



NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

STRING FLING

GRADES K-2



Nashville
Symphony



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LETTER FROM THE CONDUCTOR



Dear teachers and parents,

Welcome to the Nashville Symphony's Young People's Concert: String Fling!

During the program, students will learn all about the elegant and exciting world of the string family! The concert will include many wonderful works that highlight the various attributes of the string family.

The Education and Community Engagement department has put together this enriching lesson packet to help you prepare your students for the concert. We have carefully designed activities and lessons that will coincide with the concepts we will be exploring during the performance. I encourage you to use this guide before or after the concert to enhance your students' musical experience. Through a partnership with NAXOS, we are also able to offer free online streaming of music that will be featured in the concert. We hope you enjoy!

We look forward to seeing you at the Schermerhorn Symphony Center to hear Nashville's biggest band!

Sincerely,
Vinay Parameswaran

CONCERT PROGRAM



For kindergarten through second-graders, we always focus on a different instrument family.

This year, we'll explore the largest family in the Nashville Symphony: the strings!

Students will learn about the violin, viola, cello, bass and harp. As we meet our marvelous musicians in the string sections, we will listen to the instruments performing solo and with the full symphony. In addition, this concert will feature a performance from students in the

Nashville Symphony Suzuki Program in partnership with the W.O. Smith Music School.

STANDARD EQUIVALENCIES

Lesson #1

Music Standards

3.1.1

Explore sounds using voice, body percussion, or classroom instruments in response to a song, poem, or story.

6.0

Listening and Analyzing – recognize selected instruments by sight and/or sound.

Common Core

K-2.SL

Ask and answer questions about key details in a text read aloud or information presented orally through other media.

Lesson #2

Music Standards

7.2

Demonstrate sitting quietly during a performance.

6.1.1

Respond to same and different within a musical selection.

Common Core

K-2.SL

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

K-2.G.1-2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles).

K-2.L.6

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Lesson #3

Music Standards

6.3.1

Identify a section as fast or slow. Identify a section as loud or soft.

5.1

Perform a steady beat following iconic notation provided by the teacher.

Common Core

K-K-2.L.6

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

K-2.SL.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

MUSIC RESOURCES



The Nashville Symphony is pleased to partner with NAXOS. NAXOS has provided exclusive access to their online NAXOS Music Library for teachers using the Young People's Concert Curriculum Guides. Instructions on how to play the music included in all of the lesson plans will be emailed to you when you register for the concert.



Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Lesson 1 Activity 1

- Vivaldi: *The Four Seasons*, "La Primavera" ("Spring") - I. Allegro
- Mahler: *Symphony No. 10*: Adagio
- Bach: *Cello Suite No. 1 in G Major* – I. Prelude
- Danzi: *Wind Quintet in G major* – I. Allegro
- Dukas: *Fanfare pour preceder La Peri*
- Saint-Saens: *Carnival of the Animals* – V. "L'Elephant" ("The Elephant")
- Tchaikovsky: *The Nutcracker* – Act II. "Waltz of the Flowers"

Lesson 2 Activity 1

- Britten: *Simple Symphony* – III. "Sentimental Serabande"
- Britten: *Simple Symphony* – II. "Playful Pizzicato"

Lesson 2 Assessment

- Menken: *Aladdin*: "Prince Ali" (arr. for orchestra)

Lesson 3 Activity 1

- Holst: *St. Paul's Suite*, Op. 29 – I. "Jig"
- Mahler: *Symphony No. 5 in C-Sharp Minor* – IV. Adagietto: Sehr langsam

Lesson 3 Assessment

- John: *The Lion King*: "Can You Feel the Love Tonight"
- Wilder: *Mulan*: "I'll Make a Man Out of You"

OTHER MEDIA

Music

www.naxosmusiclibrary.com

Information on string instruments

www.makingmusicfun.net

Crafts and Games

www.dsokids.com

www.pbskids.org

www.makingmusicfun.net

High/low voice worksheet

Cat: Image courtesy of catclipart.net

Bird: <http://pixabay.com/en/parrot-bird-white-happy-beak-295255/>

Elephant: <http://pixabay.com/en/animals-baby-black-outline-drawing-31706/>

Cow: <http://pixabay.com/en/cow-milk-farming-animal-eyes-flat-35561/>

LESSON PLAN #1: MEET THE STRING FAMILY

Overview of Lesson #1

Activity 1: : Story: Where's My Family? (25 minutes)

Activity 2: Find Your Family! (35 minutes)

Assessment (10 minutes)



Time needed

1 hour 10 minutes



Materials

Activity 1: Story

Activity 2: Instrument “baseball” cards



Standards

Music Standards:

- 3.1.1 Explore sounds using voice, body percussion, or classroom instruments in response to a song, poem, or story.
- 6.0 Listening and Analyzing – recognize selected instruments by sight and/or sound.

Common Core:

- K-2.SL Ask and answer questions about key details in a text read aloud or information presented orally through other media.



Objective

Learn about the differences in the various instrument families of an orchestra with a focus on the string family.

ACTIVITY I: WHERE'S MY FAMILY



Time needed
25 minutes



Objectives
Students will learn about each instrument family with a focus on the string family.



Materials
Story

1. Read the story (found in teacher resources) to the kids. The excerpts refer to the String Fling playlist on Naxos Music Library.
2. Use the information on the string family found in teacher resources to review the different string instruments with the kids.
3. Explain where each instrument family sits in an orchestra, using the orchestra diagram found in teacher resources.

Activity take-away

Ask students what the different string instruments are. Review the size differences of each instrument.

ACTIVITY 2: FIND YOUR FAMILY



Time needed
35 minutes



Objectives

Students will practice differentiating between the different instrument families.



Materials

Instrument “baseball” cards

1. Clear a space in the room for the students to do the activity.
2. Give each student an instrument baseball card.
3. Tell them to walk around and find other members of their family.
4. Designate an area in the room to be the “stage” and have each instrument family sit in the appropriate area.
5. Easy Option: You can color code the cards by making each instrument family a different color.

Activity take-away:

Ask students what instrument families they can remember from the game. Go over why each family has that title (i.e. the string family has strings, the brass family is made of brass, etc.)

Assessment:

Divide the students into small groups. Ask questions about the characteristics of different instrument families. Which instrument family uses a bow? Which instrument family uses mallets? Have the students talk it out and decide on an answer together.

LESSON #2: MAKE SOME NOISE!

Overview of Lesson #2

Activity 1: Sound of Strings (40 minutes)

Activity 2: String Me a Song! (40 minutes)

Assessment (10 minutes)



Time needed

1 hour 30 minutes



Materials

Activity 1: Access to Naxos playlist, bowed string instrument or hanger craft (make before class)

Activity 2: Cardboard boxes (tissue, cereal, shoe boxes, etc; one for each student) Rubber bands of varying sizes (3-5 for each student), Coloring supplies, Label template (one for each student)



Standards

Music Standards:

- 7.2 Demonstrate sitting quietly during a performance.
- 6.1.1 Respond to same and different within a musical selection.

Common Core:

- K-2.SL Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- K-2.G.1-2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles).
- K-2.L.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.



Objective

Students will learn about concert etiquette, playing techniques, basic acoustics, and they will make their own instruments.

ACTIVITY I: SOUND OF STRINGS



Time needed

40 minutes



Materials

Access to Naxos playlist, bowed string instrument or hanger craft (make before class)



Objectives

Students will practice appropriate concert etiquette, briefly learn the difference between plucked and bowed playing techniques, and understand the concept that a larger instrument has a deeper voice than a smaller instrument.

1. Before listening to the excerpts, ask students how they think they should behave when they're listening to the symphony play. They should sit quietly while listening to the music and clap at the end of the piece when the conductor bows.
2. Briefly explain that an instrument can be plucked or bowed. Refer to the story when Harp realized that, although the other strings were usually bowed, they could also be plucked like her.
3. The violin, viola, cello, and bass are considered bowed instruments because musicians use a bow to play them. Show them a picture of a bow.
 - Play a bowed example (Britten's Simple Symphony movement 3) and point out how smooth the music sounds because they're using their bows.
 - Play a plucking example (Britten's Simple Symphony movement 2) and ask them to describe the difference between the plucking in this example and the bowing in the previous one (i.e. the plucked example sound bouncier, happier, etc.)
4. Let the students practice plucking and using a bow on an instrument.
 - See teacher resources for craft so you can make one for the students to play if a string instrument is unavailable.
5. What makes instruments sound high or low?
6. Ask the students to compare a child's voice with an adult's voice. A child's voice usually sounds higher than an adult's voice.
7. Tell them that instrument voices are kind of like people voices: the bigger the instrument is, the lower the voice, and vice versa.
8. Pluck two different sized rubber bands to demonstrate this difference and ask them if they can tell which one makes a higher pitched sound.
9. Have students do the high/low voices worksheet found in teacher resources to reinforce the concept.

Activity take-away:

Ask students a few questions about concert etiquette ("Should you talk to your friends during a piece? When should you clap?" etc.) Then ask them to name a few instruments that have low voices and some that have high voices.

ACTIVITY 2: SING ME A SONG!



Time needed

40 minutes



Objectives

Students will make their own string instruments.



Materials

Cardboard boxes (tissue, cereal, shoe boxes, etc; one for each student) Rubber bands of varying sizes (3-5 for each student), Coloring supplies, Label template (one for each student)

1. Take a few minutes to ask the students what they want to be when they grow up.
2. Then tell them that some people make string instruments for their jobs, and tell them that these people are called luthiers (pronounced loo-tee-er or loo-thee-er).
3. Explain that luthiers put labels in the instruments they make so we know who made them (kind of like the tags that are in clothes).
4. Now tell the students that they get to be luthiers for a day!
5. Using the instructions found in teacher resources, have them make their own instruments. Be sure to give each child a label to put in his or her instrument.

Activity take-away:

Ask them if they remember what instrument makers are called. Give them a chance to show their instrument to the class.

Assessment:

Briefly review the concept that bigger instruments have lower voices and smaller instruments have higher voices. Clear a space in the room and split the students into two groups. Tell one group to crouch down on the floor and make themselves as small as they can when they hear high voices. Tell the other group to stretch and make themselves as tall as possible when they hear low voices. Play “Prince Ali” from the Naxos playlist.

LESSON PLAN #3: LISTEN FOR IT

Overview of Lesson #3

Activity 1: You Can't Stop the Beat! (30 minutes)

Activity 2: Rhythmic Tic-Tac-Toe! (40 minutes)

Assessment (10 minutes)



Time needed

1 hour and 20 minutes



Materials

Activity 1: Access to Naxos playlist
Activity 2: Blank staff paper, pencils



Standards

Music Standards:

- 6.3.1 Identify a section as fast or slow. Identify a section as loud or soft.
- 5.1 Perform a steady beat following iconic notation provided by the teacher.

Common Core:

- K-K-2.L.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- K-2.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



Objective

Students will learn about dynamics, tempos, and rhythms.

ACTIVITY I: YOU CAN'T STOP THE BEAT!



Time needed

30 minutes



Objectives

Students will learn about dynamics and tempos and they will be introduced to the role of the conductor.



Materials

Access to Naxos playlist

1. Explain that the conductor leads the orchestra. He or she stands on a podium in front of all of the musicians so they can see him or her. The conductor uses special hand motions to tell the musicians how fast or slow to go, how loud or soft to play, and when to start or stop playing.
2. Explain the students that dynamics refer to the volume of the music.
3. For the first part of this activity you'll be the conductor and the students will be the musicians.
4. Show the students that when you raise your hands up, they'll get louder, and when you lower your hands, they'll get softer.
5. Have them sing a song they know (something you've worked on in class) and practice changing these dynamics. If they get the hang of it you could have students take turns being the conductor.
6. Now explain that the speed of a song is called the tempo.
7. Compare tempos to animals and ask the students to compare speeds of familiar animals (cheetahs are faster than turtles, snails are slower than horses, etc.)
8. Clear a space in the classroom and have students spread out.
9. Tell them you are going to play a piece of music and that they are to march around the room (or in place if necessary) to the tempo of the piece. Play the first movement of Holst's St. Paul Suite
10. Now explain that they are going to move very slowly (and dramatically) with the next piece of music you play. Play a couple minutes of the fourth movement from Mahler's fifth symphony.

Activity take-away:

Ask the students to explain dynamics and tempos. Have them demonstrate by shouting and whispering "hello" and clapping slowly, then quickly, at your direction.

ACTIVITY 2: RHYTHMIC TIC-TAC-TOE!



Time needed

40 minutes



Objectives

Students will learn about different rhythms and note values.



Materials

Blank staff paper, pencils

1. If students are already familiar with various rhythms and note values you can skip ahead to the game.
2. Draw a quarter note, half note, and whole note on a white board and explain each one.
3. Say “1 2 3 4” in a steady beat and have them clap on the beat with you. Tell them they are clapping quarter notes! Repeat the exercise, but whisper the numbers so they can begin getting used to keeping the beat on their own.
4. Speak the numbers again but this time have them clap only on 1 and 3. Tell them that these are half notes!
5. Do it again and have them only clap on one. Tell them these are whole notes!
6. Draw a tic-tac-toe diagram on the white board and draw a four beat rhythmic pattern in each square.
7. Go through each pattern and practice it with the class so they learn each one.
8. Split the class into two groups and have them get in pairs or groups of three.
9. Assign one team to be ‘X’ and one to be ‘O’ (or assign a shape to each team).
10. Pick a pair or group from the starting team to come up to the board and choose a square. Count them off (like before) and have them clap the rhythm. If they are correct they can put their ‘X’ or ‘O’ in the square. If they are incorrect, they will not put anything in the square and the next group from the other team will have a turn.

Activity take-away:

Ask for a volunteer to clap any rhythm they learned that day and see if the class can guess what note values the student clapped. You’ll still want to count them off.

Assessment:

Have students apply these ideas to songs outside the classical realm that they may know. Play the orchestral versions of “I’ll Make a Man Out of You” and “Can You Feel the Love Tonight” and have the students compare and contrast the two songs in terms of tempo, dynamics, and rhythm. Both songs can be found in the Naxos playlist.

TEACHER RESOURCES

Story: Where's My Family?

Deep in the heart of Nashville there is a magical place called the Schermerhorn Symphony Center, where people and their instruments make the most incredible music. One evening, before a concert, the musicians were getting their instruments warmed up and ready to play. But there was one instrument, named Harp, who was very sad. Every instrument was a member of a family, but Harp didn't feel like she belonged anywhere. She thought she was supposed to be part of the string family, but she didn't look, or sound, like them. Violin, the smallest member of the string family, said, "The orchestra needs me because I usually have the melody and I can even sound like a bird!" {violin example: track 1} Next, there was Viola. She looks a lot like the violin, but she's a little bigger. She said, "I'm important because my lower voice makes the violin sound even better!" {viola example: track 2} Then there was Cello. Cello was so much bigger than Violin and Viola that she had to be propped, or held, between the musician's knees. "I may be large, but I have a deep, mellow voice that the symphony needs!" {cello example: track 3} Finally, there was Bass. He said, "I'm one of the most important instruments because my deep voice is the foundation of the orchestra!" {bass example: track 4}

Harp didn't feel like she fit in anywhere with the other string instruments, so she decided to find a new family. "I'll try the woodwinds!" she thought. {woodwind excerpt: track 5} When she went over to them she realized she felt even more left out. They were very sweet to her, but they kept asking her where her buttons were and why she didn't need a reed. This made her feel even more alone, because she didn't have those things.

Next, she decided to try the brass. {brass example: track 6} "They're all sorts of shapes and sizes. Surely I'll find my place with them!" she decided. However, when she tried to talk to them they were loud and didn't stop to listen to her. Since she couldn't even hear herself over their loud voices, she decided they were not the family for her.

Finally, she went to the percussion section. She thought that she would fit in with them because they're a variety of shapes and sizes. However, when she saw all the mallets and sticks that were used to play the percussion instruments, she decided she didn't belong with them, either.

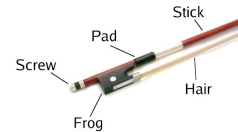
By now Harp was beginning to feel very lonely. "Maybe I don't belong in the orchestra at all," she thought. Just as she was getting ready to leave, Violin rushed over to her and said, "Harp wait! We need you!!" She grinned and replied, "you do?!" Then Viola came over. "Of course we do! You've got the most important part in the piece!" she said.

The lights in the concert hall were dimming; it was almost time to start the concert! The conductor got on the podium and had the orchestra tune the instruments. Harp noticed that even though the other string instruments were usually played with a bow, sometimes their strings were plucked, just like hers! Then, the conductor raised his hands and they began playing "The Waltz of the Flowers" from *The Nutcracker*, and Harp realized her part was important! {Nutcracker excerpt} Without her the piece wouldn't have sounded nearly as beautiful. Finally, Harp realized she belonged in the string family after all!

TEACHER RESOURCES

Information on string family

Bow: Violins, violas, celli, and basses use a bow. The musician holds a part called the frog and runs the horsehair across the strings of the instrument to make sound.



Violin: The violin is the smallest of the string family, and therefore it has the highest sound! The violin is small enough that musicians can hold it against their shoulder to play it. Violins frequently get the melody, or the main tune, of a piece. Sometimes they are even used to mimic bird sounds like in Vivaldi's *The Four Seasons* "Spring" - allegro.

Viola: The viola is a little bigger than the violin, so the notes it plays are lower. It usually plays the harmony (other notes that play with the melody) in music. It is held and played much like the violin. To hear an example, listen to the first movement of Mahler's 10th symphony. Point out that the violas sound lower than the violins.

Cello: The cello is quite a bit larger than the viola and violin so it is played differently. Cellists sit down with the instrument propped between their knees. The cello is not as big as the bass but it does have a deep, warm voice! To hear an example of the cello's mellow sound and range listen to the prelude to Bach's *Cello Suite no. 1*.

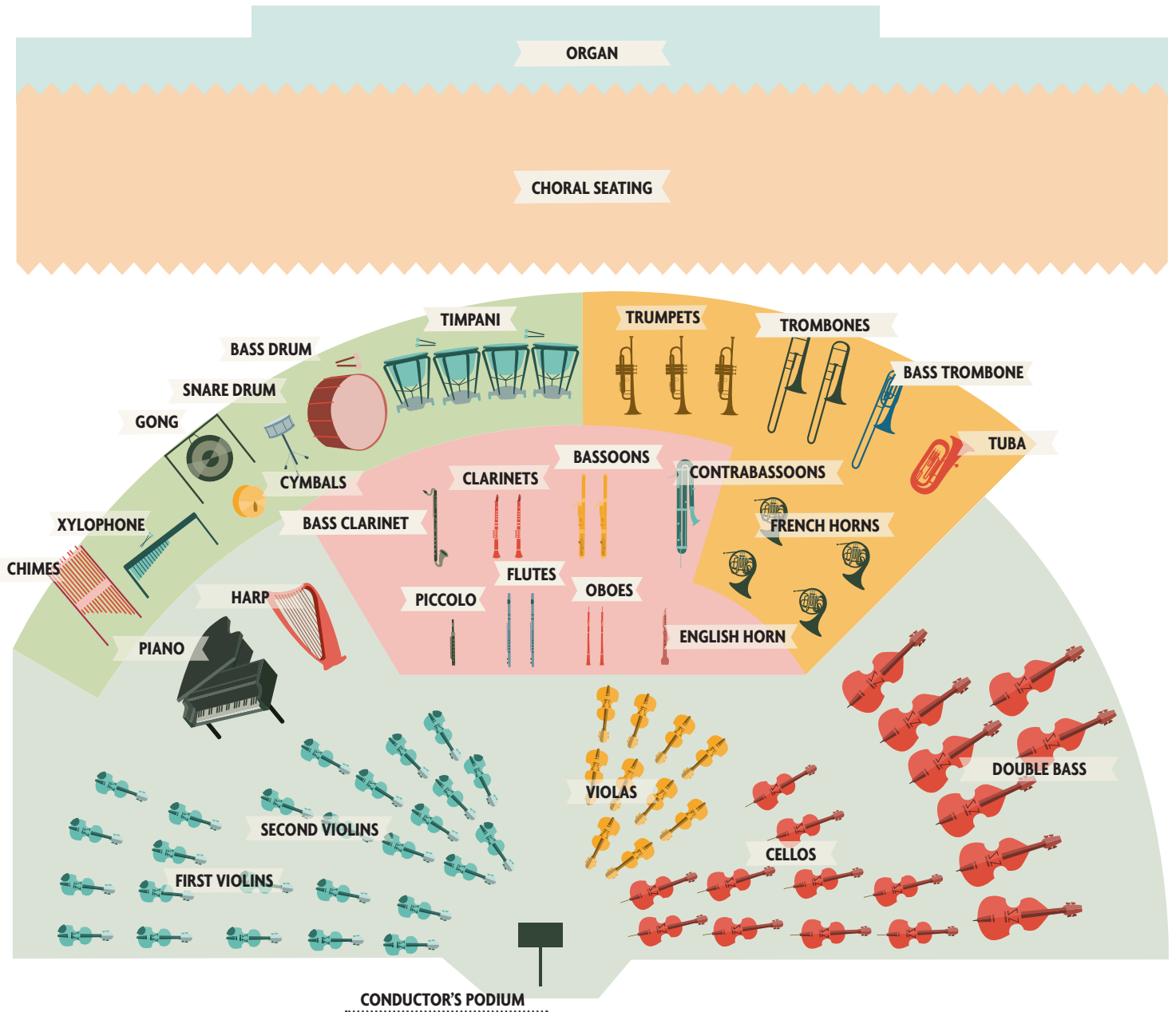
Bass: The bass is even larger than the cello! It has the lowest voice of the string family. The bassist can either stand or sit to play it. They can listen to "The Elephant" from *The Carnival of the Animals* by Saint-Saens.

Harp: The harp is very different from the rest of the string family. It is shaped a bit like a triangle and has about 47 strings and 7 pedals that the musician pushes with his or her feet. The harpist sits on one side of the instrument and leans it against his or her shoulder. They then strum or pluck the strings to make a sound. They can listen to Glinka's *Harp Nocturne in E flat major* to get an idea of the harp's angelic sound and wide range.

String information found at
<http://makingmusicfun.net/htm/mmf-music-library-meet-the-orchestra-index.htm> on July 16, 2014.

TEACHER RESOURCES

Orchestra Seating Diagram




WOODWIND FAMILY


BRASS FAMILY


PERCUSSION FAMILY


STRING FAMILY

TEACHER RESOURCES

Baseball Cards



VIOLIN

STRING FAMILY

FUN FACT:

The violin is the smallest member of the String Family. Sometimes it can sound like a bird!



VIOLA

STRING FAMILY

FUN FACT:

The viola's voice is a little lower than the violin, so it usually accompanies the violin.



TEACHER RESOURCES

Baseball Cards

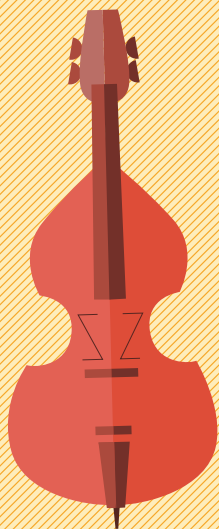


CELLO

STRING FAMILY

FUN FACT:

The cello is much bigger than the violin and viola so it has to be propped between the musician's knees.



BASS

STRING FAMILY

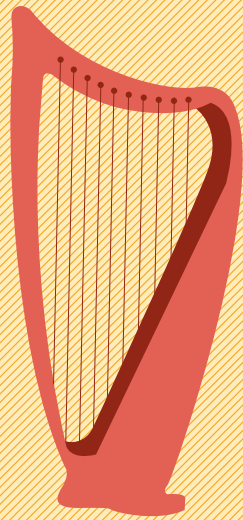
FUN FACT:

The bass is so tall that musicians have to stand to play it!



TEACHER RESOURCES

Baseball Cards

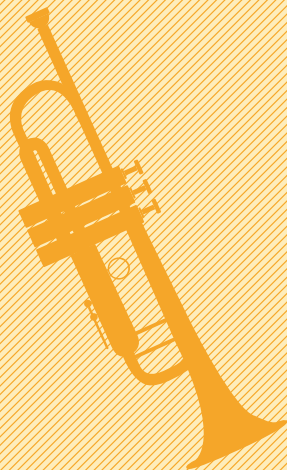


HARP

STRING FAMILY

FUN FACT:

The harp has 47 strings
and 7 pedals!



TRUMPET

BRASS FAMILY

FUN FACT:

If you stretched a trumpet
out it would be taller than
your teacher!



TEACHER RESOURCES

Baseball Cards



TROMBONE

BRASS FAMILY

FUN FACT:

The trombone was originally called the sackbut, which means “pull, push” in Old French.



FRENCH HORN

BRASS FAMILY

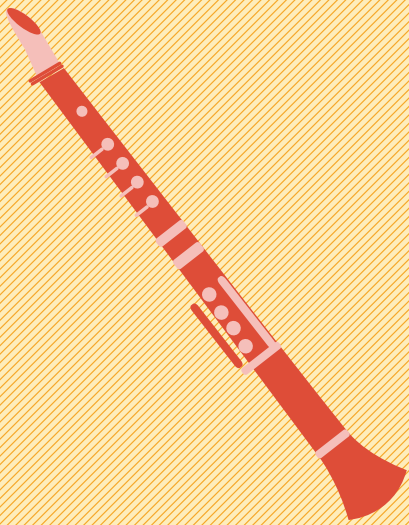
FUN FACT:

Musicians play the french horn with one hand in the bell.



TEACHER RESOURCES

Baseball Cards

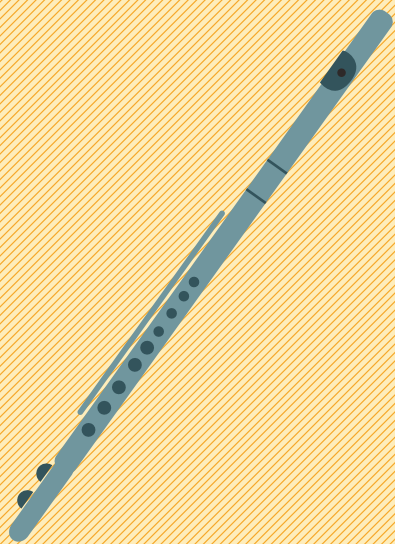


CLARINET

WOODWIND FAMILY

FUN FACT:

The wood that the clarinet is made from is only found in Africa.



FLUTE

WOODWIND FAMILY

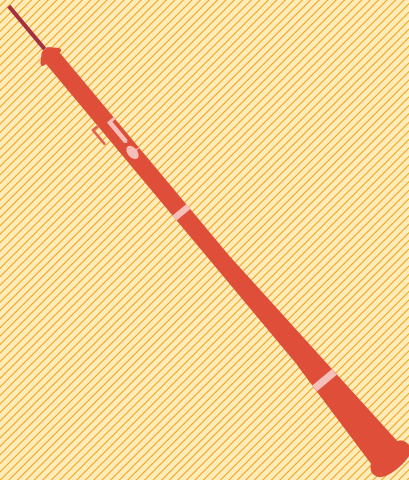
FUN FACT:

George Washington, the first president, played the flute.



TEACHER RESOURCES

Baseball Cards



OBOE

WOODWIND FAMILY

FUN FACT:

Many people think it sounds like a duck!



BASSOON

WOODWIND FAMILY

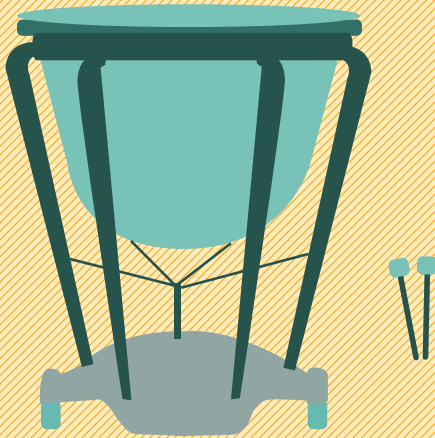
FUN FACT:

There are ten different keys that are played by the left thumb!



TEACHER RESOURCES

Baseball Cards

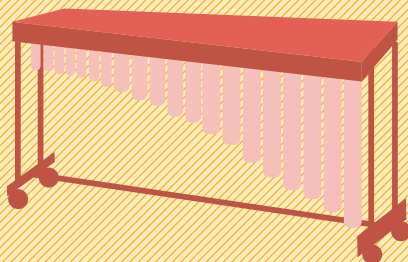


TIMPANI

PERCUSSION FAMILY

FUN FACT:

Sometimes the timpani is called a kettle drum because it is shaped like a large, copper kettle.



MARIMBA

PERCUSSION FAMILY

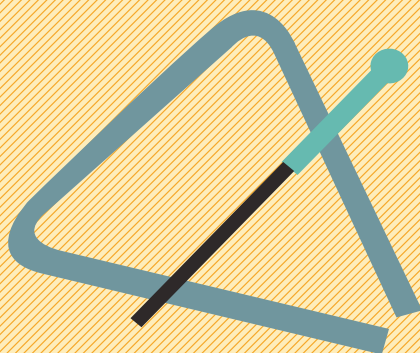
FUN FACT:

It's the biggest instrument that is played with mallets.



TEACHER RESOURCES

Baseball Cards



TRIANGLE

PERCUSSION FAMILY

FUN FACT:

This instrument used to be made from a part of a knitting machine.



TEACHER RESOURCES

String/bow Craft

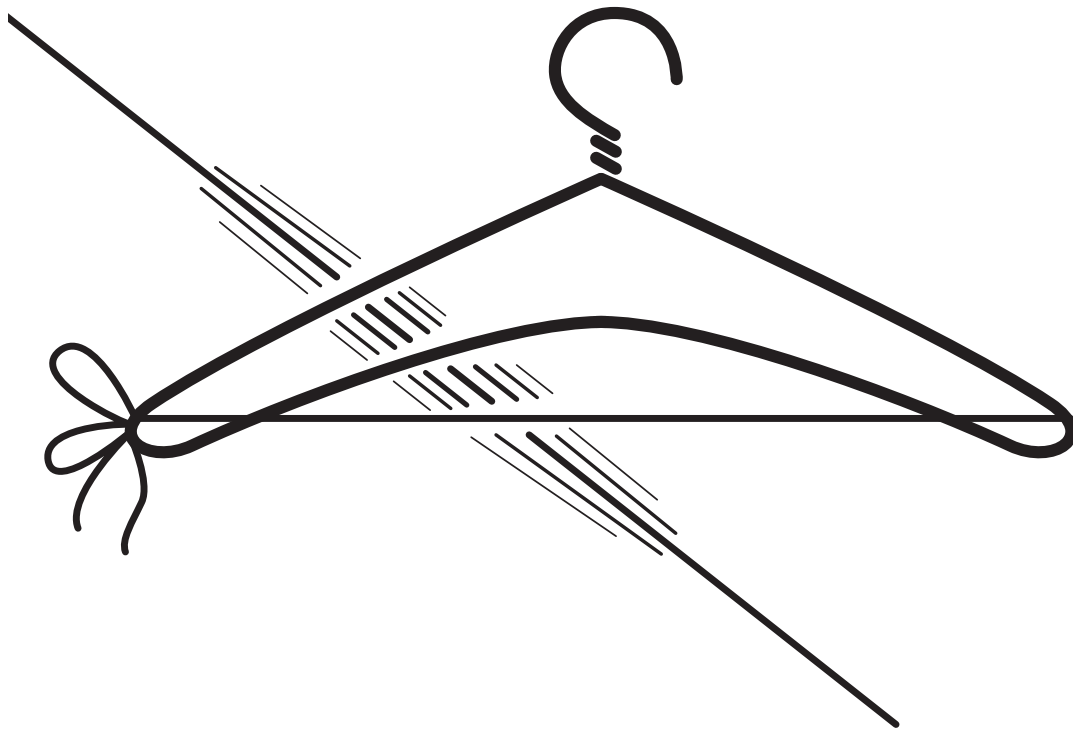


Materials

Wire clothes hanger
Two pieces of string, each a few feet long.

Instructions

1. Tie two ends of string to bottom corners of hanger and pull tight so the bottom of the hanger bends up. You should now have a taut string that you can pluck.
2. Take the second string and tie it to something solid and pull it tight. Use the hanger "bow" to play this string. Demonstrate the change of pitch depending on the length of the string by holding it at different lengths.



Craft found at

<http://www.dsokids.com/activities-at-home/make-instrument/make-a-string-instrument.aspx> on July 16, 2014.

TEACHER RESOURCES

Make your own string instrument



Materials

Rubber bands of varying sizes and thicknesses
Cardboard boxes (cereal, tissue, shoe boxes, etc.)
Label template (below)

Instructions

1. Give each child 3-5 rubber bands and show them how to stretch the bands across the narrower width of the box. Make sure they each have rubber bands that are different thicknesses so they can hear different pitches.
2. You may have to cut a “sound hole” in the boxes that are not tissue boxes.
3. Have them use the labels to create their own unique label design for their instrument!
4. They can write the name of the teacher under workshop, or they can make up a name for the workshop.
5. Encourage them to decorate their label so it is unique!
6. Show them how to strum or pluck their instruments!

THIS INSTRUMENT WAS MADE BY:

FROM THE WORKSHOP OF:

Craft found at
http://pbskids.org/rogers/R_house/object1.htm on July 16, 2014.

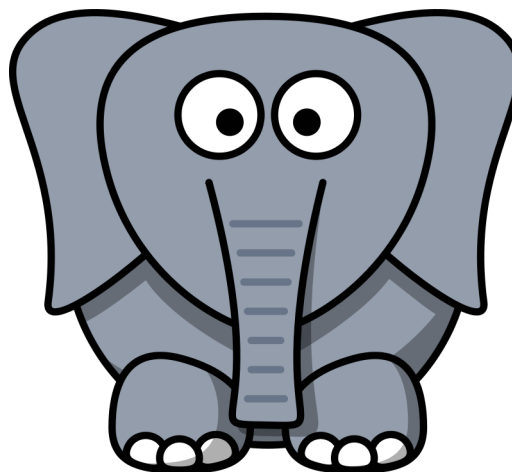
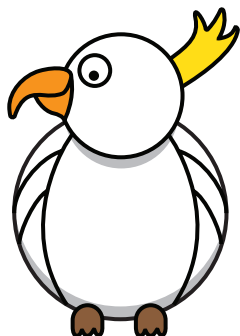
TEACHER RESOURCES

High/low voice worksheet

CIRCLE the animal that has the **HIGHER** voice.



Put a **SQUARE** around the animal that has the **LOWER** voice.



TEACHER RESOURCES

Glossary

Bow: A stick-like object with horsehair stretched along its length. It is used to play the violin, viola, cello, and bass.

Brass Family: The family of instruments that are made of a yellowish metal. The trumpet, trombone, French horn, and tuba are in the brass family.

Concert Hall: A large room where concerts are performed.

Conductor: The person who stands in front of an orchestra and directs the performance.

Dynamics: Volume of music; how loud or soft someone is playing an instrument or singing.

Luthier: Person who makes string instruments.

Mallets: A stick with a ball (usually made of rubber or yarn) on the end of it. Mallets are used to play percussion instruments like the xylophone.

Orchestra: A large group of musicians who play music together.

Percussion Family: Family of instruments that someone usually hits, beats, shakes, or strikes to make a sound.

Podium: The raised platform that the conductor stands on so the musicians can see him or her.

String Family: Group of instruments in an orchestra that get their name because they rely on their strings to produce sound. This family includes the violin, viola, cello, bass, and harp.

Symphony: Another term for orchestra; a piece of music composed for orchestra.

Tempo: The speed of a piece of music.

Woodwind Family: Family of instruments that requires air from the musician to produce sound; many of them are made of wood, or were at one time. This family includes the clarinet, flute, oboe, and bassoon.

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