

Timbre

1. Question & Research Task



SLIDE NAVIGATION

1

2

3

4

5

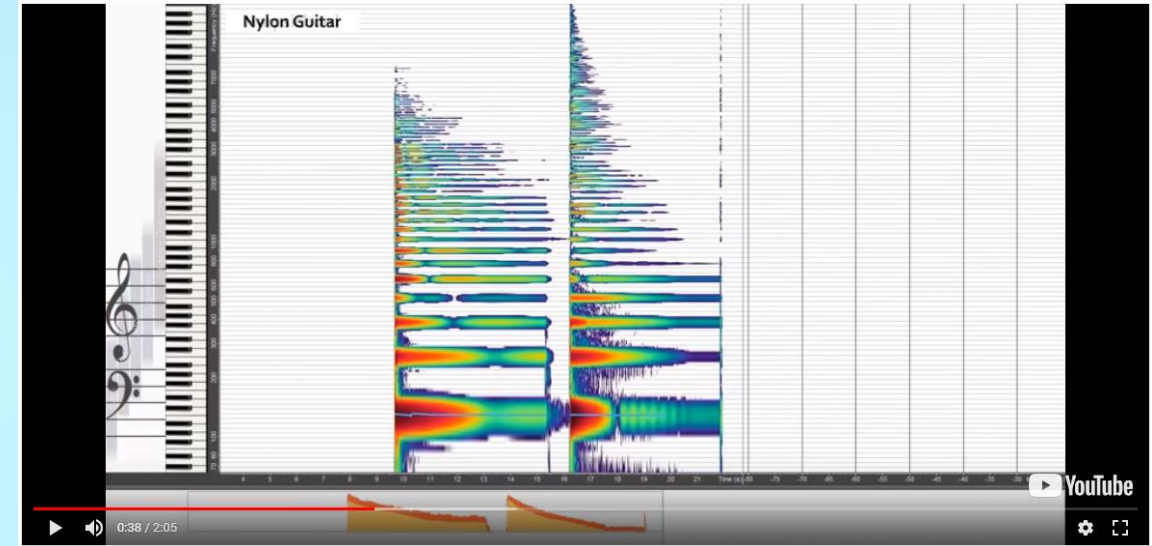
6

Next

Timbre (pronounced “Tamber”) is the character or quality of a musical sound or voice as distinct from its pitch and intensity. Watch [this video](#) to see a more detailed description.

Everyone has a timbre in their voice; it’s what makes your voice unique. Have you ever had a friend start talking behind you, and you know who they are without looking? How did you know it was them?

It’s the timbre that gives a “fingerprint” to your voice and other sounds. Watch the video on the right to hear the timbre of different musical instruments all playing the same tone. Can you hear the nuance and timbre differences between all the instruments, despite all being the same tone?



Video of demonstrating the timbre differences of instruments with visual soundwaves.

Image Source: <https://www.youtube.com/watch?v=VRAXK4QKJ1Q>

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does timbre influence the character, quality, or reception of music?

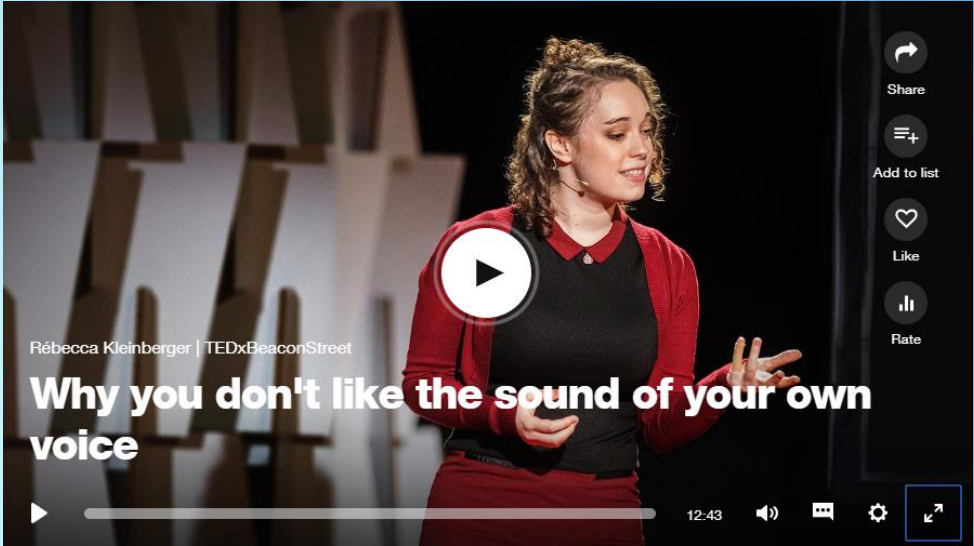
2. Information Sources

Begin by viewing the TED Talk on the right to find out why you may not like the sound of your own voice on recordings.

- Turn to a person near you and explain to them what you learned about timbre, what it is, and why it is important in music.

You will now use the sources below to complete the Student Activity on Slide 3 and the Assessment Activity on Slide 4.

Culture	Vocal Artist
American	Beyonce- Irreplaceable Miranda Lambert- The House the Built Me
South American and Jamaican	Shakira- Me Enamore Bob Marley- Three Little Birds
Korean	CL- The Baddest Female
African	David Jenkis “Qadasi”- Maskandi Zulu Folk Music
Middle Eastern and Indian	Lata Mangeshkar- Lag Jaa Gale Sonu Nigam Performing Abhi Mujh Me Kahin - Gima 2012
Native American	Joe Tohonnie Jr. and the Navajo Singers
European/ Australian	Luciano Pavarotti sings "Nessun dorma" Maria Anderson- Ava Maria Kylie Minogue- I Cant Get You Out of My Head



Do you like the sound of your own voice?
Click on the screenshot above to see a TED Talk . For the transcript, [click here](#).

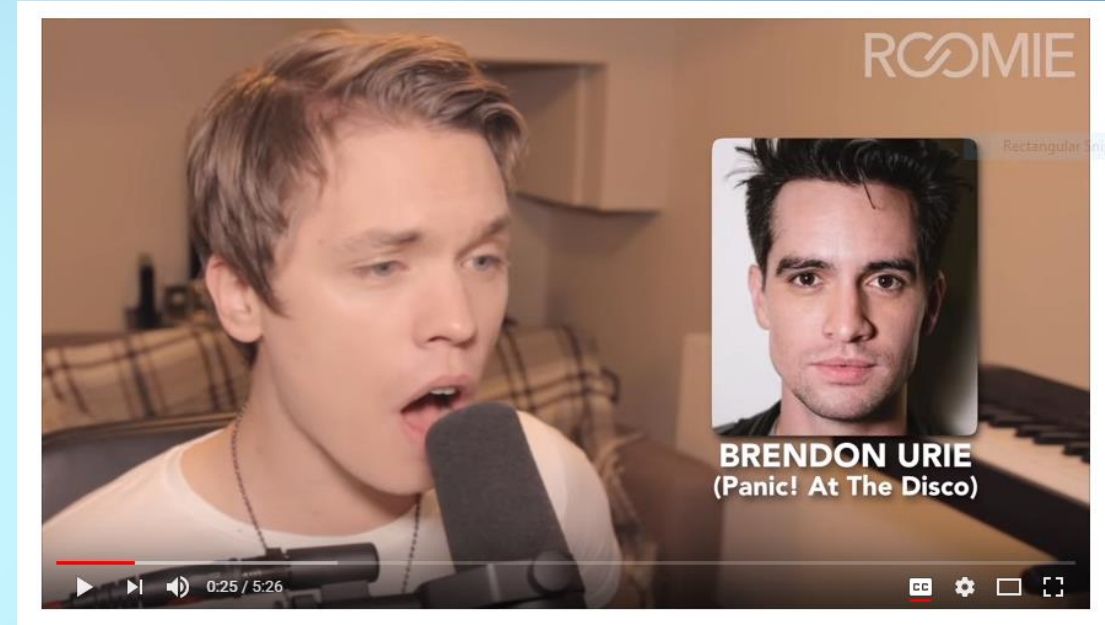
Image Source:
https://www.ted.com/talks/rebecca_kleinberger_our_three_voices

3. Student Activity

Use the links on Slide 2 to listen to 3 different timbres of different vocal artists around the world.

After listening, watch the video on the right showing one singer singing in 43 different voice timbres. Make notes and then discuss with a partner or small group:

- How does his voice compare to the actual artist?
- How would you describe those differences to a friend?



One singer singing in 43 different vocal timbres.

Image Source: <https://youtu.be/jPoLeJJsbCw>

4. Assessment Activity

How does timbre influence the character, quality, or reception of music?

Click and download the [organizer](#) on the right.

Directions:

- **Part 1:** Complete the comparison chart by comparing the timbre of three different vocal artists from Slide 2 using Word Bank 1. As you listen, write down the strongest words to describe the music's "color" or timbre. After the song, use the word bank below to describe the effects of the music on your feelings.
- **Part 2:** The final statements/arguments should be written in complete sentences to describe the qualities of the artist's timbre, how their song makes you feel, and why you think this song is "good" or not based on your descriptive word choices. This is your chance to explain why you chose those descriptive words, and to see your impression of their music. We all have music we love to listen to, but why do you listen to it? That is the main purpose of this statement.

World Music Timbre Comparison Organizer

Name: _____

Word Bank 1 to describe the qualities and characteristics of timbre:

Loud	Soft	Brassy	Gentle	Romantic
Melodious	Eclectic	Strong	Eerie	Flat
Rhythmic	Choppy	Noisy	Mellow	Harsh
Shrill	Reedy	Clear	Breathy	Rounded
Full	Thin	Piercing	Strident	Warm
Resonant	Dark	Bright	Heavy	Light

Word Bank 2 to describe the effects of the song on your emotions, thoughts, and feelings:

Soothing	Exciting	Relaxing	Stimulating	Meditating
Calming	Enlightening	Frightening	Foreboding	Refocusing
Invigorating	Rejuvenating	Imaginative	Happy	Uplifting
Restorative	Curing	Healing	Empowering	Stirring
Inciting	Alerting	Exhilarating	Depressing	Contemplative

Directions: Fill out the comparison chart below by comparing three different vocal artists' timbres using Word Bank 1. As you listen, write down the strongest words to describe the music's "color" or timbre. After the song, use the word bank below to describe the effects of the music on your feelings.

	Artist 1 name:	Artist 2 name:	Artist 3 name:
What are the qualities of their timbre? (Use words from chart 1)			
How does it make you feel? (use words from chart 2)			

Directions, Part 2: The final statements/arguments should be written in complete sentences to describe the qualities of the artist's timbre, how their song makes you feel, and why you think this song is "good" or not based on your descriptive word choices. This is your chance to explain why you chose those descriptive words, and to see your impression of their music. We all have music we love to listen to, but why do you listen to it? That is the main purpose of this statement.

Click the image above to download the comparison organizer to help you plan out your descriptions of the timbre of the artists.

5. Enrichment Activities

SLIDE NAVIGATION

1

2

3

4

5

6

Next



Tuvan Throat Singing

Want to learn the finer details about throat singing?

Click on the [video](#) below.



Click the image on the left to watch the music video of Tuvan Throat singing. How would you describe his timbre? How did this make you feel? Talk about it with a friend.

When you are ready to see more, watch the [Ted^x talk](#) below.



Want to learn how to sing overtones?

Click on the [video](#) to the right.



6. Teacher Resources

Learning Standards Alignment

BCPS Curriculum

World Music 7-1: Evaluate the application of the elements and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures.

Maryland State Fine Arts Standards

Standard 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.

1. Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Grade 7 World Music: Introduction Unit 1

Objective: Students will examine and research the timbre of various vocal artists in order to compare and describe the auditory qualities and feelings those songs convey.

Time Frame: 45 minutes

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content from the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- All videos are linked through viewpure.com to limit advertisements and distractions, but all videos should be screened prior to giving to students.
- Due to the difficulty of understanding of this content material, repeated exposure to timbre and the terminology used to describe it should be used frequently to increase understanding.
- Consider using the [Schoolology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoolology.

Last updated: July 2023. Report broken links to [BCPS Library Media Programs](#)

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