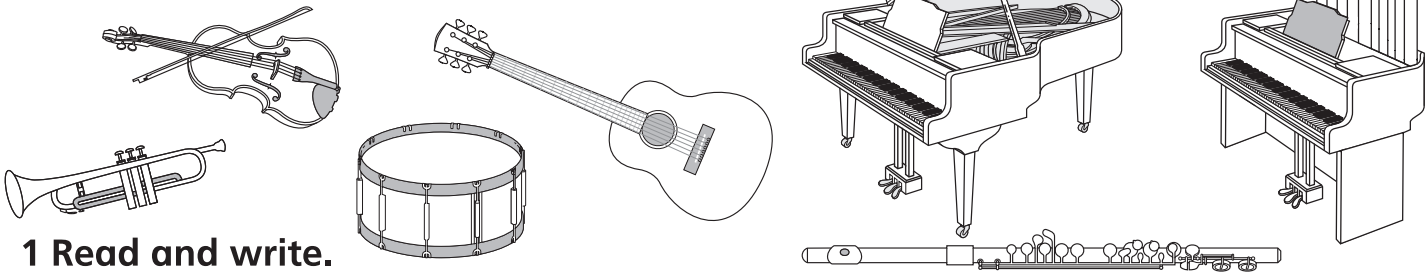


MUSIC

Musical instruments / Joaquín Rodrigo.



1 Read and write.

There are four main groups of musical instruments: wind, string, percussion and keyboard. Wind instruments make sounds with air. The flute and the trumpet are wind instruments. String instruments make sounds with strings. The guitar and the violin are string instruments. Keyboard instruments make sounds with a set of keys. The organ and the piano are keyboard instruments. Percussion instruments make sounds when you hit them. Drums and bells are percussion instruments.

	Wind instruments	String instruments	Keyboard instruments	Percussion instruments
make sounds				
for example				

2 Write.

1941 eight 1999 Paris guitar

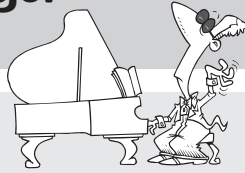
Joaquín Rodrigo was a very famous Spanish musician and composer of classical music. He was an excellent pianist. He was born in Sagunto, near Valencia, in 1901 and died in (1) _____. He married Victoria Kamhi, a Turkish pianist, in 1933. Their daughter Cecilia was born in (2) _____. Although he was blind, he was an extremely successful musician. He started to study piano and violin when he was (3) _____ years old. Rodrigo studied music in Valencia and in (4) _____. In 1925 his *Cinco Piezas Infantiles* won the National Prize for Orchestra. Rodrigo composed his famous *Concierto de Aranjuez* in 1939 in Paris. It is a concerto for classical (5) _____ and orchestra. His music is optimistic. In 1947 Rodrigo became a professor of music history at the Complutense University in Madrid.

3 Write and answer the questions.



- 1 When _____ Joaquín Rodrigo die? _____
- 2 When _____ he _____ Victoria Kamhi? _____
- 3 When _____ start to study piano and violin? _____
- 4 Where _____ music? _____
- 5 Where _____ the *Concierto de Aranjuez*? _____

Musical instruments. Joaquín Rodrigo.



Aim

- To study different types of musical instruments and one of Spain's most famous composers.

Language focus

Key vocabulary: *flute, trumpet, guitar, violin, organ, piano, drums, bells, wind instruments, string instruments, keyboard instruments, percussion instruments, composer, was born, died, married, daughter, blind, successful, prize, optimistic.*

Key language: *Wind instruments make sounds with air. Joaquín Rodrigo was a Spanish composer. Where did he study? When did he die?*

Materials

- Worksheet.
- Joaquin Rodrigo's *Concierto de Aranjuez* and other types of music on CDs. CD player.

Warm-up

- Play some different types of music and ask the pupils questions such as *What kind of music is this? Is it pop? Is it classical music? What musical instruments can you hear? Ask Do you like music?* Elicit the names of some musical instruments from the class and write them on the board.
- Ask a confident pupil *Do you play a musical instrument?* Elicit *Yes, I play the ___.* or *No, I don't.* Encourage this pupil to ask another pupil the same question. Continue with a few more pupils.

Completing the Worksheet

Activity 1

- On the left-hand side of the board, write the names of some wind, string, keyboard and percussion instruments, eg, *flute, guitar, piano, drums*. Then write the names of some more instruments on the right-hand side of the board, eg, *violin, trumpet, organ,*

bell. Go through the vocabulary with the class. Encourage the pupils to match the musical instruments on the left with the ones on the right. Explain that *Some instruments need air; some need strings, some a set of keys and some you hit*. Encourage the pupils to match the two wind instruments, eg, *flute – trumpet*. Continue with the string, keyboard and percussion instruments.

- Ask the pupils to read the text and complete the table in Activity 1.

Answers:

	Wind instruments	String instruments	Keyboard instruments	Percussion instruments
make sounds	with air	with strings	with a set of keys	when you hit them
for example	flute trumpet	guitar violin	organ piano	drums bells

Extension activity

Mime playing a musical instrument. Encourage the pupils to guess which instrument it is. Then invite some pupils to mime playing musical instruments and encourage the class to guess which instruments they are.

Activity 2

- Play Rodrigo's *Concierto de Aranjuez*. Ask the pupils *Do you like this music? Do you know it? Is it happy music or sad? What instruments can you hear? Who wrote this music?* Encourage the pupils to listen to the music and listen for the guitar. Explain that *the guitar is the main instrument in this concerto. There is also an orchestra*.
- Write some of the key words in Activity 2 on the board and explain their meaning, eg, *composed (music) (wrote); he was blind (he couldn't see); extremely successful (very, very popular and famous); received a (prize) (got a reward); optimistic (happy, positive)*.
- Encourage the pupils to read the text and complete the sentences in small groups.
- Check answers with the class.

Answers: 1-1999; 2-1941; 3-eight; 4-Paris;
5-guitar

Activity 3

- Ask the pupils *Where was Joaquin Rodrigo born? In Sagunto. When was he born? In 1901. When did he die? In 1999.* Write the questions and answers on the board. Explain that we are talking about the past, so the questions are in the past simple tense.
- Encourage the pupils to read the text in Activity 2 again and then complete and answer the questions in Activity 3.
- Check answers with the class

Answers: 1-When did Joaquín Rodrigo die? In 1999. 2- When did he marry Victoria Kamhi? In 1933. 3-When did he start to study piano and violin? When he was eight years old. 4-Where did he study music? In Valencia and in Paris. 5-Where did he compose the Concierto de Aranjuez? In Paris.

Extension activity

Play the *Concierto de Aranjuez* and ask the pupils to draw a picture in their notebook about the music or about Joaquín Rodrigo.