

# Mystery Instrument Trivia!

## ACTIVITY SUMMARY

In this activity, students will use online sources to research a variety of unusual wind-blown instruments, matching the instrument name with the clues provided. Students will then select one of the instruments for a deeper dive into the instrument's origins and usage, and will create a multimedia presentation to share with the class.

### STUDENTS WILL BE ABLE TO



- ✓ identify commonalities and differences in music instruments from various cultures. (CA VAPA Music 3.0 Cultural Context)
- ✓ gather information from sources to answer questions. (CA CCSS W 8)
- ✓ describe objects with relevant detail. (CACCSS SL 4)



[Meet Our Instruments: HORN Video Demonstration](#)

### STEPS:



1. Review the HORN video demonstration by San Francisco Symphony Assistant Principal Horn Bruce Roberts:

[Meet Our Instruments: HORN Video Demonstration.](#)

Pay special attention to the section where he talks about buzzing the lips to create sound, and how tightening and loosening the buzzing lips create different sounds as the air passes through the instrument's tubing.

2. Tell the students: *There many instruments that create sound the very same way—but without the valves to press. These instruments use ONLY the lips to play different notes!*

### Mystery Instrument Trivia!

3. Students will explore some unusual and distinctive instruments that make sound using only the buzzing lips and lip pressure—no valves. Students should use online searches to match the trivia clues with the instrument names!



## Mystery Instrument Trivia - CLUES:

**A**

This instrument was used in many places around the world to announce that the mail had arrived. Even today, a picture of this instrument is the official logo of the national mail delivery service in many countries.

What instrument am I?      **???**

**B**

This instrument was once an animal horn, perched on a ram's head. It is an ancient instrument that has been used for centuries as part of religious ceremonies.

What instrument am I?      **???**

**C**

This instrument is made from a log or branch of a eucalyptus tree, which has been hollowed out by termites! The instrument was developed by Aboriginal peoples of northern Australia. It is now played all over the world, but Australia is still considered the "home" of this instrument.

What instrument am I?      **???**

**D**

This instrument is made of plastic, but don't be fooled—it creates an intensely loud sound! It is most commonly used in big sports stadiums to make noise during games. It originated in South Africa, and no South African soccer tournament would be complete without blasts of sound from this popular device.

What instrument am I?      **???**

**E**

This instrument is made from the shell of a sea creature. The creature is a marine gastropod mollusk—in other words, a sea snail! The player blows into one end of the large spiral-shaped shell to create sound.

What instrument am I?      **???**

**F**

This instrument was used by cow- and sheep herders in Switzerland to communicate across distances—from mountaintop to mountaintop. The instrument is about 11 feet long! It is played standing up, but the end of the instrument where the sound comes out has to rest on the ground, many feet away from the player!

What instrument am I?      **???**

**Instrument Names:**

**Alphorn** ♦ **Conch** ♦ **Digeridoo** ♦ **Post horn** ♦ **Shofar** ♦ **Vuvuzela**

Answers on next page!

4. Select an instrument from the list above to research further.
  - Use online sources to gather fun facts about the instrument, such as its shape, the sound it makes, and the kind of music that is traditionally played on it.
  - Locate pictures and videos of the instrument.
  - Locate an audio clip that demonstrates the instrument's sound.
  
5. Students should compile their findings in a short report or multimedia presentation.
  
6. Have students volunteer to share their presentations with the class. *(Students should forward the audio/video links to the teacher for review; the teacher can then share the audio/video with the class as part of each student's presentation.)*
  
7. As a class, discuss how these instruments are similar and different.



- |    |           |
|----|-----------|
| A. | Post horn |
| B. | Shofar    |
| C. | Digeridoo |
| D. | Vuvuzela  |
| E. | Conch     |
| F. | Alphorn   |
- Answers:**