

MUSIC



BOOKLET

Dear Parents and Students,

General information and link for all year levels

**Prep- Year 6 material**

The Dallas Symphony Orchestra link: <https://www.mydso.com/dso-kids/> has a very interactive forum to investigate musical instruments. This includes the tab: 'Listen and Learn', where you will meet instrument groups, composers and watch Youtube links of musical performances

**P-2:** The Dallas Symphony Orchestra link: <https://www.mydso.com/dso-kids/> has a very interactive forum to investigate musical instruments. This includes the tab: 'Listen and Learn', where you will meet instrument groups, composers and watch Youtube links of musical performances

Percussion family; use the tabs under this family group to see the pictures, read about the instruments and listen to the sounds and performances on that instrument.

**Year 3-** The Dallas Symphony Orchestra link: <https://www.mydso.com/dso-kids/> has a very interactive forum to investigate musical instruments. This includes the tab: 'Listen and Learn', where you will meet instrument groups, composers and watch Youtube links of musical performances

Percussion and Strings; use the tabs under this family group to see the pictures, read about the instruments and listen to the sounds and performances on that instrument.

		Maraca	Triangle	Guiro	Timpani	Tubular Bells	Xylophone
Made from	Wood						
	Metal						
	Animal Skin						
	Plastic						
Played by	Scraping						
	Hitting/Tapping						
	Shaking						
Usually found in orchestra	Yes						
	No						
Tuned or Untuned	Tuned						
	Untuned						

**Year 4-** The Dallas Symphony Orchestra link: <https://www.mydso.com/dso-kids/> has a very interactive forum to investigate musical instruments. This includes the tab: 'Listen and Learn', where you will meet instrument groups, composers and watch Youtube links of musical performances

Woodwind; use the tabs under this family group to see the pictures, read about the instruments and listen to the sounds and performances on that instrument.

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### Musical Instruments: Woodwinds

The *Flute*, *Oboe*, *Clarinet* and *Bassoon* are the orchestral 'Woodwinds'. They produce sound by vibrating air through a hollow tube and were originally made of wood. Flutes are now metal, and Oboes and Clarinets are often plastic.

The *Flute* is held to the side horizontally. Air is blown across an open hole on the side of the instrument.

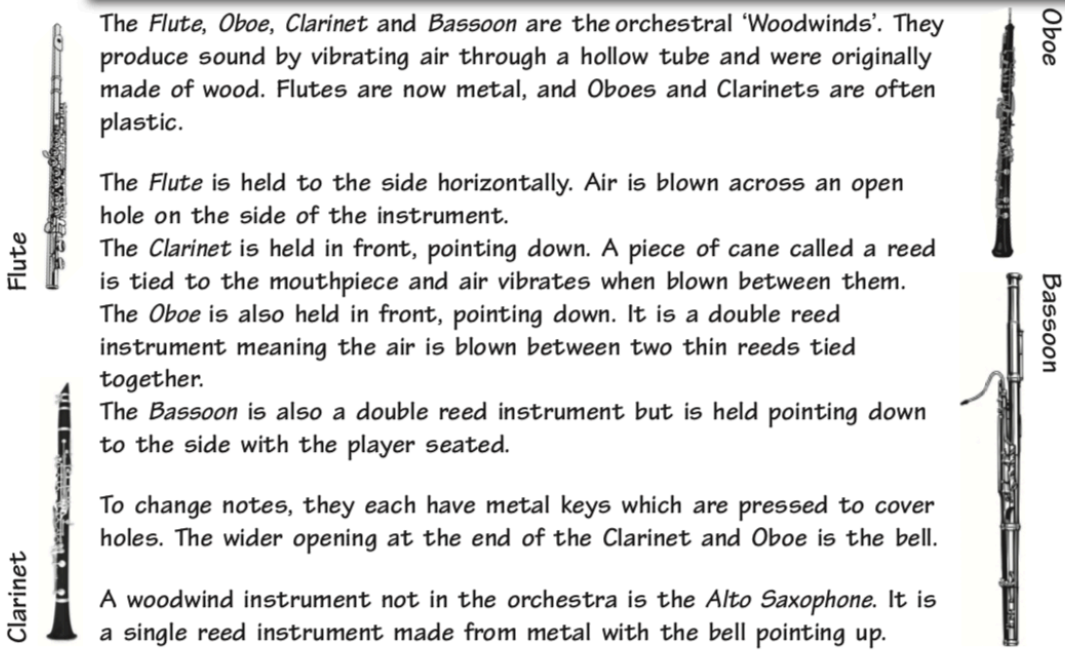
The *Clarinet* is held in front, pointing down. A piece of cane called a reed is tied to the mouthpiece and air vibrates when blown between them.

The *Oboe* is also held in front, pointing down. It is a double reed instrument meaning the air is blown between two thin reeds tied together.

The *Bassoon* is also a double reed instrument but is held pointing down to the side with the player seated.

To change notes, they each have metal keys which are pressed to cover holes. The wider opening at the end of the Clarinet and Oboe is the bell.

A woodwind instrument not in the orchestra is the *Alto Saxophone*. It is a single reed instrument made from metal with the bell pointing up.



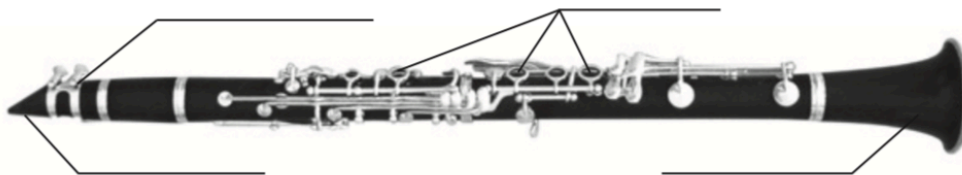
The image contains four vertical illustrations of woodwind instruments. On the left side, from top to bottom, are a Flute, a Clarinet, and a Bassoon. On the right side, from top to bottom, are an Oboe and a Bassoon. Each instrument is labeled with its name next to it.

		Flute	Oboe	Clarinet	Bassoon	Alto Sax
Made from	Wood					
	Metal					
	Plastic					
Mouthpiece	Open hole					
	Single reed					
	Double reed					
Usually found in orchestra	Yes					
	No					
High or Low	High					
	Medium					
	Low					
Playing position	Held horizontally to side					
	Held vertically in front					
	Held to side with player seated					

Musical Instruments: Woodwinds

For each instrument label the parts. Choose from the following list: MOUTHPIECE, SINGLE REED, DOUBLE REED, KEYS, BELL

Clarinet



Oboe

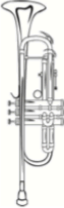


**Year 5 and 6-** The Dallas Symphony Orchestra link: <https://www.mydso.com/dso-kids/> has a very interactive forum to investigate musical instruments. This includes the tab: 'Listen and Learn', where you will meet instrument groups, composers and watch Youtube links of musical performances

Brass and entire orchestra; use the tabs under this family group to see the pictures, read about the instruments and listen to the sounds and performances on that instrument.

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**Musical Instruments: Brass**




Trumpet

Brass instruments all produce sound by vibrating air through a hollow metal tube. The main orchestral brass instruments are the *Trumpet*, *French Horn*, *Trombone* and *Tuba*.


There are two main ways that different notes are produced on brass instruments: *valves* and *slides*. Valves, when pressed by the player's fingers, divert air through additional tubing to lower the pitch. Trumpets, French Horns and Tubas all use valves. Slides, which are operated by the player's arm, are also used to change the length of tubing. The main instrument in this category is the Trombone. All brass instruments have a cup-shaped mouthpiece. When pressed up against tightened lips, the player makes a "buzzing" sound to create the vibrating air.

The Trumpet and Trombone are held almost horizontally out in front of the player. The French Horn is played with one hand in the bell, and the Tuba is so big it rests on the player's lap.

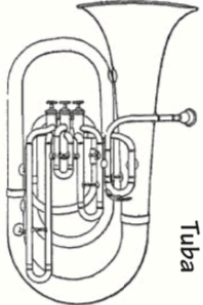
Other brass instruments not often in the orchestra include the *Cornet* and *Flügelhorn* (related to the *Trumpet*) and the *Euphonium* and *Sousaphone* (related to the *Tuba*).



French Horn



Trombone

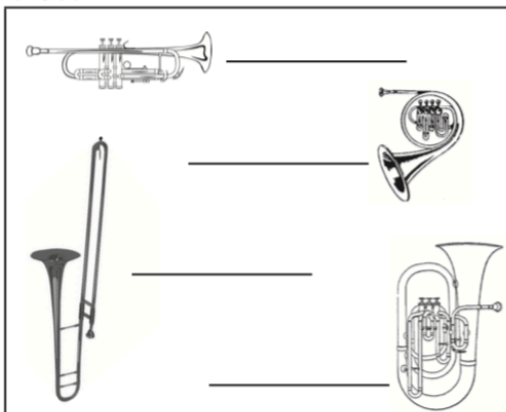


Tuba

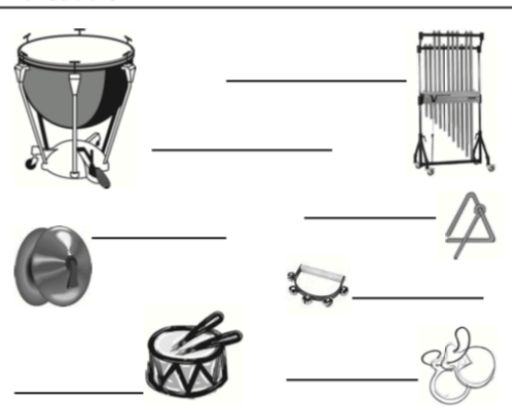
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		Trumpet	Cornet	French Horn	Trombone	Euphonium	Tuba
Made from	Metal						
	Wood						
	Plastic						
Playing Position	Hold almost horizontally in front						
	Player seated with hand in bell						
	Player seated with instrument resting in lap						
Valves or Slide?	Valves						
	Slide						
Usually found in Orchestra	Yes						
	No						

Brass



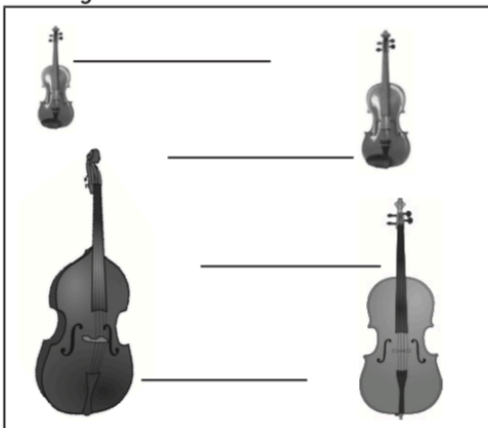
Percussion



Musical Instruments: The Orchestra

Here are the 4 families of instruments: Strings, Woodwinds, Brass and Percussion. When we put all four families together they form an Orchestra. How many instruments can you name?

Strings



Woodwind



*Toccatà from Orpheus by Monteverdi*

Listen as your teacher plays a short section from *Orpheus* called *Toccatà*.

The piece of music is in 3 sections. Analyse what you hear by ticking the appropriate boxes.

	Section 1	Section 2	Section 3
Which family of instruments plays the main theme?	<input type="checkbox"/> Strings <input type="checkbox"/> Woodwinds <input type="checkbox"/> Brass	<input type="checkbox"/> Strings <input type="checkbox"/> Woodwinds <input type="checkbox"/> Brass	<input type="checkbox"/> Strings <input type="checkbox"/> Woodwinds <input type="checkbox"/> Brass
What is the volume?	<input type="checkbox"/> <i>f</i> <input type="checkbox"/> <i>p</i>	<input type="checkbox"/> <i>f</i> <input type="checkbox"/> <i>p</i>	<input type="checkbox"/> <i>f</i> <input type="checkbox"/> <i>p</i>

## **Year 1-6**

The Listening Adventures: <https://listeningadventures.carnegiehall.org/>

Is a fun guided tour through all instruments of the orchestra. Students work progressively through each stage of the adventure and meet instrumental groups

## **Year 5/6**

<https://www.mydso.com/dso-kids/>

'Activities': has performance tips, make your own instrument, colouring book

'visit the symphony': has orchestra seating [Year 5 and 6]

Watch the Stomp group. <https://www.youtube.com/watch?v=tZ7aYQtldg>

They are a musical group that uses a combination of everyday items and their own bodies to make percussive sounds.

Develop your own percussive routine that is inspired by Stomp, perform and record it. Email to [elisabeth.cox@bne.catholic.edu.au](mailto:elisabeth.cox@bne.catholic.edu.au)

## **P-Year 6**

### **#1 – Little Maestros**

This fun music game is a great way to introduce young children to the idea of reading or writing sheet music.

#### **What you will need**

- Sheets of paper
- Pencils or pens

#### **How to play Little Maestros**

Start by designating some symbols for the different sounds that the children can make using their bodies. You could assign different symbols for clapping, whistling, tapping the table, stomping, slapping themselves on the thighs, shouting a word and so on. The symbols need to be things they can write quickly, like lines, circles, waves, and triangles. Assign at least 4 symbols to different sounds.

Next, demonstrate how to write down a simple rhythm that you have made up. Once the children understand the concept, write a few more examples and have the children "read" the musical rhythms. Encourage the children to write their own unique rhythms and have them perform them.



## **#2 – Freeze Dance**

This is a very fun game that kids love to play. The rules are simple which makes it ideal for young children. It can help improve the children's cognition, motor skills, and social skills.

### **What you will need**

- Some music to dance to

### **How to play freeze dance**

Tell the children they should dance while the music is playing. However, when the music stops, they have to freeze in their dancing position. The game works best with uptempo tracks.

## **#3 – Hear it! Clap it! Write it!**

This is a great game for teaching young children the fundamentals of writing rhythms. Start by teaching each child how the 4/4 time signature works and explain what whole notes (semibreves), half notes (minims), quarter notes (crotchets), and eighth notes (quavers) are.

Clap out some basic rhythms and have the children clap them as well. Ask the children to then write the rhythm into the squares. Gradually build up to more advanced rhythms.

## **#4 – Musical clothes**

This is another game that is often played at parties. It is a lot of fun and works well with younger students.

### **What you will need**

- A bag of unusual clothing and accessories (whacky hats, rubber noses, wigs)
- Chairs
- A device to play music on

### **How to play musical clothes**

Start by arranging the chairs in a circle. Turn the music on and have the children hand the bag of crazy items to one another in a clockwise direction. When you press pause, the child holding the bag must grab an item from the bag and put it on. The child with the whackiest costume when the bag is empty is the winner.

## **#5 – Animal dancing**

This classic game requires children to be creative and helps them socialize in a fun way.

### **How to play animal dancing**

Play some music for the children to dance to. Once they get a groove on, shout the name of an animal or point to a picture of an animal. At this point, the children must start dancing like that animal. They can also make the noises that the animal might make in the wild.

## **#6 – Pass the parcel**

This classic game is often played at parties but can also be used in the classroom as a way to give the children a break from school work. It can be modified to make it more interesting by having children sing or clap along with the music.

### **What you will need**

- Wrapping paper or newspaper
- Lollies or little toys

### **How to play pass the parcel**

Start by wrapping some lollies or toys in several layers of wrapping paper. Have the children sit in a circle and play some music. While the music is playing the children will sing along as they continually pass the parcel in a clockwise direction.

When stop the music from playing, the child holding the present gets to unwrap one layer of wrapping paper. The child who unwraps the last layer gets to eat the treat or keep the toy. If you want to make the game feel more fair, give every child another treat when it is completed.

## **#7 – Play homemade drums**

One of the easiest ways to get young children creating music together is to have them play percussive instruments. You can make this activity even more fun and interesting by creating homemade drums.

Use items like tin cans, empty yoghurt containers, boxes, and coffee containers. Clean the containers, then tape or glue some construction paper to the top to act as a drum head. Your homemade drums can also be decorated with stickers, illustrations, or glitter to make them more attractive.

## **#8 – Musical hot potato**

This is a fun musical game which acts as a great ice breaker for children who may not know each other particularly well. This fun activity requires a whiteboard or paper. Start by writing 5 questions on a whiteboard/paper. They should be questions which will help the students learn more about each other like “What is your favorite song?” or “Do you play an instrument?” or “What’s your favorite food?”.

Next, have the children sit in a circle. They will then pass an egg shaker or ball in a clockwise direction while the music is playing. When you press pause on the music, the child holding the object must answer one of the questions on the white board/paper.

## **#9 – Name that tune**

This is a great game for older children and teenagers who have started to develop a good understanding of contemporary music. Split the children into teams. If you would like, let the kids pick their team names. Play 1 to 2 seconds of a song for a team and see if they can guess the song’s title and the artist’s name. The portion of the song you play can be from the beginning or half way through the song, depending on how difficult you want to make the game.

If the team guesses the song title and the artist’s name, they will receive 3 points. If they don’t know it, you can play another 2 to 3 seconds of the song. If they get it right on the second attempt, they will earn 2 points. The winner of the game is the first team to reach 30 points.

## **#10 – Pop Song Charades**

Pop Song Charades is a much more interesting version of charades that focusses on music. Split the students into two groups. Have everyone write down three of their favourite pop songs and the name of the artist who sings it on three separate pieces of paper. Place the pieces of paper into a bowl. Then, one at a time, a member from each team will act out the song and see if their team mates can guess it. The winning team is the one that correctly guesses the most songs.

## **#11 – Describe what you hear**

This activity helps students learn how to analyze the songs that they hear. It requires them to concentrate on a composition and use creative language to describe what is going on within the music. This task can be used with children of all ages, but tends to be more valuable when working with children who have some knowledge of basic musical concepts like rhythm, timbre, and melody.

Simply play a song to the class and ask them to focus on its composition. As the song plays, allow students to walk up to the white board or on a piece of paper and write a single word that describes what they are hearing. After a few minutes, you should have a lot of words on the whiteboard/paper.

Now, work with the students to group the words into categories. Find the words that relate to instrumentation, rhythm, time signature, genre, tempo, timbre, and melody. Discuss each aspect with the students to help them learn more about music appreciation.

## **#12 – Create a “Stomp” rhythm routine**

This is a fantastic activity for primary school children as it helps them to develop a sense of rhythm in a very fun way. Watch some videos of “Stomp” with the class. They are a musical group that uses a combination of everyday items and their own bodies to make percussive sounds.

Give them 15 minutes to develop their own percussive routines that are inspired by Stomp and have them perform the routine.

## **#13 – Poison rhythm**

The game starts with the instructor clapping a four-beat rhythm that is labelled the “poison rhythm”. They will then clap a series of four beat rhythms to the students, which the students must repeat. When the instructor claps the poison rhythm, the class should remain silent. If anyone accidentally claps the poison rhythm, they are out of the game. This is a simple and fun way to help students recognize different rhythms.

## **#14 – Compose a rap**

Musical composition is a rewarding activity that gives children and teenagers a chance to express themselves. Rapping is a fantastic form of musical composition for children because they don't need to be able to read or write music to create an engaging song.

Start by teaching the children some examples of the ABBA and AABB rhyming schemes often used in rap. You can also share some topics for the children to write about. Have them split up into groups of 3 or 4 and get them to write a short rap. Each student can rap a verse of the song. They will have a lot of fun while learning a lot about song writing and expressing their own creativity.

## **#15 – Random rhythms**

This simple game helps student learn more about writing and clapping rhythms. Each child is given a six sided dice. The instructor will assign a rhythmic value to each number of the dice. So, a 1 might be a crotchet, a 2 is a musical rest, a three is a triplet, and so on. The students will then roll their dice and place their random rhythm onto a blank page. Once they have completed 16 bars of rhythm, they can clap it.

## **#16 – I Have, Who Has**

At the start of this game, each student will receive a card that has two rhythms on it — one to identify (“who has”) and one to repeat (“I have”). The students will sit in a circle and clap their “who has” rhythm. When a child hears the rhythm that they have on the “I have” part of their card, they put their hand up. You can make your own I Have, Who Has rhythm cards.

## **#17 – Create a commercial**

This is another game that focuses on musical composition. Divide the students into groups of 3 to 4 students. Give each group access to musical instruments like electronic keyboards, guitars, wind instruments, and percussive instruments. Give them a product that they must write a jingle for. The team with the best jingle wins! Your students will come up very funny lyrics and corny melodies.

### **#18 – What’s that sound?**

This simple game will teach students about the many weird wonderful musical instruments. Start by playing students short clips of various musical instruments. This should include unusual instruments that the students may not encounter in their daily lives, like the oboe, sitar, theremin, hydrolauphone, and djembe. Then, play some songs and ask the class which instruments they recognize in each track. Add in some world music tracks which feature uncommon instruments.

### **#19 – Music trivia**

Split the students into teams of 3 to 4 students. Ask each team to choose a funny music related name like “E=MC Hammer”, “Quizteama Aguilera”, or “Let’s Get Quizzical”. Each team gets a triangle or bell. Ask the class a series of music related questions. These could include technical question like “How many semiquavers can fit into a bar of 5/4?” or “What was the name of the Prince’s first album?”. The first team to ring their triangle and successful answer the question gets a point. The first team to 15 points wins.

### **#20 – Mood music**

This is a great game for getting students to appreciate different kinds of music. It also gives them a chance to express themselves creatively and share a few laughs. Create a diverse playlist that features songs in many genres. This should include everything from John Coltrane and BB King through to Wagner, and Jon Hopkins.

Have the students stand in a circle. Ask them to close their eyes while you play a segment of each song. Tell the students to focus on the emotional qualities of the music and encourage them to express that physically by dancing on the spot. After 30 seconds ask them to open their eyes so they can appreciate each other’s dance moves. Have a quick discussion about the feelings that the song evoked before moving on.