



# Education Through Music Lesson Plans

## FOURTH GRADE

### Timbre

#### CURRICULUM CONNECTIONS

Language Arts: descriptive adjectives

Science: making predictions

#### AIM

Students will identify timbres of classical music by brainstorming, composing, and listening.

#### MATERIALS

Timbre Terms word wall worksheet

Percussion instruments

CD of *Fanfare for the Common Man*

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#### ASSESSMENT

Discussion: How can we describe classical music? What is timbre? What kind of words can we use to describe an instrument's timbre? How do different timbres create different moods? What is a fanfare?

#### HOMEWORK ASSIGNMENT

Students will write down additional words to describe sound on their timber terms word wall worksheet.

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#### TEACHING TIP

Keep the list of timbre terms posted in the classroom and continue to add to it throughout the school year. This is a very helpful aid in describing sound for any future listening lessons!

#### PROCEDURE

1. Ask students what "Classical Music" means to them. Using a semantic web, write answers on the board or chart paper.
2. Define classical music (music written in the style of the great European composers of the past; often heard in concert halls). Review orchestral instruments and instrument families.
3. Explain that each instrument family has its own unique sound, just like everyone has his or her own vocal sound. Have students close their eyes and ask a few volunteers come to front of room. They will all say hello, or sing "la", etc. and students have to guess whose voice is sounding.
4. Discuss: How did you know whose voice you heard? What are some words to describe the sound of someone's voice? How about characters from movies or TV? Responses may include: scratchy, smooth, strong, bold, heavy, etc. Make a list on the board or chart paper and have students copy the list on their Timbre Terms word wall sheet.
5. The musical word for a voice or instrument's unique sound is **timbre**. All of the words we've come up with can describe an instrument's timbre.
6. Examine instruments in the classroom. As a class, or in small groups, pick a mood and then choose instruments whose timbre matches the mood. Create a short musical phrase that represents the mood.
7. Discuss: What kinds of choices were made? Which types of timbres evoke certain feelings? Did any groups play an instrument(s) in a particular way to create their mood? What was most challenging? Which orchestral instruments would you choose to create the same mood?
8. Introduce *Fanfare for the Common Man*. A fanfare is a type of heroic musical celebration. Make some predictions: What family or families might you chose to create the mood for a fanfare? Why? Listen and compare predictions to the music.

# 's Timbre Terms

