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| **Musical Instrument Groups Lesson Organizer** | | | | | |
| Domain Vocabulary: *British, Royal College of Music, Peter Grimes, variations, orchestra strings, violin, viola, cello, bass, woodwinds, flute, piccolo, clarinet, oboe, bassoon, saxophone, brass, trumpet, trombone, French horn, tuba, percussion, timpani, snare drum, xylophone, castanets, gong, cymbals, wood block, whip, triangle, tambourine, bass drum, piano, organ, harpsichord, symphony, movement* | | | | | |
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| # | Method | Objectives | Higher Order Questioning | CK Songs | Thinking Framework |
| Pre-Unit | Lecture | Identify the 4 major instrument groups  Organize common instruments into families | What family does the piano belong to? The organ? The harpsichord? | Waltzing Matilda | Knowledge, Patterns |
| 1 | Discussion, Listening, Worksheet | Complete a map of the orchestra by filling in where each instrument is placed | Why are there so many instruments in the orchestra? |  | Knowledge, Patterns |
| 2 | Listening | Identify String and Woodwind instruments by sight and sound   * Benjamin Britten, “*Young Person’s Guide to the Orchestra*” | What do all string instruments have in common? Why do we call this family Woodwinds? |  | Patterns |
| 3 | Listening | Identify Brass and Percussion instruments by sight and sound   * Benjamin Britten, “*Young Person’s Guide to the Orchestra*” | Why are these instruments called Brass? What do all percussion instruments have in common? | Waltzing Matilda | Patterns |
| 4 | Discussion, Review | Identify major biographical facts of Benjamin Britten’s life  Organize uncommon instruments into families |  |  | Patterns, Modeling, Creativity |
| 5 | Individual Writing | Identify an instrument’s family, technique, and timbre.  Identify and describe an instrument in writing using proper grammar and spelling. | How does this instrument create sound? Why does it belong to that family? |  | Creativity |