

Teaching Musical Instruments in Kindergarten

Grade Level or Special Area: Kindergarten

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Length of Unit: 10 days (nine lessons plus a Culminating Activity, 30 minutes each)

I. ABSTRACT

This unit will give students an opportunity to explore with and listen to the sounds of various instruments. Students will also make instruments representing the elements of percussion, string and wind.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an understanding for a variety of musical instruments. (adapted from the Colorado State Standards for Music – Standard 2)

B. Content from the *Core Knowledge Sequence*

1. Listening and understanding music, p. 15

C. Skill Objectives

1. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
2. Be able to group these instruments by type: percussion, string and wind.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, Jr. E.D. and Holdren, John. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. 0-385-31841-3, pp. 176 – 177.
2. Editors of Scholastic Inc. *Scholastic Children's Dictionary*. New York: Usborne Publishing Ltd., 1996. 0-590-25271-2.

B. For Students

1. Core Knowledge Foundation. *Core Knowledge Preschool: Content and Skill Guidelines for Preschool*. Core Knowledge Foundation. Charlottesville, VA. 1997. 1-8905/7-21-6, pp. 85 – 90.

IV. RESOURCES

- A. Core Knowledge Foundation. *Core Knowledge Sequence: Content Guidelines For Grades K-8*. Core Knowledge Foundation. Charlottesville, VA. 1999. 1-890517-20-8. (all lessons)
- B. Core Knowledge Foundation. *Core Knowledge K-8 Guide: A Model Monthly Topic Organizer*. Core Knowledge Foundation. Charlottesville, VA. 2000. 1-890517-26-7. (all lessons)
- C. Hirsch, Jr. E.D. and Holdren, John. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. 0-385-31841-3. (all lessons)
- D. Core Knowledge Foundation. *Core Knowledge Preschool: Content and Skill Guidelines for Preschool*. Core Knowledge Foundation. Charlottesville, VA. 1997. 1-8905/7-21-6. (all lessons)
- E. Oates, E. H. *Making Music: 6 Instruments You Can Create*. New York: HarperCollins, 1995. 0-06-021478-3. (all lessons)
- F. Danes, E. *The Usborne First Book of Music*. Oklahoma: EDC Publishing, 1994. 0-7460-1329-9. (all lessons)
- G. Editors of Scholastic Inc. *Scholastic Children's Dictionary*. New York: Usborne Publishing Ltd., 1996. 0-590-25271-2. (all lessons)

- H. Edwards, Bill. *Watch Me Play Guitar*. Amer Council for an Energy, 1997. 0962477052. (Lesson One)
- I. The Acoustic Guitars. *Out of the Blue*. STUNT, 2000. 5709001195078. (Lesson 1)
- J. McPhail, David M. *Mole Music*. Holt, Henry Books for Young Readers, 2001. 0805067663. (Lesson Two)
- K. Midori. *Tchaikovsky, Shostakovich: Violin Concertos*. Sony, 1998. 74646833827. (Lesson Two)
- L. Miller William. *The Piano*. Lee & Low Books, Inc. 2000. 1880000989. (Lesson Four)
- M. Hill Peter. *Stravinsky: Piano Music..* NAXOS 2000. 730099487122. (Lesson Four)
- N. Francis Panama. *David gets his Drum*. Marshall Cavendish Inc. 2002. 0761450882. (Lesson Five)
- O. Great Lakes Indians. *Honor the Earth Powwow: Songs of the Great Lakes Indians*. RYKODISC 1991. 14431019920. (Lesson Five)
- P. Eversole Robyn Harbert. *The Flute Player: La Flutista*. Scholastic 1995. 0531087697. (Lesson Seven)
- Q. Wind Riders. *Wind Riders: The Renaissance of the Native American Flute*. ARC MUSIC 2001. 7430371662225. (Lesson Seven)
- R. Hausherr, Rosemarie. *What Instrument Is This?* Scholastic, Inc. 1992. 0590446444. (Culminating Activity)

V. LESSONS

Lesson One: Learning About the Guitar (30 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.
 - 2. Lesson Content
 - a. Listening to and understanding music.
 - 3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.
- B. *Materials*
 - 1. Picture of a guitar
 - 2. Tape or CD of guitar music (I use 'Out of the Blue' by The Acoustic Guitars)
 - 3. Tape recorder or CD player
 - 4. Book: *Watch Me Play Guitar* by Bill Edwards
 - 5. A copy of Appendices A and G for each student
 - 6. Three 5 inch pieces of string for each student
 - 7. Glue and pencils
 - 8. Toy guitar(s)
 - 9. A guest that will bring a guitar to play for the students (I invite high school students from the local high school band)
- C. *Key Vocabulary*
 - 1. Guitar – a musical instrument with strings that you pluck or strum
 - 2. Pluck – to play notes on a string instrument by pulling on the stings with your fingers
 - 3. Strum – to play a string instrument by brushing your fingers over the strings
 - 4. String instrument – an instrument with strings that you can bow, pluck or strum
- D. *Procedures/Activities*
 - 1. Begin with students sitting at their desks.

2. Say, "Today we are going to learn about an instrument. I'm going to play a tape recording of this instrument and then we will talk about what the instrument is."
3. Play a few minutes of the tape.
4. Ask, "Does anyone have any idea what the instrument is that we just listened to?" Give students time to answer.
5. Say, "The instrument we just listened to is a guitar."
6. Define 'guitar' from the *Key Vocabulary* words.
7. Ask, "Who has seen, heard or played a guitar before?" Give students time to answer.
8. Show students the picture of a guitar.
9. Say, "This is a picture of a guitar. A guitar belongs to the group of instruments called string instruments."
10. Define 'string instruments' from the *Key Vocabulary* words.
11. Ask, "Why do you think a guitar is called a string instrument?" Give students time to answer.
12. Say, "A guitar is a string instrument because it has strings you can pluck or strum."
13. Define 'pluck' from *Key Vocabulary* words.
14. Define 'strum' from *Key Vocabulary* words.
15. Say, "Let's read a book about a guitar. The title of the book is *Watch Me Play Guitar*. The author is Bill Edwards."
16. Pass out a copy of Appendix A and three strings to each student. Have students glue the three strings onto the guitar.
17. Introduce the guest you have brought in to visit with the students.
18. Have the guest:
 - a. Hold up their guitar for the students to see.
 - b. Show and talk about the different parts of the guitar.
 - c. Show students how to hold the guitar to play it.
 - d. Show students the difference between plucking and strumming the strings of the guitar.
 - e. Play a couple of songs on the guitar for the students to hear.
 - f. Answer questions from students.
19. Pass out a copy of Appendix G to each student. Play a short section from the tape or CD: 'Out of the Blue' by The Acoustic Guitars. Have students circle the picture of the instrument they just listened to.
20. Place the toy guitar(s) in the music area for the students to play with during center time.
21. Hang up the picture of the guitar in the music center.
22. Place the tape or CD (and player) in the music center so students may listen to it during center time.

E. *Assessment/Evaluation*

1. Teacher observation
2. Class discussion
3. Appendix G
4. Appendix H – Checklist for Lesson 1

Lesson Two: Learning About the Violin (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.

2. Lesson Content
 - a. Listening to and understanding music.
 3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.
- B. *Materials*
1. Picture of a violin
 2. Tape or CD of violin music (I use 'Tchaikovsky, Shostakovich: Violin Concertos' performed by Midori)
 3. Tape recorder or CD player
 4. Book: *Mole Music* by David M. McPhail
 5. A copy of Appendices B and G for each student
 6. One 6 inch piece of string per student
 7. Glue and pencils
 8. Toy violin(s)
 9. A guest that will bring a violin and play for the students (I invite high school students from the local high school band)
- C. *Key Vocabulary*
1. Violin – a musical instrument with four strings, played with a bow
 2. String instrument – an instrument with strings that you can bow, pluck or strum
 3. Bow – a long flat piece of wood with horsehair attached to it, used for playing string instruments
- D. *Procedures/Activities*
1. Begin with students sitting at their desks.
 2. Say, "Today we are going to learn about an instrument. I'm going to play a tape recording of this instrument and then we will talk about what the instrument is."
 3. Play a few minutes of the tape.
 4. Ask, "Does anyone have any idea what the instrument is that we just listened to?" Give students time to answer.
 5. Say, "The instrument we just listened to is a violin."
 6. Define 'violin' from the *Key Vocabulary* words.
 7. Ask, "Who has seen, heard or played a violin before?" Give students time to answer.
 8. Show students the picture of a violin.
 9. Say, "This is a picture of a violin. A violin belongs to the group of instruments called string instruments."
 10. Define 'string instruments' from the *Key Vocabulary* words.
 11. Ask, "Why do you think a violin is called a string instrument?" Give students time to answer.
 12. Say, "A violin is a string instrument because it has strings you can bow."
 13. Define 'bow' from the *Key Vocabulary* words.
 14. Say, "Let's read a book about a violin. The title of the book is *Mole Music*. The author is David M. McPhail."
 15. Pass out a copy of Appendix B and a piece of string to each student. Have students glue the string onto the bow.
 16. Introduce the guest you have brought in to visit with the students.
 17. Have the guest:
 - a. Hold up their violin for the students to see.
 - b. Show and talk about the different parts of the violin.

- c. Show students how to hold the violin to play it.
 - d. Talk with student about the bow.
 - e. Play a couple of songs on the violin for the students to hear.
 - f. Answer questions from students.
18. Pass out a copy of Appendix G to each student. Play a short section from tape or CD: 'Tchaikovsky, Shostakovich: Violin Concertos' performed by Midori.' Have students circle the picture of the instrument they just listened to.
 19. Place the toy violin(s) in the music area for the students to play with during center time.
 20. Hang up the picture of the violin in the music center.
 21. Place the tape or CD (and player) in the music center so students may listen to it during center time.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Class discussion
 3. Appendix G
 4. Appendix I – Checklist for Lesson 2

Lesson Three: Let's Make a String Instrument (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.
 2. Lesson Content
 - a. Listening to and understanding music.
 3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.
- B. *Materials*
1. A small juice box for each student
 2. Rubber bands of various sizes (four per juice box)
 3. Permanent marker
 4. Note to parents about safety rules concerning rubber bands
 5. Knife
 6. Scissors
 7. Pencil
- C. *Key Vocabulary*
1. String instrument – an instrument with strings that you can bow, pluck or strum
- D. *Procedures/Activities*
1. Prepare juice boxes for students. (Cover any holes in the juice box with tape. Cut a 1-inch hole on the bottom half of the front of the box.)
 2. Write a note to parents concerning safety about rubber bands. (Example: Remind children not to shoot the rubber bands or put them in their mouth. Remind them to keep their instrument away from younger siblings.)
 3. Begin with students sitting at their desks.
 4. Ask, "What is a string instrument?" Give students time to answer.
 5. Define 'string instrument' from the *Key Vocabulary* words.
 6. Say, "We have talked about two types of string instruments."
 7. Ask, "What are the two string instruments we have discussed in class?" Give students time to answer.

8. Ask, "What can you tell me about the guitar?" Give students time to answer.
 9. Review details learned about the guitar.
 10. Ask, "What can you tell me about the violin?" Give students time to answer.
 11. Review details learned about the violin.
 12. Say, "Today we are going to make a string instrument that you can take home."
 13. Pass out a prepared juice box and four rubber bands of various sizes.
 14. Explain rules regarding rubber bands. Example: you are not allowed to shoot the rubber bands, put them in your mouth. Keep your instrument away from younger siblings.
 15. Say, "Stretch the four rubber bands over the box so that they are stretched over the cut out hole." Walk around and help students as needed.
 16. Tape the rubber bands on the box using duct tape.
 17. Write student's name on the side of their box with a permanent marker.
 18. Say, "Now your new instrument is ready to play."
 19. Give students time to play with their new instruments.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Class discussion

Lesson Four: Learning About the Piano (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.
 2. Lesson Content
 - a. Listening to and understanding music.
 3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.
- B. *Materials*
1. Picture of a piano
 2. Tape or CD of piano music (I use 'Stravinsky: Piano Music' performed by Peter Hill)
 3. Tape recorder or CD player
 4. Book: *The Piano* by William Miller
 5. A copy of Appendices C and G for each student
 6. Crayons and pencils
 7. Toy piano(s)
 8. A guest that will bring an electric key board and play for the students (I invite high school students from the local high school band)
- C. *Key Vocabulary*
1. Piano – a large keyboard instrument that produces musical sounds when the keys are pressed
 2. Piano keys – one of the black or white bars that you press on a piano
 3. Electric keyboard – an instrument that has keys like a piano
 4. Percussion instrument – an instrument that you bang on to make sounds
- D. *Procedures/Activities*
1. Begin with students sitting at their desks.
 2. Say, "Today we are going to learn about an instrument. I'm going to play a tape recording of this instrument and then we will talk about what the instrument is."

3. Play a few minutes of the tape.
4. Ask, "Does anyone have any idea what the instrument is that we just listened to?" Give students time to answer.
5. Say, "The instrument we just listened to is a piano."
6. Define 'piano' from the *Key Vocabulary* words.
7. Ask, "Who has seen, heard or played a piano before?" Give students time to answer.
8. Show students the picture of a piano.
9. Say, "This is a picture of a piano. A piano belongs to the group of instruments called percussion instruments."
10. Define 'percussion instruments' from the *Key Vocabulary* words.
11. Ask, "Why do you think a piano is called a percussion instrument?" Give students time to answer.
12. Say, "A piano is a percussion instrument because you press (bang) on the piano keys to make sound."
13. Define 'piano keys' from the *Key Vocabulary* words.
14. Say, "Let's read a book about a piano. The title of the book is *The Piano*. The author is William Miller."
15. Pass out a copy of Appendix C to each student. Have students draw a picture of a piano keyboard.
16. Introduce the guest you have brought in to visit with the students.
17. Have the guest:
 - a. Hold up the keyboard for the students to see.
 - b. Define 'key board' from the *Key Vocabulary* words.
 - c. Talk about the way an electric keyboard and a piano are the same and different.
 - d. Explain that a piano is too big to bring into the classroom.
 - e. Show and talk about the different parts of the electric keyboard.
 - f. Play a couple of songs on the electric keyboard for the students to hear.
 - g. Answer questions from students.
18. Pass out a copy of Appendix G to each student. Play a short section from tape or CD: 'Stravinsky: Piano Music' performed by Peter Hill.' Have students circle the picture of the instrument they just listened to.
19. Place the toy piano(s) in the music area for the students to play with during center time.
20. Hang up the picture of the piano in the music center.
21. Place the tape or CD (and player) in the music center so students may listen to it during center time.

E. *Assessment/Evaluation*

1. Teacher observation
2. Class discussion
3. Appendix G
4. Appendix J – Checklist for Lesson 4

Lesson Five: Learning About the Drum (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.
2. Lesson Content
 - a. Listening to and understanding music.

3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.
- B. *Materials*
1. Picture of a drum
 2. Tape or CD of drum music (I use 'Honor the Earth Powwow: Songs of the Great Lakes Indians')
 3. Tape recorder or CD player
 4. Book: *David Gets A Drum* by Panama Francis
 5. A copy of Appendices D and G for each student
 6. Crayons and pencils
 7. Toy drum(s)
 8. A guest that will bring a drum and play for the students (I have high school students from the local high school band visit)
- C. *Key Vocabulary*
1. Drum – a musical instrument that is hollow inside and makes a loud sound when you hit it
 2. Hollow – if something is hollow it is empty inside
 3. Percussion instrument – an instrument that you bang on to make sounds
 4. Drumsticks – sticks used to hit a drum to make sounds
- D. *Procedures/Activities*
1. Have students sitting at their desks.
 2. Say, "Today we are going to learn about an instrument. I'm going to play a tape recording of this instrument and then we will talk about what the instrument is."
 3. Play a few minutes of the tape.
 4. Ask, "Does anyone have any idea what the instrument is that we just listened to?" Give students time to answer.
 5. Say, "The instrument we just listened to is a drum."
 6. Define 'drum' from the *Key Vocabulary* words.
 7. Define 'hollow' from the *Key Vocabulary* words.
 8. Ask, "Who has seen, heard or played a drum before?" Give students time to answer.
 9. Show students the picture of a drum.
 10. Say, "This is a picture of a drum. A drum belongs to the group of instruments called percussion instruments."
 11. Define 'percussion instruments' from the *Key Vocabulary* words.
 12. Ask, "Why do you think a drum is called a percussion instrument?" Give students time to answer.
 13. Say, "A drum is a percussion instrument because you bang on it to make sound."
 14. Say, "Let's read a book about a drum. The title of the book is *David Gets A Drum*. The author is Panama Francis."
 15. Pass out a copy of Appendix D to each student. Have students draw a picture of a drum and drum sticks.
 16. Introduce the guest you have brought in to visit with the students.
 17. Talk with students about the drumsticks.
 18. Define 'drumsticks' from the *Key Vocabulary* words.
 19. Have the guest:
 - a. Hold up the drum for the students to see.

- b. Show and talk about the different parts of the drum.
 - c. Play a couple of songs on the drum for the students to hear.
 - d. Answer questions from students.
20. Pass out a copy of Appendix G to each student. Play a short section from tape or CD: 'Honor the Earth Powwow: Songs of the Great Lakes Indians'. Have students circle the picture of the instrument they just listen to.
 21. Place the toy drum(s) in the music area for the students to play with during center time.
 22. Hang up the picture of the drum in the music center.
 23. Place the tape or CD (and player) in the music center so students may listen to it during center time.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Class discussion
 3. Appendix G
 4. Appendix K – Checklist for Lesson 5

Lesson Six: Let's Make a Percussion Instrument (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.
 2. Lesson Content
 - a. Listening to and understanding music.
 3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.
- B. *Materials*
1. A small empty coffee can for each student
 2. Two large balloons per student
 3. String
 4. Can opener
 5. Two pencils (unsharpened) per student
 6. Scissors
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Prepare the coffee cans by opening the bottom end with a can opener so that both ends are open.
 2. Cut the open end off each balloon.
 3. Cut two strings for each coffee can that measure around the can leaving enough room to tie.
 4. Begin with students sitting at their desks.
 5. Pass out a coffee can, two balloons and string to each student.
 6. Instruct students to stretch a balloon over one end of the coffee can. Walk around and help students as needed.
 7. Tie the balloon in place with the string.
 8. Repeat steps five and six until all drums are complete.
 9. Say, "The pencils can be used as drum sticks. You can hit your drum with the eraser end of the pencils."

10. Say, "Your new instrument is ready to play."
 11. Give students time to play with their new instruments.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Class discussion

Lesson Seven: Learning About the Trumpet (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.
2. Lesson Content
 - a. Listening to and understanding music.
3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.

B. *Materials*

1. Picture of a trumpet
2. Tape or CD of trumpet music (I use 'Sound of Trumpets' by New York Trumpet)
3. Tape recorder or CD player
4. Book: *Ben's Trumpet* by Rachel Isadora
5. A copy of Appendices E and G for each student
6. Glue, gold glitter and pencils
7. Toy trumpet(s)
8. A guest that will bring a trumpet and play for the students (I have high school students from the local high school band visit)

C. *Key Vocabulary*

1. Trumpet – a wind instrument that makes a loud blaring sound
2. A wind instrument – an instrument that you blow air into it

D. *Procedures/Activities*

1. Begin with students sitting at their desks.
2. Say, "Today we are going to learn about an instrument. I'm going to play a tape recording of this instrument and then we will talk about what the instrument is."
3. Play a few minutes of the tape.
4. Ask, "Does anyone have any idea what the instrument is that we just listened to?" Give students time to answer.
5. Say, "The instrument we just listened to is a trumpet."
6. Define 'trumpet' from the *Key Vocabulary* words.
7. Ask, "Who has seen, heard or played a trumpet before?" Give students time to answer.
8. Show students the picture of a trumpet.
9. Say, "This is a picture of a trumpet. A trumpet belongs to the group of instruments called wind instruments."
5. Define 'wind instruments' from the *Key Vocabulary* words.
10. Ask, "Why do you think a trumpet is called a wind instrument?" Give students time to answer.
11. Say, "A trumpet is a wind instrument because you blow air into it."
12. Say, "Let's read a book about a trumpet. The title of the book is *Ben's Trumpet*. The author is Rachel Isadora."

13. Pass out a copy of Appendices E and G to each student. Have students glue gold glitter onto the mouthpiece of the trumpet.
 14. Introduce the guest you have brought in to visit with the students.
 15. Have the guest:
 - a. Hold up the trumpet for the students to see.
 - b. Show and talk about the different parts of the trumpet.
 - c. Play a couple of songs on the violin for the students to hear.
 - d. Answer questions from students.
 16. Pass out a copy Appendix G to each student. Plays a short section from the tape or CD: 'Sound of Trumpets' by New York Trumpet. Have students circle the picture of the instrument they just listened.
 17. Place the toy trumpets(s) in the music area for the students to play with during center time.
 18. Hang up the picture of the trumpet in the music center.
 19. Place the tape or CD (and player) in the music center so students may listen to it during center time.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Class discussion
 3. Appendix G
 4. Appendix L – Checklist for Lesson 7

Lesson Eight: Learning about the Flute (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.
 2. Lesson Content
 - a. Listening to and understanding music.
 3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.
- B. *Materials*
1. Picture of a flute
 2. Tape or CD of flute music(I use 'Wind Riders: The Renaissance of the Native American Flute')
 3. Tape recorder or CD player
 4. Book: *The Flute Player* by Robyn Harbert Eversole
 5. A copy of Appendices F and G for each student
 6. Glue, silver glitter and pencils
 7. Toy flute(s)
 8. A guest that will bring a flute and play for the students (I invite high school students from the local high school band)
- C. *Key Vocabulary*
1. Flute – a long musical instrument played by blowing air across a hole at one end and fingering keys to change notes
 2. Flute keys – the part of the flute you press to make different sounds
 3. A wind instrument – an instrument that you blow air into it
- D. *Procedures/Activities*
1. Begin with students sitting at their desks.

2. Say, "Today we are going to learn about an instrument. I'm going to play a tape recording of this instrument and then we will talk about what the instrument is."
3. Play a few minutes of the tape.
4. Ask, "Does anyone have any idea what the instrument is that we just listened to?" Give students time to answer.
5. Say, "The instrument we just listened to is a flute."
6. Define 'flute' from the *Key Vocabulary* words.
7. Ask, "Who has seen, heard or played a flute before?" Give students time to answer.
8. Show students the picture of a flute.
9. Say, "This is a picture of a flute. A flute belongs to the group of instruments called wind instruments."
10. Define 'wind instruments' from the *Key Vocabulary* words.
11. Ask, "Why do you think a flute is called a wind instrument?" Give students time to answer.
12. Say, "A flute is a wind instrument because you blow air across a hole at one end."
20. Say, "Let's read a book about a flute. The title of the book is *The Flute Player*. The author is by Robyn Harbert Eversole."
13. Pass out a copy of Appendices E and G to each student. Have students glue gold glitter onto the mouthpiece of the trumpet.
14. Introduce the guest you have brought in to visit with the students.
15. Have the guest:
 - a. Hold up the flute for the students to see.
 - b. Show and talk about the different parts of the flute.
 - c. Define 'flute keys' from the *Key Vocabulary* words.
 - d. Play a couple of songs on the flute for the students to hear.
 - e. Answer questions from students.
15. Pass out a copy of Appendix G to each student. Play a short section from tape or CD: 'Wind Riders: The Renaissance of the Native American Flute.' Have students circle the picture of the instrument they just listened to.
16. Place the toy flutes(s) in the music area for the students to play with during center time.
17. Hang up the picture of the flute in the music center.
18. Place the tape or CD (and player) in the music center so students may listen to it during center time.

E. *Assessment/Evaluation*

1. Teacher observation
2. Class discussion
3. Appendix G
4. Appendix – Checklist for Lesson 8

Lesson Nine: Making a Wind Instrument (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding for a variety of musical instruments.
2. Lesson Content
 - a. Listening to and understanding music.

3. Skill Objective(s)
 - a. Be able to recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, and drum.
 - b. Be able to group these instruments by type: percussion, string and wind.
- B. *Materials*
 1. Two feet of garden hose per student
 2. One funnel per student
 3. Duct tape
 4. Scissors
- C. *Key Vocabulary*
 1. Funnel – an open cone that narrows to a tube, used for pouring something into a container with a narrow neck
- D. *Procedures/Activities*
 1. Begin with students sitting at their desks.
 2. Pass out garden hose and funnels to each student.
 3. Define ‘funnel’ from *Key Vocabulary* words.
 4. Instruct students to insert the small end of the funnel into one end of the garden hose. Walk around and secure the funnels with duct tape.
 5. Instruct the students to coil the garden hose into a circle (so that the end of the hose is facing opposite the funnel) and hold it in place.
 6. Walk around and tape the garden hose into the circular position.
 7. Say, “Your new instrument is ready to play. Just squeeze your lips together and blow into the hose.
 8. Give students time to play with their new instruments.
- E. *Assessment/Evaluation*
 1. Teacher observation
 2. Class discussion

VI. CULMINATING ACTIVITY

- A. Read the book ‘What instrument is this?’ by Rosmarie Hausherr. Review the three different types of instruments: String, Percussion and Wind. Ask students, “What two instruments have we learned about that belong to the group of instruments called String?” Give students time to answer. Repeat the same question using the instrument groups, Percussion and Wind.
- B. Assessment - Using Appendix G, have students circle the string instruments, put an X on the wind instruments, and a square around the percussion instruments.
- C. Take a field trip to your neighborhood high school and listen to the band practice.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Guitar
- B. Appendix B: Violin
- C. Appendix C: Piano
- D. Appendix D: Drum
- E. Appendix E: Trumpet
- F. Appendix F: Flute
- G. Appendix G: Instrument Cards
- H. Appendix H: Checklist for Lesson One
- I. Appendix I: Checklist for Lesson Two
- J. Appendix J: Checklist for Lesson Four
- K. Appendix K: Checklist for Lesson Five
- L. Appendix L: Checklist for Lesson Seven

- M. Appendix M: Checklist for Lesson Eight
- N. Appendix N: Checklists for Culminating Activity

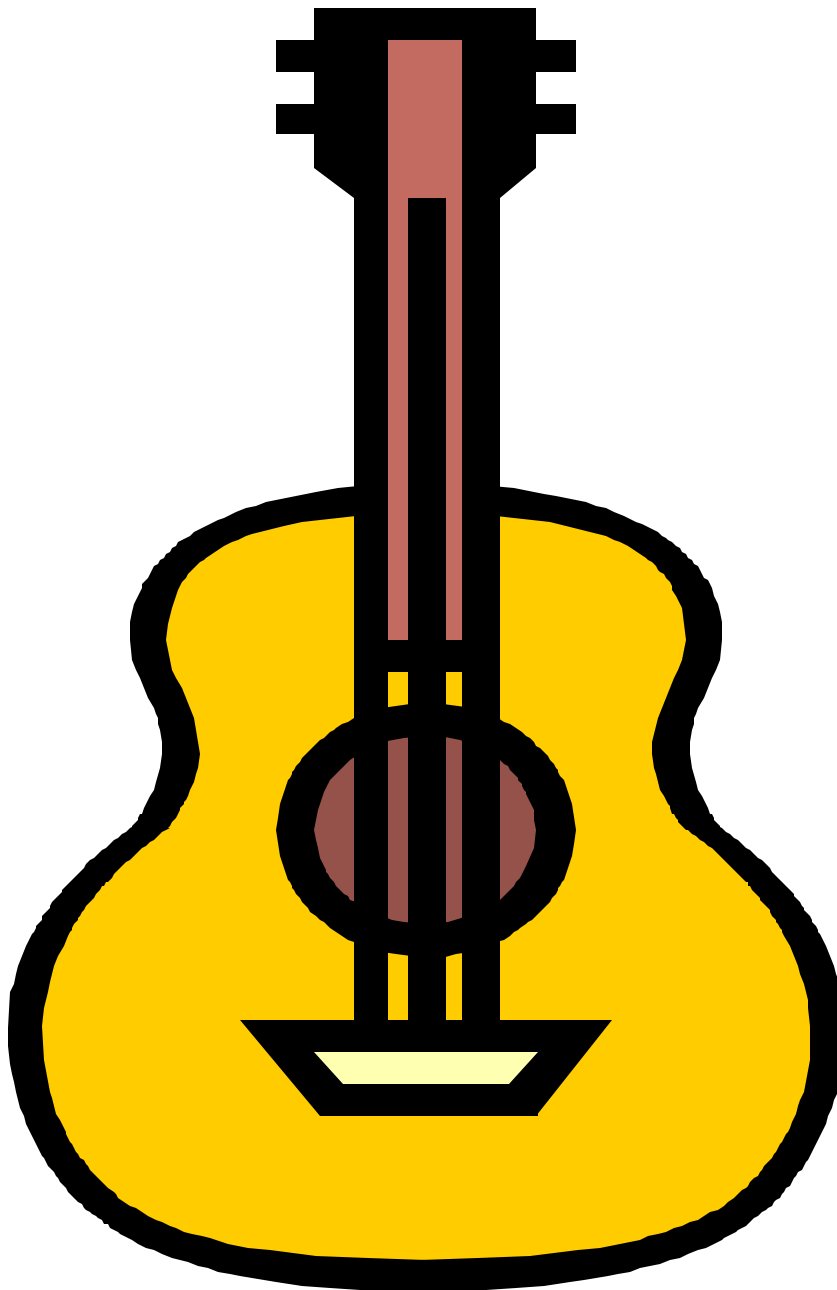
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Appendix A
Guitar

Name _____

Directions: Glue three strings onto the guitar.



Appendix B
Violin

Name _____

Directions: Glue a string onto the bow.



Appendix C
Piano

Name _____

Draw a Piano keyboard.

Appendix D
Drum

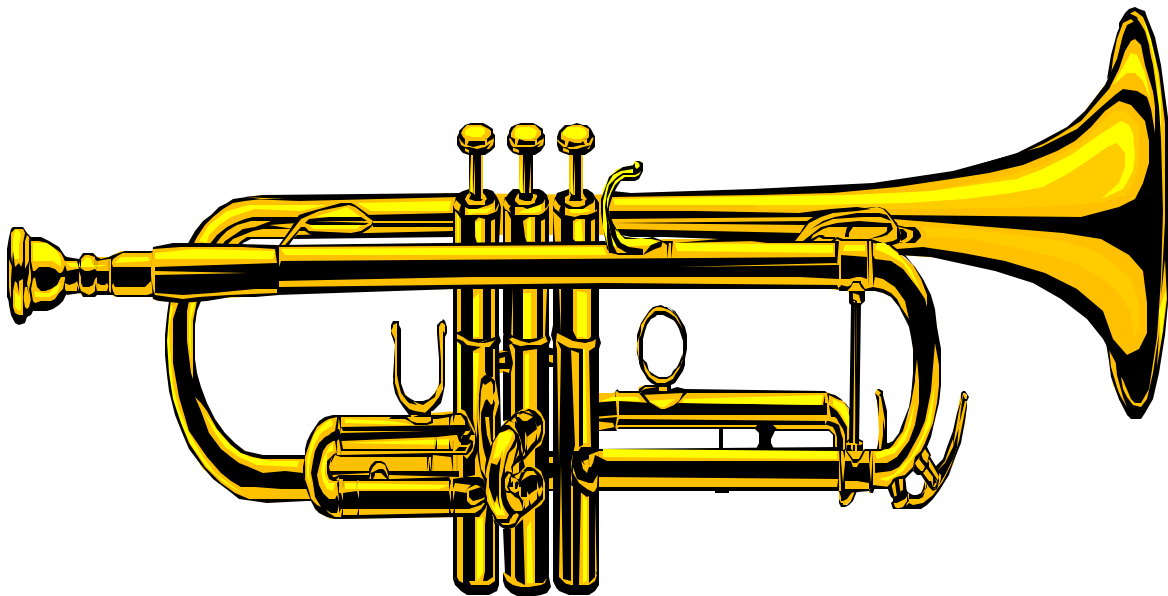
Name _____

Draw a Drum and Drumsticks.

Appendix E
Trumpet

Name _____

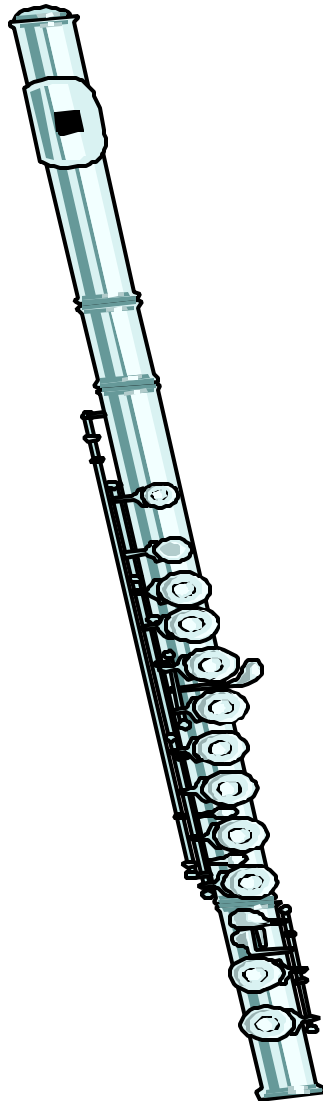
Glue gold glitter onto the mouthpiece of the Trumpet.



Appendix F
Flute

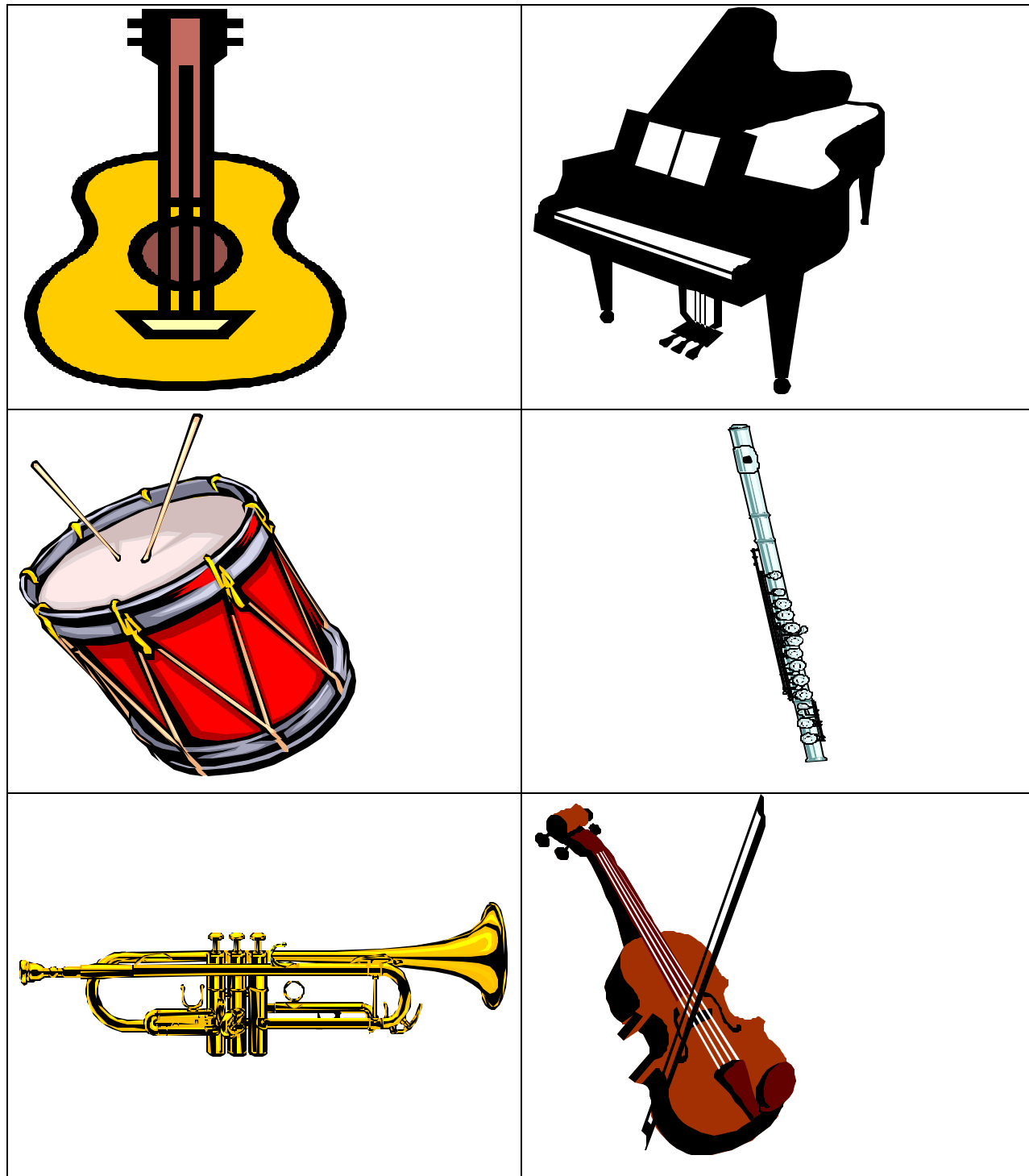
Name _____

Glue silver glitter onto the mouthpiece of the flute.



Appendix G
Instrument Cards

Name _____



Appendix H
Checklist for Lesson One

Name _____

_____ Excellent – answered everything correctly, followed all directions.
No intervention needed.

_____ Emergent – circled the violin instead of the guitar.
Review the difference between a guitar and violin.

_____ Try Again – circled an instrument other than a string instrument.
Review concepts of string instruments and the guitar.

Appendix I
Checklist for Lesson Two

Name _____

_____ Excellent – answered everything correctly, followed all directions.
No intervention needed.

_____ Emergent – circled the guitar instead of the violin.
Review the difference between a violin and guitar.

_____ Try Again – circled an instrument other than a string instrument.
Review concepts of string instruments and the violin.

Appendix J
Checklist for Lesson Four

Name _____

_____ Excellent – answered everything correctly, followed all directions.
No intervention needed.

_____ Emergent – circled the drum instead of the piano.
Review the difference between a piano and drum.

_____ Try Again – circled an instrument other than a percussion instrument.
Review concepts of percussion instruments and the piano.

Appendix K
Checklist for Lesson Five

Name _____

_____ Excellent – answered everything correctly, followed all directions.
No intervention needed.

_____ Emergent – circled the piano instead of the drum.
Review the difference between a drum and piano.

_____ Try Again – circled an instrument other than a percussion instrument.
Review concepts of percussion instruments and the drum.

Appendix L
Checklist for Lesson Seven

Name _____

_____ Excellent – answered everything correctly, followed all directions.
No intervention needed.

_____ Emergent – circled the flute instead of the trumpet.
Review the difference between a trumpet and flute.

_____ Try Again – circled an instrument other than a wind instrument.
Review concepts of percussion instruments and the trumpet.

Appendix M
Checklist for Lesson Eight

Name _____

_____ Excellent – answered everything correctly, followed all directions.
No intervention needed.

_____ Emergent – circled the trumpet instead of the flute.
Review the difference between a flute and trumpet.

_____ Try Again – circled an instrument other than a wind instrument.
Review concepts of percussion instruments and the flute.

Appendix N
Checklist for Culminating Activity

Name _____

_____ Excellent – answered everything correctly, followed all directions.
No intervention needed.

_____ Emergent – 60% of the answers were correct.
Intervention – Review concepts missed.

_____ Try Again – 40% of the answers were correct.
Review all concepts.