CONCORDIA WIND QUINTET
KINDERGARTEN AND FIRST GRADE LESSON

LEARN about the instruments in a wind quintet: flute, clarinet, oboe, bassoon and French horn.

• Create cue cards for each instrument. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)

• Using these visuals, introduce each instrument and explain how sound is produced. Use the text and pictures from the MEET THE INSTRUMENTS section of this curriculum for sample language.

• Spend time noticing features of each instrument. Compare and contrast. Ask guiding questions, such as:
  › Which instrument is biggest? Smallest?
  › Which can play the highest? Lowest?
  › Which instrument uses wind, or breath, to create a sound?
  › Which instrument has a brass mouthpiece that the player needs to buzz her lips into?
  › Which instruments use a double reed?
  › Which instrument has a single reed?
  › Which instrument has valves?
  › Use three words to describe each instrument.

• Explain that every instrument has its own unique sound—we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of each instrument in a wind quintet. For an in-depth exploration of timbre and tone color, watch the Class Notes Video Color in Music: Germaine Tailleferre.

LISTEN

• To the flute. Scroll down to the FLUTE section of the Concordia Wind Quintet Lesson Plan Audio playlist.

• To the clarinet. Scroll down to the CLARINET section of the Concordia Wind Quintet Lesson Plan Audio playlist.

• To the oboe. Scroll down to the OBOE section of the Concordia Wind Quintet Lesson Plan Audio playlist.

• To the bassoon. Scroll down to the BASSOON section of the Concordia Wind Quintet Lesson Plan Audio playlist.

• To the French horn. Scroll down to the FRENCH HORN section of the Concordia Wind Quintet Lesson Plan Audio playlist.

• To all five instruments together. Scroll down to the WIND QUINTET section of the Concordia Wind Quintet Lesson Plan Audio playlist. Notice how instruments trade off melodies and go back and forth, like a conversation. Notice how the timbres of each instrument mix together.

• To the Concordia Wind Quintet. They will pay a visit to your school for a Class Notes Concert.
**PLAY**

- **I Hear an Instrument!**
  - Print copies of the instrument cue cards for all five instruments in a wind quintet: flute, clarinet, oboe, bassoon and French horn. (See PRINT PAGES at the end of this guide.)
  - Ask for a student “contestant” to be an “expert listener.” His or her job is to listen to a clip of music, decide which of the five instruments is playing, and hold up the corresponding card. Modify by displaying all five instrument cue cards in a row. Ask the entire group of listeners point to the correct card after listening. Use the audio examples on the Concordia Wind Quintet Lesson Plan Audio playlist.

- **Wind Quintet, or NOT Wind Quintet?**
  - Print two copies of the wind quintet cue card (see PRINT PAGES at the end of this guide) and put an X through one. For example:
    - [Image]
  - Ask for an “expert listener” volunteer. This time, the listener must distinguish whether the music is played by a wind quintet or something else, and then hold up the corresponding cue card. For wind quintet audio clips, use the Concordia Wind Quintet Lesson Plan Audio playlist. For NOT wind quintet audio, use any available audio. Here and here are a few suggestions for playlists with contrasting music.

- **Dance Party!**
  - The Concordia Wind Quintet will talk about tempo. A great way to explore tempo in music is through movement and dancing. Listen to a wide variety of music and include music with fast/slow contrasts. Explicitly refer to the tempo as you begin in order to reinforce the concept and vocabulary. Use manipulatives such as scarves, ribbon wands or a parachute to structure, contain and guide movement.
  - Use the tracks on the Dance Party Lesson Plan Audio playlist.
  - Think more about how we dance to certain music by watching this Class Notes Video: Song and Dance in Asturias.

**LEARNING CHECKLIST**

- I can identify the timbre of all five instruments in a wind quintet by sight and sound.
- I can explain how a musician makes a sound on a flute, clarinet, oboe, bassoon and French horn.
- I can identify musical opposites of fast and slow through listening and movement.
LEARN

• About the instruments in a wind quintet: flute, clarinet, oboe, bassoon and French horn.
  › Create cue cards for each instrument. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)
  › Using these visuals, introduce each instrument and explain how sound is produced. Use the text and pictures from the MEET THE INSTRUMENTS section of this curriculum for sample language.
  › Spend time noticing features of each instrument. Compare and contrast. Ask guiding questions, such as:
    › Which instrument is biggest? Smallest?
    › Which can play the highest? Lowest?
    › Which instrument uses wind, or breath, to create a sound?
    › Which instrument has a brass mouthpiece that the player needs to buzz her lips into?
    › Which instruments use a double reed?
    › Which instrument has a single reed?
    › Which instrument has valves?
    › Use three words to describe each instrument.
  › Explain that every instrument has its own unique sound—we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of each instrument in a wind quintet. For an in-depth exploration of timbre and tone color, watch the Class Notes Video Color in Music: Germaine Tailleferre.

• About tempo and meter.
  › During their Class Notes Concert, the Concordia Wind Quintet will talk about both tempo and meter.
  › Introduce or review the concept of tempo. This video is a good introduction or refresher. Some content moves too fast for this age group but the general idea of music moving faster and slower is clear.
  › Concordia Wind Quintet will also talk about meter. Explain or review the idea that music has a steady beat, and the beat is the part of music that makes us want to dance. Explain or review the idea that a steady beat can be organized in a repeating pattern, and those patterns might help dancers organize their dance steps. The activities below help teach and reinforce these ideas.
  › The activities listed below in the ACTIVITIES section teach or reinforce concepts of tempo and meter.
LISTEN

- To the flute. Scroll down to the FLUTE section of the Concordia Wind Quintet Lesson Plan Audio playlist.
- To the clarinet. Scroll down to the CLARINET section of the Concordia Wind Quintet Lesson Plan Audio playlist.
- To the oboe. Scroll down to the OBOE section of the Concordia Wind Quintet Lesson Plan Audio playlist.
- To the bassoon. Scroll down to the BASSOON section of the Concordia Wind Quintet Lesson Plan Audio playlist.
- To the French horn. Scroll down to the FRENCH HORN section of the Concordia Wind Quintet Lesson Plan Audio playlist.
- To all five instruments together. Scroll down to the WIND QUINTET section of the Concordia Wind Quintet Lesson Plan Audio playlist. Notice how instruments trade off melodies and go back and forth, like a conversation. Notice how the timbres of each instrument mix together.
- To the Concordia Wind Quintet. They will pay a visit to your school for a Class Notes Concert.

ACTIVITIES

- Do any of these activities to reinforce ideas about tempo.
- Play the video What Does a Conductor Do? and then do these lessons that go along with it.

CULTURAL CONNECTIONS

In the Class Notes Concert, the Concordia Wind Quintet will talk about and play music from several different countries and cultures. The lesson Around the World in 8 Days helps develop awareness of and understanding of the influence of place and culture in music.

LEARNING CHECKLIST

- I can identify the instruments of a wind quintet by sight and sound.
- I can explain how a musician makes a sound on a flute, clarinet, oboe, bassoon and French horn.
- I can demonstrate knowledge and understanding of the musical elements of tempo and meter through a variety of activities.
- I can describe, compare and contrast music from various places and cultures.
CONCORDIA WIND QUINTET
FOURTH, FIFTH, and SIXTH GRADE LESSON

LEARN

• About the instruments in a wind quintet: flute, clarinet, oboe, bassoon and French horn.
  › Create cue cards for each instrument. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)
  › Using these visuals, introduce each instrument and explain how sound is produced. Use the text and pictures from the MEET THE INSTRUMENTS section of this curriculum for sample language.
  › Spend time noticing features of each instrument. Compare and contrast. Ask guiding questions, such as:
    › Which instrument is biggest? Smallest?
    › Which can play the highest? Lowest?
    › Which instrument uses wind, or breath, to create a sound?
    › Which instrument has a brass mouthpiece that the player needs to buzz her lips into?
    › Which instruments use a double reed?
    › Which instrument has a single reed?
    › Which instrument has valves?
    › Use three words to describe each instrument.
  › Explain that every instrument has its own unique sound—we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of each instrument in a wind quintet. For an in-depth exploration of timbre and tone color, watch the Class Notes Video Color in Music: Germaine Tailleferre.

• About meter.
  › During their Class Notes Concerts will talk about meter. Explain or review the idea that music has a steady beat, and the beat is the part of music that makes us want to dance. Explain or review the idea that a steady beat can be organized in a repeating pattern, and those patterns might help dancers organize their dance steps. Those recurring beat patterns are known as the meter. Introduce or review the term, and explain that the most common meters organize beats in groups of 2, 3 or 4.
LISTEN

• To the flute. Scroll down to the FLUTE section of the Concordia Wind Quintet Lesson Plan Audio playlist.
• To the clarinet. Scroll down to the CLARINET section of the Concordia Wind Quintet Lesson Plan Audio playlist.
• To the oboe. Scroll down to the OBOE section of the Concordia Wind Quintet Lesson Plan Audio playlist.
• To the bassoon. Scroll down to the BASSOON section of the Concordia Wind Quintet Lesson Plan Audio playlist.
• To the French horn. Scroll down to the FRENCH HORN section of the Concordia Wind Quintet Lesson Plan Audio playlist.
• To all five instruments together. Scroll down to the WIND QUINTET section of the Concordia Wind Quintet Lesson Plan Audio playlist. Notice how instruments trade off melodies and go back and forth, like a conversation. Notice how the timbres of each instrument mix together.
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MAKE MUSIC

• Learn and play “Boom Kat.” Teach the following rhythmic ostinato to students:

    ![Rhythmic Pattern]

    Drum the pattern while you say it. Use your lap for the BOOM and clap or snap for the KAT. Or, use bucket drums or other hand drums, playing a low bass sound for the BOOM and a slap on the rim for the KAT. Play the “Boom, Kat, Boom-Boom, Kat” pattern three times, then a BOOM and rest for the remainder of the measure. Counting “two, three, four” out loud helps a lot, especially when repeating over and over. Starting together after the three beats of rests might take a little practice.

    • Once the ostinato is successfully learned, take turns filling in the rests with a rhythmic improvisation.

    • Vary the activity by encouraging a vocal improvisation in the rest spot. Some students will feel comfortable freestyling, others might need more guidance and support. Demonstrate a variety of melodic improvisations. Suggest ideas such as holding one long pitch, toggling back and forth between two pitches, or singing an ascending or descending slide of notes or a scale.

    • Repeat the activity using an ostinato in another meter. Invent language that has syllables that match any given time signature. For example, try “Boom Pepperoni” for 3/4, and “Boom Diddy” for 2/4.
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LEARNING CHECKLIST:

☐ I can identify the instruments of a wind quintet by sight and sound.
☐ I can explain how a musician makes a sound on a flute, clarinet, oboe, bassoon and French horn.
☐ I can demonstrate knowledge and understanding of the musical elements of tempo and meter through a variety of activities.
☐ I can describe, compare and contrast music from various places and cultures.
CONCORDIA WIND QUINTET
PRINT PAGES
FLUTE CUE CARD
OBOE CUE CARD
FRENCH HORN CUE CARD
WIND QUINTET CUE CARD
OTHER INSTRUMENTS CUE CARD