

Lenka Peskou

Orchestra



Recognizing the instruments of the symphonic orchestra
Flute-Oboe-Clarinet-Fagotto-Saxophone-Piano-Pipe Organ-Drum-Vibraphone-Gong
String Family-Harp-Guitar-Piano-Pipe
Orchestra
Cd
Lenka Peskou
Trumpet-Horn-Trombone-Tuba

Recognizing the instruments of the symphonic orchestra...

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Recognizing the instruments of the symphonic orchestra...

In this book the 17 basic instruments of the symphonic orchestra are presented, starting with **woodwind** instruments (Flute, Oboe, Clarinet, Fagotto, Saxophone), **brasswind** instruments (Horn, Trumpet, Trombone, Tuba), **string** instruments (String Family, Harp, Guitar), the piano which is a key-bearing string instrument, the pipe organ which is an aerophone instrument, pitched **percussion** instruments (Vibraphone, Drum) and unpitched **percussion** instruments (Gong). Each depiction of a musical instrument is accompanied by a paragraph containing the basic characteristics of the instrument, while at the same time introducing a new note and an additional value in the form of simple exercises. It is advised to listen to the musical sample contained in the CD provided along with each lesson-instrument...

Lenka Peskou

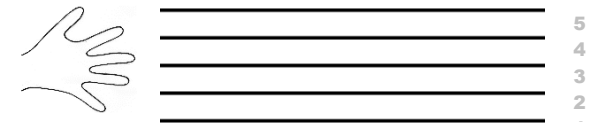
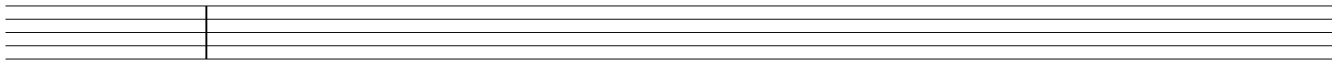
The Staff is a group of 5 horizontal and parallel lines, spaced equally among each other which is used to write the notes on.

We count these **5 lines** from the bottom to the top.

Between the lines **4 spaces** are formed, those are also counted from the bottom to the top.

A Bar Line is the vertical line that helps us separate the staff in measures/meters.

EXERCISE: Draw Bar Lines on the following staff.



A Measure/Meter is the distance between two Bar Lines in which we write down the notes, often in a 2/4, 3/4 or 4/4 rhythm.

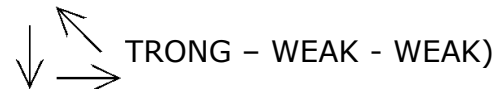
Rhythm is the total of times we encounter in meters and is inscribed at the beginning of the piece after the treble clef (key of SOL).

A Rhythmic Solfege is when we rhythmically pronounce the notes while at the same time counting with our right hand using the motions below:

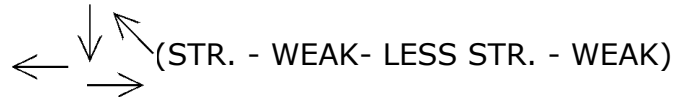
Meter 2/4 we count 2 times for each meter



Meter 3/4 we count 3 times for each meter



Meter 4/4 we count 4 times for each meter

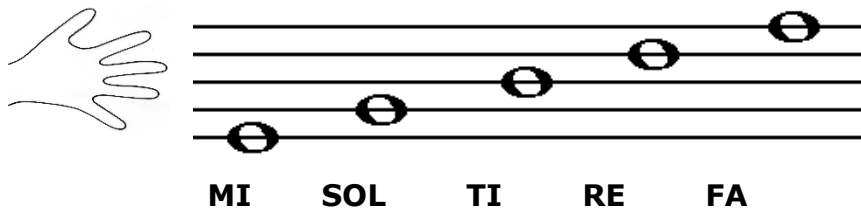


A note is a circular symbol which helps us imprint a sound on the staff. We write down the notes on the lines, the spaces as well as over and under the staff. The higher up the note is inscribed the finer its sound. A note provides us with information for two things: Its **pitch** and its **duration**.

The notes are 7: DO RE MI FA SOL LA TI

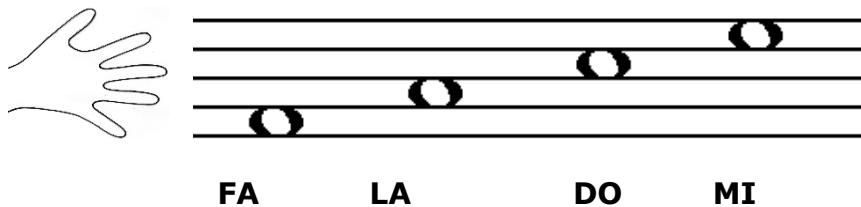
NOTES ON LINES: MI SOL TI RE FA

The notes on the 5 lines from the bottom to the top are:

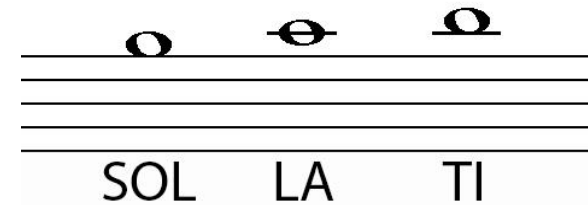


NOTES ON SPACES: FA LA DO MI

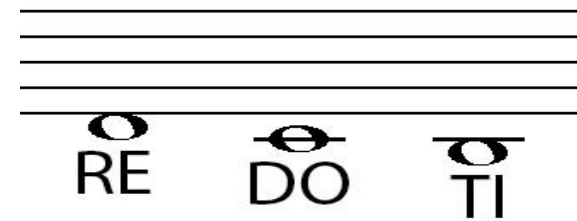
The notes on the 4 spaces from the bottom to the top are:



Notes over the staff: SOL LA TI



Notes under the staff: RE DO TI



All the notes we will be learning



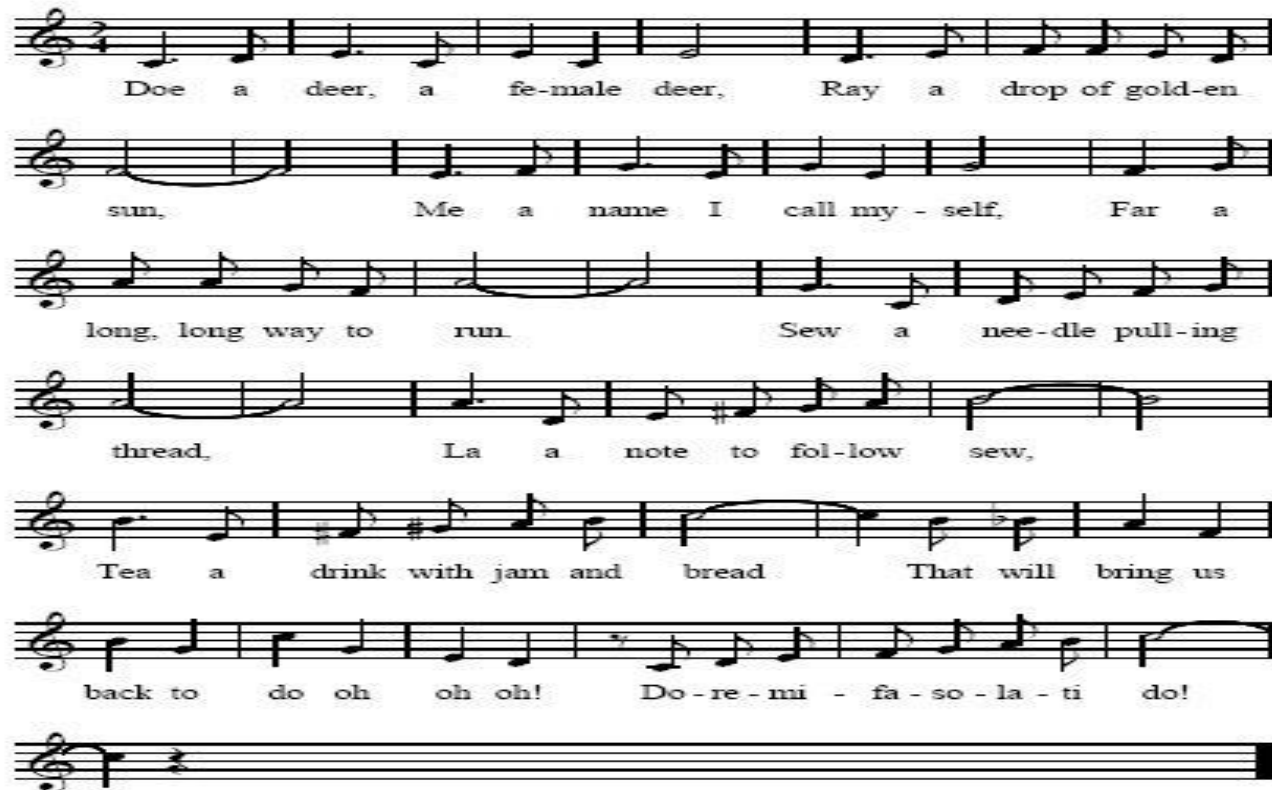
THE SCALE OF DO

The scale of **DO** is a series of 8 notes: DO RE MI FA SOL LA TI DO



DO-RE-MI

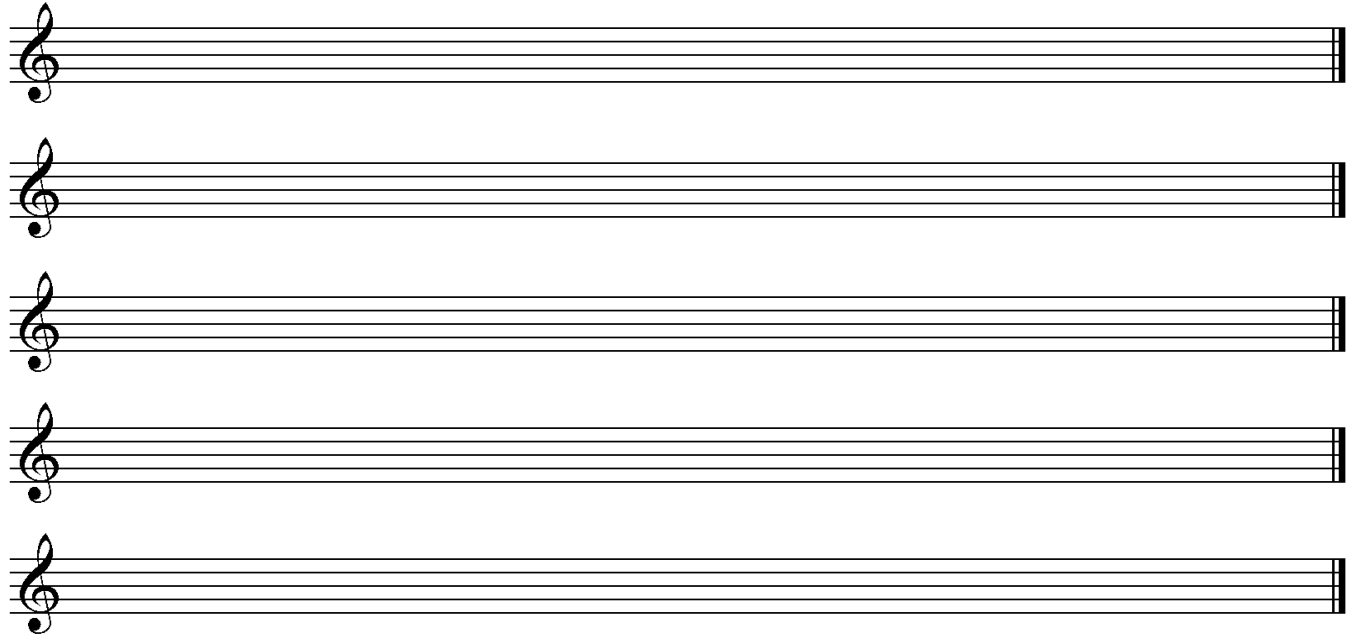
Hammerstein - Rodgers



DOE, a deer, a female deer
RAY, a drop of golden sun
ME, a name I call myself
FAR, a long, long way to run
SEW, a needle pulling thread
LA, a note to follow sew
TEA, a drink with jam and bread
 That will bring us back to **DO**!

The **Key of Sol** (treble clef) is a symbol inscribed at the beginning of the staff, it starts on the second line and in so it “unlocks” the rest of the notes’ names above and below.

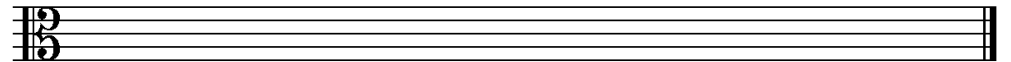
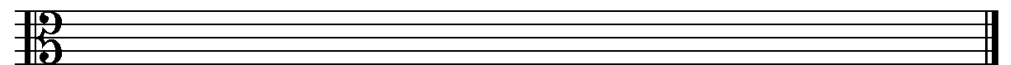
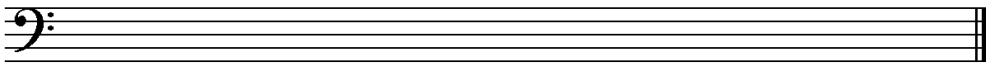
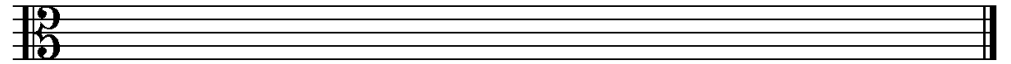
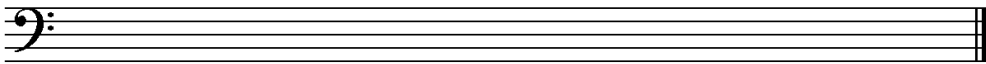
EXERCISE 1: Fill in the staves below with Keys of Sol.



EXERCISE 2: Color the inside of the Key of Sol in various colors.

There are 2 more keys: the **Key of Fa** and the **Key of Do**

EXERCISE 3: Fill in the staves below with the Key of Fa.



THE RHYTHM

Rhythm is the manner by which the body wishes to move when we are listening to, or are singing a song. Rhythm is a part of human everyday life since the time of Primitive Society (during work, entertainment, war, social happenings etc.) and up until the fast-paced Modern Society.

MUSICAL VALUES LEARNING LESSONS

Quarter-Quarter Pause (1 time)

Eighth-Eighth Pause (half time)

Half-Half Pause (2 times)

Half Dot-Half Dot Pause (3 times)

Whole-Whole Pause (4 times)

Triplet-Sixteenths (3 Triplets=4 Sixteenths=1 time)

EXERCISE 1: We write down the rhythmic syllables and create a rhythmic solfege.

EXERCISE 2: We learn to write the new note or pause correctly.

EXERCISE 3: We fill in the missing times according to what we have learned.

SUBDIVISION TABLES OF NOTES AND PAUSES
















WHOLE












HALF

QUARTER

EIGHTH

SIXTEENTH

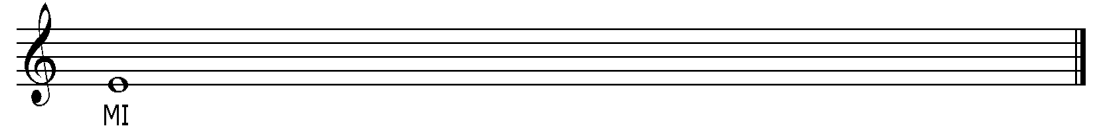


Flute (fl.) The flute (or flageolet), takes a right-sided position towards its performer. It consists of a wooden or metallic pipe, usually silver (or gold in rare occasions), with 16 holes, which the performer opens and closes by using the "keys". The ancestor of the modern flute originated in the East, around the 12th at the least. Its sound is rich and velvety.

Piccolo (picc.) The Piccolo (Italian for small) is a mini flute that produces a sharper and brighter sound.

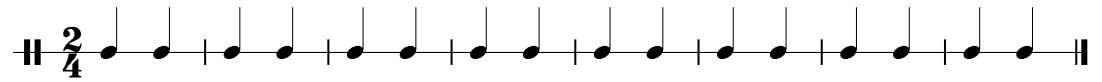
Note MI – on the 1st line

Write down the note **MI** on the 1st line multiple times and color it in **red**.

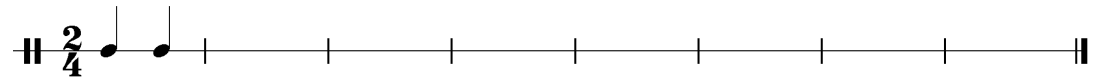


1 Quarter = 1 Time = t_a

EXERCISE 1: Write down the rhythmic syllables and then create a rhythmic solfege.



EXERCISE 2: Fill in the rest of the meters with Quarters.



EXERCISE 3: Fill in the missing using values you have already learned.

[illegible]

Oboe

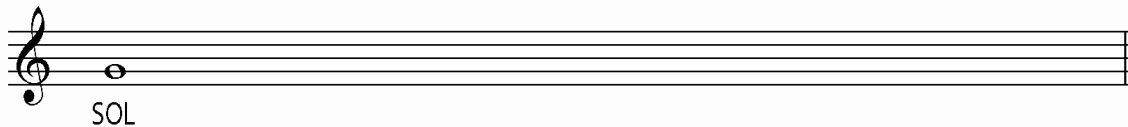
A detailed black and white line drawing of an oboe, oriented diagonally from the bottom left to the top right. The drawing shows the instrument's body, keys, and the double reed at the top. The oboe is shown in a side profile, highlighting its long, slender form and the complex key mechanism. The reed is at the top right, and the flared bell is at the bottom left. The entire illustration is set within a rounded rectangular frame.

Oboe

A detailed black and white line drawing of an oboe, oriented diagonally from the bottom left to the top right. The drawing shows the instrument's body, keys, and the double reed at the top. The oboe is shown in a side profile, highlighting its long, slender form and the complex key mechanism. The reed is at the top, and the flared bell is at the bottom. The entire illustration is set against a plain white background within a rounded rectangular frame.

Note SOL – on the 2nd line

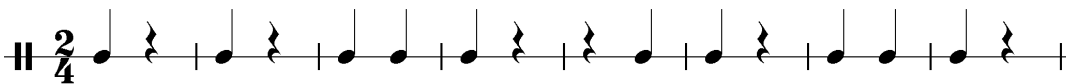
Write down the note **SOL** on the 2nd line multiple times and color it in **green**.



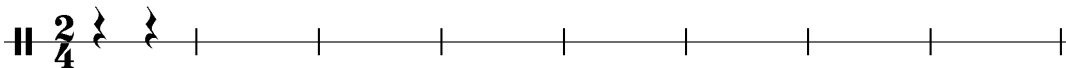
3

1 Quarter Pause = 1 Time Silence = s..

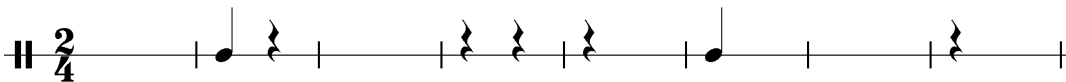
EXERCISE 1: Write down the rhythmic syllables and create a rhythmic solfege.



EXERCISE 2: Fill in the rest of the meters with Quarter Pauses.



EXERCISE 3: Fill in the missing choosing values you have already learned.

[illegible]

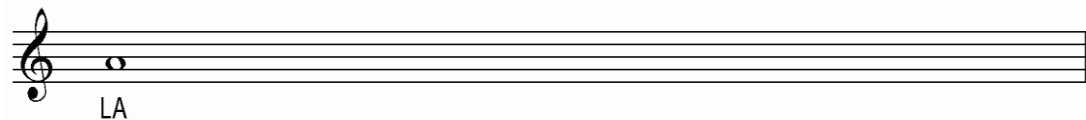
Horn

A detailed black and white line drawing of a French horn. The instrument is shown from a side-on perspective, highlighting its characteristic coiled tubing. The bell is flared and points towards the upper right. The drawing includes details such as the valves, keys, and the mouthpiece area. The entire illustration is rendered in a clean, minimalist style using only black outlines on a white background.

Horn (Corno or cor.) It was mainly connected to hunting and military activities, such as playing fanfares and giving signals and orders. After continuous improvements of about 400 years the horn from the 18th century and over managed to become a member of the orchestra. With the application of the Valve system (1815), the horn became much more flexible and easy to use. Cornet: It was derived from the post horn which was used to announce the arrival of the postage cart. It was conceived in France around 1825.

Note LA – on the 2nd space

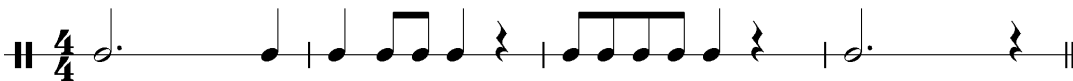
Write down the note **LA** on the 2nd space multiple times and color it in **brown**.



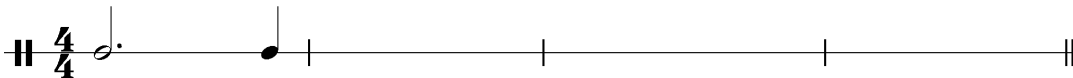
♩

1 Half Dot = 3 Time = ta - a - a

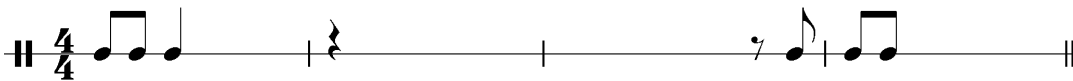
EXERCISE 1: Write down the rhythmic syllables and then create a rhythmic solfege.



EXERCISE 2: Fill in the rest of the meters with Half Dots and Quarters.



EXERCISE 3: Fill in the missing choosing values you have already learned.

[illegible]

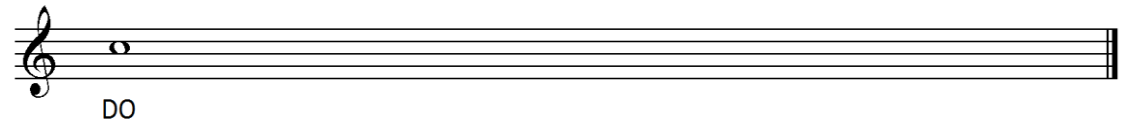
Trombone

A black and white line drawing of a trombone, oriented diagonally from the bottom left to the top right. The drawing shows the long, parallel tubes of the slide, the flared bell at the top, and the valves and piston mechanism in the middle. The lines are clean and simple, suitable for a coloring page.

Trombone (trmb.) Trombone in Italian means "large trumpet". It first appeared in Europe during the 15th century. In old French it was known as saqueboute, which meant "pull-push". During the past few centuries its bell has become flatter to brighten its sound. Instead of valves, it possesses a "sliding part" in a U shape which can be moved back and forth by hand. The trombone produces a formal, grand, piercing and often dramatic sound.

Note DO – on the 3rd space

Write down the note **DO** on the 3rd space multiple times and color it **bright green**.

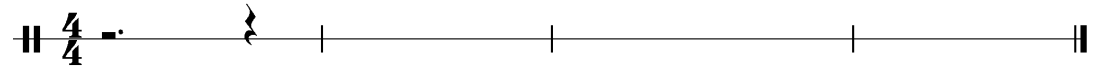


1 Half Dotted Pause= 3 Time Silence = s..s..s..

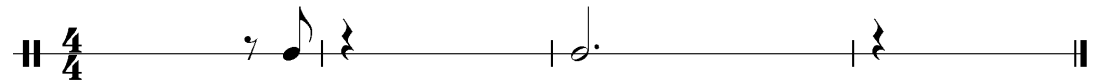
EXERCISE 1: Write down the rhythmic syllables and then create a rhythmic solfege.

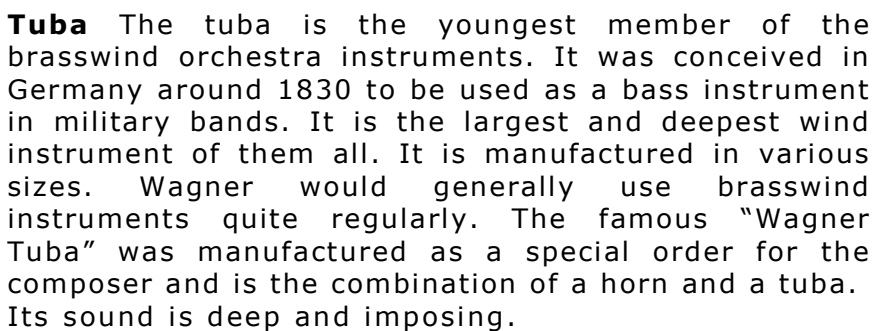


EXERCISE 2: Fill in the rest of the meters with Half Dotted Pauses.



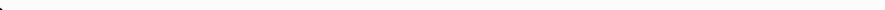
EXERCISE 3: Fill in the missing choosing values you have already learned.

[illegible]

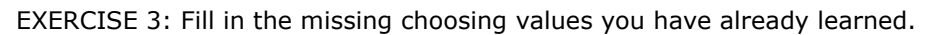
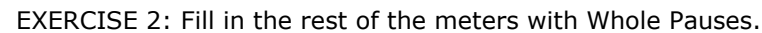
[illegible]

Four line drawings of stringed instruments are arranged horizontally. From left to right: two identical violins, a viola, and a cello. The violins are smaller with a more compact body. The viola is slightly larger than the violins. The cello is the largest, with a significantly larger body and a long neck. All four instruments have four strings and a similar body shape with a curved waist and a flared bottom.

Note SOL over the staff



EXERCISE 1: Write down the rhythmic syllables and create a rhythmic solfege.

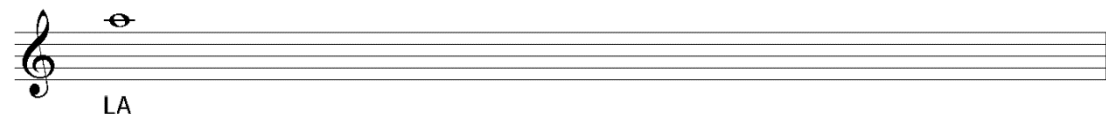
[illegible]



Harp (Arpa) The harp is one of the oldest known instruments still in use today. It has been around since 5th millennium B.C. and possibly originates from the hunting bow. It was used by Ancient Egyptians during the era of the first dynasties. The harp also reached Greece where it became popular and began to conquer Western Europe during the middle ages. It has 47 strings and 7 foot pedals. Its strings are colored. Its sound is light and velvety.

Note LA on the first auxiliary line above the staff

Write down the note **LA** on the first auxiliary line above the staff and color it in **green**.



1 Triplet = 3 Eighths = 1 Time = tri - o - le

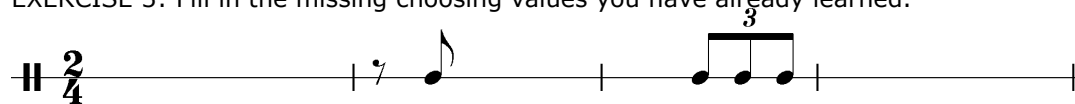
EXERCISE 1: Write down the rhythmic syllables and then create a rhythmic solfege.

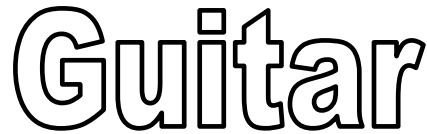


EXERCISE 2: Fill in the rest of the meters with Quarters.



EXERCISE 3: Fill in the missing choosing values you have already learned.

[illegible]




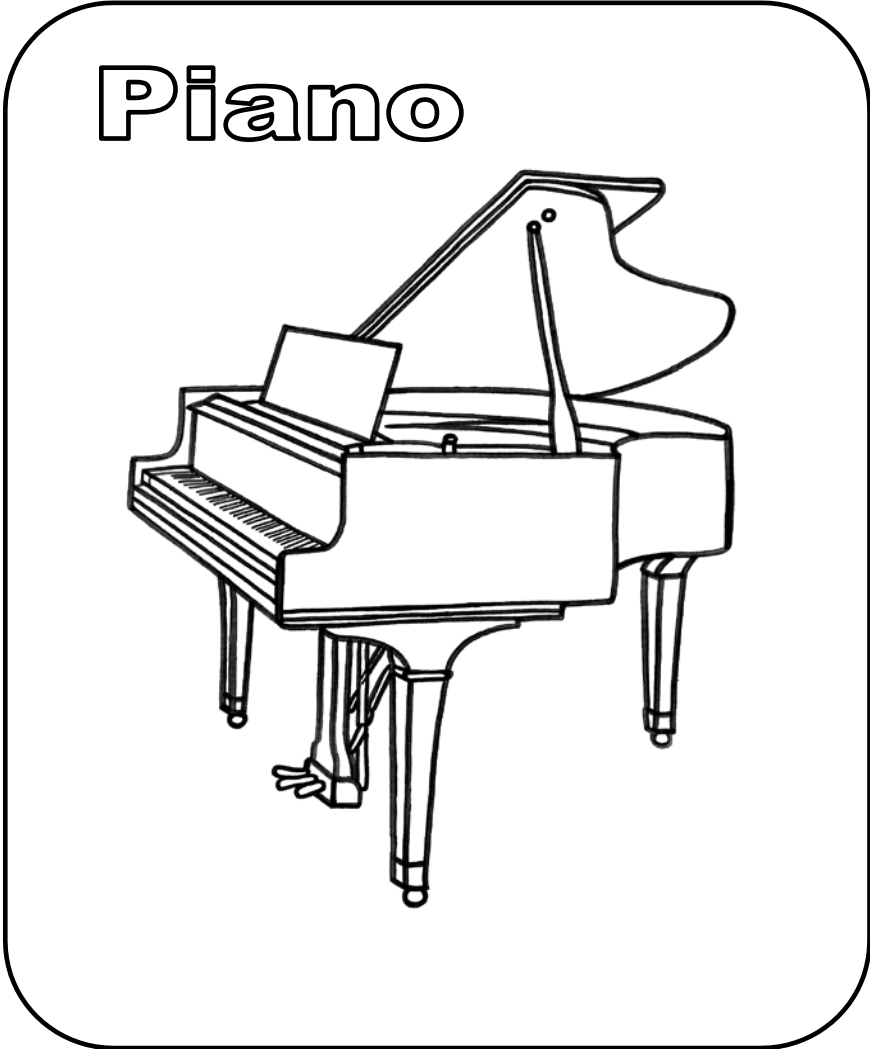
Note TI over the staff

A musical staff with a treble clef. A single note is written on the first line (F4). The staff ends with a double bar line.

4 Sixteenths = 1 Time = ti - ri - ti - ri

[illegible][illegible]

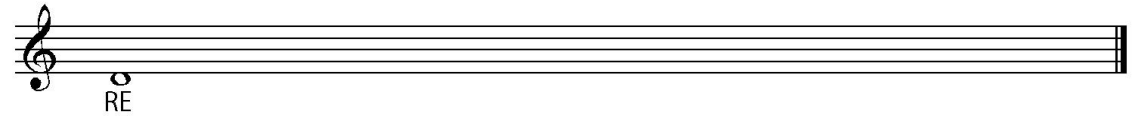
Piano

A black and white line drawing of a grand piano. The piano is shown from a three-quarter front view, with its lid propped open. The keyboard is visible on the left side, and the internal strings and hammers are partially visible through the open lid. The piano has four legs, with the front legs being curved and the back legs being straight. The drawing is simple and clean, suitable for a coloring page.

Piano The piano is used both as a solo and as an accompaniment instrument. It was conceived around 1700 by an Italian, Cristofori. During the 18th century the German Silbermann improved and evolved it. It has a broad musical scale (7 octaves). It is played by pressing its keys (white or black). It has two or three pedals for the feet (Soft pedal/una corda-sostenuto pedal-sustain pedal/damper). There is also an upright piano and the grand piano that comes in various sizes and is usually encountered on concert stages. It has huge expression potential ranging from very low (piano) to very high (forte) which is why it was originally named pianoforte.

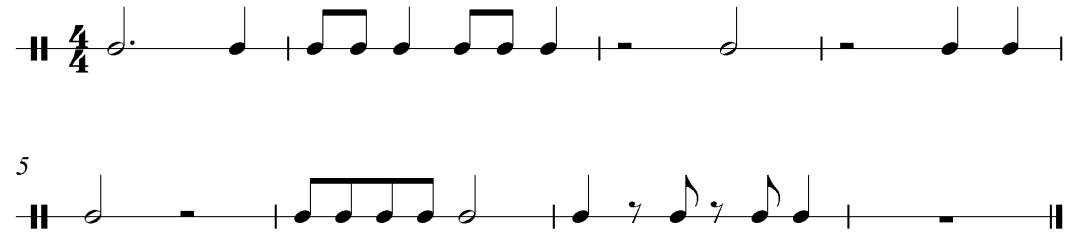
Note RE under the staff

Write down the note **RE** under the staff and color it in **yellow**.



Revision exercise on rhythm

Write down the rhythmic syllables below and create a rhythmic solfege.

[illegible]

Drum (timp.) Drums are among the most common percussion instruments in the classic orchestra. They vary in size. They are covered by a stretched piece of membrane which produces a particular note. They are played using a soft mallet. The drummer tunes the instruments in order to produce a certain sequence of tones using the pedals and can often play a melody.

The second system of the musical score is in 2/4 time. It begins with a treble clef and a key signature of one flat (B-flat). The melody consists of the following notes: G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (half). This is followed by a whole rest. The melody then continues with G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (half). The system ends with a double bar line.

Gong The gong originated in China. It is one of the oldest percussion instruments. It posed as a symbol of social status for the families that owned it, it also symbolized good health, spiritual harmony etc. It is composed of a metallic disk of varying dimensions (from 10 centimeters to 1 meter), which is struck using a soft baize mallet. It began being used in the West during the end of the 18th century.

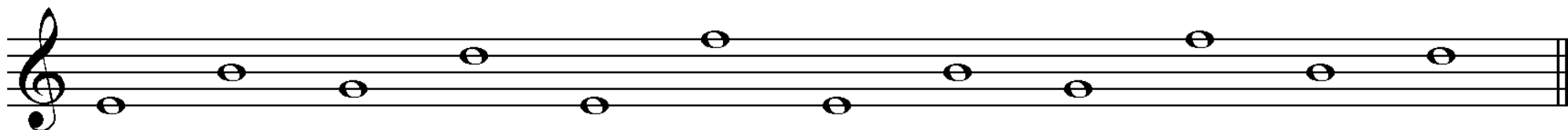
TEST 1

Notes on the lines

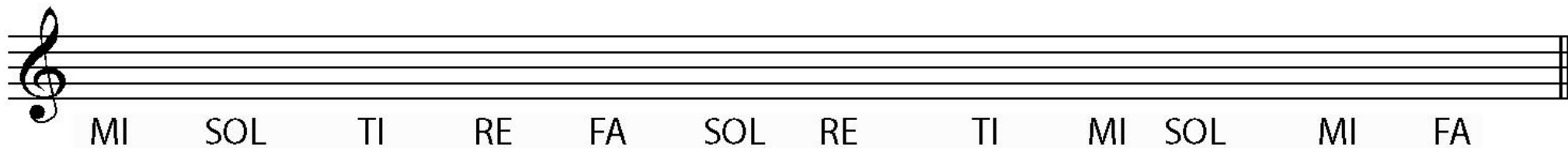
NAME:

GRADE:

EXERCISE 1: Fill in the following notes on the line correctly.



EXERCISE 2: Draw the following notes on the right line.



TEST 2

Notes on spaces

NAME:

GRADE:

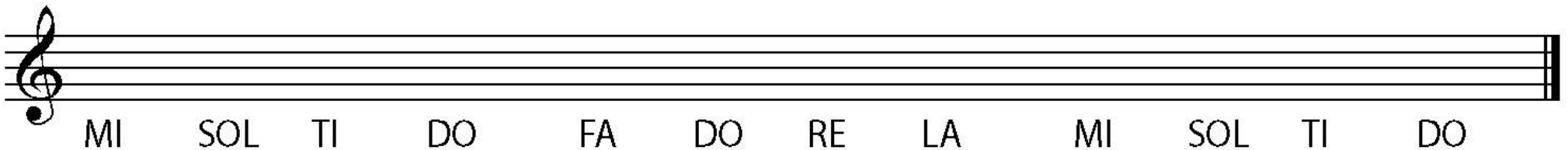
EXERCISE 1: Write down the following notes on the spaces.



EXERCISE 2: Write down the following notes.



EXERCISE 3: Write down the following notes on the right spot (line or space).



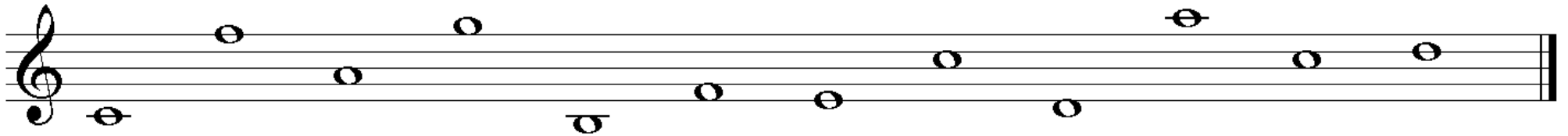
TEST 3

REVISION

NAME:

GRADE:

EXERCISE: Write down the following notes.



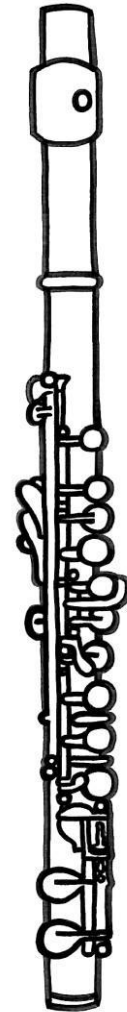
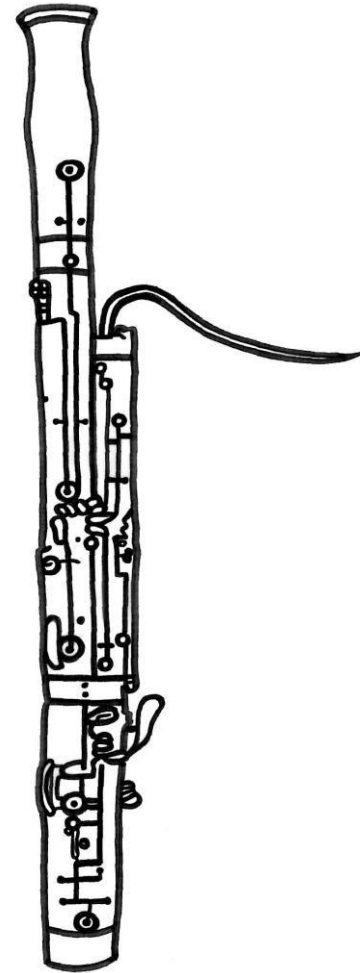
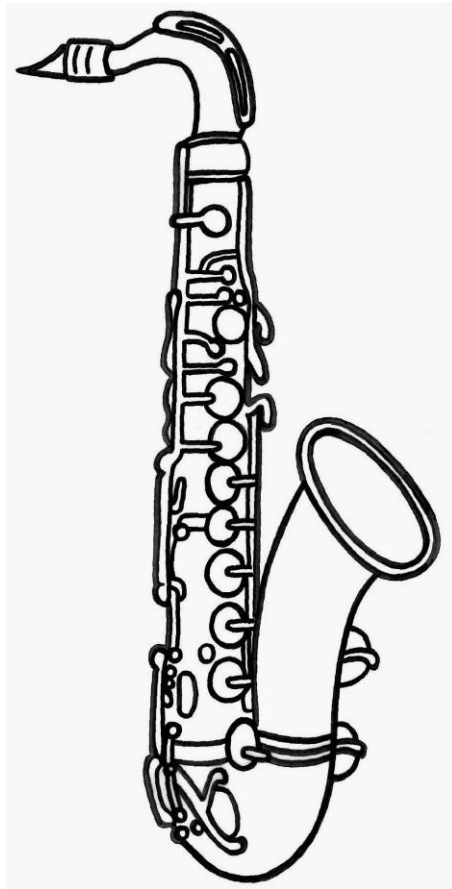
TEST 1

WOODWIND INSTRUMENTS

NAME: _____

GRADE: _____

Write down the answers on the following woodwind instruments:



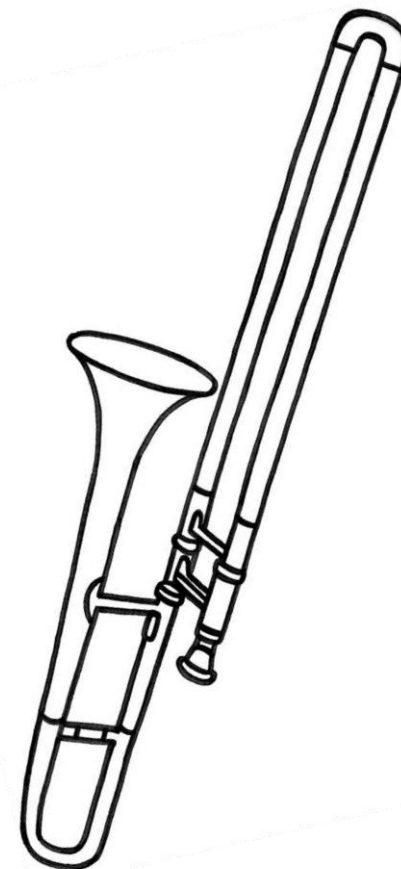
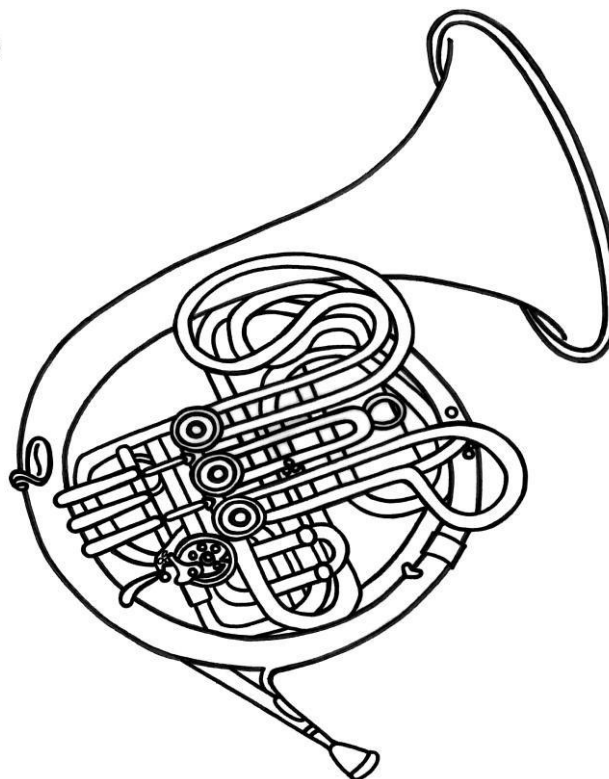
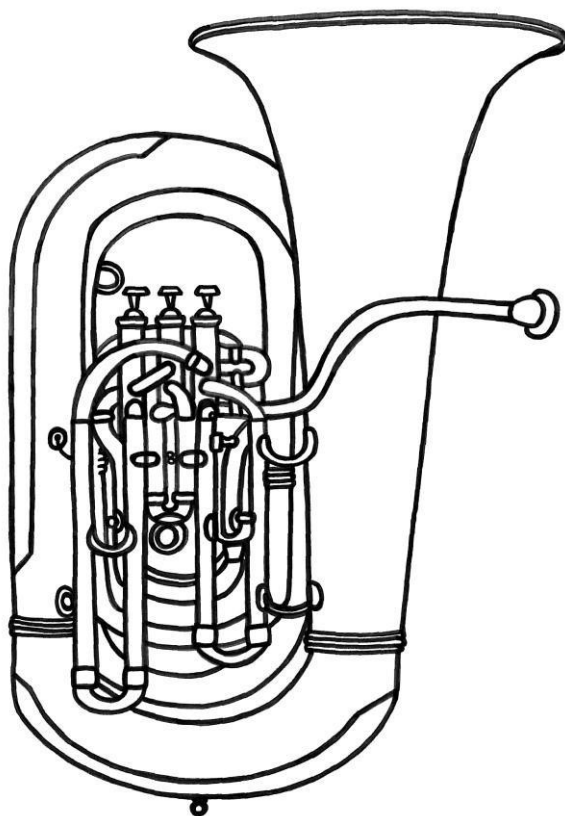
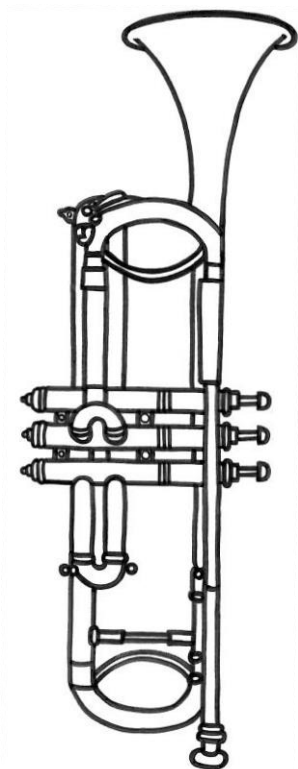
TEST 2

BRASSWIND INSTRUMENTS

NAME:

GRADE:

Write down the answers on the following brasswind instruments:



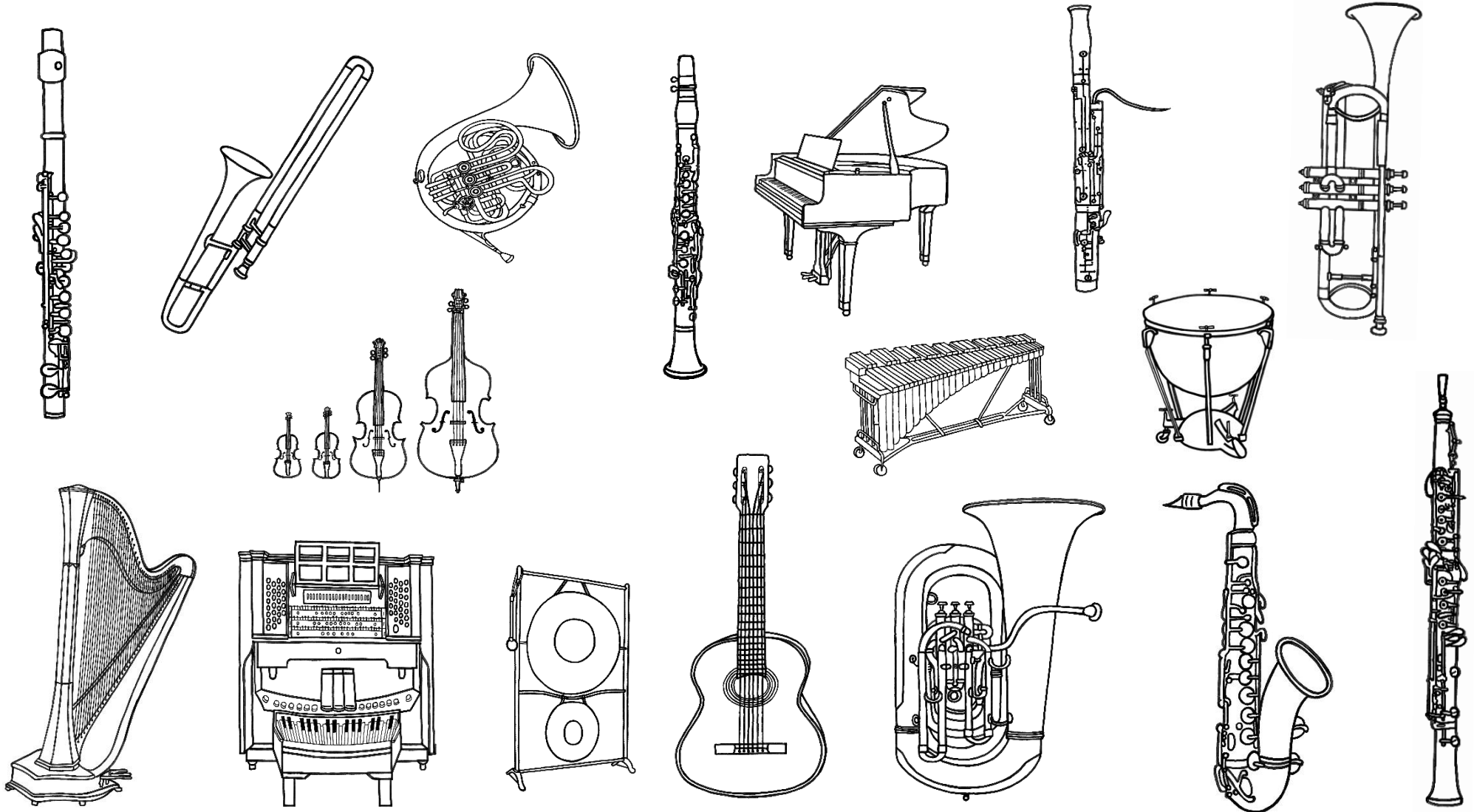
TEST 3

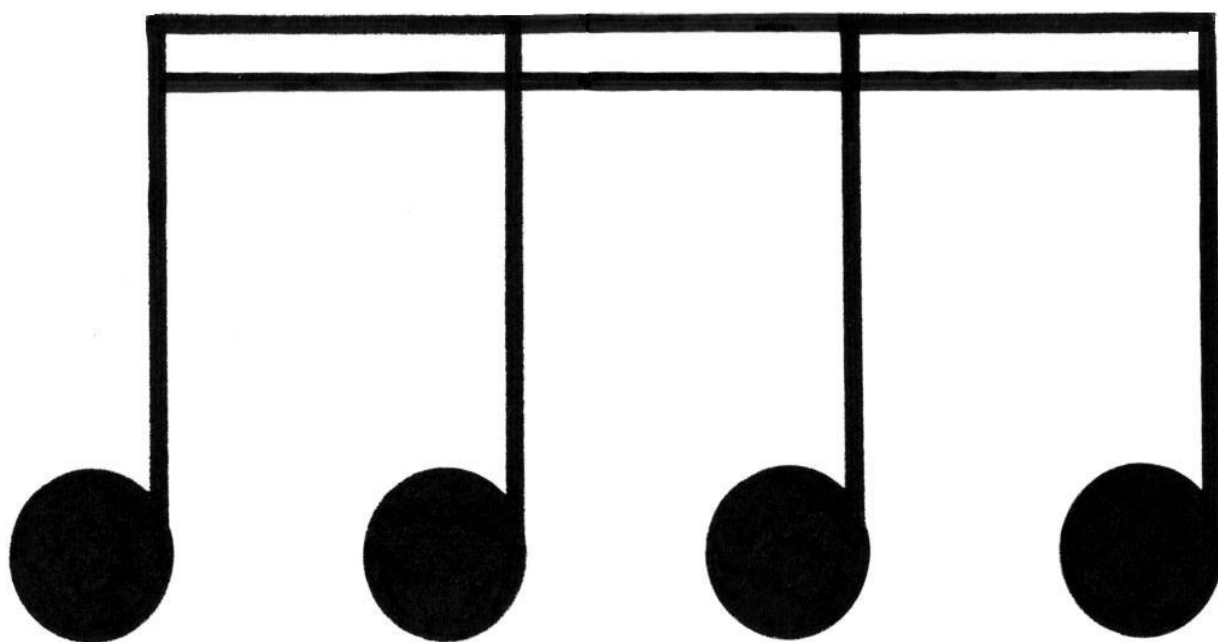
ORCHESTRA INSTRUMENTS

NAME: _____

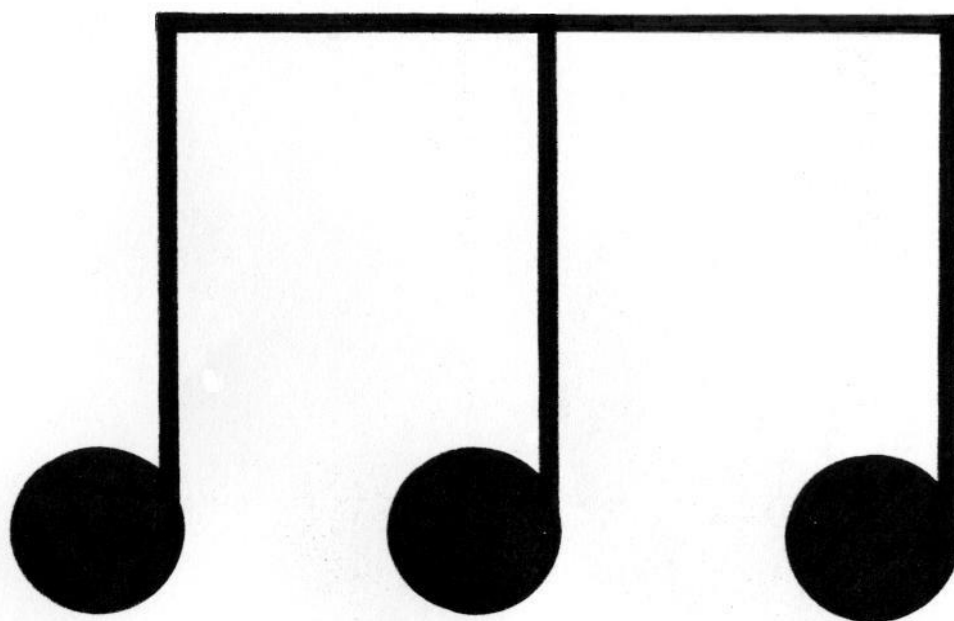
GRADE: _____

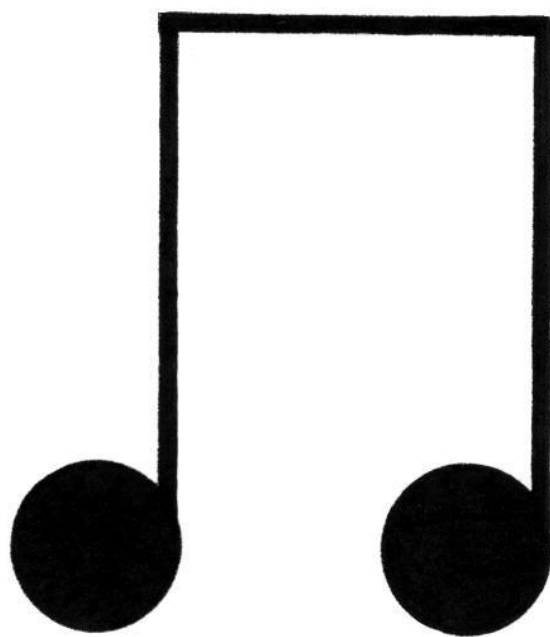
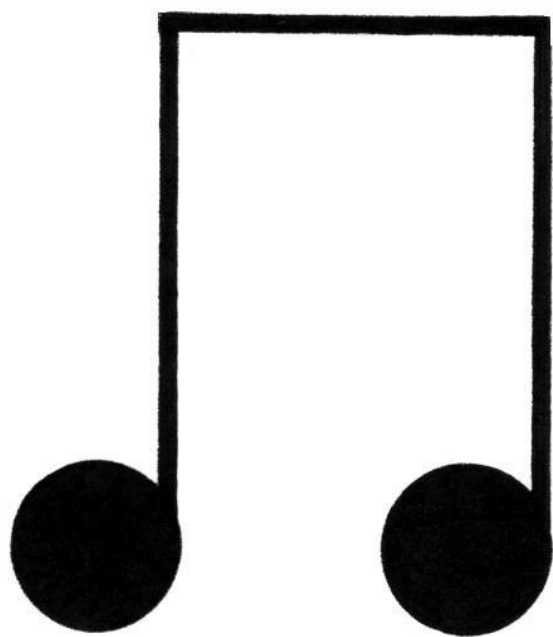
Write down the answers on the following musical instruments:



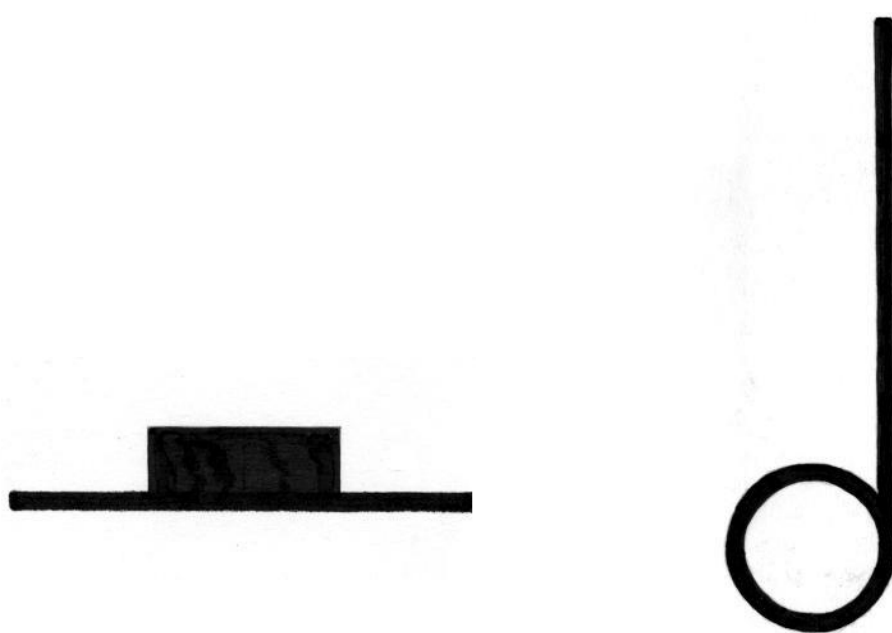
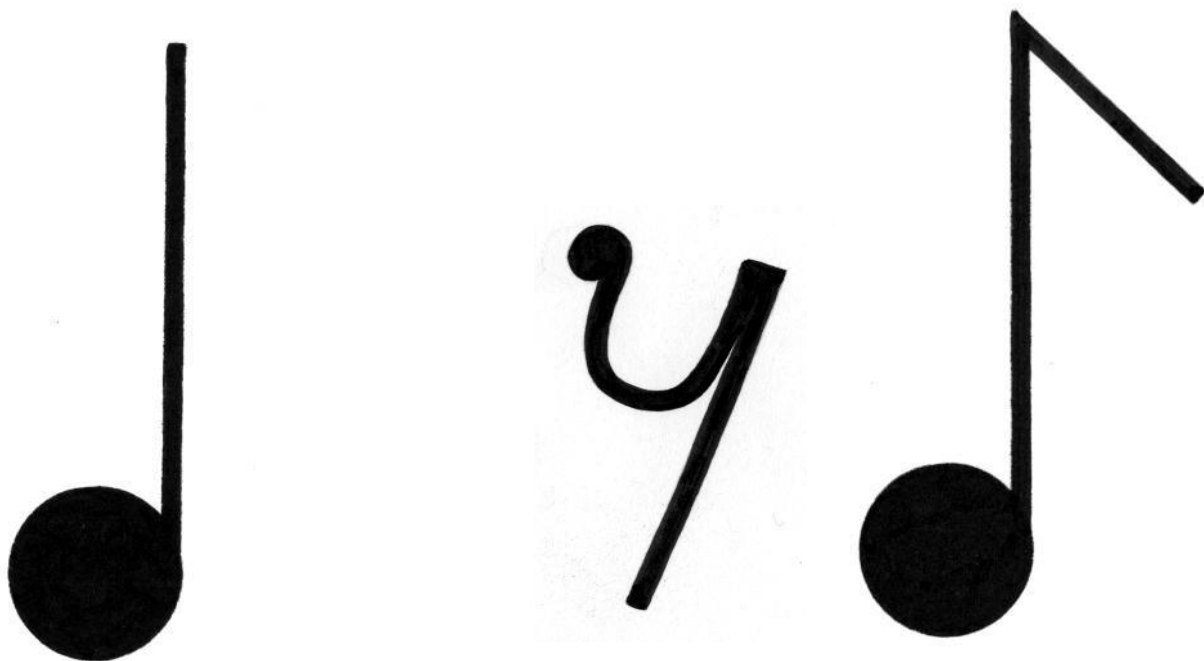


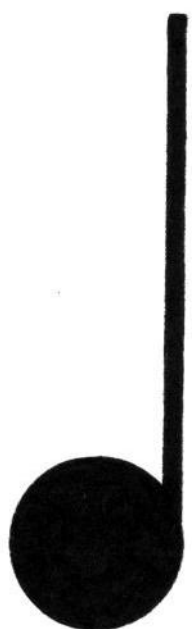
3

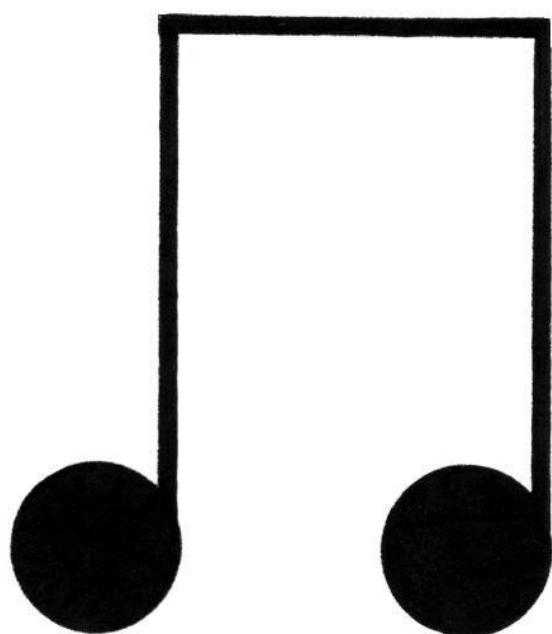








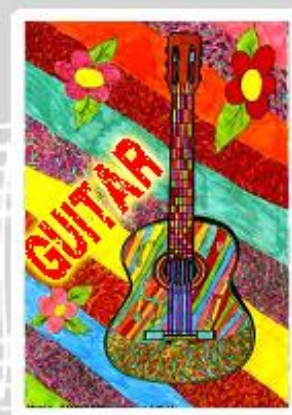
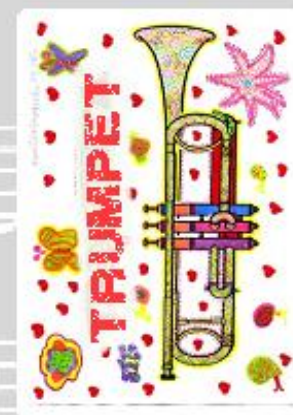
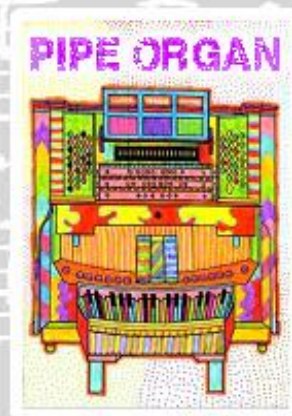






In this book the 17 basic instruments of the symphonic orchestra are presented, starting with **woodwind** instruments (Flute, Oboe, Clarinet, Fagotto, Saxophone), **brasswind** instruments (Horn, trumpet, Trombone, Tuba), **string** instruments (String Family, Harp, Guitar), the piano which is a key-bearing string instrument, the pipe organ which is an aerophone instrument, pitched **percussion** instruments (Vibraphone, Drum) and unpitched **percussion** instruments (Gong). Each depiction of a musical instrument is accompanied by a paragraph containing the basic characteristics of the instrument, while at the same time introducing a new note and an additional value in the form of simple exercises. It is advised to listen to the musical sample contained in the CD provided along with each lesson-instrument...

Lenka Peskou



Recognizing the instruments of the symphonic orchestra...