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# WELCOME!

For many years, teachers across the country and around the world have been inspired by the innovative and creative lessons cultivated in Artie Almeida's Florida classroom. In one of her earliest published resources, Dr. Almeida packaged several ideas for learning about the orchestra into a complete unit designed to thoroughly explore the instruments, vocabulary, and enjoyment of the symphony orchestra. Advances in technology have made it possible to bring you that same unit with many additional tools to make implementing every activity as simple as possible. Plus, we've added some of Artie's signature lessons designed to expose children to classical music in a meaningful way, using guided listening and WebVisits.



Our goal is to save you valuable planning time, so that you can focus on your students. The enclosed CD has a variety of teaching tools to complement each lesson plan in this book. We hope you find everything you need to give the children in your care a rigorous introduction to one of music's longstanding traditions—the incredible symphony orchestra.

## About the CD

The CD in this book contains many types of files. Use any audio player to play the recordings. Open the CD with a computer to access the other types of files. You may need to install a PDF reader such as Adobe Acrobat to view PDF files. Visit [get.adobe.com/reader](http://get.adobe.com/reader) for more information and a free download.

## Finding Great Recordings

This book also has a companion website, located at <http://music4you.lorenz.com/orchestra.html>. Through this portal, you can access great performances of the classical music referenced in this book. They are available for purchase from NAXOS and its affiliate labels, and most can be downloaded or streamed. It is our hope that this resource helps you to find high-quality recordings to use in your classroom, without spending your valuable planning time searching for the best one.



# INTRODUCING ORCHESTRA VOCABULARY

## Materials

- Orchestra Flashcards (CD)
- Word Scramble (page 14)
- Orchestra Vocabulary Assessment (page 16)
- Matching Terms Challenge (page 15)



**Objective:** Students will discuss and define orchestra vocabulary words.

*For your convenience, you can either copy student pages directly from this book, or print them from the CD.*

## Before You Begin

Print the orchestra flashcards (front and back) in color or black and white. For extra durability, print them on cardstock and laminate them.

## Directions

1. Play an exciting piece of orchestral music as your students enter the classroom. Visit <http://music4you.lorenz.com/orchestra.html> to download or stream Artie Almeida's recommended recordings.
2. Display an orchestra flash card.
3. Call on a student to read the word. Assist with pronunciation if necessary.
4. Read the definition on the back of the card. Discuss. Invite students to share what they already know about the vocabulary words.
5. Continue in this manner with the remaining flash cards.

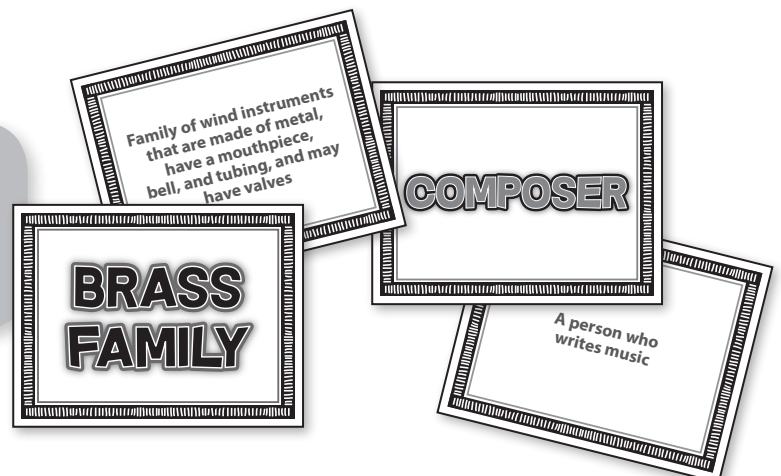
After you've introduced all of the vocabulary words, use these variations to reinforce your students' knowledge:

1. Show each card and ask a student to define the vocabulary word.
2. Read the definition and choose a child to name the word that was defined.
3. Use the Orchestra Word Scramble to review vocabulary and help students to remember the words.

## Assessment

1. Use the fill-in-the-blank Orchestra Vocabulary Assessment to review the terms, or as an informal assessment piece.
2. For a more formal assessment, perhaps at the end of your orchestra unit, use the Matching Terms Challenge.

*Come back to the instrument flash cards as many times as you like over the course of your unit, using them to reinforce students' understanding of the vocabulary terms.*



# ORCHESTRA CONCENTRATION

## Materials

- Orchestra Concentration Cards (CD)



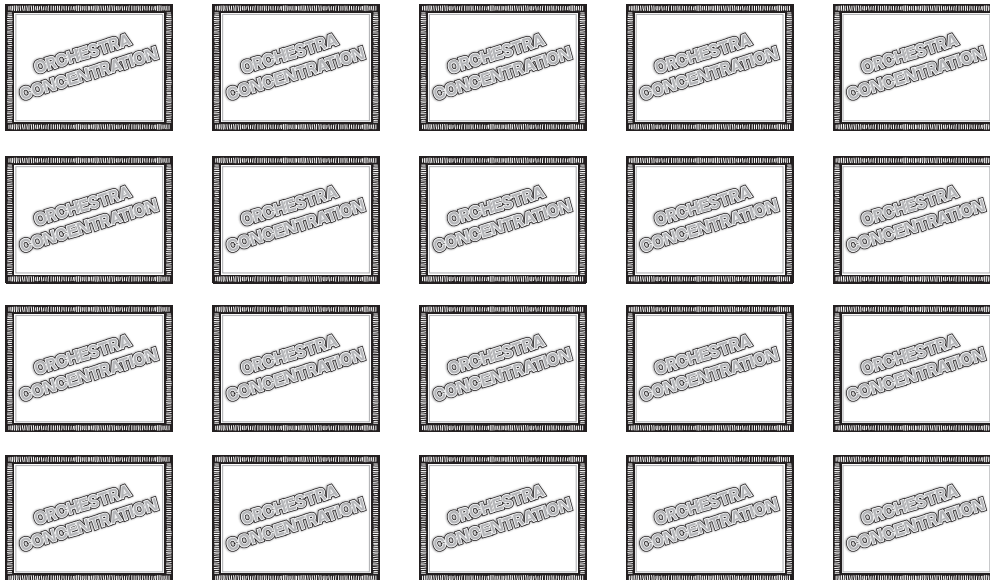
**Objective:** Students will identify and define orchestra vocabulary words.

## Before You Begin

Print the Orchestra Concentration Cards on both sides, so that each card has the Orchestra Concentration logo on one side and a word or definition on the other side. For extra durability, you could print them on cardstock and laminate them.

## Directions

1. Play an exciting piece of orchestral music as your students enter the classroom. Visit <http://music4you.lorenz.com/orchestra.html> to download or stream Artie Almeida's recommended recordings.
2. Place the *Orchestra Concentration* cards face down on the classroom floor in four rows of five cards each (see diagram below). Position students around the cards, on the floor or in chairs, so that everyone can see each card.



3. Divide students into two teams.
4. A student from Team One chooses two cards to turn over. If they are a match (orchestra vocabulary word and correct definition) the team scores a point. If the cards do not match, they should be turned back over.
5. A player from Team Two chooses two cards and tries to make a match.
6. Play proceeds in this manner until only two cards are left on the floor. The teacher then picks up the two remaining cards and displays, as well as reads aloud, the card that contains the definition. The student must state the correct vocabulary word, earning two points since it's more difficult. If this student chooses an incorrect word, the other team gets a chance to earn the two points.

## INSTRUMENT FAMILIES: SHOW WHAT YOU KNOW!

The instruments of the orchestra are listed in the Word Bank below.  
Write each instrument's name in the correct instrument family section.

### Word Bank

trumpet  
bass drum  
cello  
xylophone  
gong  
guitar

oboe  
viola  
bassoon  
saxophone  
tuba

cymbals  
string bass  
euphonium  
piano  
piccolo

French horn  
clarinet  
harp  
snare drum  
glockenspiel

trombone  
timpani  
violin  
flute  
chimes

### String Family

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



### Brass Family

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Woodwind Family

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



### Percussion Family

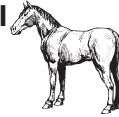
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

# OVERTURE FROM WILLIAM TELL

by Gioachino Rossini

## Materials

- Recording of the overture from Rossini's opera *William Tell*  
(Visit <http://music4you.lorenz.com/orchestra.html> to find a suggested recording.)
- Form Chart (CD)
- Stick Horses
- Family Musical Moment (CD)



**Objective:** Students will demonstrate their awareness of form while riding stick horses to a legendary musical work.

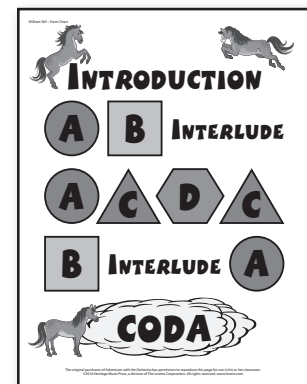
“One day a girl came up to me and she said, “Dr. A., do you know what my favorite music is? *William Tell*. I love that music. I had a sleepover at my house this weekend with my friend and we painted on the ceiling with flashlights to *William Tell*.” What a wonderful thing to hear from a student. Many of my students don’t grow up hearing classical music in their homes, but that doesn’t mean they don’t enjoy it once they get to know it. They certainly certainly can’t pick something as their favorite if they were never exposed to it! They just need a chance to hear it and interact with it in a child-friendly way. Who knows—they may pick their “favorite music” over more time with their electronics.”

## Before You Begin

This lesson works best if you have a stick horse for every student. I like the horses with the fuzzy heads that you can buy at discount stores, as well as the noodle-ponies that are shown on the internet. You can also make your own with two poster board horse heads, one taped to each side of a yardstick. The first time I made a set of stick horses, I covered the poster board in colorful wrapping paper of all different different designs. They sure were some cute horsies!

## Directions:

1. Use the form visual to describe the form of this music. Talk about how the students will move the same way every time they hear the A music. Play the music, pointing to each section it plays.
2. Arrange your students in circles, leaving enough free space for each circle to move without bumping into others. You can put a circle inside of another circle to maximize space.
3. Give a horse to each student.
4. Practice each step of the routine below without using the music.



## Introduction

Pawing ground, smoothing mane, flexing muscles, "Neigh..."

## A Section (0:14)

Trotting to the right around the circle, heads up high on measure 4, then turn. Trot to the left four measures.

## B Section (0:26)

Step into circle 4 beats, look at all your horsey friends.

Step back out of circle 4 beats, look at your rider.

## Repeat

## Interlude (0:39)

Pawing ground, smoothing mane, flexing muscles, "Neigh..."

## Repeat A Section (0:45)

## C Section (0:58)

Staying in place in the circle, leap on accented notes. Kick up heels while turning in place. (I call these "silly circles".)

## Repeat

## D Section (1:10)

Eat snacks from rider's pocket, then drink water. 8 beats each, 4 times.

## Repeat C Section (1:32)

## Repeat B Section (1:45)

## Repeat Interlude (1:57)

## Repeat A Section (2:03)

## Coda

2:15—Leap over fence, then gallop freely through pasture.

2:22—Freeze! Look fearful. "Uh-oh! Did I hear coyotes?"

2:25—On each of four big chords, raise horse heads high to check north, south, east, and west.

2:32—Cheer! "No coyotes! Yay! Neigh..." Bounce happily in place.

2:35—Gallop freely through pasture.

2:41—Freeze! Look fearful. "Uh-oh! Did I hear coyotes?"

2:44—On each of four big chords, raise horse heads high to check north, south, east, and west.

2:50—Cheer! "No coyotes! Yay! Neigh..." Bounce happily in place.

2:54—Bounce in place until the next theme starts.

3:00—Big four-beat "Neigh..."

3:02—Free gallop and leap throughout room, but begin to tire. At the end of the piece, yawn, stretch, sink down to sleep on the last note, then snore.

5. After practicing all of the movements, play the music and call out directions to keep students moving with the music. The movements will fit so naturally with the sounds that you may not need to tell them every step.
6. Practice a few times until students have become independent with the movements.
7. Give your students a Family Musical Moment strip as they leave.

## FAMILY MUSICAL MOMENT

Today in music class we listened to "Overture" from the opera *William Tell* by Gioachino Rossini. Our instructional focus included form with repeating sections like this one (ABACDCBA). We activated the lesson with stick horses. Share a musical moment with your child by downloading this exciting piece of music and listening to it together. To download the recording we used along with other wonderful recordings from NAXOS and its affiliate labels, visit [music4you.lorenz.com/orchestra.html](http://music4you.lorenz.com/orchestra.html).

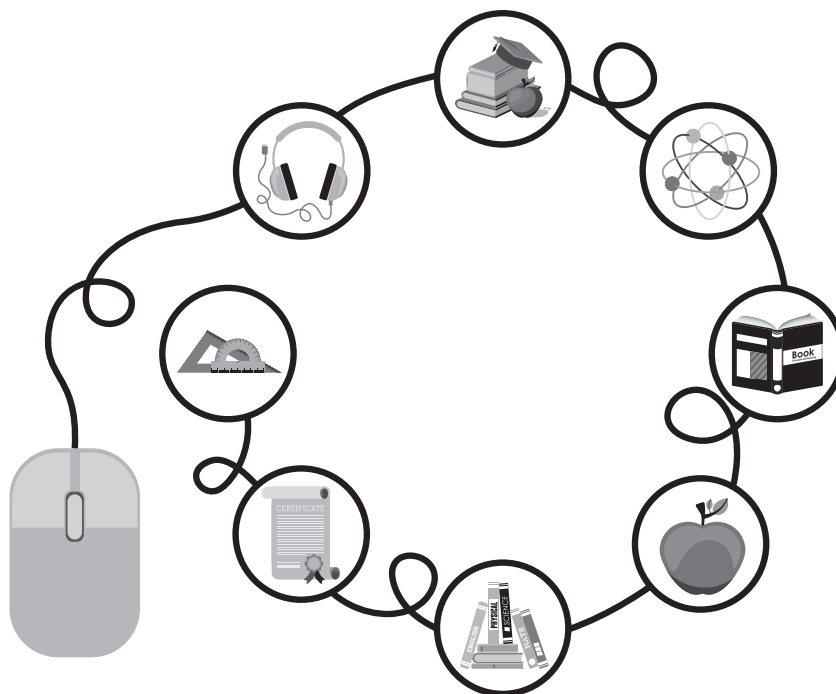


# WHAT'S A WEBVISIT?

Extend the walls of your music classroom by taking your students on WebVisits. A WebVisit is simply a class visit to an educational website. There are a multitude of exciting destinations on the internet and the knowledge to be gained is often not available to our children via our existing classroom resources.

You will need a computer with internet access in order to take WebVisits. A projector or large monitor will enhance the experience, but WebVisits can still be successful if the ideal equipment is not available. I have even taken the class on WebVisits with students gathered together on the floor in front of my small computer screen. While the situation was not ideal, the material was still interesting and informative, and children enjoyed the experience. Don't forget the school's computer lab! If your school has one, gaining access may be as easy as asking for a time to use it. Then, these WebVisits could be done with each child at his or her own computer as you guide from a main station.

I will often choose an informative site on the internet and visit it for a number of consecutive lessons, each time exploring a different component of the Web site. The visits are usually about 10 minutes in length, leaving plenty of time in the lesson for other activities. I often add a school/home connection component to the lesson by sending home a WebVisit Exploration Page for students and their families to do together. It is motivational to offer extra credit to students who complete the worksheet with a parent, and return it (signed) to the music room. The extra credit might be in the form of a grade enhancement, or you could consider giving school incentives, music stickers or some other such reward. If students are allowed to work on their own in the computer lab during the school week, perhaps you could have a number of WebVisit Exploration Pages available there for independent study.







# BRASS QUINTET WEBVISIT

Canadian Brass: Flight of the Bumblebee  
[www.youtube.com/watch?v=xZO5KTJTwhE](http://www.youtube.com/watch?v=xZO5KTJTwhE)

## Materials

- Computer with internet access
- Projector or interactive board (optional)
- Family WebVisit (CD)



A brass quintet, the most familiar of brass ensembles, consists of two trumpets, French horn, trombone and tuba. This internationally acclaimed brass quintet, The Canadian Brass, is known for their virtuosic playing, imaginative arrangements, stage presence and rapport with their audiences. Their concerts include a wide variety of musical genres, as well as entertaining dialogue and theatrical effects.

Two fun facts for the students are (1) their concert attire consists of formal clothing and white running shoes, and (2) their instruments are all plated in 24 karat gold.

This 1:59 video is a wild ride for the brass players and the audience. The parts are extremely difficult and the tempo is vivace! The first trumpet player is playing on a piccolo trumpet, which is a smaller, higher version of a trumpet. The second trumpet player is playing on a trumpet of the most common size, the B-flat trumpet. In this WebVisit, my students are always captivated by the look of the tuba, with its dark bell. It is a black carbon fiber bell on a gold-plated tuba.

The Introduction allows the students to hear trills being played on each instrument, beginning with the tuba and moving in turn to the higher instruments. The famous bumblebee melody starts in the trumpet part at 0:25 and is passed around to the various instruments. At 1:08, note the amazing agility of the trombone player who plays the rapid melodic lines with a slide, not having the technical advantage of valves for fast passages. A bit of silliness in the Coda gives the children a laugh, as the piccolo trumpet player becomes a vocalist for the final note.

There are many videos that have been uploaded to YouTube by The Canadian Brass. In addition to *Flight of the Bumblebee*, your students would also enjoy *Toccata and Fugue in d minor* as well as *Amazing Grace*, which starts with a bluesy cornet solo and finishes in an exciting Dixieland style.

## Family WebVisit

After you've completed these activities, print the Family WebVisit page on the CD and send it home with students. The Family WebVisit will help students share what they've learned with their families, and give them a little more time to explore an educational website. I like to give extra credit when students bring back a completed form, signed by a family member.

<p>Dear Family Members,</p> <p>Today in music we focused on the brass family. We learned about a brass quintet called The Canadian Brass. They were featured playing with white running shoes for their concert. They also play very exciting music.</p> <p>Please visit <a href="http://www.canadianbrass.com/watch?v=xZO5KTJTwhE">http://www.canadianbrass.com/watch?v=xZO5KTJTwhE</a> to experience The Canadian Brass.</p> <p>Can you identify the brass instruments you see?</p>
<p>Students,</p> <p>Take your center on a musical <i>Upbeat</i>!</p> <p>Complete this page, have your parent or guardian sign it, and return it to the music room for your reward.</p>
<p><b>Family Music WebVisit: Brass Quintet</b></p> <p>Who went on the WebVisit? _____</p> <p>Date and time of visit _____</p> <p>Child's favorite part of website _____</p> <p>Adult's favorite part of website _____</p> <p>Parent/Guardian Signature _____</p> <p><small>We thank you for your interest in our educational program. Your participation helps us to provide the best possible learning experience for our students.</small></p>