

Unit 2: MUSIC: from the model to the action-plan

subject: MUSIC		LEVEL: Primary School	
CLIL TOPIC: Sounds-Musical Instruments			
LESSON 1		TIME: 60	
TEACHING AIMS		EQUIPMENT & MATERIALS	
At the end of the lesson pupils will be able to <ul style="list-style-type: none">- Identify different types of sounds- Identify the musical instruments- Classify the musical instruments		<ul style="list-style-type: none">- Computer- Projector- YouTube video: https://www.youtube.com/watch?v=MoHCYf99yr8- boxes, cards with instruments/ a larger piece of paper or a board/ blue tack for paste- Annex1-instruments cards	
LEARNING OUTCOMES - 4Cs			
CONTENT		COGNITION	
<ul style="list-style-type: none">- Identifying the sounds- Recognizing the different categories of musical instruments		<ul style="list-style-type: none">- Identifying and sorting musical instruments- Select and organize information	
CULTURE		COMMUNICATION	
<ul style="list-style-type: none">- Develop musical consciousness and awareness- Understand the specificity of each category of musical instruments		<p>Language Function: talking about sound and musical instruments</p> <p>Vocabulary: sounds, musical instruments, human voice, timbre, child, woman, man, wind, string, percussion and different names of the instruments</p> <p>Verb: touch, blow, hit, present tense</p> <p>Language structure: Who called you? What instrument is this?</p>	

It is....
What do you notice?
What kind of sounds can you name in the human voice?
How do you play the....
Choose the wind/string/percussion instruments from the box and paste them on the board
I put the....in the.... because I have toto make sound...

ACTIVITIES

Step 1: Warm-up

The pupils play a game: they take turns. One of them turns their back from the colleagues and he/she has to guess which colleague called their name. The pupils need to answer the question: "Who called you?" The teacher asks the pupils how did they recognize the voices of their colleague. The answer is by the sound.

Step 2: Discovering learning

The pupils watch a video of a song about musical instruments:

<https://www.youtube.com/watch?v=MoHCYf99yr8>

After the game the pupils listen to a song, they name the instrument. The teacher asks how the instruments emit different sounds (by the way we touch them). The pupils learn that there are different types of sounds (nature sounds, human voice sounds, musical instruments sounds) This is called timbre.

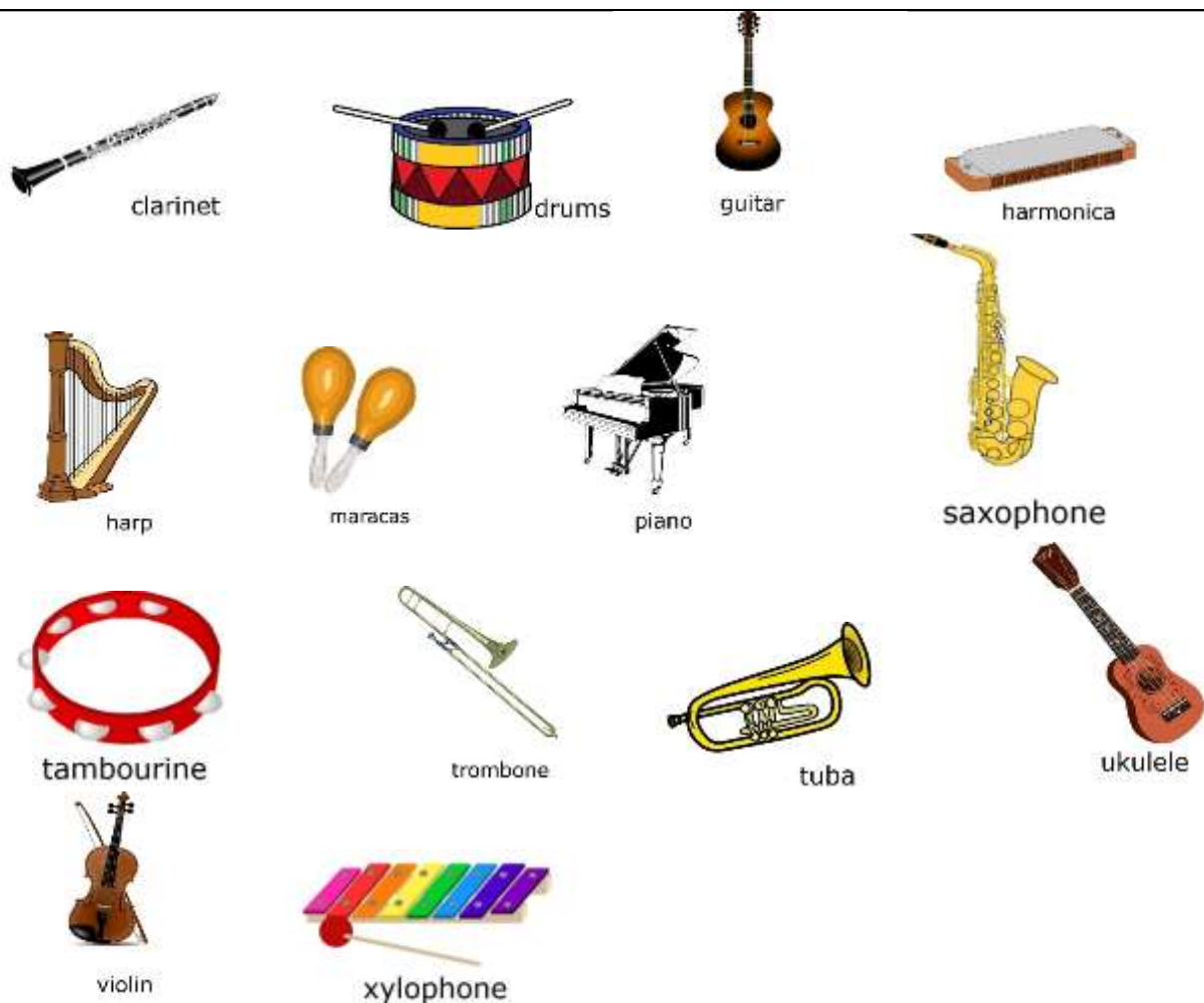
The teacher explains that the musical instruments can be divided in three groups: wind, strings, percussion



Step 3: Production

The pupils work in groups, they will receive a box with cards with musical instruments. Each group will have a different task. They need to choose from the box and stick on a board or a larger piece of paper only the instruments from that particular group that they were assigned.





Source: <https://pixabay.com/>



Step 4: Pupils' Presentation

The groups present their board in front of the classroom and explain why they chose those instruments

EVALUATION

- The pupils make a self-evaluation of their drawings, then their colleagues express their opinions, evaluating each other's works
- The teacher presents the criteria by which he/she gives evaluation (technical aspect, artistic aspect, etc.) and evaluates the drawings