

## Lesson Plan

**Teachers:** Cosmina Paraschiv (Music teacher), Mihaela Constantina Vatavu (English teacher), Ioan Juncu (English teacher)

**School:** EuroEd Primary School, Iasi, Romania

**Subject:** Arts

**Topic:** Musical instruments

**Grade:** 4<sup>th</sup>

**Level:** Upper elementary

**Educational background of the students involved:** The students are in the 4<sup>th</sup> grade at EuroEd Primary School. They have a very good level of English for their age (they have five classes of English per week and started studying English in kindergarten). They also train for their Cambridge YLE exam, Flyers.

**Students' prior knowledge, skills, and competencies:**

- Music -
- English language - All the students master the required vocabulary necessary for the content of this unit.

**Module length:** 2 lessons of 45 minutes each

## Lesson 1: Mozart and the music world

### Activity 1 – 10 min.

#### Learning objectives:

- To introduce students to one of the greatest composers, Wolfgang Amadeus Mozart

Language skills: Listening, Speaking, Reading, Writing

Key vocabulary: Composer, Wolfgang Mozart, Genre

Communication: *Who do you think he is? Who composed...?*

Interaction: Whole class

Materials: Video, paper worksheets, digital worksheets (made using [Wordwall](#)), paper, pens

Assessment: The teacher will check Ss' ability to listen and read for meaning, their ability to work cooperatively, and their ability to use structures and forms to discuss, ask effective questions, and make presentations.

#### Description of the activity:

The teacher starts the lesson by playing the well-known “Twinkle, twinkle, little star” and asking the students who they think composed it. Then T shows the students a picture of Wolfgang Amadeus Mozart and elicits the answers from the students.

To prepare students for the next activity, the teacher hands in cut-outs in the shape of stars and asks them to write as much information as they can while watching the video

<https://www.youtube.com/watch?v=BCZQPOPetNU> – Mini bio-Mozart. The notes on the cut-outs will be used in Activity 2.

### Activity 2 – 25 min.

#### Learning objectives:

- To discuss Mozart's life and contribution to music
- To ask and answer questions about Wolfgang Mozart
- To work cooperatively to complete a jigsaw reading task

Language skills: Reading, Writing, Speaking

Key vocabulary: classical, symphony, child genius, composer, concertmaster, violinist, pianist, string quartets

Communication: *When was Mozart born? Who was his...?*

Interaction: Group Work, Individual work

Materials:

Video

Digital worksheet (made using [Wordwall](#))

Worksheets and charts

Paper

Assessment: The teacher observes students while they are working and offers guidance and support.

### Description of the activity:

The teacher divides a text about Mozart's life into four sections and also divides the students into groups of four, accordingly. Before giving the instructions, the teacher pre-teaches the students the critical vocabulary needed. Then the teacher hands in the chunks of content, each having a different topic (*Early life and family, Early activity, Young adult life, Striving to make a living and his death*), so that each of the four students in the group is assigned a chunk. The model for the content of the Jigsaw Reading was made in [Genially](https://view.genial.ly/642c04a1361a9d00112c79a6) <https://view.genial.ly/642c04a1361a9d00112c79a6> and is available in a pdf format on [Wakelet](https://6qvwpjda8.execute-api.eu-west-1.amazonaws.com/docs/Wv4NW428Jwa_Co59w3C4vWeS40UK0w?sig=fbf439cc909fe65ea6d7ef166efc6db3bd9903038d6649533be35fdc46443116): [https://6qvwpjda8.execute-api.eu-west-1.amazonaws.com/docs/Wv4NW428Jwa\\_Co59w3C4vWeS40UK0w?sig=fbf439cc909fe65ea6d7ef166efc6db3bd9903038d6649533be35fdc46443116](https://6qvwpjda8.execute-api.eu-west-1.amazonaws.com/docs/Wv4NW428Jwa_Co59w3C4vWeS40UK0w?sig=fbf439cc909fe65ea6d7ef166efc6db3bd9903038d6649533be35fdc46443116).

Students have to read the content individually, take notes, and then meet in expert groups (each dealing with the same topic) after their individual study. Students prepare their presentation of the facts contained in their text. Students return to their Jigsaw groups, and the other students in the group listen carefully, take notes, and ask a lot of questions. Students take turns presenting their facts.

### **Activity 3 – 10 min**

#### Learning objectives:

- To check students' understanding of the content in the Jigsaw reading task

Language skills: Speaking, Reading

Key vocabulary: all the vocabulary from the previous activities

Communication:

Interaction: Group work, Individual work

Materials: Digital quiz made in [Wordwall](https://wordwall.net/resource/54814534)/ Paper worksheet (the pdf version of the quiz)

Assessment: The teacher observes students while they are working and offers guidance and support.

### Description of the activity:

Where tablets are available, students can do the digital quiz <https://wordwall.net/resource/54814534> - Mozart's life and work. If not, students do the quiz on paper worksheets.

## Lesson 2: Musical instruments in Rondo Alla Turca

### Activity 1 – 15 min

#### Learning objectives:

- To introduce musical instruments and their main families

Language skills: Listening, Writing

Key vocabulary: percussion instruments, wind instruments, stringed instruments, violin, piano

Communication: *If you could play any musical instrument, what would you play? Why? What instrument do you think would be the most challenging to learn to play? Why? What instrument do you think would be easiest to learn to play? Why?*

Interaction: Whole class, Individual work

#### Materials:

Video

Chart and markers

Assessment: The teacher observes how students take notes and checks the correctness of the notes.

#### Description of the activity:

The teacher presents the topic of the lesson, musical instruments, and the main families they belong to. On the board, teacher draws a table with three columns and then asks the students to watch the video <https://lingokids.com/english-for-kids/musical-instruments>. While watching, students must take notes on the main groups of musical instruments and as many names of musical instruments as possible. After watching the video, students, in turn, write the information they have retained from the table on the board.

### Activity 2 – 15 min

#### Learning objectives:

- To define musical family terms (string, wind, and percussion)
- To describe musical instruments in the string, wind, and percussion families
- To identify musical instruments by image and sound
- To learn about many kinds of musical instruments and be aware of the importance of each instrument in the creation of music

Language skills: Listening, Speaking, Reading

Key vocabulary: wood, metal, string, percussion, wind, made of, blow, pluck, hit

Communication: *What is it made of? What musical instrument sounds like this? I think it is....*

Interaction: Whole class, Individual work

#### Materials:

Video

Paper

Project Number: 2022-1-ES01-KA220-SCH-000087951

Digital quiz made by using [Quizizz/](#) quiz in paper format

**Assessment:** Teacher asks students specifics about certain instruments and observe what they can say about the features and sounds etc. (tests and games)

### Description of the activity:

The teacher presents students with the common features of the musical instruments in each group. Then the teacher puts students into pairs and gives each pair a set of musical instrument matching cards. Students are told to sort the instrument cards into their appropriate musical instrument families.

When all pairs have sorted their cards, briefly discuss each instrument to ensure understanding. To reinforce their understanding, students are asked to do the following quiz:

<https://quizizz.com/print/quiz/642b0cd37f4351001d4ead0d>

### **Activity 3 – 15 min**

#### Learning objectives:

- To discover the instruments in a video
- To recognize the different sounds that each instrument can produce
- To match the instruments to the correct sounds they produce.

**Language skills:** Listening, Speaking, Reading

**Key vocabulary:** flute, drum, trumpet, horn, piano, violin.

**Communication:** *What instrument do you think it is? I think it is... because...*

**Interaction:** Group work

**Materials:**

Video

Paper

**Assessment:** The teacher observes the students and offers feedback.

### Description of the activity:

Teacher asks students to watch the video <https://youtu.be/qJT6kPp-c3o> - Rondo Alla Turca. While watching, students must answer different questions on a handout (e.g., *How many instruments could you notice? Have you ever seen them in reality?*).

Then Teacher hands in a worksheet that shows all the instruments on the video: [https://6qvxxwpjda8.execute-api.eu-west-](https://6qvxxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/2UvIHZCJpzbM3x0H26V5AZ7crS74XA?sig=527cfed67f26625bc6c173a3e0af67ca2dae0bc74af6b329c0ddc96c0ea012ed)

[1.amazonaws.com/docs/2UvIHZCJpzbM3x0H26V5AZ7crS74XA?sig=527cfed67f26625bc6c173a3e0af67ca2dae0bc74af6b329c0ddc96c0ea012ed](https://6qvxxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/2UvIHZCJpzbM3x0H26V5AZ7crS74XA?sig=527cfed67f26625bc6c173a3e0af67ca2dae0bc74af6b329c0ddc96c0ea012ed) (the worksheet was made in [Genially](#) and stored on [Wakelet](#)) and

asks students to fill in the information (regarding name of the instrument, colour, if they have strings, what they are made of, and what family they belong to).

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At the end of the activity, the teacher plays Rondo Alla Turca again and encourages students to move around the classroom, creating their own movement for the musical theme and imitating the posture of the musicians when playing the instruments.