

# Musical Passport

For 1st-4th grades



## Lesson 4 — Instruments Around the World

### Objective

Students will learn the characteristics of each instrument family in the orchestra through sight and sound. They will also explore the musical instruments of other cultures around the world and categorize them by instrument family using their knowledge of each family's characteristics.

### Suggested Materials

- Instrument Families of the Orchestra graphic (provided)
- Recordings of the instruments of the orchestra available at <https://bpo.org/play-on-wny/>
- Whiteboard/smart board or other classroom tool for recording observations
- Classroom resources for research
- World maps (provided)
- Poster board and art materials

### New York State Arts Standards

MU:Re7.1.1a-4a

MU:Re7.2.1a-4a

### New York State English Language Arts & Literacy Standards

Reading, Standard 1 & 7

Writing, Standard 2, 4, 5, 6 & 7

Speaking & Listening, Standard 1, 2, 4, 5 & 6

Language, Standard 1, 2, 3, 4 & 6

### New York State Social Studies Standards

Standard 3: Geography

### Procedure

- 1) Provide students with a copy of the Instrument Families of the Orchestra. A composer uses different musical instrument sounds to create unique music. Instruments are grouped into families with similar characteristics.
- 2) Create a chart with four columns- one for each instrument family- and label each column. Choose one of the instrument families. Ask students to identify what characteristics the instruments in this family share visually. At the front of the classroom, record the information in the appropriate column.
- 3) As you are discussing the instrument family, play a recording of several of these instruments so students can examine how they look and how they sound. You may already have audio resources in your classroom for this, but if not, quality musical instrument sounds from the BPO can be found at <https://bpo.org/play-on-wny/>.



## Lesson 4 — *Instruments Around the World* (continued)

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### Procedure

- 4) Repeat for each family while recording the students' observations under one of the columns until you have completed all four instrument families.
- 5) Questions for Discussion:
  - a) Do any of the families have similar characteristics to each other?
  - b) What instruments might you choose if you were going to write a piece of music?
- 6) Now that you have a chart showing the basic characteristics of each instrument family, students will be able to use this information to find other instruments from around the world that fit into these instrument families. This exercise can be done as a class, in small groups, or individually. Using the world maps provided, assign a country or region of the world to each individual or group for research. Using classroom resources, ask each student to discover some of the instruments from that region and which instrument families these instruments belong in.
- 7) Using their findings, ask each group or individual students to create a poster about the instruments of that country or region to share with the class. This poster can be an advertisement for a concert featuring music from that area, or it could be an informational poster.
- 8) Post the students' posters in the classroom or school to share with everyone!



Violin  
Viola  
Cello  
Bass



**Strings**

The Strings section of an orchestra includes the Violin, Viola, Cello, and Bass. Each instrument is shown with its respective bow. The Violin is the smallest, followed by the Viola, then the Cello, and the Bass is the largest.

Flute  
Oboe  
Clarinet  
Bassoon



**Woodwinds**

The Woodwinds section of an orchestra includes the Flute, Oboe, Clarinet, and Bassoon. Each instrument is shown without its reed. The Flute is the shortest, followed by the Oboe, then the Clarinet, and the Bassoon is the longest.

Trumpet  
French horn  
Tuba  
Trombone



**Brass**

The Brass section of an orchestra includes the Trumpet, French horn, Tuba, and Trombone. Each instrument is shown without its mouthpiece. The Trumpet and Trombone are the smallest, followed by the French horn, and the Tuba is the largest.

Snare drum  
Chimes  
Tambourine  
Triangle  
Timpani



**Percussion**

The Percussion section of an orchestra includes the Snare drum, Chimes, Tambourine, Triangle, and Timpani. Each instrument is shown with its mallets or other accessories. The Snare drum is the smallest, followed by the Tambourine and Triangle, then the Chimes, and the Timpani is the largest.



# WORLD MAP



Falkland Islands (also known as South Sandwich Islands) claimed by ARGENTINA

St. Pierre and Miquelon claimed by FRANCE

South Georgia and the South Sandwich Islands claimed by U.K. claimed by U.K.

HAWAIIAN ISLANDS U.S.

KIRIBATI

Papeete French Polynesia

SAO TOME AND PRINCE

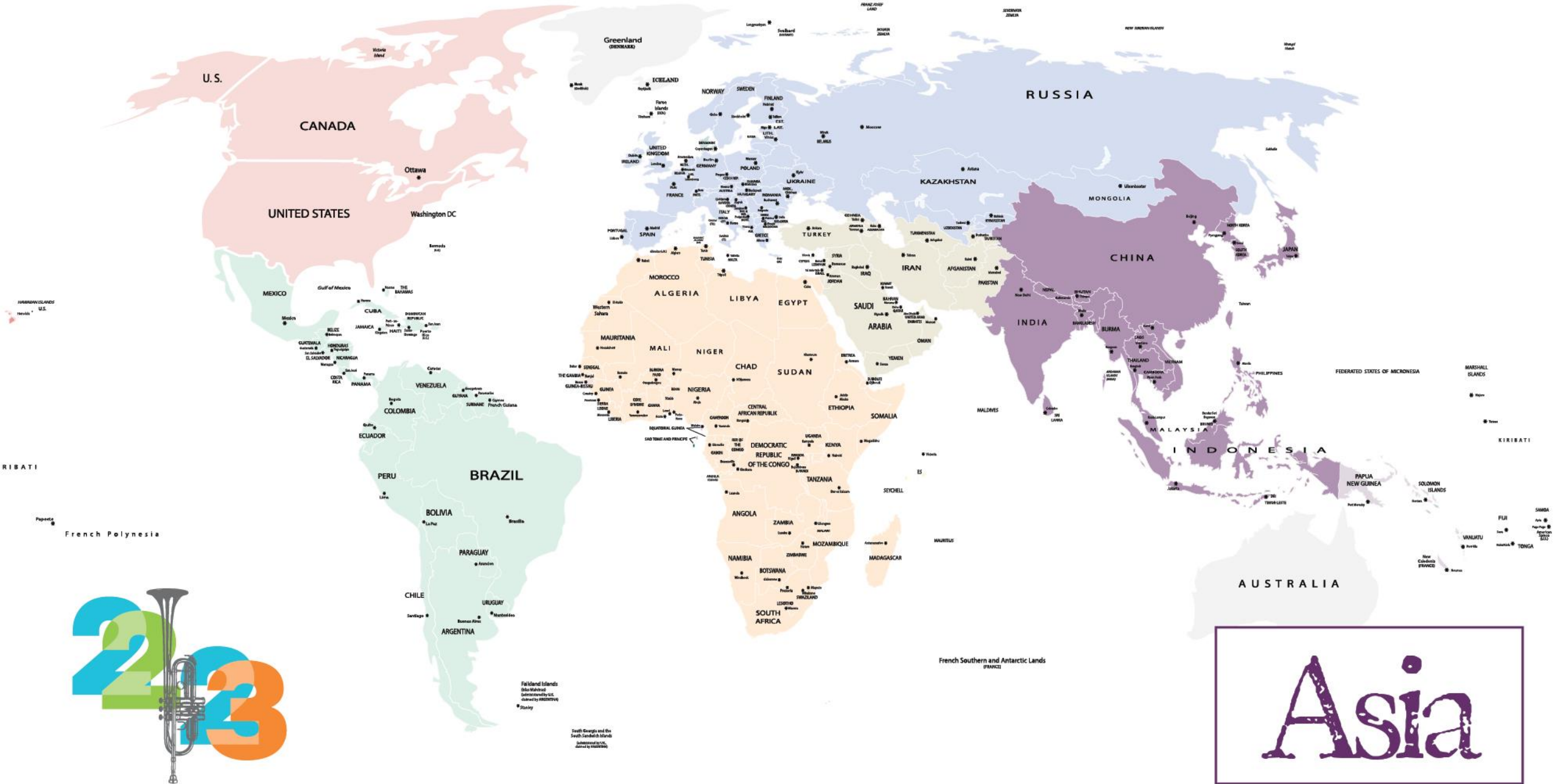
FLJI

VANUATU

TONGA

NEW CALEDONIA FRANCE

FRANCE



# Asia



U.S.

CANADA

UNITED STATES

MEXICO

VENEZUELA

BRAZIL

BOLIVIA

PERU

CHILE

ARGENTINA

Greenland (DENMARK)

ICELAND

NORWAY

SWEDEN

FINLAND

RUSSIA

UNITED KINGDOM

IRELAND

FRANCE

GERMANY

POLAND

UKRAINE

KAZAKHSTAN

MONGOLIA

CHINA

INDIA

INDONESIA

AUSTRALIA

MOROCCO

LIBYA

EGYPT

SAUDI ARABIA

MAURITANIA

MALI

NIGER

CHAD

SUDAN

YEMEN

THE GAMBIA

GUINEA

SIERRA LEONE

LIBERIA

ETHIOPIA

SOMALIA

SENEGAL

GUINEA-BISSAU

COTE D'IVOIRE

GHANA

TOGO

ANGOLA

THE GAMBIA

GUINEA

SIERRA LEONE

LIBERIA

ETHIOPIA

SOMALIA

SENEGAL

GUINEA-BISSAU

COTE D'IVOIRE

GHANA

TOGO

ANGOLA

SENEGAL

GUINEA-BISSAU

COTE D'IVOIRE

GHANA

TOGO

ANGOLA

SENEGAL

GUINEA-BISSAU

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SENEGAL

GUINEA-BISSAU

COTE D'IVOIRE

GHANA

TOGO

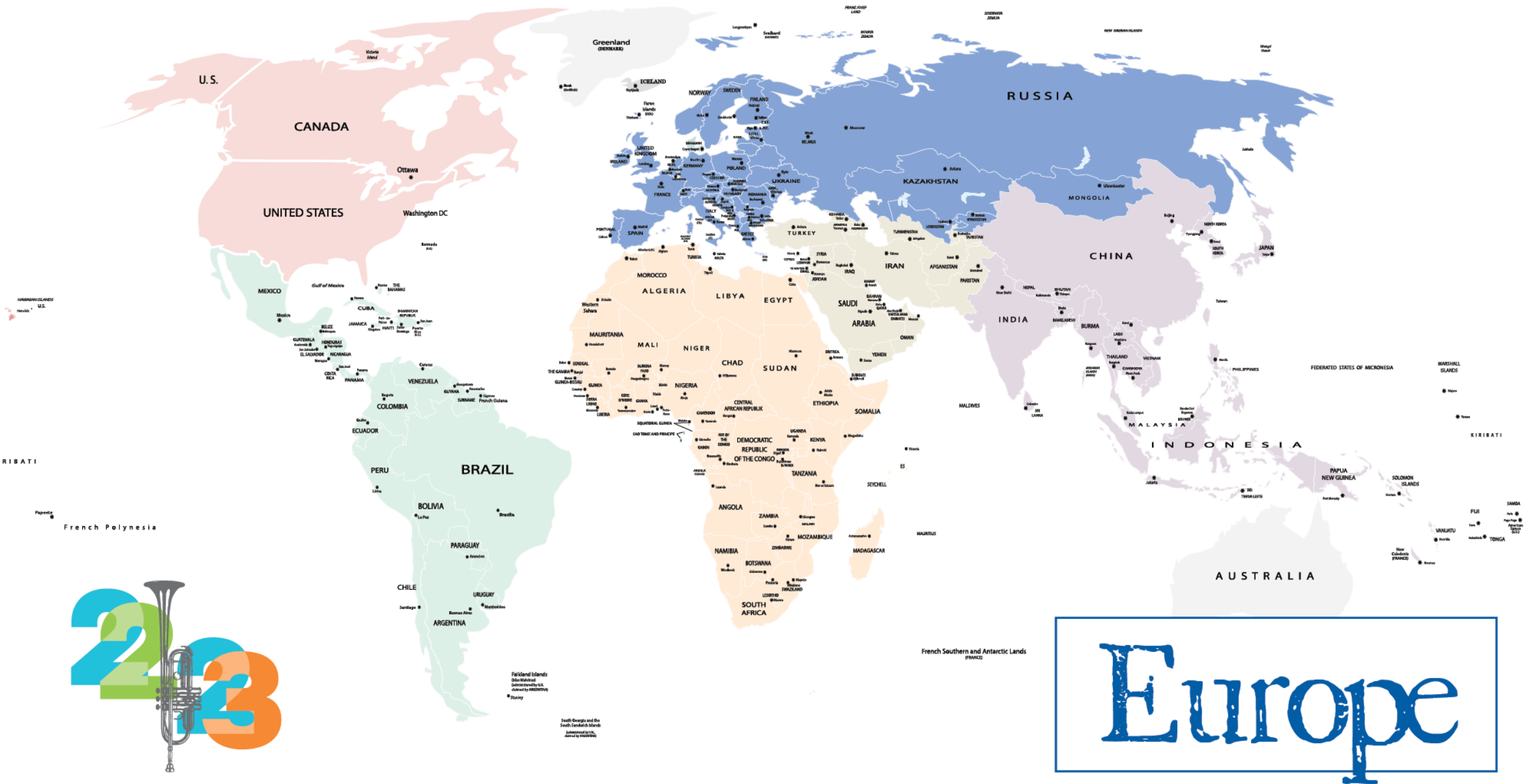
ANGOLA

South America



Falkland Islands (also known as Malvinas) claimed by ARGENTINA

South Georgia and the South Sandwich Islands claimed by U.K. claimed by AUSTRALIA



U.S.

CANADA

UNITED STATES

MEXICO

CUBA

HAITI

DOMINICAN REPUBLIC

GUATEMALA

HONDURAS

EL SALVADOR

NICARAGUA

COSTA RICA

PANAMA

VENEZUELA

COLOMBIA

EQUADOR

PERU

BOLIVIA

PARAGUAY

CHILE

URUGUAY

ARGENTINA

Greenland (DENMARK)

ICELAND

NORWAY

SWEDEN

FINLAND

HUNGARY

CZECH REPUBLIC

POLAND

GERMANY

FRANCE

UNITED KINGDOM

IRELAND

NETHERLANDS

LUXEMBOURG

ITALY

SPAIN

PORTUGAL

GREECE

TURKEY

ARMENIA

GEORGIA

MOROCCO

ALGERIA

LIBYA

EGYPT

SAUDI ARABIA

IRAN

AFGHANISTAN

PAKISTAN

INDIA

NEPAL

BHUTAN

BAHARESH

SRILANKA

THAILAND

VIETNAM

PHILIPPINES

JAPAN

FEDERATED STATES OF MICRONESIA

MARSHALL ISLANDS

KIRIBATI

SAO TOME AND PRINCE

SEYCHELLES

MAURITIUS

FRENCH SOUTHERN AND ANTARCTIC LANDS (FRANCE)

Falkland Islands (aka Malvinas and South Sandwich Islands claimed by ARGENTINA)

South Georgia and the South Sandwich Islands (claimed by U.K. joined by NORWAY)

Europe



# Middle East



Falkland Islands (also known as South Sandwich Islands) claimed by ARGENTINA  
\*Stanley

South Georgia and the South Sandwich Islands  
administered by UK, claimed by ARGENTINA





# Africa



Falkland Islands  
(Sovereignty claimed by U.K. and Argentina)  
\*Stanley

South Georgia and the South Sandwich Islands  
\*Glasgow

French Southern and Antarctic Lands  
(FRANCE)



U.S.

CANADA

UNITED STATES

Greenland (DENMARK)

RUSSIA

CHINA

BRAZIL

North America



Falkland Islands (Soberano Islands claimed by ARGENTINA)

South Georgia and the South Sandwich Islands (claimed by U.K., owned by U.S.A.)