



## Lesson plans – Flute (for students aged 10-13)

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### Equipment

Large computer monitor or projector linked to a computer with broadband internet access + sound system.

Optional – additional computer(s). Have Focus on Sound *Instruments* ->Orchestra->Flute ready. Log on as teacher from inside the program, so that text sizes are bigger.

### Preparation

If you have a flute player in the class, it's a good idea to get them to prepare a piece in advance.

### Lesson 1

1. A student plays flute to the class. Discussion can involve tonguing, breathing, vibrato, the type of piece, etc. If the material is covered in two lessons, a second player could play in the second lesson.
2. Focus on Sound *Instruments* ->Orchestra->Flute
  - a. Slide 1. A student reads text to class. Listen to recording. See if they can identify the harp as the accompanying instrument.
  - b. Optional – follow the score of the same piece (music note tab). Perhaps discuss the ternary structure of the music – or at least that there's a contrasting section in the middle, before returning to the opening music at the end.
  - c. Slide 2. Discuss the use of *vibrato* for slower music. Also the unusual effect of having just one player begin an orchestral piece on their own.
  - d. Slide 3. Look at the picture of the mouthpiece and discuss the blowing technique. Also discuss the *virtuosity* in the recording. Rapid arpeggios and scales. Wide range of pitch. Orchestra joining in. Trill at the end.
  - e. Slide 4 (optional) – good photo, but they might not like the Schoenberg!
  - f. Video 1. Topics for discussion include difficulty of the fast music. Also the use of trills and maybe the two part repeated binary structure if you're feeling brave.
  - g. Video 2. Ask the students to say what happens to the tune half way through the video (repeated up an octave).
  - h. Learning tab (optional). Discuss what it's like to play the flute – what kind of groups you can play in, etc. This could perhaps be part of the discussion after a student has performed.
3. Focus on Sound *Instruments* ->Jazz-Rock->Flute
  - a. Slide 1. Discuss the recording, e.g. long held notes at the beginning; swing style; rhythm section accompaniment; improvisation.
  - b. Slide 2. How is this music different? Generally higher. Just piano accompaniment.
  - c. Slide 3. (optional). How is the music different? Faster, more virtuosic.

4. Focus on Sound *Instruments* ->Extras->Orchestra->Flute 1 (there will be more tests in the future)  
Use show to class mode (press small tick box under the start button first – then press start). OR if you have a classroom of computers, ask the kids to do the test themselves (without the show to class mode).

IMPORTANT – if you're not used to the show to class mode and you haven't maybe read the instructions – the answers are not given until the end of the test. There are 10 questions, though you can stop whenever you like and go over the answers then. Ideally students would write down the answer. You could alternatively ask them to tell you the answer orally, then wait to the end of the test to show them the actual answers. Or you could tell them the answer at the end of each question, and just use the 'show answers' section as revision.

## Lesson 2

1. Second student performance if available. Does anybody play piccolo?
2. Focus on Sound *Instruments* ->Orchestra->Alto flute
  - a. Slide 1. Discuss: how is it different from a flute? Longer; lower pitched; has an optional bent back head joint. Discuss the flutter-tonguing technique.
  - b. Slide 2 -3 More examples if time.
3. Focus on Sound *Instruments* ->Orchestra->Piccolo
  - a. Slide 1. Listen to recording. What do they notice about the sound? Discuss *octave* (so, octave higher, half size). What do they notice about the notes at the beginning? Repeated notes. What instruments accompany the piccolo to start with, then later? Snare drum then flute. Discuss look of the instrument. Often made of wood. Keys close together.
  - b. Optional. Follow the score of the same piece (music note tab). Notice how high the music is – it actually sounds an octave higher still.
  - c. Video 1. Again discuss size, closeness of keys. What type of piece is it? Sailors' hornpipe. Notice the repeated notes at the end of each phrase.
  - d. Video 2 (optional). Chance to hear slower music on the piccolo.
  - e. Video 3. See the piccolo with other orchestral instruments. Can they hear the sound of the piccolo above the other instruments?
  - f. Slides 2-3. Quick look (maybe not using the audio). The text for the third slide has important information about the physical differences between a piccolo and a flute.
  - g. Learning tab (optional). Important for them to realise that nobody learns the piccolo (or alto flute) without learning the flute first. Same fingering. Orchestra and band players often have to play both.
4. Focus on Sound *Instruments* ->Extras->Orchestra->Flute 2. You could also go over the Flute 1 test again if there's time. Either using show to class mode, or students working individually on computers.

## Homework/ further work

This would be the ideal time for them to try the tests individually. Their test scores will be saved for you to look at (log in as yourself on the User tab, then go to results and find the class). They can also spend more time on the material. Perhaps they could do some written work based on one of the videos, or comparing the sound and look of the flute, piccolo and alto flute.