

**LISBON SCHOOL DEPARTMENT  
UNIT DESIGN OUTLINE**

Unit Title: Instruments of the Orchestra  
Unit Designers (Content Area, Grade Level Team): Jonathan Carsley, Matt Watras, Whitney Dorman  
Level(s): Kindergarten Time Span: 1 year

**Content Area:**

Career Prep       Health/PE       M&C Languages       Social Studies  
 English Language Arts       Mathematics       Science & Tech       Visual & Perf. Arts

**Summary of Unit:**

In this unit students will be introduced to the instruments of the orchestra through pictures, recorded examples and instrument demonstrations. Students may also watch live instrument demonstrations of various instruments or instrument families.

**Content Standards/Performance Indicators:**

A3. Listening and Describing

Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat

**Key Knowledge And Skills Students Will Acquire:**

(As a result of this unit, students will know/ understand/ be able to ....)

1. Students will be able to identify the four instrument families of the orchestra.
2. Students will be able to identify (both visually and aurally) instruments of the orchestra, and identify their corresponding instrument families.
3. Students will become familiar with how specific instruments work, such as the trumpet uses air or breath to make a sound.

**How students will provide evidence of their understandings:**

(Formal and informal assessments – please be specific)

1. Students will identify instruments visually (through photographs), and aurally (through recorded sound samples).
2. Students will be able to describe characteristics or features of specific instruments such as “The violin uses a bow” or “The flute uses breath or air to make sound”
3. Students will be able to describe how pitch or timbre will change by putting the instrument into action, such as extending the slide on a trombone will make the pitch go lower

**Key Pre-Requisite Knowledge and Skills:**

(Before beginning this unit, students should know/ understand/ be able to ...)

<b>Knowledge</b>	Age appropriate vocabulary Age appropriate concepts such as colors, numbers, shapes and objects
<b>Skills</b>	Age appropriate conversational skills Age appropriate motor skills Interpersonal skills

### **Enduring Understandings:**

(To be used as an instructional tool with students. This includes a concept/ theme/issue (the ‘big idea’) that can transfer to other topics, fields, and adult life. Enduring Understandings are purposefully broad and are deliberately framed as a generalization. For example, *Change causes conflict* or *Accurate planning and measurement saves time, money and waste*)

1. There are four instrument families in the symphony orchestra.
2. Instruments are divided into families based upon sound production and shared physical characteristics.
3. Each instrument produces a unique sound, or “timbre.”
4. Instruments must be treated with respect and handled with care.
5. Instruments must be played with correct and appropriate technique.

### **Essential Questions that Guide and Focus This Unit:**

- How many instrument families are there?
- What are the names of the instrument families?
- How are instruments divided up into families?
- What instruments are included in the symphony orchestra?
- What do each of the instruments of the symphony orchestra sound like?
- How should instruments be handled and treated?

### **Overarching Question(s):**

(To be used as an instructional tool with students. An overarching question recurs naturally throughout one’s learning and in the progressive teaching of a subject, has no obvious “right” answer, is deliberately framed to provoke and sustain student interest, and raises important questions. For example, *What is the American Dream (is it fact or fiction)?*, *How has changing technology changed society?*, *Why do we need beliefs and values?*, or *What makes a “good decision” good?*)

Please see attached document.

### **Teaching And Learning Experiences Used To Help Students Understand:**

(Activities, varied grouping structures, etc.)

1. Students will identify instruments of the orchestra visually and aurally through teacher led instrument demonstrations and recorded example of professional musicians.
2. Teacher may demonstrate instruments from an orchestral instrumental family (such as percussion)
3. Teacher may use books that tell stories that incorporate instrument families (Farkle McBride, Carnival of the Animals)
4. Students may attend a live concert performance highlighting an orchestral instrumental family (such as woodwinds or brass)

### **How technology will be used to increase student achievement:**

iTunes can be used to store and organize listening examples.

Laptops can be used to play listening examples through a sound system.

Photographs, Posters, Overheads, DVD's can be used to show instruments and instrument families

**Instructional Resources:**

Sound samples from "Young Person's Guide to the Orchestra" by Benjamin Britten.

Sound samples of various instruments (such as sound bank recordings from Music Connection)

Posters of instruments and instrument families

Orchestral instruments for teacher demonstration

Simple non-pitched percussion instruments for student use

DVD's of orchestra educational performances

Orchestral instruments to perform live instrument demonstrations

Book and CD for Remarkable Farkle McBride

Book and CD for Carnival of the Animals

Attach a copy of the unit assessment, including a STANDARDS-BASED rubric or criteria for evaluation of student achievement.