced by the musical instrument.

2 "What instrument family does the piano belong to? Why?  
 (percussion, there are little hammers inside, striking the strings and fingers tap the keys)

3 Using either the mp3 or the mp4 "Listening for Instruments ---piano plus" guide students through today's challenges.

Funga Alafia	piano plus <b>guitar, shakers, clap</b>
Great Grandma	piano plus <b>violin</b>
Down In the Wood	piano plus <b>tuba</b>
Farmer Brown	piano plus <b>violin</b>

4 Analyzing and Reflection

"Why is the piano used in so many songs?"

"Name an instrument that you think makes a good partner to the piano. Why?"

If you were choosing instruments for a song to be recorded, would you include piano? Why or why not?

# Timbre 3 Musical Instruments Played

For the rest of the teaching ideas for this music, look under Resources – Active Listening --The Ballet of the Unhatched Chicks.

## **A** Active Listening Music: The Ballet of the Unhatched Chicks Listening for Musical Instruments: The Ballet of the Unhatched Chicks

**1** “Remember the “Unhatched Chicks”? What were the four ways we listened to them?”

1. with actions
2. with a music map
3. playing instruments
4. with cartoons or ears alone

**2** “What is the story that goes with the way the music was composed?”

- \*Mussorgsky saw a drawing made by his friend
- \*the drawing was at an exhibition of art
- \*Mussorgsky composed music to go with the drawing
- \*Mussorgsky’s music was for the piano
- \*later a conductor found someone to add other instruments (Maurice Ravel)

**3** “As you watch the Toronto Symphony play the music, try to remember the musical instruments that you see being played.” (place pictures of musical family instruments where they may be seen)



**Play Video** Chicks --Toronto Symphony  
mp4

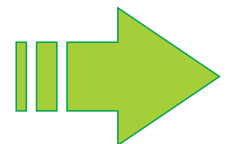
**4** “Tell me the name of an instrument you saw being played, and the family it belongs to.”

- woodswinds: clarinets, flutes, oboes, bassoon
- brass: french horn
- percussion: cymbal, snare drum
- strings: violin, viola

**5** “Ravel didn’t choose any of the instruments that play very, very low notes --like the double bass, or the tuba. Was that a good decision, and why?”

“If you could choose only 3 instruments to play this music, which 3 would you choose? pair and share

“Are there any “pairs” who choose the same 3 instruments?”







6 “Mussorgsky wrote music for the piano by itself. Does it sound the same? Listen and think!”



**Play Music** The Ballet of the Unhatched Chicks  
mp3 piano alone

7 “What do you think? Does it sound the same and why? Which arrangement do you prefer ---Mussorgsky’s or Ravel’s?”



Offer students a choice of which way to listen one last time to The Ballet of the Unhatched Chicks.

actions \* music map \* playing instruments \* cartoon version

Active Listening Songs are all good resources for listening exercises in knowing/naming musical instruments.

Check under

“Resources – Active Listening” for other ideas.

“Peter and the Wolf” was written to feature musical instruments as characters in the story.

# Timbre 3 Musical Instruments Played

## Music in Culture/Community Baseball Walk-Up Songs

### Listening for Musical Instruments Take Me Out To the Ball Game

Years ago, the only musical instrument that was loud enough to be heard all over a baseball stadium was a pipe organ. Wrigley's Field in Chicago installed a pipe organ in 1941 and set a trend.. Not much later, electronic organs were used in smaller stadiums.

The organist's job was to keep the crowd revved up. Choice of music to be played was crucial to crowd excitement. As players walked in to take their place, the organist would accompany them. Eventually, around 1972, individual players came to have their own, signature walk-up songs. In the 1990s, players began to choose their own walk-up songs.

Walk-up songs today tend to be from genres like rap and rock. Some players, however, have fun with their picks --opting for laughter instead of bravado.

**1** "What musical instruments were playing in *Take Me Out to the Ball Game*? Do you need to hear a bit of it again? (if necessary play the first part – the video includes a picture of the instrument) **Yes, an organ.** (show picture)

**"Baseball stadiums can be very big. It used to be that the only instrument everybody could hear was a pipe organ like this one.**  
(explain a bit how music is made on a pipe organ)



When the keyboard is struck, it opens the pipe hole to let air be blown through making sound. The bigger the pipe, the lower the pitch of the sound.

Air has been pushed into the pipes in many different ways over the years ... from people working bellows, to water pressure. After electricity was invented it provided an affordable, simple way to work organs.



**2** "What family of instruments does an organ belong to? (percussion)  
"What other sport traditionally uses an organ to make music? (hockey)

**3** Briefly explain the role of an organist in baseball games, leading up to the use of music to introduce baseball plays as they enter the stadium.

I can do music in Lesson 16 . My name is \_\_\_\_\_

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## Percussion Instruments

Find the name for each musical instrument. Print the name on the



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

- spoons
- tambourine
- finger cymbals
- cow bell
- tick tock block
- triangle
- claves
- maracas
- hand drum
- bells
- rhythm sticks

The instrument that I want to play the most is \_\_\_\_\_.

**Ask me to tell you how to play my favourite instrument!**

 **1**  
**Lesson 16b**

Using either instruments or flashcards, ask students to name the instrument **AND** give a word to describe its sound.

With the class choose an instrument to be played on the chattering in "C-c-c-c C-c Cold." Sing the song and play the instrument.

With the class decide on a different way to use an instrument during the song i.e. play somewhere other than on the chattering. (on the beat, just on the word "cold," etc.)

I can do music in Lesson 20 . My name is \_\_\_\_\_

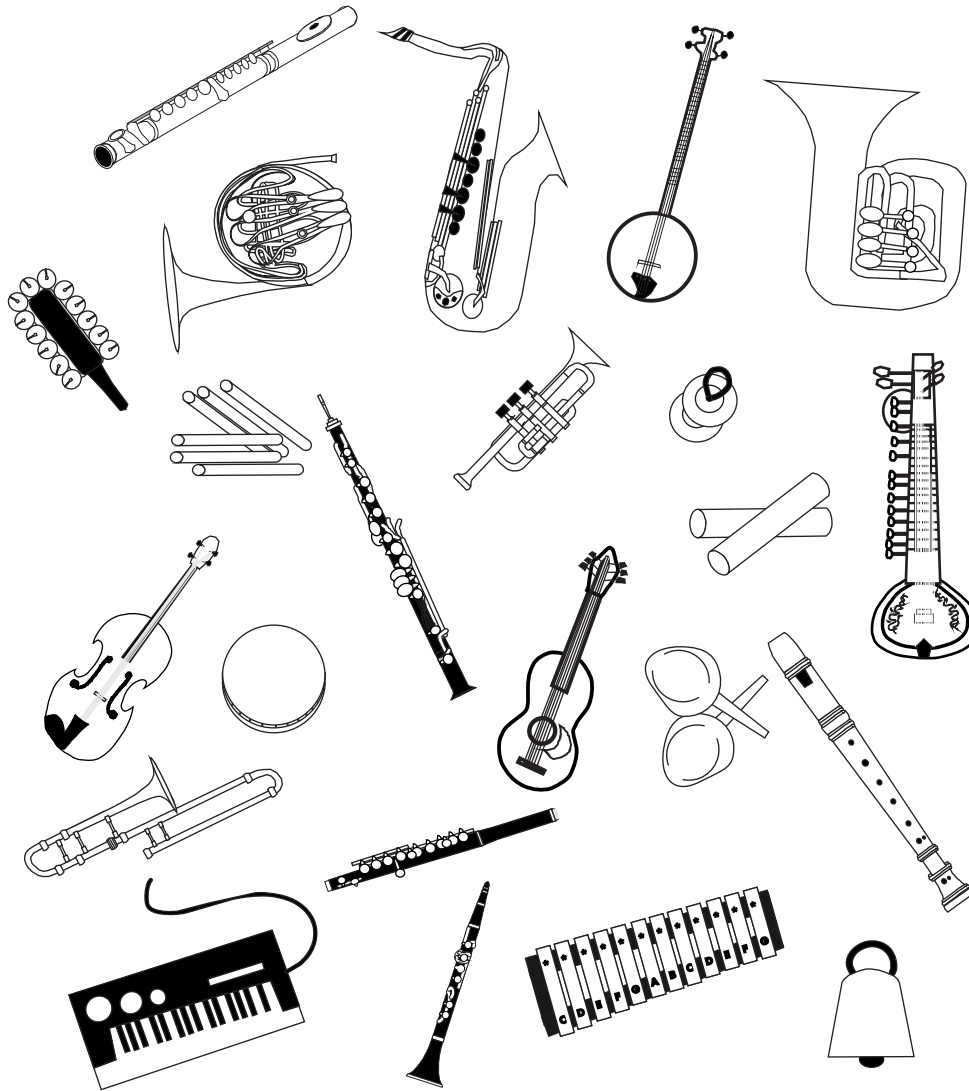
## Making Musical Sounds

If a musician **usually blows** into an instrument, colour it blue.

If a musician **usually strikes** or hammers an instrument, colour it red.

If a musician **usually bows** or **plucks** an instrument, colour it green.

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The focus of this work page is on HOW the musical sound is produced. Students do not need to know the names of the instruments to complete the assignment. The puzzle is to look at the picture and figure out what a person needs to do to make the sound e.g. blow into it, strum the strings.

Pair and share when students have finished the colouring.