

St. Louis Standup Symphony

Objectives

Students will

- Identify the four instrument families that make up an orchestra
- Identify which instrument family individual instruments belong to and place them in an orchestra seating chart
- Identify similarities and differences between instruments and the number of musicians within each section

Total Run Time: 30-45 minutes

Materials: Paper orchestra musicians, an orchestral seating chart, scissors, crayons or colored pencils, a recording of an orchestral performance (optional)

Essential Questions

- What is an orchestra?
- What are the four instrument families of an orchestra?
- What is this instrument called? Which instrument family does it belong to? Where does it belong on the seating chart?
- If you have attended an orchestra concert, how did the music make you feel?

Vocabulary

- | | |
|---------------------|---|
| • Orchestra | • 1 st Violin, 2 nd Violin, Viola, Cello, Double Bass |
| • String Family | • Harp, Piano |
| • Woodwind Family | • Flute, Piccolo, Oboe, English Horn, Clarinet, Bassoon |
| • Brass Family | • Trumpet, French Horn, Trombone, Tuba |
| • Percussion Family | • Percussion, Timpani |
| • Conductor | |

Pre-Class Procedures

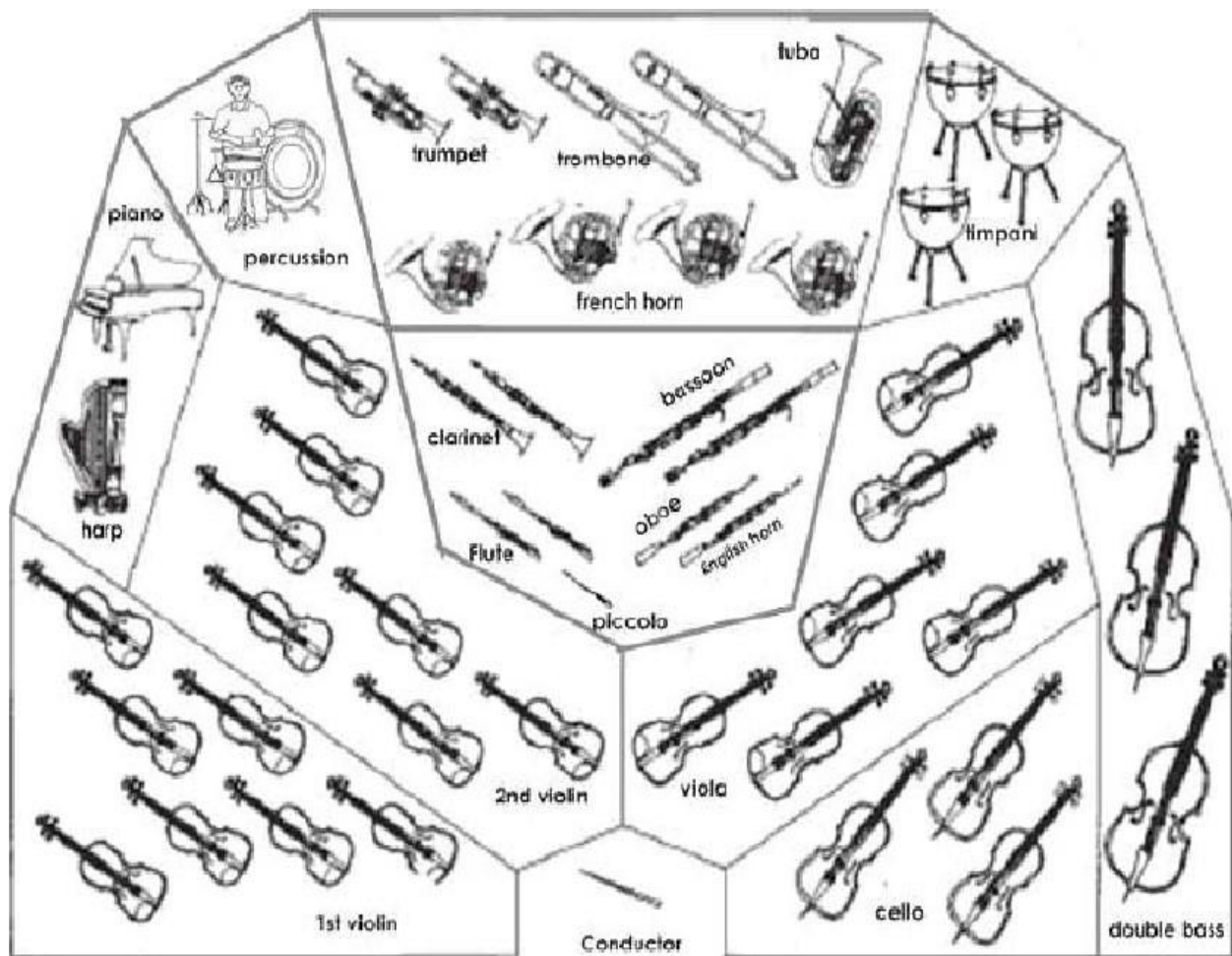
- If students are unable to use scissors, print and cut out the paper orchestra musicians. Print the orchestral seating chart.
- Set up any orchestra recordings or visuals you wish to use. (optional)

Procedures

- **(5 minutes) Introduce students to the orchestra via audio or video recording and photos. (See Introduction to the Orchestra for additional materials)**
 - What is an **ORCHESTRA**?
 - What is a **MUSICIAN**?
 - Have you been to an orchestra concert?
- **(5 minutes) Introduce students to the four instrument families**
 - All four of these instrument families play together to create an **ORCHESTRA**
- **(20 minutes) Coloring Activity; Decorate paper orchestra musician**
 - Hand out paper orchestra musicians to students
 - Suggestion: Do not hand out the seating chart at this time
 - Ask students to color code each doll depending on which instrument family they belong to. For example, in the SLSO string musicians wear blue, woodwinds wear green, brass wear yellow, and percussion wear red. Students may work individually or in small groups
 - Ask students to discuss the similarities and differences between types of instruments and the number of musicians in each section
- **(5 minutes) Seating Chart Organization**
 - Hand out orchestral seating charts
 - Direct students to place each doll on its corresponding place on the seating chart
- **(10 minutes) Assessment**
 - Review as a class. Create an orchestra seating chart bulletin board, giving each student a paper orchestra musician or allowing them to select one to place on the bulletin board in the assigned section

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Seating Plan

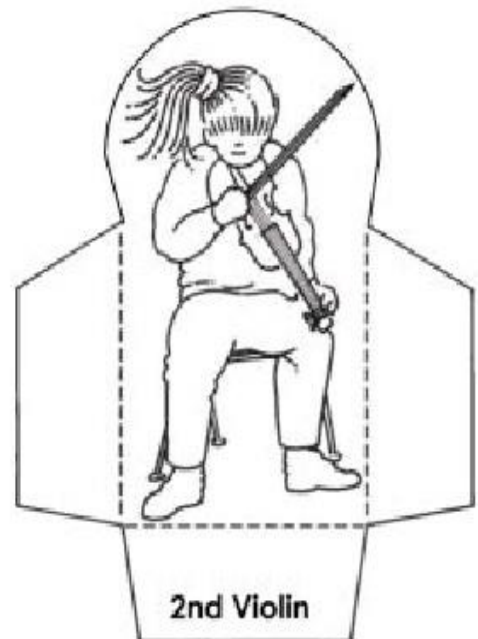
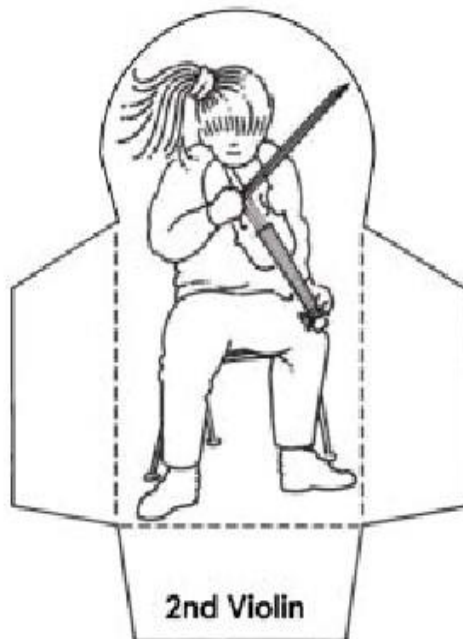
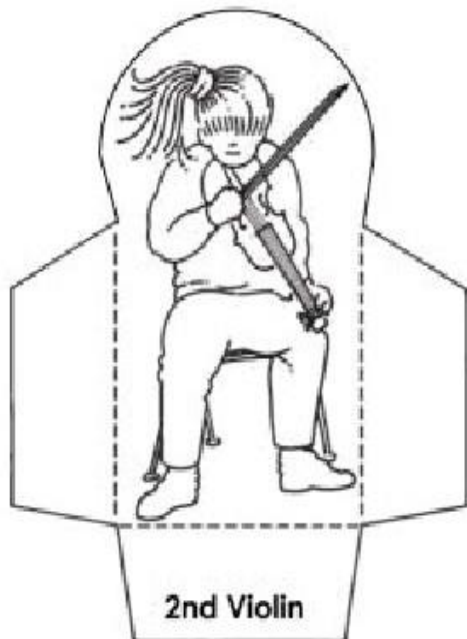
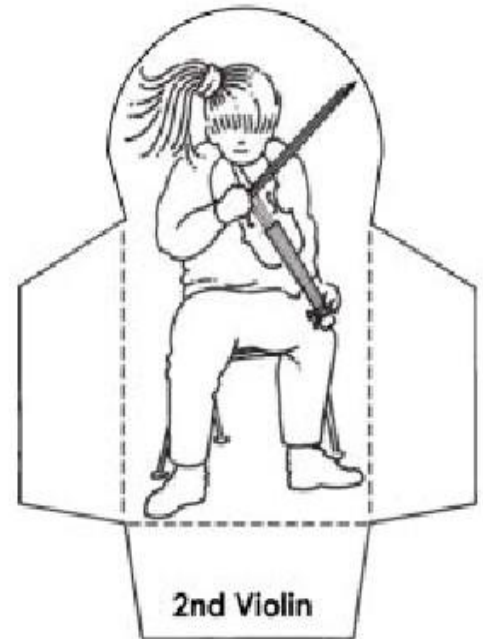
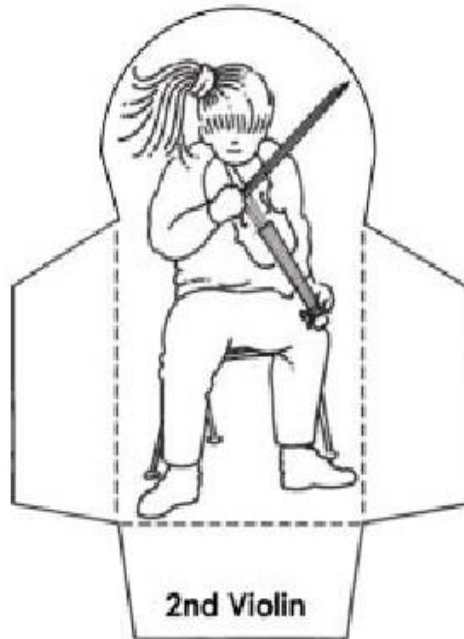


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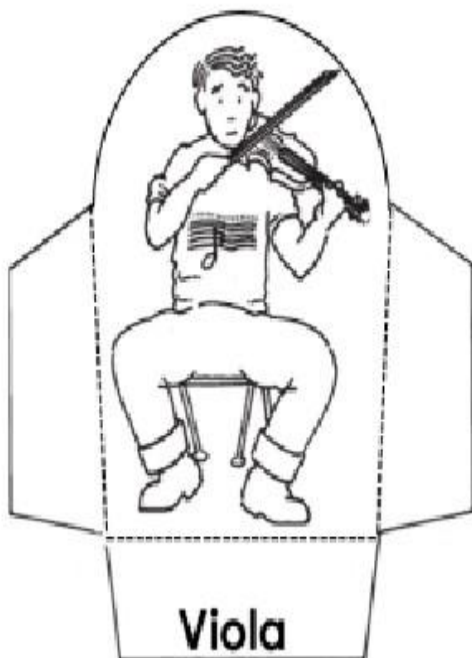
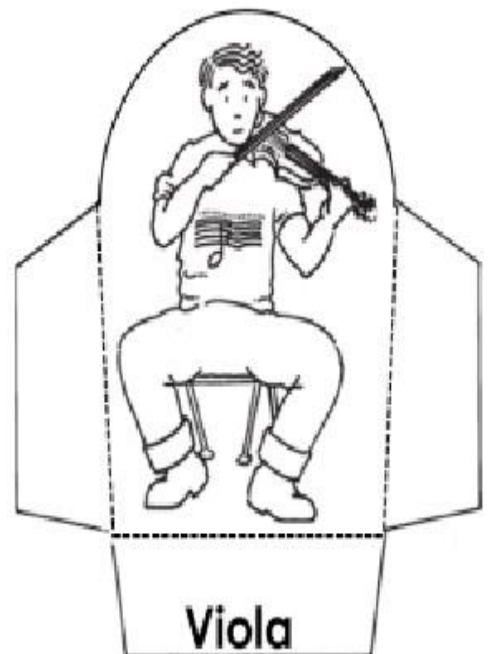
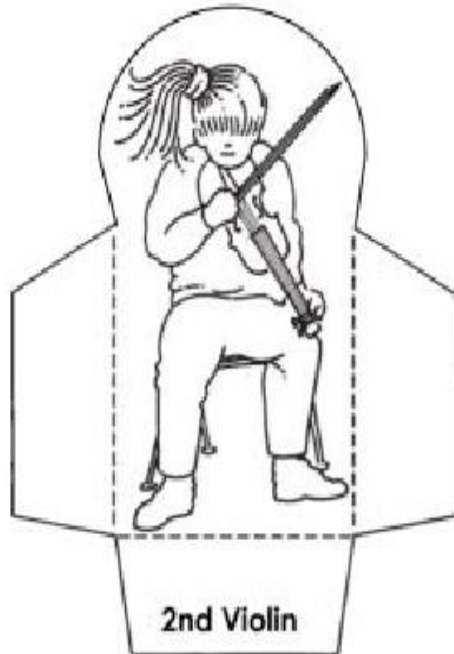
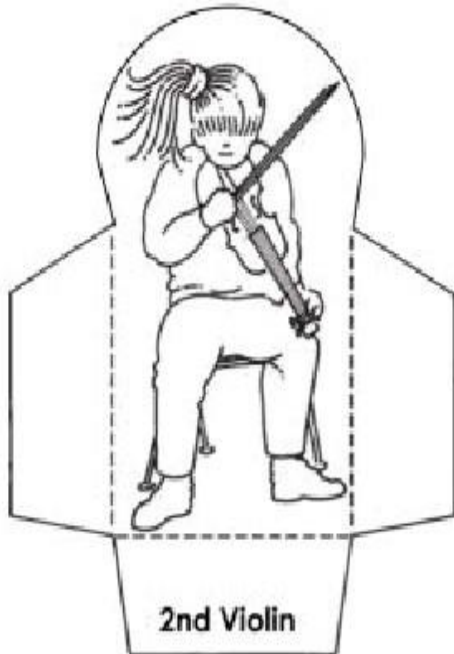




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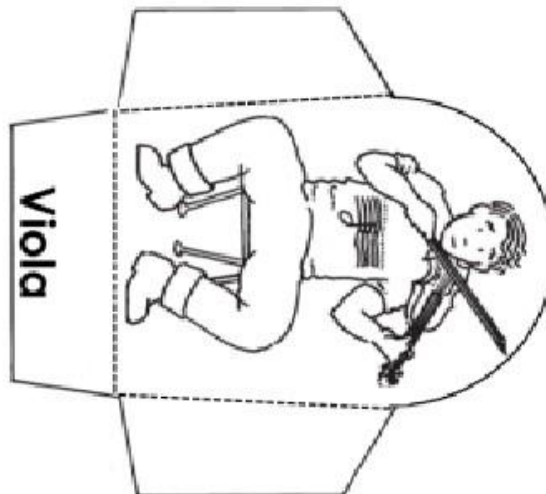
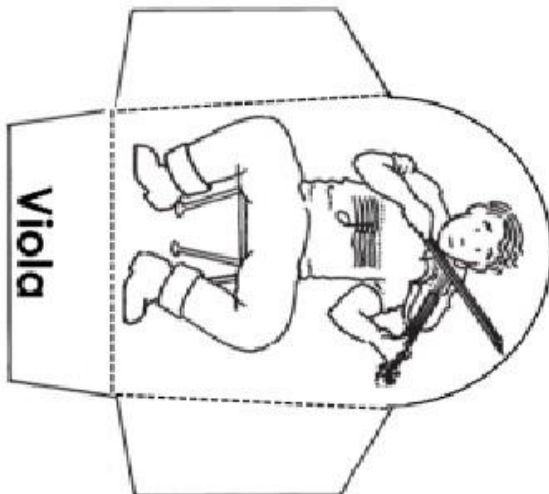
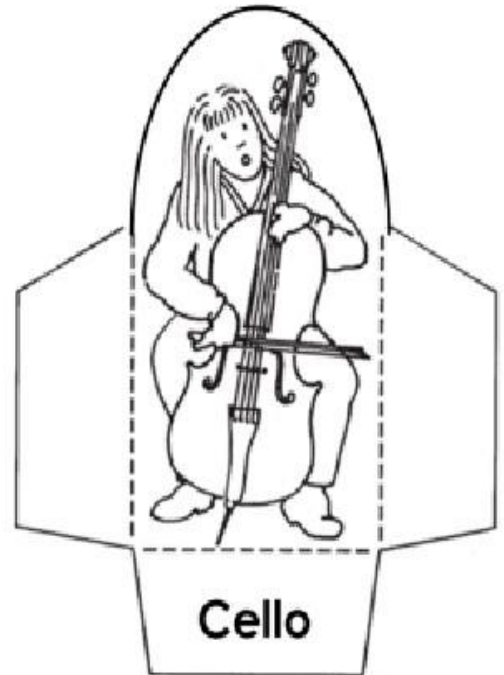
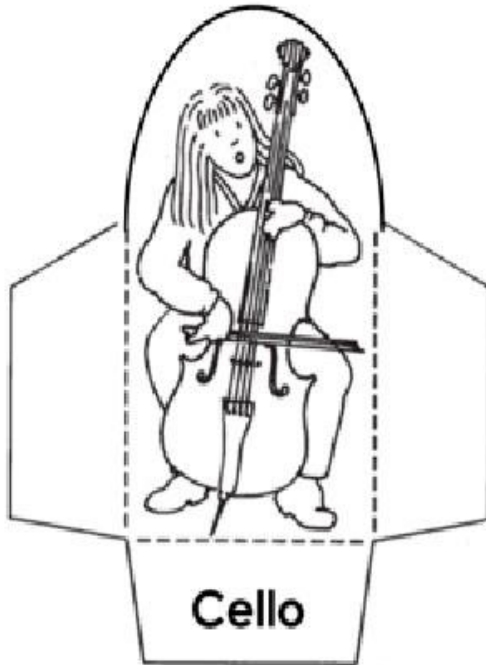
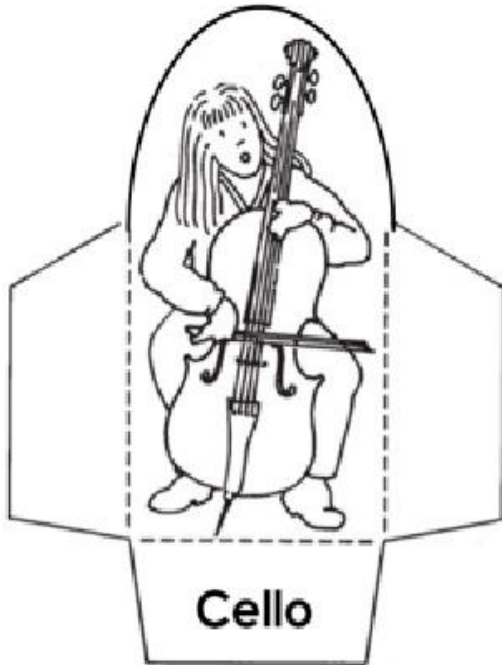
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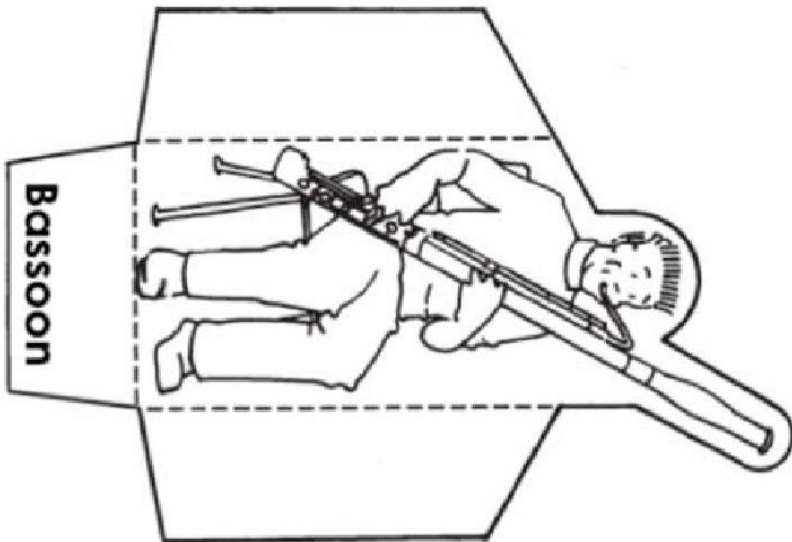
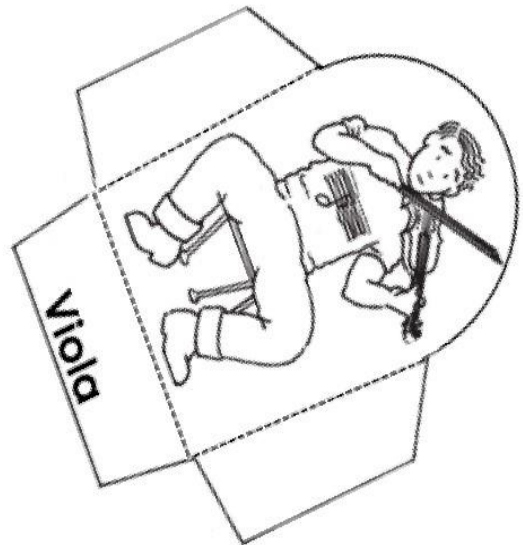
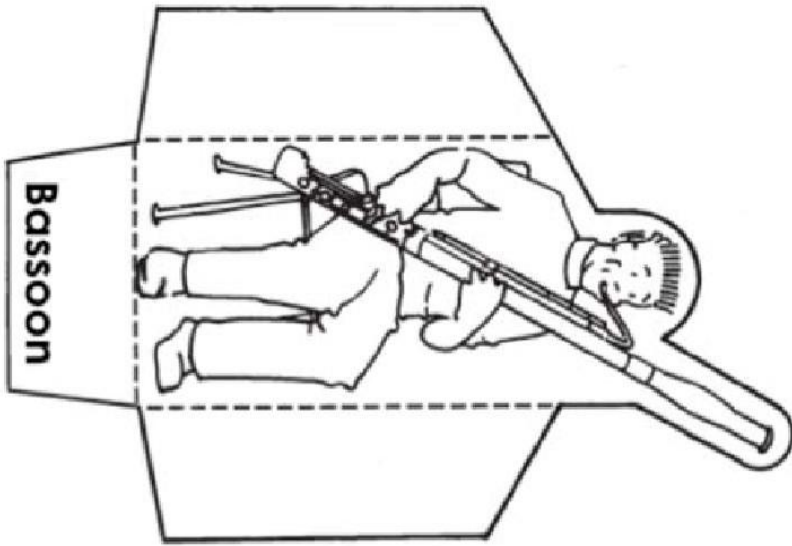
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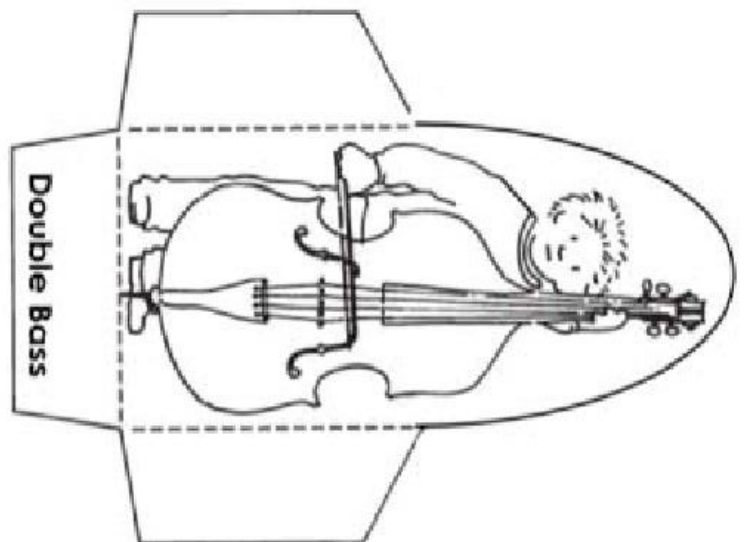
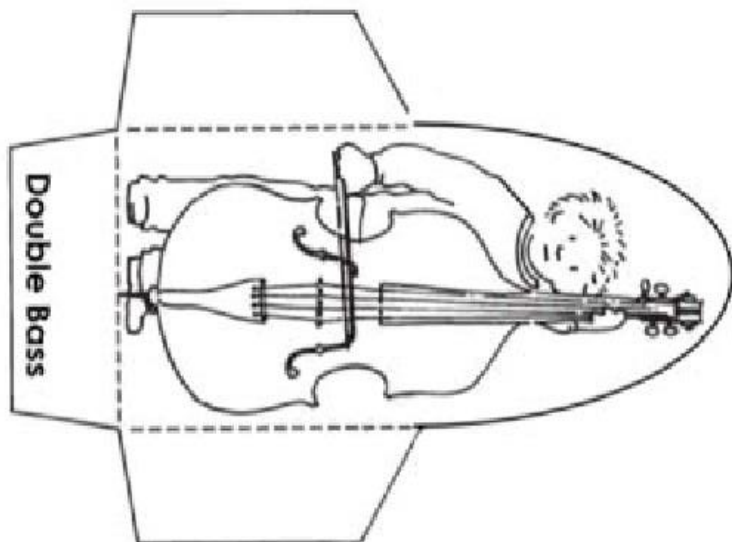
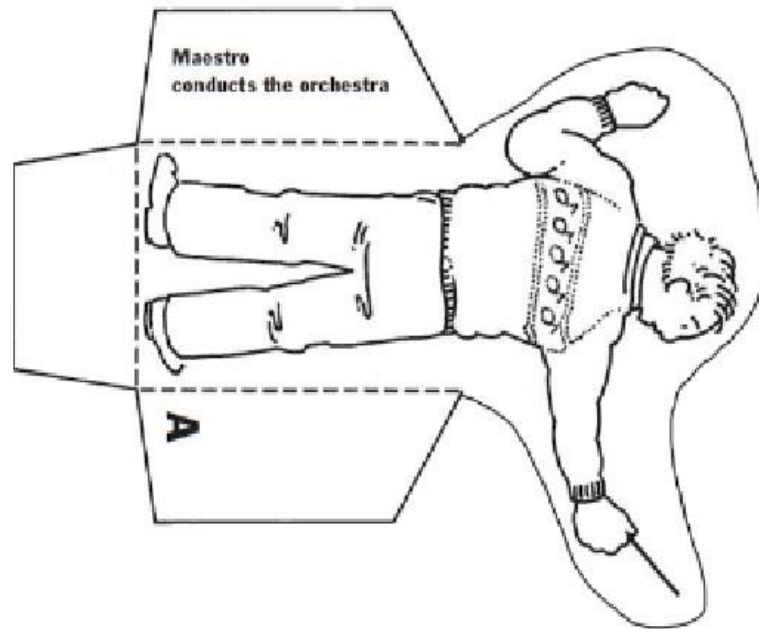
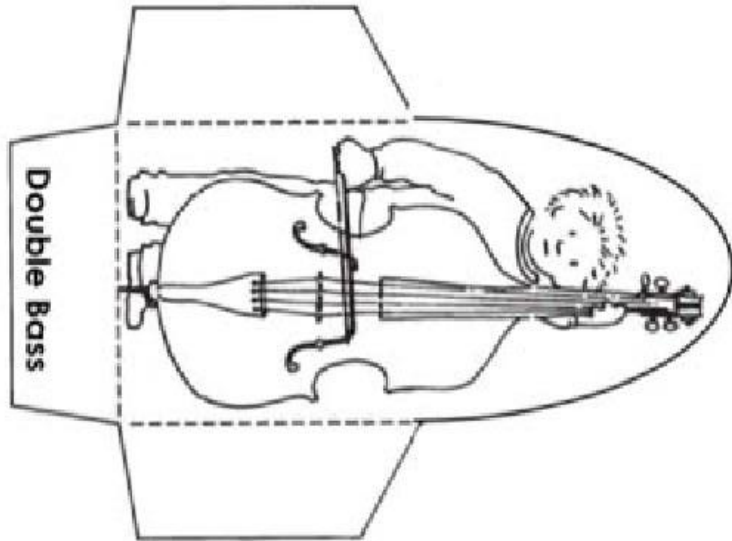
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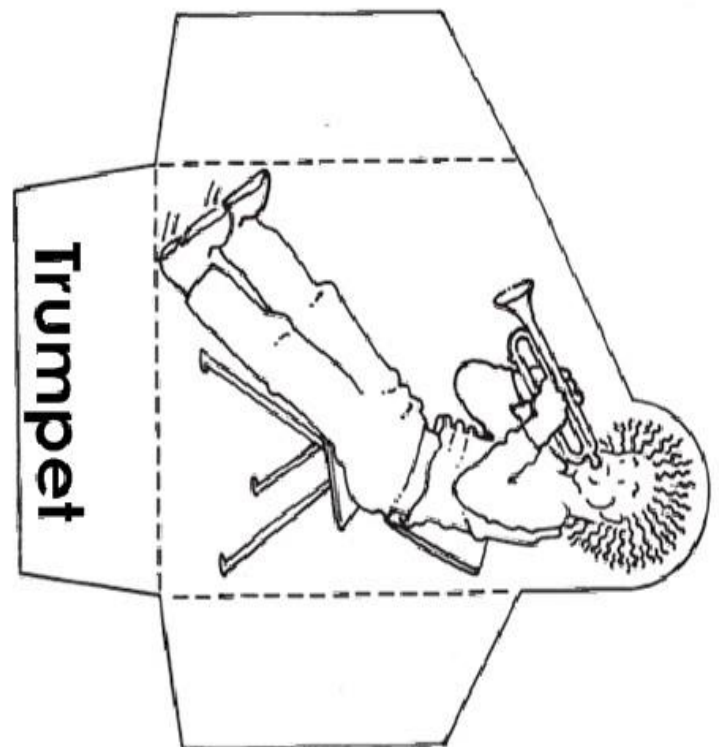
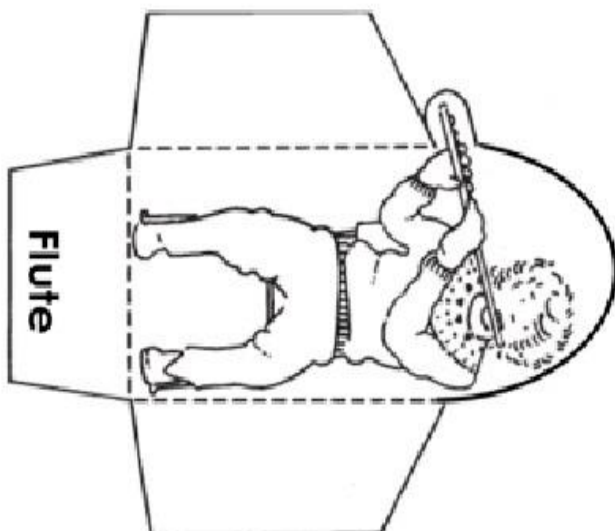
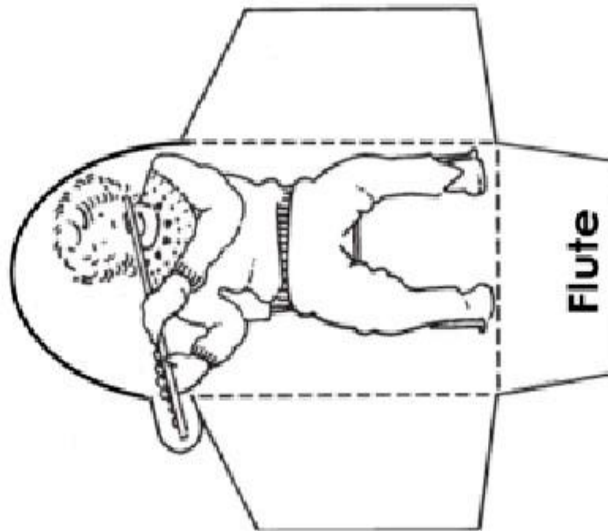
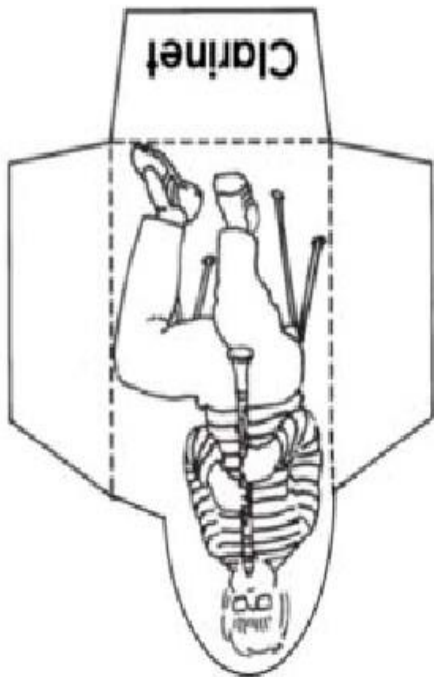
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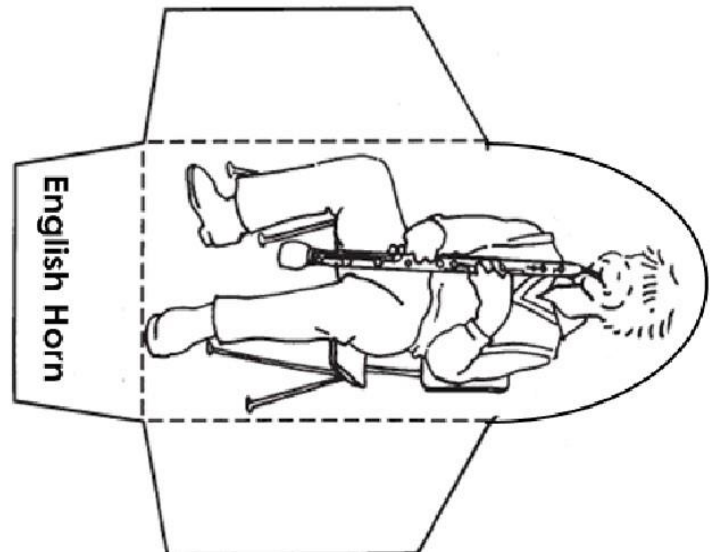
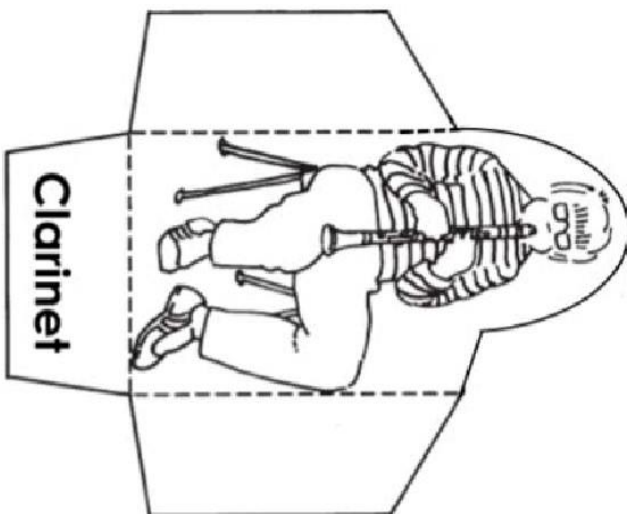
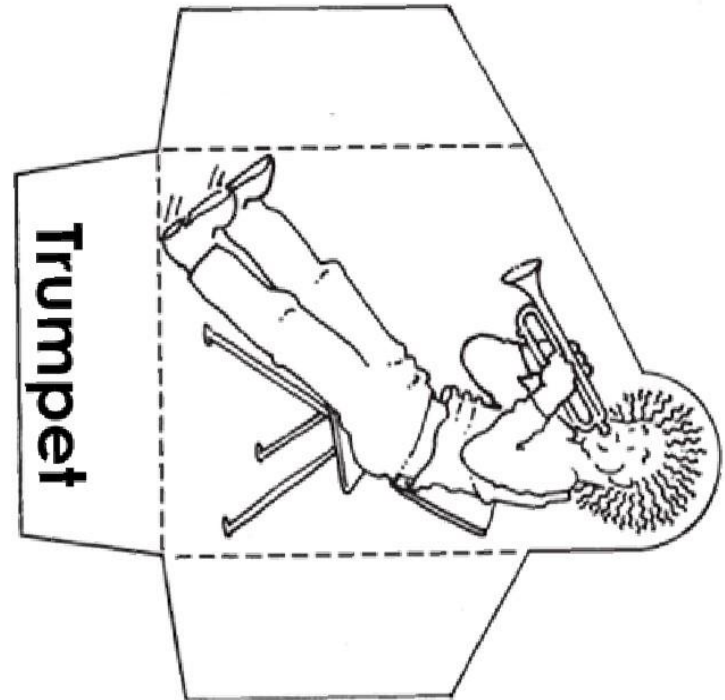
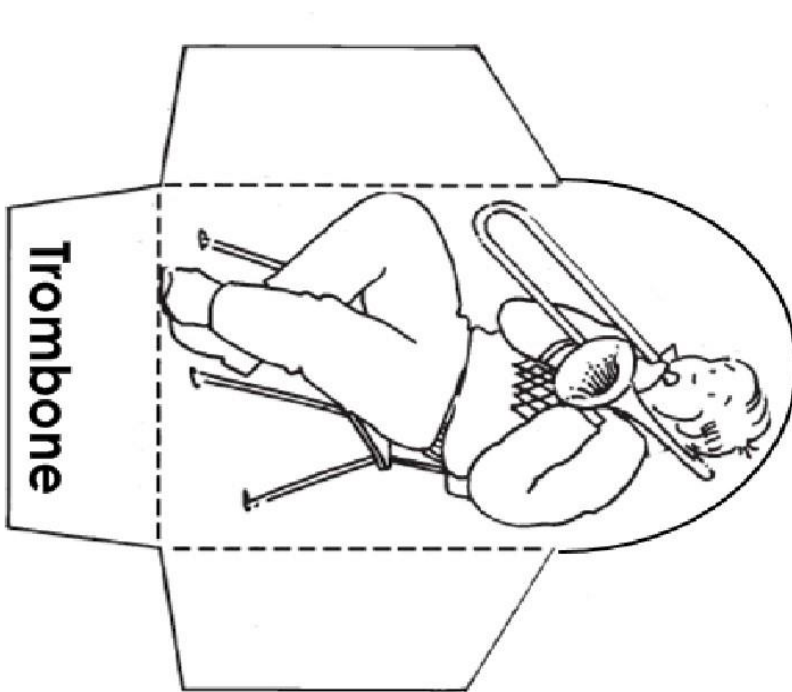
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