



INTERNET AND EDUCATION

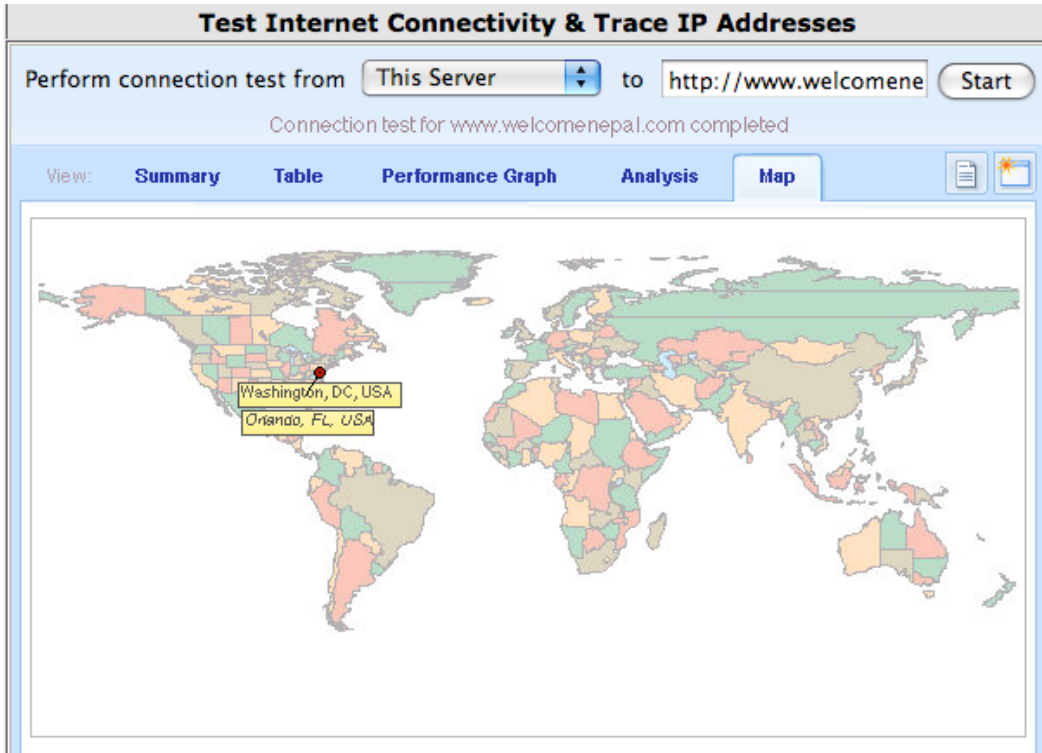


(1) Navigating the Internet: A Uniform Resource Locator (URL) is the unique address which identifies a resource on the Internet for routing purposes. Know how to interpret URLs.

- Use a web-based traceroute program or a commercial program such as "WhatRoute" (Mac) or Neotrace (PC) to trace the route between your computer and a website outside of the United States. Include a screen shot showing a map and the text of the specific route taken when contacting the website. Compare your findings with those of others in the class. Are websites always located in the country in which they are registered? What does this show about the nature of Internet-based business and commerce? Traceroute programs can be used to track and graph web traffic to specific sites. Obtain a map for the traffic (see statcounter) to a specific site such as the Dr. Herr's home page.
- Compare the connection in the CSUN laboratory with your connection at home or school. What are the IP addresses of the computers you are working with? What kind of connections are you working with (dial-up, DSL, cable, 100-Base TX (twisted-pair LAN), 100-Base FX (fiber LAN), etc.)? Compare your connection speeds.
- Most schools have developed Acceptable Use Policies (AUP) and have installed filters to keep students focused on education. Include text (scan or download is easiest) of your school's AUP and a description of the filters in place. If a school AUP is not available, provide a sample AUP, cite its source, and provide a link. If you are not working in a school, summarize how filters work.

Traceroute to the Nepal website. It is in the US, not in Nepal. Some countries have their sites hosted by a company located in a country other than their own, while some host their own website within their country, like Germany.

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Statcounter map for my CSUN website. All hits are from the US, probably from me or my editor:

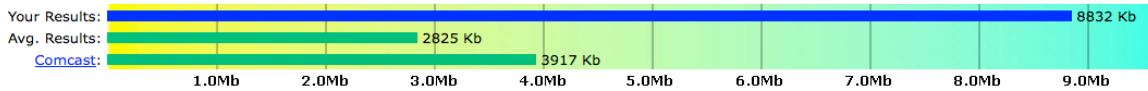
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CSUN speed, which is a LAN connection:

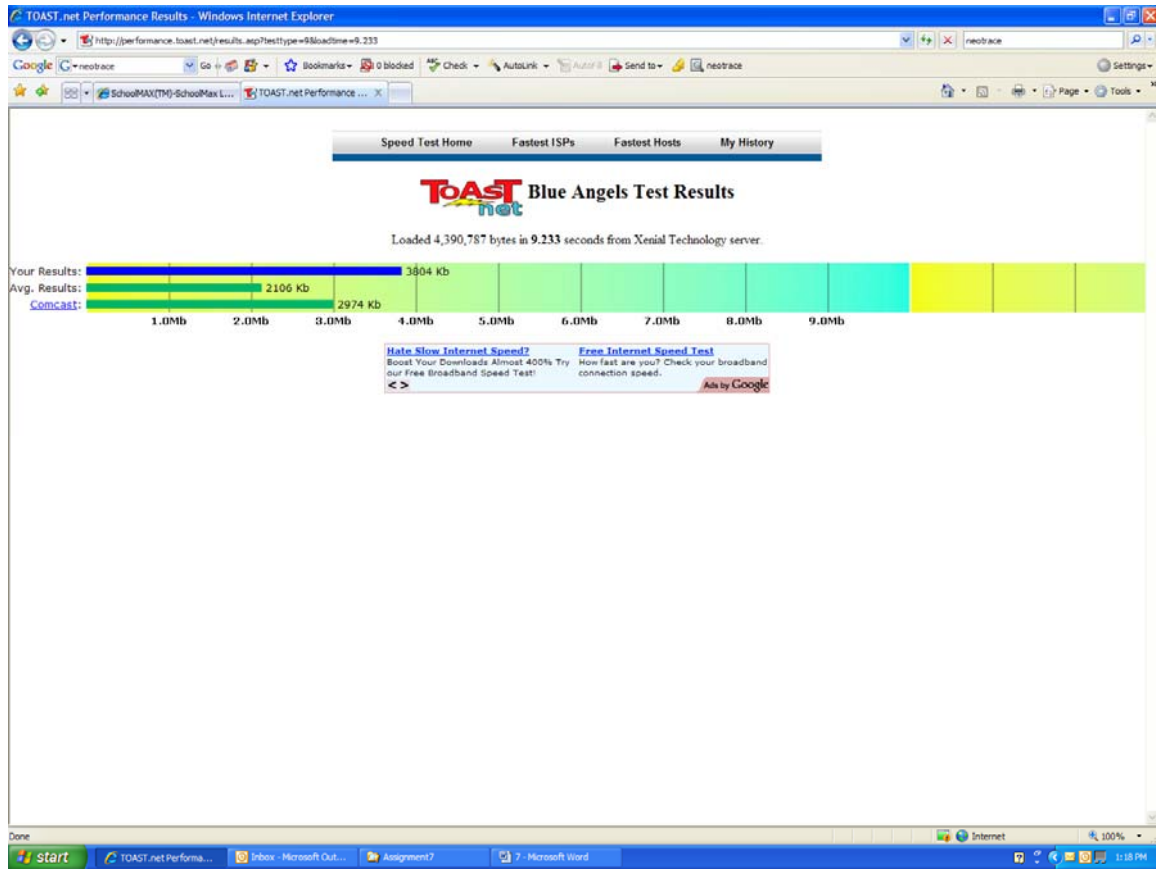
ToAST Blue Angels Test Results

Loaded 4,390,787 bytes in 3.977 seconds from 1&1 server.




LAUSD Work speed, which is also a LAN connection, it is close to the CSUN speed:

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CSUN IP Address:

 **IP-address.com - What is my IP address?**

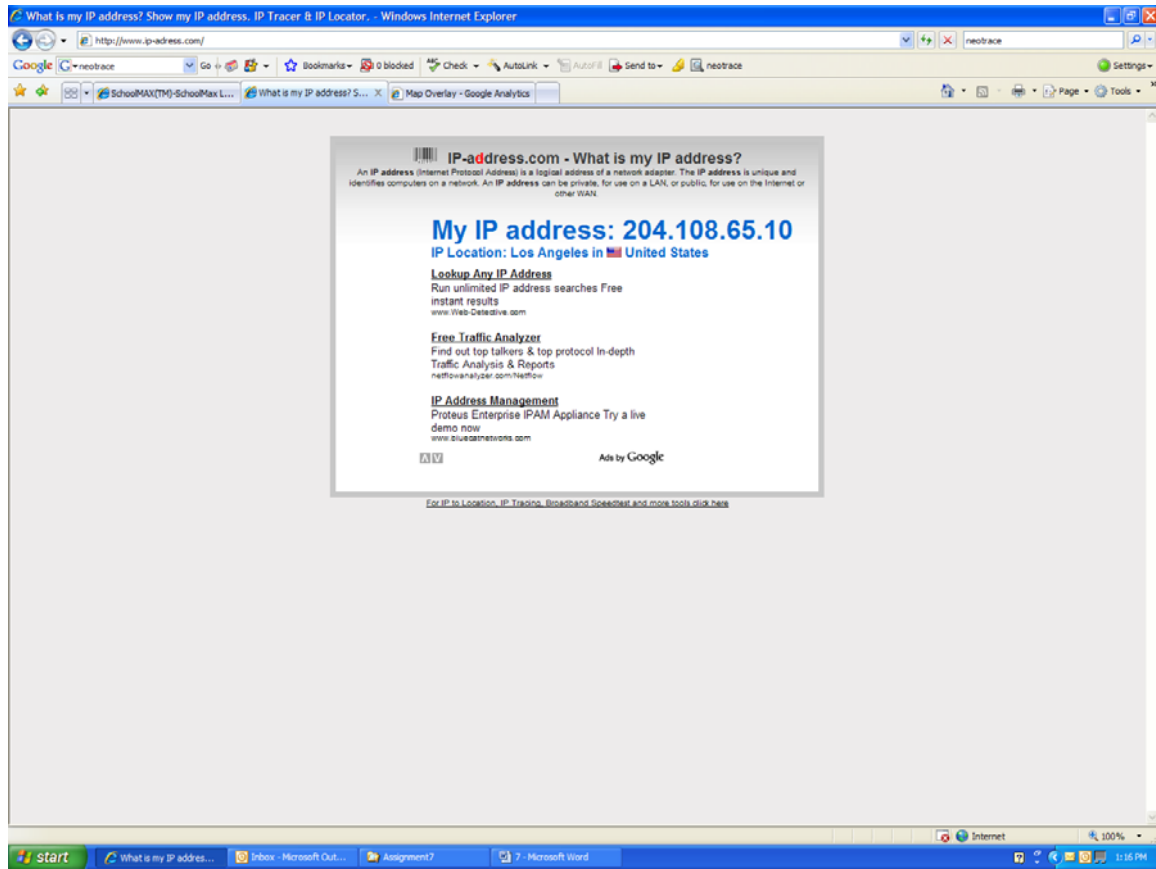
An **IP address** (Internet Protocol Address) is a logical address of a network adapter. The **IP address** is unique and identifies computers on a network. An **IP address** can be private, for use on a LAN, or public, for use on the Internet or other WAN.

My IP address: 130.166.109.210

IP Location: Northridge in  United States

My Work IP Address:

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My District's (LAUSD) AUP, this is the Employee version that I have to sign every year:

Los Angeles Unified School District
This Acceptable Use Policy was adopted by the Board on April 25, 2006

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students or employees are authorized to use the network.**

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Acceptable Uses of the LAUSD Computer Network or the Internet

Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any

misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;

- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
 5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
 1. Using another's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing anyone's password to others or allowing them to use another's account(s).
- **Using the network or Internet for Commercial purposes:**
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;

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3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the
Acceptable Use Policy of the Los Angeles Unified School District.

Date: _____ Location: _____
Employee Name: _____ Employee Signature: _____

Please return this form to the school or office where it will be kept on file. It is required for all employees that will be using a computer network and/or Internet access.

The link is available here: http://notebook.lausd.net/portal/page?_pageid=33,136640&_dad=ptl&_schema=PTL_EP .

(2) Knowing your School: Teachers should have a good understanding of their school, students, and the communities they represent. Much statistical data can be gained using online resources. *TPE-tip You may wish to develop a case study of your school using this and you personal observations to meet TPE 8.

- Develop a written profile of your school and students. Your profile should include the following:
 - School distinctives : Study your school website and discuss school history, distinctives and goals.
 - Geography: Describe your campus and its community using satellite photos and maps. Using the photos, describe the nature of the community (commercial, apartments, single family homes, industry, etc.)
 - Socioeconomic status: Include maps showing the socioeconomic status (SES) of the communities contributing students to your school. Discuss two or more prominent SES characteristics of the school population.
 - School performance: Include test scores and the Academic Performance Index of your school. Discuss the academic climate of your school, including test scores, API, change in scores, dropout rate, English learners, students requiring special education, etc.

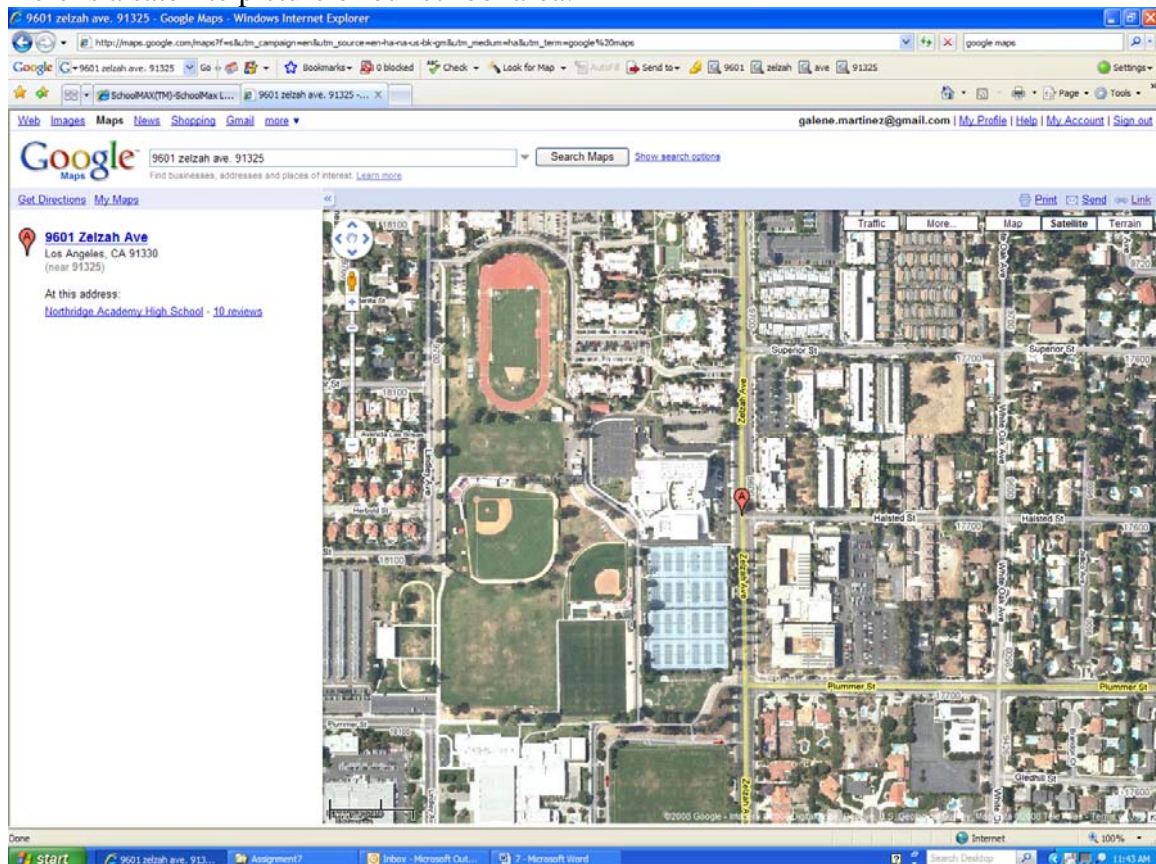
I teach at Northridge Academy High School. Here is the school profile:

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School Distinctives: This school opened in September 2004, and I have been a teacher there since the school opened. It is a partnership school between Los Angeles Unified and Cal. State Northridge. We are one of only a couple of partnership schools within Los Angeles Unified. We are also known as a very technologically advanced school, as we have digital video cameras and LCD projectors with Audio/Video systems in every classroom. This was done to link our school with CSUN, so that CSUN education classes can observe our classes, and we can also observe CSUN classes from our classrooms. We are a relief school for 3 local high schools: Cleveland, Granada Hills Charter, and Monroe. Students can apply to come here while they are 8th graders, and they are chosen with a lottery. We only accept 9th graders as new students.

Geography: Since our school is located on the CSUN campus, our school is considered part of the CSUN campus. So, we have an unusually large campus size. We also have lots of apartment housing around us, due to the fact that we are on a university campus. There are some residential housing on the west side of the CSUN campus, as well as some to the east of our school campus, mainly we have apartments and commercial in the near vicinity to our school campus.

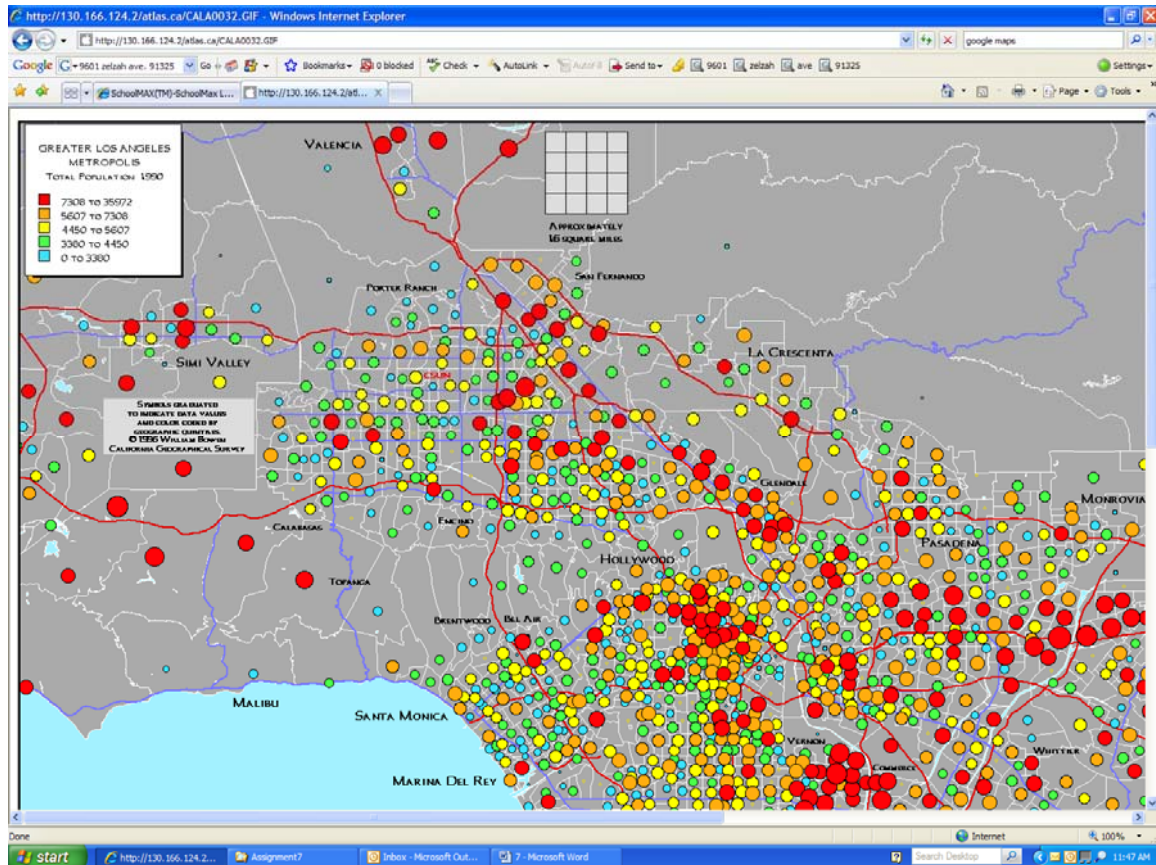
Here is a satellite picture of our school area:



Socioeconomic Status: According to the 1990 Los Angeles poverty statistics, we seem to have a population more in the lower and upper middle class ranges. I believe this to be true about the general area surrounding our school, but because we have many students

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that come from the Monroe High School area, many of those students come from lower to poverty level income families. Here is a picture of the poverty/income levels of our area from 1990:



Here is our school ethnic break down:

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LAUSD School Profile - Windows Internet Explorer

http://search.lausd.k12.ca.us/cgi-bin/lgschool.exe?h3=exec=school_profile.content&h3ch=8513

LAUSD School Profile

Select New School - Racial Ethnic History - English Learners - Student Attendance - Student Adjustment - Staffing Profile

NORTHRIDGE ACAD SH
 9601 Zelzah Ave
 Northridge, Ca 91325
 Office - 818-718-2222
 Fax - 818-718-2239

Principal - Semf, Constance	Location Code - 8513	Local District - 1	Configuration - 9-12
Calendar - 1 TRK	Number of Tracks - 1	Year Opened - 2004	Title 1 - Yes
	Charter - No	Learn - No	SBM - No
Assembly - 40 Lloyd Levine	Senate - 20 Alex Padilla	Congress - 27 Brad Sherman	Council - 12 Greig Smith
Supervisor - 3 Zev Yaroslavsky	Board of Education - 3 Tamar Galatzan	Web Site - www.lausd.net/Northridge_Academy_HS	

Racial Ethnic History

Student Racial Ethnic History

Year	AI/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2007-08	2	0.2	47	4.9	74	7.6	4	0.4	63	6.5	569	58.7	210	21.7	969
2006-07	3	0.3	49	5.1	80	8.2	4	0.4	73	7.5	536	55.3	225	23.2	970
2005-06	2	0.2	40	5.0	61	7.6	3	0.4	69	8.6	434	53.9	196	24.3	805
2004-05	2	0.3	28	4.9	47	8.2	4	0.7	54	9.4	278	48.4	161	28.0	574
2003-04															

[top of page](#)

English Learners (EL)

Current EL Data: 2007-08

Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
9	1	0	1	0	1	0	25	0	0	28
10	0	0	0	0	2	0	22	0	1	25
11	0	0	0	0	0	0	15	0	0	15
12	0	0	0	0	0	0	9	0	0	9
UG	1	0	0	0	0	0	9	0	1	11
TOTAL	2	0	1	0	3	0	80	0	2	88

Historical EL Data

Year	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total

http://www.mapquest.com/cgi-bin/lgs_free?streetaddress=9601+ZELZAH+Ave&city=NORTHRIDGE&state=CA&zip=91325

start Assignment7 Inbox - Microsoft Out... Los Angeles Unified S... LAUSD School Profile ... Macromedia Dreamwe... 7 - Microsoft Word Search Desktop 100% 12:37 PM

Here is the breakdown of our EL population:

The screenshot displays the LAUSD School Profile website. The main content area is titled "English Learners (EL)" and contains several data tables. The first table, "Current EL Data: 2007-08", shows the number of students by grade and language. The second table, "Historical EL Data", shows the number of students by year and language. The third table, "Reclassified Students", shows the number of students and the percentage reclassified by year. The fourth table, "Student Attendance", shows the stability rate, transiency rate, and actual attendance rate by year. The fifth table, "Student Adjustment", shows the number of students by year and adjustment category.

Current EL Data: 2007-08										
Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
9	1	0	1	0	1	0	25	0	0	28
10	0	0	0	0	2	0	22	0	1	25
11	0	0	0	0	0	0	15	0	0	15
12	0	0	0	0	0	0	9	0	0	9
UG	1	0	0	0	0	0	9	0	1	11
TOTAL	2	0	1	0	3	0	80	0	2	88

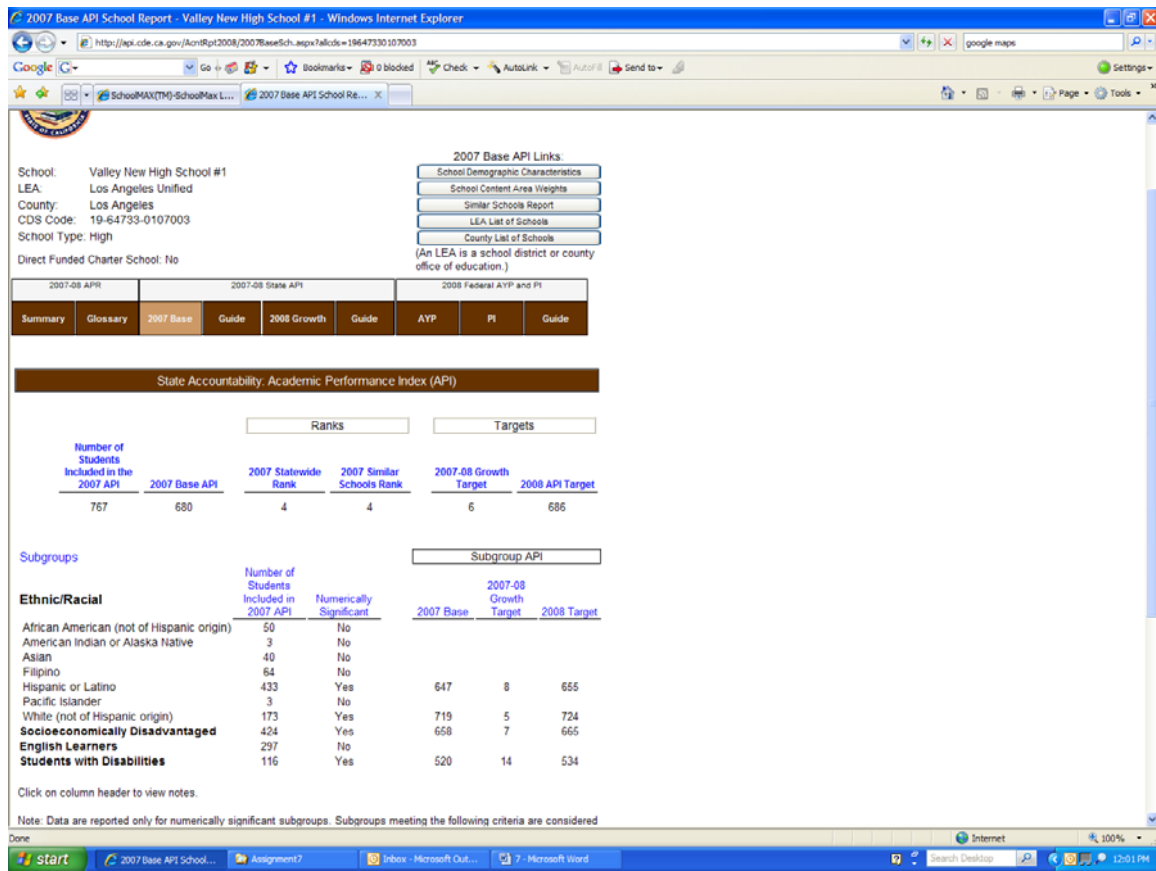
Historical EL Data										
Year	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
2007-08	2	0	1	0	3	0	80	0	2	88
2006-07	1	0	0	0	2	0	100	0	4	107
2005-06	0	0	1	0	0	0	112	0	7	120
2004-05	0	0	0	0	2	0	71	0	6	79
2003-04	0	0	0	0	0	0	0	0	0	0

Reclassified Students			
Year	# EL	# Reclassified	% Reclassified
2007-08	107	23	21.50
2006-07	120	35	29.17
2005-06	79	12	15.19
2004-05			0.00
2003-04			0.00

Student Attendance			
Year	Stability Rate	Transiency Rate	Actual Attend Rate
2007-08	92.89	8.26	94.83%
2006-07	90.52	10.31	94.82%
2005-06	93.04	7.66	94.24%
2004-05	86.24	14.81	93.95%

Student Adjustment									
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total
2007-08	0	0	0	0	0	0	0	0	0
2006-07	0	0	0	0	0	0	0	0	0
2005-06	0	0	0	0	0	0	0	0	0
2004-05	0	0	0	0	0	0	0	0	0

School Performance: We started off our very first year (2004) with very high test scores on the California State Standards Tests (CSTs), but then had quite a big fall in 2005 due to a number of factors, such as losing a large percentage of our gifted students choosing to return to their regular high school. For the past couple of years we have been gaining some of our ground back with our API scores. We are quite a bit higher than Monroe High School with our test scores. We are very similar to Cleveland HS in test scores, but quite a bit lower than Granada Hills Charter HS. We have a have school statewide rank of 4 which is similar to other schools of our make up. We actually have a very low dropout rate, as we are known for really working with our students to help them graduate. We also have a very high passage rate from the CAHSEE tests. We do have a large percentage of designated special education students, and English Language Learners considering we have less than 1,000 students in our total population. Here is picture of that info:



(3) College Advisement: Secondary teachers often have the opportunity to advise students on decisions pertaining to college. In many environments, teachers are the only individuals students know who have been to college.

- Describe a real or hypothetical student (interests, family SES, personality) who is interested in pursuing a career in a field related to what you teach. Recommend a major and 4-year college and explain the rationale for your recommendation using information found on college websites. Provide active links to the colleges, and quote relevant information.
- Provide a paragraph of advice to the parents of this student regarding financing college. Consider their financial and family situation.

I have a very talented student interested in being a performing guitarist. He is a very talented guitarist, however his high school grades are not very good, nor is his music theory skills. He also comes from a very low income Hispanic family. I would first determine if he was interested in a college degree, as there are certificate programs out there for musicians. Musicians Institute in Hollywood, CA offers certificate programs www.mi.edu where you can learn to be a studio musician without having to take all general education requirements to get a degree. They also offer degrees if a student decides they would like to get a college degree. I would also recommend that he apply

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for Federal Financial Aid, as it can help pay for his college tuition as well as books and housing. He should apply online at <http://www.fafsa.ed.gov/>. If he is interested in a full college degree, I would recommend that he go to community college first, as he can repeat any classes that he may not have gotten good enough grades in while in high school, he can also stay at home in order to save money. He can find one close to his house and apply online <http://www.laccd.edu/>. I would also recommend that he take private lessons for a college guitar teacher, as they can work with him on what he will need to be able to play in order to audition for a college music program. Musicians have to audition in order to get accepted in a college music program (Berklee's Audition info. http://www.berklee.edu/admissions/general/audition_interview.html). After going to community college for two years, and doing well there, with both his general education classes, as well as his guitar lessons, he would then be ready to apply as a junior transfer to a school with a great music program, such as USC www.usc.edu located right here in the LA area, so he could stay with his parents, and possibly get scholarships to help pay for tuition. There is also the Berklee College of Music <http://www.berklee.edu/> in Boston, MA where he would have to heavily rely on financial aid and scholarships to pay for both housing and tuition. UCLA www.ucls.edu or CSUN www.csun.edu may also be great options, as both have very good music programs, and they are local, so he can continue to stay at home, in order to save money on housing, and rely on financial aid and scholarships to pay for tuition and books.

(4) Professional Growth: Teachers should model "life-long learning" by attending workshops, reading journals, and participating in professional organizations.*TPE-tip You may wish to research professional organizations and employment opportunities and include plans for professional involvement and career development as part of your Individual Induction Plan required for TPE 13.

- Describe a professional conference (related to your field) you may benefit from attending. Describe the purpose and scope of the professional organization sponsoring the conference and provide a synopsis of the conference and one or more selected workshops or presentations you would like to attend. Include a link to the professional organization and to the specific conference.

The Mark O'Connor String Camp is where players are introduced to string playing in many different genres of music. (http://markoconnor.com/index.php?page=about&category=MARK_O-squo-CONNOR_STRING_CAMPS&family=fiddle) I believe it would be a great place to go if you'd like to learn about different genres of music, and have the chance to play with others. I could then incorporate different genres of music in my performance classes that I teach. This may help to get more students interested in learning to play an instrument, as some students may not want to learn the typical 'classical' approach to playing an instrument. If you can incorporate rock, hip hop, Latin, country, etc. into the lessons, the students may find it more enjoyable.

(5) Employment: Most schools and districts advertise job openings on the Internet. Teachers should use such resources not only to find employment for themselves, but also to attract others to their schools and thus build strong departments.

- Find a job announcement for a teaching position for which you are qualified. Include a screen capture of the advertisement. Describe the school and community using information found on the Internet. Cite your resources.

I found a listing for a part time instrumental music position with Pasadena Unified. I found out that this a part time job for elementary schools, the communities are quite well off, and very supportive of the arts in their schools. I found that out by talking to the contact Rich Boccia.

The screenshot shows a web browser window displaying the EDJOIN.ORG website. The page features a navigation menu with links for HOME, JOB SEARCH, LOG IN, REGISTER NOW, and CONTACT US/HELP. A banner at the top right indicates '207,673 Current Job Vacancies' and '2,150 Agencies Using EDJOIN'. Below the navigation, there are three main sections: 'Teaching Credential', 'Be a Principal in 3 Year', and 'Online Teacher Credential'. The central focus is a job listing for 'Instrumental Music' at Pasadena Unified School District. The listing includes the following details:

Employer:	Pasadena Unified School District	Date Posted:	10/24/2008
Work Year:	10 months	Application Deadline:	Until Filled
Employment Type:	Part Time	Contact:	Rich Boccia 626/4412201
Salary:	Salary Range 4,020-6,382	Number Openings: (At time of posting)	1

Additional information includes links for 'Requirements for Applying', 'Links Related to this Job', and 'View Other Job Descriptions'. The 'Requirements for Applying' section lists: Materials (California Single Subject Credential), Resume, Letter of Introduction, Three Letters of Reference, Copy of Credential, and Transcripts due at hire. The 'Links Related to this Job' section includes 'PUSD Announcements' and 'Welcome to Pasadena'. An 'Important Comments' section at the bottom states: 'Pasadena Unified School District is a paperless district. Applications must be submitted via edjoin at www.pusd.us. Supporting documents must be attached to edjoin application online for consideration for the position.'

(6) Multi-media resources: Numerous educational videos, sound clips, and animations are available on the Internet. Teachers should be able to find appropriate multimedia resources, and link to or download such files.

- Identify an audio resource appropriate to teaching your subject (music, speech, animal sound, poem, newscast, etc.). Download the file and embed it in your portfolio, or provide an active link to it. Cite the source and describe how and why you will use it in instruction.
- Identify a video or animation appropriate to teaching your subject. Download the

file and embed it in your portfolio, or provide an active link to it. If you provide a link, also include screen captures of key sections of the video or animation. Cite the source and describe how and why you will use it in instruction.

My audio file is a Paganini Caprice for 2 violins. I found it on the Herff-Jones music publications website for purchasing the sheet music version of the song. This is a great audio example of unaccompanied violins for my strings classes. Here is the audio file on my Extras page: <http://www.csun.edu/~ggm63821/SED514/Extras/extras.html> .

My video file is a video I found on YouTube on how to change guitar strings, as this is a question/problem many of my guitar students have with their on guitars at home. Here is the video on my Extras Page:
<http://www.csun.edu/~ggm63821/SED514/Extras/extras.html> .

(7) Interactive/Linked Unit Plan: Many application programs (including word processors, presentation managers and spreadsheets) allow users to hyperlink to local (e.g. movies, animations, presentations, text) and remote files. This can greatly facilitate the development and use of a unit plan. *TPE-tip You may wish to incorporate this material into a unit plan for TPE1.

- Develop a unit plan (or augment an existing plan) for the subject you teach, incorporating as many resources as possible developed in this class.
- Incorporate two or more good third-party lesson plans for teaching your subject. Cite the author and URL of the resources, and include screen captures of the relevant parts of the lessons.
- Include links in you unit plan to at least five relevant external internet resources. Use a search engine with Boolean search features to locate web sites relevant to your subject. Embed the URLs for at least 5 excellent sites (or local files) that are related to a lesson you will provide.
- Provide links to other relevant documents or resources you have developed.

My Unit for my Instruments Classes – Every student is asked to pick an instrument that they would like to learn for the school year. In order to do that, they are first introduced to the four families of musical instruments: strings, woodwinds, brass, & percussion. I go over the basics of each family with its basic characteristics and how each family got their name. Then we talk about each individual instrument that is offered in the beginning instrument classes. From the string family we offer violin, viola, cello & bass; guitar is offered in guitar class. From the woodwind family we offer flute, clarinet, & saxophone. From the brass family we offer trumpet & trombone. From the percussion family we offer mallets (bells & xylophone), battery (drums - snare, bass & timpani, and cymbals), and auxiliary (triangle, wood block, tambourine, claves, sleigh bells, etc.)

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After getting to see and hear the instruments, both in person, as well as with videos, pictures, animations, audio examples, etc. First the entire class must choose if they want guitar class, band class, or strings class. This will be by a majority vote. They are then asked to pick the instrument that they would like to learn how to play for the school year depending on what type of class we will have for the year. For guitar class, there is no choice in instrument, but they will still research the guitar. For strings class, they will select only from the 4 instruments offered. For band class, they will first select their family of instrument: woodwind, brass, or percussion; and then they will select their instrument. For the percussion family, they will choose either mallets, or the rest of the percussion family. They will then research their instrument of choice, including its history, development, construction, current use, and employment opportunities. They will include how to play the instrument, how to clean and take proper care of it, and practice tips for it. They will do this by using an online encyclopedia such as [Wikipedia](#) or [Encarta](#) to get their information on history and development, as well as construction. They will also use an online news resource such as a magazine, newspaper, radio station website to get information on current uses and employment opportunities for players of their instrument. Suggested news sources will be: [NPR](#), [LA Times](#), and [Time magazine](#). They will then use a site, such as [YouTube](#) to download videos on how to play, practice, clean, and take proper care of their instrument. This will be a guide to choosing that particular instrument, and that way they will know what they will need to do in order to be successful on their instrument for the two semesters of Instruments class.

Third Party Lesson Plan #1:

Lesson Plan #:AELP-MUS0005¹

Musical Instrument Appreciation

An Educator's Reference Desk Lesson Plan

Submitted by: Tony L. Hartmann

Endorsed by: Dr. Don Descy
Mankato State University

Date: February 28, 1997

Grade Level(s): 2, 3, 4

Subject(s):

- Arts/Music

Description:

Name: Galene Martinez
CSUN SED 514 Fall 2008

This lesson plan is designed to give students the basic knowledge of musical instruments. Through this activity students will develop a greater appreciation of music and the different instruments involved in its creation.

Goal:

Students will learn about many kinds of musical instruments and be aware of the importance of each instrument in the creation of music.

Objectives:

1. Students will identify the various instruments by name
2. Students will categorize each instrument as belonging to one of these categories: woodwinds, brass, percussion, and strings.
3. Students will recognize the different sounds that each instrument can produce.
4. Students will list the similarities and differences of instruments found in the elementary band by describing the instruments and naming some of the parts and features.

Background:

This lesson plan would be good to use sometime before the students are ready to decide on which instrument they will play when and if they choose to join the elementary band. This will give students valuable information on the many different instruments available.

Concepts: Students will be able to:

1. Match the instruments to the correct sounds they produce.
2. Place the instruments into the appropriate categories.
3. Experience music by practicing on some of the different instruments.

Materials: Musical instruments, music tapes, pictures of musical instruments (bulletin board), audio cassette player, art supplies.

Procedure:

1. Have the students write on a sheet of paper all the different types of instruments that they can think of and compile results on board.
2. Ask the students to pick out 2 or 3 instruments and write down specific features that the instruments have and compile results on board.
3. The teacher should help the students place the instruments into the correct categories by matching the instruments with similar features.
4. The teacher will give the students the four basic instrument groups (brass, woodwinds, percussion, and strings) and define and talk about the specific features of each category. Here is where the teacher will show pictures of the various instruments and talk about the different features.

5. The students will play guessing games where the teacher holds up pictures of instruments and the students have to name the instrument and category.
6. After the students show knowledge in the various instruments and categories the teacher will play music of many types of instruments. The teacher will start with playing music of just the individual instruments and show the pictures of the instrument being played. As the students begin to match the instruments to the correct sounds, the teacher can move to more difficult music pieces that have several instruments playing at once. See if the students can pick out all the instruments that are playing.
7. The teacher could also have musicians from the school and community come into the classroom and play for the students and talk about their experiences with learning to play an instrument. See if any of the students already play an instrument.

Assessment:

1. Ask students specifics about certain instruments and see what they can tell you about the features and sounds, etc. (tests and games)
2. Have the students write a report on their favorite instrument and present it to the rest of the class.

[Third Party Lesson Plan #2:](#)

Classical Instrument Familiesⁱⁱ
by Celeste McKenzie
Grade 3

Materials: Illustrations of orchestral instruments Keyboard equipped with sound cards or other instrument sound-producing technology

Objective: Students group orchestral instruments into the proper category, recognize by sight and sound.

Begin with a visual presentation of various instruments using pictures, illustrations, or if you have them available, actual instruments. Show at least 4 from each category. For example:

String: violin, cello, harp, piano. I specifically use the piano to later demonstrate the fact that it is one instrument that can be classed into 2 categories: string & percussion.

Brass: trumpet, French horn, tuba, trombone

Woodwind: clarinet, flute, oboe, piccolo

Percussion: snare drum, triangle, cymbal, xylophone.

As you are explaining the function of each instrument don't reveal its category...although most third graders can easily classify most by sight.

What makes this lesson especially fun and interesting is the use of my keyboard/synthesizer, with various sound cards, etc. which duplicate, pretty accurately,

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the sound made by each instrument. Once you have shown all of the instruments, PLAY the sounds for the class, randomly. Students guess what instrument produces that sound, and once correctly identified, put it into the category they feel is correct.

Extension:

If you have a grand piano available use it to show students the lay of the strings. I like to demonstrate how the small strings produce a high pitch, and the larger strings, a lower tone. Then we concentrate on the hammers and look at how they strike the strings to produce the sound. This, I explain, is a percussion action. I also like to point out that like the size of the string, the bigger the instrument, the "bigger" the sound. Demonstrate the tonal differences, for example, of the trumpet and the tuba; the violin and the bass, the piccolo and the bass clarinet, etc.

Follow up: As a test/quiz during another class period, have students label the 4 headings on paper, then randomly read the names of various instruments that you used during the initial lesson. Have children group them in the proper category. Do not use pictures this time, as many are so obvious, by sight. Another way to test recall of knowledge is simply to PLAY the instrument sound, and see how many can be recalled by the tonal qualities demonstrated.

E-Mail [Celeste!](#)

ⁱ Website Source:

http://musiced.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=musiced&cdn=education&tm=48&gps=311_388_1676_752&f=00&su=p504.1.336.ip_&tt=2&bt=1&bts=1&zu=http%3A//www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Arts/Music/MUS0005.html

ⁱⁱ Website Source: <http://www.lessonplanspage.com/printables/PMusicClassicalInstruments3.htm>