

## Prehistoric instruments

Subject	Age level	Time
Music	5 – 6 years old	3 h

### Teaching and learning aims

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

- Communicate and express emotions through your body
- Develop the skills of listening to music
- Produce music using body and objects.
- Telling a story through sounds, noises and silences and their emotions.

### Equipment and material

- Blackboard
- IWB
- Materials available in the garden (stones, sticks, leaves...)
- Recycling materials (empty bottles and cans, used sheets, cutlery and kitchenware..)

### Learning outcomes (4 Cs)

#### Content

- Discriminate noise, silence and sounds, music, environment and body.
- cooperative learning

#### Cognition

- Identify sounds and noises
- Building small tools with simple materials
- Knowing how to alternate sounds with silence
- Learn to coordinate individual sounds to group sounds

#### Culture

- Develop awareness of the difference between sound and noise
- Recognize the importance of alternating sound with pause

#### Communication

Language Function:

- Talk about sounds and recognize them in the environment in which we live and try to play them

**Vocabulary:**

- Sounds, noises
- music, orchestra
- instruments: piano, violin
- sticks, leaves, leaves rice, yogurt pots

**Verbs:**

- Paint, draw, play, collect

**Language structure:**

- Present Continuous
- Present Simple
- Cause and effect
- Asking questions

## Activities

**Step 1:** Circle time - The teacher asked the pupils:

"What is a sound?"

"What is a noise?"

Write answers on the board: "The sound is: the music

The piano, the violin, a bird, a song. The noise is: the screams, the motorbike, an airplane.

(30 minutes)

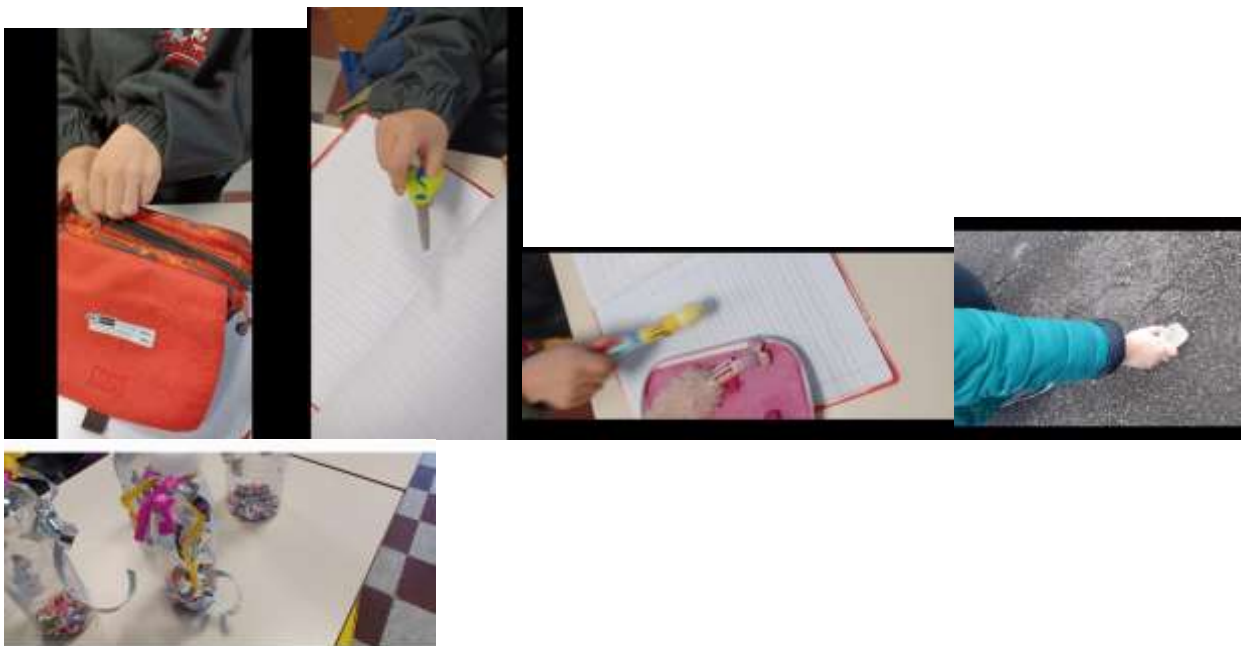


**Step 2:** Ear training - With the help of the IWB you can listen to sounds and noises and play a game to recognize the sounds and noises (animals, musical instruments, city noise).

- [SUONI E RUMORI](#)
- [wordwall sound and noises](#)

Then the teacher asks for silence to listen to sounds and noises of the school for 2 minutes. After 2 minutes the teacher asks: "What did you hear? More sounds or noises?" Then go out in the garden, sit in a circle with the children and quietly listen to the sounds of nature. At the end, you will be asked to look in the garden for objects that can be used as musical instruments (woods, dry or not leaves, gravel, etc.). In anticipation of the next lesson you will be asked to look for objects at home that can create special sounds and noises (cutlery, empty bottles and cans, pasta and rice) and take them to school. (30 minutes)

**Step 3:** The class becomes an orchestra- The class is divided into groups. Each group builds tools by putting the objects together (rice in bottles, leaves to crumble, sticks to beat together). Then each pupil will "play", first with the materials available in class (pens, notebooks, zippers of the cases, etc.), then with those built with the materials found in the house and in the garden and finally with their own body (clapping their hands, forearms, legs, etc.). The teacher will be the conductor: he will clap his hands to give rhythm and, at the moment of silence, he will close them with a fist (1 h)



**Step 4:** Composition - The teacher asks the students: "Which symbol is used for the sound?" After listening to some proposals the teacher proposes:

"The symbol is "X", so when there is X you play"

"What symbol is used for silence?"

After listening to some proposals the teacher proposes:

"The symbol is "O", so when there is O you are silent"

On the blackboard we will proceed to write the score and then perform it, both with school materials and with those recovered in the garden and at home, finally with the body.

(1 h)



## Evaluation

- The teacher will evaluate the work done individually and in groups, and the consistency of the answers given to the questions asked.
- It will evaluate the respect of sound moments and pauses in compositions and coordination.
- Final self-assessment on possible moments of difficulty, aspects more liked and ability to collaborate with the group.