

Musical instruments in Rondo Alla Turca

Subject	Age level	Time
Music	11 – 12 years old	50 min

Teaching and learning aims

At the end of the lesson pupils will be able to:

- Define musical family terms (string, wind, and percussion)
- Describe musical instruments in the string, wind, and percussion families
- Identify musical instruments by image and sound
- Express curiosity about many kinds of musical instruments and awareness of the importance of each instrument in the creation of music
- Discover the instruments in a video
- Recognize the different sounds that each instrument can produce

Equipment and material

- Computer or laptop
- Overhead projector
- Board or smartboard
- Worksheets (digital or on paper):
 - <https://wordwall.net/resource/62357602/musical-instrument-families>
 - <https://6qvwxpjda8.execute-api.eu-west-1.amazonaws.com/docs/tLuQKibID6YX2kJ4NsqY07dKSkdqBd?sig=d18502b940275447e65ac490c9f79840ea789a1a9c64eac096bb14b5f020e8d3>
 - <https://6qvwxpjda8.execute-api.eu-west-1.amazonaws.com/docs/2UvIHZCJpzbM3x0H26V5AZ7crS74XA?sig=527cfed67f26625bc6c173a3e0af67ca2dae0bc74af6b329c0ddc96c0ea012ed>
- Videos:
 - <https://youtu.be/ZAqvUSexaqU>
 - <https://youtu.be/qJT6kPp-c3o>

Learning outcomes (4 Cs)

Content

- Musical instruments
- Families of musical instruments
- Sounds of the instruments

Cognition

- Identifying musical instruments by image and sound
- Describing features of musical instruments

- Classifying musical instruments
- Matching the instruments to the correct sounds they produce

Culture

- Learning about musical instruments and Mozart's compositions

Communication

Language Function:

- Speaking about musical instruments and their classification

Vocabulary:

- Wood, metal, string, percussion, wind, made of, blow, pluck, hit, flute, drum, trumpet, horn, piano, violin

Verbs:

- Present Simple

Language structure:

- 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?
- What is it made of? What musical instrument sounds like this? I think it is....
- What instrument do you think it is? I think it is... because...

Activities

Step 1: Warm up

- The teacher asks the pupils if they play any musical instrument.
- After receiving the answers, the teacher introduces the topic of the lesson by asking the pupils: *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?*

Video: Alla Turca Introduction [Alla Turca introduction.MP4](#)

Step 2: Musical instruments and their classification

- The teacher presents the topic of the lesson, musical instruments, and the main families they belong to. On the board, the teacher draws a table with three columns and then asks the pupils to watch the video: <https://youtu.be/ZAqvUSexaqU>. While watching, pupils must take notes on the main groups of musical instruments and as many names of musical instruments as possible.

Photos: 1, 2, 3 [1.jpg](#) [2.jpg](#) [3.jpg](#)

- After watching the video, pupils, in turn, write the information they have retained from the table on the board or do the following digital exercise: <https://wordwall.net/resource/62357602> (or the

paper-based one: <https://6qvwxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/tLuQKibID6YX2kJ4NsqY07dKSkdqBd?sig=d18502b940275447e65ac490c9f79840ea789a1a9c64eac096bb14b5f020e8d3>)

Video: Alla Turca Digital Exercise [Alla Turca digital exercise.MP4](#)

Step 3: Features of musical instruments

- The teacher presents the pupils with the common features of the musical instruments (how the sound is produced, what they are made of etc.).
- Then the teacher divides the pupils into pairs and gives each pair a set of musical instrument matching cards. Pupils are told to sort the instrument cards into their appropriate musical instrument families.
- When all pairs have sorted their cards, the pupils, together with the teacher, briefly discuss each instrument to ensure understanding. To reinforce their understanding, pupils are asked to do the following quiz: <https://quizizz.com/print/quiz/642b0cd37f4351001d4ead0d>

Video: All Turca Quiz Directions [Alla Turca quiz Directions.MP4](#)

Photos: 4, 5, 6 [4.jpg](#) [5.jpg](#) [6.jpg](#)

Step 4: Identification of the instruments in Rondo Alla Turca

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

Video: Alla Turca Presenting the video [Alla Turca presenting the video.MP4](#)

Video: Alla Turca identifying the instruments [Alla Turca identifying the instruments.MP4](#)

- Then the teacher hands in a worksheet that shows all the instruments on the video: <https://6qvwxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/2UvLHZCJpzbM3x0H26V5AZ7crS74XA?sig=527cfed67f26625bc6c173a3e0af67ca2dae0bc74af6b329c0ddc96c0ea012ed> and asks pupils 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).

Photo: 7, 8, 9, 10 [7.jpg](#) [8.jpg](#) [9.jpg](#)

Video: Alla Turca Filling in the chart Directions [Alla Turca filling in the chart directions.MP4](#)

Alla Turca Filling in the chart student work [Alla Turca filling in the chart student work.MP4](#)

Step 5: Imitating musical instruments

- 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.

Video: Alla Turca Imitating the instruments [Alla Turca imitating the instruments.MP4](#)

Evaluation

- Initial evaluation: at the beginning of the lesson, the teacher will check their previous knowledge regarding the names of musical instruments.

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- Formative evaluation: It will be conducted by continuously observing the students' participation in all suggested activities, as well as their performances and attitudes.
- Final evaluation: the final task assigned for the unit (in Step 4) will be used for the final evaluation at the conclusion of the unit.

