



Music in the Schools Teacher Resource Guide

The Hamilton Philharmonic orchestra is committed to providing students in our community with informative, stimulating and entertaining musical performances. In addition to attending exciting full orchestra concerts, students can enjoy the experience of an intimate music presentation in their school by one of our small ensembles.

Each ensemble presentation will provide a close-up look at the instruments in a lively and informative exploration of music-making. Students will learn how the instruments work and discover their tonal range and flexibility. These engaging presentations will include music from a wide range of musical styles and periods. A question and answer segment is included.

Hamilton Philharmonic Orchestra Teacher Resource Guide

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Welcome to The Hamilton Philharmonic Orchestra Education Package !

The Hamilton Philharmonic Orchestra values the relationship we have with the students in our community, and endeavours to make the concert experience richer with the inclusion of these pre and post performance activities. Implementation of these activities is intended to be straightforward, and all are designed to be delivered by non-specialist teachers as well as music educators.

While many Ontario curriculum expectations addressed in this package originate from the music portion of the Ontario arts document, many of the activities are cross-curricular, and can be used to address expectations in other subject areas such as science, language, drama, visual arts and social studies.

We value your feedback. It helps make us better at what we do. Please encourage your students to contact the orchestra after the performance, and let us know what they liked. Our musicians are eager to hear from them and they will write back!

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A word about concert etiquette...

Prior to attending an HPO concert, please review with your students the following basic concert rules which add to everyone's enjoyment:

- ♪ Sit quietly during the concert, talk only between pieces
- ♪ Listen and watch carefully for things to discuss later
- ♪ Show appreciation by clapping after each piece



Curriculum Links

The Hamilton Philharmonic music presentations support and complement the Ontario Arts Curriculum (2009), Grades 1-8. These lively shows introduce students to the world of orchestral instruments through the performance of music from various cultures and periods.

The following Ontario Arts Curriculum expectations, specific to Grades 4-6, are supported in this guide:

- **C1.2** apply the elements of music when singing and /or playing, composing and arranging music to create a special effect
- **C1.3** create musical compositions for specific purposes and audiences
- **C2.1** express detailed personal responses to musical performances in a variety of ways
- **C2.2** identify the elements used in the music they perform, listen to and create and describe how they are used
- **C3.1** identify the role of music in a community today and compare it to its role in a community of the past
- **C3.2** demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places and communities

In addition, students are able to explore concepts that are presented in their study of sound, (Understanding Matter and Energy, Ontario Science and Technology Curriculum, revised 2007) including:

- sound is caused by vibration: how vibrations are created by rubbing, plucking, blowing or hitting.
- describe how different objects and materials interact with sound: how various instruments amplify sound, muffle sound and produce variations of loudness.
- high and low sounds: how pitch is determined by the length, diameter or tightness of the vibrating object.
- investigate ways in which different properties of materials, including their shape, affect the nature of sound.
- identify and describe physical changes in material that can alter the sound it makes.
- identify devices that make use of the properties of sound

Introduction to the Orchestra

Families of Instruments

Strings	Woodwinds	Percussion	Brass
violin viola cello double bass harp	piccolo flute oboe English horn clarinet bass clarinet bassoon contra bassoon saxophone	timpani snare drum chimes celesta xylophone tambourine triangle cymbals bass drum gong	French horn trumpet trombone tuba



Facts about the Instrument Families

String family

- all made of wood, use strings to make a vibration
- played with a bow, which contains horsehair, or plucked with the fingers
- range in size from small (violin) to very large (double bass)

Woodwind Family

- originally made of wood, but some are now metal
- use moving air to create a sound
- many woodwinds use a single or double reed to make a vibration

Percussion Family

- any instrument that is hit, shaken or rubbed
- can be either pitched (can play a melody) or non-pitched (cannot play a melody)

Brass Family

- create sound by buzzing the lips
- made from brass (except the saxophone, which is a woodwind!)

Activity No.1 Instruments

Name _____

1. List 4 members of each instrument family in order by size from small to large.

Strings

Woodwinds

Percussion

Brass

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. List 4 members of each instrument family in order from low pitch to high.

Strings

Woodwinds

Percussion

Brass

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Can you think of other members of the string family that are not included in the instrument family list? Tell how the strings vibrate and the style of music for each.

Instrument
(name)

How Strings Vibrate
(bowed/plucked/strummed/struck)

Style of Music Where Found
(folk/classical/celtic/rock/country)

_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Divide some percussion instruments into those which can play a melody (pitched) and those which cannot (non-pitched).

Pitched	Non-Pitched

Activity No. 2 Post-Concert Instruments Activity

Name _____

Name 3 instruments. Find a word to describe the sound each one makes.

1. _____

2. _____

3. _____

If you were a composer, which instrument would you choose to represent each feeling? On the line, tell how each of the instruments you chose creates vibrations.

something scary _____

something happy _____

something angry _____

something sad _____

something mysterious _____



What is your favourite instrument?

Tell Why. _____

Can you name a piece of music that features your favourite instrument? Was it a piece you heard in today's concert? _____

What feeling did that instrument represent for you? _____

Activity No. 3 Timbre

Name_____

The word “**timbre**” describes the quality of a sound, but not its loudness. Is it smooth? Is it screechy? Is it bright or dull? Is it boomy? Is it nasal or warm? Reedy or shrill?

In this activity, you are going to listen to the timbre of sounds around you.

1. Sit quietly and listen to the various sounds around you.
2. What sounds do you hear? Do you hear the wind, animals, people, cars, chairs, etc.?
3. Record your answers below and tell what kind of timbre each one has.

Type of Sound	Word to describe the timbre of the sound

List a sound that you heard which you enjoyed: _____

List a sound that you heard which was unpleasant: _____

Some musical terms that describe types of sound:

- legato** smooth and connected
- staccato** short and separate
- marcato** marked and emphasized
- dolce** sweetly

- scherzando** playful
- misterioso** mysterious
- pesante** heavy
- sotto voce** barely audible

Now you are going to create a **soundscape!**

Get into a small group and choose a source of sound. Some suggestions are: weather, a hockey game, a highway, your school yard at recess. Each person in your group will be responsible for making one sound from that source. Together your group will create a soundscape of all the sounds combined. For example, if you chose highway, your group might create sounds of a car engine, horn, brakes, wipers, tires on wet pavement. You can use voices or instruments such as clapping, knee slapping or pencils on your desk. You will present your soundscape to the class when done.

Write down the sounds your group has chosen and how you will create each sound.

Soundscape title_____

sound: _____

how created: _____

Can you use a musical term to describe your sound? _____

Does your sound have different pitches? _____

Does your sound have a pulse (tempo) that is fast or slow? _____

Is it loud or soft? _____

Activity No. 4 Listening Activity

Name _____

You are going to compare two pieces of music. Your teacher will play them for you. Use the chart below to compare your ideas.

	Piece #1	Piece #2
Format (large orchestra, small ensemble, singers only)		
Tempo (fast, slow, medium)		
Dynamics (loud, soft, medium)		
Texture (thick, thin)		
Mood of Piece (happy, sad, scary, angry, sweet)		

List all the instruments that you hear:

Piece #1 _____

Piece #2 _____

Can you think of ONE word that describes each piece?

Piece #1 _____ Piece #2 _____

Did you picture anything in your mind when you listened to each piece? (Example: did each piece remind you of a thing, a place, a person?)

Piece #1 _____ Piece #2 _____

Do you like one piece more than the other? Can you tell why? _____

Activity No. 5 Music in Our Community



Name _____

Music is all around us. It serves many different purposes. Some music involves active, critical listening. It can also be part of a related musical activity, or simply create a mood or atmosphere. Music can alert us that something important is happening, perhaps involving personal safety or security. Sometimes music accompanies an activity and helps generate excitement when announcing events. Some music is used to help celebrate special occasions, and some music is a part of regular rituals or routines.

Can you name two situations where music could be used for the functions listed below?

1. Strictly for listening pleasure _____

2. Part of another musical activity _____

3. To create an atmosphere _____

4. To alert us about something _____

5. To accompany an activity _____

6. To announce something

7. To celebrate an event

8. Part of a regular ritual

Put your musical thinking cap on! Name a piece of music that you might choose if you were doing the following. You must give a reason for your choice.

a) You are producing a new TV show for kids and you need a theme song.

I chose _____ because _____

b) The International Olympic Committee (IOC) needs a high-energy theme song for the next Olympic games.

I chose _____ because _____

c) You own a car dealership and sales are poor. You want people to come into your dealership and be relaxed and ready to purchase a new car. What music will you play on your sound system?

I chose _____ because _____



Activity No. 6 Journalism Activities

1. You are going to conduct an interview with one of the members of the Hamilton Philharmonic Orchestra. This interview will be aired on an upcoming TV show. Write the questions that you plan to ask in the interview. You may consider asking about the person's background, reasons for choosing to play his or her instrument, experiences or any anecdotes.
2. You are an arts critic for the Hamilton Spectator newspaper. Your assignment is to write a review of the Hamilton Philharmonic Orchestra concert that you just heard. Consider content of the program, performance style and audience response.
3. You are a musician for a day. Record in your journal every activity you participated in that involved music. Some examples are: singing in the shower, practicing piano, listening to an iPod, hearing someone's car radio, watching TV, singing in a choir or singing to your cat.

Activity No. 7 Music and Poetry Activity

Name _____

Your teacher will play a piece of music and you will write a poem about it!
Think of how the music makes you feel (happy, sad, nervous, silly, angry, scared).

You are going to use the five senses in your poem. Each line of your poem will use one of the senses to describe the music and the feeling you get from the music. The poem doesn't have to rhyme, but it might be fun to try!

Each line of your poem will answer one of these questions:

What does the music taste like?

What does the music smell like?

What does the music look like?

What does the music feel like?

What does the music sound like?

Activity No. 8 Rhythm Activity

Name _____

1. Divide students into four groups.
2. Students in each group choose a different “found” instrument. Found instruments could be clapping, knee slapping, pencils on the desk, garbage cans, rulers, etc.
3. Students in the first group to play steady beats. (The entire class may practice each rhythm together, first)
4. Students in the second group should play off beats.
5. Students in the third group can play a faster rhythmic pattern that fits with the steady beats.
6. Students in the fourth group can make up a rhythm, but it must fit the steady beat. Students can take turns playing in each of the four groups.



Use some words to describe the music you made with your classmates.

Do you prefer making music with rhythm instruments or melody instruments?
Tell why. Give specific reasons in your answer.

String instruments make up the largest section of the orchestra. They consist of the violin, viola, cello, and double bass. They all have the same basic shape, but are very different in size. They each have four strings, are made of wood, and are played by drawing a bow across the strings or plucking the strings with the fingers. String instruments also come in smaller sizes so children can learn to play them.

Other members of the string family include the harp, the piano and the harpsichord. The harp has 47 strings so it is considered to be a member of the string family. The strings of the harp are plucked or strummed by the harpist.

The piano is a member of both the string and percussion families of the orchestra. It has strings that are struck with felt covered hammers.

The harpsichord looks similar to the piano, but its sound is softer. The strings of the harpsichord are plucked when the musician plays on the keyboard.



Woodwind instruments are most commonly made of wood or metal, and are played by blowing air across an opening at one end or through a "reed", and by covering and uncovering holes along the instrument with fingers or levers, keys, and pads. The members of this family are flute and piccolo, oboe and English horn, clarinet and bass clarinet, and bassoon and contra-bassoon.



Brass instruments are the loudest members of the orchestra. They include French horn, trumpet, trombone, and tuba. Brass instruments are long tubes of metal which the player blows into through a mouth-piece at one end. The player makes a buzzing sound with his or her lips, and the sound comes out the other end which is wider, like a bell.



Percussion instruments are the rhythm section of the orchestra. They make sounds when they are struck, scraped, or rattled with hands or special sticks. Some percussion instruments have a definite highness or lowness, a quality called pitch, and some do not have a definite pitch. Xylophone, timpani, chimes, vibraphone, and Celesta are examples of pitched percussion instruments, while bass drum, snare drum, triangle, cymbals, and tambourine are non-pitched percussion instruments.

The percussion family has the most members, with new instruments added all the time. Modern percussion instruments include found objects such as flower pots, china plates, and tin cans.



Music Terms



Tempo (speed):

presto - very fast

vivace - quick, vivacious

allegro - fast and lively

moderato - moderate tempo

andante - somewhat slowly; at a walking pace

largo - slow and broad

adagio - very slow

accelerando - gradually speeding up

ritardando - gradually getting slower

Dynamics (loudness):

fortissimo (ff) very loud

forte (f) loud

mezzo forte (mf) medium loud

mezzo piano (mp) medium soft

piano (p) soft

pianissimo (pp) very soft

crescendo (<) gradually getting louder

decrescendo (>) gradually getting softer

Answer Key

Activity 1

3. piano struck all
guitar, banjo strummed all
harpsichord plucked classical
4. pitched: timpani, chimes, celesta, xylophone
non-pitched: snare drum, tambourine, triangle, cymbals, bass drum, gong

Activity 8

1. Music for pleasure: choir concert, band concert in the park, HPO small ensemble presentation, rock concert, symphony concert
2. Part of another musical activity: piano accompaniment for a choir, campfire singalong, musical theatre production
3. To create an atmosphere: music in a shopping mall, music at a party, dinner music
4. To alert us about something: “chimes” when subway train doors are closing, phone ring tone
5. To accompany an activity: dance music, marches, work songs
6. To announce something: theme music for a game show, a goal at a hockey game
7. To celebrate an event: happy birthday, happy anniversary, Auld Lang Syne
8. Part of a regular ritual: national anthem (O Canada), hymns in church