

Clarinet Demo/Mini Lesson, K-3 General Music

Prior Activities and Knowledge- Ss have been introduced to the recorder, in terms of what it sounds like and the various sizes. Ss have not learned about the different Western instrument categories or families.

I. Essential Question

What are the different kinds of Western musical instruments, specifically the clarinet, and how are they used in varying musical contexts?

II. Standards Used

- 1.) (MU:Cr1.1.1a) With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
- 2.) (MU:Pr4.3.Ka) With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
- 3.) (MU:Re9.1.Ka) With guidance, apply personal and expressive preferences in the evaluation of music.
- 4.) (MU:Cn10.0.Ka) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

III. Learning Outcomes

- 1.) Ss will identify the four main instrument categories (strings, woodwinds, brass, percussion).
- 2.) Ss will identify the clarinet, both visually and aurally (timbre).
- 3.) Ss will discuss similarities and differences between the recorder and the clarinet, both visually and aurally (timbre).

IV. Materials

- 1.) A large, open space for the students to sit/stand/move in
- 2.) Google Slides presentation:  
[https://docs.google.com/presentation/d/1YSPvEIwb\\_GQIGI3cyCJlc038MIMt7ffWZUmZWmkC9jA/edit?usp=sharing](https://docs.google.com/presentation/d/1YSPvEIwb_GQIGI3cyCJlc038MIMt7ffWZUmZWmkC9jA/edit?usp=sharing)
- 3.) Sound system
- 4.) A fully functioning recorder (instrument)
- 5.) A fully functioning clarinet & clarinet case

VI. Preparation

- 1.) Prior to Ss entering the class, T will make sure:
  - a. there is a large space that everyone can sit and stand in comfortably,
  - b. the necessary technology is set up and functioning (Google Slides presentation is set)
  - c. all materials are ready and accessible.

## VII. Procedures

- 1.) When the Ss arrive, T will invite them to sit down in front of the smartboard (or projector).
- 2.) T will ask, "How many of you play a musical instrument?" T will call on a few volunteers and will explain that there are many different kinds of instruments. T will ask, "What is a musical instrument?" to further the opening conversation.
- 3.) T will briefly talk through the entire Google Slides presentation and will explain the differences between each instrument category, family, etc.
- 4.) On the final slide, T will show the clarinet case to Ss and will give them 3 chances to guess the instrument. T will give hints indicated on final slide.
- 5.) T will sit down in front of Ss as clarinet case is opened and T will briefly explain facts about clarinet, such as history, what it is made of, what kind of music it can play, etc.
- 6.) T will explain and demonstrate process of assembly.
- 7.) T will explain how the reed vibrates and creates the sound. T will demonstrate "blowing" on the reed, and then will demonstrate blowing on the reed and mouthpiece together.
- 8.) T will demonstrate the range (both pitch and dynamics) of the clarinet, playing an ascending chromatic scale as well as some of the higher and lower notes. T will ask Ss to describe what the clarinet sounds like (timbre).
  - a. Warm, rich, mellow tone
- 9.) T will hold recorder and clarinet up to each other and ask Ss what looks and sounds similar and different. T will play a simple melody on recorder and then on clarinet to assist with Ss descriptions of what they hear and see.
- 10.) T will ask Ss to guess the melody, and will play simple songs that they are familiar with, like Happy Birthday, Jingle Bells, etc.
- 11.) T will pick a Ss volunteer to come and put their fingers on the clarinet while T blows into it
  - a. Turning the mouthpiece and barrel around 180 degrees for this to work successfully

## VIII. Possible Extensions

- 1.) T could have Ss move around the room to the music that T plays on the clarinet.
- 2.) T could have Ss listen to famous examples of clarinet playing in various repertoires, genres, etc.
- 3.) T could bring in other clarinets (if possible) to demonstrate instrument families and differences in size, tone, etc.

## IX. Assessment

- 1.) T will use Socratic questioning to assess Ss's identification of the four main instrument categories.
- 2.) T will visually and aurally assess Ss's identification of the clarinet.
- 3.) T will use Socratic questioning to assess Ss's discussion of similarities and differences between the recorder and the clarinet.

X. Honor Code

I affirm that I have upheld the highest principles of honesty and integrity in my academic work and have not witnessed a violation of the Honor Code. –  
Brooke Maskin