

# Instrument Discovery

## Discipline

Music

## Grade and/or Course Level(s)

Elementary: Grades 1-5

## Overview

Students select an instrument and identify instrument's origins, composers and musicians who feature this instrument, and styles of music where this instruments is featured. Students will also identify the parts and sound science of the instrument.

## Essential Understanding, Knowledge, Skills, and/or Processes

- What are the origins of the selected instrument?
- How do composers and musicians feature selected instruments in various styles of music?
- How does an instrument make its unique sound?
- How does the size of the instrument impact the instruments pitch?
- Why does this instrument impact the music that has value to people and communities?

## Outcomes

- Students will identify and demonstrate knowledge of a specific instrument.
- Students will identify an instrument's origins.
- Students will explore composers and musicians who feature specific instruments.
- Students will explore different styles of music that feature specific instruments.
- Students will identify the parts of the instrument.
- Students will explore how sound is produced on specific instruments.

## SOLs

- 1.3.a The student will analyze music. Identify and classify the timbres of pitched and non-pitched instruments by sounds.
- 2.3.a The student will analyze music. Identify selected instruments visually and aurally.
- 3.3.b The student will analyze and evaluate music. Compare and contrast instruments visually and aurally.
- 4.3.a The student will analyze and evaluate music. Identify instruments from a variety of music ensembles both visually and aurally.

- 5.12.a The student will analyze and evaluate music. Group a variety of instruments into categories based on how their sounds are produced.

## Materials

- Pencil or pen or paint or markers or colored pencils or crayons
- Paper
- Tablet/iPad/Laptop
- Internet

## Student/Teacher Actions

1. Teacher asks a question to begin discussion on instrument discovery. The discussion can be live, or posted virtually in a class discussion board within an online learning platform, or an external tool such as Padlet or Flipgrid. Suggested questions include:
  - What are the origins of the selected instrument?
  - How do composers and musicians feature selected instruments in various styles of music?
  - How does an instrument make its unique sound?
  - How does the size of the instrument impact the instruments pitch?
  - Why does this instrument impact the music that has value to people and communities?
2. Teacher posts instrument websites ([The Young Person's Guide to the Orchestra](#) or the [Philharmonia's experts guide you through the instruments they play](#) or [learn and listen by the instrument with the Dallas Symphony Orchestra](#)) for students to explore different instruments.
3. Teacher creates and shares a student choice board for the Instrument Discovery project. Students will select one project and present their selected instrument research. Samples of student choice projects include:
  - Create orchestra or band instrumental scavenger hunt (live or virtual).
  - Create instrument trivia cards that include information on:
    - Parts of the instrument
    - Instrument origins
    - Musicians and composers who feature this instrument
    - Styles of music where this instrument is featured
  - Create an individual instrument or instrument family sound matching activity using instrument visuals and audio files.
  - Create an instrument bingo game board and create audio files to call the bingo game.
  - Using your understanding of the parts of the instrument, make a 3-dimensional model. Create a replica using everyday household objects and recycling.
  - Compose an original 4 part instrumental composition.
  - Create an original layered instrumental track.
  - Create a list of interview questions for different careers related to music. Suggested careers include:
    - Instrument repairman
    - Performer
    - Conductor

- Music Teacher or Private Instrument Lesson Teacher
  - Make a list of 10 or more instrumental activity websites that students enjoy accessing and exploring.
  - Write a story about your featured instrument giving details from your research.
  - Create your own project that features your instrument that is not listed above. Must be approved by your Music Teacher prior to beginning.
4. Students present their projects to demonstrate knowledge and understanding of different instruments. Students may share their Instrument Discovery projects with their class electronically by recording their presentation and submitting the video to an online classroom platform, or an external tool such as Flipgrid or VoiceThread.

## Assessment Strategies

- Project Submission Rubric
- Student Self-Assessment Rubric
- Peer Critique and Project Review

## Differentiation Strategies

- Use a variety of presentation styles students may choose from to best show their gained knowledge.
- Use small group presentations and small group instrument discovery projects.
- Take virtual tours of instrument making companies, orchestra rehearsals, band rehearsals, and music repair shops.
- Make live or recorded interviews with musicians, and composers and orchestra look-ins.

## Extensions and Connections

- [Watch a video on the orchestra and a jazz band with Wynton Marsalis.](#)
- [Watch a video on the blues with Wynton Marsalis.](#)
- [Watch the video Jubilee Stomp by band Tuba Skinny.](#)
- [Watch a video with 5 people playing one marimba by LaGrange College Percussion Ensemble.](#)
- [Watch a video about the Marble Machine a Musical instrument by Wintergatan.](#)

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