

Learn how musical instruments are categorized into families, and explore the similarities and differences among them. Practice sorting instruments into their respective groupings.

*Standards listed on next page*

## Supplies:

- Handout on second page

## Objective

Students will understand the concept classification and practice utilizing inquiry to inform classification.

## Outline of Video

1. Look at the collection of items Ms. Liz has in front of her. What do the items have in common? (Pause to discuss).
  2. After concluding they're all office supplies, pick one that is different than the other.
  3. Recognize this practice as **classification**.
4. Pause to discuss some things that you could classify.
5. In music, we classify instruments into families based on how they are played:
  6. Woodwinds use air to make sound—listen / watch the examples.
  7. Brass produce sound by “buzzing” - listen / watch the examples.
    8. Remember that the length of the air column determines the pitch of instruments in both woodwinds and brass. Predict what type of pitch (high/low) the Tuba will have by raise of hands.
  9. Strings produce sound by plucking or bowing their strings—listen / watch example.
  10. Percussion instruments are shaken or hit to produce sounds. Can you think of some examples?
11. To help us classify instruments, we ask 3 questions:
  12. What is the instrument made of?
  13. How is sound produced?
  14. If it is a wind instrument, do you buzz your lips to create the sound?
15. Use the handout on the next page to classify four examples of instruments.

	Examples:	Which musical family is represented: strings, brass, woodwinds, percussion?
1	Deep River Arr. Coleridge-Taylor from Matsuo Duo - <a href="#">view full video here</a>  (8:46)	<hr/>
2	Fanfare from <i>La Peri</i> , Musicians in Schools Performance - <a href="#">register for access here</a>  (9:06)	<hr/>
3	Symphony No. 6, II. Scene by the Brook by Beethoven, <i>Sounds of the Wild</i> YPC - <a href="#">register for access here</a>  (9:28)	<hr/>
4	Meet the Timpani with Patrick Schleker - <a href="#">view full video here</a>  (9:56)	<hr/>

16. After the four examples, follow Ms. Liz in going through our 3 questions for classification to see how we find each answer.

17. DIY at home: Listen to a song and try to guess which instruments are playing. Use your questions to determine which musical family each instrument belongs to. Later, share with a partner.

#### Videos excerpted as clips from earlier in the lesson:

- Clarinet Q&A with Ixi Chen → [view full video here](#)
- Meet the oboe with Dwight Parry → [view full video here](#)
- Firemen's Quickstep March from Cincinnati Fire Museum Brass Performance → [view full video here](#)
- Meet the cello with Theodore Nelson → [view full video here](#)

#### Kentucky Standards:

- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.  
 3-LS3-1. Similarities and differences in patterns can be used to sort and classify natural phenomena.  
 5-PS1-3. Make observations and measurements to identify materials based on their properties.

#### Ohio Standards:

- K.PS.1: Objects and materials can be sorted and described by their properties.  
 K.PS.2: Some objects and materials can be made to vibrate and produce sound