

The Instrument Song

To incorporate music into your classroom, this lesson utilizes the parts of an orchestra to emphasize the importance of inclusiveness in a variety of settings. This is a terrific opportunity to connect with your music teacher for a combined lesson during specials time slot!

Inclusiveness Sub-Concept(s)

Fairness, Kindness

Lesson Timeframe

45 minutes initially

Total lesson: 5 days (Day 1 listed here; Days 2-4 are for 10 min of practice; Day 5 is the musical performance for other 1st grade classes)

Required Materials

- Internet for links
- Speakers to play music
- Musical Parts handouts (one for each child in every group- assign groups ahead of time)
- Sheet Music (optional)
<http://www.songsforteaching.com/orchestrainstrumentsong.htm>
- Pictures of Instruments (can laminate if desired)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will:

- Practice cooperative activities and inclusiveness through music.
- Reproduce upward and downward directions vocally.
- Experience music from various historical periods and cultures

Teacher Connection/Self-Care

The skill of working together on a team is one that is utilized throughout our adult lives. Your teaching partner, your grade specific teaching group, your school, and even your district are all run by structured teams that must find common ground to accomplish a shared goal. However, your assigned team doesn't necessarily correlate with your desired team. The skills you use in your classroom every day can and should be applied to the various teams, committees, and boards you sit on both at school and beyond. Don't expect to be perfect. We all have our faults. It is easier to look outwards than to personally reflect. Before you start complaining or struggling with your group, ask yourself these three questions: How can I help? How might I be a problem for others? How can I help things go right? We all have strengths and weaknesses. Being open about them can help you in any team situation. Be upfront about both what you can offer and where you may struggle!

Tips for Diverse Learners

- Provide a copy of the handout for each group's particular singing part to help singers follow along.
- Set aside time to practice singing parts daily for at least 3 days in a row to increase application.
- Use the picture cards below to illustrate what the instruments referenced look like.



Share

5 minutes

Present the following to the class:

- *What does fairness mean?*
- *Name one way you can show fairness to others on the playground.*
- *Turn to the person next to you and tell them one way others included you yesterday.*

Ask the following questions to spark interest:

- *Have you ever listened to classical music?*
- *Do you know what an orchestra is?*
- *How many parts are there in a composition? (Allow music teacher to add in music-focused questions based on the current lesson plans within their class as well.)*



Inspire

What is Inclusiveness?

7-10 minutes

Explain how important it is to include others in a variety of settings. We often think of inclusiveness during play time and recess, but we want to make sure everyone is included during learning time too! When we include them we tell them they are special and we want to spend time with them. The word inclusiveness is just a bigger way to say everyone deserves to be included. Listen to the similarities between these two words- INCLUde and INCLUsiveness. When we include others we are showing inclusiveness!

How can we practice Inclusiveness?

5 minutes

Explain that practicing inclusiveness takes kindness, fairness, and courage. We can help others feel included simply by asking them to join us when we are creating learning groups, praising them when they get an answer correct, and smiling when they are talking. Using a large piece of paper, draw a T-chart and write Classroom and Playground on either side. How can you show fairness in our classroom and on the playground?



Empower

30 minutes

Students will work together to create a vocally-based rendition of the four major sections of an orchestra. This lesson is an introduction to the activity. The class will need 10 minutes of practice for 3 days after this lesson. You may also wish to present the final song to another first grade class as a way to demonstrate inclusiveness.

Step 1:

Introduce the four major sections of an orchestra: Woodwinds (show a picture of the clarinet), Brass (show a picture of the horn/trumpet), Percussion (show a picture of the drum), and Strings (show a picture of the violin). Explain how each type of instrument is played. Your music teacher can provide further direction on this. If you are teaching this alone, use this link for a resource and explanation: <https://insidetheorchestra.org/musical-games/>

Step 2:

Play a piece of music that combines all 4 parts of the orchestra. Have the students close their eyes. What instruments can they identify? Play the piece 3 times to allow them time to listen carefully. Here is a sample for listening: <https://activities.insidetheorchestra.org/turkish-march/>

Step 3:

Divide the class into the four parts of the orchestra: Woodwind, Brass, Strings, and Percussion. Each group will be responsible for learning a vocal song that demonstrates the sounds of their orchestra part. Use the Orchestra parts handouts below for guidance. Learning these parts can be difficult when you combine them all together. Allow 15-20 minutes for practicing this during the lesson. Ideally you need one adult to lead each of the four groups. This will help the students understand how to stay focused during the combining of parts. Here is a sample of how to put all of the parts together, along with sheet music if your music teacher would like to play the accompaniment. <http://www.songsforteaching.com/orchestrainstrumentssong.htm>

Step 4:

Practice, practice, practice! Emphasize the importance of practicing inclusiveness during this activity. If one part of the orchestra is left out, the song will be incomplete. To emphasize how important each part is, try to complete the song without one entire group. How did it sound? What was missing? We must all work together to create our song. Explain that the class will practice this song every day for ____ days (determine this ahead of time) so they can perform it for others. (One option is to sing for the other first grade. You could also coordinate this activity with your holiday or winter performance if applicable.)



Reflect

5 minutes

Inclusiveness is not just for games and making friends. We need to include others during learning time as well. When we practice inclusiveness and treat others fairly during cooperative learning time, we are being kind to every learner in our class. It is easier to learn when everyone is included!



Extension Ideas

- Make multiple copies of the instrument cards and turn them into a musical memory activity for independent learning time.
- Send home the song sheets and email a link of the sample song for parents. Enlist them to help you practice parts during the week!



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AS A RECOMMENDED
PROGRAM FOR SOCIAL
AND EMOTIONAL
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

Violins: The violins ringing like lovely singing.
The violins ringing like lovely song.

Clarinets: The clarinet, the clarinet
Goes doodle doodle doodle doodle dat.
The clarinet, the clarinet
Goes doodle doodle doodle dat.

Trumpets: The trumpet is braying,
Ta ta ta ta ta ta ta ta ta ta ta ta ta ta ta ta.

Horns: The horn, the horn
Awakes me at morn.
The horn, the horn
Awakes me at morn.

Drums: The drums playing two tones
They're always the same tones.
The drums playing two tones.
They're always the same.



Timpani



French Horn



Trumpet



Clarinet



Violin