

ACTIVITY ONE

OPENING UP YOUR EARS

MUSIC PREVIEW TRACKS

1-17: Instrument Examples - Various

STEP ONE

Listening begins by opening up our ears to the world around us. Ask students to write down all the sounds they hear in the classroom for a period of one minute. Create a list of observed sounds.

- ▶ Discuss and categorize the kinds of sounds they heard. Were they loud or quiet? Continuous or occasional?
- ▶ Ask them to listen a second time, focusing on sounds they didn't notice the first time. Can they hear more sounds? Quieter sounds? Their own breathing or heartbeat?
- ▶ Listen a third time, this time for sounds happening outside the classroom. Does opening the window or door change what they hear? Encourage students to be specific with their wording about what they hear, such as "car horn" or "car door slammed" instead of just "car."

STEP TWO

Listen to the **Instrument Examples**. If you are limited by time, try to focus on examples belonging to contrasting instruments, such as flute and double bass, or trumpet and bassoon.

- ▶ After listening to each instrument's excerpt, challenge students to come up with complex, descriptive words. It may help to have students imagine they are describing the sound of the instrument to someone who has never heard it.
- ▶ Record these words on the board to begin building your class Sound Vocabulary.

EXTENSION

For a bigger listening challenge, ask for words that focus on the sound of the instrument (its voice) as opposed to the characteristics of the music it is playing.

STANDARDS

AZCCRS 3-8.SL.1, AZCCRS 3-8.L.6