

# St. Louis Stand-Up Symphony

## Objectives

### Students will:

- Identify the four instrument families that make up an orchestra
- Identify which instrument family individual instruments belong to and place them in an orchestra seating chart
- Identify similarities and differences between instruments and the number of musicians within each section

## Total Run Time

30-45 minutes

## Materials

Paper orchestra musicians, an orchestral seating chart, scissors, crayons or colored pencils, a recording of an orchestral performance (*optional*)

## Essential Questions

- What is an orchestra?

## Vocabulary

- Orchestra
- Musician
- String Family
- Woodwind Family
- Brass Family

## Vocabulary (*continued*)

- Percussion Family
- Conductor
- 1st Violin, 2nd Violin, Viola, Cello, Double Bass
- Harp, Piano
- Flute, Piccolo, Oboe, English Horn, Clarinet, Bassoon
- Trumpet, French Horn, Trombone, Tuba
- Percussion, Timpani

## Pre-Class Procedures

- If students are unable to use scissors, print and cut out the paper orchestra musicians, and print the orchestral seating chart.
- Set up any orchestra recordings or visuals you wish to use. (*optional*)

## Procedures

### 1. Introduce students to the orchestra via audio or video recording and photos. (*See Introduction to the Orchestra for additional materials*).

- What is an **ORCHESTRA**?
- What is a **MUSICIAN**?
- Have you been to an orchestra concert? What do you remember about the experience?

### 2. Introduce students to the four instrument families.

- All four of these instrument families play together to create an **ORCHESTRA**.

## Procedures (*continued*)

### 3. Decorate paper orchestra musicians.

- Suggestion: Students may color code each doll depending on which instrument family they belong to. For example, in the SLSO musicians playing string instruments wear blue, woodwinds wear green, brass wear yellow, and percussion wear red.
- Discuss the similarities and differences between types of instruments and instrument families.

### Create a stand-up orchestra using the provided orchestra seating chart.

- Direct students to place each doll on its corresponding place on the seating chart.
- Have students make observations about the orchestra. For example, there are many violins but only one tuba. Discuss the students' observations.

## Assessment

- Students group instruments into the correct instrument families.
- Using the blank orchestra seating chart, students correctly seat their stand-up orchestra musicians.



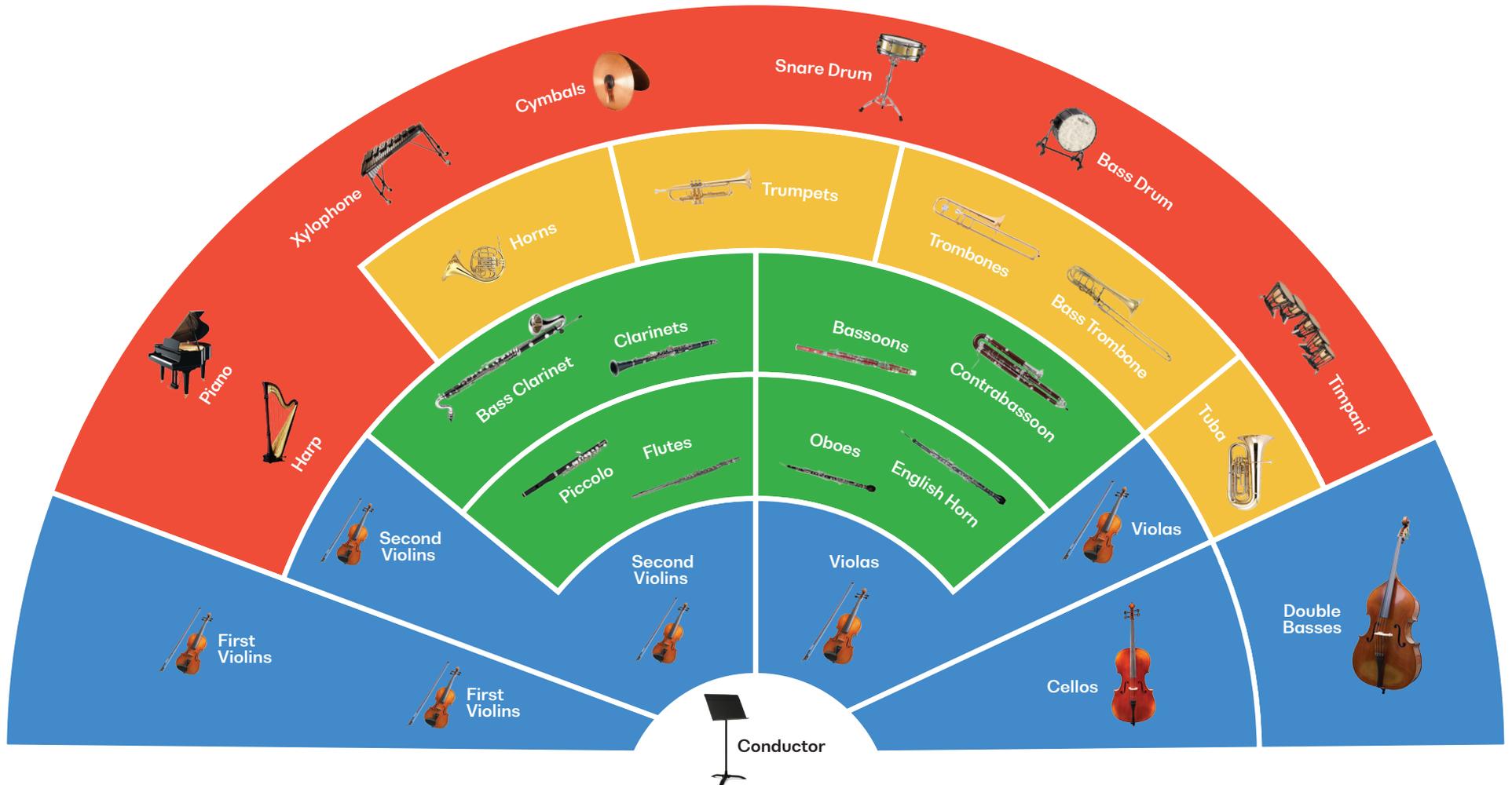
St. Louis Symphony  
Orchestra

stéphane denève : music director

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# St. Louis Stand-Up Symphony

## Seating Plan



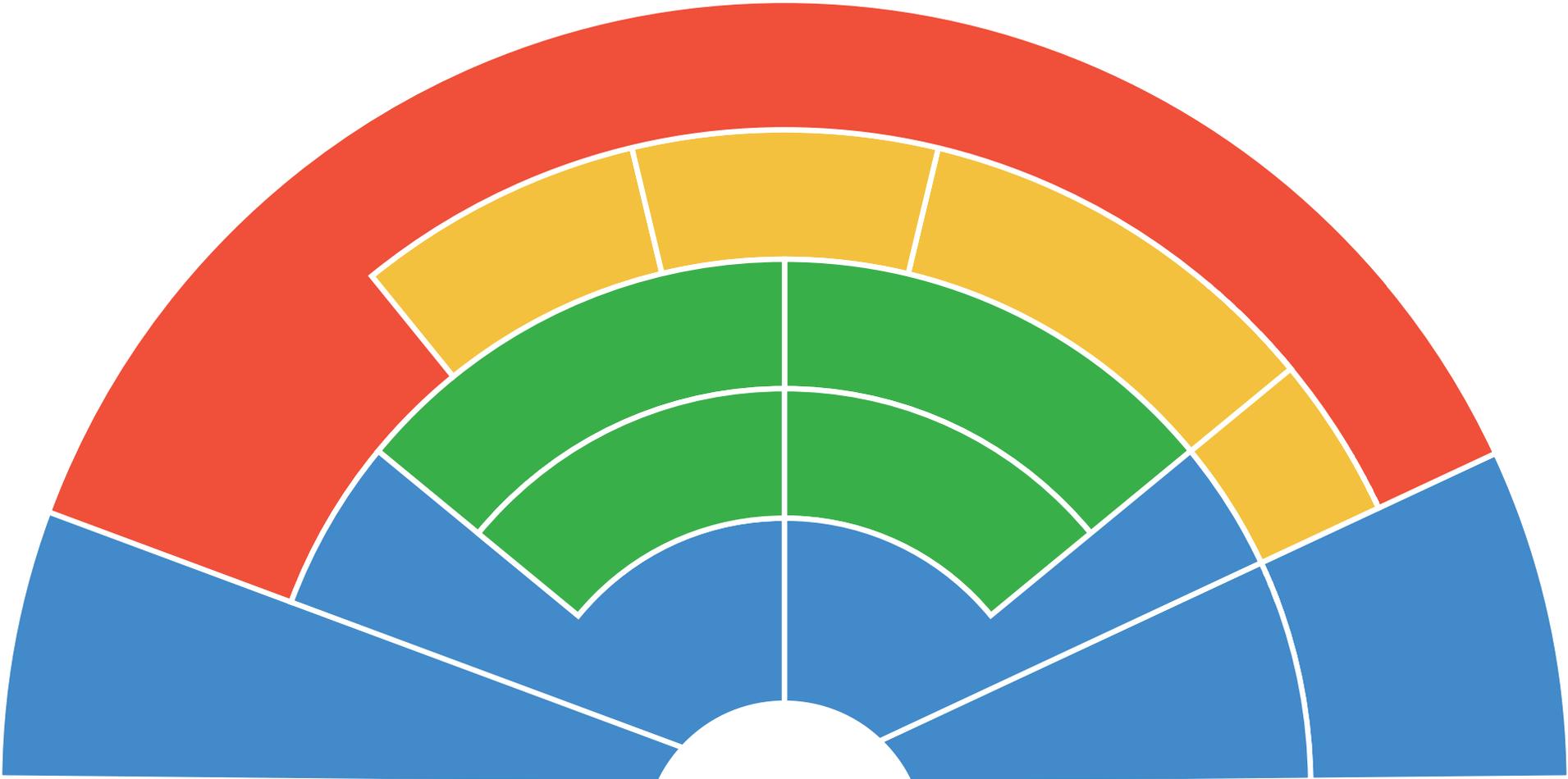
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- Percussion
- Strings
- Woodwinds
- Brass

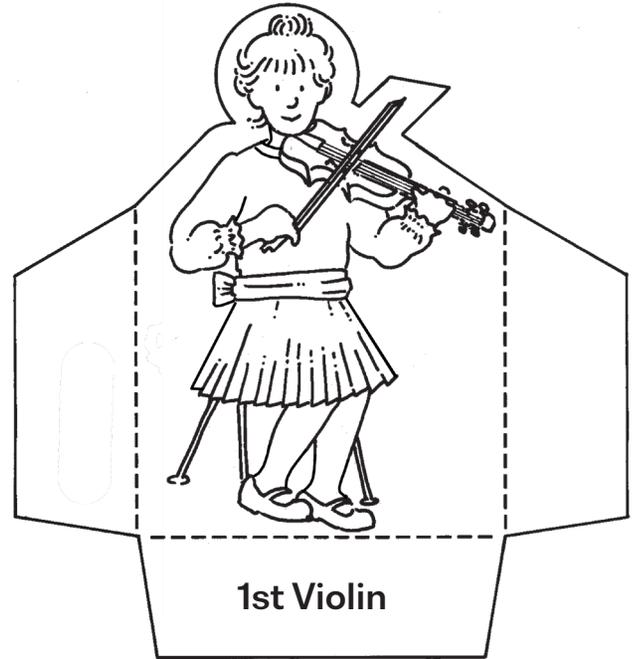
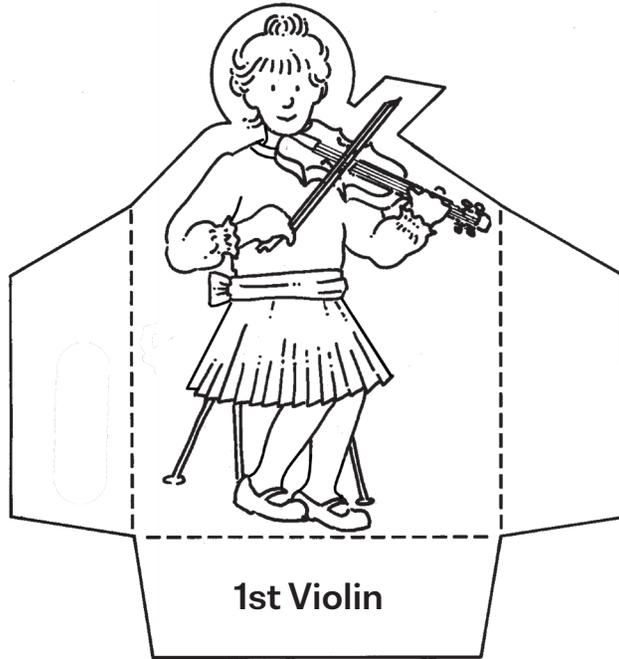
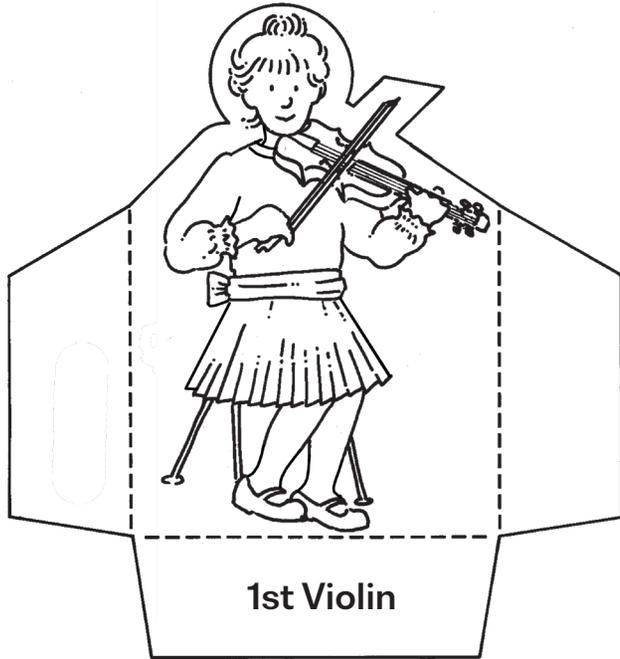
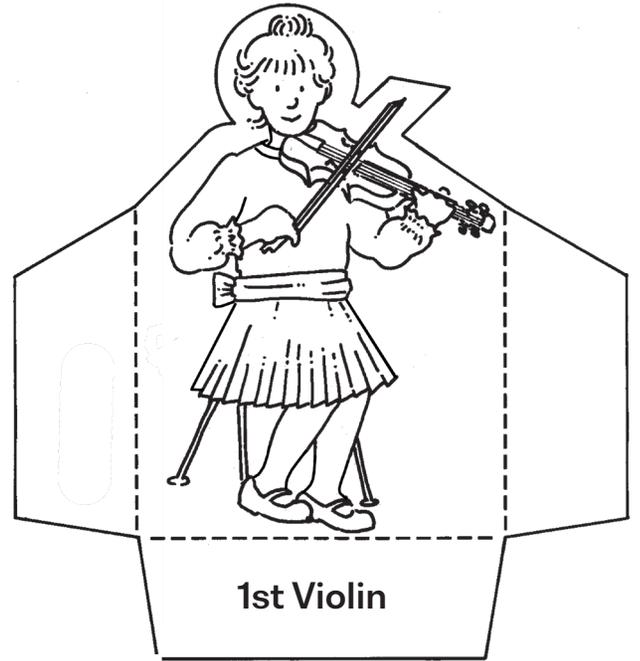
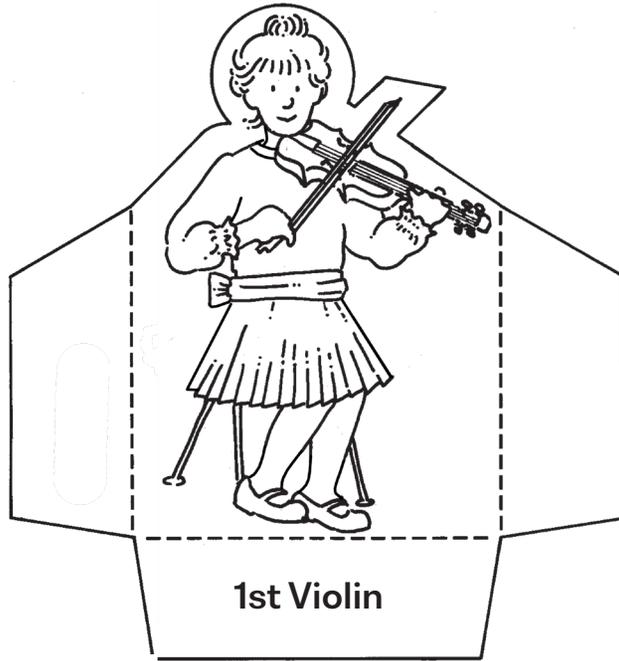
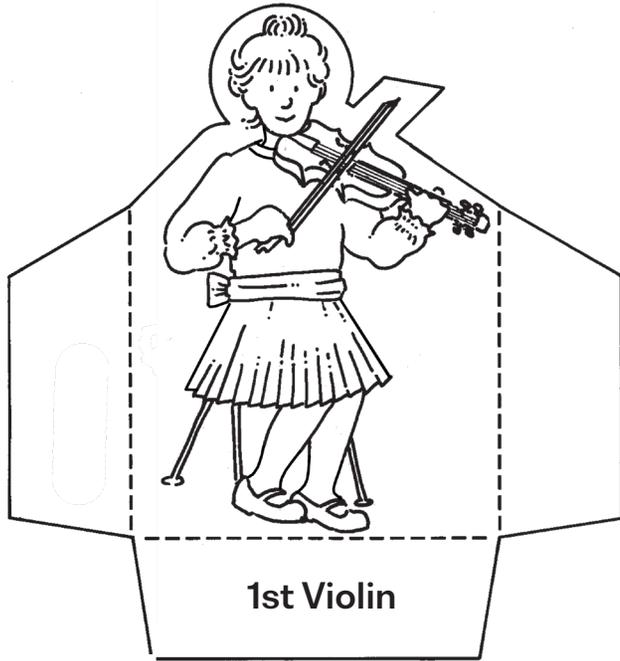
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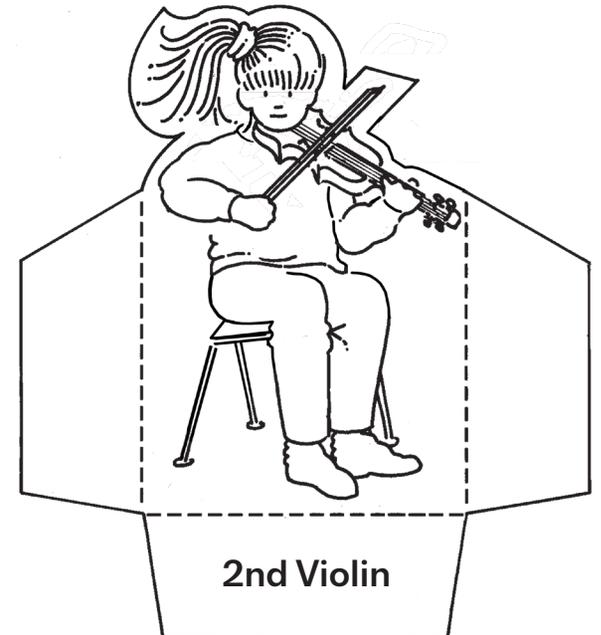
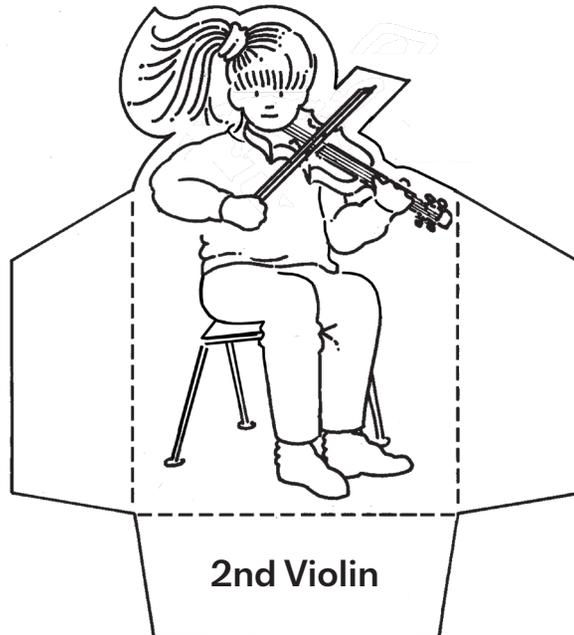
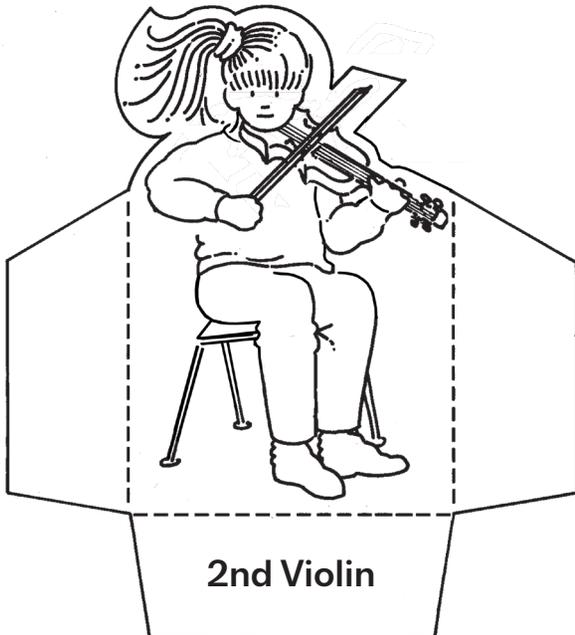
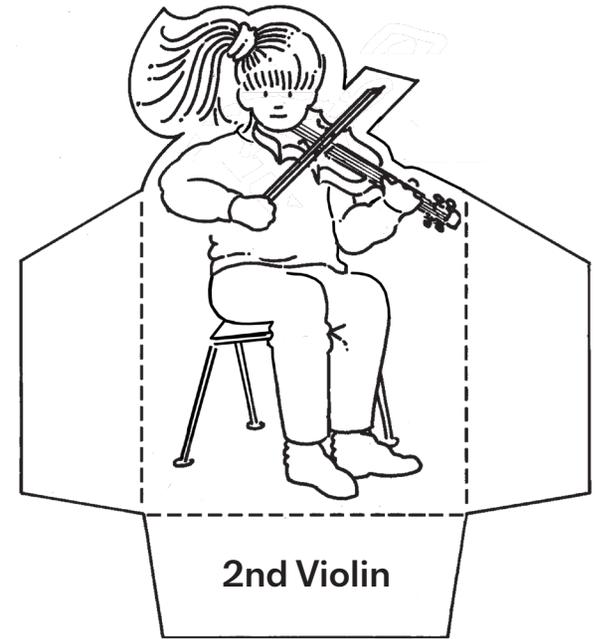
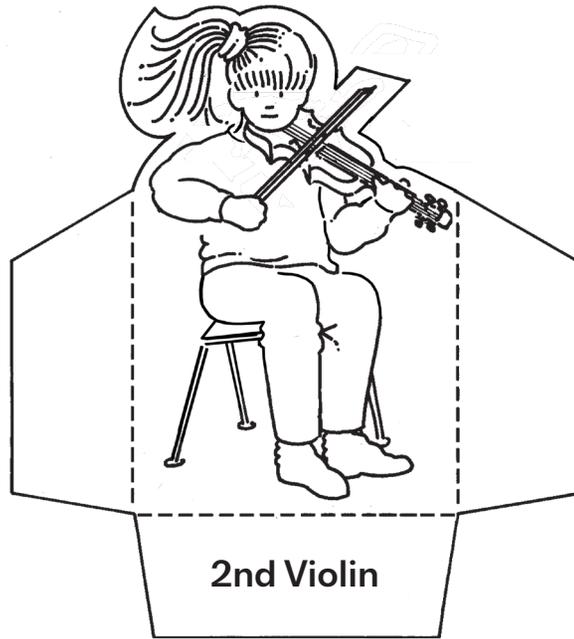
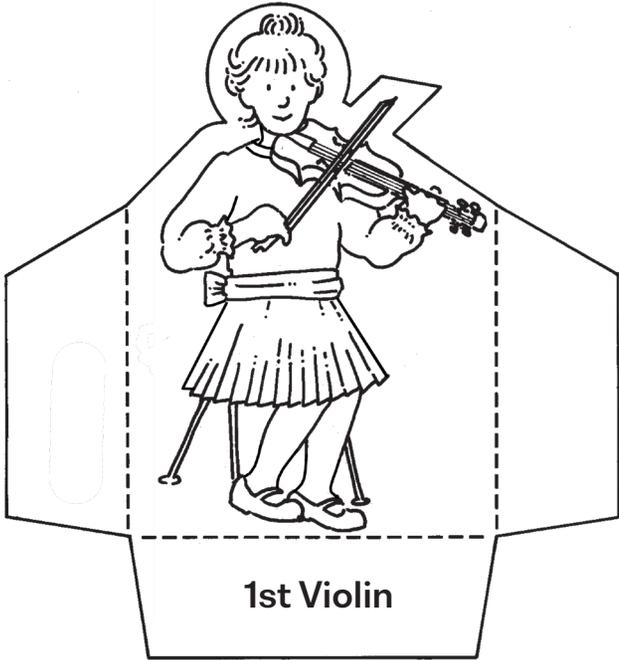
**St. Louis Symphony  
Orchestra**  
stéphane denève : music director





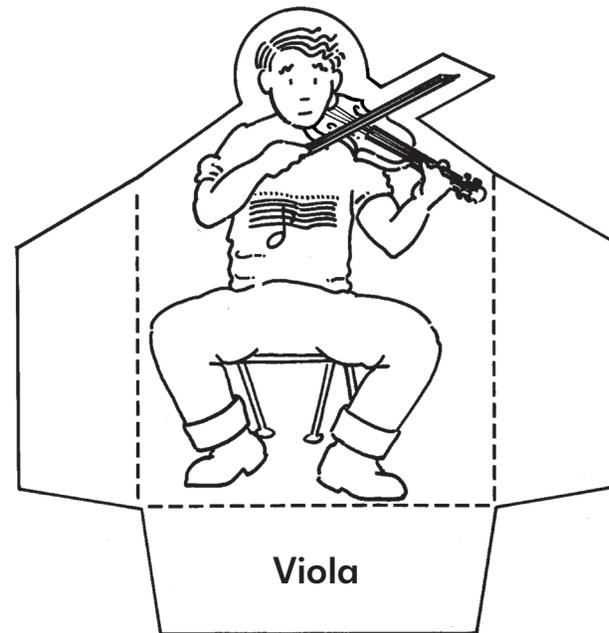
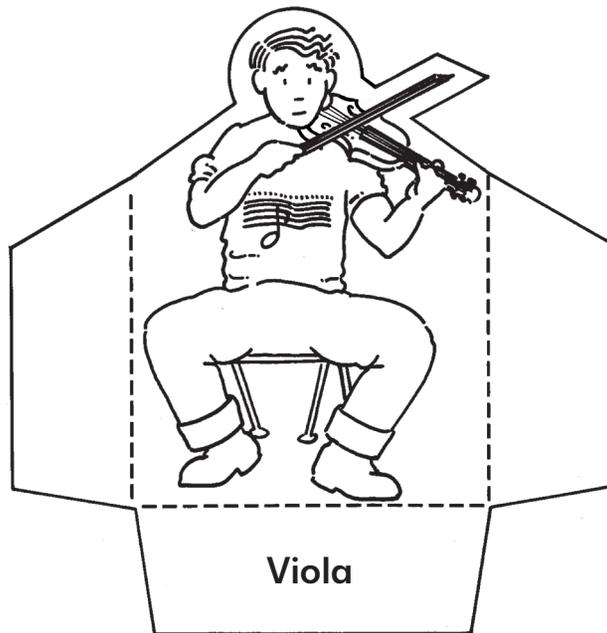
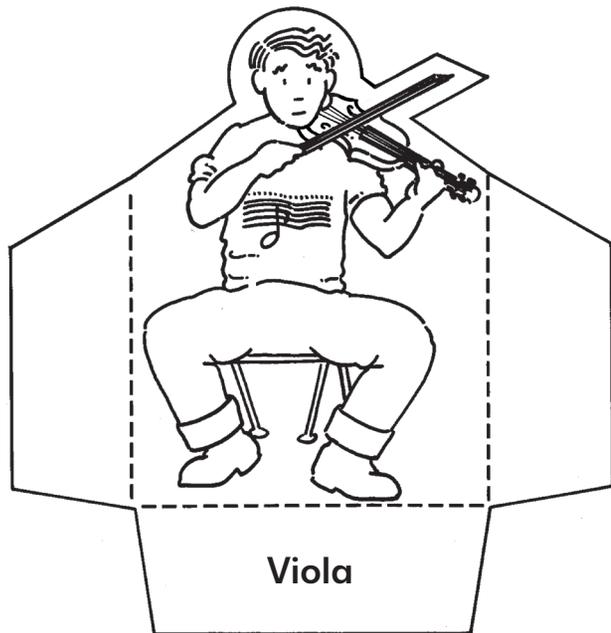
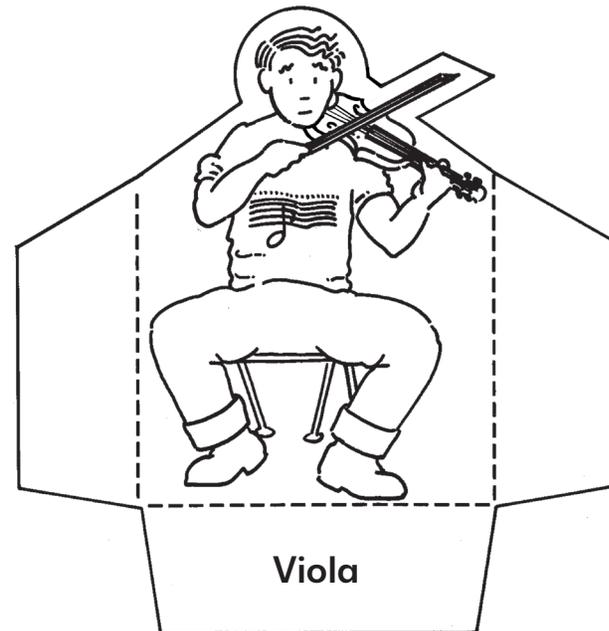
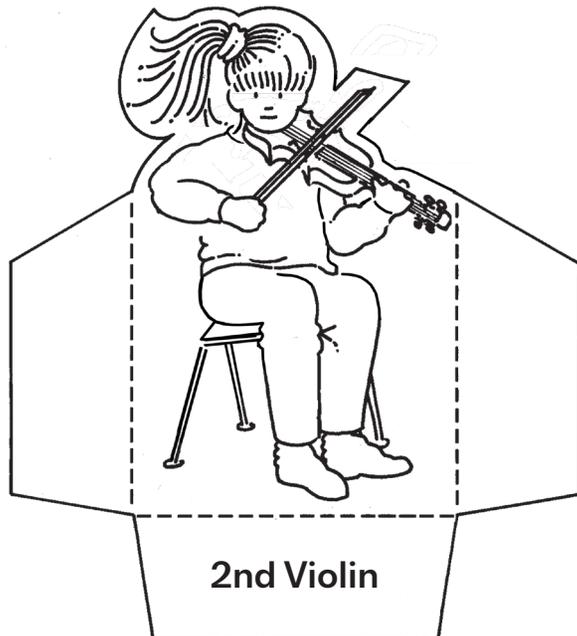
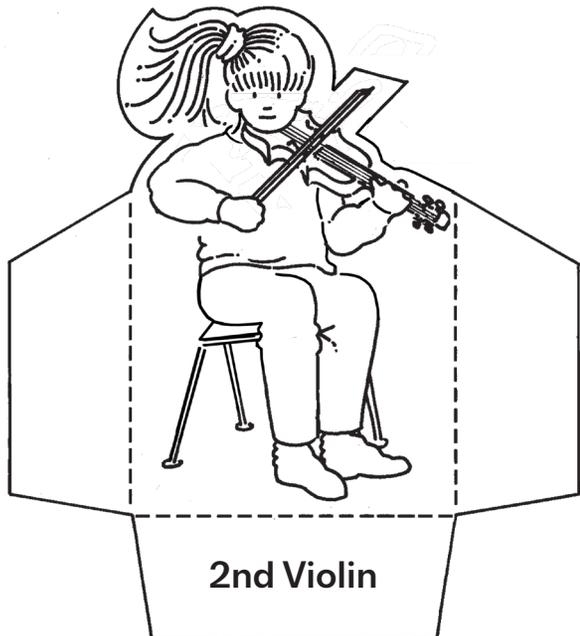
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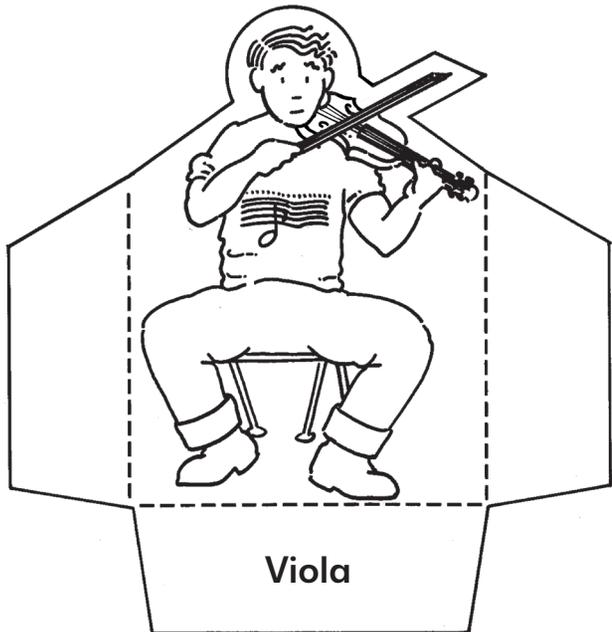
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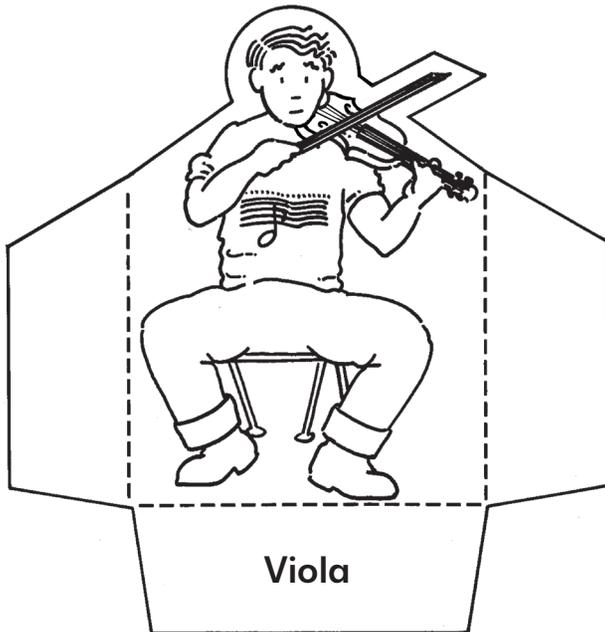
St. Louis Symphony  
Orchestra  
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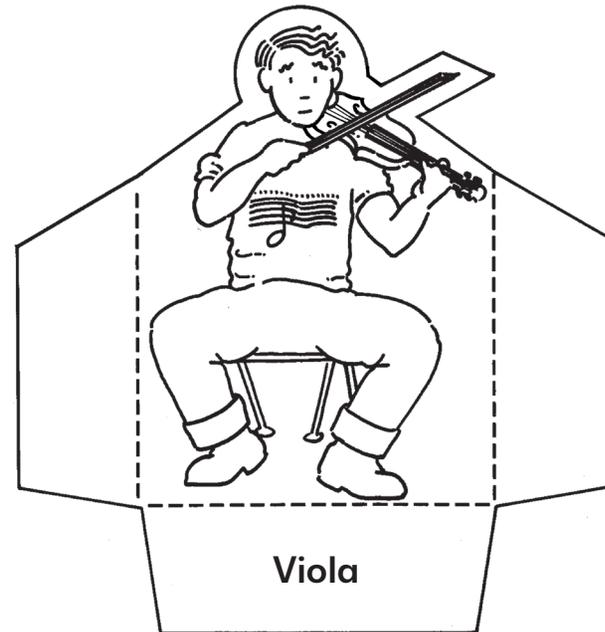




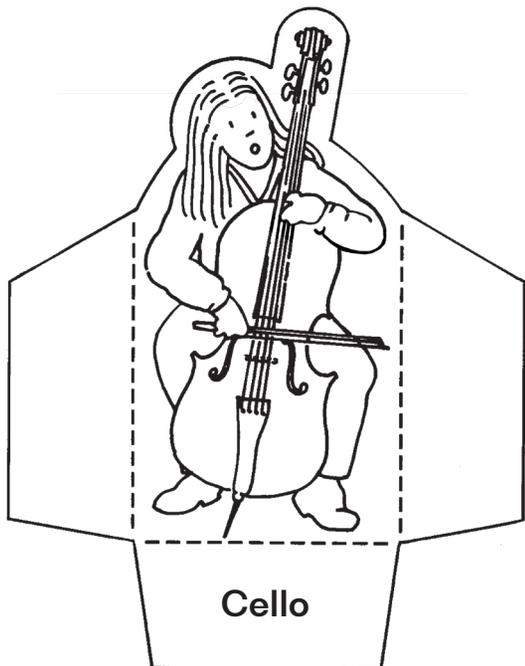
Viola



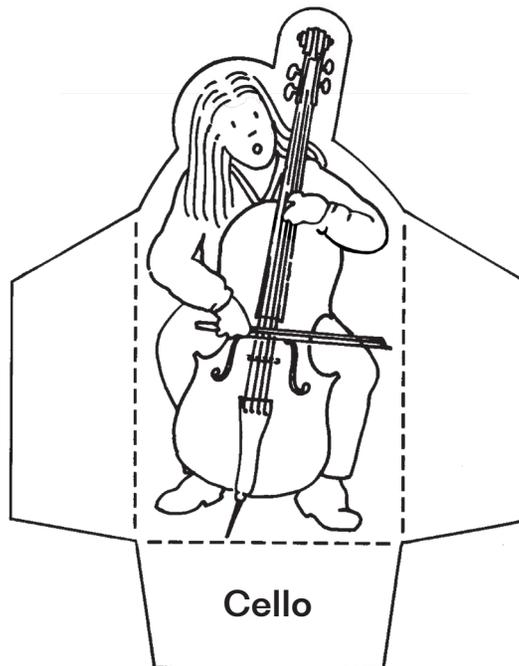
Viola



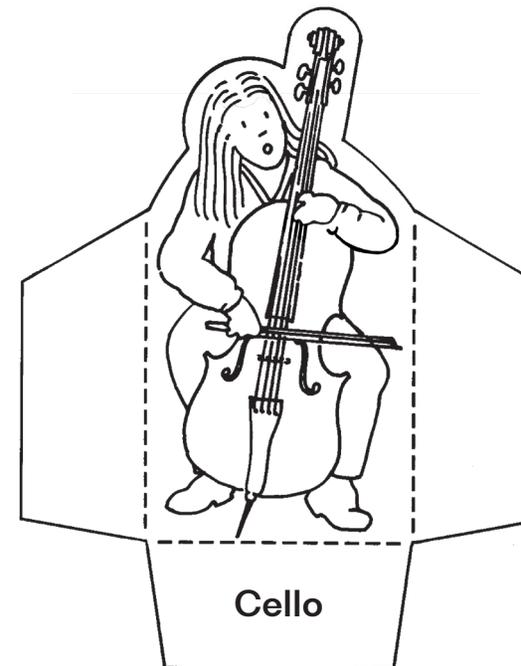
Viola



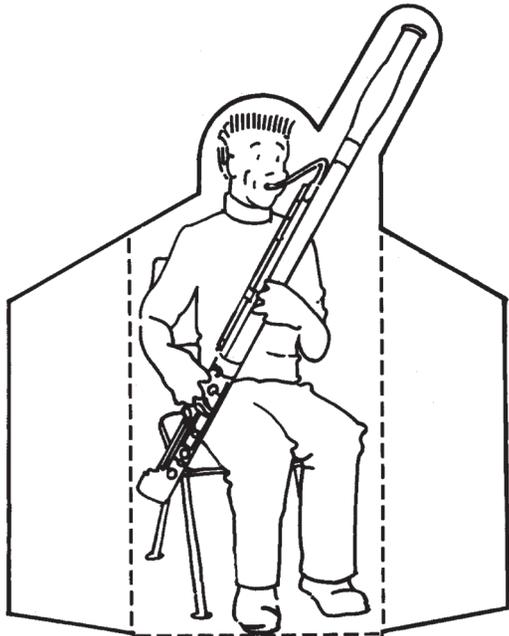
Cello



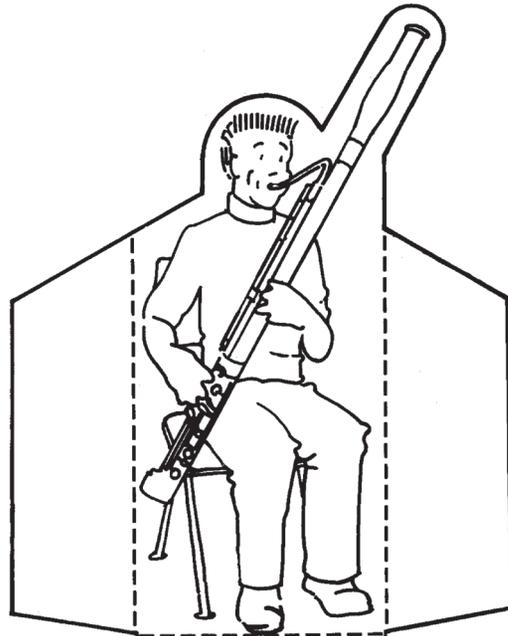
Cello



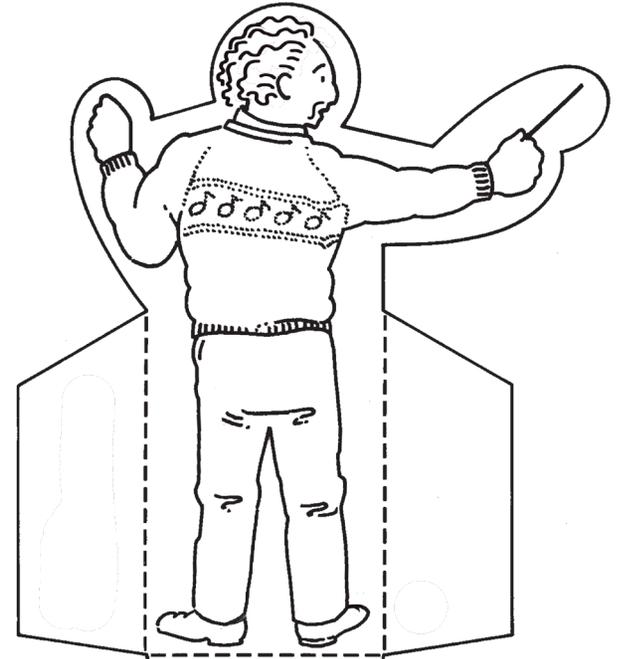
Cello



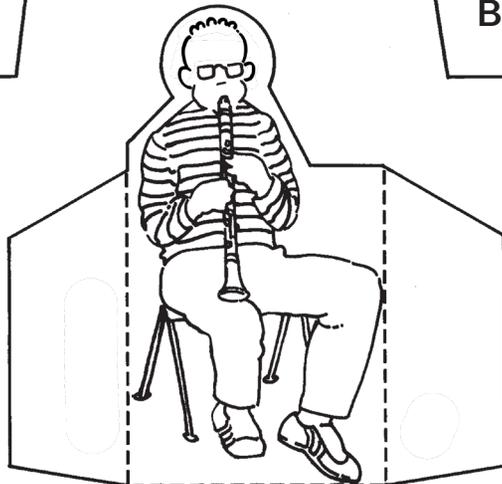
Bassoon



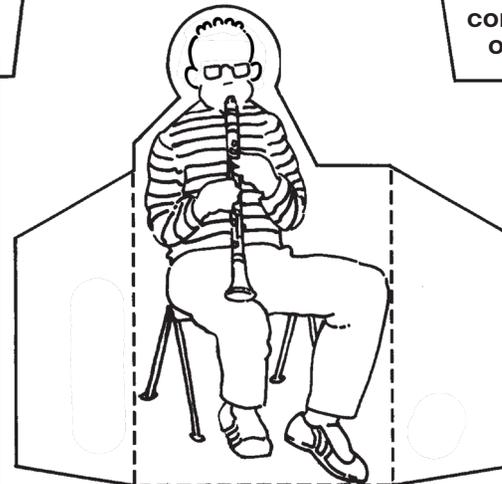
Bassoon



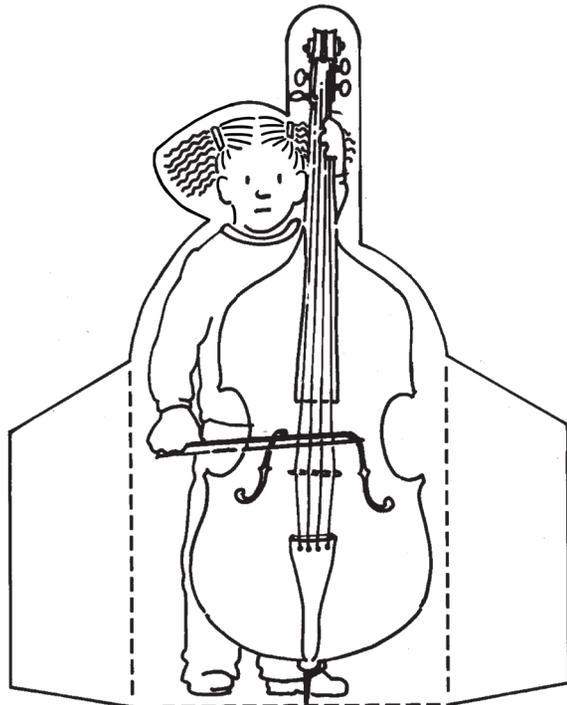
Maestro  
conducts the  
orchestra



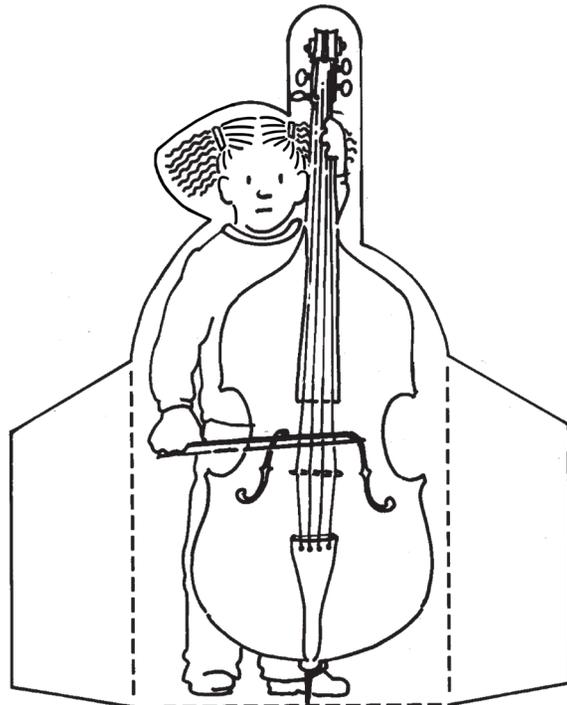
Clarinet



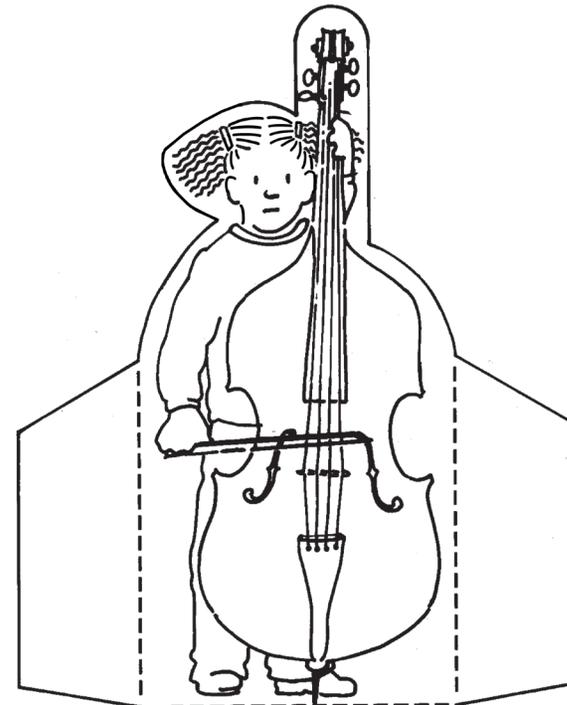
Clarinet



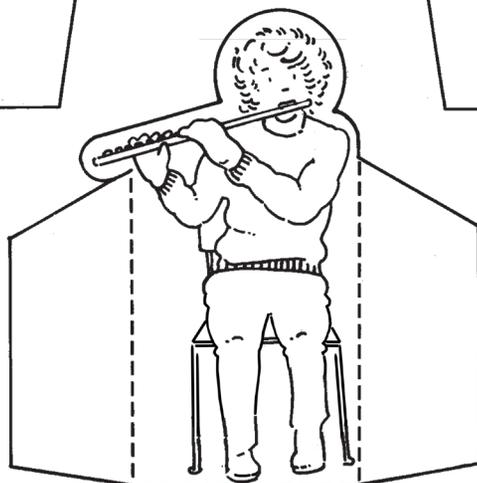
Double Bass



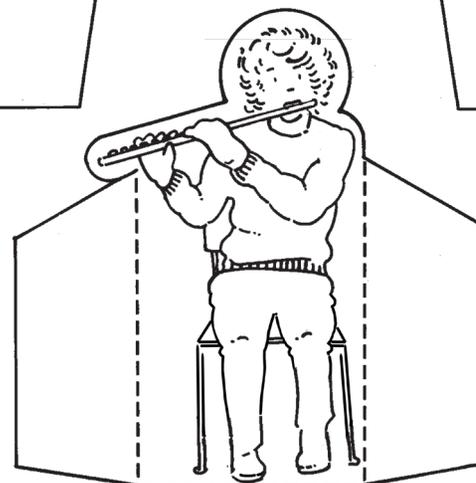
Double Bass



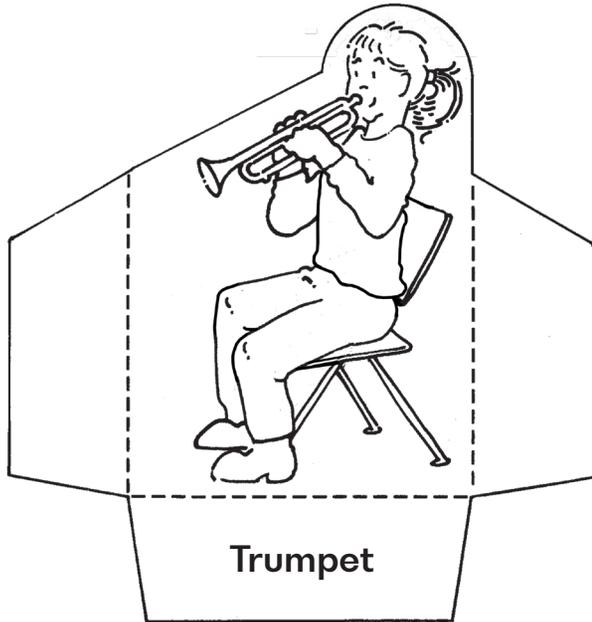
Double Bass



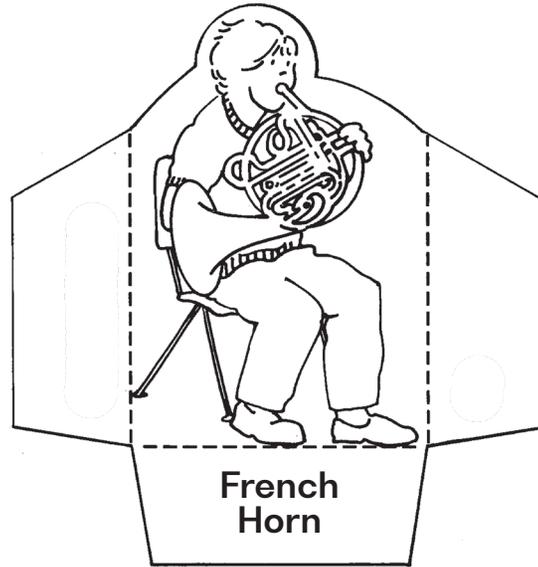
Flute



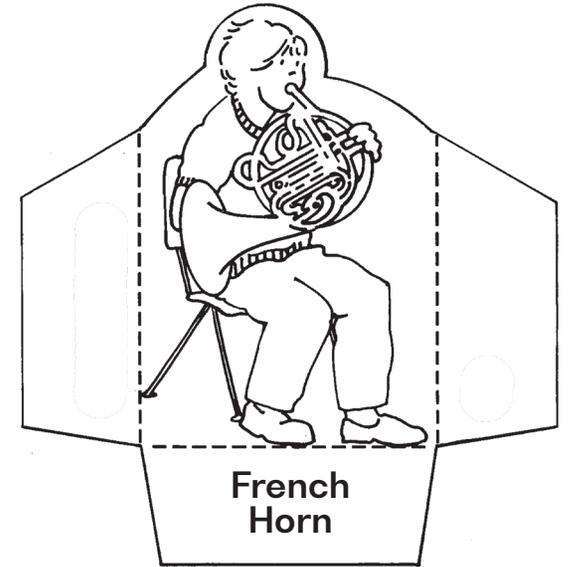
Flute



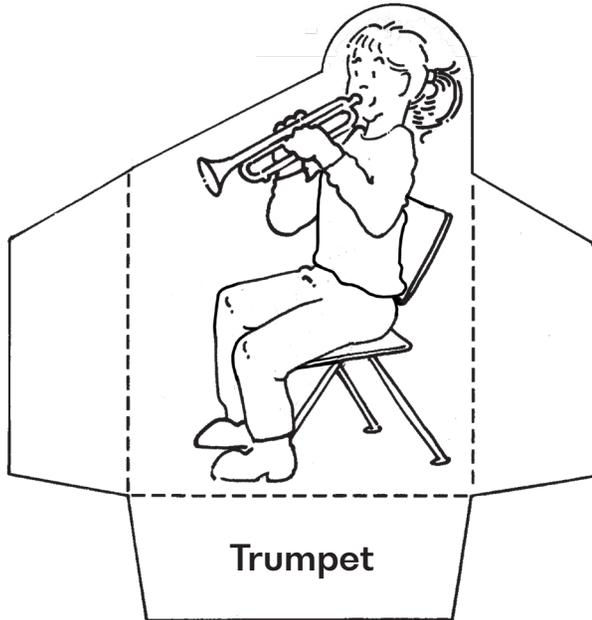
Trumpet



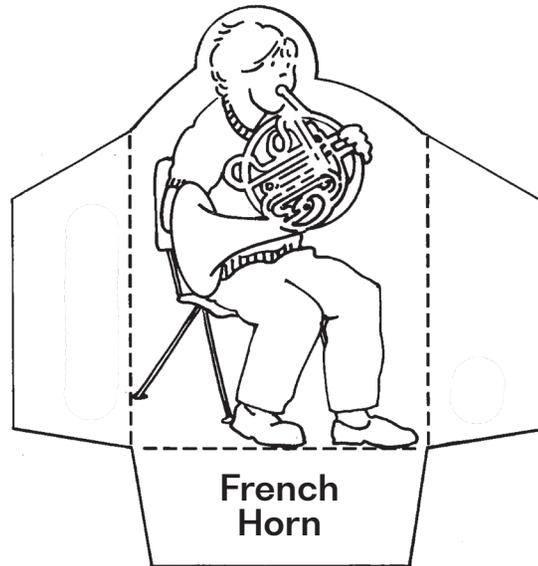
French  
Horn



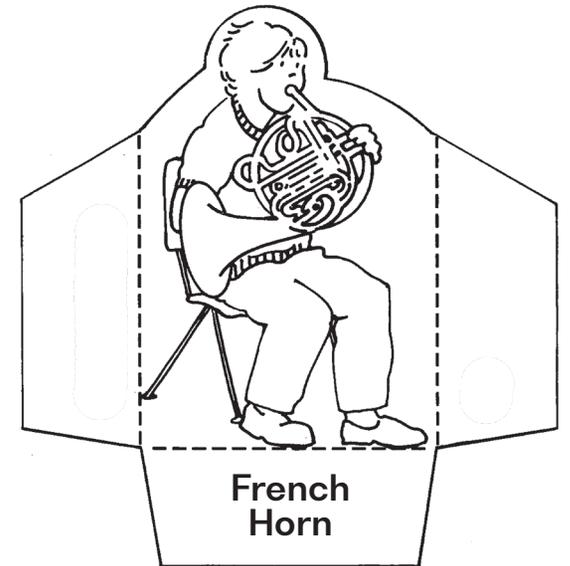
French  
Horn



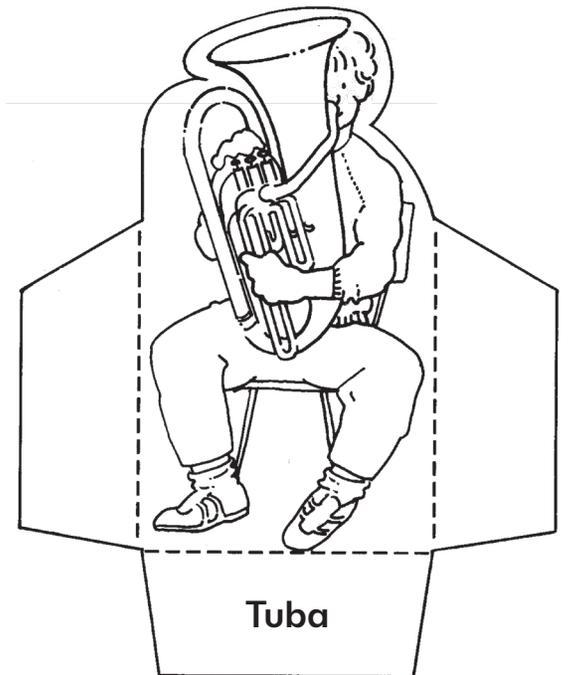
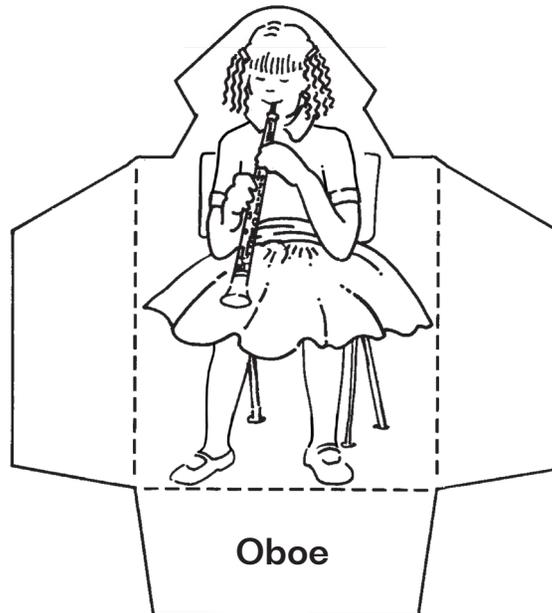
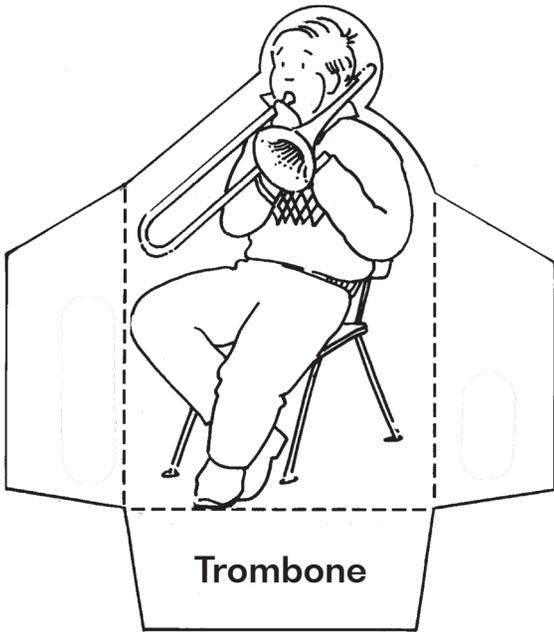
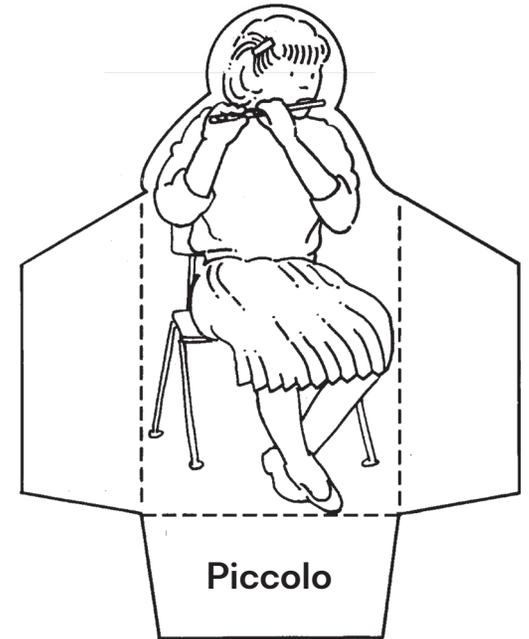
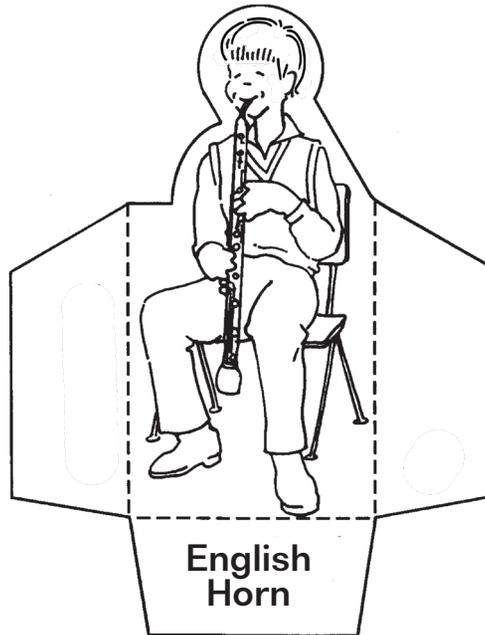
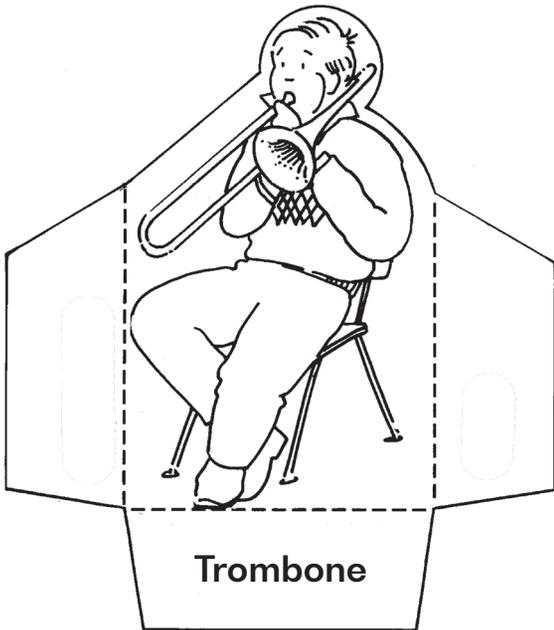
Trumpet

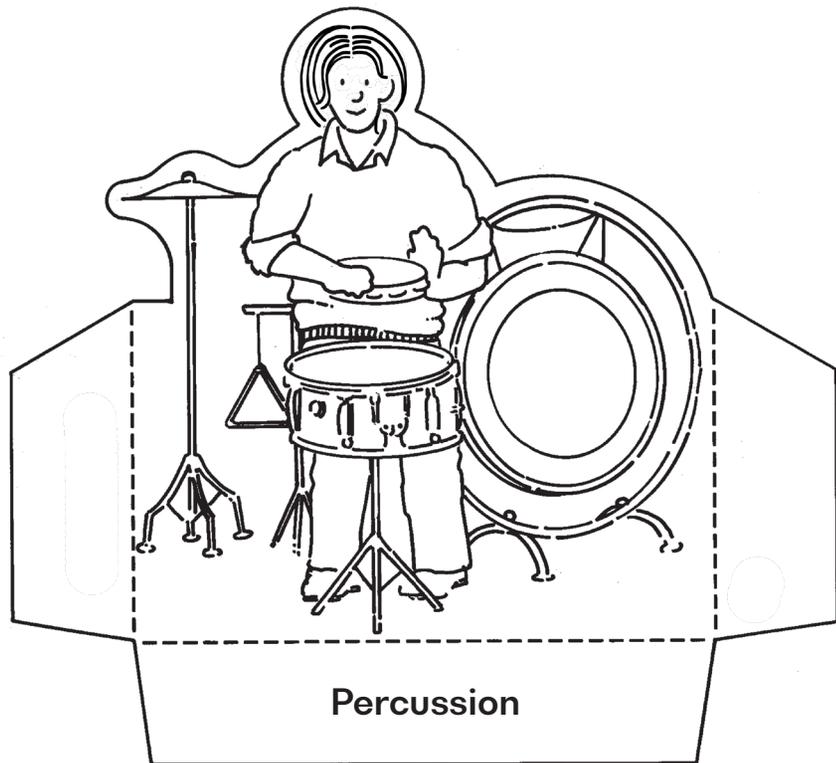


French  
Horn

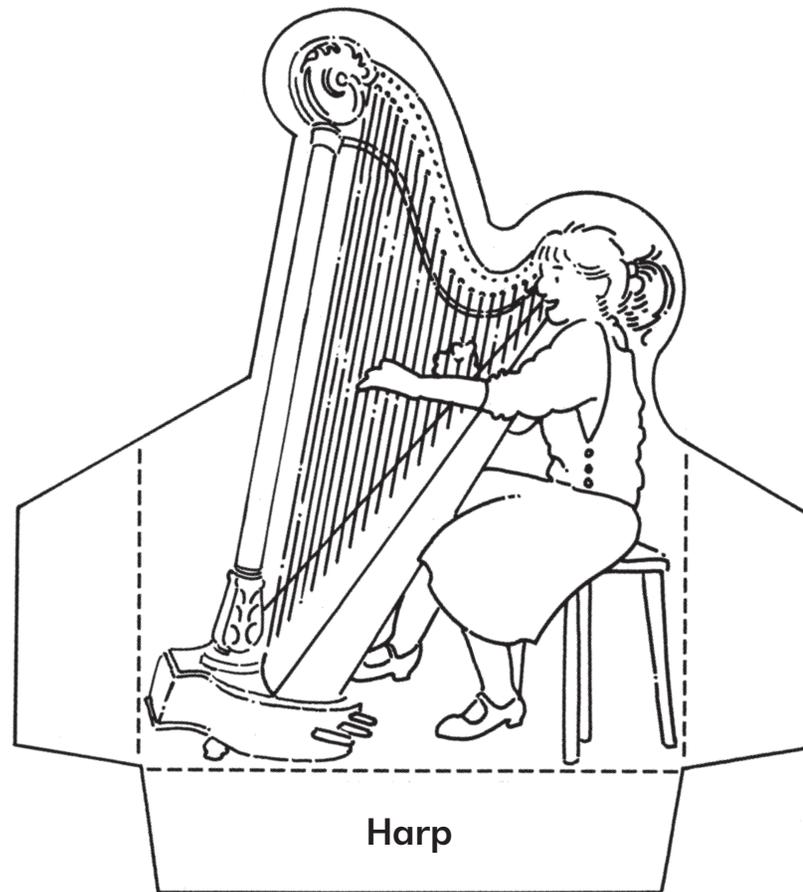


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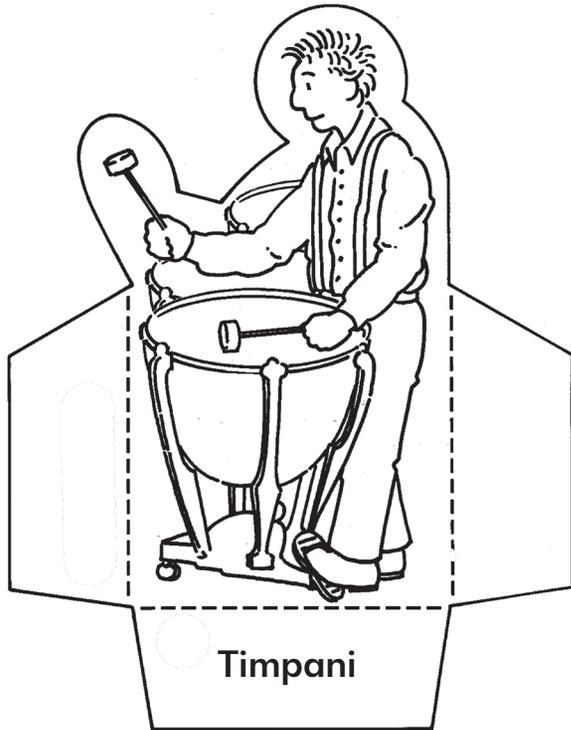




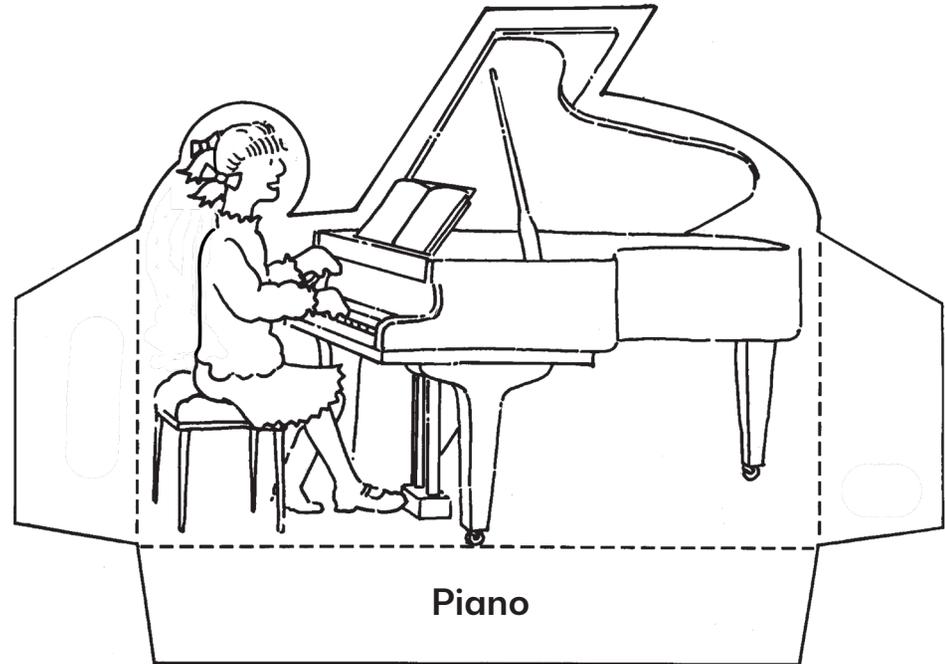
Percussion



Harp



Timpani



Piano