

Peanut Butter 'n Jamboree

Study Guide

I. Abstract

Music is an essential part of a well-rounded education. The arts add joy to children's lives and enliven their imaginations. These family concerts will help children recognize, visually and aurally the instruments of the orchestra. The students will be actively involved with the instruments through exploration, movement, listening, and singing.

II. Overview

Unit One – Percussion

The students will experience the instruments of the Percussion family through listening, movement, and exploration.

Prior knowledge for students: recognition of the drum

Percussion instruments have probably been around as long as man has been on earth. The banging of sticks and rocks together was used for communication purposes as well as for the fun of making music. Percussion instruments, very loosely defined, are those instruments that must be struck to make sound. The instruments are most often struck by hands, mallets, or drumsticks. There are two basic categories of percussion instruments. Pitched percussion instruments are those that can be tuned to a definite pitch, such as the timpani, the glockenspiel, the xylophone, and the chimes. Unpitched instrument are those with no definite pitch, such as the tambourine, snare drum, cymbals, etc.

Key Vocabulary:

Percussion Family – a group of pitched and unpitched instruments that must be hit to sound.

Cymbals – instrument of the percussion family, made of two metal plates that the player clap together.

Snare drum – a small drum with two heads. Snare (wires wrapped with strings) are attached across the bottom head of the drum to vibrate when the drum is struck, causing a snapping sound.

Xylophone – a pitched percussion instrument with metal bars that resemble the piano keyboard, played with mallets

Tambourine – an ancient percussion instrument, with a stretched animal hide over a round frame. The frame usually contains very small group of cymbal-like metal clappers that shimmer when the instrument is struck.

Procedure:

Musicians from the Symphony of the Americas percussion section will perform and demonstrate music of various historical periods, cultures, styles, and countries.

Outcome:

MU.D.1.1.1. – Student knows how to respond to selected characteristics of music.

MU.D.1.1.2 – Student identifies, upon hearing, familiar instruments.

MU.D.1.1.3 – Student knows a simple music vocabulary.

MU.E.2.1.1 – Student knows how music is used in daily life.

MU.C.1.1.1 – Student knows music from several different genres and cultures.

MU.C.1.1.3 – Student knows the general cultural and/or historical settings of various types of music.

MU.B.1.1.2 – Student improvises simple rhythmic patterns.

Unit Two - Strings

The students will experience the instruments of the String family through listening, movement, and exploration.

Prior knowledge for students: recognition of the violin

The history of the string family dates back to the Middle Ages, with the invention of string instruments that were plucked: the lute, the cittern, the guitar, and with strings that were bowed – the viol. The viol family was the forerunner of the modern string family. Viols came in three sizes which correspond approximately with the modern violin, viola and cello. Viols differed from modern string instruments in that they had 6 strings rather than the modern 4-string instruments. The Baroque Era of music history (1600-1750) saw the evolution of the viol to the modern violin, viola, cello and the addition of a larger instrument, the double bass. These instruments have not changed appreciably in style for over 300 years.

Sound is produced on string instruments when the hair of the bow, sticky with rosin, is drawn across the strings, causing them to vibrate. The pitch is changed when the length of the string is shortened by the

player's finger, stopping the string across the fingerboard. This causes the vibration of the string to stop at the point of contact. The vibrating section is shorter and a higher pitch is produced. There are three major kind of sounds that can be produced on string instruments: legato, where the notes are bowed and are smooth and connected; staccato, where the notes are bowed but are short and detached; and pizzicato, when the strings are plucked to produce sound.

Key Vocabulary

String family – a group of instruments that are made of wood, with strings that vibrate.

Violin – the highest-sounding and smallest instrument of the string family, said to be the instrument that most resembles the sound of the human singing voice.

Viola – member of the string family that is slightly larger and richer sounding than the violin, with a very lyrical tone quality.

Cello – rather large, mellow-sounding medium instrument of the string family.

Double Bass – the largest and lowest-sounding instrument of the string family.

Legato – a style of performing that produces smooth and connected phrases of music.

Staccato – a style of performing that produces short and detached phrases of music.

Pizzicato – a style of performing that produces only plucked notes on the instruments. The bow is not used.

Procedure:

Musicians from the Symphony of the Americas string section will perform and demonstrate music of various historical periods, cultures, styles, and countries.

Outcome:

MU.D.1.1.1. – Student knows how to respond to selected characteristics of music.

MU.D.1.1.2 – Student identifies, upon hearing, familiar instruments.

MU.D.1.1.3 – Student knows a simple music vocabulary.

MU.E.2.1.1 – Student knows how music is used in daily life.

MU.C.1.1.1 – Student knows music from several different genres and cultures.

MU.C.1.1.3 – Student knows the general cultural and/or historical settings of various types of music.

MU.A.1.1.2 – Student sings simple songs with appropriate tone, pitch, and rhythm.

MU.E.1.1.2 – Student understands how music is related to other subjects.

Unit Three – Brass

The students will experience the instruments of the Brass family through listening, movement, and exploration.

Prior knowledge for students: recognition of the trumpet

The history of the brass family dates back to the ancient world. Primitive versions of the instruments were made from animal tusks and horns, and later the shapes were reproduced in metal. Originally, brass instruments were used for military signals and in religious ceremonies. Their tones were quite strident and thought to be fear-inducing.

Key Vocabulary

Brass family – a group of wind instruments made of long circles tubes. Air is blown in the mouthpiece to make sound.

Trumpet – the highest-pitched and smallest instrument that changes pitch by pressing valves.

French horn – a medium-pitched, medium-sized instrument that changes pitch by pressing valves.

Trombone – a lower-pitched, larger instrument that changes pitch by the slide moving in and out.

Tuba – lowest-pitched and largest instrument that changes pitch by pressing valves.

Tone color – the particular sound that makes an instrument or voice sound different from another instrument or voice.

Procedure:

Musicians from the Symphony of the Americas brass section will perform and demonstrate music of various historical periods, cultures, styles, and countries.

Outcome:

MU.D.1.1.1. – Student knows how to respond to selected characteristics of music.

MU.D.1.1.2 – Student identifies, upon hearing, familiar instruments.

MU.D.1.1.3 – Student knows a simple music vocabulary.

MU.E.2.1.1 – Student knows how music is used in daily life.

MU.C.1.1.1 – Student knows music from several different genres and cultures.

MU.C.1.1.3 – Student knows the general cultural and/or historical settings of various types of music.

MU.A.1.1.2 – Student sings simple songs with appropriate tone, pitch, and rhythm.

MU.E.1.1.2 – Student understands how music is related to other subjects.

Unit Four – Woodwinds

The students will experience the instruments of the Woodwind family through listening, movement, and exploration.

Prior knowledge for students: recognition of the trumpet

Sound is produced on woodwind instruments by blowing air across an opening in the tube or by blowing into the tube of the instrument. The air column inside of the tube begins vibrating and sound is produced. By opening and closing of the holes in the instrument, the length of the column is changed and different pitches are produced. The longer the column is, the lower the pitch. Conversely, the shorter the column, the higher the pitch.

Key Vocabulary

Woodwind family – a group of instruments that are made of long tubes, originally made of wood, with holes for the fingers. Air is blown into the wooden mouthpiece to make sound. The instruments of the woodwind family are capable of broad extremes in range of pitches they produce.

Flute – a woodwind instrument that is a long metal tube, with air blown across a hole at one end of the tube. It has no reed.

Clarinet – melodic instrument of the woodwind family, consisting of a long black tube with keys to shorten the air column. It has a single reed mouthpiece which produces a pure, clear tone.

Oboe – a slender, wooden wind instrument with a double reed which produces a tone with a slight buzzing sound.

Bassoon – largest and lowest-sounding member of the woodwind family. It has a double reed.

Procedure:

Musicians from the Symphony of the Americas woodwind section will perform and demonstrate music of various historical periods, cultures, styles, and countries.

Outcome:

MU.D.1.1.1. – Student knows how to respond to selected characteristics of music.

MU.D.1.1.2 – Student identifies, upon hearing, familiar instruments.

MU.D.1.1.3 – Student knows a simple music vocabulary.

MU.E.2.1.1 – Student knows how music is used in daily life.

MU.C.1.1.1 – Student knows music from several different genres and cultures.

MU.C.1.1.3 – Student knows the general cultural and/or historical settings of various types of music.

MU.A.1.1.2 – Student sings simple songs with appropriate tone, pitch, and rhythm.

MU.E.1.1.2 – Student understands how music is related to other subjects.