

# Young Person's Guide to the Orchestra



## Listening for Orchestra Families

### Description

While listening to Benjamin Britten's *Young Person's Guide to the Orchestra*, students aurally identify the instrument featured in each variation and move expressively toward the correct instrument family sign to demonstrate their knowledge of instruments and instrument families.

### Objectives

#### Students will:

- Aurally identify the instruments of the orchestra by their timbre.
- Classify instruments of the orchestra by their instrument family.

### Standards

#### Missouri Music Learning Standards

- MU:R7A.1-8 – Perceive and analyze artistic work.

#### Illinois Music Learning Standards

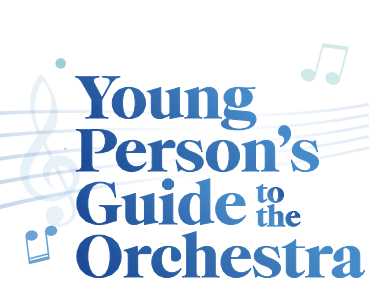
- MU:Re7.1.1-4 – Perceive and analyze artistic work.

### Materials

- [SLSO Young Person's Guide to the Orchestra digital concert](#) (audio only)
- [Instrument Family Signs](#)

### Procedures

- Discuss ways we identify instruments. (By knowing what they look like and seeing the instrument. Or knowing what they sound like and hearing the instrument: tone color or timbre.)
- Review the instruments of the orchestra and instrument families with students. If students have not previously learned the orchestral instrument families, see the Lesson Plan: Stand-Up Symphony in the [SLSO Learning Lab](#).
- Hang the four Instrument Family Signs in the four corners of your space.
- Instruct students that you will play part of *Young Person's Guide to the Orchestra*. They should listen for the featured instrument in each section and identify which instrument family it belongs to. The *featured instrument* is the one that plays the melody and is louder than the other instruments. After identifying the instrument and its family, they should select a locomotor movement that matches what they hear to use as they move to the corresponding Instrument Family Sign.
- After each musical selection, pause and ask students to identify the instrument. Students may hear one of the accompanying instruments as the most important and move to the sign for the family of that instrument. That's okay! Take time to discuss what different students heard. You could even go back and listen to the selection together so everyone can understand what their classmates heard.
- The chart on the next page lists the featured instruments and timings for each variation of *Young Person's Guide to the Orchestra*.



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## Procedures *continued*

Variation A	Flutes and Piccolo (Woodwinds)	10:25-10:49
Variation B	Oboes (Woodwinds)	11:00-11:52
Variation C	Clarinets (Woodwinds)	12:00-12:42
Variation D	Bassoons (Woodwinds)	12:50-13:34
Variation E	Violins (Strings)	13:50-14:24
Variation F	Violas (Strings)	14:32-15:25
Variation G	Cellos (Strings)	15:33-16:40
Variation H	Basses (Strings)	16:52-17:48
Variation I	Harp (Strings)	18:02-18:42
Variation J	Horns (Brass)	18:56-19:41
Variation K	Trumpets (Brass)	19:50-20:14
Variation L	Trombones and Tuba (Brass)	20:23-21:15
Variation M	Timpani (Percussion)	21:35-21:48
Variation M	Bass drum and cymbals (Percussion)	21:52-21:59
Variation M	Xylophone (Percussion)	22:26-22:34
Variation M	Castanets and Gong (Percussion)	22:38-22:46

## Assessment

### Use the following rubric:

- Student correctly identified instruments by sound. (1 point)
- Student correctly identified instruments' orchestral families. (1 point)
- Student responded to musical selections by moving with intention and expression toward an instrument family sign. (1 point)



St. Louis Symphony  
Orchestra

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