

Musical Graphing

First Grade Math & Music

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Music
Style

MSCCR STANDARDS

1.MD.4

MSCCR CREATIVE ARTS STANDARDS

Mu: Re7.2.1 Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. a. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

VOCABULARY

Musical Instrument families: brass, strings, woodwinds, percussion Composer and facts about Benjamin Britton Orchestra Bar graph How many more, how many less, fewer, most, compare

DURATION

1 hour

OBJECTIVES

TSW organize and represent data

TSW interpret data by asking and answering questions about the data

TSW identify musical instrument families and the sounds of instruments

TSW recognize the use of instruments in a musical selection

MATERIALS NEEDED

Musical instruments or an example from each instrument family (can google Musical Instrument families- MR. DAVIES MUSIC CLASS for pictures of instruments in each family)

Large class graph (4 categories: strings, woodwinds, brass, percussion)

Music to use:

Composer: Benjamin Britton "Young Person's Guide to the Orchestra" on youtube.com

Teacher choice materials to use to fill in the graph instrument picture cards from each family, shade the graph using a marker.

RECOMMENDED RESOURCES

Charts or pictures of musical instrument families. Books about musical instrument families. "Those Amazing Musical Instruments" with interactive CD by Genevieve Helsby with Martin Alsop as Your Guide Youtube.com for the video of the orchestra.

LESSON SEQUENCE

TTW play the youtube.com video "Young Person's Guide to the Orchestra" and allow students to just watch and listen. TTW encourage the students to listen for sounds of different musical instruments being played.

TTW have students "partner talk/share" and discuss what instruments and sounds he/she recognized and heard

in the video.

TTW play the youtube.com video "Young Person's Guide to the Orchestra" by Benjamin Britten and encourage the students to listen for musical instruments (TTW probably have to show the video more than once at the beginning of the lesson). TSW partner talk and share what he/she recognized/heard in the video. TTW review different musical instrument families and examples from each; TTW use charts, pictures, books, CD's, or videos to review musical instrument families and sounds of various instruments. TTW then ask students to "partner talk/share" again and see if they can identify specific instruments heard in the video and the instrument family in which they belong. TTW group students and assign each group an instrument family and play the video again. Each group will report/record responses on the class graph (shade squares, use picture cards). TTW post the graph in the classroom and have the class discuss the results from the graph. TTW ask questions about the graph "which instrument was heard most? least?, etc" and TLW have to use the information on the graph to answer the questions. TTW play the video again and as a class be sure each group has reported the instrument families they heard and correctly identified how many times each was represented.

EXTENDED LEARNING ACTIVITIES

Each group could rotate and listen for musical instruments from every musical instrument family instead of just being assigned one musical instrument family. Students could then compare the results from each group (so every group would have the opportunity to listen for instruments from each musical instrument family) * this would extend the time of the lesson. Students could create a class graph of his/her favorite musical instruments and graph them by musical instrument family categories as done in the lesson above. The class could create a musical instrument family tree and identify instruments that belongs to each instrument family.

SOURCES

Heather Holifield Poplar Springs Elementary Rachel Pomeroy Poplar Springs Elementary Youtube.com "Those Amazing Musical Instruments" by: Genevieve Helsby MS CCR Standards (Math and Music)

TIPS + FREQUENTLY ASKED QUESTIONS

The youtube.com video that is used in this lesson is about 16 minutes long. The teacher should have class graph ready prior to the lesson.