

PERCORSO

2

Discover musical instruments

di Maura Zini

- **Riferimento al testo base:**

G. Duci, *Musica in pratica*, volume *Teoria e pratica*, sezione 3, capitolo 8, "Strumenti e organici musicali", pp. 278-318

- **Destinatari:**

Scuola secondaria di Primo grado, classe 2^a

- **Liv. linguistico:**

A2

Warming up - Check your knowledge

1a. Listen carefully to these songs because we'll talk about them together.

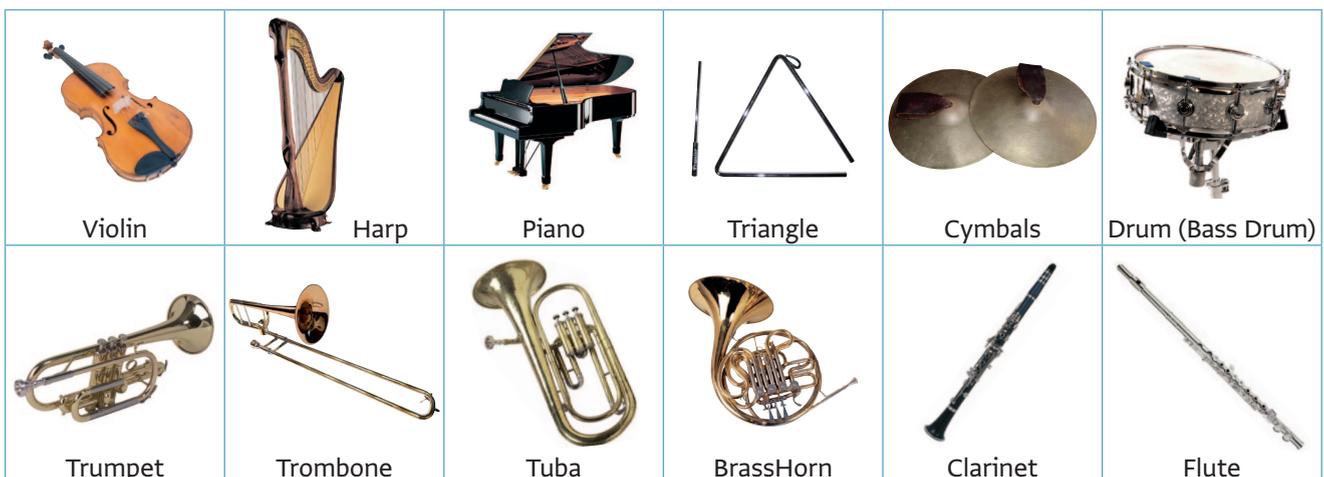
- a. Pink Floyd - *Dark side of the moon*
- b. Dire Straits - *Tunnel of love*
- c. Lionel Richie - *All night long*
- d. The London Symphony Orchestra - *Thriller* (Jackson cover)
- e. Johann Sebastian Bach - *Toccatà and fugue in D minor, BWV 565*

1b. Let's now reflect on the songs you have just listened to.

1. Do you know these songs?
2. Can you hear that these pieces belong to different music genres? Do you recognise any of them?
3. Can you identify any musical instruments?
4. Which of these songs or pieces do you prefer? Why? For the rhythm? For the musical instruments used? For the emotions they aroused?
5. Of all the pieces you listened to, do you think any have got pop music? Jazz? Blues? Symphony music? Rock? If so, which?

Task. Sounds from the orchestra: the instruments

2a. Oral activity. Pay attention to these new words related to the main musical instruments: **Trumpet, Violin, Harp, Piano, Drum or Bass Drum, Clarinet, Flute, Horn, Trombone, Tuba, Triangle, Cymbals.** Look at the pictures of these instruments.



2b. Listening activity. Now look for the Disney cartoon *Toot whistle plunk and boom* and pay attention to the traditional classification that divides musical instruments into four basic types: brass, woodwinds, strings, and percussion.

2c. Matching activity. Try to match each instrument with its family.



2d. Build up your vocabulary. From now until the end of CLIL module, write in your notebooks a glossary followed by example sentences with the new words and adjectives.

Vocabulary:

Orchestra, Woodwinds, Brass, Percussion, Band, Horn, Brasshorn, Reed pipe, Strings, Rod, Blow, Trumpet, Violin, Harp, Piano, Drum or Bass Drum, Clarinet, Flute, Trombone, Tuba, Triangle, Cymbals.

Homework

- 3. Build up your vocabulary and solve this matching exercise. Discover the meaning of the words in bold and write the number with the correct answer (use a dictionary).**

TRUMPET:

1. A **stringed** musical instrument (part of the classic symphony orchestra) that is **struck** with the **fingers** and consists of a wooden frame with multiple strings.
2. A blow musical instrument.
3. A percussion instrument.

CLARINET:

1. A musical instrument in the brass family.
2. A percussion instrument.
3. It's a family of woodwind instruments that have a **single-reed**.

HARP:

1. A percussion instrument consisting of one membrane that is **struck** directly with hands or with a **drumstick**.
2. A brass instrument.
3. A **stringed** musical instrument (part of the classic symphony orchestra) that is stroked with the fingers and consists of a wood frame with multiple strings.

VIOLIN:

1. String instrument.
2. A four-string musical instrument, generally played with a **bow**.
3. A woodwind instrument.

TUBA:

1. A musical instrument of the woodwind family.
2. A brass and blow instrument like a big trumpet.
3. A percussion musical instrument.

DRUM:

1. A circular percussion instrument with a membrane.
2. A **hollow** brass cylindrical instrument.
3. A concave plate of brass or bronze that produces a **sharp, ringing sound** when struck: played either in pairs or **singly**.

FLUTE:

1. A musical instrument in the woodwind family.
2. A hollow brass cylindrical instrument.
3. A woodwind musical instrument that has a very melodious sound.

CYMBAL:

1. Material of a tubular form.
2. A brass instrument.
3. A percussion instrument consisting of a circular, **flat** or concave metal **plate**.

Pre-task: build up your vocabulary!

- 1a.** Come to the IWB and show your homework.
- 1b.** Come to the IWB and search on the Internet (Google Image) the pictures that correspond to these words: *stroke, fingers, flat, plate, hollow, bow, struck, string, drumstick.*

Task. Musical instruments

- 2a.** **Group work** - The teacher divides the class into five groups. Each group reads a brief description of this classification: group 1: Idiophones; group 2: Membranophones; group 3: Chordophones; group 4: Aerophones; group 5: Electrophones.

Hornbostel and Sachs invented a system to classify all musical instruments and now this is the system of musical instrument classification used today. The Hornbostel-Sachs system identifies five categories of instruments: Aerophones, Chordophones, Idiophones, Membranophones, Electrophones.

Aerophones: produce a sound by the vibration of air. The two main families of aerophones are woodwind and brass instruments.

Chordophones are part of the string instruments family.

Electrophones are the newest category of instruments. Electrophones produce an electronic sound.

The two main families of electrophones are electronic instruments and amplified acoustical instruments.

Membranophones: produce sound when a stretched skin (membrane) vibrates. Different materials can be used to make membranophone instruments, including wood, metal, or ceramics.

Idiophones: produce a sound by the vibration of the actual instrument itself. This category belongs to the percussion family.

- 2b.** **Group work** - Find two instruments for each family and write a brief description of each instrument using the words and the adjectives below.

- Produce sound by the vibrating of strings.
- To make the sounds: pluck, bow or strike the strings.
- This is done by a pick, bow or the musician's hand.
- Amplified acoustical instruments.

- May have definite or indefinite pitch.
- Different materials can be used to make membranophones, including wood, metal, or ceramics.
- Use air and the lips to vibrate.
- Some keyboard instruments also use air as
- Can be struck, rubbed, shaken or plucked.

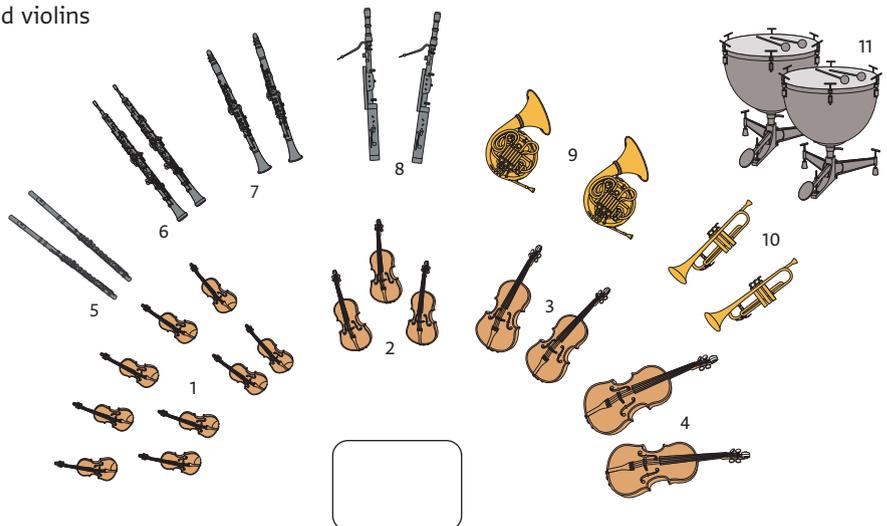
- 2c. Group work - Guessing game: guess the name of one of the instrument families proposed by the other groups with its specific description.**

Homework

- 3. Sounds from the orchestra. Go onto the website indicated by the teacher and get experience with the sounds from the orchestra.**

ORCHESTRA CLASSICA

1. First and second violins
2. Violas
3. Cellos
4. Basses
5. Flutes
6. Oboes
7. Clarinets
8. Bassoons
9. French Horns
10. Trumpets
11. Kettle drums



Warming up

1. **Pair work - Memory Game:** play with the flash-cards handed out by the teacher.

Task

2. **Group work - The teacher divides the class into groups and explains the game “Guess the instruments of the orchestra”.**

To answer use these sentences:

It is an *Aerophone/Chordophone/Electrophone/Membranophone/Idiophone of the H-S Family or Brass/Woodwinds/String/Percussion* musical instrument.

It is an *arc/reed/wind instrument/brass/wood/string...*

Is used in *jazz/rock/pop/symphonic...* music.



Homework. Create your own personal matching game

3. **Go onto the following websites and create your Matching Game with at least 8 sentences.**
 - <http://worksheets.theteacherscorner.net/make-your-own/match-up/>
 - www.toolsforeducators.com/boardgames/music1.php

Homework revision

- Come to the IWB and show your homework.**
Evaluate your classmates' homework using the following reference table.

| POINT | EVALUATE |
|-------|--|
| 4-5 | for tasks with grammatical and/or lexical and/or musical mistakes with text unclear |
| 6-8 | for tasks with some lexical/grammatical and/or musical mistakes but with a sufficiently clear text |
| 9-10 | text with only a few imperfections but clear |

Pre-task. Guess the instruments in a song

- Group work** - The teacher divides the class into two groups. Each group tries to identify the instruments heard.

First group. The 2 songs are:
Under the sea, Mission complete version

Second Group. The 2 songs are:
The bear necessities from The jungle book, Mission complete version

The students can visit this website to get help:
www.imit.org.uk/pages/a-to-z-of-musical-instrument.html

Task. Make a cartoon story

- Create a storytelling.** In five groups invent a story to describe the musical instruments as in the Disney Cartoon Video. Use the vocabulary you have learned so far.
