

MAKE-A-WOODWIND

LESSON/ACTIVITY PLAN

OBJECTIVES:

1. Students will produce sound on a homemade woodwind instrument.
2. Students will understand how the length of the body/resonating tube affects pitch.
3. Students will understand and demonstrate how to produce a sound by blowing across an open hole.

MATERIALS NEEDED:

1. A double reed
2. Masking tape
3. A large box of straws, preferably the non-bendable kind
4. Scissors
5. A series of glass bottles of various sizes

ACTIVITIES:

1. Wet the reed to make it moist for playing.
2. Attach the bottom part of the reed (cork) to a straw with masking tape. Be sure the seal is complete. Though single reeds are traditionally easier to play, the size of an oboe mouthpiece/reed works much better for this activity.
3. Once the mouthpiece is attached to the straw, blow on it to produce a sound. Experiment a little to work on getting consistent sound.
4. Play your “straw oboe” for students. Ask a volunteer to come up and start snipping small sections of the straw off as you continue to blow. They will hear the pitch go up as the length of the straw gets shorter. Use this opportunity to explain that on a real woodwind instrument, the player is constantly lengthening and shortening the tube (and thus changing the pitch) by pressing different combinations of keys.

5. To repeat the exercise, you will need to re-construct your instrument after the straw has been snipped very short.
6. Since reeds are difficult to disinfect, it is recommended that teachers play the straw oboe and students perform the snipping duties.
7. Using the collection of glass bottles, encourage students to experiment blowing air across the open lip of the bottle. Fill with varying amounts of water to change the pitch. Observe how different amounts of water and different sizes of bottles affect the sound. Here's a good [website](#) giving step by step instructions.

Here's another that gives a slightly different activity with [ocarinas](#).

STANDARDS:

1. 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, for and their related concepts.
2. Grades 4–5. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 4.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, for and their related concepts.
3. Grades 4–5. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 4.1.2.3.2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.



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