

## The Orchestra for... beginners



**Brainstorming activity** (asynchronous, before the beginning of the 1<sup>st</sup> teaching period): students collaborate and fill in the [mind map](#) with as many ideas as possible having the following questions in mind: How would you define orchestra? Do you know how the orchestra change by musical eras? How many sections does an orchestra has? What about the musical instruments that take part in an orchestra? What is the role of a conductor?

### 1<sup>st</sup> teaching period

#### 1<sup>st</sup> Activity

**Time:** 5'

**Type of activity:** visualization of mind map and discussion

**Class organization:** discussion in class

**Actions/Tasks:** the teacher presents the mind map that the students have completed on the interactive whiteboard. The students explain their ideas and the teacher comments on them.

## The Orchestra for... beginners

### Worksheet I

Topic: Evolution of the Orchestra



CLASS: .....

NAME: .....

#### ACTIVITY I

A. Fill in the mind map with as many ideas as possible about the orchestra...



#### 2<sup>nd</sup> Activity

**Time:** 15'

**Type of activity:** presentation, discussion and completion of worksheet I

**Class organization:** whole class

**Actions/Tasks:** the teacher presents a [PPT](#) (Part 1) and then gives them [Worksheet I](#) [Topic: Evolution of the Orchestra] and asks students to study a cartoon and to answer to three questions (1. What they notice about the musicians, 2. What they notice about the number and the groups of musical instruments and 3. Why the conductor is needed).

**ACTIVITY II**

A. Study the cartoon below and answer the following questions:



1. What do you notice about the musicians?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What do you notice about the number and the groups of musical instruments:  
 \_\_\_\_\_  
 \_\_\_\_\_

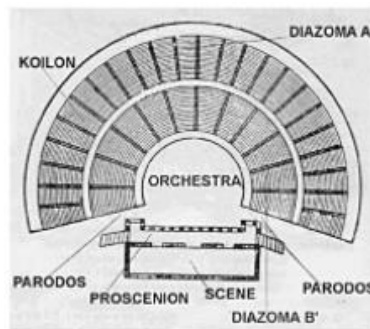
**3<sup>rd</sup> Activity**

**Time:** 15'

**Type of activity:** whole class

**Class organization:** discussion in class and completion of worksheet I

**Actions/Tasks:** in the same [Worksheet I](#) [Topic: Evolution of the Orchestra] students study a diagram and answer some more questions (1. Have you ever visited an Ancient Greek Theatre? If so, what impressed you most?, 2. Can you think of how the ancient orchestra might have evolved into today's symphony orchestra? 3. Do you know any composers who have written works for orchestra? If so, quote some of them and also titles of their work).



**4<sup>th</sup> Activity**

**Time:** 10'

**Type of activity:** pair discussion and completion of Worksheet I

**Class organization:** pair work

**Actions/Tasks:** in the same [Worksheet I](#) [Topic: The Evolution of the Orchestra] students work in pairs and try to name the instruments by drawing lines and joining only the instruments that belong to a symphony orchestra with their names.

**ACTIVITY IV**

**Name the instrument**

Draw lines joining **only** the instruments that they belong to a symphony orchestra with their names

	Accordion	
	Acoustic Guitar	
	Alto clarinet	
	Alto saxophone	
	Balalaika	
	Banjo	
	Bouzouki	
	Celesta	
	Cello	
	Contrabassoon	

## 2<sup>nd</sup> teaching period

### 1<sup>st</sup> Activity

**Time:** 25'

**Type of activity:** presentation and completion of worksheet II (listening guide)

**Class organization:** whole class

**Actions/Tasks:** the teacher presents a [PPT](#) (Part 2) and then gives them

[Worksheet II](#) [topic: The Baroque Orchestra] in which students listening to Handel's *Hornpipe* (from Suite *Water Music*). There is an [H5P](#) (interactive video) with a listening guide and 15 multiple-choice questions needed to be answered by the students. After the listening the whole class discuss the best answer: a, b or c.

### The Orchestra for... beginners

#### Worksheet II

Topic: The Baroque Orchestra

CLASS: .....

NAME: .....

#### ACTIVITY I

"Water music", a collection of 3 Suites, was composed by George Frederic Handel in 1717 (18th century) after King George I had requested a concert on the River Thames. The concert was performed by 50 musicians playing on a barge.



Listen to the most famous part ("Hornpipe" which is a lively dance in Triple time (triple metre or metre of 3 beats) of the "Water Music" and answer the following questions (H5P-interactive video) according to the listening guide:

[https://content.e-me.edu.gr/wp-admin/admin-ajax.php?action=h5p\\_embed&id=1134298](https://content.e-me.edu.gr/wp-admin/admin-ajax.php?action=h5p_embed&id=1134298)

LISTENING GUIDE:

Section A

1. One main melody is played by the:

### 2<sup>nd</sup> Activity

**Time:** 10'

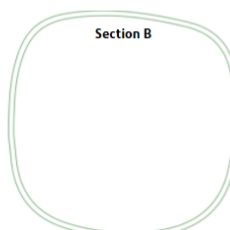
**Type of activity:** pair discussion and completion of [Worksheet II](#)

**Class organization:** pair work

**Actions/Tasks:** students in pairs characterise each section A or B and put some words or phrases in the right box.

#### ACTIVITY II

Put the words characterizing each section in the correct box: powerful, loud, strings-woodwinds, strings-brass & woodwinds-drums, energetic, question-and-answer, lively, lyrical, melody with repeated notes, melody with flow (with different notes), rhythmic, homophonic, harmonic, pompous, slow, dark, bright, joyful, non-repetitive.

Section A	Section B
	

### 3<sup>rd</sup> Activity

**Time:** 10'

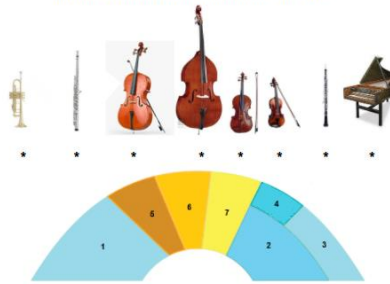
**Type of activity:** completion of [Worksheet II](#)

**Class organization:** whole class

**Actions/Tasks:** students put the instruments of Baroque orchestra in their place in the orchestra by drawing lines to their place.

**ACTIVITY III**

Put the instruments in their place in the orchestra:



**4<sup>th</sup> Activity**

**Time:** -

**Type of activity:** homework

**Class organization:** -

**Actions/Tasks:** students for homework will have to match some features of the violin family and the lute family with the correct instrument family:

**ACTIVITY IV**

Match the features below with the correct instrument family:

- they play mostly in a Baroque orchestra
- they have a soft sound
- played with fingertips/nails
- they have both a soft and loud sound
- played with a bow
- they play mostly in the modern orchestra



**5<sup>th</sup> Activity**

**Time:** -

**Type of activity:** homework (A and B)

**Class organization:** -

**Actions/Tasks:** for homework students need: a) to put the symbol of the sound intensity in the right box from the quietest to the loudest and b) to remember and circle which of these symbols are the most common in Baroque era.

**ACTIVITY V**

A. Put the symbol of the sound intensity below in the right box

- f   ff   p   pp   mf   mp



B. Which of these symbols are the most common in Baroque era? Circle them...

- f   ff   p   pp   mf   mp

**3<sup>rd</sup> teaching period**

**1<sup>st</sup> Activity**

**Time:** 25'

**Type of activity:** presentation and completion of worksheet III (listening guide)

**Class organization:** whole class

**Actions/Tasks:** the teacher presents a [PPT](#) (Part 3) and then gives them

[Worksheet III](#) [topic: The Classical Orchestra] in which students listening to an extract of Beethoven's 5<sup>th</sup> Symphony (1<sup>st</sup> movement). There is an [H5P](#) (interactive video) with a listening guide and 15 multiple-choice questions needed to be answered by the students. After the listening the whole class discuss the best answer: a, b or c.

## The Orchestra for... beginners

### Worksheet III

Topic: The Classical Orchestra

CLASS: .....

NAME: .....

#### ACTIVITY I

The Symphony No. 5 in C minor of Ludwig van Beethoven, Op. 67, was written between 1804 and 1808 and first performed in Vienna's Theater an der Wien in 1808. It is one of the best-known compositions in classical music. As is typical of symphonies during the Classical period, Beethoven's Fifth Symphony has four movements.

1. Allegro con brio (C minor)
2. Andante con moto (A major)
3. Scherzo: Allegro (C minor)
4. Allegro - Presto (C major)



## 2<sup>nd</sup> Activity

**Time:** 10'

**Type of activity:** pair discussion and completion of [Worksheet III](#)

**Class organization:** pair work

**Actions/Tasks:** students in pairs put the instruments of the instrumentation of Beethoven's 5<sup>th</sup> Symphony in the right box (string, wind and percussion section).

#### ACTIVITY II

##### Instrumentation

The symphony is scored for the following orchestra (alphabetically):

2 bassoons, cellos, 2 clarinets, 1 contrabassoon, double basses, 2 flutes, 2 horns, 2 oboes, 1 piccolo, timpani, 3 trombones, 2 trumpets, violas, violins I & II

Put the instruments in the right box:

STRINGS		WINDS		PERCUSSIONS	
bowed	plucked	woodwind	brass	membranophones	idiophones

## 3<sup>rd</sup> Activity

**Time:** 10'

**Type of activity:** completion of [Worksheet III](#)

**Class organization:** whole class

**Actions/Tasks:** students try to: a) match the definitions (theme, motif, composition and phrase) with the correct box and b) match the definition with its description:

### ACTIVITY III

A. Match the definitions (theme, motif, composition and phrase) with the correct box:

1) part of the wall 	2) house 	3) wall 	4) brick 
--	---	--	--

B. Match the definition with its description:

Definition	Description
theme	1 the main tune heard/repeated throughout the composition
motif	2 the entire musical work
composition	3 a single unit of music that makes complete musical sense
phrase	4 the smallest musical element

### 4<sup>th</sup> Activity

**Time:** -

**Type of activity:** homework

**Class organization:** -

**Actions/Tasks:** students for homework will have to decrypt a message from Beethoven in Mors code:

### ACTIVITY IV

Since the Second World War, it has sometimes been referred to as the "Victory Symphony". "V" is coincidentally also the Roman numeral character for the number five and the phrase "V for Victory" became a campaign of the Allies of World War II after Winston Churchill starting using it as a catchword in 1940. V = ●●●—

A = -	J = - - -	S = ●●●
B = ●●●	K = - ● -	T = -
C = - ● -	L = ●●●	U = ● -
D = - ●●	M = - -	V = ●●● -
E = ●	N = ●	W = - - -
F = ●●●	O = - - -	X = - ● -
G = - - -	P = - - -	Y = ● - -
H = ●●●	Q = - - -	Z = - - -
I = ●	R = ● -	

Beethoven is sending you a message with Morse code. Can you decrypt it?

-	-	-	-	-	-	-	-
●●	●●●	●●●●	●-	●●●●	●●●●	●	●- ●●●

-	-	-	-	-	-	-	-
●●	●●	●●●	●	●●●	●	●●	●●

### 5<sup>th</sup> Activity

**Time:** -

**Type of activity:** homework

**Class organization:** -

**Actions/Tasks:** for homework students need to fill in a Musiku (as Sudoku) which is about the dynamics of Beethoven's 5th Symphony:

### ACTIVITY V

Fill in the following... musiku which is about the dynamics of Beethoven's 5th Symphony:

p				
	mp			
			mf	
		pp		
			f	
				ff

## 4<sup>th</sup> teaching period

### 1<sup>st</sup> Activity

**Time:** 10'

**Type of activity:** presentation and completion of worksheet IV

**Class organization:** whole class

**Actions/Tasks:** the teacher presents a [PPT](#) (Part 4) and then gives them

[Worksheet IV](#) [topic: The Romantic Orchestra] in which students try to: a) identify which of the movements of the L'Arlésienne (Suite No.1 and Suite No.2) reminds them of Baroque Suite dances and b) why they think Bizet used a small orchestra in the play and a large one in the suites and what the advantages and disadvantages of each of the two versions are.

## The Orchestra for... beginners

### Worksheet IV

Topic: The Romantic Orchestra

CLASS: .....

NAME: .....

Georges Bizet composed L'Arlésienne as incidental music to Alphonse Daudet's play of the same name, usually translated as The Girl from Arles. It was first performed on 1 October 1872 at the Théâtre du Vaudeville in Paris. Bizet's music consists of 27 numbers (some only a few bars) for voice, chorus, and small orchestra, ranging from short solos to longer entr'actes. L'Arlésienne is most often heard in the form of two suites for orchestra.

L'Arlésienne Suite No. 1 (1872, Suite of four movements - full symphony orchestra):

- I. Prélude, Allegro deciso
- II. Minuet, Allegro giocoso
- III. Adagietto
- IV. Carillon, Allegro moderato.

### ACTIVITY I

A. The Farandole is an open-chain community dance popular in Provence, France and bears similarities to the gavotte, jig, and tarantella.

Which of the movements of both Suite No.1 and Suite No.2 reminds you Baroque Suite dances?

.....

B. Why do you think Bizet used a small orchestra in the play and a large one in the suites? What are the advantages and disadvantages of each of the two versions?

	L'Arlésienne (as a play)	L'Arlésienne (as orchestral suites No.1 & No.2)
Advantages		
Disadvantages		

### 2<sup>nd</sup> Activity

**Time:** 25'

**Type of activity:** presentation and completion of worksheet IV (listening guide)

**Class organization:** whole class

**Actions/Tasks:** the teacher presents a [PPT](#) (Part 4) and then gives them

[Worksheet IV](#) [topic: The Romantic Orchestra] in which students listening to *Farandole* (4<sup>th</sup> movement of *L'Arlésienne Suite No. 2*). There is an [H5P](#) (interactive video) with a listening guide and 13 multiple-choice questions needed to be answered by the students. After the listening the whole class discuss the best answer: a, b or c.

## ACTIVITY II

[https://content.e-me.edu.gr/wp-admin/admin-ajax.php?action=h5p\\_embed&id=1138852](https://content.e-me.edu.gr/wp-admin/admin-ajax.php?action=h5p_embed&id=1138852)

### LISTENING GUIDE:

1. Theme I is played by the: a) strings, b) winds, c) full orchestra
2. The texture is: a) monophonic, b) homophonic, c) polyphonic
3. The repetition of Theme I is played by the:
  - a) strings, b) winds, c) full orchestra.
4. The texture here is: a) monophonic, b) homophonic, c) polyphonic
5. Theme II (1st part) is played by the:
  - a) strings, b) winds, c) full orchestra
6. The dynamics marking here is: a) soft, b) loud
7. Theme II is : a) slackening (rallentando), b) accelerating (accelerando)
8. Theme II is played with:
  - a) increasing dynamics (crescendo), b) decreasing dynamics (diminuendo)
9. The texture here is monophonic, played loud by the strings:
  - a) True, b) False
10. The texture here is: a) initially homophonic and right after monophonic, b) initially monophonic and right after homophonic
11. We hear both Theme I and Theme II. The texture is:
  - a) monophonic, b) homophonic, c) polyphonic.
12. Theme I is played by the: a) strings and woodwinds, b) brass
13. Theme II is played by the: a) strings and woodwinds, b) brass

### 3<sup>rd</sup> Activity

**Time:** 10'

**Type of activity:** completion of Worksheet IV

**Class organization:** whole class



**Actions/Tasks:** students imagine that there are for their very first time in a lyric theatre and Bizet's opera *Carmen* is about to begin. They know everything about the plot and all the arias of *Carmen*. In spite of the fact how excited they are, also they are very nervous because they do not know when the applause is permitted. Read the sentences below and put ✓ in the correct column:

## ACTIVITY III

Bizet, although died young, composed many works, which are still famous. One of them is his opera comique in four acts *Carmen*. It is the first time in the history of opera where a composer for the leading role casts a girl who is not a noblewoman, but a simple gypsy. In its premiere (3 March 1875, Opéra-Comique, Paris) the opera shocked the Parisian audience and most reviews were critical. *Carmen* initially gained its reputation through a series of productions outside France but Bizet was dead to see it.



Imagine that you are for the very first time in a lyric theatre and Bizet's opera *Carmen* is about to begin. You know everything about the plot and all the arias of *Carmen*. In spite of the fact how excited you are, also you are very nervous because you do not know when the applause is permitted. Read the sentences below and put ✓ in the correct column:

Applause please!!!! Really... When do we clap?		
1. The musicians are taking their places/seats – (final) tuning.		
2. Shortly afterwards, the conductor comes on stage.		
3. As soon as the first notes of the <i>Overture</i> (= <i>Introduction</i> ) are heard.		
4. Once the <i>Overture</i> is finished.		
5. Your beloved cousin appears on stage singing in the choir.		
6. In the first act, the <i>Habanera</i> , aria of the heroine <i>Carmen</i> , begins.		
7. <i>Habanera</i> aria just finished.		
8. <i>Carmen</i> 's aria <i>Seguidilla</i> begins... Your favourite one!!!!		
9. The second act ends and the curtain closes for the intermission.		
10. The opera ends and all the participants appear on stage for a bow.		

### 4<sup>th</sup> Activity

**Time:** -

**Type of activity:** homework

**Class organization:** -

**Actions/Tasks:** students for homework will have to read about the saxophones and look at a diagram and: a) match the reeds with the correct woodwind instrument, b) write down similarities and differences between the woodwind instruments



## ACTIVITY IV

Types of saxophones:








The saxophone:

- is a type of woodwind instrument with a conical body usually made of brass
- was invented by the Belgian instrument maker Adolphe Sax in the early 1840s
- is used in a wide range of musical styles

Look at the diagram below and:

- a) match the reeds with the correct instrument  
b) write down similarities and differences between the woodwind instruments

woodwinds		reeds	
clarinet	.....		.....
saxophone	.....		.....
cor anglais	.....		.....
oboe	.....		.....
bassoon	.....		.....

	Similarities	Differences
Orchestra's woodwind		

## 5<sup>th</sup> teaching period

### 1<sup>st</sup> Activity

**Time:** 20'

**Type of activity:** presentation and completion of worksheet V

**Class organization:** whole class

**Actions/Tasks:** the teacher presents a [PPT](#) (Part 5) and then gives them

[Worksheet V](#) [topic: The Orchestra of the 20th century] in which students in which students listening to the Introduction (Theme) of Benjamin's Britten "The Young Person's Guide to the Orchestra", Op. 34, played by each major family of instruments of the orchestra. As students listen, they try to put the numbers 2 to 6 in the boxes according to what section of instruments they hear. There is an [H5P](#) (interactive video) with a listening guide.

## The Orchestra for... beginners

### Worksheet V

Topic: The Orchestra of the 20th century

CLASS: .....

NAME: .....

#### ACTIVITY I

"The Young Person's Guide to the Orchestra", Op. 34, is a 1945 musical composition by Benjamin Britten with a subtitle "Variations and Fugue on a Theme of Purcell". It was based on the second movement, "Rondeau", of the Abdelazer Suite. It was originally commissioned for the British educational documentary film called "Instruments of the Orchestra" released on 29 November 1946. The work is one of the best-known pieces by the composer, and is often associated with two other works in music history: Saint-Saëns' "The Carnival of the Animals" and Prokofiev's "Peter and the Wolf".

The Young Person's Guide to the Orchestra is scored for symphony orchestra:

- Woodwinds: piccolo, 2 flutes, 2 oboes, 2 clarinets and 2 bassoons
- Brass: 4 horns, 2 trumpets, 3 trombones (2 tenors and 1 bass) and bass tuba
- Percussion: timpani, bass drum, cymbals, tambourine, triangle, snare drum, woodblock, xylophone, castanets, tamtam and whip
- Strings: harp, first and second violin, viola, cello and double bass.

### 2<sup>nd</sup> Activity

**Time:** 15'

**Type of activity:** listening guide and completion of worksheet V

**Class organization:** whole class

**Actions/Tasks:** students listen to Fugue (the last part of Benjamin's Britten "The Young Person's Guide to the Orchestra"). There is a [H5P](#) (interactive video) with a listening guide of 16 multiple-choice questions needed to be answered by the students. After the listening the whole class discuss the correct answer: a, b or c.

### ACTIVITY II

Listen to the Fugue of Britten's "The Young Person's Guide to the Orchestra" and circle the correct answer, a, b or c:

[https://content.l-e.me.edu/gw/wp-admin/admin-ajax.php?action=hsp\\_embed&id=1139551](https://content.l-e.me.edu/gw/wp-admin/admin-ajax.php?action=hsp_embed&id=1139551)

#### LISTENING GUIDE:

1. The Theme of the Fugue is played by the: a) flute, b) piccolo, c) oboe
2. Right after the Theme is played by: a) 2 flutes, b) 2 piccolos, c) 2 oboes
3. Here the Theme is played by: a) 2 flutes, b) 2 piccolos, c) 2 oboes
4. The Theme now is played by: a) 2 flutes, b) 2 oboes, c) 2 clarinets
5. The woodwind section is completed with the: a) clarinets, b) bassoons, c) oboes
6. The Theme now is played by the: a) strings, b) violas, c) cellos
7. Right after the Theme is played by the: a) violins, b) violas, c) cellos
8. Now the Theme is played by the: a) violins, b) violas, c) cellos
9. This time, the Theme of Purcell's Rondo is played by the:  
a) trumpets, b) cellos, c) flute
10. We hear imitations by the: a) strings, b) woodwinds, c) brass
11. The Theme is played by the harp. Another melody is played by:  
a) flute, oboe, clarinet, bassoon, b) oboe, clarinet, bassoon, flute,  
c) bassoon, clarinet, oboe, flute
12. The Theme now is played by the: a) trumpets, b) trombones, c) horns
13. The Theme now is played by the: a) trumpets, b) trombones, c) horns  
and is accompanied by the: a) brass, b) woodwinds, c) strings
14. The Theme is played now by the: a) trumpets, b) trombones, c) horns
15. We hear: a) the timpani and the snare drum, b) the snare drum and the cymbals,  
c) the cymbals and the xylophone
16. At this point the Theme of Purcell's Abdelazer is played by the:  
a) violins, b) flutes, c) horns

### 3<sup>rd</sup> Activity

**Time:** 10'

**Type of activity:** completion of Worksheet V

**Class organization:** whole class

**Actions/Tasks:** teacher talks about Rondo form and the students write the appropriate letter (A, B, C or D) in: a) boxes (first row) to have a Rondo form, b) match the "ingredients" with the appropriate box to have a sandwich in a Rondo form... (second row).

### ACTIVITY III

RONDO Form: In a rondo, we hear a pleasant theme (main theme) over and over again (something like the chorus in songs), alternating with other themes that creates contrast (secondary themes). Something like the layers in a... sandwich!!!

1. Write the appropriate letter (A, B, C or D) in each box (first row) below to have a Rondo form.

2. In the second row, match the "ingredients" with the appropriate box to have a sandwich in a Rondo form... [TIP: one of them is matched more than once!!!]  
Good luck and... bon appétit!!! 🍌

### 4<sup>th</sup> Activity

**Time:** -

**Type of activity:** homework

**Class organization:** -

**Actions/Tasks:** students by using their imagination, draw their own Rondo form in boxes.

### ACTIVITY IV

Using your imagination, draw your own Rondo form in the boxes below:

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### 5<sup>th</sup> Activity

**Time:** -

**Type of activity:** homework

**Class organization:** -

**Actions/Tasks:** students listen to Purcell's *Abdelazer* with interactive questions by using [H5P](#) (interactive video) choose the correct answer: a, b or c.

### ACTIVITY V

Listen to Henry Purcell's "Abdelazer" and underline which Theme (of the three) is heard every time. Write in the boxes below the Themes according to what you have heard:

1. a) Theme A, b) Theme B, c) Theme C [The main Theme of the Rondo form]
2. Repetition of: a) Theme A, b) Theme B, c) Theme C
3. a) Theme A, b) Theme B, c) Theme C
4. a) Theme A, b) Theme B, c) Theme C
5. a) Theme A, b) Theme B, c) Theme C
6. a) Theme A, b) Theme B, c) Theme C
7. Repetition of: a) Theme A, b) Theme B, c) Theme C

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### 6<sup>th</sup> Activity

**Time:** -

**Type of activity:** homework

**Class organization:** -

**Actions/Tasks:** students study two pictures and note any similarities or differences between the Baroque orchestra (the first one of our journey) and the orchestra in the 20th century.

### ACTIVITY VI

Study the two pictures and note any similarities or differences between the Baroque orchestra (the first one of our journey) and the orchestra in the 20th century:



	Baroque orchestra	Orchestra of the 20 <sup>th</sup> century
Similarities		
Differences		

**Project:** Plan a visit to Megaron, the Athens Concert Hall to listen to the famous Athens State Orchestra which plays every Friday evening in 20:30. The following website will help you for your ticket purchases.

<https://www.megaron.gr/en/ticket-information/>

**Homework:** all students after each teaching period answer a question on [padlet](#).

**Content assessment:**

Students check content knowledge by doing an online [quiz](#).

**Language practice:**

Students learn musical terms through [OnMusicDictionary](#).and practise vocabulary through activities and games:

<https://www.classicsforkids.com/games.html>

<https://activities.insidetheorchestra.org/bingo/>

<https://activities.insidetheorchestra.org/strings/>

<https://insidetheorchestra.org/musical-games/#brass>

### **Scenario evaluation**

[https://docs.google.com/forms/d/e/1FAIpQLSeRVnmj8VLqD4TBt2gT37WTC2CaJTMWyc0y4\\_FxrwRVUC2O4g/viewform?vc=0&c=0&w=1&flr=0](https://docs.google.com/forms/d/e/1FAIpQLSeRVnmj8VLqD4TBt2gT37WTC2CaJTMWyc0y4_FxrwRVUC2O4g/viewform?vc=0&c=0&w=1&flr=0)

### **Expansion:**

Students could expand their knowledge about orchestra, composers and music in general, try to compose their own compositions, watch videos and play games in the sites below:

<https://musiclab.chromeexperiments.com/Experiments>

<https://musicplayonline.com/student-login/>

<https://allstarorchestra.org/education/>

<https://www.khanacademy.org/partner-content/all-star-orchestra/instruments-of-the-orchestra/woodwinds/v/piccolo-interview-and-demonstration-with-nadine-asin?modal=1>

<https://dictionary.onmusic.org/>

<https://www.vocabulary.com/>

<https://www.dolmetsch.com/musictheorydefs.htm>