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# MUSICAL INSTRUMENTS

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Type of module	Using the Internet
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Target group	12–15-year-old learners
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Level	A1+
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Written by	Hunya Márta, Tartsayné Németh Nóra
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértők: Faragó Livia, Fehér Judit, Tartsayné Németh Nóra

Szakmai lektor: Poór Zsuzsánna

Idegen nyelvi lektor: Peter Doherty

Alkotószerkesztő: Sákovics Lídia

Felelős szerkesztő: Burom Márton

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Szerzők: Csibi Erzsébet, Fehér Judit, Helen Sherwin, Huny Márta, K. Szabó Ilona

**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Using the Internet</b>
<b>DESCRIPTION OF MODULE</b>	In this module Ls will compose their own music and make their own musical instruments. They will learn the names of instruments and group them into families. They will evaluate their own work by the portfolio method.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to promote intercultural understanding</li> <li>■ to learn about musical instruments;</li> <li>■ to group words according to their meaning</li> </ul>
<b>TIMEFRAME</b>	6 lessons
<b>TARGET GROUP</b>	12–15-year-old learners
<b>LANGUAGE LEVEL</b>	A1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Ls can:</p> <ul style="list-style-type: none"> <li>■ use the Simple Present and the Simple Past Tenses</li> <li>■ use the word processor</li> <li>■ send and receive electronic mail</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Music, Musical instruments, Physics (how musical instruments work)
<b>FOCI OF SKILLS-DEVELOPMENT</b>	
<b>Communicative language skills</b>	<ul style="list-style-type: none"> <li>■ Learning the vocabulary of musical instruments</li> <li>■ reading techniques</li> <li>■ listening to lyrics; expressing feelings</li> <li>■ expressing opinions</li> <li>■ giving suggestions</li> <li>■ biographies</li> </ul>
<b>General, educational skills</b>	<ul style="list-style-type: none"> <li>■ ICT skills: downloading images, arranging images in a Word document, downloading sound files, attaching sound files to e-mails; composing music on the computer</li> <li>■ Learning skills: working in groups; self-evaluation techniques; decision making</li> </ul>

**EVALUATION**

Portfolio evaluation. Ls have to collect the different products they prepare and put them in a portfolio. The portfolio includes: Printed copy of the Trophy they earned in the Scavenger Hunt, Recorded music piece they composed sent to you via e-mail, their home-made instrument.

**SUGGESTIONS**

This module – due to the multimedia uses –heavily relies on technology. Check the equipment before each class. Check the software before each class.

**BACK UP SYSTEMS**

*Webology – Internet for English Language Teaching*, Edunet, 2003

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Learning new vocabulary Revising the vocabulary of musical instruments Raising interest about the topic		Names of musical instruments	1.1 Sounds and instruments 1.2 Instrument families One computer with Internet connection and multimedia Projector
2	Learning about instruments Learning about an orchestra	Scavenger hunt at the orchestra website Reading about families of musical instruments, composers, conductors and soloists	Parts of an orchestra	2.1 Worksheet Learner A 2.1 Worksheet Learner B 2.1 Worksheet Learner C 2.3 Worksheet solutions One computer per student, projector A headphone for each L Macromedia Shockwave
3	Talking about musical impressions Listening to music	Listening to 4 pieces by Gershwin	Adjectives	3.1 Musical instruments 3.1 Worksheet solutions 3.2 Musical impressions 3.3 Self-evaluation chart One multimedia computer for playing the pieces, Internet connection
4	Composing music on the computer Attaching music files to e-mail messages	Learning about the life of Gershwin Composing music on the computer	Biographical data Giving opinions	One computer for each L Internet connection, Headphones 4.1 Composer quiz 4.2 List 4.1 For the teacher
5	Learning how musical instruments work	Making musical instruments Following instructions	Decision making Working in groups Giving advice	Materials listed in 4.2 List At least one, but preferably 4 or 5 computers with internet
6	Expressing opinions Expressing likes and dislikes Giving suggestions Self-evaluation	Evaluation Evaluating the work Evaluating the module		6.1 Musical instruments portfolio 6.2 Portfolio evaluation sheet 6.3 Module evaluation sheet

# PROCEDURE

## LESSON 1: INSTRUMENTS AND THEIR FAMILIES

### AIMS OF THE LESSON

- learning new vocabulary
- revising the vocabulary of musical instruments
- raising interest about the topic

### MATERIALS AND RESOURCES

1.1 Sounds and Instruments, 6.3 Module evaluation sheet, 1.2 Instrument families, computer and Internet connection for the teacher, projector, bilingual dictionary

### STAGE 1

**Warmer – Musical instruments**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

General knowledge

### ORGANISATION

Pair work

### AIDS AND MATERIALS

Worksheet 1.1, Worksheet 6.3

## TEACHER'S ACTIVITIES

- 1 Introduce the topic of the module. Explain to Ls that they are going to work on a number of music-related tasks and will be evaluated at the end using a Portfolio. Ask them to file all the work they do during the module. Show them the Portfolio assessment sheet (Worksheet 6.3).
- 2 Cut up the cards in Worksheet 1.1. Hand out the pictures of musical instruments to the students. They should put the cards in the order they hear the sounds of the instruments.  
Play the sound files from this page: <http://www.bbc.co.uk/schools/gcsebitesize/music/musicalelements/instrumentationrev2.shtml> in this order: guitar, triangle, trumpet, piano, saxophone, recorder  
There are more instruments than sounds. Let the pairs compare each others' choices. Finally go through the sounds again and check.

## LEARNERS' ACTIVITIES

2. Ls put the cards in order in pairs.

Ls check the solutions in small groups.

**STAGE 2 Vocabulary – Musical instruments****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Vocabulary**ORGANISATION** Whole class**AIDS AND MATERIALS** One computer for the teacher with internet connection and multimedia, Worksheet 1.1, projector**TEACHER'S ACTIVITIES**

- 1 Collect the names of all the musical instruments in the chart using the projector. Some of the names will already be familiar for the Ls, some they can guess from Hungarian or international words.  
The words are: SAXOPHONE, XYLOPHONE, TRIANGLE, FRENCH HORN, VIOLIN, PIANO, GUITAR, CYMBALS, HARP, FLUTE, BASS, TRUMPET.

**LEARNERS' ACTIVITIES**

- 1 Ls write down the names of the instruments in their copybooks.

**STAGE 3 Grouping – Families of instruments****TIME** 8 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking**ORGANISATION** Whole class**AIDS AND MATERIALS** Worksheet 1.2**TEACHER'S ACTIVITIES**

- 1 Ask Ls to try and arrange the pictures into 4 groups. Do not tell them the rule of grouping yet. Ls are likely to guess that the 4 groups are: WOODWINDS, BRASS, STRINGS and PERCUSSION. Project the solution.

**LEARNERS' ACTIVITIES**

- 1 Ls try to find out how they can group the instruments.  
Ls look at the projected instrument families and check.

**STAGE 4 Listening – The orchestra****TIME** 12 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Vocabulary**ORGANISATION** Whole class**AIDS AND MATERIALS** CD with classical music, CD player or multimedia computer with Internet access**TEACHER'S ACTIVITIES**

- 1 Play extracts from orchestral music from a CD-ROM if you have  
OR  
Open this website:  
<http://www.playmusic.org/stage/juke/jukebrass.html>  
Play the following extracts for Ls (Do NOT project the website):
  - 1 Jukebox – Brass – Trumpet – Miles Davis
  - 2 Jukebox – Strings – Violin – Gershwin
  - 3 Jukebox – Percussion – Percussion – Britten, Young person
  - 4 Jukebox – Woodwind – Saxophone – Miles Davis
  - 5 Jukebox – Orchestra – Jazzy – Ellington

**LEARNERS' ACTIVITIES**

- 1 Ls listen and try to list 2 or 3 instruments they hear:
  - 1 trumpet, piano, drums
  - 2 violin, piano
  - 3 drums, cymbals, triangle
  - 4 saxophone, piano, drums
  - 5 violin, trumpet, piano, drums

**STAGE 5** Check the solutions

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking

**ORGANISATION** Pair work

### TEACHER'S ACTIVITIES

- 1 Ask Ls to compare their notes in pairs. Play the extracts again if necessary. When all the pairs have a solution, check it with the whole class.

### LEARNERS' ACTIVITIES

- 1 Ls tell each other their solutions first in pairs, then to the whole class.

**STAGE 6 Homework**

**SKILLS AND COMPETENCIES  
IN FOCUS** Vocabulary

**ORGANISATION** Individual

**AIDS AND MATERIALS** Notes from the class, bilingual dictionary

**TEACHER'S ACTIVITIES**

**LEARNERS' ACTIVITIES**

- 1 Ls learn the names of the instruments from class. Each L has to collect 5 more instruments from a bilingual dictionary.

## LESSON 2: THE ORCHESTRA

### AIMS OF THE LESSON

- revision of vocabulary from previous class
- learning about instruments and instrument families
- learning about the New York Philharmonic Orchestra

### MATERIALS AND RESOURCES

Ls' homework, 2.1 Worksheet Learner A, 2.1 Worksheet Learner B, 2.1 Worksheet Learner C, one computer per student with Internet connection, projector, headphones for each L, macromedia Shockwave installed

### STAGE 1 Warmer – Categories

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Getting into the mood  
Checking homework

**ORGANISATION** Whole class

**AIDS AND MATERIALS** Ls' homework

### TEACHER'S ACTIVITIES

- 1 Write the four categories on the blackboard: STRINGS, PERCUSSION, WOODWIND and BRASS. Ask Ls to come to the blackboard in pairs and everybody can write one instrument name into one of the categories.

### LEARNERS' ACTIVITIES

- 1 Ls write the names of the instruments they collected on the blackboard in English. When finished, go through the list and find the Hungarian names of the instruments as well.

**STAGE 2 The New York Philharmonic KidZone****TIME** 5 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Listening**ORGANISATION** Whole class**AIDS AND MATERIALS** Projector, Internet connection**TEACHER'S ACTIVITIES**

- 1 Project the New York Philharmonic KidZone website and show the different parts of the site. Do not open the pages, as it might take some time until they are loaded.

Emphasize the following features to the Ls:

Instrument Storage Room

Musicians' Lounge

Dressing Rooms (Conductors and soloists)

Composers' Gallery

**LEARNERS' ACTIVITIES**

- 1 Ls listen and get to know the main features of the site.

<b>STAGE 3</b>	<b>Learning at the New York Philharmonic KidZone</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Writing Thinking
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	2.1 Worksheet Learner A, 2.1 Worksheet Learner B & C

### TEACHER'S ACTIVITIES

- Hand out the worksheets to the Ls. There are three different variations of the worksheet, make sure that Ls sitting next to each other get a different one.  
Answers:  
A 1 brass, 2 Philip E. Myers, 3 French horn, 4 animal horns, 5 Kenneth Mirkin  
B 1 brass, 2 Lincoln Center Jazz Orchestra, 3 straw bone, 4 Joseph Alessi  
Composition workshop  
C 1 string, 2 tube-ancheh, 3 Irene Breslaw, 4 rebab, 5 Kenneth Mirkin

### LEARNERS' ACTIVITIES

- Ls follow the instructions on the worksheet and learn about the orchestra.  
When they have finished the Scavenger Hunt, they print out their Trophies. They put it into their portfolios.

### VARIATION

<b>AIDS AND MATERIALS</b>	Same as above
<b>DESCRIPTION</b>	Lower level Ls might need more help from the T. Give hints on where to find the clues.

<b>STAGE 4</b>	<b>Feedback and evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.3 Worksheet solutions

### TEACHER'S ACTIVITIES

- 1 Give oral feedback to the Ls, evaluating their work. Be positive, use sentences like:

*I see that you really work hard during this class.*

*I see that you learnt a lot of new words today.*

*You were very quick in filling in this worksheet.*

*You learnt a lot about music as well.*

Ask Ls who are ready to express their opinions in speech. You can ask shy Ls to report on the experience in writing.

### LEARNERS' ACTIVITIES

- 1 Ask three Ls to report back on their worksheets (A, B and C).

<b>STAGE 5</b>	<b>Homework</b>
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	Computer, Internet connection

### TEACHER'S ACTIVITIES

### LEARNERS' ACTIVITIES

- 1 Ls practice the names of instruments at these websites:  
<http://www.eflnet.com/vocab/dictionary/musicquiz1.php>  
<http://www.eflnet.com/vocab/dictionary/musicquiz2.php>  
<http://www.eflnet.com/vocab/dictionary/musicquiz3.php>  
<http://www.eflnet.com/vocab/dictionary/musicquiz4.php>

### VARIATION

<b>AIDS AND MATERIALS</b>	No internet connection at home, notes
<b>DESCRIPTION</b>	Ls practice from their notes.

### LESSON 3: MUSICAL IMPRESSIONS

#### AIMS OF THE LESSON

- talking about musical impressions
- learning about G. Gershwin

#### MATERIALS AND RESOURCES

3.1 Musical instruments, 3.1 Worksheet solutions 3.2 Musical impressions, 3.3 Self-evaluation chart 3.3 Evaluation sheet, one computer for the T Internet connection

#### STAGE 1 Warmer – Vocabulary revision

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Vocabulary revision

**ORGANISATION** Pair work

**AIDS AND MATERIALS** 3.1 Musical instruments, 3.1 Worksheet solutions

#### TEACHER'S ACTIVITIES

- 1 Hand out the worksheets to pairs of Ls and ask them to fill it in without looking at their notes from previous class.

#### LEARNERS' ACTIVITIES

- 1 Ls fill in the chart.

Solutions:

percussion: cymbals, glockenspiel, harp, snare, timpani, piano, celesta  
brass: french horn, trumpet, tuba, trombone, woodwinds,  
instruments: bassoon, piccolo, flute, english horn, oboe, clarinet  
strings: violin, viola, cello, bass

**STAGE 2 Musical impressions****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Listening**ORGANISATION** Individual work**AIDS AND MATERIALS** One computer to play the sound files**TEACHER'S ACTIVITIES**

- 1 Hand out the worksheets to the Ls. Open the Gershwin site ([http:// www.gershwin.com/](http://www.gershwin.com/)), and go to the Jukebox. Play these four songs for the Ls, in this order:
  1. Strike up the band (Tony Bennett)
  2. An American in Paris (G. Gershwin)
  3. I got plenty o' nothing (Ray Charles)
  4. I got rhythm (Robert Palmer)The songs are very short, each one lasts for appr. 2 minutes.

**LEARNERS' ACTIVITIES**

- 1 Ls listen to the songs and fill in the chart.

Listen again if necessary.

<b>STAGE 3</b>	<b>Musical impressions</b>
<b>TARGET GROUP</b>	During the pairwork Ls who trust each other should work together.
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	3.2 Musical impressions

### TEACHER'S ACTIVITIES

- 1 Ask Ls to talk about the music they heard with a classmate for 4 minutes. Stop them after 4 minutes and they change partners. Do it again after 4 minutes, so that they can talk to three of their classmates Ask Ls to take notes on the ratings.

### LEARNERS' ACTIVITIES

- 1 Ls talk to three of their classmates, 4 minutes each. They take notes on the others' preferences.

<b>STAGE 4</b>	<b>Musical impressions</b>
<b>TARGET GROUP</b>	Only those Ls should talk who feel comfortable about it.
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Worksheet 3.2

#### TEACHER'S ACTIVITIES

- 1 Listen to the songs one by one. Talk about the impressions of the class. Let Ls express their thoughts and feelings.

#### LEARNERS' ACTIVITIES

- 1 Ls talk about their impressions.  
  
One L takes the scores and announces the group's favourite Gershwin song.

<b>STAGE 5</b>	<b>Evaluation and feedback</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	3.3 Self-evaluation chart

#### **TEACHER'S ACTIVITIES**

- 1 Hand out the self-evaluation chart.

#### **LEARNERS' ACTIVITIES**

- 1 Ls fill in the evaluation chart.

## LESSON 4: COMPOSING MUSIC? EASY!

### AIMS OF THE LESSON

- Ls learn some biographical data about George Gershwin
- Ls compose their own music, save it and send it to the T via e-mail

### MATERIALS AND RESOURCES

Computers, one for each L, Internet connection, headphones for each L, 4.1 Composer Quiz, 4.1 For the teacher 4.2 List

### STAGE 1

**Warmer – How much do you know about Gershwin?**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Getting into the mood  
Cultural information

### ORGANISATION

Individual work

### AIDS AND MATERIALS

4.1 Composer Quiz

### TEACHER'S ACTIVITIES

- 1 Ask Ls if they remember the name of the composer whose works they listened to during the previous class. Elicit the name of Gershwin.

Hand out the worksheets to Ls. Ask them to try and guess the correct answers about the composer. After filling it in on their own, they can check the solutions in pairs.

### LEARNERS' ACTIVITIES

- 1 Ls fill in the quiz on their own.

Ls discuss their solutions with their peers.

<b>STAGE 2</b>	<b>Gershwin – biography</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	4.1 Composer quiz, webpage

### TEACHER'S ACTIVITIES

- 1 Ask Ls to open their browsers at the New York Philharmonic website: <http://www.nyphilkids.org/main.phtml>  
They should go to the Composers' Gallery, find Gershwin there and check their answers to the quiz.

### LEARNERS' ACTIVITIES

- 1 Ls go to the Composers' Gallery, find Gershwin there and check the answers to the quiz.

<b>STAGE 3</b>	<b>Let's compose music!</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Composing
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	Internet, headphones, 4.1 Composer Quiz, 4.1 For the teacher

### TEACHER'S ACTIVITIES

- 1 (Task 2 on the worksheet) Ask Ls to open this BBC website: <http://www.bbc.co.uk/radio3/makingtracks/makeatune.shtml> Let them choose one of the three games, and they should compose some music. They should save the music and send it to you via e-mail. The instructions of using the machines:

#### THE BEAT MACHINE

With this machine kids can create music using the percussion instruments. They should first choose which instrument to play, then drag the boxes onto the grid. They can listen to what they did by clicking on the Play (>) button. They can delete an item by dragging it back to the boxes. By clicking on 'Loop the screen' button, the machine at the end of the line will start playing the music from the beginning. Use the Save, Open and Send options in the upper part of the screen.

#### DHOLPLAYER

With this machine kids can create music using a dhol. They should choose which sound to play, then drag the boxes onto the tracks. All three tracks will be played at the same time.

Kids can listen to what they did by clicking on the Play (>) button. They can delete an item by dragging it back to the boxes. By clicking on 'Loop the screen' button, the machine at the end of the line will start playing the music from the beginning. Use the Save, Open and Send options in the upper part of the screen.

### LEARNERS' ACTIVITIES

- 1 Ls follow the instructions in Task 2 of the worksheet and compose music. They save and e-mail the piece to the T.

## SEQUENZA

In this game kids should choose images from the left hand box and drag it onto the grid in the middle. They can choose from a variety of sounds by clicking on the More sounds button in the lower right hand corner. They can listen to their compositions by clicking on the Play (>) button. By clicking on 'Loop the screen' button, the machine at the end of the line will start playing the music from the beginning. By clicking on the Surprise button, the machine will play the pictures at random. If they choose the Custom button, they can decide the order in which the pictures should be played. Use the Save, Open and Send options in the upper part of the screen.

<b>STAGE 4</b>	<b>Listen to the compositions, evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Music composed by Ls

#### TEACHER'S ACTIVITIES

- 1 Ask 4 or 5 Ls to introduce their compositions. Ask them to tell the others in which program they wrote it.  
After listening to the music, the other Ls give feedback. Encourage them to use the vocabulary from the Musical Impressions task in Lesson 3.

#### LEARNERS' ACTIVITIES

- 1 Ls listen to the compositions and give their opinions. They should produce sentences like: *'This music is very happy/funny/sad. I like the rhythm. I like the part where ... I think you can add some drum / violin...' etc.*

**STAGE 5 Homework**

**TARGET GROUP** This task might not be easy for Ls with fewer computer skills. Provide help.

**TIME**

**SKILLS AND COMPETENCIES  
IN FOCUS** Computer skills

**ORGANISATION** Individual work

**AIDS AND MATERIALS** Internet access, 4.1 Composer Quiz, 4.2 List

**TEACHER'S ACTIVITIES**

- 1 Go through the list of the things you will need next class. Each L should bring 5 pieces.  
Use the 4.2 List.

**LEARNERS' ACTIVITIES**

- 1 Ls can try the other machines on the BBC website for creating music.

## LESSON 5: INSTRUMENTS OF OUR OWN

### AIMS OF THE LESSON

- Ls make their own musical instruments
- Ls learn how musical instruments work
- Ls make decisions during the work
- Ls compose their own music, and play it on their instruments

### MATERIALS AND RESOURCES

Materials listed in 4.2 List, at least one, but preferably 4 or 5 computers with internet connection

### STAGE 1

**Check the list**

### TIME

5mins

### SKILLS AND COMPETENCIES IN FOCUS

Getting into the mood

Preparing for the workshop

### ORGANISATION

Whole class

### AIDS AND MATERIALS

4.2 List

### TEACHER'S ACTIVITIES

- 1 This is going to be a real fun class!

First check all the materials the Ls and you brought. Make sure you only speak English. Always call the materials by their names.

### LEARNERS' ACTIVITIES

- 1 Ls check the materials and try to memorize their names.

<b>STAGE 2</b>	<b>Check the website and agree</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Webpage

### TEACHER'S ACTIVITIES

- 1 Ask Ls to open their browsers at the New York Philharmonic website: <http://www.nyphilkids.org/main.phtml>. They should go to the Instrument Lab and look at the instruments there. They should choose which instrument to make, but help them in their decision. Make sure they choose an instrument they can make within 25 minutes.

### LEARNERS' ACTIVITIES

- 1 Ls go to the Instrument Lab and choose which instrument to make. They should work in groups of 3. One of them will be responsible for the website instructions, one for the ingredients and one for assembling the instrument.

<b>STAGE 3</b>	<b>Let's make the instruments</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Composing
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	4.2 List, Internet, headphones

### TEACHER'S ACTIVITIES

- 1 Check if the class has all the necessary tools and materials they need for their instruments. Help if necessary. Make sure that during the work both you and the Ls speak English.

### LEARNERS' ACTIVITIES

- 1 Ls follow the instructions of the webpage and make the instruments.

<b>STAGE 4</b>	<b>Listen to the instruments, evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Instruments prepared by Ls

#### **TEACHER'S ACTIVITIES**

- 1 Let each group show their instrument. Give positive feedback and give advice if needed for further development.

#### **LEARNERS' ACTIVITIES**

- 1 Ls show their instruments to each other. They evaluate the work of others and give advice for further development if needed.

<b>STAGE 5</b>	<b>Homework</b>
<b>TIME</b>	
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Music skills
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	The instrument

### TEACHER'S ACTIVITIES

### LEARNERS' ACTIVITIES

- 1 Ls try to play their instruments, work further on them if necessary. They prepare their portfolios for evaluation.
- 2 The portfolio should contain:
  - Printed copy of the Trophy they earned in the Scavenger Hunt,
  - 2.1 Worksheet,
  - 3.1 Musical instruments,
  - 3.2 Musical impressions,
  - 3.3 Evaluation sheet,
  - 4.1 Composer Quiz,
  - Recorded music piece they composed sent to you via e-mail,
  - Their home-made instrument.

## LESSON 6: LET'S MAKE MUSIC

### AIMS OF THE LESSON

- playing music on the home-made instruments
- evaluation of the Ls' work
- evaluation of the module

### MATERIALS AND RESOURCES

Home-made instruments, Ls' portfolios, evaluation worksheet, 6.1 Musical instruments portfolio, 6.2 Portfolio evaluation sheet, 6.3 Module evaluation sheet

### STAGE 1

**Our instruments**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Getting into the mood

### ORGANISATION

Whole class

### AIDS AND MATERIALS

Instruments

### TEACHER'S ACTIVITIES

- 1 Ask Ls to show their instruments again, tell about any modifications they made.

### LEARNERS' ACTIVITIES

- 1 Ls show their instruments, including the names and sounds of them. They talk about the modifications they did.

<b>STAGE 2</b>	<b>Class music</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Playing music
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Instruments

### TEACHER'S ACTIVITIES

- 1 Ask Ls to try and play their instruments in Gershwin's style. Do not be very serious about it. It is fine if they can produce any sounds from their instruments. Try to play as an orchestra for a short time.

### LEARNERS' ACTIVITIES

- 1 Ls try to play music together. Let one L be the conductor who directs the orchestra. They play a short piece together.

**STAGE 3 Evaluating learners' work****TARGET GROUP** The percentages in the Portfolio assessment sheet might not be the same for everyone – change if necessary.**TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking**ORGANISATION** Individual work**AIDS AND MATERIALS** 6.1 Musical instruments portfolio**TEACHER'S ACTIVITIES**

- 1 Ask Ls to present their portfolios. Use the portfolio evaluation criteria to give feedback (and grade). Remember that the evaluation sheet should contain 7 out of the 9 products that the Ls can choose themselves.

**LEARNERS' ACTIVITIES**

- 1 Ls present their portfolios. The cover page is in the 6.2 Portfolio evaluation sheet but they are free to modify it. They fill in the Portfolio evaluation sheet. They can choose which 7 out of the 9 products they want to include in the evaluation sheet (6.2).

<b>STAGE 4</b>	<b>Evaluation of the module</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	6.3 Module evaluation sheet

#### **TEACHER'S ACTIVITIES**

- 1 Ask Ls to evaluate the module using the worksheet. After filling in the sheets, moderate a discussion on the module and see their reactions.

#### **LEARNERS' ACTIVITIES**

- 1 Ls evaluate the module using the Worksheet. They participate in a group discussion where they can express their feelings about the module.