



**For Pre-K  
through  
2nd grade**

## **Lesson 4 – Instrument Families**

### **Objective**

Students will learn the characteristics, through sight and sound, of each instrument family in the orchestra.

### **Suggested Materials**

- 4 Instrument Families graphics (included)
- Instrument Families worksheets (included)
- Recordings of Debussy's *Girl with the Flaxen Hair*, Mozart's *Wind Serenade in Eb*, mvt 2 and Sibelius' *Finlandia* (audio links can be found at [youtube.com/user/BfloPhilharmonic](https://www.youtube.com/user/BfloPhilharmonic))
- Whiteboard/smart board or other classroom tool for recording observations

### **New York State Arts Standards**

3 – Responding to and Analyzing Works of Art

### **Common Core Learning Standards for ELA & Literacy**

Reading, CCR 4

Speaking & Listening, CCR 1, 2 and 4

Language, CCR 3

### **Procedure**

- 1) Open the lesson with a discussion about what the word "family" means. Take all answers from students. Help lead the discussion towards the four families of musical instruments. In this case, "family" means a group of instruments that have similarities to each other. The students will discover what those similarities are by looking and listening.
- 2) Post the Instrument Families graphics up at the front of the class, and pass them around so every child can see them. Starting with the String family, ask students to look for ways in which the instruments "look alike." Make four columns on a chart, so that you can write down their observations for each family.
- 3) Continue this brainstorm with the other three families, adding observations to each column on your chart.
- 4) This can lead to a discussion about how each instrument family got its name.
- 5) Once students have identified some instrument family characteristics by sight, you can listen to the sounds of each family. Using the recording of Debussy's *Girl with the Flaxen Hair*, play the first section featuring the strings. Ask students if they can identify which instrument family is playing. Ask students for descriptive words that you can add to the chart for the sounds of this instrument family.
- 6) Repeat with the Mozart *Wind Serenade in Eb*, mvt 2 to highlight the woodwind family. Record all observations made by the students.
- 7) Using Sibelius' *Finlandia* (the opening only) you can feature the brass and percussion families. Continue to record the students' observations in the appropriate columns.
- 8) Ask students to complete one of the Instrument Families worksheets, (you can make a determination as to which is most appropriate for your student group) by matching instruments to the family in which they belong.

# *Instrument Families in the Orchestra*

Violin



Viola



Cello



Bass



## **Strings**

Oboe



Flute



Clarinet



Bassoon



## **Woodwinds**

Trumpet



French horn



Tuba



Trombone



## **Brass**



Snare drum



Chimes

Tambourine



Triangle



Timpani

## **Percussion**

# WORKSHEET

## Instrument Families



Name \_\_\_\_\_

Draw a line from each instrument to the name of its family:

WOODWINDS

BRASS



STRINGS

PERCUSSION

# WORKSHEET

## Instrument Families



Name \_\_\_\_\_

For each instrument, check the box of the Instrument Family that it belongs to:



- ☐ STRINGS
- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



- ☐ STRINGS
- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



- ☐ STRINGS
- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



- ☐ STRINGS
- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



- ☐ STRINGS
- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



- ☐ STRINGS
- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



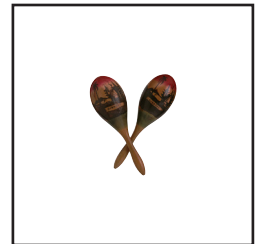
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- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



- ☐ STRINGS
- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



- ☐ STRINGS
- ☐ WOODWINDS
- ☐ BRASS
- ☐ PERCUSSION



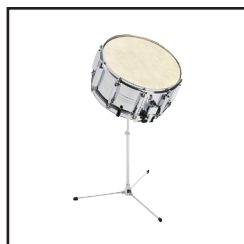
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- ☐ PERCUSSION



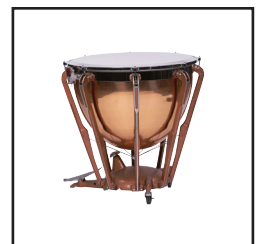
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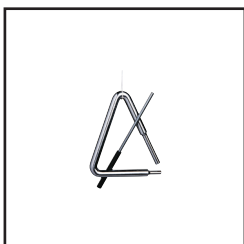
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