

Musical Instruments Kit

QCA Scheme of Work 5A Class
Product Code: 5AQCA/TE00773

Introduction

Through this unit children will learn about the structural construction of a range of musical instruments. They will investigate a range of instruments, and experiment with a variety of ways of making sounds. They will then design and make a working instrument for a particular purpose. The unit offers strong links with several subjects including music and science.

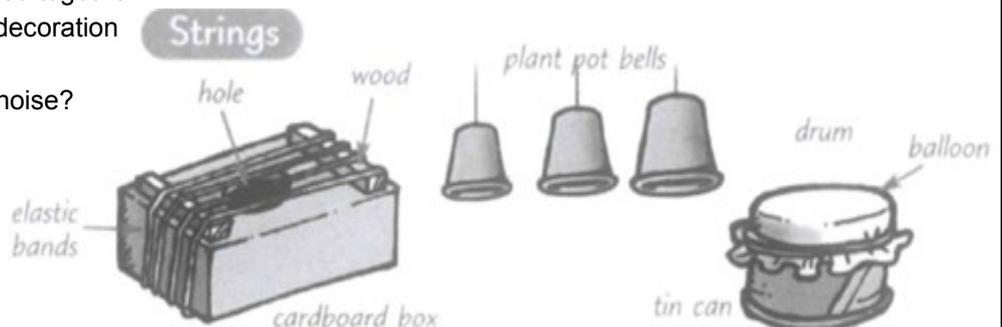
Ideas

Gather together a collection of musical instruments for the children to investigate. Do stress the importance of looking after them.

Hidden from the children, sounds could be made using several of the instruments. They can use a proforma to record details such as what instrument they think is being use.

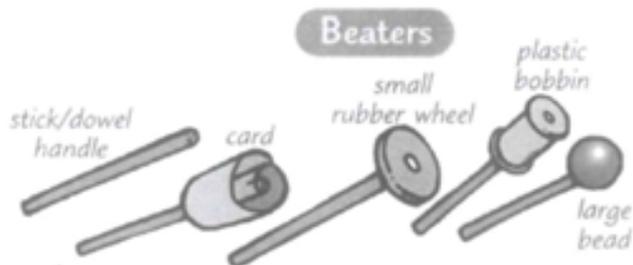
Sound	What is it?	How was it made?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

- What is the correct name for the instrument?
- How old do you think the instrument is?
- Which part of the world does the instrument originate from?
- What materials are used to make the instrument?
- What is the structure of the instrument?
- How are the parts joined together?
- What type of surface decoration is used?
- What part makes the noise?
- How do you make different notes?



Questions to ask include:

- How does the material used affect the sound?
- Which sounds do you like best? Why?
- Which sounds don't you like? Why?
- Are some of the sounds similar to those of real instruments?



Children should be taught how to join some of the items in temporary ways (e.g. making beaters with cotton reels and dowel joined with masking tape or plastic tube).

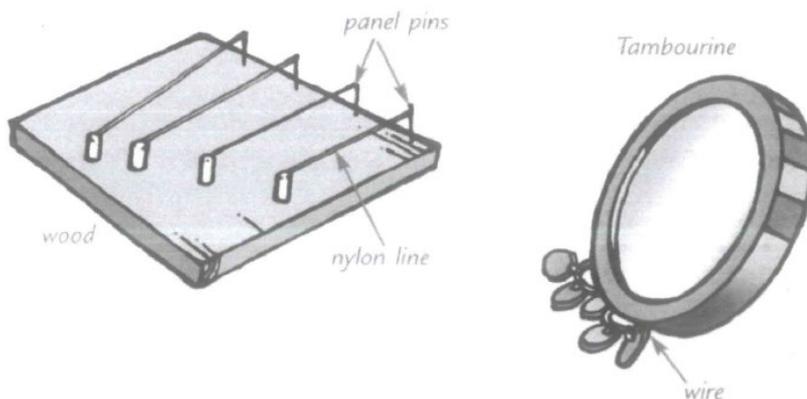


Ensure that the children are aware of the resources available for them to use.

They will need to identify what they are going to use their instruments for (e.g. sound effects, school assembly).

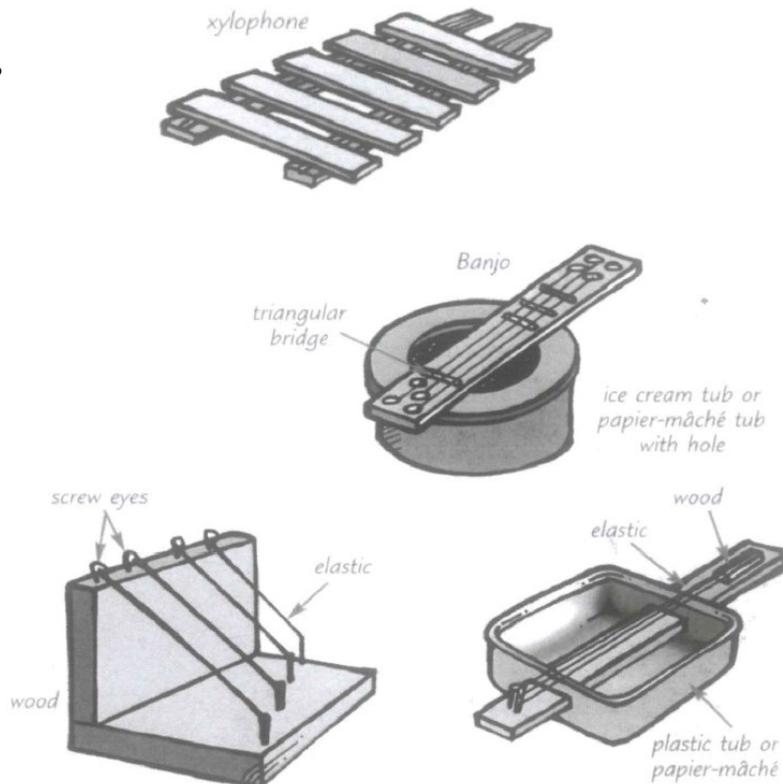
Questions to ask could include:

- What sound are we going to make?
- What could we use to make the sounds?
- What resources could we use?
- How could they be assembled?
- Is it going to be possible to tune the instrument in some way?
- What finishing techniques could be used?



Children could record their design ideas in a variety of ways. It may be helpful for them to list what materials they are going to use together with identifying the intended stages of manufacture.

It is important for the children to consider the quality of the finished appearance of their products, particularly of reclaimed materials have been used.



Homework activities

Find information from reference sources about different types of musical instruments.

Listen to music and keep a record of which musical instruments they have heard.

Talk to someone who has a musical instrument and find out how it is played.

Ask the children to collect and bring in photographs of musical instruments from magazines, newspapers and catalogues.

Teacher to teacher

- ✓ Write to parents/guardians to explain details about the project. They may be able to help with gathering suitable reclaimed resources, as well as having musical instruments which could be investigated.
- ✓ Collections of unusual instruments can frequently be borrowed from places such as multi-cultural centres and museums.
- ✓ Keep the items required for the focused practical tasks in labelled trays or cardboard boxes. This will help when rotating the activities and with storage.
- ✓ The IDEAs could be set up as a circus of activities which groups of children could rotate around.
- ✓ The children could show and use their completed instruments in a school assembly.

Glossary

Mouldable Material – a material which can be shaped, such as plasticine, clay or papier-mâché.

Structure – a framework made to contain or support something. **A Frame** structure is based on a framework of hollow or solid section material e.g. tube, rod. **A Shell** structure is constructed from a layer of sheet material e.g. card, fabric, papier-mâché.

Texture – surface quality of being hard, soft, smooth or rough.