

Zin! Zin! Zin! a Violin

by Lloyd Moss, illustrated by Marjorie Priceman
Ages 4-7

A lone trombone playing solo is joined by a trumpet in a duet until a French horn makes it a trio, and so on, as ten instruments, one by one, gather together for a joyous classical music performance.

Lively verse, jaunty illustrations and a playful musical score make this a memorable orchestral experience for all.

Adapted and directed by Ray Messecar.
Produced for
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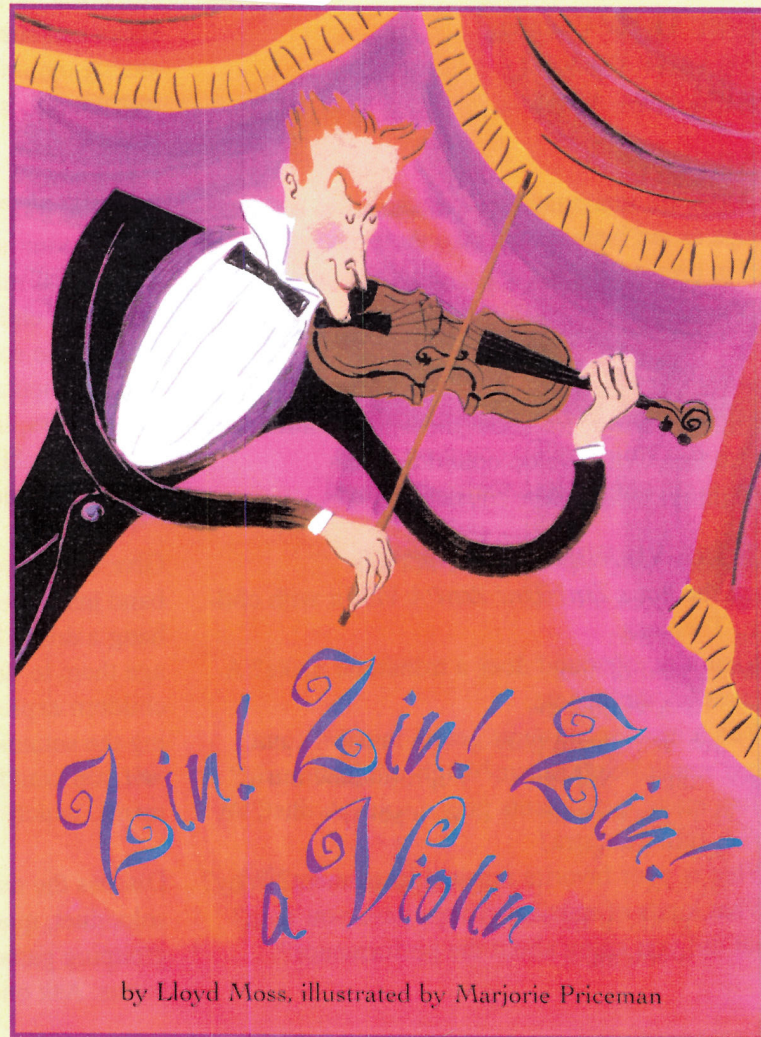
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by Lloyd Moss, illustrated by Marjorie Priceman (Simon & Schuster)

Zin! Zin! Zin!
a Violin



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PUBLIC
PERFORMANCE
VIDEOCASSETTE

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by Marjorie Priceman

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SCHOLASTIC

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ZIN! ZIN! ZIN! A VIOLIN

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Book by Lloyd Moss, illustrated by Marjorie

Priceman c 1995

Themes: Music/ Counting

Grade Level: Pre-K - 2

Running Time: 10:00

SUMMARY

Children are imaginatively introduced to musical groups as ten instruments take their places, one by one, in preparation for a grand orchestral performance.

OBJECTIVES

- Children will learn about musical instruments.
- Children will develop counting skills.
- Children will explore musical groups.

BEFORE VIEWING ACTIVITIES

Share the book *Zin! Zin! Zin! A Violin* with children. Then ask:

- What kind of sound does a trombone make? A trumpet? A violin? etc.
 - Which instrument plays gentle music? Loud, brassy music? Soft music? High-pitched music?
 - How many instruments play a solo? A duet? A trio? A full orchestra?
 - What is your favorite musical instrument? Why?
 - What kinds of musical groups have you seen?
- What did you enjoy about the performance?

See if children can recall the ten musical instruments to which they were introduced in the story. Encourage children to discuss the differences and similarities in sound and appearance among the different instruments. Explain how an instrument's size and shape affects the sound it makes.

AFTER VIEWING ACTIVITIES

Search your school or local library for some popular musical recordings. Play them in the classroom and see if children can identify the instruments playing the sounds they hear. Later, play a variety of instrumentals that include instruments playing solos, duets, trios and orchestrations. Again, encourage children to identify the instruments that are playing the sounds they hear.

Give children an opportunity to explore rhythm band instruments. As children shake a tambourine, bang a drum, hit rhythm sticks together, encourage them to describe the sounds they hear. Have children explore ways of softening or strengthening the sounds. Ask:

- If you could be one of the rhythm band instruments, which would you be? Why?

Discuss the numbers of instruments involved in a solo, duet, quartet, sextet, etc. Then play a musical grouping game. Distribute rhythm band instruments. Ask one child to volunteer to play a solo. Then ask:

- How many more children would I need to create a duet?

Have two children play together. Again, ask:

- How many children would I need for a trio?

Have three children play together. Continue until you have ten children playing the instruments together.

Have children cut pictures of musical instruments from magazines and arrange the pictures in their own creative ways on large sheets of construction paper. Paste them down to make musical collages. Have children take turns describing the instruments in their collages to others in the group. Write down expressive ways the instruments "talk".

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