



Vose & Sons
BOSTON



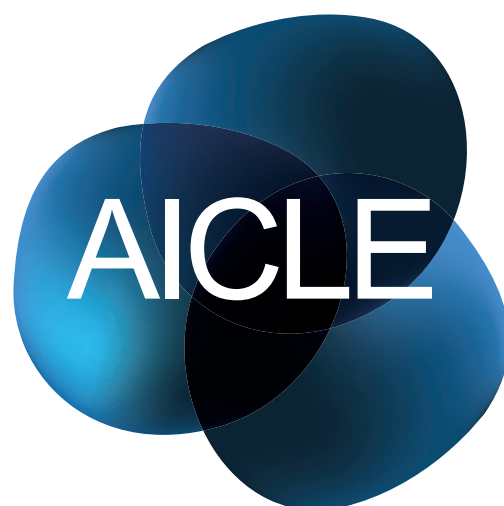
Música

Secundaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Instruments of the Orchestra
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.1
IDIOMA	Inglés
ÁREA / MATERIA	Música
NÚCLEO TEMÁTICO	Interpretación de la Música
GUIÓN TEMÁTICO	En esta unidad se pretende profundizar en el conocimiento de las distintas familias orquestales y los instrumentos que aparecen en la orquesta sinfónica.
FORMATO	Material didáctico en formato PDF
CORRESPONDENCIA CURRICULAR	1º de Educación Secundaria
AUTORÍA	Almudena Viéitez Roldán
TEMPORALIZACIÓN APROXIMADA	8 sesiones.
COMPETENCIAS BÁSICAS	<p>Competencia lingüística:</p> <ul style="list-style-type: none">- Adquisición de vocabulario- Elaborar y formular preguntas al compañero- Discusión y puesta en común en voz alta de aspectos concretos del tema- Extraer información de audiciones- Lectura comprensiva- Fomento de las destrezas orales <p>Competencia en el conocimiento y la interacción con el mundo físico:</p> <ul style="list-style-type: none">- Aprendizaje de las cualidades de sonidos que nos rodean- Reflexión sobre la presencia de ruido y silencio en nuestra sociedad <p>Competencia cultural y artística:</p> <ul style="list-style-type: none">- Conocimiento de los instrumentos con los que se interpreta un tipo de música <p>Competencia para aprender a aprender:</p> <ul style="list-style-type: none">- Relacionar imágenes con palabras para entender su significado. <p>Competencia en el tratamiento de la información y competencia digital:</p> <ul style="list-style-type: none">- Uso de las tic para investigar sobre el tema tratado
OBSERVACIONES	Se recomienda desarrollar esta unidad didáctica al principio del curso para dotar al alumnado de los conocimientos imprescindibles relacionados con la materia prima de la música, es decir, sonido y silencio, y sus cualidades.

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Comprender y expresarse en una o más lenguas extranjeras de manera apropiada - Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural - Apreiciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación 		
CONTENIDOS DE CURSO / CICLO	Bloque 1: Audición. Bloque 2: Interpretación. Bloque 4: La música en la cultura y en la sociedad.		
TEMA	<ul style="list-style-type: none"> - La orquesta sinfónica - Familias de la orquesta sinfónica - Instrumentos de cuerda, viento y percusión 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Enunciar las familias de instrumentos de la orquesta - Identificar instrumentos a través de audiciones - Describir instrumentos musicales - Contrastar opiniones sobre gustos musicales 		
TAREAS	<ul style="list-style-type: none"> - Audición de los diferentes instrumentos de la orquesta - Audiciones de diferentes obras del repertorio clásico - Comentario de texto musical 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Dialogar en parejas. - Justificar opiniones. - Mostrar acuerdo o desacuerdo - Formular preguntas - Adivinar instrumentos que aparecen en audiciones 	ESTRUCTURAS: <ul style="list-style-type: none"> It is performed... That is,... To be in charge of.. To be made of.. Asking: is it...? Comparing: higher, bigger... Positions: in front of, behind,... 	LÉXICO: <ul style="list-style-type: none"> Mainly, main, beat, conductor, baton, to rub, to pluck, bow, layout, arranged, mute, leader, to blow, shape, size, performance, intruder, features.
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Diferencia las familias de instrumentos que forman la orquesta sinfónica - Discrimina auditivamente instrumentos - Identifica correctamente los instrumentos musicales a través de audiciones - Conoce la distribución de los instrumentos en la orquesta sinfónica - Valora la importancia de la orquesta sinfónica como agrupación instrumental de música clásica 		

INSTRUMENTS OF THE ORCHESTRA



CONTENTS

1. Introduction
2. The symphony orchestra
 - 2.1 Stringed instruments
 - 2.2 Woodwind instruments
 - 2.3 Brass instruments
 - 2.4 Percussion instruments
3. The Layout of the Orchestra
4. Review activities
5. Project

1. INTRODUCTION



1. Talk to a partner. Have you ever been to a concert? What type of music was it? Which instruments were played? You can use the following expressions:



Expressions to use:

I went to a concert

There were the following instruments:.....

I liked/disliked it because....

Music is performed mainly by musical instruments and/or voices. Usually, musical instruments are organized into groups, depending on the type of music they play. In this unit, we are going to learn something about the largest instrumental group: the **symphony orchestra**.

2. THE SYMPHONY ORCHESTRA



1. Listen. Circle some of the instruments you hear.



2. Do you know how each instrument produces sound? In the sentences below, use one of the following words to fill the gaps:



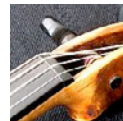
Hit Air Strings Shake

a) Some instruments make sound because of the inside them – they are called **wind instruments**.



.....

b) Some instruments make sound because of the they have – they are called **string instruments**.



c) Some instruments make sound when you or



..... them – they are called **percussion instruments**.

The symphony orchestra is the largest instrumental group. It contains up to one hundred instruments from three different families: **string**, **wind** and **percussion**. Wind instruments are also divided in two groups: **woodwind** (instruments made of wood) and brass (instruments made of metal).



The symphony orchestra usually plays classical music. There is also a person who organizes and directs the orchestra: the **conductor**, who marks the beat with a **baton**.

Let's learn something about each of the families!!!

2.1



1. Here are the string instruments that appear in a symphony orchestra. Match each picture with the name of the instrument on the right.



1. Cello
2. Violin
3. Double bass
4. Viola
5. Guitar
6. Piano
7. Harp
8. Clavichord

The String family is the largest of the orchestra. They are placed just in front of the conductor, forming a semicircle. String instruments can be played in different ways:

- rubbing the strings with a **bow** (violin, viola, cello and double bass)



- plucking the strings with fingers (harp and guitar)



- pressing **keys** that pluck the strings (piano and clavichord)



2. Are these sentences true or false? Correct the false ones.


☐

The cello is played by plucking the strings with your fingers.

.....

☐

The string family is the smallest of the orchestra.

.....

☐

The piano has black and white keys that pluck the strings when you press them.

.....

☐

The string family sits at the very back of the orchestra.

.....

3. Here is some information about the violin, but there are some words missing. Fill in the gaps with the words on the right:



The **violin** is the of the string instruments; it is also the It has four, and it is played by rubbing the strings with the The violinist places the violin over their left shoulder, holding the violin with their left hand and the bow with the right



In an orchestra there are usually a lot of violins, normally divided into two groups, each playing different The principal first violin in an orchestra is called the **leader**. He or she is directly in front of the conductor, to the left. He or she is in charge of carrying out the conductor's instructions and leading the others.

smallest
conductor's
hand
melodies
bow
string
seated
highest

4. Listen to the following instruments and try to guess what they are:



1.....

5.....

2.....

6.....

3.....

7.....

4.....

8.....

5. Listen to the following piece of music. It is performed by string instruments. With your partner talk about which instruments you think you can hear and which ones you cannot hear in the music.



Expressions to use:

I think I heard.....

I don't think there is a.....

When the melody is like this (sing) I think I heard.....

The melody is performed by the

6. Now, see what the other students think, and ask your teacher for the right answer.



7. This piece is called “Spring” and is one of the four violin concertos in “The Four Seasons” by Antonio Vivaldi.



Use the internet to find out more about Vivaldi and this composition.
Make notes. Here are some links:

<http://www.baroquemusic.org/bqxvivaldi.html>

<http://www.notablebiographies.com/Tu-We/Vivaldi-Antonio.html>



2.2

WOODWIND INSTRUMENTS



1. Here are the woodwind instruments that appear in a symphony orchestra. Match each picture with the name of the instrument on the right.

1. Saxophone
2. Bassoon
3. Piccolo
4. Oboe
5. Flute
6. Recorder
7. Clarinet

What do you have to do to make sound with these instruments?

The **Woodwind** family contains instruments which are made of wood. Some of them, such as flutes or saxophones, are now made of other materials, but they were once made of wood, so they are still classified as woodwind instruments.

Woodwind instruments produce sound when a player blows into the instrument, causing a column of air that vibrates inside it.

Each woodwind instrument has its **own family**: instruments with different shapes or sizes (bigger or smaller) and **different sounds** (higher or lower). They usually share the same name, but with an extra word that refers to the pitch. The words to classify the human voices are used for this purpose (**soprano, alto, tenor, baritone, bass**).

E.g. Saxophone family (from left to right: bass, baritone, tenor, alto, soprano, sopranino)



2. Answer the following questions:



a) Why is the flute called a woodwind instrument?

.....
.....

b) Which instrument do you think sounds higher, the bass flute or the alto flute?

.....
.....

c) Do you know another name for the “sopranino” flute?

.....

3. Listen to the following woodwind instruments. Can you name them?



1.....

5.....

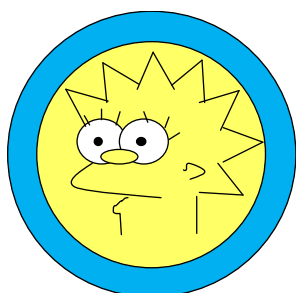
2.....

6.....

3.....

7.....

4.....



4. Which woodwind instrument does Lisa Simpson play?

5. Watch this video. It is a performance of Manuel de Falla's "Fire Dance", by five wind instruments. Pay attention to the music, and answer the following questions:



http://www.youtube.com/watch?v=n__tRm8uARQ

- Which instrument plays the melody the first time?
- Which instruments play the melody the second time?

There is an intruder!!!



Look at the five instruments in the video. There is one which is not a woodwind instrument!! Which one is the intruder? (If you don't know the name of the instrument, say which position it occupies in the group)

2.3 BRASS INSTRUMENTS

philipmartin.com




1. Here are the brass instruments that appear in a symphony orchestra. Match each picture with the name of the instrument on the right.



1. Trumpet
2. Trombone
3. French horn
4. Tuba

Look at the different parts of this instrument.



Brass instruments are wind instruments made of metal materials, such as brass or copper. Each instrument has a **mouthpiece**, a **metallic tube** and a **bell**. The sound is produced by the vibration of the lips in the mouthpiece. They produce a loud metallic sound, so sometimes the musician uses a **mute** to make the sound softer.

A mute is a piece that the player puts inside the instrument bell. It can be made of different materials.



2. Label the following instruments, pieces and parts.



3. Listen to the following brass instruments. Can you name them?

1.....

3.....

2.....

4.....

4. Listen to this piece of music by Mussorgsky. The beginning is performed by brass instruments. There is one instrument playing the melody in a solo, and then the rest repeat what the first instrument played.


Which brass instrument is the soloist? Circle it.





2.4 PERCUSSION INSTRUMENTS





1. Here are some of the percussion instruments that appear in a symphony orchestra (there are others but these are the most common). Match each picture with the name of the instrument on the right.

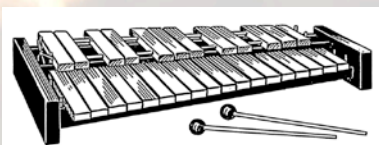
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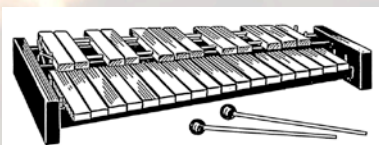
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1. Castanets
2. Sleigh bell
3. Timpani
4. Snare drum
5. Cymbals
6. Xylophone
7. Triangle

The **Percussion family** contains instruments that are played by **hitting, shaking or beating**.

The percussion family is placed at the very back of the orchestra. The instruments do not normally appear all at the same time.

Percussion instruments are usually classified into two groups:

- **Pitched instruments:** which can produce certain pitches (notes).
- **Unpitched instruments:** which produce sounds without a certain pitch.

2. Work in pairs. With your partner decide which instruments from activity 1 are pitched and which are unpitched. Give reasons. You can make sentences from the guide below:



I think (the)	Castanets Sleigh bell Timpani Snare drum Cymbals Xylophone Triangle	is/are	pitched unpitched	because	it produces different notes it makes different sounds but without a certain pitch it only makes one sound
---------------	---	--------	----------------------	---------	--

3. Now, put the instruments in this table:



Pitched	Unpitched

3

THE LAYOUT OF THE ORCHESTRA



The instruments in a symphony orchestra are usually **arranged** in a specific way: **each instrument has its own place**. They are grouped in families: first, the string family; behind them, the woodwind family; then the brass instruments, and finally, the percussion section. The piano and the harp do not always appear in the orchestra – there are several pieces of music which do not need them. When they do appear, they are normally behind the first violins.

1. Imagine that you are the conductor of an orchestra. You have to know where each instrument sits.

Work in pairs. You have a text explaining the place of each instrument, but there are words missing. There are two different versions of the text (A and B), one is for you and the other for your partner. Your teacher/assistant will read the text aloud, while you fill in the gaps with the words you hear. Afterwards, compare your text with your partner and complete the words you didn't understand.

TEXT A

The _____ just in front of the conductor is the _____ family. It goes, from _____ to right, from the _____ to the lowest instrument of this family. _____ are divided in two groups (_____ and seconds). Double basses sit behind the _____. The piano sits in the smallest place on the left, next to the _____ violins. The _____ is beside it.

Percussion _____ sit at the very back of the orchestra. _____ of them are the brass _____. A row in front of them, we find clarinets and _____ from left to right. _____ sit in front of the bassoons. _____ are next to them, behind the violas.

TEXT B

The family just in front of the _____ is the string _____. It goes, from left to _____, from the highest to the _____ instrument of this _____. Violins are divided in _____ groups (firsts and _____). Double basses sit behind the cellos. The _____ sits in the smallest place on the _____ next to the first violins. The harp is beside it.

_____ instruments sit at the very back of the _____. In front of them are the _____ section. A row in front of them, we find _____ and bassoons from left to right. Oboes sit in front of the _____. Flutes are next to them, behind the _____.

2. Now, with your partner, fill in this blank plan of an orchestra. Write the name of the instruments in the appropriate place, following the directions given in the text above. To help you, each family of instruments is colored:

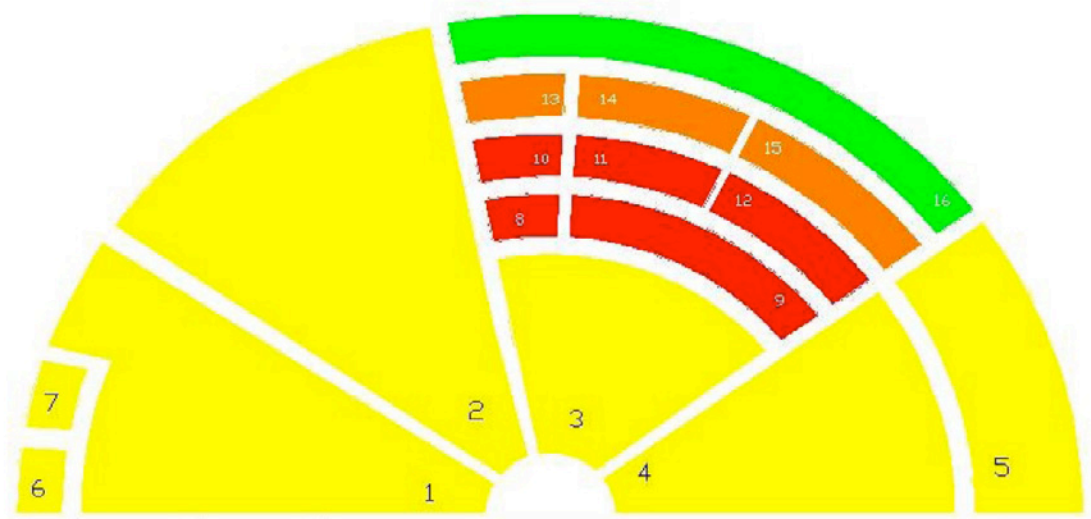
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Strings

Woodwind

Brass

Percussion



4. REVIEW ACTIVITIES

1. Work in pairs. One of you has to think of an orchestral instrument. The other has to ask questions, to guess which instrument their partner is thinking of. Be careful!!! The questions can only be answered by “yes” or “no”.



Example questions:

Is it a string instrument?
Is it big?
Is it the highest/lowest of its family?
Is it played with a bow?
.....

2. You are going to listen to a piece of music called “The Young Person’s Guide to the Orchestra”.

The piece “The Young Person’s Guide to the Orchestra” was composed by Benjamin Britten for a BBC educational documentary, to show and teach the instruments and family of instruments in a symphony orchestra.

It was subtitled “Variations and Fugue on a Theme of Purcell” because the composer used an old melody originally composed by Henry Purcell.

The piece has three parts: at the beginning, the main theme is presented six times by the different families of instruments; then, each instrument performs a variation of the theme (there are 13 variations); finally, all the instruments perform the fugue together. The fugue is an old, complex musical piece.

You are going to work on the two first sections: the theme and the variations. Listen to the music and write which family of instruments (in the theme) or which instrument (in the variations) is playing each time. The first ones have been done to help you.



Be careful! The music does not stop from one variation to the next, so you have to listen for the change of instruments. Your teacher will help and guide you over the listening.

THEME	VARIATIONS	
1. Full orchestra	1. Flutes and piccolo	8.
2.	2.	9.
3.	3.	10.
4.	4.	11.
5.	5.	12.
6.	6.	13.
	7.	

3. Now, listen to this other version of “The Young Person’s Guide to the orchestra”. This time the narrator explains which family or which instrument is playing. Check the answers you wrote in activity 2 while listening.



<http://www.youtube.com/watch?v=jkn8u2JwCPI>

4. You are going to work with another piece of music, called “Peter and the Wolf”.

Peter & the Wolf



“Peter and the Wolf” is a composition by Sergei Prokofiev (1891-1953) written in 1936 as a children’s story, spoken by a narrator and performed by the orchestra. Each character in the story has a particular instrument and a musical theme, which is called a “leitmotiv”.

a) Listen to the beginning of the piece. Here is the text spoken by the narrator, but there are some words missing. Fill in the gaps with the words you hear.

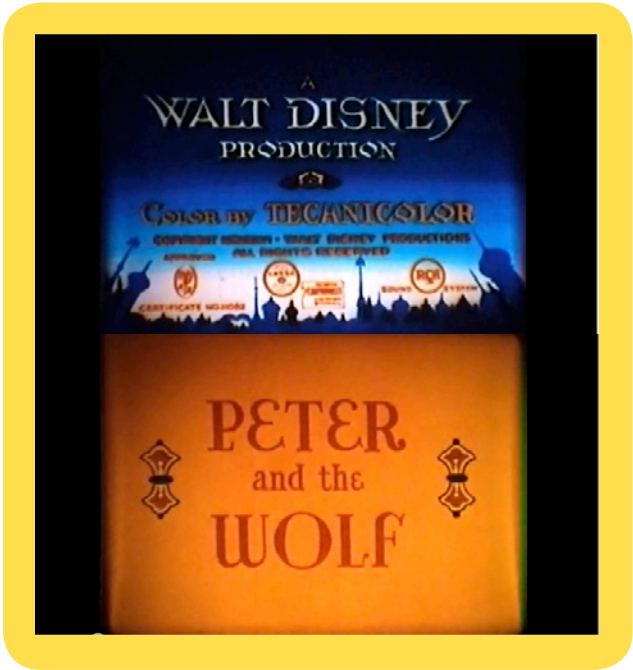


This is the story of Peter and the Wolf.

Each character in this tale is going to be represented by a different of the..... For instance, the bird will be played by the Like this. Here’s the duck, played by the The cat, by the The will represent the grandfather. The wolf, by the And Peter, by the The blast of the hunters’ shotguns, by the kettledrums.

Are you sitting comfortably? Then I shall begin.

In 1946, Walt Disney produced an animated dramatization of Prokofiev's composition. This version makes several changes to the original score, for example the animals have names, and the end of the story is different.



b) Watch Disney's version of "Peter and the Wolf". While watching, take notes on what happens in the story. At the end, working in groups of three, compare your notes with the rest of the group, and write a summary of the story of "Peter and the Wolf".



Notes:

[illegible]

PETER AND THE WOLF

5. PROJECT



Divide the class into four groups. Each group chooses one family of instruments. Each student chooses one instrument from the selected family (your teacher can help you). Then, look for information about each instrument, and prepare a research project which explores the features of each instrument in the family.

Include the following information:

- creator (if known),
- when first appeared,
- family,
- characteristics (shape, color, material, how it is played)
- sound,
- musical pieces in which the instrument plays an important role,
- pictures of the instrument.

Internet links:

<http://www.mathcs.duq.edu/~iben/home.htm>

http://www.philharmonia.co.uk/thesoundexchange/the_orchestra/instruments/

AFTER THIS UNIT....



I CAN...	Differentiate the sound of the different instruments in an orchestra	YES	NO	NOT YET
	Identify the instruments in an orchestra from pictures	YES	NO	NOT YET
	Classify the instruments in an orchestra into families	YES	NO	NOT YET
	Classify the instruments within particular families (string and percussion)	YES	NO	NOT YET
	Identify an instrument playing solo parts in a musical piece from its sound	YES	NO	NOT YET
	Describe instruments according to their sound, size, shape, etc.	YES	NO	NOT YET

I KNOW...	The different families into which instruments are classified	YES	NO	NOT YET
	How to classify the instruments within the families they belong to	YES	NO	NOT YET
	The difference in the sound of the instruments of the orchestra	YES	NO	NOT YET
	How the instruments are played	YES	NO	NOT YET
	The positions that the instruments occupy within the orchestra	YES	NO	NOT YET
	The vocabulary of the instruments of the orchestra	YES	NO	NOT YET