



Author: Federica Mariazzi

Lesson plan: Let's know the musical instruments!



| | | | |
|----------------------|--|------------------------------|------------------------------------|
| School | <input checked="" type="radio"/> Primary | <input type="radio"/> Middle | <input type="radio"/> High |
| Year / Class | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 |
| Subject : | Music | | |
| CLIL language | English | | |
| | Topic: Musical instruments | | |

| | | |
|--|---|---------------------------------|
| Teacher / Teaching team profile | Teacher's role: <input checked="" type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____ | Subject taught: Music |
| | Teacher's role: <input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____ | Subject taught: _____ |

| | | |
|--|--|--|
| Student group profile (general) | CEFR Level: <input checked="" type="radio"/> A1 <input type="radio"/> A2 <input type="radio"/> C1 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C2 | |
| | <input type="radio"/> Experiences of CLIL <input checked="" type="radio"/> Migrant background <input type="radio"/> English mother tongue <input checked="" type="radio"/> Special Educational Needs:____ <input checked="" type="radio"/> Other mother tongue <input type="radio"/> Other: _____ | |
| | <p>This lesson will be held in all my third classes. These pupils are not so confident with English, because they have studied English since September 2016, 3 hours per week (English, Music and Geography). Therefore they can't speak English very well, especially as regarding vocabularies and grammatical structures. The characteristics of my classes are:</p> <ul style="list-style-type: none"> • 3A: the class is made up of 23 pupils and there are some children with migrant background, whose mother tongue isn't Italian; 2 children have special educational needs, but these pupils have their support teacher during my lessons. This class is very close and eager to learn something new. • 3B: the class is made up of 25 pupils. There are some children with migrant background, whose mother tongue isn't Italian and there is also a girl who has just arrived in Italy and she doesn't speak neither Italian nor English. There are 2 children with special educational needs; one of them is very often absent from my lessons because he attends lessons with his support teacher in another classroom due to his disease. • 3C: the class is made up of 22 pupils. There are some children with migrant background but there aren't children with special educational needs. This class is very close, curious, active and eager to learn something new. | |

| | | |
|-----------------------------|--|--|
| <p>Timetable fit</p> | <ul style="list-style-type: none"> ○ Module ● Lesson This lesson lasts one hour and a half, so I will divide it into two moments, because in my school a lesson lasts 55 minutes. The first part of the lesson will be focused on the identification of the main musical instruments and their assessment. | <p>Previous lessons:</p> <ul style="list-style-type: none"> ● Concept of musical instrument; ● Characteristics of sound (high, low, short, long, slow, fast etc.); ● Project on band instruments with an expert from the local band (Project “<i>Growing with Music</i>”). |
| | | <p>Future lessons (topics and follow-up activities):</p> <ul style="list-style-type: none"> ● The orchestra (song: “ <i>Oh we can play on the big bass drum</i>”); ● The construction of a little percussion instrument; ● On the fourth lesson, pupils will play the flute; ● Music notes; ● Musical instruments from all over the world (bagpipes, banjo and bongos). |
| <p>Materials</p> | <ul style="list-style-type: none"> - Blackboard - Whiteboard and computer - Recordings of the instruments’ sounds - 20 flashcards with the pictures of the musical instruments (<i>Attachment 1</i>) + 20 flashcards with the words (<i>Attachment 2</i>) - Coloured cards with the cooperative learning roles (<i>Attachment 3</i>) - 3 posters representing different types of musical instruments, for each group (<i>Attachment 4</i>) and 3 posters for the classroom (<i>Attachment 5</i>) - Sheet representing all musical instruments | |

| | Subject | Language |
|---|--|--|
| <p>Students' prior knowledge, skills, competencies</p> | <p>Students already know what is a musical instrument and its main characteristics. They can recognise the different types of sound (high, low, short, long, fast, slow,...). They can identify many musical instruments and they know their name in L1. They know what is a band.</p> | <p>Vocabulary:</p> <ul style="list-style-type: none"> • some subject-specific terms, like <i>sound, musical instrument, flute, clarinet, oboe</i> and so on. • some easy adjectives to describe the characteristics of sound (<i>slow, fast, long, short, high, low,...</i>). • prepositions of place (<i>on, in, under, near, behind, in front of, between, on the right, on the left</i>) <p>Structures: <i>What's this? / What's that? / It's a... / This is a ... / These are... / Tell me a ... / Where is-are...? / It's – They are + prepositions of place.</i></p> <p>Skills: listen and comprehend basic instructions, answer to easy and already known questions (chunks), team-work.</p> |
| <p>Learning Outcomes expected for this lesson</p> | <ul style="list-style-type: none"> • Content: identifying the name of the different musical instruments and their three main groups; • Communication: being able to use specific terms and language about musical instruments and being able to work cooperatively in small groups; • Cognition: being able to identify and remember the names of the different musical instruments and to classify them into the three main groups (wind, string or percussion instruments); • Culture: knowing the country of origin of the various instruments. | |
| <p>Methodology</p> | <ul style="list-style-type: none"> • Learning by playing: the main purpose is to motivate children to learn new things having fun; • Cooperative learning; • this lesson is based on oral interaction, in order to enhance the participation of the pupils with special educational needs; • Assessment: <ul style="list-style-type: none"> ○ At the beginning of the lesson the teacher will assess the prior knowledge of the children with a group work. The pupils have to draw all the musical instruments that they know; ○ Formative assessment through a continuous observation of the pupils; ○ Summative assessment through a final individual test (<i>Attachment 8</i>); • Self-assessment (<i>Attachment 7</i>). | |

Author: Federica Mariazzi

| Activity | Activity aims | Activity Procedure | Language | Interaction | Materials (please cite all sources) | Timing | Assessment |
|-----------------|---|---|---|--------------------|--|---------------|---|
| 1 | Activate prior knowledge and generate interest about the topic. | Brainstorming: the teacher asks pupils to recall the names of some musical instruments or some adjective about the characteristics of sound | Teacher: <i>Tell me some musical instruments that you remember! / What are the characteristics of the sound?</i> Pupils say what they remember about this topic. | Whole class | Blackboard | 5 minutes | Teacher evaluates what pupils remember. |

| Activity | Activity aims | Activity Procedure | Language | Interaction | Materials (please cite all sources) | Timing | Assessment |
|----------|--|---|---|-------------|---|------------|---|
| 2 | Identify the main terms (musical instruments) and be able to locate them on the blackboards, using the propositions of place | <p>Teacher explains the main topic of the day and introduces the new glossary using musical instruments flashcards. Then, she asks the pupil to repeat the terms all together or individually. The names of the instruments are matched with their sound.</p> <p>Then, the teacher sticks the flashcards to the blackboard. Students are asked to locate them and have the chance to practice vocabulary and some already known structures.</p> | <p>Glossary: violin, cello, flute, harp, clarinet, oboe, horn, tumpet, trombone, triangle, castanets, maracas, accordion, piano, guitar, bagpipe, cymbals, xylophone, saxophone</p> <p>Prepositions: in, on, over, under, next to, behind, in front of, between</p> | Whole class | <p>Blackboard</p> <p>20 musical flashcards with pictures of the musical instruments (to be prepared and printed out by the teacher)</p> <p>Whiteboard</p> <p>Computer</p> <p>Sound recordings (www.freesound.org)</p> <p>Sellotape</p> | 15 minutes | <p>The assessment consists of a careful observation of the children's involvement and motivation. The teacher listens carefully to the pronunciation and eventually assesses the children's capability to use known structures and prepositions.</p> <p>As children wit</p> |

| Activity | Activity aims | Activity Procedure | Language | Interaction | Materials (please cite all sources) | Timing | Assessment |
|----------|---|--|--|--------------------------------------|--|-------------------|---|
| 3 | <p>Remember the terms previously encountered</p> <p>Understand the difference between the three main kinds of musical instruments (wind, string and percussion)</p> <p>Classify the musical instruments into the three groups</p> | <p>Teacher gives the definition of musical instrument and explains the difference between string, wind and percussion instruments.</p> <p>Then, she prepares the materials for a group-work (cooperative learning activity). Each group will be composed of 4 pupils, with specific roles: president, secretary, materials keeper and voice checker. Groups are formed casually.</p> <p>At the end, the teacher asks to identify the differences between the three types of instruments and provide an example for each one. The flashcard representing the instrument will be placed on the correct poster. When instruments are mentioned, students also listen to the recorded sound.</p> | <p>Abilities:</p> <ul style="list-style-type: none"> - Understand the teacher's instructions - Group interaction: identifying and classifying the musical instruments according to the previously learnt vocabulary and the three new categories - Answering to basic questions | <p>Whole class</p> <p>Group-work</p> | <p>Coloured cards with the cooperative learning roles (<i>Attachment 2</i>), put in a bag</p> <p>3 posters for each group to divide the instruments according to the category (string, wind, percussion) (<i>Attachment 3</i>)</p> <p>3 posters for the whole class (<i>Attachment 4</i>)</p> <p>Pictures of the musical instruments</p> <p>Scissors and glue</p> <p>Blackboard</p> <p>Whiteboard and computer</p> | <p>20 minutes</p> | <p>Self-assessment: placing the flashcard representing an instrument on the correct poster</p> <p>Formative assessment: observation of children's interaction and cooperation; abilities: identifying and classifying the instruments according to the given categories</p> |

| Activity | Activity aims | Activity Procedure | Language | Interaction | Materials (please cite all sources) | Timing | Assessment |
|----------|---|--|--|--------------------------------------|--|-------------------|---|
| 3 | <p>Remember the terms previously encountered</p> <p>Understand the difference between the three main kinds of musical instruments (wind, string and percussion)</p> <p>Classify the musical instruments into the three groups</p> | <p>Teacher gives the definition of musical instrument and explains the difference between string, wind and percussion instruments.</p> <p>Then, she prepares the materials for a group-work (cooperative learning activity). Each group will be composed of 4 pupils, with specific roles: president, secretary, materials keeper and voice checker. Groups are formed casually.</p> <p>At the end, the teacher asks to identify the differences between the three types of instruments and provide an example for each one. The flashcard representing the instrument will be placed on the correct poster. When instruments are mentioned, students also listen to the recorded sound.</p> | <p>Abilities:</p> <ul style="list-style-type: none"> - Understand the teacher's instructions - Group interaction: identifying and classifying the musical instruments according to the previously learnt vocabulary and the three new categories - Answering to basic questions | <p>Whole class</p> <p>Group-work</p> | <p>Coloured cards with the cooperative learning roles (<i>Attachment 2</i>), put in a bag</p> <p>3 posters for each group to divide the instruments according to the category (string, wind, percussion) (<i>Attachment 3</i>)</p> <p>3 posters for the whole class (<i>Attachment 4</i>)</p> <p>Pictures of the musical instruments</p> <p>Scissors and glue</p> <p>Blackboard</p> <p>Whiteboard and computer</p> | <p>20 minutes</p> | <p>Self-assessment: placing the flashcard representing an instrument on the correct poster</p> <p>Formative assessment: observation of children's interaction and cooperation; abilities: identifying and classifying the instruments according to the given categories</p> |

| Activity | Activity aims | Activity Procedure | Language | Interaction | Materials (please cite all sources) | Timing | Assessment |
|----------|--|--|---|---|---|------------|---|
| 4 | Remember the names of the musical instruments and identify also the written words and match the pictures with the correct names. | <p>Teacher asks to the pupils to match the written words with the correct pictures of the musical instruments on the three posters</p> <p>The, the teacher assigns In random order the word cards to the pupils. Students listen to the different sounds and put the correct word near the picture. The child who has got the card of the instrument which is played has to stand up, come at the blackboard and stick the word next to the correct picture on the poster.</p> | <p>Pupils listen to the teacher's instructions and understand them.</p> <p>Then they have to listen the different sounds and they have to put the words next to the correct picture on the posters.</p> <p><i>This is a..... / It's a..... / They are....</i> -</p> | <p>Whole class</p> <p>Individual work</p> | <p>20 word cards</p> <p>3 class posters with the musical instruments categories</p> <p>Recordings of the musical instruments (www.freesound.org)</p> <p>Whiteboard and computer</p> <p>Blackboard</p> <p>Sellotape</p> | 15 minutes | <p>Pupils listen to the teacher's instructions and understand them. Then they have to listen the different sounds and they have to put the words next to the correct picture on the posters. In this moment they haven't to speak, in fact this activity is focused on the listening.</p> |

| Activity | Activity aims | Activity Procedure | Language | Interaction | Materials (please cite all sources) | Timing | Assessment |
|--|---|---|--|--------------------|---|-------------------|--|
| <p style="text-align: center;">5 (second part of the lesson)</p> | <p>Remember the topic of the first part of the lesson (musical instruments: glossary, classification into categories)</p> | <p>Teacher asks pupils whether they remember the last lesson. At the beginning teacher listens to the brainstorming of the pupils; then, he shows the flashcards all together, repeats the names of the musical instruments. At the end teacher asks pupils to name a musical instrument of one of the three main categories.</p> | <p>Teacher: <i>Do you remember last time? / We learned a lot of new words. / What's this? / What are these? / Tell me a wind – string – percussion instrument.</i></p> <p>Pupils says the words that they remember of the last lesson and they repeat the names of the different musical instruments shown on the flashcards and at the end they tell to the teacher some musical instruments of the different groups.</p> | <p>Whole class</p> | <p>20 musical flashcards with pictures of the musical instruments</p> | <p>10 minutes</p> | <p>The assessment consists of a careful observation of children's involvement and motivation. Teacher assesses children's capability of remembering the topic of the first part of the lesson.</p> |

| Activity | Activity aims | Activity Procedure | Language | Interaction | Materials (please cite all sources) | Timing | Assessment |
|----------|--|---|---|--------------------|---|-------------------|---|
| 6 | <p>Remember the musical instruments</p> <p>Have fun!</p> | <p>In this part pupils play Bingo (<i>Attachment 5</i>). Each child has to draw on his Music exercise book a chart with 6 boxes: the child has to draw a different musical instruments in each box.</p> <p>Pupils play 2 matches of Bingo: in the first, they listen to the different sounds and they have to cross the musical instrument that they listened to; in the second match teacher picks the musical instruments pictures from a bag and pupils have identify them (e.g. draw a cross on the right picture).</p> <p>The winner is the child who crosses all the six musical instruments on the exercise book and the winner has to say the names of all the musical instruments and their kinds. This game is useful to review the topic having fun.</p> | <p>Teacher: <i>Now let's play Bingo! / Take your Music exercise book and draw a chart with 6 boxes. Inside the boxes you have to draw 6 different musical instruments. / You have to put a cross on the musical instruments you listen to or I mention. / The winner is the child who puts a cross on all the 6 pictures; then you must tell me the names of the musical instruments and their group. / Are you ready to start? / Listen! / Tell me your musical instruments! / What type is it?</i></p> <p>Pupils understand the Instructions and the roles of the game, matching the sound with the correct instrument.</p> <p><i>It's a.../They are...</i></p> | <p>Whole class</p> | <p>Music exercise book</p> <p>Sound recordings</p> <p>Bag with pictures of the musical instruments</p> <p>Computer</p> <p>Sound recordings (www.freesound.org)</p> <p>Award for the winner</p> | <p>20 minutes</p> | <p>The assessment consists of a careful observation of children's involvement and motivation. Teacher assesses children's capability of identifying correctly the musical instruments through their sounds or through their names. At the end teacher assesses whether pupils can tell the musical instruments and their kinds.</p> |

| Activity | Activity aims | Activity Procedure | Language | Interaction | Materials (please cite all sources) | Timing | Assessment |
|----------|--|---|--|-------------|--|------------|---|
| 7 | <p>Assess the capability of classifying the musical instruments into the three main kinds.</p> <p>Self-assessment.</p> | <p>First, the difference between string, wind and percussion instruments is revised.</p> <p>Then, students are tested on this classification (individual work on the music exercise book).</p> <p>Students cut the different pictures of the instruments and stick them on the right column (group).</p> <p>At the end, they fill in a self-assessment questionnaire.</p> | <p>Listen and understand teacher's instruction</p> <p>Individually apply the knowledge acquired in the previous sessions (vocabulary, categorization) in the individual test</p> | Whole class | <p>Blackboard</p> <p>Music exercise book</p> <p>Worksheet with instruments</p> <p>Whiteboard</p> <p>Scissors and glue</p> <p>Self-assessment worksheet</p> | 15 minutes | <p>Summative assessment</p> <p>Self.-assessment (<i>Attachment 7</i>)</p> |

Author: Federica Mariazzi

Attachment 1

DRUM

DRUMS

HARP

OBOE

CLARINET

FLUTE

BAGPIPE

CYMBALS

XYLOPHONE

Author: Federica Mariazzi

SAXOPHONE

TRIANGLE

MARACAS

CASTANETS

HORN

PIANO

VIOLIN

TROMBONE

TRUMPET

Author: Federica Mariazzi

GUITAR

ACCORDION

Attachment 2

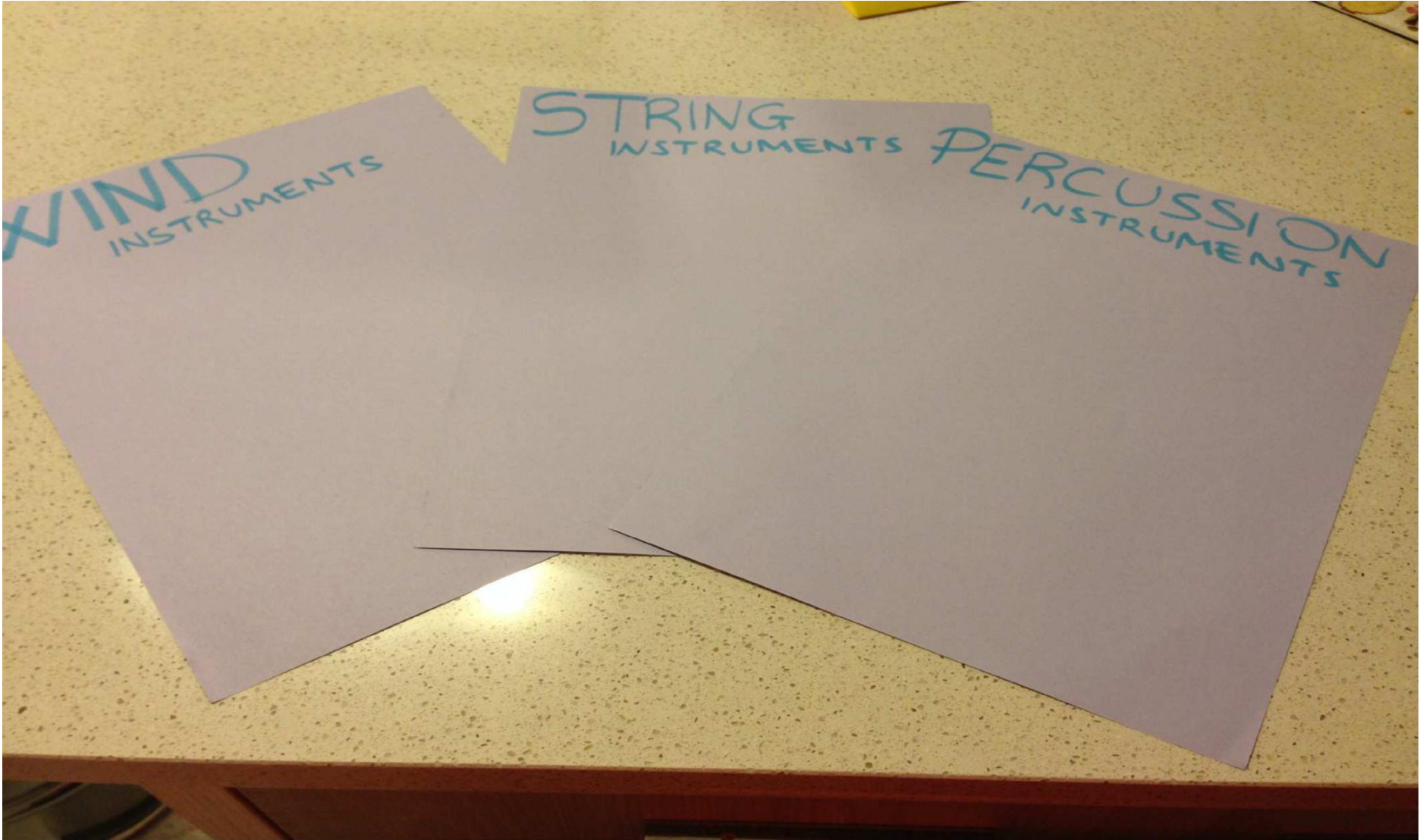
PRESIDENT

VOICE
CHECKER

MATERIALS
KEEPER

SECRETARY




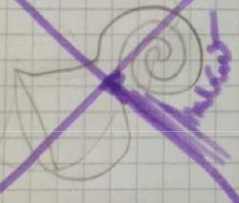
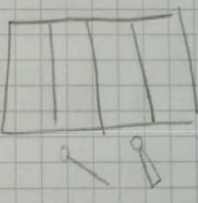
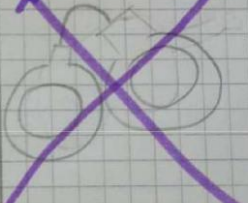
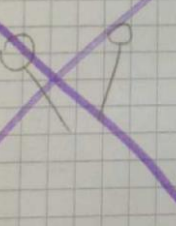
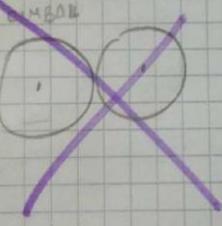


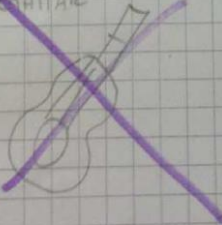

Attachment 3





Monday 21st March

Medical instruments 'Bingo'

| | | |
|---|---|--|
|  |  |  |
|  |  |  |
| <p>SCALPEL</p>  | <p>LENS</p>  | <p>LACTANES</p>  |
| <p>TRIANGLE</p>  | <p>GUITAR</p>  |  |

Self assessment

NAME: _____

CLASS: _____

TOPIC: _____

HOW WELL DO YOU UNDERSTAND?

I'M AN EXPERT! I UNDERSTAND!



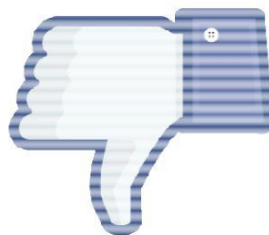
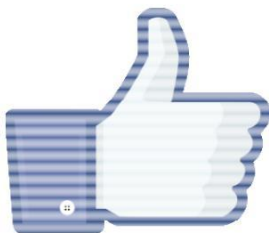
I UNDERSTAND BUT I NEED SOME HELP!



I DON'T UNDERSTAND!



DO YOU LIKE?



Yes, I like.

No, I don't like.

Attachment 7

