



Paul Watson

“Scottish Bagpipes”

Grades: 3-8

Assembly Performance

Performance Length: 45 minutes

Audience Limit: 300

About the Artist

Musician Paul Watson has been playing the bagpipe for over 13 years. Trained in Scotland, he was a Pipe Major of the Texas Highland Pipes and Drums in Lubbock, TX. Mr. Watson taught bagpipe playing at All Saints Episcopal School in Lubbock, and he performs at local church and school events. He is also a Cub Scout Master and children’s choir teacher.

Before the performance:

- Ask students if they have ever heard the sound of a bagpipe. What does the sound remind them of? Do they like the way a bagpipe sounds?
- Listen to bagpipe music on the internet or a music CD.

After the performance:

- Ask students which songs they enjoyed the most. If they hear the sound of a bagpipe in the future, will they be able to recognize it?
- The bagpipe is often associated with Scotland. Can the students think of other instruments that are associated with specific countries?

About the Program

In this performance, Mr. Watson introduces students to the bagpipe through discussion and demonstration. Mr. Watson will educate students about the science concepts involved with the production of a bagpipe’s sound. He will also demonstrate a variety of bagpipes, both large and small. During the program, students will learn about the fascinating history of the bagpipe and its use through the centuries.

Performance Set-up Requirements:

Please clear a performance area of 6’ x 6’ minimum. Provide a table to be used to hold instruments during the performance.

Classroom Management

Please note that Young Audiences' policy mandates that the classroom teacher is to be present during the entire program or residency. Should the teacher leave, the artist is instructed to leave also. The teacher is responsible for managing classroom behavior during the program or residency.

Word List

Bagpipe: A musical instrument consisting of a double-reed melody pipe and one or more single reed pipes. These make sound because of air that comes from a flexible bag. This bag is kept inflated by a mouth tube or by elbow-worked bellows.

Volume: the "loudness" of a sound

Pitch: how high or low a musical sound is

Reed: a thin "tongue" of cane, wood, or metal fastened at one end of an instrument. It is made to vibrate by the breath or an air current.

Great Highland Bagpipe: large bagpipe, instrument of the Scottish Highlands used during wartime

TEKS:

Social Studies TEKS 4.20A, B, C; 5.22A, B, 5.23A, B, C, 4.6A; 5.6A, Science TEKS: 4.5A, B; 4.7B; 5.7A, 5.8D, Language Arts TEKS: 4.15C; 5.15C.

Thank you for allowing Young Audiences of Northeast Texas to share these artists and performances with your students. The students' written thank you notes may be sent to:

Young Audiences of Northeast Texas
200 East Amherst
Tyler, Texas 75701

Classroom Connections

Science

Sound is produced by vibrating matter.

- Invite your students to take a plastic straw and cut an inverted "V" into an end. When they blow on the "V", it will make the two parts of the "V" vibrate and produce sound. Sometimes the students will need to position the straw in different depths in their mouth to produce sound.
- The straw acts like a double reed of the bagpipe. The vibration helps produce sound.
- Ask your students the differences between sound production by the bagpipe and the oboe.
- Invite your students to take a spoon and "bang" or pluck a variety of materials such as: paper, plastic, metal, wood, and material stretched taut over two sticks. Have them to decide which material is the best conductor of sound.
- Ask your students to determine if sound can be perceived without matter through which it can vibrate.

Geography

Invite your students to find Scotland on a world map. Next, ask them to find the Scottish Highlands and, using geographic tools, discover more about the life of a Highlander (geography, food sources, customs).

History

Scottish immigration to the United States had a significant impact on our country. Invite your students to research the contributions to Texas and the United States made by Scots.

Writing

Invite your students to compare and contrast the Scottish and Plains Native American warriors.

- What did they have in common (ferocity, devotion to tribe/clan, inspired by music, victims of large governmental annihilation)?
- Ask them to explain how this would affect their ability to relate to each other.
- Students can write to an imaginary congressman asking for recognition of these contributions of the Scots.