

## Elementary 6

### Finding Your Match

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#### Grade Level/Class

Upper Elementary Grades

45 Minute Music Class

#### Overall Theme

The match between a musician and their instrument is an essential part of making music. For many reasons, though, the right instrument for one musician might be completely different than the right instrument for another. Brass and woodwind manufacturers have learned to make a wide range of instruments.

#### Essential Questions

1. Why aren't all instruments the same?
2. How do manufacturers change their instruments to fit a variety of people and uses?
3. How do you find your right "match" when it comes to finding an instrument?

#### National Standards

##### **Respond**

Mu.Re7.1.4: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

##### **Connect**

MU.Cn11.1.K-3: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

#### Student Learning Outcomes

By the end of this lesson, students will be able to:

1. Define the difference between "student" and "professional."
2. Describe the innovations in materials used to create woodwind and/or brass instruments.
3. List factors that can be manipulated on instruments for customization.
4. Identify personal preference in instrument selection.

#### Materials Needed

1. E6 Presentation
2. E6 Worksheet
3. Writing Utensil
4. Five/Six Woodwind and/or Brass Instruments

## Procedures

Prior to the start of the lesson, the teacher should set up five or six stations with a woodwind or brass instrument of varying levels. Students will be traveling through these stations later in the lesson.

### Lesson Introduction (15 Min):

- Teacher (T) invites Students (S) to “spot the difference” and shares the first slide of the slideshow with a beginner and professional trumpet.
  - S shares all of the differences they notice between each trumpet. Note that differences may not be readily apparent to the naked eye.
  - T invites students to guess which trumpet is designed for a professional player and which one is for a student.
- T proposes the question, “Why would two similar instruments have such different uses?”
  - S brainstorms reasons for professional vs. student models and T puts their ideas on the board.
- T explains that today they will be learning about different instruments in the woodwind and brass family and how there are variations within individual instruments that make it possible for a variety of people to learn and perform.
- T shares how manufacturers can use different techniques and materials to create accessible instruments for beginners and to customize instruments for professionals.
- T invites S to watch a video with a brass band and to reflect on how the instruments look and sound.
- Next, T invites S to watch a video of the Imani Winds performance and reflect on how the instrument looks and sounds.

### Lesson Activity (25 Min):

- T tells S that they will be completing an activity where it will be their job to describe instruments in the room based on their observation of the instrument. At each station, S will be filling out their worksheet and describing each instrument in detail. Then, at the end of the lesson, they will be asked to pick their “match” and explain which instrument they like the best.
- T groups S into small groups of three or four and picks a scribe for the group to write down their answers.
- S go to each station for three minutes and answer the questions on the worksheet. Then, they rotate clockwise until they have filled out the answers for all the instruments.
- T invites students to share their answers for each instrument and then reveals the information about that particular instrument.
  - S self-evaluate whether they were correct in their instrument analysis.

*Optional: T demonstrates how each of the instruments sounds so students can hear.*

## Assessment Strategies

### Wrap-up and Assessment (5 Min):

Invite students to share which instrument they like the best and why. What instrument are they most interested in playing?

*This lesson could easily flow into an instrument selection process for a school ensemble.*

## Extensions/Adaptations

This Lesson Plan has possibilities for cross-curricular instruction:

- Business/Entrepreneurship: Involve students in helping purchase/sell instruments for the school music program. Can they help research and develop criteria for school instruments?

### Adaptations

- When working with small groups, consider doing the main activity as a whole group.
- Consider providing simplified questionnaires with visual aids for ELL students.
- Provide images of students and professionals, including non-examples, in a chart.
- Provide a station schedule for students moving around the room.
- Set a three-minute timer for each station.
- Use a specific, repeated song as a cue to switch stations.
- Vary levels of worksheets to include differentiated vocabulary and support- for students who move more quickly, add a question such as, "How did you come to this conclusion?" "Why do you think this is not a student?" or "Is there something today that you think costs the same as this trumpet?"
- Provide students with a rating scale and images of each instrument, where they can line up instruments from most to least interesting.

## Spotlight on Careers in Music

This lesson plan can be tied to specific careers in music:

- Instrument Maker
- Performer
- Music Teacher
- Instrument Repair Tech

For comprehensive information on careers in the music industry, please visit [Consider a Career in Music](#)