

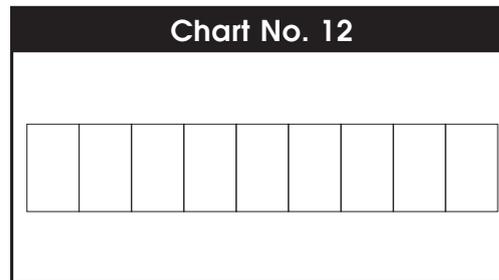
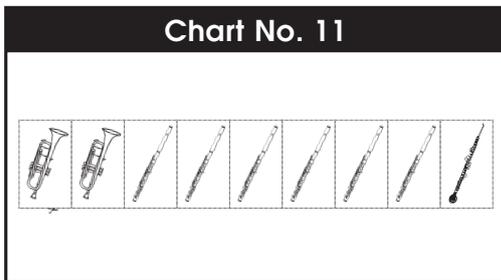
# Unit 4: Tooting on the Flute

## You Will Need

Charts 4 – 10, Instrument Slide Show video (USB Media stick)



Photocopies of charts 11 & 12 (student activity pages)



Scissors and glue sticks  
2 'Piece Posters'



## Tuning In

Students, seated on the floor, listen to **Introduction**

PLAY

## Unit 4: Tooting on the Flute

### Piece 1: *Dance of the Reed Flutes*

Today's lesson is mostly about the flute, but our first piece features 3 different instruments or instrument groups.

PLAY

All of them are played by blowing, but each has its own unique sound and method of playing.

### Introducing the Instruments

#### Let's listen to the flute.

PLAY

Its sound is light, high and breathy.

The theme it plays is playful and fluttering, like a butterfly. As you can see it is held sideways and blown across the mouthpiece.



Let's listen to it again. This time pretend you are playing the flute.

Play track again.

#### Let's listen to the cor anglais or English horn.

PLAY

Its sound is nasal and reedy.

Its music is graceful and flowing, like a swan gliding across a lake.

It is held down, in front of the chest.

Let's listen to it again.

This time pretend you are playing the cor anglais.

Play track again.



#### Let's listen to the brass section

PLAY

The brass section includes the trumpet, the trombone, the French horn and the tuba.

The brass sound is loud and harsher than the other instruments.

To make a sound you need to puff your cheeks.

The music it plays is bold and pulsing, like the chuff of an old steam train.

Let's listen to it again.

This time pretend you are playing a brass instrument.

Play track again.



#### Dance of the Reed Flutes

PLAY

Let's listen to the whole piece.

It's called 'The Dance of the Reed Flutes' because the flute is the main instrument, while the others have smaller parts.

As you listen, pretend you are playing along.

Don't forget to change instruments when you hear a new sound.

# Unit 4: Tooting on the Flute

## The Bigger Picture

### Cut, Listen and Paste

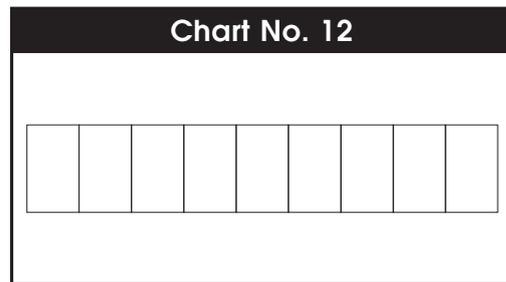
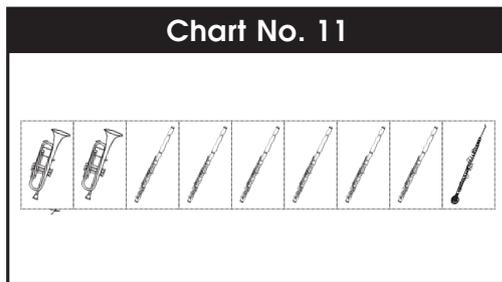
Now we've heard the 'Dance of the Reed Flutes', let's take a closer look.

The flute theme is played 6 times, the brass theme is played twice, while the cor anglais has only a short part which is played once.

But in which order?

Students in small groups.

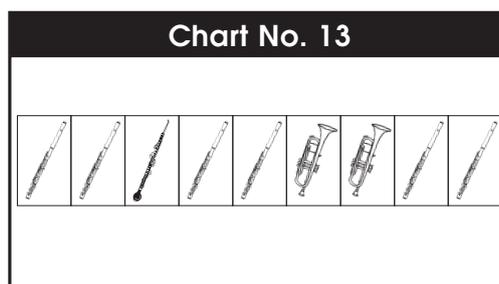
Each group has photocopies of Charts 11 and 12 (student activity pages).



Before the music is played, they cut out the 9 individual instrument pictures from Chart 11. As the music plays they decide in which order the pictures are to be placed in the boxes in Chart 12 (*don't glue yet!*).

*Let's listen again and see if you were right.*

Play track and discuss. Students then glue the instrument pictures in the correct order. (See Chart 13 for the correct order)



## Piece 2: *Badinerie*

### Movement Echoes

The teacher creates 8 beat movement patterns, which the students echo.

Students take turns at being leaders.

Play piece.

PLAY



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### **Bach by Numbers**

Students are numbered from 1 to 4.

As the music plays and numbers are called out, those with the corresponding numbers move to the beat of the music while the rest are still.

Play piece again.

### **Your Call**

The teacher creates the rules which dictate who moves (e.g. odds or evens, boys or girls, birth months etc).

### Reflection

*Can you remember the words we used to describe the sound of the flute?*

*Can you think of some new words to describe its sound?*

*Can you remember the music the flute played in 'Dance of the Reed Flutes'?*

*How would you describe it?*

*Think about the piece you moved to. What words would you use to describe it?*

*Can you remember some other musical words you heard today?*

Use 'Piece Posters' to record the student's responses.

### About the Pieces

*Dance of the Reed Flutes (from The Nutcracker Suite 1892)*

Pyotr Ilyich Tchaikovsky (Russian 1840-1893, romantic period)

*The Nutcracker was a ballet based on a fairy story,*

*'The Nutcracker and the Mouse King'.*

*While the ballet itself was not immediately popular its music was.*

*Since the late 1960s, however, 'The Nutcracker', has become enormously popular.*

*In America it has become a traditional Christmas staple.*

*Badinerie (from Orchestral Suite #2 in B Minor 1738-39)*

Johann Sebastian Bach (German 1685-1750, baroque period)

*Bach's Badinerie is a scherzo, a piece of music which is light, quick and playful.*

*It is the final movement of Bach's Suite.*

### Useful Words

Flute, cor anglais, brass section.

Theme, suite, scherzo.

Harsh, loud, bold, pulsing, reedy, nasal, high, breathy, playful.