

BRASS INSTRUMENT JEOPARDY!

LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will demonstrate knowledge of brass instruments and how they produce sound.

ACTIVITIES:

1. Play *Jeopardy* with brass-specific questions. Start easy and get harder. Here are a handful of questions to get you going, with answers following *Jeopardy!* style, i.e., repeating the question as a statement.
 - This is the smallest and highest instrument in the brass family. (What is *the trumpet.*)
 - This instrument has a circular (not oblong or oval) coil shape. (What is *the French horn.*)
 - Brass players must do this into their mouthpiece in order to produce a sound. (What is *buzz their lips.*)
 - Buzzing lips tighter has this effect on pitch. (What is *creates a higher pitch.*)
 - This brass instrument does not have valves. (What is *the trombone?*)
 - This feature of a brass instrument amplifies the sound. (What is *the bell.*)
 - These “buttons” were added to a coiled brass tube to create more pitches/notes. (What are *valves.*)
 - These are placed in the bell and are used to muffle or alter the sound or *timbre* of a brass instrument. (What is *a mute.*)
 - The marching band version of this brass instrument is commonly called the sousaphone. (What is *the tuba.*)

Add more of your own!

STANDARDS:

1. Grades K- 3. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

*Note: Though the music standards are essentially K-3 in grade level, the structure/organization of Jeopardy-style questions is more closely aligned



with grades 4-5 literacy standards, making these activities well-suited for older students.



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