

# LESSON 9

<u>RESOURCES REQUIRED</u>	<u>OBJECTIVES</u>
<ul style="list-style-type: none"> <li>• Wall chart of map</li> <li>• Teacher's flipchart</li> <li>• The accompanying CD</li> <li>• Children's Workbook</li> <li>• Pencils for children to complete workbook activities</li> <li>• Cut outs of the Wicked Wizard (No. 2) (To be photocopied from your teacher's manual)</li> <li>• Percussion instruments (Always have percussion instruments within easy reach because you will need them to accompany song singing)</li> </ul>	<p><b>The child will be enabled to:</b></p> <ul style="list-style-type: none"> <li>• Recognise and classify string instruments using differing criteria.</li> <li>• Identify different string instruments from listening to excerpts.</li> <li>• Recognise and sing the song "Ráithe Na Bliana".</li> <li>• Show a steady beat as they will be asked to clap and/or accompany the singing with percussion instruments.</li> <li>• Sing familiar songs with increasing control of musical elements e.g. loud/soft, high/low, fast/slow etc.</li> </ul>
<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
<ul style="list-style-type: none"> <li>• <b>A Sense of Pulse</b> (Showing a steady beat e.g. marching/clapping/playing percussion instruments)</li> <li>• <b>A Sense of Pitch</b> (Imitate melodies)</li> <li>• <b>A Sense of Timbre</b> (Classify instruments by the way the sound is produced and identify individual instruments within the string family)</li> <li>• <b>A Sense of Texture</b> (Listen and respond to sounds from one source and more than one source)</li> <li>• <b>A Sense of Style</b> (Listen and respond to music in different styles)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Listening and Responding</u></b> <u>Exploring Sounds:</u> *Recognise and classify string instruments using differing criteria. <u>Listening and Responding to music:</u> *Listen to and identify different string instruments from short music excerpts.</li> <li>• <b><u>Performing</u></b> <u>Song Singing:</u> *Recognise and sing with increasing vocal control, familiar songs e.g. "Ráithe Na Bliana" *Learn simple tune "Help The Wicked Wizard" through imitation. This simple song uses the s m l r and d intervals so the children are becoming familiar with these intervals without knowing it. *Show a steady beat by accompanying song with clapping/percussion instruments . <u>Playing Instruments:</u> *Play simple percussion instruments with confidence e.g. striking triangle, beating drum etc. *Use simple instruments to accompany songs.</li> <li>• <b><u>Composing</u></b> <u>Improvising and Creating:</u> *Sing familiar songs with increasing control of musical elements especially "Ráithe Na Bliana" e.g. loud/soft, high/low, fast/slow etc.</li> </ul>

<b><u>INTRODUCTION</u></b>	<b><u>DEVELOPMENT</u></b>
<ul style="list-style-type: none"> <li>• The wall chart of the map of Ireland shows the position of the Wicked Wizard from week to week. It should be in a visible place on the wall so the students can see for themselves where the Wizard is. By having it in a visible place the children unknowingly will be familiarising themselves with places and counties around Ireland.</li> <li>• The teacher should have the flipchart set up so that he/she has ease of access to it when doing the lesson.</li> <li>• Listen to the King of Music Land on CD explain what this lesson is about i.e. Lesson 9 (string instruments) and follow the instructions given.</li> <li>• Each lesson has been divided up into smaller tracks so that if you need to go back over a certain part of the lesson then it is easier to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin any lesson in "Music Made Easy" for 1st Class, the children are required to sing the song "Help The Wicked Wizard" which they have learned in the introductory lesson. This song is the song which will reinforce the <i>s m l r</i> and <i>d</i> intervals. They will get an opportunity to sing it at the beginning and end of each lesson. Without knowing it the children are training their ear to recognise the <i>s m l r</i> and <i>d</i> intervals.</li> <li>• The Narrator, the King of Music Land, will explain in detail what the children have to do to complete the tasks in this lesson i.e. Lesson 9 (string instruments).</li> <li>• This lesson is all about string instruments. It describes how string instruments are similar to each other and also how they are different to each other. I have enclosed all the information which is given on CD at the end of this lesson, because as there is quite a bit of information, you may want to look at it again in your own time.</li> <li>• The flipchart has pictures of the four orchestral string instruments which are being covered in this lesson i.e. violin, viola, cello and double bass. If you can show these instruments for real, it would obviously be better, but knowing how difficult this might be, I have tried to make the pictures as realistic as possible.</li> <li>• Each of the instruments will be played individually and the children will be able to identify them from the sound each one produces. The exercise will be based on this fact as each instrument will be played and the children will have to put a tick beside the instrument which is playing. For numbers 5 and 6 in this exercise, there will be two instruments playing.</li> <li>• For the next exercise in the children's workbook you will see a picture of the violin, which can be coloured in. Underneath, there are lines provided so the children can write 5 sentences about the violin or string instruments.</li> </ul>

<b><u>CONCLUDING ACTIVITY AND FOLLOW UP</u></b>	<b><u>ASSESSMENT</u></b>
<ul style="list-style-type: none"> <li>• This is the part of the lesson where the children are asked to move the cut-out of the Wicked Wizard on the map of Ireland. The cut-out, for this lesson, should be moved from Kilkenny City to the area around the Wicklow Mountains.</li> <li>• The next part of the lesson requires the children to learn the song "Ráithe Na Bliana". This part of the lesson could be done separately from the rest of the work as it may take up too much time if done the same day. The set of lesson plans are designed so that you can do a lesson one week and teach the song the following week. When you are teaching the song to the children, it would be great if you could discuss whether the song needs to be sung in a certain way i.e. loud/soft, fast/slow etc. or if you could introduce extras like percussion instruments and arrange how they would be played during the song. Introduce graphics or symbols to indicate to the children what they need to play on their percussion instruments and when they need to play e.g. you may only want them to tap a drum on the 1st beat or the 4th beat. There is an example of how this could be approached, at the end of Lesson 19. Have some fun with the arrangement of the percussion instruments and let the children have their input.</li> <li>• The song should be written on a list somewhere in the classroom and as the children learn more songs they can add to the list. This is great for their sense of achievement as they see the list growing from week to week. It also helps the teacher to know at a glance what songs have been covered as the year progresses. (Include songs covered other than songs in this scheme of work.)</li> </ul>	<ul style="list-style-type: none"> <li>• The best form of assessment is the teacher's observation of the students as they carried out their tasks.</li> <li>• The workbooks will act as a good back-up to the teacher's observation. You will have a written record in the workbooks indicating each child's progression.</li> <li>• There is a score/observation card enclosed with this set of lesson plans. It might be advisable to enter the scores/observations of each child as they go along. This is so you don't have a back log to catch up on at a later date and as the year develops, improvements made or not made are clearly defined.</li> </ul>

## **ANSWERS - LESSON 9**

### **Exercise 1**

No. 1 = Cello

No. 2 = Violin

No. 3 = Double Bass

No. 4 = Viola

No. 5 = Violin and Cello

No. 6 = Viola and Double Bass

### **Exercise 2**

There is a picture of a violin in the workbook and the children need to colour it any way they wish.  
Then the children are asked to write 5 sentences about the violin or string instruments.

# **STRING INSTRUMENTS**

All string instruments have one basic thing in common and that is, that they all use strings to produce their sound. So, if they all use strings to make their sound, how do they manage to sound different to each other? This depends on how long the string is, how thick the string is and what kind of an instrument it is being played on. The longer and thicker the strings are, the lower the sound it will produce. The shorter and thinner the strings are, then the higher the sound it will produce.

The strings themselves are most commonly made from nylon or steel. Even though there have been strings found from the 5<sup>th</sup> century B.C. which were actually made from gold.

There are many types of string instruments all over the world. We are going to look at the string instruments which are used in an orchestra. The orchestral string family consists of four instruments: the violin, viola, cello and double bass. These instruments are usually played with a bow which is drawn across the strings to produce musical tones. Other stringed instruments, like the guitar and harp, are played by plucking the strings. The piano has 88 sets of strings, but is considered a percussion instrument because its strings are hammered. All orchestras have a string section. This family is the largest in the orchestra, and likes to sit up front. The string section has by far the most players in it. This is because it takes many strings to create a rich sound that balances well with the woodwind, brass and percussion. All four stringed instruments are made of wood and have a similar curvy shape, but their sizes are different. They have strings stretched over them which are made of gut, steel, or nylon.

The bow used with stringed instruments is a long stick that has horsehair or nylon stretched between the tip and the nut, or frog, under the hand. The shape, width and length of the bows for the stringed instruments varies. When it is drawn across the strings, it is called "bowing". The strings can also be struck with the bow, or plucked with the fingers. To pluck with the finger, it is called "pizzicato" which means plucked.

The major differences between these instruments are their sizes and their musical ranges. The smallest member of the string family is the violin. Because it is the smallest, it has the highest pitch. As the instruments get larger, their strings get longer, and their sound is lower. The viola, slightly larger than the violin, plays notes in the middle range; the cello plays low notes, and the bass plays really low notes.

The violin plays much of the melody in most orchestral music you hear. It has four strings which stretch all the way down the length of the instrument. They are fastened on top by the pegs, then are drawn down the fingerboard and the bridge to the tailpiece. The chin rest allows the head and shoulder to grip the violin firmly. It is hollow inside the violin and this is what helps make the sound.

The viola is very similar to the violin, but is slightly bigger. The sound is breathier, throatier; its pitch is lower. The low notes are powerful and rich. Because it is larger than the violin, the player's fingers must stretch farther between notes.

The cello has a beautiful, rich "singing" sound. The name cello is short for violoncello, which is Italian for "small double bass." The cellist sits while playing, the instrument is too big to place under the player's chin, yet it is too small to play while standing, like the double bass. Because it is so large, it has a lower range than the violin and viola.

The double bass is the largest instrument of the string family. It has sloping shoulders that make it easier for the left hand to reach the lower part of the fingerboard. Its pitch is much lower than anyone can sing, and the instrument provides the foundation for the orchestra's sound. In the orchestra, you will find the basses way over on the right side of the stage. The players will be standing up or sitting on a high stool.

*(This is most of the information which was given in this lesson. There is another lesson later on in the programme which will introduce four more string instruments i.e. guitar, mandolin, harp and banjo, to the children. You may be able to find more information of your own and it might be a nice idea to do a small project on string instruments in your classroom.)*