



# Cultural Engines : Introduction to Orchestra Activity Lesson Plan for Teachers

<p><b>Object: To familiarize students with Community orchestra structure and purpose.</b></p> <ul style="list-style-type: none"> <li>See page below: “Background about the Cultural Engines project”</li> </ul>	<p>With thanks for the activity leadership to Ruth Wiebe, Windsor Community Orchestra. And to Peter Wiebe, Assistant Conductor In-Residence and Youth Orchestra Conductor, Windsor Symphony Orchestra</p>
<p><b>Grade Level:</b> 5 - 8, but activities can be adapted to different abilities</p>	<p><b>Date:</b></p>
<p><b>Topic:</b> Windsor Symphony Orchestra</p>	<p><b>Time of Event:</b></p>
<p><b>Also available:</b> WSO Teacher Resource Kits, such as <i>Musical Molecules! 2012-2013 Teacher Resource Kit</i> by Heather Slater, revised by Faith Schofield. Contact: education@windsorsymphony.com</p>	<p><b>Location:</b> This activity took place as part of a “Kids Cultural Day” at Windsor Public Library Central Branch, Children’s Activity Area in November, 2012.</p>
<p><b>1. Instructional Expectations and Opportunities</b></p>	
<p>a) <b>Expectations from <i>Ontario Curriculum Grades 1 – 8 The Arts</i>, 2009:</b></p> <ul style="list-style-type: none"> <li><b>Music: C1. Creating and Performing</b></li> </ul> <p><b>C1.4</b> use the tools and techniques of musicianship in musical performances  <b>C1.5</b> demonstrate an understanding of standard and other types of musical notation through performance and composition.          Reflecting, Responding and Analysing  <b>C2.2</b> identify the elements of music in the music they perform, listen to, and create, and describe how they are used.</p>	
<p>b) <b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to orchestral cooperation and understanding of parts.</li> <li>Students will experience activities that involve listening, cooperation and creativity</li> </ul>	

<p><b>2. Preassessment and Accommodations/Modifications</b></p>	
<p>a) <b>Students</b></p>	
<p><b>Preassessment:</b></p> <p>Students may be learners of English as a Second Language          Students will have varied learning abilities.           Students will have varying degrees of creative ability</p>	<p><b>Accommodation/Modification:</b></p> <ul style="list-style-type: none"> <li>Activities will rely on demonstration rather than a long set of instructions</li> <li>Teachers and assistants can accommodate differentiated learning.</li> <li>Activities have been designed by education coordinators to accommodate large groups of varying abilities</li> </ul>
<p>b) <b>Learning Environment:</b></p> <ul style="list-style-type: none"> <li>students can sit on the floor or in chairs – not at desks.</li> <li>Remember that this will be noisy. This is a good large group activity, while being able to split into smaller groups for the writing activity.</li> </ul>	

### 3. Required Resources

#### Music activity:

- i. Simple song written on a large screen or on Bristol board. (see video on Cultural Engines page)
- ii. CD player – provided by Cultural Engines project
- iii. CD – provided by WSO representative – Tchaikovsky, or another familiar composer’s work
- iv. Tin tray or other percussion instruments, including tambourines.

### 4. Content and Teaching Strategies

#### a) Overview/Agenda/Review

This activity is designed to last approximately 20 - 30 minutes.

#### b) Introduction

- Watch video of activity from [culturalengines.com](http://culturalengines.com) – see how the students “recreate” the structure of an orchestra with body movements and sound.
- Start a mini-discussion – what does an Orchestra do?

#### c) Subject Content and Teaching Strategies

#### Music/introduction to the Windsor Symphony Orchestra with Ruth Wiebe

- enact parts of an orchestra with body percussion and simple percussion
- choose one student to act as conductor
- divide the “orchestra” of students into sections to perform different tasks in rhythm: one group stamps and claps in rhythm, the third sings the melody and the last rubs their hands
- conduct a group and keeping time
- Alternative activity – use large straws as “batons” and allow students to recognize the rhythm of a full orchestral piece (on CD)

#### d) Consolidation

- Students will take home “reed” instruments and have a greater understanding of how a group of musicians work together.
- Students who are able to attend an orchestra performance will have a better appreciation of combining parts of an orchestra.
- Students visiting Canada will have opportunities to learn English in context of cultural activities and will be able to share these with family and friends at home.

### 5. Assessment and Evaluation

- i. Student cooperation and listening at an event can be evaluated by teachers.
- ii. Class discussion can reinforce learning and provide creative ideas for further class activities.
- iii. Have students write about a piece that they would like to conduct. Guiding questions can include: What kind of instruments would they include and why? Do different works of music require different instruments? Can you make “music” without instruments? If they were a member of an orchestra, what instrument would they play and why?

- iv. Advanced: Research the career of a conductor such as Robert Franz of the Windsor Symphony Orchestra. What did he study? Which orchestras does he direct? What duties do you think a conductor would need to carry out as part of his or her work?
- v. For younger students: Choose a song and experiment with words and rhyming – how would the images from the song be illustrated? Write a new verse of the song and illustrate the words with simple pictures. Arrange the words around the pictures. Try to space the words according to the rhythm of the verse. Add verses, or create new class song and compile into a song book. Each student will now have their own illustrated “Conductor’s Sheet Music.”<sup>1</sup>

## 6. Reflections

- a) Effectiveness of Lesson:
- b) Ideas for next time:

Cultural Engines acknowledges the funding of Employment Ontario in the research for [culturalengines.com](http://culturalengines.com).



<sup>1</sup> Idea of song book from Kohl, MaryAnn F. *Storybook Art: Hands on Art for Children in the Styles of 100 Great Picture Book Illustrators*. Bellingham: Bright Ring Publishers, 2003.



## Background about the *Cultural Engines* project

\*What is *Cultural Engines*? *Cultural Engines* is the title of both an e-book and website. It is a publicly-funded project that is researching the history and activities of the Windsor Public Library, Art Gallery of Windsor and Windsor Symphony Orchestra to produce a combined website and e-book aimed at promoting the organizations to the public and providing educational resources for children and teachers.

The team consists of two researcher/writers and one graphic designer. Together, we have experience in education, communications, promoting not-for-profit organisations, and commercial print and graphic presentation. Our goal is to showcase these organizations and the efforts of community members to support culture in Windsor. The website was launched on March 31, 2013.

About our logo: the shape represents interconnected gears – a nod to Windsor’s history as an automotive producer. All colours are represented. The shape on the left represents flowers in nature for artists and the Art Gallery of Windsor, the middle half-circle represents the lower part of a stringed instrument for the Windsor Symphony Orchestra; and the shape on the right suggests the pages of an open book for the Windsor Public Library.

[www.culturalengines.com](http://www.culturalengines.com)  
[www.windsorpubliclibrary.com](http://www.windsorpubliclibrary.com)

Funding for this project provided by:

