

Name _____ Class _____



SINGING, MOVING, & CONCEPT OF THE WEEK

Ferndale K-2 Elementary Music: Lesson 2 Paper Supplement



DIRECTIONS:

If you have online access, please refer to the lesson available at the following link:

<https://sway.office.com/Rg7071n0rkBGFNZs?ref=Link>

The online lessons provide more thorough and engaging examples of the concepts and activities. However, if you do not have online access, we want to be sure that students still receive the same information. Please read over the following lesson and complete the activities below with your child as best you can. Students using the online version can choose between the online "Exit Ticket," the paper activities provided, or both.

Student Outcomes: "I can tell how an instrument makes sound."
 "I can identify an **aerophone**, **chordophone**, **membranophone**, or **idiophone**."

Concept of the Week: How Instruments Make Their Sounds

In Lesson 1, we learned that timbre means the special sound that something makes. That "thing" could be an instrument, something you find in your home, or even your voice. This week, we're going to focus on instruments and their timbres. We hope you learn about four different ways instruments make their sounds.



1. with *air* (called **aerophones**)

Examples of **aerophones** are flutes, trumpets, trombones, tubas, clarinets, saxophones. You must blow into all of these instruments to make a sound.



2. with *strings* (called **chordophones**)

Examples of **chordophones** are violins, violas, cellos, double bass, harp, guitar, ukulele. You must strum, pluck, or use a bow on these instruments to make sound.



3. with a *stretched covering* (called **membranophones**)

Examples of **membranophones** are snare drums, tubanos, bass drums. You must strike these instruments with either your hands or mallets.



4. or by vibrating the *instrument itself* (called **idiophones**)

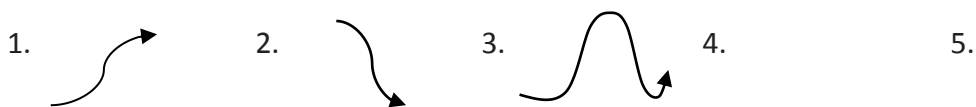
Examples of **idiophones** are triangles, maracas, cymbals, xylophones. You must either shake, tap, hit, or scrape these instruments to make sound.

Singing: In Lesson 1, we learned that we are all born with our own special instrument. Do you remember what it is? That's right, your voice! We also said that every voice has its own timbre or special sound. Inside of your throat, you have vocal cords or folds. When you talk or sing, air travels through your throat which makes your vocal cords vibrate (or wiggle back and forth really quickly).

Do you think your voice is an **aerophone**, **chordophone**, **membranophone**, or **idiophone**? Your voice is amazing! It could be any of the four!

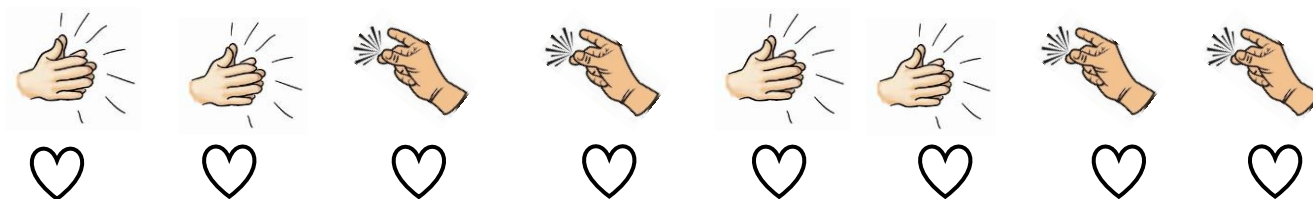
Here are some simple exercises you can do at home to feel your vocal cords vibrate:

- ♪ Place your hands on your throat and hum. Feel your vocal cords vibrate as you hum. Try a high pitch sound and a low pitch sound. Can you also feel the vibrations in the front of your cheeks and nose?
- ♪ Hum the pathways below. Now, draw your own for #4 & #5.

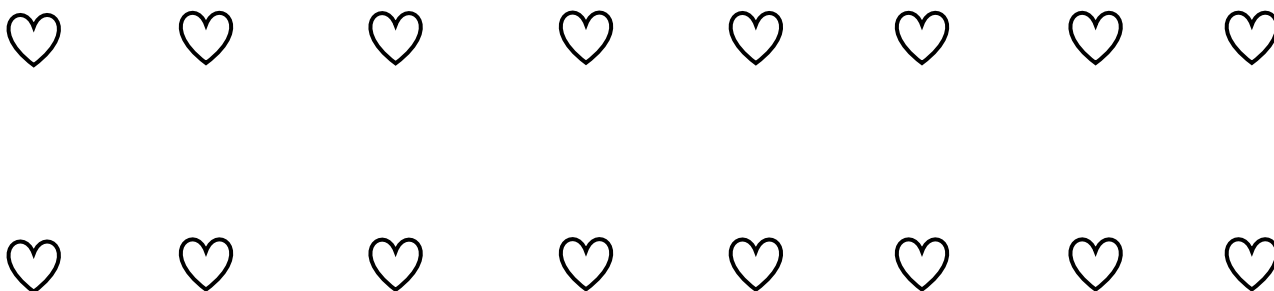


Moving: We use movement to help students focus, provide another way of learning, and practice the steady beat or rhythm. Here are some movement options for the week:

- ♪ Let's practice some body percussion (clapping, patting, stomping, snapping, tongue clicking, cheek tapping). Create a pattern that lasts 8 or 16 beats. Teach someone your pattern. If you want a challenge, make it longer and change your movements more often.
- ♪ Turn on an upbeat song and add your pattern to that song. Remember to stay STEADY.
- ♪ Here's an example of an 8 beat body percussion pattern:



- ♪ Here is space for you to write your own pattern. You can use words, pictures, or symbols to show the pattern. You may use the hearts to show the beat if that is helpful for you.



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SINGING, MOVING, & CONCEPT OF THE WEEK ACTIVITIES



DIRECTIONS: Enjoy the activities below. Color the instruments on the last page. Please save your work.

1. Instruments make sound when something vibrates. What does vibrate mean? Circle the correct answer.

- ♪ To sleep all winter long
- ♪ To drink lots of water
- ♪ To wiggle back and forth quickly

2. A flute  makes sound by blowing into it. Is it a (an)...

- ♪ Idiophone
- ♪ Aerophone
- ♪ Telephone
- ♪ Chordophone

3. A ukulele  makes sound when strings vibrate. Is it a (an)...

- ♪ Cell phone
- ♪ Membranophone
- ♪ Idiophone
- ♪ Chordophone

4. There are 4 different instruments in these two pictures.

- ♪ Circle the idiophone.
- ♪ Draw a square around the chordophone.
- ♪ Draw a triangle around the membranophones.
- ♪ Tell someone which category we left out.



How does an instrument make sound?

Color the instruments using the colors below.

Aerophones – red

Chordophones – blue

Membranophones – green

Idiophones – yellow

