

NMS Band

Dear Parents and Students,

I want to start by saying that I hope you all are staying safe and healthy during these unprecedented times. I miss making music with all of the band students. The band packets you have received are for review and enrichment. They contain items pertaining to note naming, rhythm, vocabulary, and composition. I have included resources to help complete the exercises in the packets. For the note reading worksheets, I encourage students to try to complete both the bass clef and treble clef assignments. They can use the resources provided for assistance. As I always emphasize, I want them to do the best they can. Each packet contains a lesson plan with the assignments. I have also placed websites in Google Classroom and on my webpage. If your child brought their instrument home with them on March 13th, I encourage them to keep practicing. If you have any questions about anything in the packets, please do not hesitate to contact me.

Office Hours: Monday-Friday from 1:00-3:00pm

- Through email: victoria.carmody@accomack.k12.va.us
- Via Remind: text the code @nmsbandz to 81010

Thank you for support of the NMS Band program. Again, please stay safe and healthy.

Sincerely,

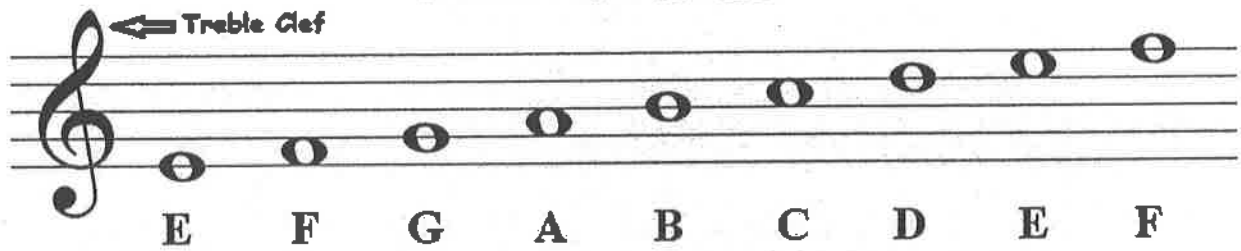
Mrs. Carmody

Band Packet

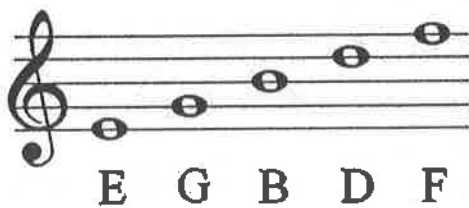
Week of April 14-17, 2020

Concept	SOLS	Objectives	Assignment
Music Reading (Music Literacy)	MIB.1	The student will read and notate music, including identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music	<ul style="list-style-type: none"> • "Treble Clef Note Reading Worksheet" • "Note Identification" sheet
Rhythm	MIB. 1	The student will read and notate music, including identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music	<ul style="list-style-type: none"> • "Music Math Level 1". • Color by Rhythm sheet
Instruments	MIB.17	The student will demonstrate musicianship and personal engagement by identifying the characteristic sound of the instrument being studied	<ul style="list-style-type: none"> • Read "Hey Kids, It's a Timpani" • Read "Hey Kids, It's a Snare Drum" • Families of Instruments Worksheet
Vocabulary	MIB.9	The student will define and apply music terminology found in the music literature being studied.	<ul style="list-style-type: none"> • Use the Band Vocabulary Sheet flash cards for the words Staff, Time Signature, Treble Clef, Bass Clef, Whole Note, Repeat Sign, Notes, Quarter Notes, Half Note, Quarter rest, half rest, whole rest, half note, quarter note, half note, quarter rest, half rest, whole rest, measure
Composition	MIB.8, MIB.21	<p>-The student will use music composition as a means of expression by composing a four-measure rhythmic-melodic variation.</p> <p>-The student will investigate aesthetic concepts related to music by identifying reasons for preferences among works of music and identifying ways in which music evokes sensory, emotional, and intellectual responses.</p>	<ul style="list-style-type: none"> • Use Line #1 on Rhythm Dictation to compose a 4 measure rhythmic-melodic variation. Compose the rhythm pattern in 4 counts per measure using quarter notes, quarter notes, and half notes. Use a combination of the notes and rests. The measure must be different.

Treble Clef Notes

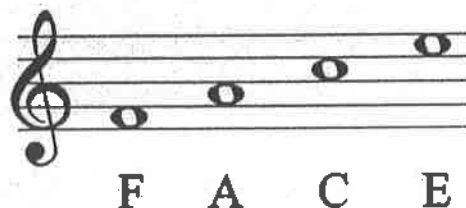


Line Notes



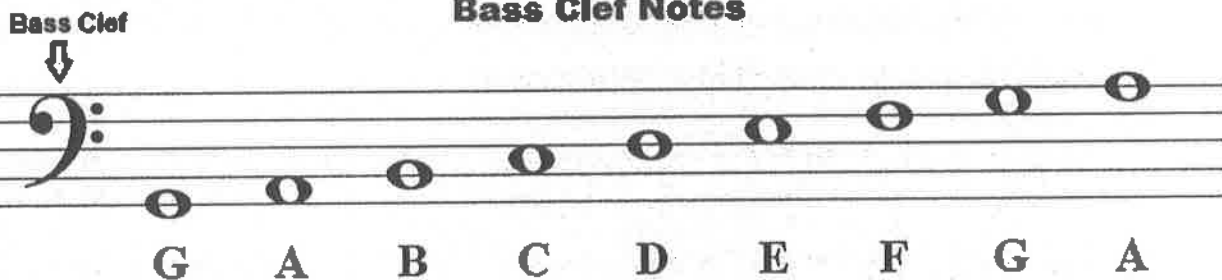
Elephants Got Big Dirty Feet

Space Notes

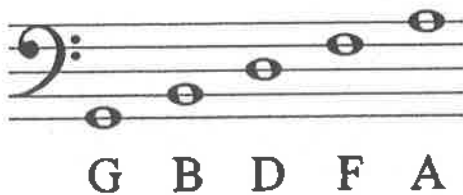


FACE

Bass Clef Notes

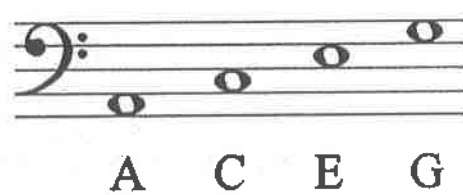


Line Notes:



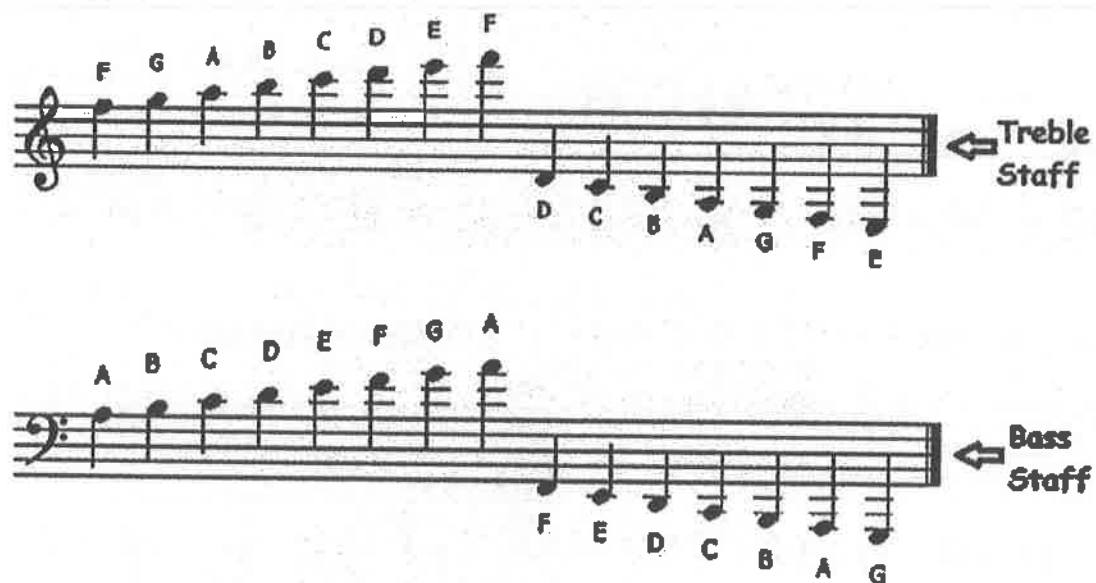
Good Burritos Don't Fall Apart

Space Notes:



All Cows Eat Grass

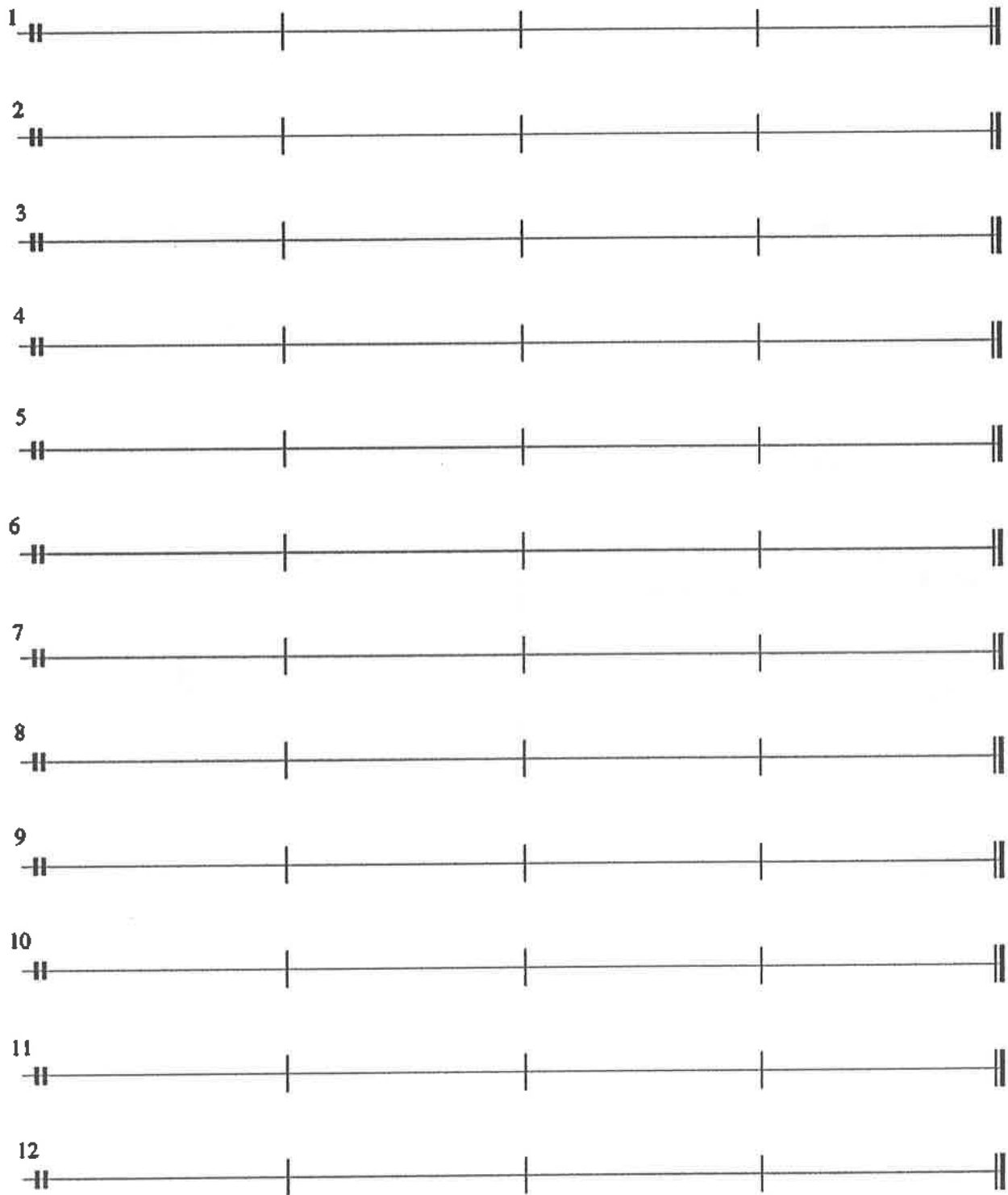
Ledger Lines



Ledger Line: A short line placed above or below a staff to accommodate notes higher or lower than the range of the staff.

Rhythm dictation

12 numbered rhythmic notation staves for dictation practice. Each staff consists of a horizontal line with a double bar at the start and end, and three vertical tick marks dividing the line into four equal segments.























1
2
3
4
5
6
7
8
9
10
11
12





















Music Math - Level 1

(Add the beats)

Notes

1.  +  = _____
2.  +  = _____
3.  +  = _____
4.  +  = _____
5.  +  = _____
6.  +  = _____
7.  +  = _____
8.  +  = _____
9.  +  = _____
10.  +  = _____

Rests

11.  +  = _____
12.  +  = _____
13.  +  = _____
14.  +  = _____
15.  +  = _____
16.  +  = _____
17.  +  = _____
18.  +  = _____
19.  +  = _____
20.  +  = _____

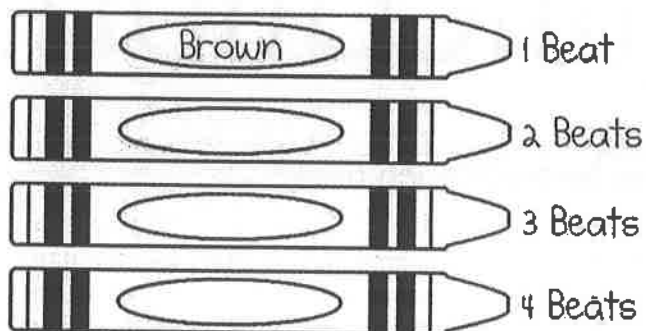
Note Identification

Write the correct letter name beneath each note

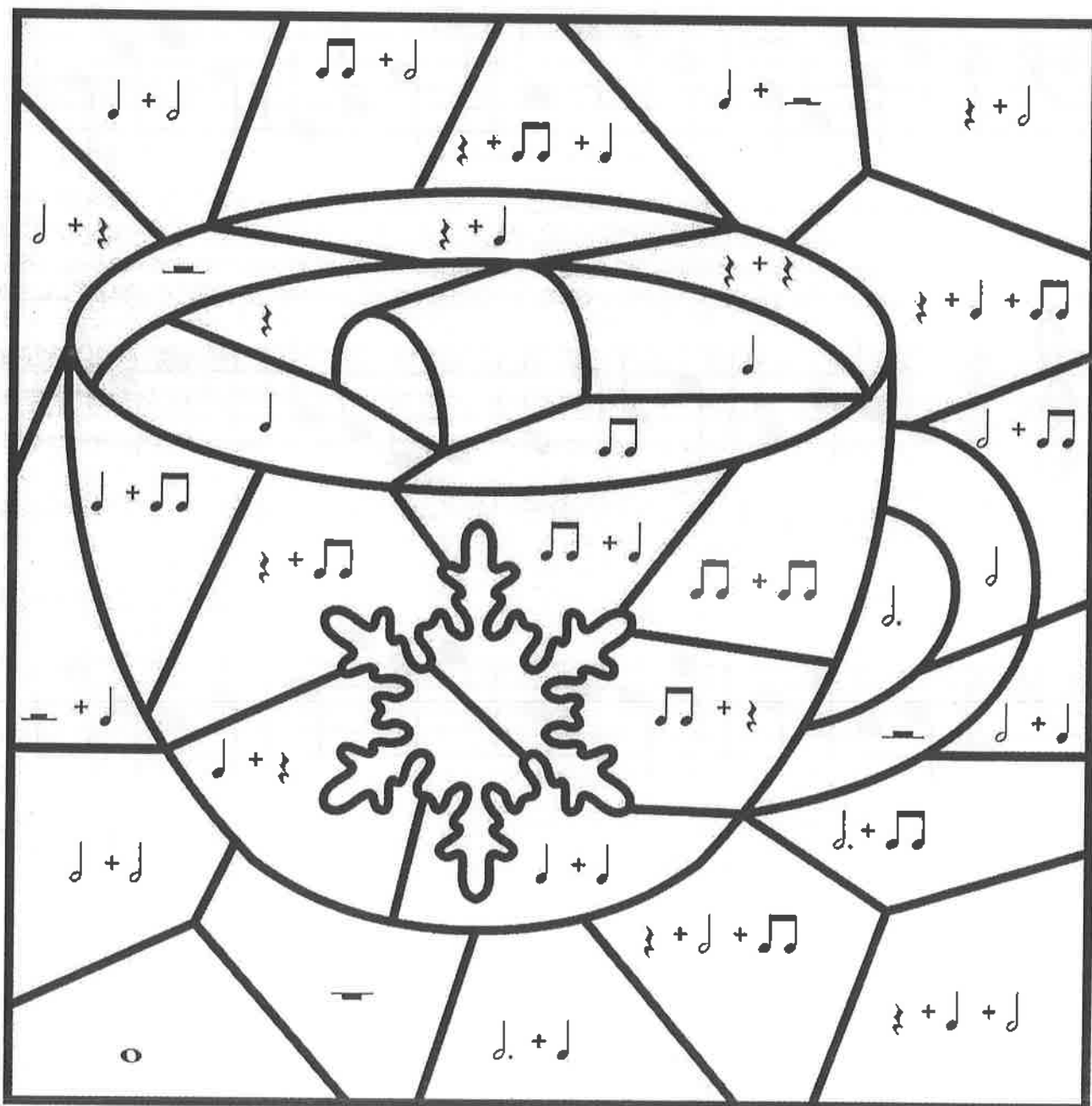


Name _____

Instructions: Add up the number of beats in each section. Choose a color for each of the unlabeled crayons. Color the spaces with that many beats the color you chose.

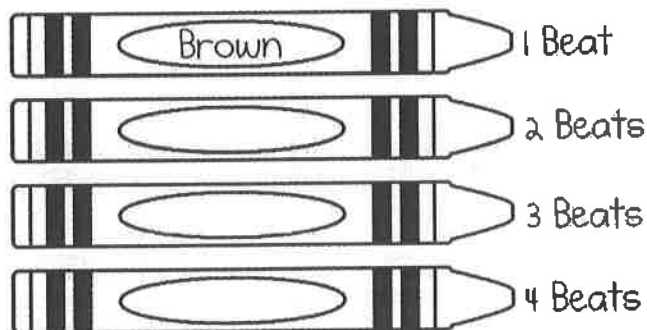


Write down how many beats each symbol gets here.	

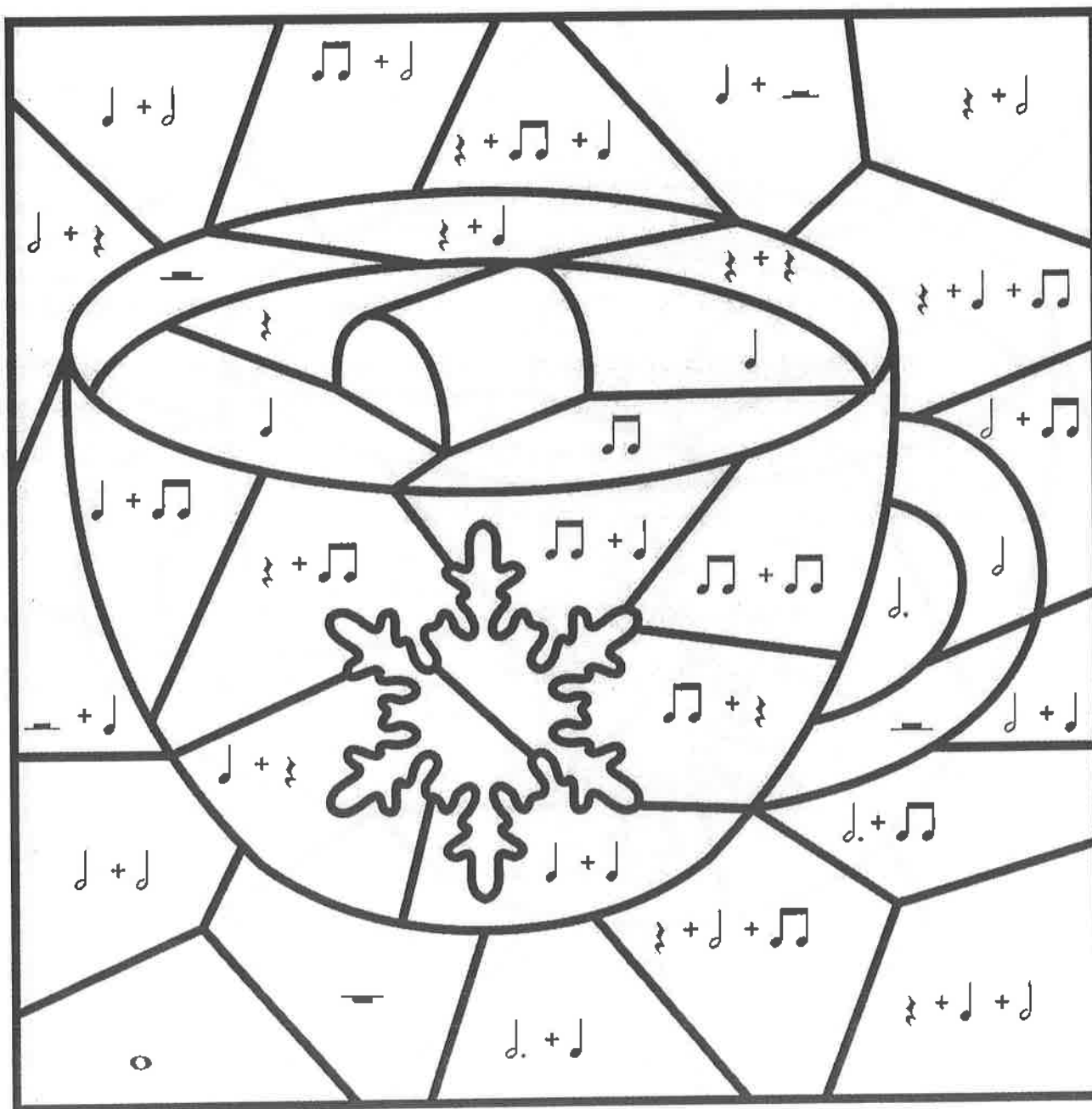


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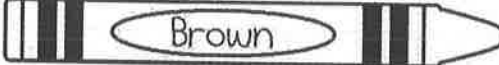
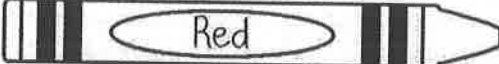
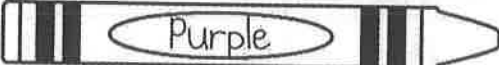
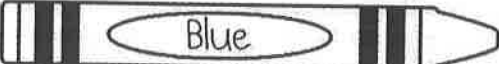






How many beats does it get?	
1 Beat	4 Beats
2 Beats	1 Beat
2 Beats	4 Beats
3 Beats	

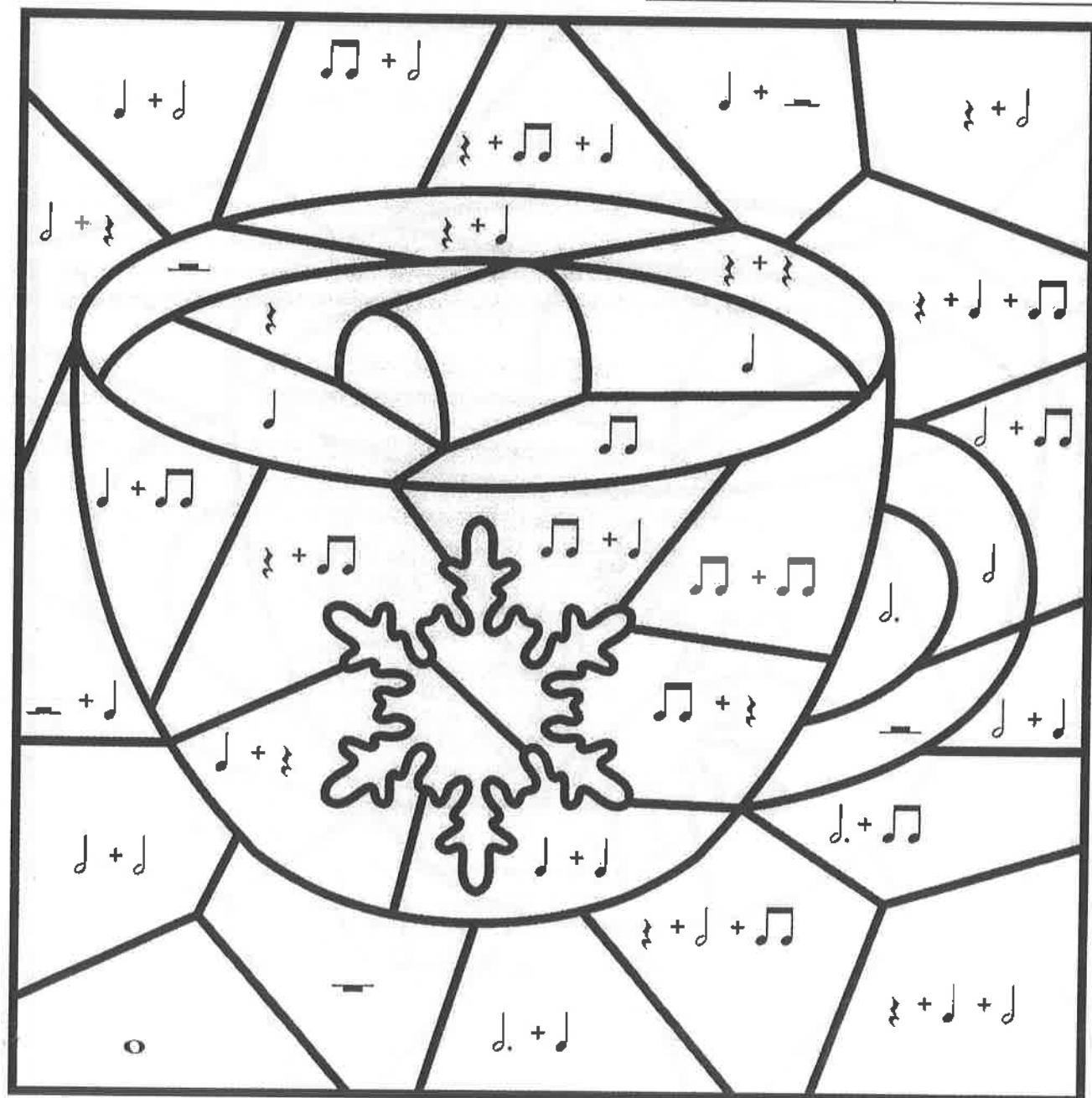


Name _____

Instructions: Add up the number of beats in each section. Color each section with the correct color to show your answer.









	Brown: 1 Beat
	Red: 2 Beats
	Purple: 3 Beats
	Blue: 4 Beats

Write down how many beats each symbol gets here.	
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

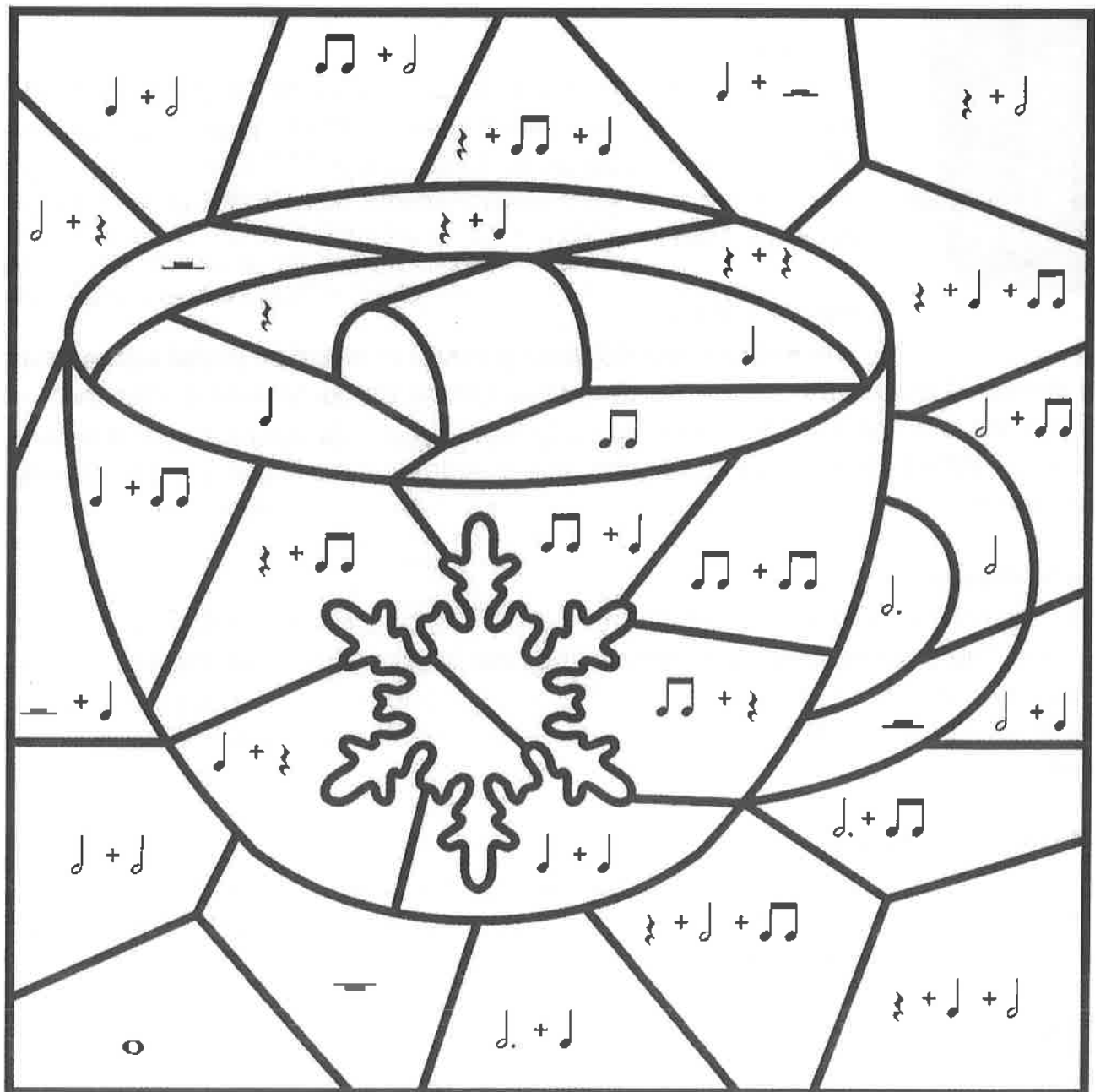


Name _____

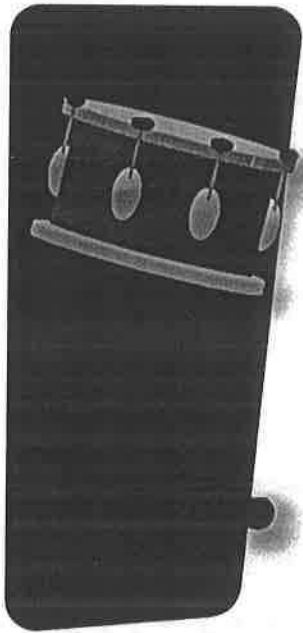
Instructions: Add up the number of beats in each section. Color each section with the correct color to show your answer.

		Brown: 1 Beat
		Red: 2 Beats
		Purple: 3 Beats
		Blue: 4 Beats

How many beats does it get?	
 1 Beat	 4 Beats
 1 Beat	 1 Beat
 2 Beats	 2 Beats
 3 Beats	 4 Beats



Hey Kids, It's a Snare Drum



The Snare Drum is a non-pitched instrument that serves an important part in the symphony orchestra, both as a supporting instrument and sometimes a solo instrument. The snare drum's characteristic "buzz" sets it apart from the other instruments of the orchestra. A person who plays a drum is commonly referred to as a percussionist.

History

The original snare drum was called a tabor, and was used with the fife (like a piccolo) in the Swiss military. These instruments originated in Europe as far back as the 15th century. The snare drum joined the symphony orchestra almost 200 years ago in the early 19th century.

How It's Made

The snare drum is typically made of wood or metal with a drum head stretched across the top and bottom of its hollow frame. Strung across the bottom of the drum you will see a set of curled metal wires or catgut which is called the "snare". When the drum is struck, the snare rattles, producing the snare drum's unique sound.

How It's Played

A percussionist produces a sound on the snare drum by striking it with a wooden drumstick. The percussionist may strike either the head of the drum, the rim, or the shell to create a variety of sounds. To make a softer sound, the percussionist may play with wire brushes. The snare may also be turned off if a tom-tom effect is desired.

The Percussion Family

The snare drum is a member of the percussion family. The percussion family includes the timpani, snare drum, bass drum, xylophone, glockenspiel, chimes, gong, cymbals, and many smaller percussion instruments.



Hey Kids, It's a Tympani



Timpani, also called kettledrums, are instruments from the percussion family. Unlike most percussion instruments, they produce a pitch when struck. Most symphony orchestras use three or four timpani of various sizes. A timpani player may be referred to as a percussionist or a timpanist.

History

Timpani began as military drums. In the late 19th century, a mechanical system was invented to quickly change the tension of the drumhead. These drums were referred to as machine timpani because they required the player to turn a handle to adjust the tension of the drumhead. The modern timpani is known as a pedal timpani because it allows the player to adjust the tension of the drumhead with a foot pedal.

How It's Played

The timpanist plays the timpani by striking the drumhead with a special stick called a timpani mallet. A timpanist must determine how loud to play a note and how long the note should sound. To end a sound, the timpanist must place his/her fingers against the drumhead while holding the timpani stick with the thumb and index finger. This technique is called muffling or damping and is an important part of timpani playing.

How It's Made







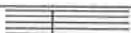
































Timpani begin as a large copper bowl which is called the resonator. A drumhead is then added to the top which is made of calfskin or plastic. Tension rods are then added to stretch the head tightly across the top of the drum. Lastly, a foot pedal is attached to allow the percussionist to quickly adjust the pitch of the drum during a performance.

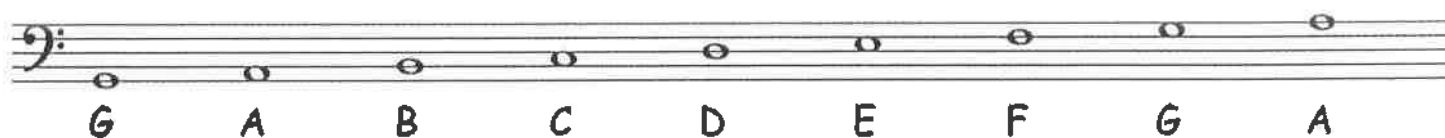
Fun Facts

Eighteenth century composer Johann Fischer once wrote a symphony for timpani and orchestra which required the timpani player to play eight drums at the same time!



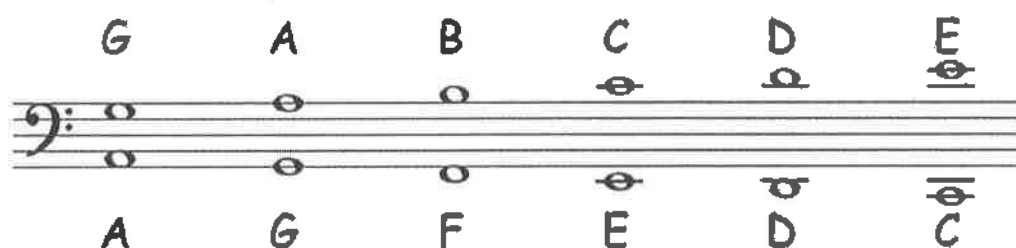
MIDDLE SCHOOL ADVANCED BAND VOCABULARY LIST

Accelerando	Gradually increase the tempo	Half Rest		
Accent	 Emphasize the note	Interval		The numerical distance between two notes
Accidentals	Sharps, flats, and naturals found in the music	Key		Flats or sharps next to the clef that apply to entire piece
Adagio	Slow tempo, slower than Andante	Signature		
Agitato	Agitated	Legato		Play in a smooth and connected style
Allegretto	A lively tempo	Ledger Lines		Adds notes outside of the music staff
Allegro	Fast bright tempo	Leggiero		Lightly
Andante	Slow walking tempo	Lento		Very slow tempo
Animato	Animated, lively	Maestoso		Play in a majestic, stately manner
Arpeggio	A sequence of notes (1st-3rd 5th and 8th) from any scale	Major Scale		Series of 8 notes with a definite pattern of whole steps and half steps
Articulation	The way we tongue or slur notes	Marcato		A loud accented note of short duration
Balance	The proper adjustment of volume from all instruments	Marziale		March-like style
Bar Lines	 Divide the music staff into measures	Measure		A segment of music divided by bar lines
Bass Clef	"F" clef used by trbs., bar., bsn. and tuba	Measure Repeat		Repeat the previous measure
Breath Mark	 Take a deep breath after playing the note full value	Mezzo Forte	mf	Play moderately loud
Caesura	A stop in the music	Mezzo Piano	mp	Play moderately soft
Chromatic Scale	Sequence of notes in half-steps	Moderato		Moderate tempo
Coda	 Short ending section	Natural Sign		Cancels a flat or sharp in the measure
Common Time	 Another way to write	Pianissimo		Play very soft
Crescendo	 Gradually increase in volume	Piano	p	Play softly
Cut Time	 Meter in which the half note gets one beat	Quarter Note		
D.C. al Fine	D.C. Da Capo al Fine - Play until the D.C. al Fine. Go back to the beginning and play until Fine	Quarter Rest		
D.S. al Fine	D.S. Del Segno al Fine - Play until D.S. al Fine. Go back to the sign () and play until Fine.	Rallentando	Rall.	Gradually slow the tempo
Decrescendo	 Gradually decrease volume	Repeat Sign		Go back to the beginning and play again
Divisi	Divide the notes between two players	Ritardando	rit.	Gradually slow the tempo
Dolce	Sweet, gentle style	Round or Cannon		Musical form where instruments play the same melody entering at different times
Dotted Half Note		Sforzando	sfz	play with special emphasis
Dotted Note	The dot adds half the value of the note	Sharp		Raises the note a half step and remains in effect the entire measure
Dotted Quarter Note		Sight-reading		Playing a musical selection for the first time
Double Bar	 Indicates the end of a piece or section of music	Simile		Continued in the same style
Dynamics	The volume of music	Sixteenth Note		
Eighth Note		Sixteenth Rest		
Eighth Rest		Slur		A curved line that connects notes of different pitches
Enharmonic	Notes that are written differently but sound the same	Staccato		Play the notes with separation
Expressivo	Expressively	Staff		Lines and spaced where notes are placed
Fermata	 Hold the note longer, or until your director tells you to release it.	Syncopation		Accents on the weak beats of the music
First and Second Endings	Play the 1st ending the 1st time through. Then repeat the same music, skip the 1st ending and play the 2nd.	Tempo		The speed of the music
Flat	 Lowers the note by a half step and remains in effect the entire measure	Tenuto		Play notes for their full value
Forte	F Play loudly	Tie		A curved line that connects notes of the same pitch
Fortissimo	FF Play very loud	Time Signature	$\frac{2}{4}$	Tells how many beats are in each measure and what kind of note gets one beat
Glocosso	Lightly, happily	Treble Clef		"G:" Clef used by Fls., Ob., Clar., Sax., and Tpt.
Grace Note	 A small note played on or slightly before the beat	Trill	tr.	Rapid alternation between two notes
Grazioso	Gracefully	Triplet		Group of three notes
Half Note		Unison		All instruments playing the same pitch
		Whole Note		
		Whole Rest		

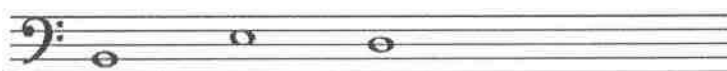


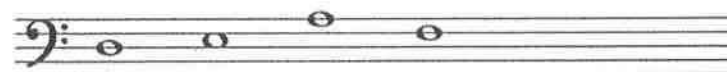
We have now learned all the names of the lines and spaces. As you can see, when you put the lines and spaces together, they go in alphabetical order. Since we only use the letters A-G in musical notation, when we get to G, we have to start over with A.

Oftentimes, **composers**, people who write music, want to use more notes than you see on the above line of music. They want to go higher and lower than the notes that fit into the lines and spaces. In order to do that, we need to add **ledger lines** to the music. A ledger line is a line that goes above or below the staff so that notes can be higher or lower than the notes on the staff would allow. In order to figure out what note the ledger line represents, simply count in alphabetical order to the ledger line, including both lines and spaces.



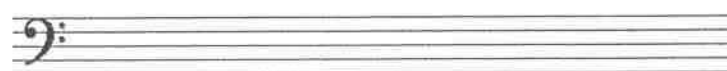
Write out the word that each line of music spells. On the last staff, fill in notes and then write out another word that is spelled entirely with letters from the musical alphabet.









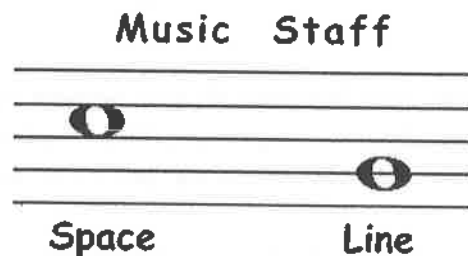


Reading Music: Bass Clef

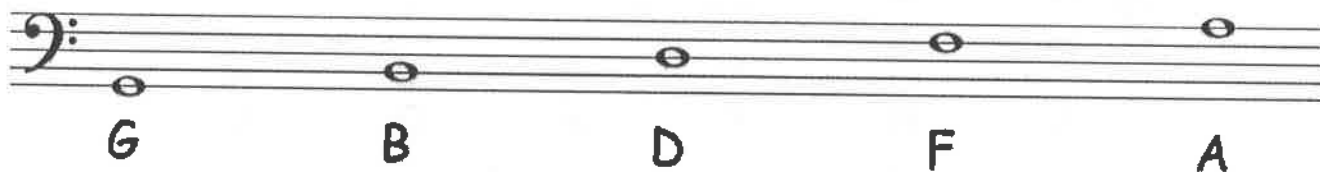
The musical alphabet consists of the following seven letters:

A B C D E F G

Each letter represents a different musical note. These notes are written on a **staff**, which consists of 5 parallel lines. Notes are written on these lines and in the spaces between them.

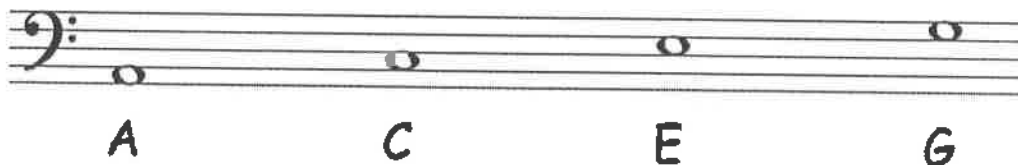


This symbol is called the **bass clef**. The bass clef is also called the **F Clef** because the dots go above and below the F line on the staff. A clef sign is always placed at the beginning of a piece of music, and the bass clef sign is one of the most common ones used.



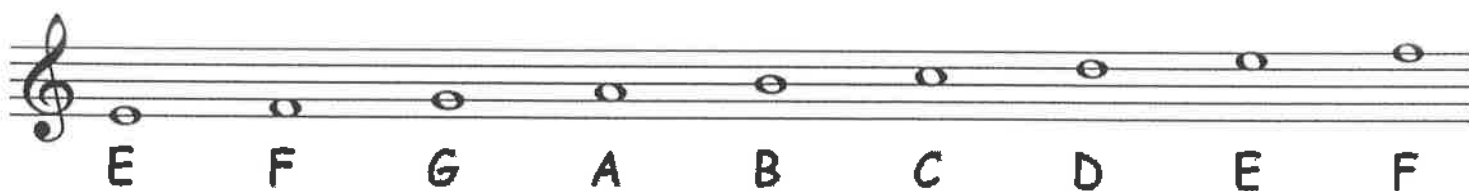
The names of the lines in bass clef are **G B D F A**. You can remember this by using a **mnemonic device**. A mnemonic device helps you to remember something else. A few examples of mnemonic devices that you can use to learn the names of the lines in bass clef are:

- "Good Boys Do Fine Always"
- "Green Bugs Do Fly Away"
- "Girls Bring Dogs For Attention"
- "Garbage Bags Don't Fall Apart"
- "Giant Beaches Do Feel Awesome"



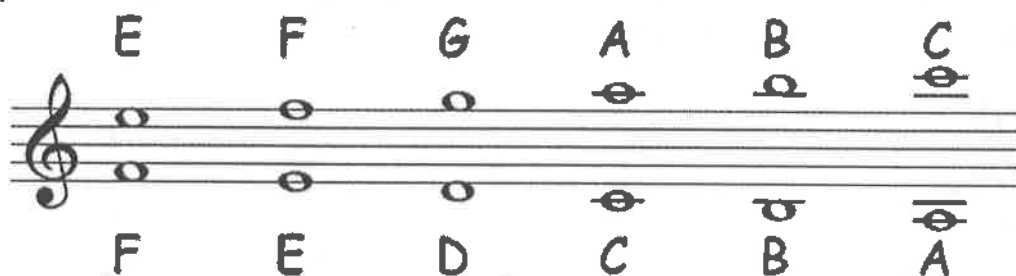
The names of the spaces in bass clef are **A C E G**. Some mnemonic devices that you can use to remember the names of the spaces are:

- "All Cars Eat Gas"
- "All Cows Eat Grass"
- "All Children Emit Gas"
- "All Clowns Enjoy Grinning"

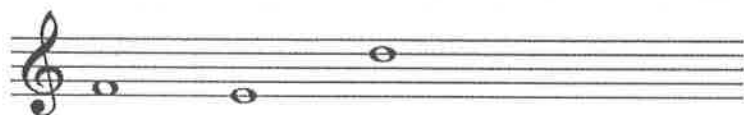


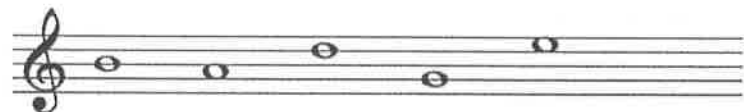
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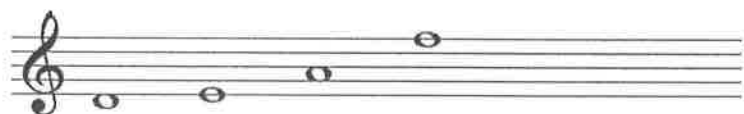
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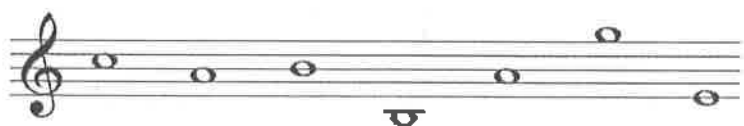


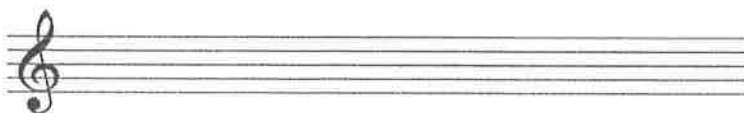
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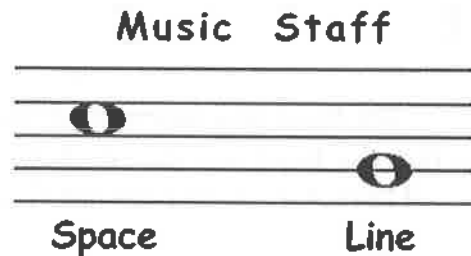
Reading Music: Treble Clef

The musical alphabet consists of the following seven letters:

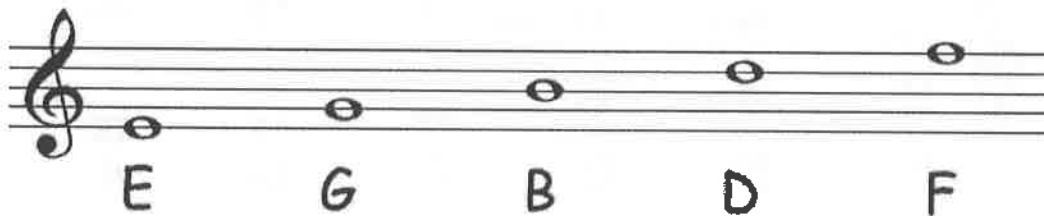
A B C D E F G

Each letter represents a different musical note.

These notes are written on a **staff**, which consists of 5 parallel lines. Notes are written on these lines and in the spaces between them.

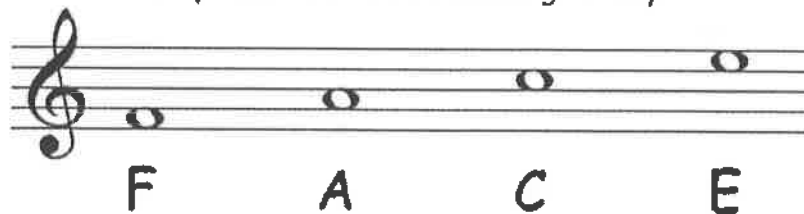


This symbol is called the **treble clef**. The treble clef is also called the **G clef** because the circle in the middle goes around the G line on the staff. A clef sign is always placed at the beginning of a piece of music, and the treble clef sign is the most common one used.



The names of the lines in treble clef are E G B D F. You can remember this by using a **mnemonic device**. A mnemonic device helps you remember something else. A few examples of mnemonic devices that you can use to learn the names of the lines in treble clef are:

- "Even Good Boy Does Fine"
- "Every Good Boy Deserves Fudge"
- "Every Girl Buys Dad Flowers"
- "Empty Garbage Before Dad Flips"
- "Elephants Go Break Dancing Fridays"



The names of the spaces in treble clef are F A C E. A mnemonic device that you can use to remember the names of the spaces is that the word "FACE" rhymes with "SPACE."

Music Theory Basic Terms



Quarter Note

1 beat/1 count



Half Note

2 beats/2 counts



Whole Note

4 beats/4 counts



Eighth Note

1/2 beat/ 1/2 count



Beamed Eighth Notes

1 beat/1 count



Four-Four Time

4 counts per measure



Three-Four Time

3 counts per measure



Two-Four Time

2 counts per measure



Six-Eight Time



Common Time

same as 4/4 time



Quarter Rest

1 beat/1 count



Half Rest

2 beats/2 counts



Whole Rest

4 beats/4 counts



Eighth Rest

1/2 beat/ 1/2 count



Treble Clef



Bass Clef



Sharp

raises the note 1/2 step



Flat

lowers note 1/2 step



Triplet



Dotted Half

3 beats/3 counts



Sixteenth Note



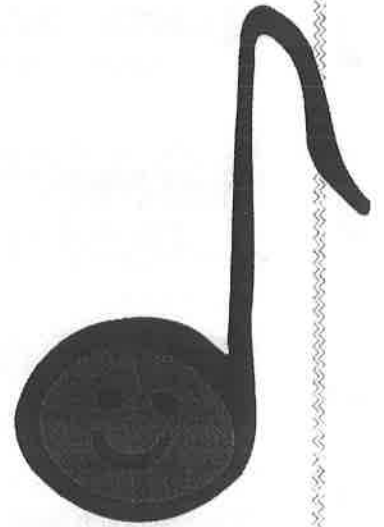
Repeat sign

Name: _____

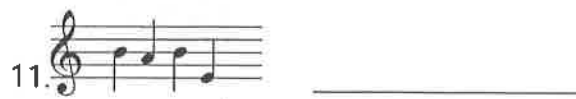
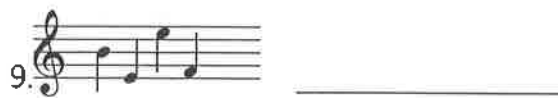
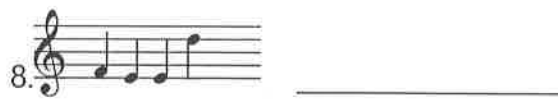
Note Reading Wordsearch

Treble Clef Pitches on the Staff

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



DIRECTIONS: Each staff spells a word. Write the word on the lines next to the staff, then find them in the wordsearch.



Band Packet

Week of April 20-24, 2020


Concept	SOLS	Objectives	Assignment
Note Reading (Music Literacy)	MIB.1	The student will read and notate music, including identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music	<ul style="list-style-type: none"> Write in the letter names of the notes on the "Bass Clef Worksheet." "I Thought I Was Crazy" Treble Clef worksheet
Rhythm	MIB. 1	The student will read and notate music, including identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music	<ul style="list-style-type: none"> "Count Your Leprechaun Gold" worksheet Use the Rhythm Food Guide to help you complete the "Football Frenzy" Rhythm page "It All Adds Up" Note value worksheet
Instruments	MIB.17	The student will demonstrate musicianship and personal engagement by identifying the characteristic sound of the instrument being studied	<ul style="list-style-type: none"> Read "Hey Kids, It's A Cymbal" Read "Hey Kids, It's the Chimes" Using the "Hey Kids" readings about the Cymbals, Chimes, Snare Drum (last week) and Timpani (Last week), complete the percussion scavenger hunt worksheet
Vocabulary	MIB.9	The student will define and apply music terminology found in the music literature being studied.	<ul style="list-style-type: none"> Study your flash cards you made last week.
Composition	MIB.8, MIB.21	<p>-The student will use music composition as a means of expression by composing a four-measure rhythmic-melodic variation.</p> <p>-The student will investigate aesthetic concepts related to music by identifying reasons for preferences among works of music and identifying ways in which music evokes sensory, emotional, and intellectual responses.</p>	<ul style="list-style-type: none"> Use Line #2 on Rhythm Dictation Sheet to compose a 4 measure rhythm pattern. Compose the rhythm pattern in 4/4 time (4 counts per measure) using whole notes, quarter notes, quarter rests, and half notes. Use a combination of the notes. Each measure must be different.


IT THOUGHT THAT I WAS CRAZY




Decode this wacky rhyme and learn your note names at the same time! Write the notes names in the blanks below the notes to solve the puzzle, and then read the rhyme.


I woke up this morning, and jumped up out of 

I thought that I was crazy, going out of my 
h _ _ _

I'd been dreaming of my homework, with a smile on my 
_ _ _ _


And doing as I'm asked , and always in my 
pl _ _ _

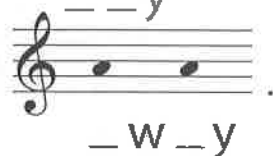
I loved to please my parents, and  alike.
t _ _ _ h _ r s

I loved to pick my toys up,  I ride my bike.
_ _ _ or _

The knocking at the door is what startled me from this 
_ ri _ ht

And saved me from this dream,  most certain plight.
_ n _

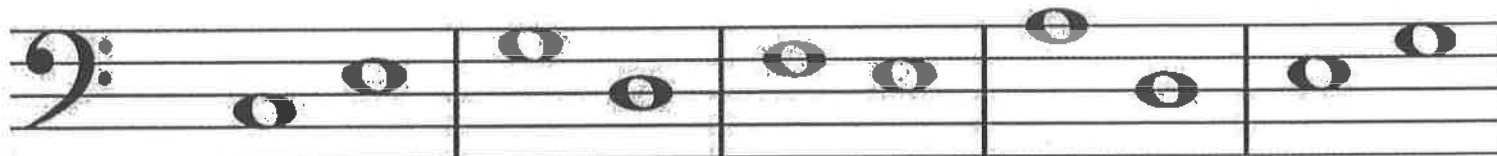
Had my dream continued, I feared there'd come a 
_ _ y

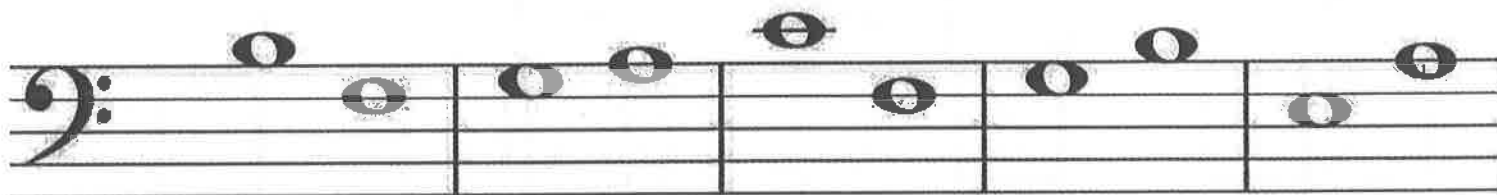
The men in white would come for me, and carry me 
_ w _ y

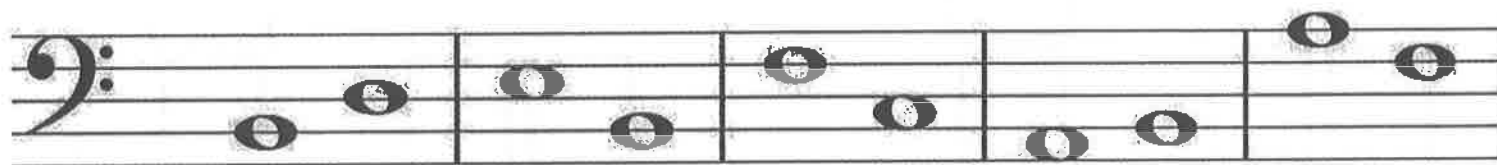


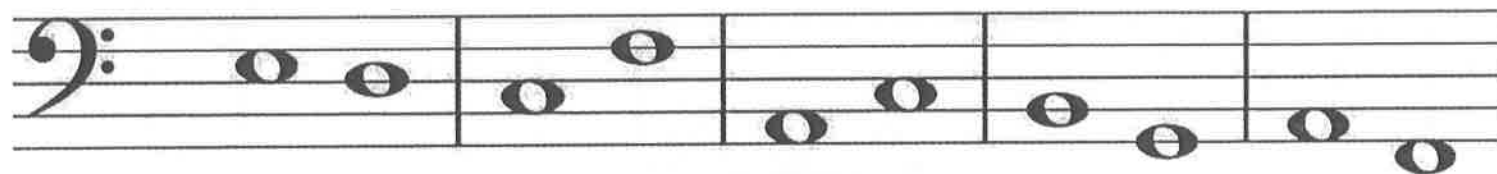
Bass Clef Worksheet

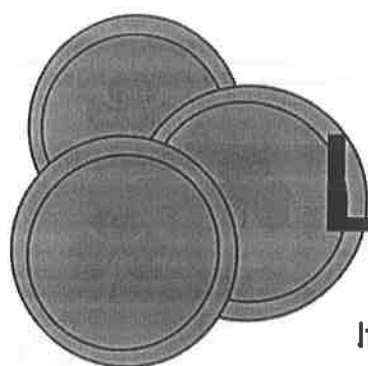
Write the name of each note on the line beneath the staff











Count Your Leprechaun Gold

If each of the notes below represented leprechaun gold, how much gold would you have?

Write the counts beneath each note below and then draw a note that completes the equation. The first example is completed for you.

$$\text{♪} + \text{♪} = \boxed{\text{♪}} \quad \text{2 coins}$$

1	1
---	---

2

$$\text{♪} + \text{♪} = \boxed{}$$

--	--

--

$$\text{♪} + \text{♪} = \boxed{}$$

--	--

--

$$\text{♪} + \text{♪} = \boxed{}$$

--	--

--

$$\text{♪♪} + \text{♪} = \boxed{}$$

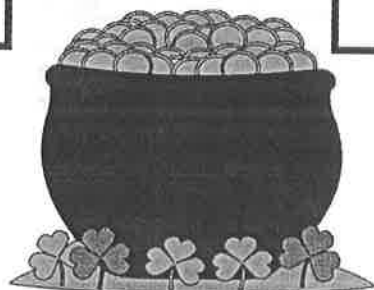
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$$\text{♪♪} + \text{♪♪} = \boxed{}$$

--	--

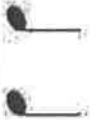
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RHYTHM GUIDE



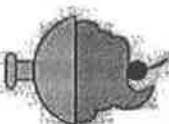
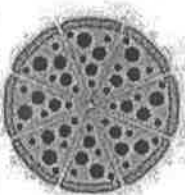
HOT DOG



GRAPE SODA



APPLE PIE

HOT FUDGE
SUNDAECOCONUT
SHRIMPRICE KRISPIE
TREATCHOCOLATE
STRAWBERRYCINNAMON
OATMEALMILK AND
CEREALAVOCADO
TOASTCHEESE
RAVIOLESTRAWBERRY
ICE CREAMCHIPS AND
GUACAMOLETATER TOT
CASSEROLEPEPPERONI
PIZZA

FOOTBALL FRENZY!

Name _____

Which football phrase matches each rhythm? Draw a line from the word to the rhythm.

Hint: the number of noteheads should equal the number of syllables in the phrase.

Line of Scrimmage



Team Mascot



Kicking a Field Goal



Touchdown!



Shoulder Pads



Cheerleader Pyramid



Tailgating Party



Home Team Locker Room



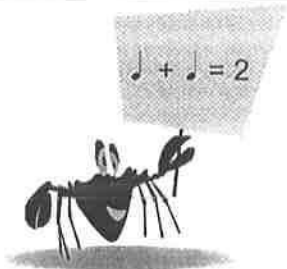
Marching Band on the Field



About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Two/Half, Quarter and Eighth Notes



It All Adds Up!

$$\begin{array}{l} \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪♪} = \\ \text{♪♪} + \text{♪♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \end{array}$$

$$\begin{array}{l} \text{♪} + \text{♪} = \\ \text{♪} + \text{♪♪} = \\ \text{♪♪} + \text{♪♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \end{array}$$

$$\begin{array}{l} \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪♪} = \end{array}$$

Score: _____ of 10

Score: _____ of 10

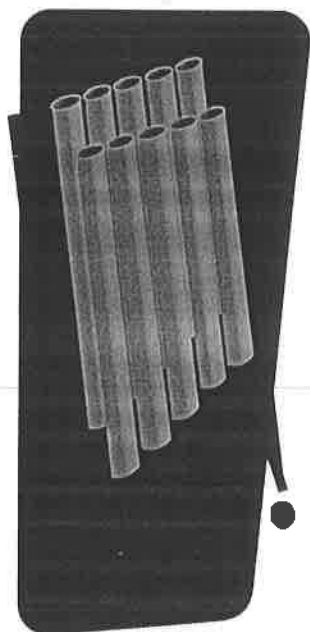
Score: _____ of 10

Bonus Question:

$$\text{♪} + \text{♪} + \text{♪} + \text{♪} + \text{♪♪} + \text{♪} + \text{♪} + \text{♪♪} + \text{♪} + \text{♪} =$$



Hey Kids, It's the Chimes



Chimes, also known as tubular bells, are a member of the percussion family. Unlike most percussion instruments, they produce a pitch when struck.

How It's Played

Chimes are played by striking the top edge of the metal tube with a rawhide or plastic hammer. The player may control the length of the ringing with the damper pedal.

How It's Made

Chimes begin in a metal shop where 1.5" diameter brass tubes are cut in various lengths. The longer tubes play the lower notes while shorter tubes play the higher notes. After the tubes are carefully tuned, they are arranged like a piano keyboard, from largest to smallest, and suspended vertically from a large frame. Dampers and a damper pedal are then added to control how long the chime tubes will ring.

The Percussion Family

Chimes are a member of the percussion family. The percussion family includes the timpani, snare drum, bass drum, xylophone, glockenspiel, chimes, gong, cymbals, and many smaller percussion instruments.

Fun Fact

In 1950, NBC filed with the U. S. Patent Office to make their three note chime tune a registered audible service mark. It was the first time a 'tune' was filed with that office. The NBC chime tune was discontinued in 1971 and then returned in 1976 on the anniversary of the network's 50th year in broadcasting.



Hey Kids, It's a Cymbal



The Cymbal is a member of the percussion family. The cymbal is a thin round metal plate that serves to provide colorful effects to the overall sound of the orchestra. Some of the most popular cymbals include tiny finger cymbals, crash cymbals, and suspended cymbals. The cymbal can play very softly or very loudly. It can be played so loud in fact, that it can be heard over even the most uproarious of orchestral music!

History

Cymbals can be traced back to prehistoric times. The word cymbal is derived from the Latin word cymbalum which has its origin in the Greek word kumbalom which means small bowl. The British Museum has in its collection two pairs of ancient Egyptian cymbals thirteen centimeters in diameter. One of the pairs of cymbals was found in the coffin of the mummy of Ankhheper, a sacred musician. Cymbals used by the Assyrians were both plate shaped and cup shaped. Cymbals of the Ancient Persians were shaped like big plates and made of brass.

How It's Made

Cymbals begin in a foundry where copper, tin and traces of silver are combined into a perfect blend of metals. Next, the castings are placed in a pizza-style rotary oven until they glow at a red hot 1410F. After being heated in the oven, the castings are flattened in a rolling mill. After heating the metal disk again the bell is pressed in. It is heated yet again and then submersed in cold salt water for tempering. Until this point the castings remain very brittle. The process of tempering the cymbal makes the metal more flexible and sturdy. It's not looking much like a cymbal just yet but a quick trip to the circle shearing machine will take care of that. Next, the cymbal heads to the hammering and lathing room to find its musical voice. The final step, after the cymbal is made perfectly smooth, is to buff it to a brilliant finish!

How It's Played

Crash cymbals are held by placing your hand through a strap that is attached to the



outside of the cymbal. They are played by sliding one cymbal across the other and striking the rim of one cymbal against the rim of the other cymbal. Striking the edges together causes the cymbals to vibrate more which, in turn, causes a louder sound.

Suspended cymbals are supported by a tri-pod stand and can be played in two different ways. The most common way to play the suspended cymbal is to strike the bow or taper of the cymbal with a drumstick or mallet. Striking the bell of a suspended cymbal will create another sound which is higher than the rest of the cymbal. This effect is common in Latin music.

The Percussion Family

The cymbal is a member of the percussion family. The percussion family includes the timpani, snare drum, bass drum, xylophone, glockenspiel, chimes, gong, cymbals, and many smaller percussion instruments.

Fun Fact

In the year 1623, Avedis Zildjian, an Armenian alchemist in the city of Constantinople, in his attempt to create gold from a combination of copper, tin and traces of silver, found instead a new metal alloy with unique sound qualities. The secret blend of Zildjian's celebrated cymbals remains the same today as it was four centuries ago.



About This Activity

"Meet the Orchestra" Scavenger Hunt is a fun way to introduce kids to the instruments of the orchestra. Print the worksheet and head to the "Hey Kids, Meet the Orchestra" index to hunt for the facts.

MEET THE ORCHESTRA SCAVENGER PERCUSSION



The Basics

Which instruments in the percussion family are non-pitched instruments?

Which instruments in the percussion family are pitched instruments?

History

Which percussion instrument was found in the coffin of the mummy of Ankhafneferibre, a sacred musician? _____

Which percussion instrument originally required the player to turn a handle to adjust the tension of the drumhead? _____

How It's Played

Which percussion instruments are played by striking the drumhead with a special stick called a mallet? _____

Which percussion instrument is sometimes played with wire brushes?

Which percussion instrument is played by striking the drumhead with wooden sticks?

How It's Made?

Which percussion instrument is made by stretching a drumhead over a large copper bowl? _____

Which percussion instrument maker came up with a special metal alloy for cymbals while attempting to make gold? _____



