Meet the Awesome Orchestra!
Instrument Families

Objective:
Students will learn the properties of each instrument family in the orchestra.

Materials & Setup:
- Instrument Family Worksheet
- Orchestra Map

Activity:
1. Ask students to think about a photo of their family. Someone else might look at your family photo and tell you that you all look alike in some way. Families are like that – they are individual people, but they have some characteristics in common.

2. Tell students the instruments of the orchestra are organized into families, and each family has characteristics that the instruments share. Ask students if they know the names of the four instrument families. (String, Woodwind, Brass, Percussion)

3. Pass out the Instrument Family Worksheet. Tell students you will answer these three questions about each family, as well as list the instruments that belong to each family:
   a. What vibrates to make sound?
   b. How do you start the sound?
   c. What are the instruments made of?

4. Complete the worksheet as a class by first listing each instrument in the family and then having students predict the answers to the three questions. Use the completed worksheet as a guide.

5. Finally, show students the Orchestra Map. Identify each family of instruments and notice how they sit near each other.
<table>
<thead>
<tr>
<th>Instrument Family</th>
<th>What vibrates to make sound?</th>
<th>How do you start the sound?</th>
<th>What are the instruments made of?</th>
<th>Instruments in the family:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRING FAMILY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WOODWIND FAMILY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRASS FAMILY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERCUSSION FAMILY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Instrument Family Worksheet

<table>
<thead>
<tr>
<th>Instrument Family</th>
<th>What vibrates to make sound?</th>
<th>How do you start the sound?</th>
<th>What are the instruments made of?</th>
<th>Instruments in the family:</th>
</tr>
</thead>
</table>
| STRING FAMILY     | Strings vibrate to make sound. | You start the sound by plucking the strings (pizzicato) or pulling the bow across the strings (arco). | String instruments are made of mostly wood. Strings are made of different types of metal. | Violin  
Viola  
Cello  
Bass  
Harp |
| WOODWIND FAMILY   | A wood reed vibrates or blowing over the hole in the mouthpiece (flute) which vibrates the air to make sound. | You start the sound by blowing air. | At first, woodwind instruments were only made of wood (hence the name), but now they are also made of metal and plastic. | Piccolo  
Flute  
Oboe  
English Horn  
Clarinet  
Bassoon |
| BRASS FAMILY      | The air inside the brass instrument vibrates to make sound. | Brass players buzz their lips to vibrate the air. | Brass instruments are made of metal, usually brass. | Trumpet  
Trombone  
French Horn  
Tuba |
| PERCUSSION FAMILY | The instrument itself vibrates to make sound. | You vibrate the instrument by striking, shaking, or scraping. | Percussion instruments are made of all kinds of things including wood, metal, and animal skin (drum head). | Over 1,000 different instruments.  
Snare drum  
Tambourine  
Xylophone  
Timpani  
Chimes |
YOUNG PERSONS’ GUIDE TO THE ORCHESTRA

W O O D W I N D

CREATED FOR THE CLEVELAND ORCHESTRA BY MOLLIBETH COX, DECEMBER 2018
Meet the Awesome Orchestra!
Guide to the Orchestra

Objective:
Students will learn to aurally identify instruments and families in Britten’s Young Person’s Guide to the Orchestra.

Materials & Setup:
- Instrument Cards
- Orchestra Map

Activity:
1. Display the Orchestra Map for students to see. Review the characteristics of the four families of instruments in the orchestra (String, Woodwind, Brass, Percussion) and each instrument within the families.

2. Listen to the theme of Britten’s Young Person’s Guide to the Orchestra. Tell students they will first hear the entire orchestra play the theme and then each instrument family (1. Woodwind, 2. Brass, 3. String, 4. Percussion) before the entire orchestra plays it again (0:00 – 2:07 or Listening Map video).

3. Pass out Instrument Cards to students. Note that some students may have the same instrument. You may choose to create the orchestra in your classroom by having students rearrange their seats by instrument to reflect the orchestra map.

4. Listen to the remaining Variations in Young Person’s Guide to the Orchestra (Guide video 0:00-12:15). Ask students to raise their instrument card in the air when they hear their instrument playing.

5. Next, explain that a fugue is when a short melody or phrase (the subject) is introduced by one instrument and successively taken up by others and developed by interweaving the parts. Ask students to listen to the fugue and raise their card when they hear their instrument enter (Guide video 12:15-15:05).
**Objective:**
Students will test their knowledge of instruments and instrument families through the game, Jeopardy!

**Materials & Setup:**