

**Instruments of the Orchestra**  
**Peter and the Wolf Listening Maps & Orchestral Book Making**  
**2nd - 3rd Grade**

**Goals**

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Process Goals:

- To move students from lower to higher levels of thought.
- To help students develop critical thinking.
- To develop cooperative learning.

Content Goals: (National Standards)

- Listening to, analyzing, and describing music. (6)
- Evaluating music and musical performances. (7)
- Understanding music in relation to the arts and disciplines outside the arts. (8)
- Understanding music in relation to history and culture. (9)

Affective Goals:

- For students to appreciate the opinions and ideas of their fellow classmates
- For students to gain the confidence to contribute their own opinions

**Learning Outcomes**

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Measurable Objectives:

- Students will learn to identify the site and sounds of orchestral instruments by correctly moving their game piece along a game board as they listen to the story of Peter & the Wolf.
- Students will create a 5 page book from envelopes. Each page of their envelope will include 3 facts about one instrument from each family.

**Time Requirements**

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- 4-5 50 minute periods.

**Equipment/ Resources Needed Per Student**

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For the Books:

- 5 envelopes, 5 book pages, 4 index cards, crayons or colored pencils, 1 glue stick, fact cards, a method of introducing various orchestral instruments i.e.: video, live demonstration, etc.

For the listening game:

1 game board, 1 game piece, Peter & the Wolf Story and CD, CD player.

**Prerequisite Behaviors**

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- Students must be able to read and write at a third grade level.

**Learning Configuration**

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- Students may play the listening game alone or in pairs. Students will create their books alone in a full class setting.

**Procedure and Evaluation:** \_\_\_\_\_

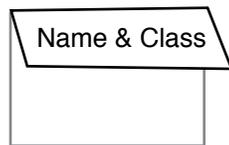
**Day 1**

- Welcome class. After routines and introduction of topic show an interesting video clip of an orchestral performance. Lead class in discussion of how this music made them feel. Can they describe the action or emotion that this music was meant to accompany or portray? What instruments did they see? What instruments did they hear but not see? What is an orchestra?
- “We are going to first become acquainted with the sound of each instrument through demonstrations and playing a listening game.” Take this opportunity to play an instrument from each member of the orchestral families. Ask the class to describe what they think each instrument is made from and how the sound was produced. i.e.: blowing, plucking, buzzing...
- Read the story of Peter and the Wolf once for the class so they are familiar with the story and aren’t distracted by the storyline while they are supposed to be listening for musical cues during the game.
- Explain the game as it is described in the Cincinatti Orchestra LP and hand out the game board and game pieces.
- Play the CD and begin the game.

End of Day 1

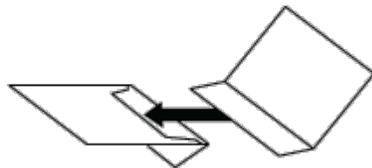
**Day 2**

- Welcome class. After routines, review of previous lesson and introduction of new topic show an example of a finished envelope book. Explain the importance of following the very specific directions you are going to give and the extra special importance of moving at a faster pace than the teacher, even if you know what is coming next!
- Give out TWO envelopes to each student. They should write their name and class on the front of each flap.

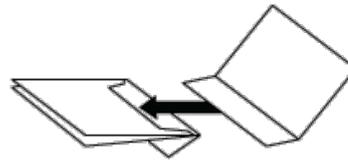


Step 1

- The flap of the 2nd envelope will be folded backwards and creased along the fold. The flap of the first envelope will be slid into the pocket of the second. Pass out ONE more envelope, repeat as in Step 3.



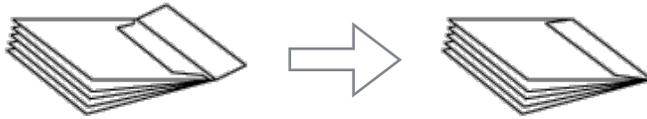
Step 2



Step 3

- Continue on until all five envelopes have been passed out one at a time. The students will understand the concept but if left to finish the book on their own will end up making mistakes that will only lead to damaged envelopes and a dozen students asking for help. Chaos!

- When the last envelope is attached you will fold the flap back over and seal it down as in step 4.



Step 4

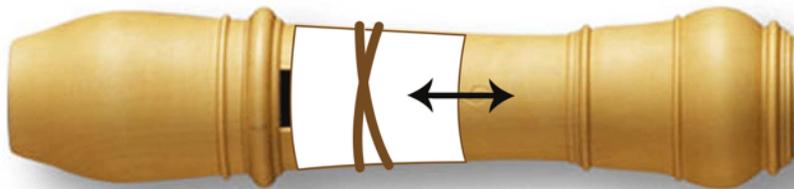
- The books are now constructed and the students should each receive the cover sheet that they will label with their name and class and attach to the front cover of the book.

End of Day 2

### **Day 3**

- Welcome class. After routines, review of previous lesson and introduction of next steps hand out the instrument fact cards and 4 index cards to each student. There should be a random mix of fact cards among the students with some extra cards left over if needed. The students have to recognize which instrument family the card they have belongs to and copy or express in their own words, three facts from the card. They must then trade with someone else to obtain a card from each remaining instrument family. The extra cards may be used to keep things moving along.
- Once the students are done filling out their index cards they may put them in the envelope pockets and glue the instrument pages to the corresponding pages to finish their books.

## Recorder Mute Bonus Tip!



Wrap a 1.5" piece of index card around the recorder top and affix with a rubber band.

1. These mutes will require the students to use soft, warm air or the recorder will not produce a sound.
2. The mutes will lower the volume enough so that different groups can be working on different songs at the same time while raising the students ability to concentrate.
3. These mutes will change the pitch of the recorder so they are not recommended for group playing with a recording.
4. The mutes can be slid up and down easily depending on whether or not they need to be used. It's great for quietly practicing at home!