

PREPARING FOR CINEMATIC BROADCAST

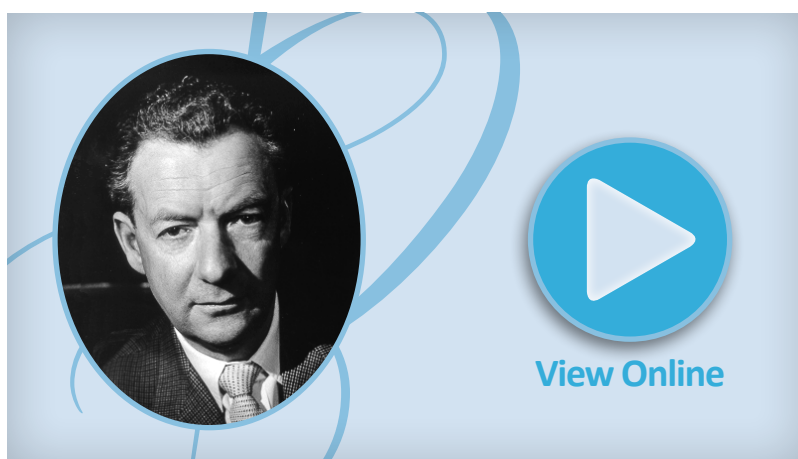
The Young Person's Guide to the Orchestra by Benjamin Britten provides a fantastic introduction to the instruments that your students will encounter during each broadcast experience. You could complete all of the activities below in advance, drawing particular attention to the instruments that will feature in the broadcast. Alternatively, before each individual broadcast session you could focus on the instruments that your students are about to hear, by playing the relevant sections of the music as detailed below. Please note that the performance is recorded in two parts.

The OpusYou Lesson Plans can be used exactly as they are, but teachers are encouraged to adapt the material in a way that is appropriate to the age, ability and prior learning of their students. This may involve using some of the activities suggested for different age groups, perhaps as introductory or extension work.

Activity 1: Identifying the instruments of the orchestra

Print out the pictures of orchestral instruments from the separate sheet and cut them out to create a set of sixteen instrument picture cards. Ask your students to look carefully at these pictures and then divide them into four groups based on the similarities they can see between the instruments – there should be four cards in each group.

Activity 2: Recognizing instrumental families



Now play the performance of *The Young Person's Guide to the Orchestra* (Part 1) from 0:39 – 1:50. Explain to your class that in this section of the video the instruments play in four groups, known as instrumental families. Can they put their four groups of cards into the order in which they hear the instrumental families playing? They can also check that they have the right instruments in each group (they will see most, although not all, of the instruments in this section of the video).

Activity 2: (continued)

Play the same passage of the performance again. Ask your students if they can identify similarities in the way each instrumental family makes its sound. Explain to them that the names for each family are woodwind, brass, strings and percussion. The correct grouping for each set of cards is as follows:

Woodwind	Brass	Strings	Percussion
Flute & Piccolo	Trumpet	Violin & Viola	Timpani
Oboe	Horn	Cello	Snare drum & Tambourine
Clarinet	Trombone	Double bass	Cymbals & Triangle
Bassoon	Tuba	Harp	Xylophone

Each instrumental family is heard at the following places in the performance:

0:39: Woodwind 1:00: Brass 1:19: Strings 1:36: Percussion

You should play the performance as many times as necessary, pausing between families as appropriate, to ensure your class understand the differences between the instrumental families.

Activity 3: Recognizing individual instruments - woodwind and strings

Now play the performance from the beginning – initially you will hear the whole orchestra playing a main theme together. After the passage you have been listening to at the start of the lesson, there are two variations on the main theme, the first played by the woodwind family and the second by the string family. Ask your students to take the cards for these two groups only (but not the harp): as they listen, they should arrange the cards in the order they hear the instruments playing, which is as follows:

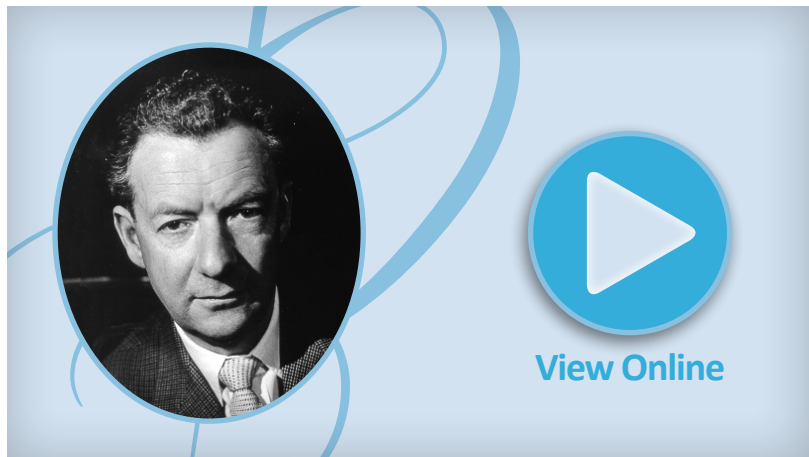
Time	Instruments
2:10	Flutes & piccolo
2:46	Oboes
3:33	Clarinets
4:10	Bassoons

Time	Instruments
5:01	Violins
5:42	Violas
6:29	Cellos
7:30	Double basses

Activity 3: (continued)

Play the performance again, from 2:10 to the end. Ask your students what connection they can see between the pitch of an instrument (how high or low it is) and its size. The highest pitches are made by the smallest instruments in each family (flutes and violins) and the lowest sounds by the largest instruments (bassoons and double basses).

Activity 4: Recognizing individual instruments - harp, brass and percussion



You should now use the recording of Part 2 of the performance of *The Young Person's Guide to the Orchestra*. Hand out the remaining picture cards - you should be left with the harp, and the brass and percussion families.

Play the performance from the beginning to 3:11, and again, ask your students to place their cards in the correct order, which is:

Time	Instruments
0:13	Harps
0:56	Horns
1:41	Trumpets
2:14	Trombones & Tubas

The passage from 3:12 – 4:59 features the percussion family. Help your students to recognize the different sounds made by the main instruments of the percussion family which are pictured on their cards.

Activity 4: (continued)

There are a number of extra instruments in this section of the video, but the main percussion instruments can be seen and heard at the following places:

3:12	Timpani
3:40	Tambourine & Triangle
3:50	Snare drum
4:00	Xylophone
4:36	Cymbals

Finally, play the video from 4:59 to the end, and allow your class to enjoy the exciting conclusion to this fabulous piece as the whole orchestra eventually joins in!

Bonus Material available: The piano belongs to a fifth family of instruments – the keyboard family. Listen to Brahms's *Intermezzo* and explore with your students how one instrument can cover as wide a range of pitch as the whole orchestra put together!

