

**St. Vincent & the Grenadines
Ministry of Education
Curriculum Development Unit
Music Department**

**A supplement to the Music curriculum
Grades 5 - 6**



January 2013

*“Music ... gives a soul to the universe,
wings to the mind,
flight to the imagination....
and life to everything.”
- Plato*

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Resource 1: “Music is Life - An Introduction to Musical Instruments”

A Teacher’s Guide

A Note to Teachers:

As an educator and music lover for many years, it is with excitement that we launch this new supplement to our Music curriculum.

Technology has evolved quickly over the last decade and movements towards ICT integration have pushed us to adjust how we educate in today’s world. Our children are visually stimulated and much more engaged through the use of technology. We must change with these times.

This digital resource is the first of its kind developed by the Music Department in conjunction with the Education Media Unit of Curriculum Development Unit (Ministry of Education). It is an ongoing project that will focus on the Grades 5 - 6 syllabus in the initial phase and then from Grades K onwards. This particular series entitled “Music is Life” covers portions of the Grade 6 program.

Although the initial target is our Primary school students, we do envision the resource being used for all age groups with adequate teacher preparation. This would undoubtedly be a milestone in the development of the educational sector and subsequently, the development of St. Vincent and the Grenadines.

Your application of this resource is equally as important as your feedback. We welcome your critical comments as you maximize usage in the classrooms.

I anticipate your usual support and co-operation as we continue to work together to develop the future of St. Vincent and the Grenadines.

Sincerely,

Joffre Venner

Mr. Joffre Venner
Education Officer III (Music)
Curriculum Development Unit

Objectives/Goals:

- To present the Music curriculum in a more creative and interactive way
- To develop an appreciation for learning the arts, in particular Music
- To provide further insight into various topics on the current curriculum
- To make a connection between Music and other subject areas and Music to everyday life

Learning Outcomes:

After viewing and studying the digital Music resource, students should be able to:

1. Define music
2. Identify various elements of sound that can be organized to create music in nature or by humans (voice, instruments etc.)
3. Classify musical instruments by their (1) respective groups and (2) main family names
4. Explain how and why instruments are categorized in the above listed groups and family names
5. Recognize various musical instruments by sight and, in some cases, by sound
6. Describe how sound is produced on different instruments

List of activities for students:

- Individuals/small groups: Have students pause and listen to the natural sounds around them. Gather a list of their responses.
- From the list of responses, guide students to make a connection between the sounds they are hearing and associate those sounds with musical elements.

- E.g. thunder is rolling: this can be related to the sound of a Percussion instrument.

This sound can be further described in terms of the Elements of Music:

Dynamics – Loud? Soft?

Duration – Long? Short?

Pitch – Low? High?

Timbre – Thick? Thin?

- Ask students to draw/sketch/design different musical instruments. Teachers and students can use cheap or recyclable materials to create instruments like those seen on the video. Materials can include cardboard boxes, straws, tissue rolls, foils etc.

Sample list of questions for students:

1. What is Music?
2. How is sound produced on the different instruments?
3. How are musical instruments classified?
4. List the main families of the musical instruments.
5. List the main ways in which stringed instruments (e.g. guitar) produce sound.
6. Explain how sound is produced on Wind instruments.
7. What are the two main groups that Wind instruments are divided into?
8. Name at least four (4) musical instruments within each of the musical family.
9. State true or false: The materials used to make the body of musical instruments are a good guide to choose the family type.
10. How are sounds produced in Brass instruments?
11. State true or false: The Saxophone is a Brass instrument.
12. How does one decide if an instrument belongs to the Brass or Woodwind family?
13. In Percussion instruments, explain how sounds are produced.
14. Define 'tuned' and 'untuned' Percussion instruments.
15. Give two (2) examples of engine-room instruments.
16. The piano can be placed into two (2) families of instruments. What are these?
17. How is sound produced from a piano?
18. Show students pictures and ask them to identify the names of the musical instruments shown in the video.

Additional Questions (more advanced):

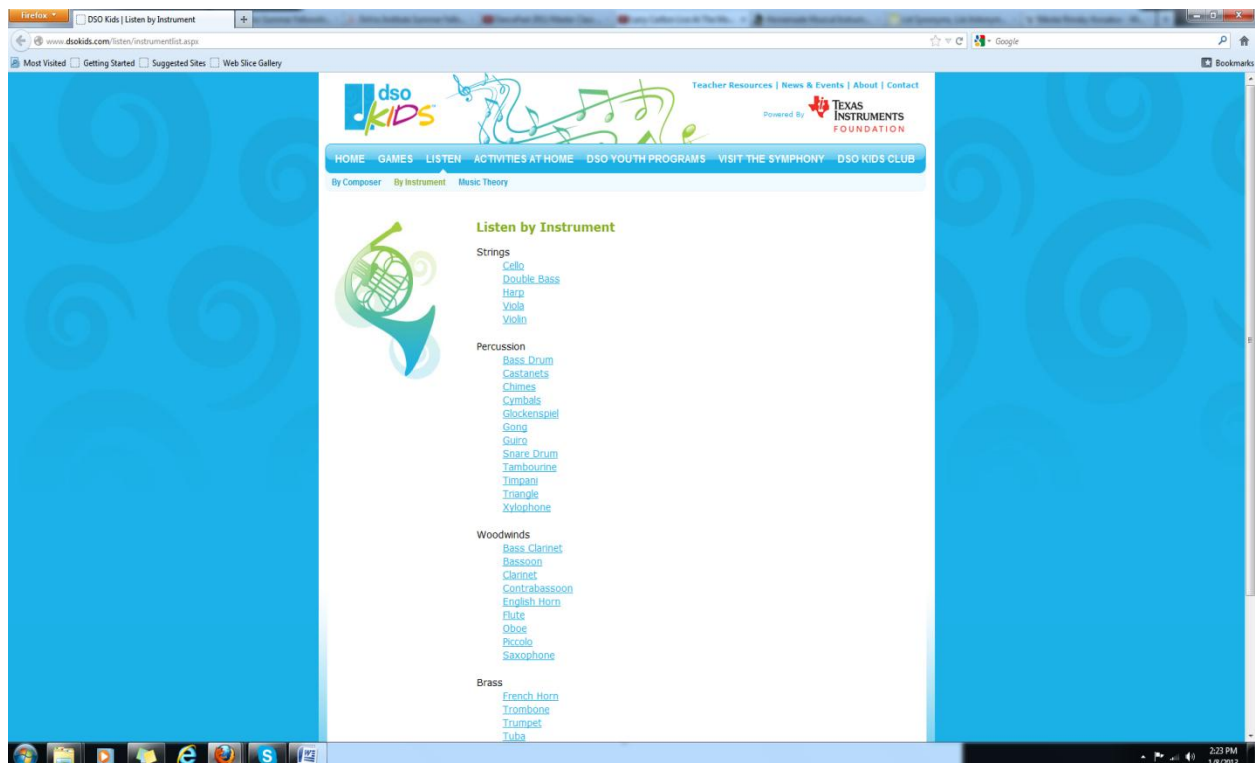
1. “Music is Life: An Introduction to Musical Instruments” was written on the screen at the time an instrumental song was being played (Chapter 1). What was the name of the classical piece that was played in the introduction of the video?
2. Classify the various types of musical genres played in the video (Chapter 1 from 1:20 secs.) Possibly identify the artistes, band or group performing and also the instruments heard in each section.
3. A man is standing in front of the musicians in the video (Chapter 6). What is the name given to a person who gives direction to an orchestra or choir? What is his role?

Resources:

For additional support, there are several tools available online. Below however, is one site that is highly recommended to audibly demonstrate the various sounds that instruments produce. The sound that each instrument makes can be heard by clicking the name of the instrument.

The *Home* page related to the same link provides great supplementary guides.

<http://www.dsokids.com/listen/instrumentlist.aspx>



Sample Lesson Plan to Teach String Instruments

Subject: Music

Grade: 5 or 6

Duration: 40 minutes

Topic: String Instruments

Objectives:

Students will be able to:

1. Explain how sound is produced from string instruments
2. Define plucking, bowing and strumming
3. Give examples of instruments that belong to the string family
4. Identify string instruments by image

Previous Knowledge:

Students can define music and are aware of the names of some musical instruments. Students can also list the four (4) different family names of instruments.

Suggested Materials/Resources:

1. Projector, laptop, speakers (for images of instruments and audio clips)
2. CD player or another audio medium.
3. Students' laptops
4. Prepared charts with images of string instruments

Summary of Content:

As food and animals are classified into various categories, musical instruments are also arranged into different groups. The four (4) main families of instruments are Strings, Woodwind, Brass and Percussion. Musical instruments are grouped based on how they produce sound. String instruments produce sound through the vibration of strings. The strings must be vibrated through plucking, strumming and bowing. Plucking is the pulling/tugging of strings sharply. Bowing is the playing of an instrument using a bow and strumming is the playing of an instrument by lightly running fingers across the strings to produce sound. Several instruments are a part of the string family, e.g. guitar, violin, cello, bass, harp etc.

Introduction:

The teacher will start the lesson by playing clips of different songs with various instruments being used. Also, the teacher will play audio clips that feature only stringed instruments. The students will listen and a discussion of what is heard will follow asking students to identify what they are hearing. The teacher will then declare the objectives.

Procedural/Developmental Steps:

Step 1: The teacher will explain that as food and animals are classified into various categories, musical instruments are also arranged into different groups. The teacher will explain that musical instruments are grouped based on how they produce sound. For string instruments, the teacher will state that strings must be vibrated to produce sound. Vibrations of the strings are caused through plucking, bowing or strumming of the strings. The teacher will demonstrate each action using different string instruments. **N.B.** (If a teacher is unable to demonstrate actions on a string instrument, please use the chapter on String instruments in the Music Resource DVD as a guide.)

Step 2: The teacher will direct students to think about how the sounds are being produced. In other words, 1- What does one have to do to the instrument to generate sound from the instruments that were presented? 2- Does a guitar produce sound when the strings are plucked, bowed or strummed?

Step 3: The teacher would guide students to define each term- plucking, strumming and bowing. The teacher would reinforce the definitions of the terms plucking, bowing and strumming. Students will be asked to list instruments that they believe would belong to the String family based on the above. The teacher will guide their responses to create an accurate list of string instruments. Examples of popular string instruments include the guitar, violin, cello, bass, harp etc. Students would be asked to observe and note their similarities and differences.

Closure:

The teacher would recap the main points of the lesson: (see objectives).

Evaluation of Lesson:

Students' Evaluation:

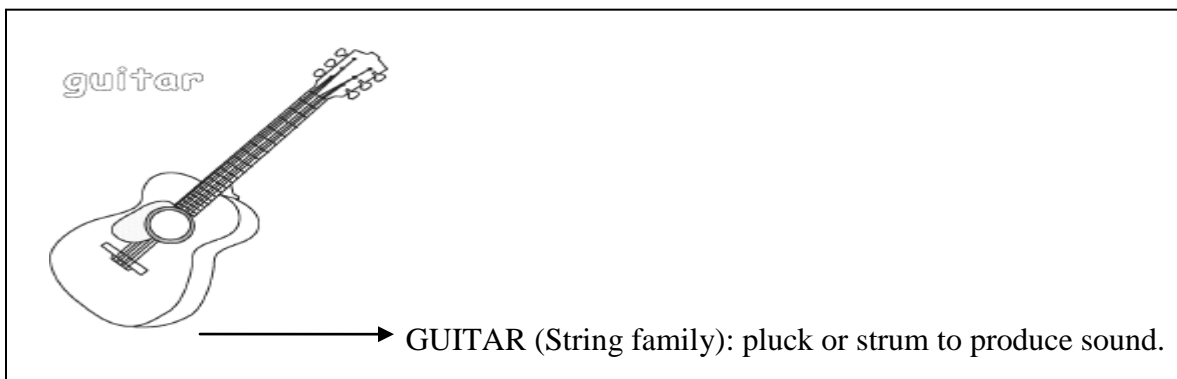
Written exercise:

1. Examples of questions:

- List the main families of the musical instruments.
- How is sound produced on string instruments?
- What are three (3) ways in which stringed instruments generate sound?

2. Matching questions:

- Students would match the names of instruments with their corresponding image and match the instrument with their technique to produce sound. (See below)



3. Practical session:

- Students would demonstrate the actions of strumming, plucking and bowing on instruments.

Teacher's Evaluation:

The teacher will rate their planning and preparation and clarity in delivering instruction based on the students' ability to answer and explain information on the topic of String Instruments.

Curriculum relevance:

Below is a copy of the current Music syllabus (Grade 5 – 6). The topics that are not addressed in this video would be addressed in later videos. For more information, contact:

- Music Department:
Curriculum Development Unit
(457-1466 or ext. 450)

- Education Media Unit:
Curriculum Development Unit
edumediaunit@gmail.com
www.facebook.com/SVGedumedia
www.youtube.com/SVGedumedia
(457-1466 or ext. 450)

GRADE 6 PROGRAMME – MUSIC EDUCATION

1. The Elements of Music:









Pitch	– Height and depth of sound
Duration	– Length of sound
Dynamics	– Loudness or softness of sound
Timbre	– Tonal quality
Tempo	– Speed

2. Time Signatures: Definition of these symbols 2, 3, 4 4, 4, 4

3. Note Values:

Length of notes (as seen in table below) in relation to 4 time signatures
4

4. Names of notes and rests:

NOTES	NAMES OF NOTES		# OF BEATS	RESTS
	Semibreve	Whole note	4 beats	
	Minim	Half note	2 beats	
	Crotchet	Quarter note	1 beat	
	Quaver	Eighth note	1/2 beat	

5. Instruments of the Orchestra:

Instrument Type	Two Examples
Strings	Violin, Double bass
Brass	Trumpet, Trombone
Percussion	Drum, Tambourine
Woodwind	Recorder, Clarinet

6. The Staff: a system of 5 lines and 4 spaces used for writing music and includes the Treble Clef, Bass Clef, bars and bar-lines. The Musical alphabet contains 7 letters: A – G

7. Musical Styles:

Examples include - Folk, Calypso, Reggae, Soca, Hip-Hop, Dub, Classical

8. Caribbean Artistes:

Examples include – the Mighty Sparrow, Bob Marley, Becket, etc.

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