

MUSICAL INSTRUMENTS CLASSIFICATION

School	<input type="checkbox"/> Primary <input type="radio"/> Middle <input type="radio"/> High
Year / Class	<input type="checkbox"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Subject : Music	Topic: Musical instruments, classification of the musical instruments, recognize the musical instruments and their families.
CLIL language	Some of children attended during the kindergarten an English course but most of them have been studying English for the first year. Their CEFR Level is below A1, and for this reason the CLIL language has to be very simple and focused on very short sentences. The activities are mostly oral; TPR methodology is preferred and the teacher should respect children's silent period phase.

Teacher / Teaching team profile	Teacher's role: <ul style="list-style-type: none"> • Main Teacher ○ Co-teacher ○ Other: _____ 	Subject taught: _____
	Teacher's role: <ul style="list-style-type: none"> ○ Main Teacher ○ Co-teacher ○ Other: _____ 	Subject taught: _____

Student group profile (general)	CEFR Level: <input type="checkbox"/> A1-below <input type="radio"/> A2 <input type="radio"/> C1 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C2
	<ul style="list-style-type: none"> ○ Experiences of CLIL ○ English mother tongue ○ Other mother tongue <ul style="list-style-type: none"> • Migrant background • Special Educational <p>Needs : 3</p> <p>○ Other: _____</p>

Timetable fit	<ul style="list-style-type: none"> • Module ○ Lesson 	Previous lessons: Sounds and noises (differences), animal sounds, natural sounds, onomatopoeias, rhythms.
		Future lessons: Qualities of sound (pitch: low and high sound, duration: short and long sound, intensity forte and piano, timbre or colour: what kind of sound?)

Resources & tools	Musical instruments, Flashcards, reusable materials, blanket, hoops. All the pictures are taken from https://pixabay.com/en/ and are free of copyright. The flashcards pictures are taken using the real musical instruments.
------------------------------	--

Students' prior knowledge, skills, competencies	Subject	Language
	Difference between sound and noise Some musical instruments	Vocabulary: sound, musical instruments, play Structures: <i>What is it?</i> , present simple

Learning Outcomes expected for this lesson	<ul style="list-style-type: none">• Identify musical instruments• Match the musical instruments with the right flashcard and then with the right family• Memorize the musical instruments' names• Solve a puzzle• Classify the musical instruments• Compare and differentiate the musical instruments• Create a musical instrument
Methodology	<p>The teacher has to encourage children in the activities and not to force them to answer or repeat something. The approach is very natural with very simple English structures and vocabulary. Children have to help each other to find the right solution and cooperate and collaborate in order to create a musical instrument. The teacher prepares specific material deciding the colours for each family of musical instruments to help all the children to be more confident and more active during the lesson.</p>

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1 Beginning Warm up	To check previous knowledge about the topic. To engage children and catch their interest and curiosity.	<p>(Before starting the lesson) Put some musical instruments under a blanket. All the children are in circle in the middle of the classroom.</p> <p>Ask the children what their expectations are (make hypothesis: <i>What is it under the blanket?</i>)</p> <p>Ask a child to touch an instrument and guess what is it. The activity finishes as soon as all instruments have been guessed.</p>	<p>The English teacher repeats simple structures: <i>"What is it?"</i></p> <p>Children can ask for help to their classmates: <i>"Can you help me, S.?"</i></p>	<ul style="list-style-type: none"> • Whole class ○ Groupwork ○ Pair work ○ Individual work 	Musical instruments Blanket	1 0 minutes	Children answer orally to the teacher's questions.

2	To present and revise the vocabulary	Presentation: Ask the children to close their eyes. The teacher takes off the blanket to show the musical instruments and starts to count: “3, 2, 1... <i>Open!</i> ”. The children open their eyes and they see all the musical instruments. Then the teacher presents the musical instruments. The teacher says “1, 2, 3...” and the instruments’ name and the children have to repeat the vocabulary.	The English teacher uses new vocabulary and helps children to revise the old one: “ <i>This one is a.../it’s a...</i> ”	<ul style="list-style-type: none"> • Whole class ○ Groupwork ○ Pair work ○ Individual work 	Flashcards and musical instruments (<i>Attachment 1: Flashcards</i>)	10 minutes	The teacher checks that children repeat the vocabulary presented.
3	To reinforce the vocabulary	Matching game: all the instruments are on the floor. Teacher hands out the flashcards, one per child, and asks the children to say the name of the musical instrument and find the correct match.	Children have to repeat the vocabulary if the matching is wrong, teacher suggests to compare the instruments and flashcards: “ <i>Are they similar?</i> ” “ <i>Has it got strings?</i> ” “ <i>It is like a ...?</i> ”	<ul style="list-style-type: none"> ○ Whole class ○ Groupwork ○ Pair work • Individual work 	Flashcards and musical instruments (<i>Attachment 1: Flashcards</i>)	10 minutes	Children have to match the correct flashcard with the correct musical instrument. Children have also to say the name of the musical instrument.

4	To define different families	Teacher gives some pieces of different puzzles to each group. In groups they have to compose the puzzle and see what kind of instruments are on the puzzle. Then, the teacher presents the instruments' families.	<p>Children reinforce the vocabulary. The English teacher uses new vocabulary.</p> <p><i>“What can you see on your puzzle? Say in English one instrument you can see.”</i></p> <p>Teacher: <i>“These instruments belong to <u>brass</u> family/ These instruments belong to <u>string</u> family/ These instruments belong to <u>percussion</u> family/ These instruments belong to <u>woodwind</u> family.”</i></p>	<ul style="list-style-type: none"> o Whole class • Group work o Pair work o Individual work 	<p>One puzzle for each family. (Attachment 2)</p> <p>lpad or whiteboard</p>	10 minutes	Children have to answer to the teacher's questions.
---	-------------------------------------	---	--	---	---	------------	---

5	To classify the different musical instruments	<p>The teacher puts four hoops of different colours on the floor and labels them with the names of the families, one for each instruments' family.</p> <p>Children classify each musical instrument and put it in the correct instruments' family. When children put the instrument inside the hoop they have to say the name of the instrument and its family.</p>	<p>Teacher: <i>"Put the musical instruments that belong to the percussion family in the red circle."</i> <i>"Who wants to begin?"</i> <i>"Which family does it belong to?"</i> <i>"What is this?"</i></p> <p>Children: <i>"It is a..."</i> <i>"Percussion family, woodwind family, brass family string family"</i></p>	<ul style="list-style-type: none"> ○ Whole class ● Group work ○ Pair work ○ Individual work 	<p>Puzzles</p> <p>Hula hoops</p> <p>Flashcards with the families names (Attachment 2, Attachment 3)</p>	10 minutes	<p>Children have to classify each musical instrument and put it in the correct family.</p> <p>When children put the instrument inside the hoop they have to say the name of the instrument and its family.</p>
---	--	---	---	---	---	------------	--

6	<p>To analyze the different families To deduct differences and similarities</p>	<p>Learning station activity: For each instruments' family there is a learning station activity. Children divided in groups have to complete the activities on two worksheets for each family and then rotate to another station. For each station there are two activities:</p> <ol style="list-style-type: none"> 1. <u>First worksheet:</u> odd one out activity 2. <u>Second worksheet:</u> describe the instrument (colours and numbers) 	<p>Children reinforce the vocabulary reading on each worksheet the family of instruments.</p> <p>Teacher: "<i>Station by station you have to circle the odd one out instrument in each worksheet.</i>"</p> <p>"<i>Count and number the items and colour the circle with the right colour</i>"</p>	<ul style="list-style-type: none"> o Whole class • Group work o Pair work • Individual work 	<p><u>First activity:</u> Four worksheets, one for each family, per child. Pencil Rubber</p> <p><u>Second activity:</u> four worksheets per child. (Attachment 4, 5 and 6)</p>	<p>40 minutes (10 minutes for each station)</p>	<p>Children divided in groups have to complete the activities and then rotate to another station.</p>
---	---	--	---	---	---	---	---

7	To create a musical instrument	Each group has to invent a musical instrument. The teacher gives them some reusable materials to create the musical instrument. Children in group present their musical instrument.	<p>Teacher: “<i>Invent a musical instrument using the material on your desks.</i>”</p> <p>Teacher: “<i>Which family does your instrument belong to?</i>”</p> <p>Children: “<i>Brass family, string family, woodwind family, percussion family.</i>”</p>	<ul style="list-style-type: none"> ○ Whole class ● Group work ○ Pair work ○ Individual work 	<p>Reusable materials</p> <p>Glue stick</p> <p>Pencils</p> <p>Rubbers</p> <p>Scissors</p> <p>Sticks</p> <p>Plastic caps</p> <p>Ropes</p> <p>Elastic bands</p> <p>Pipe cleaner</p> <p>Beans</p> <p>Seeds</p> <p>Drinking straws</p> <p>Scotch tape</p>	30 minutes	Children have to create a musical instrument and then have to say which family it belongs to.
---	---------------------------------------	---	---	---	---	------------	---

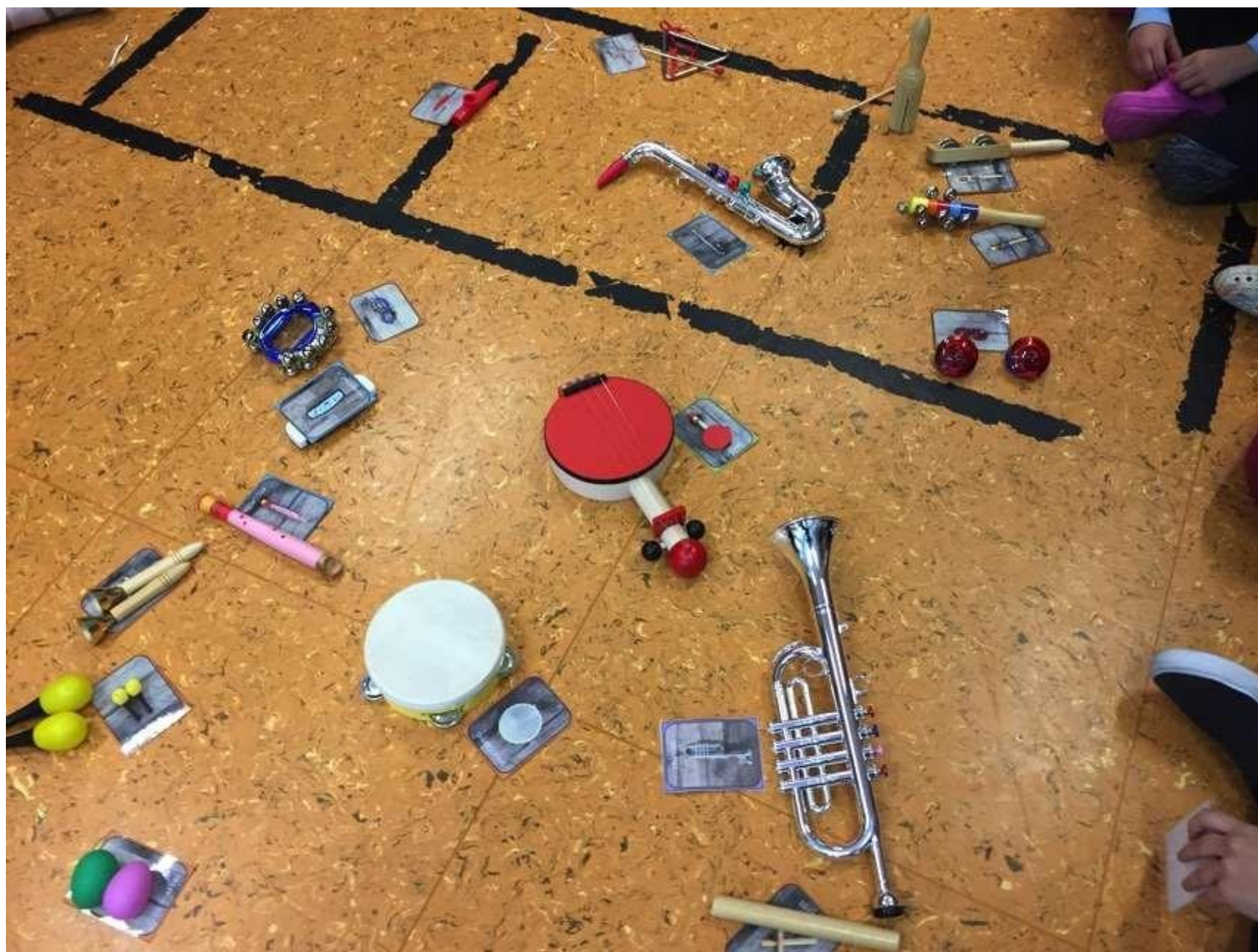
PHASE 1



PHASE 2





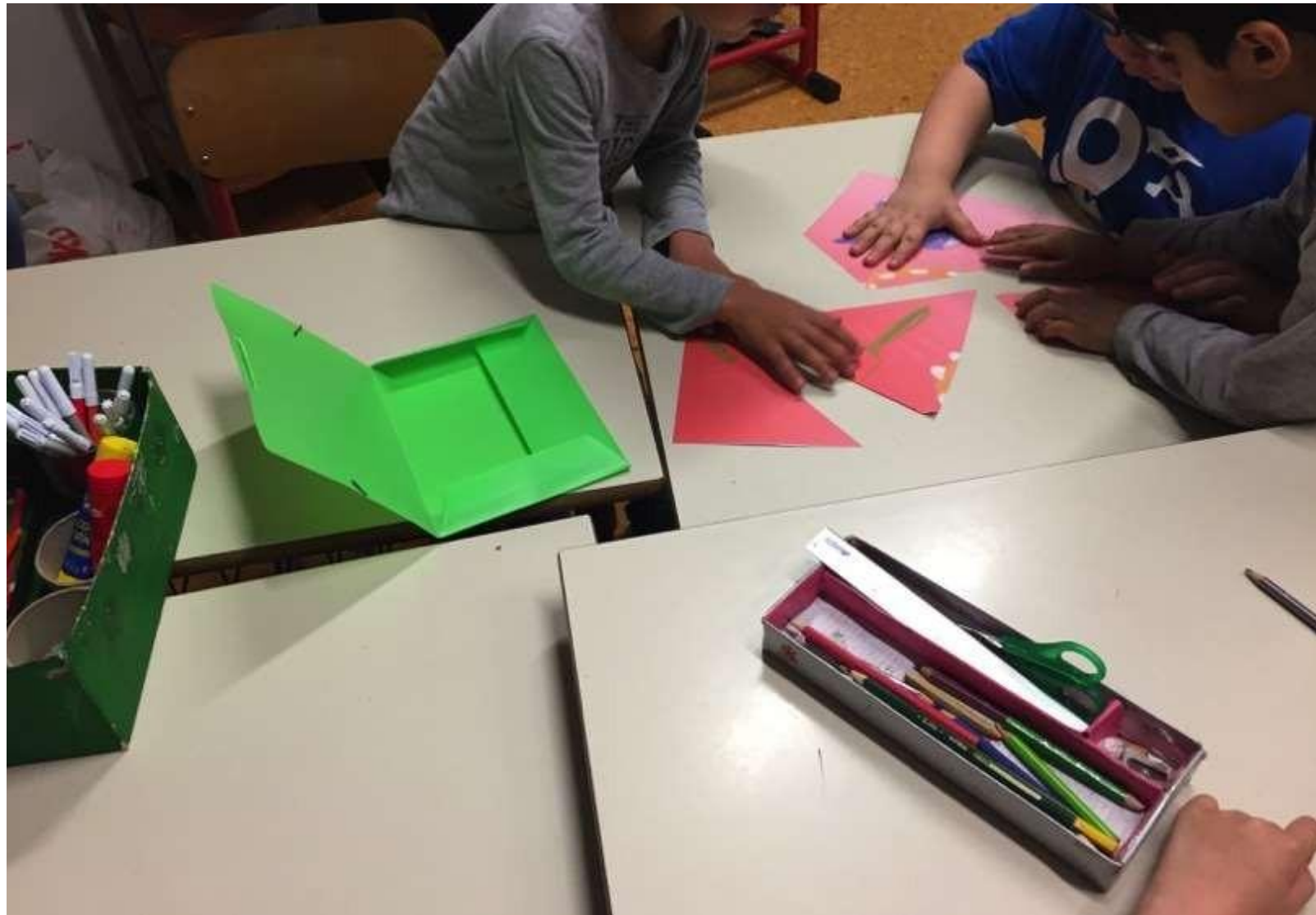


PHASE 3





PHASE 4





PHASE 5





PHASE 6



PHASE 7



ATTACHMENT 1: FLASHCARDS





CLAVES



SHAKER CYMBAL



TAMBOURINE



HARMONICA



MARACAS



BELL SHAKER



CASTANETS



BLOCK TONE



TRIANGLE



EGG SHAKERS



KAZOO



SAXOPHONE



TRUMPET

STRING FAMILY

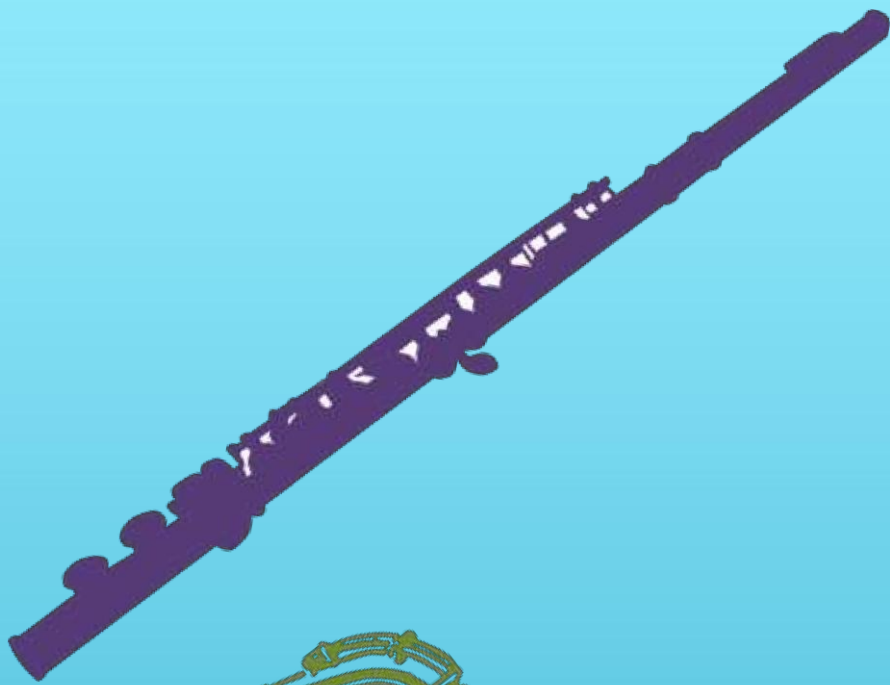
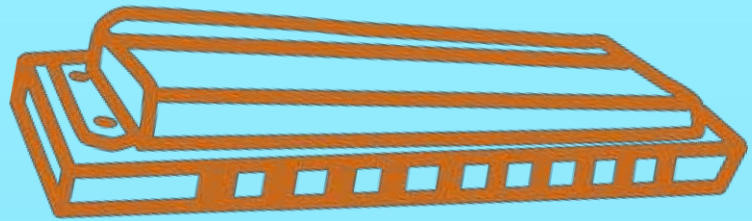
WOODWIND FAMILY

BRASS FAMILY

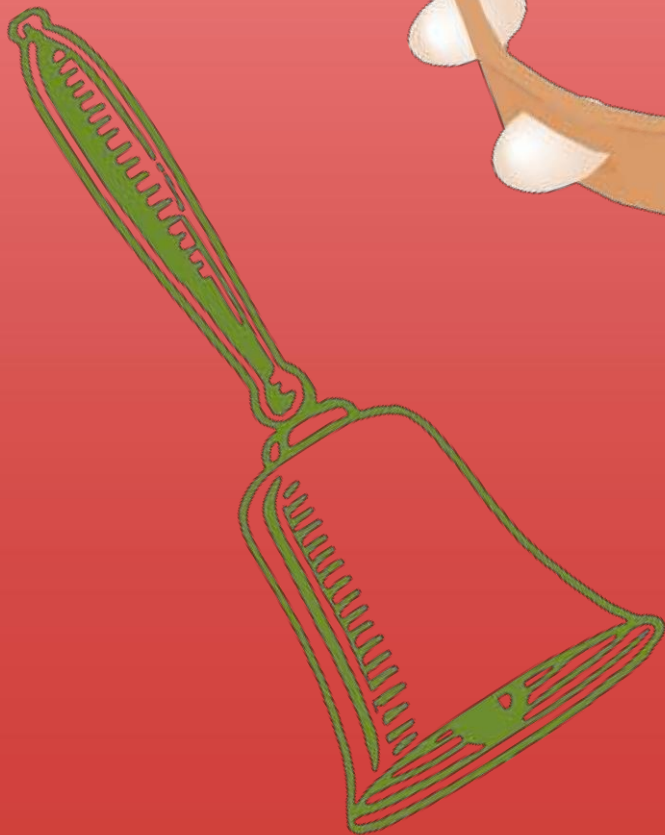
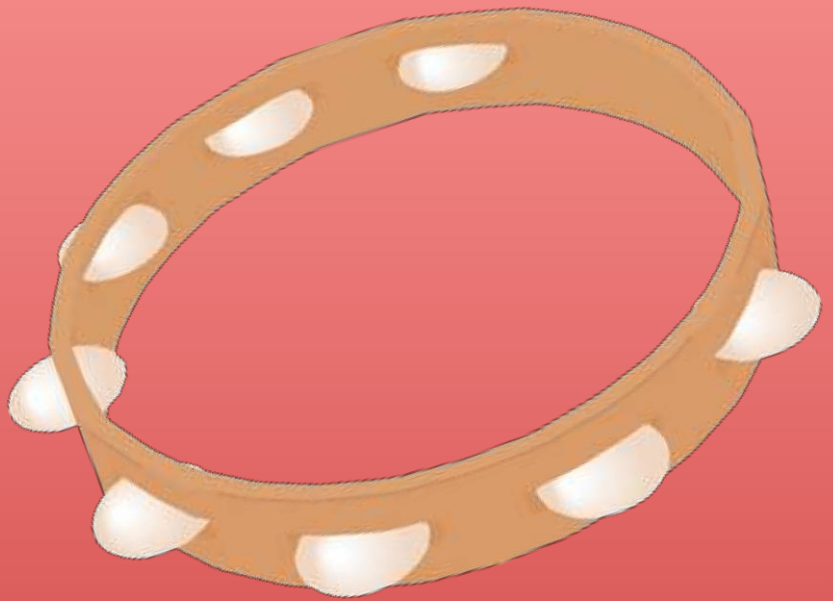
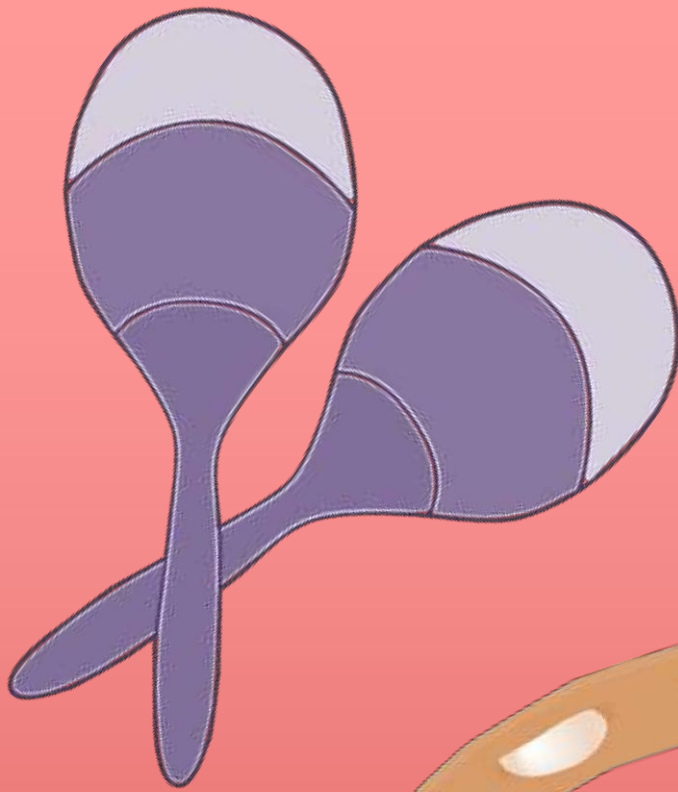
PERCUSSION FAMILY

ATTACHMENT 3: PUZZLES OF THE INSTRUMENTS' FAMILIES









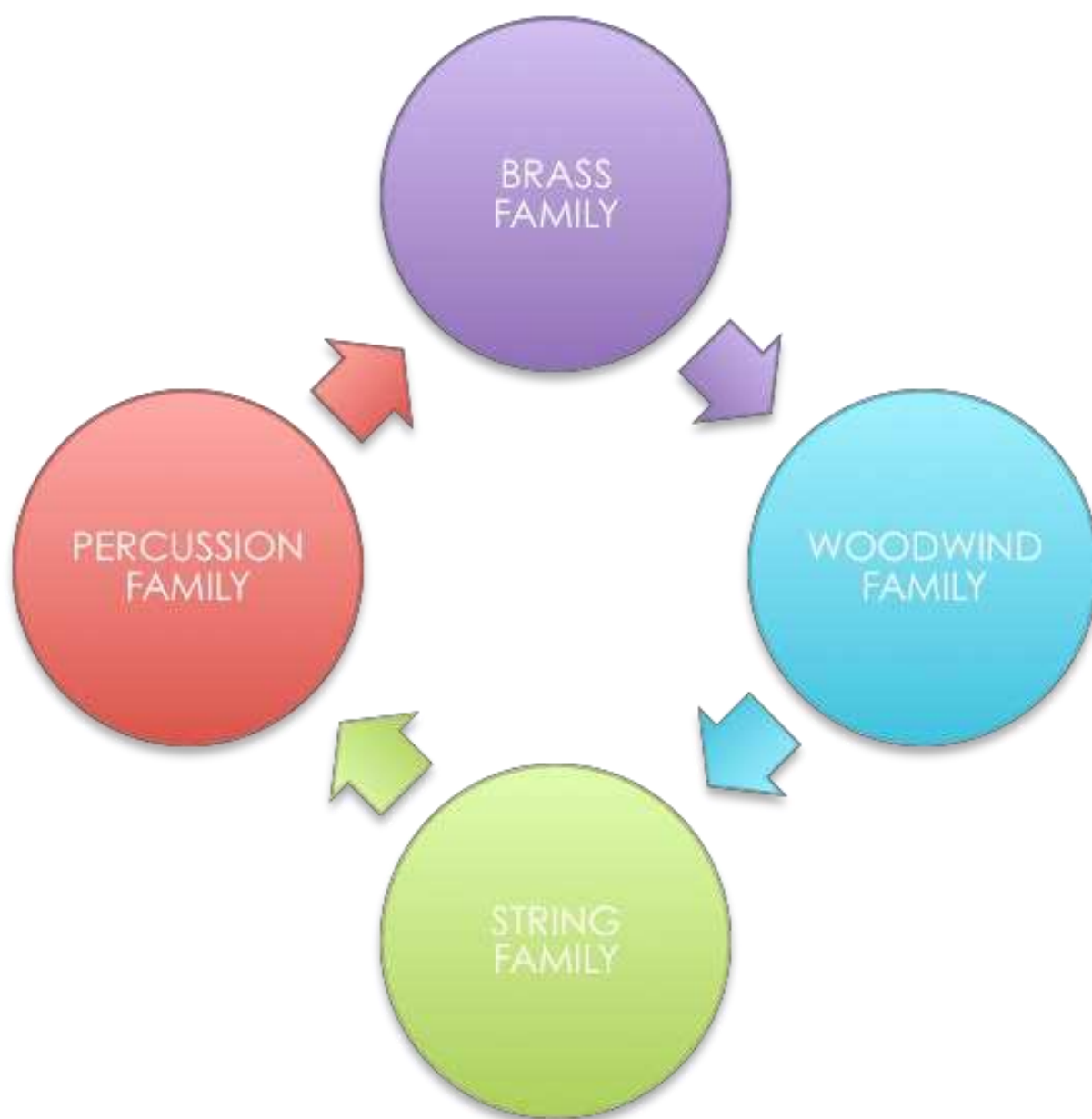
**STRING FAMILY
WORKSTATION**

**WOODWIND FAMILY
WORKSTATION**

**BRASS FAMILY
WORKSTATION**

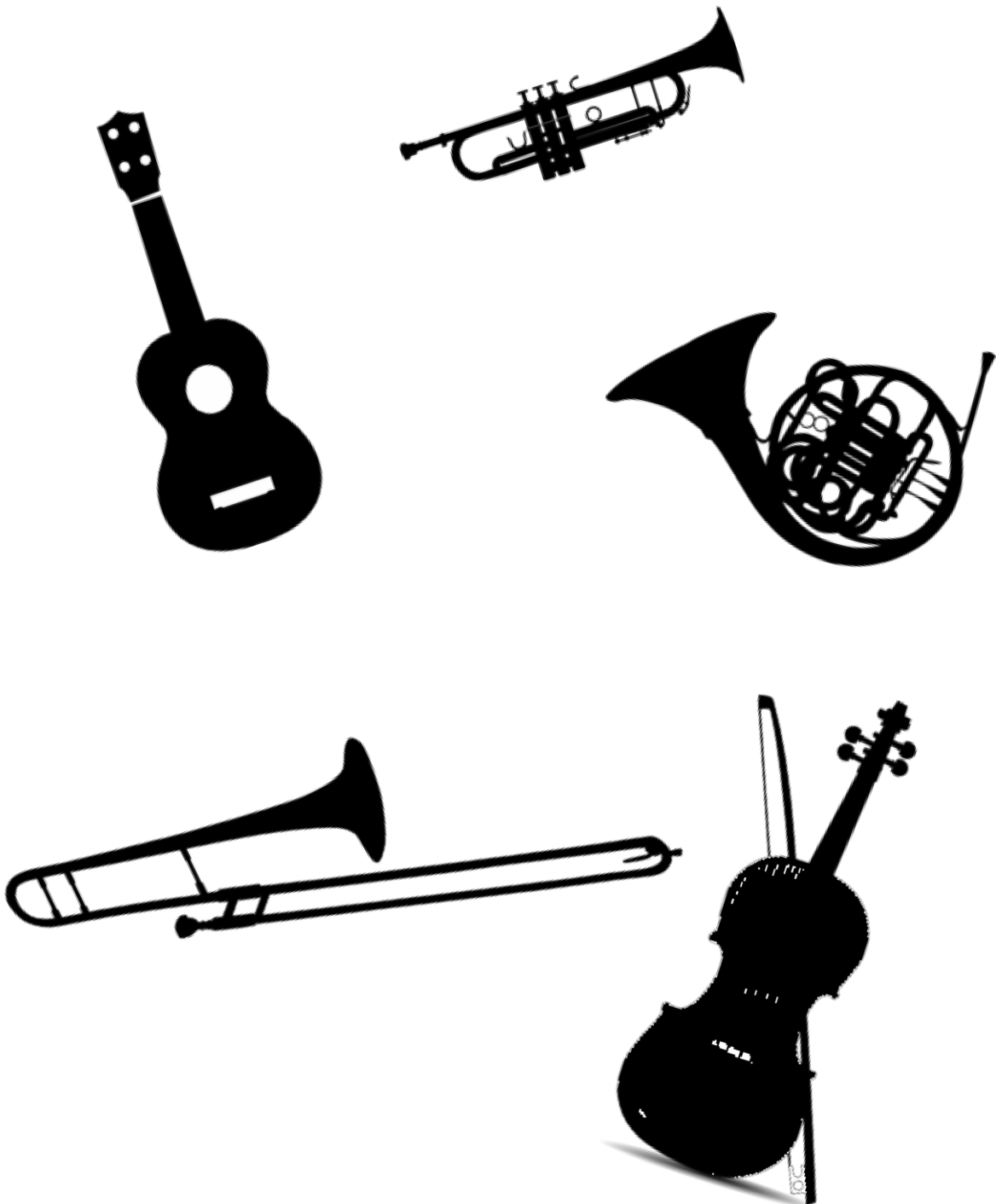
**PERCUSSION FAMILY
WORKSTATION**

ATTACHMENT 5: SCHEME FOR THE LEARNING STATION ACTIVITY



BRASS FAMILY

CIRCLE THE INSTRUMENTS THAT BELONG TO THE BRASS FAMILY.

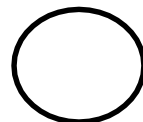


BRASS FAMILY



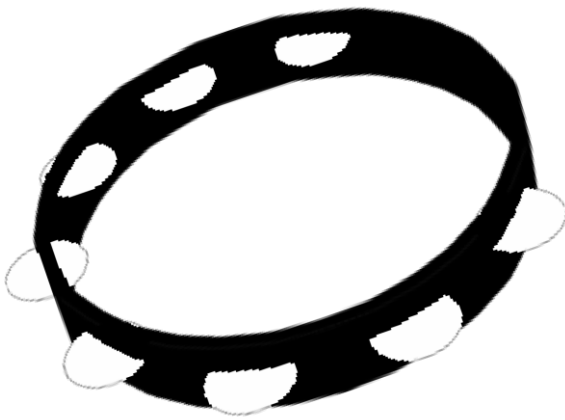
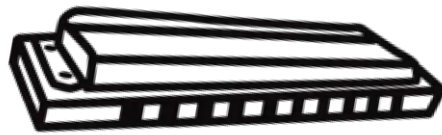
HOW MANY **TRUMPETS** CAN YOU SEE? _____

WHAT IS THE **COLOR** OF THE **TRUMPETS**?



WOODWIND FAMILY

CIRCLE THE INSTRUMENTS THAT BELONG TO THE
WOODWIND FAMILY

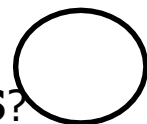


WOODWIND FAMILY



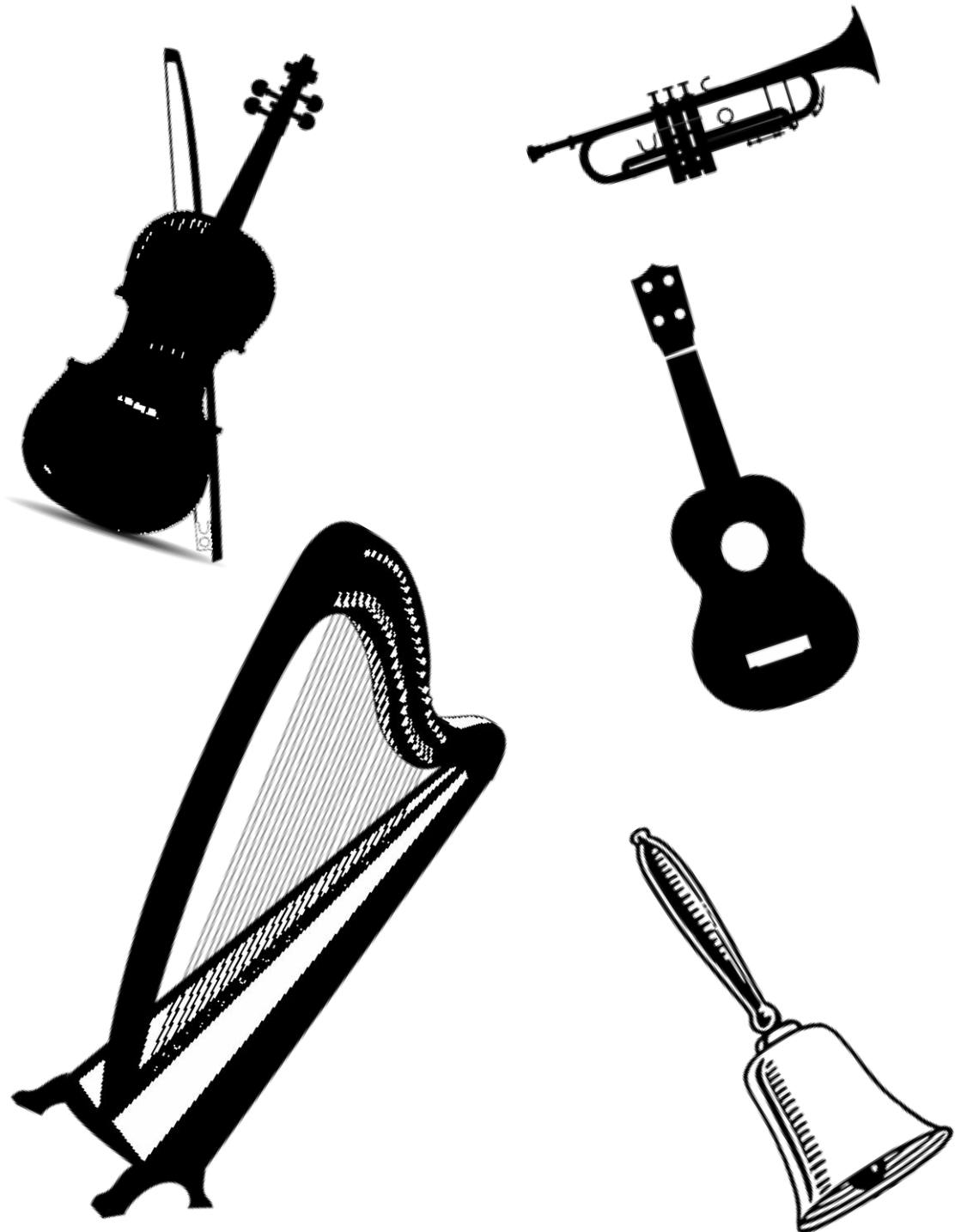
HOW MANY **SAXOPHONES** CAN YOU SEE? _____

WHAT IS THE **COLOR** OF THE **SAXOPHONES**?

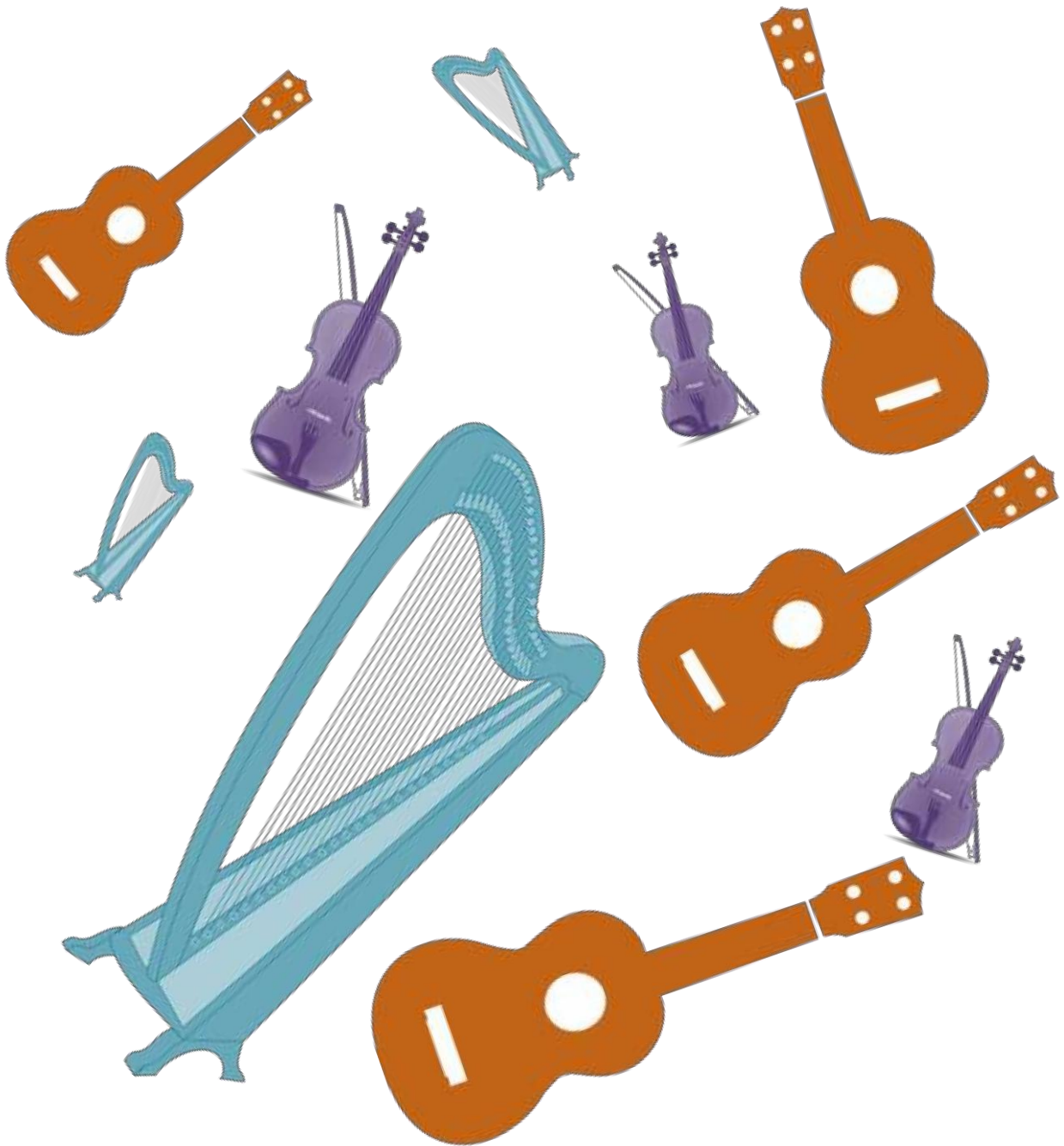


STRING FAMILY

CIRCLE THE INSTRUMENTS THAT BELONG TO THE STRING FAMILY

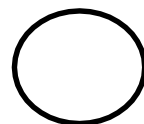


STRING FAMILY



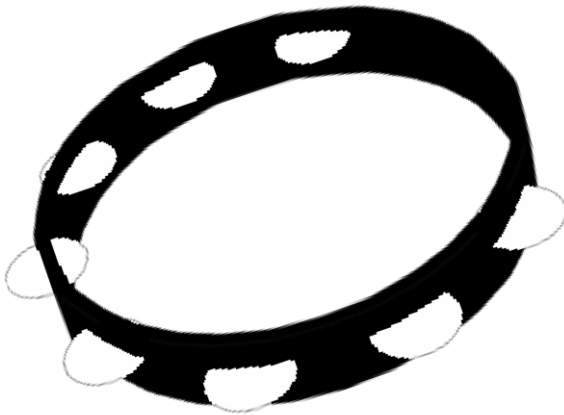
HOW MANY **GUITARS** CAN YOU SEE? _____

WHAT IS THE **COLOR** OF THE **GUITARS**?

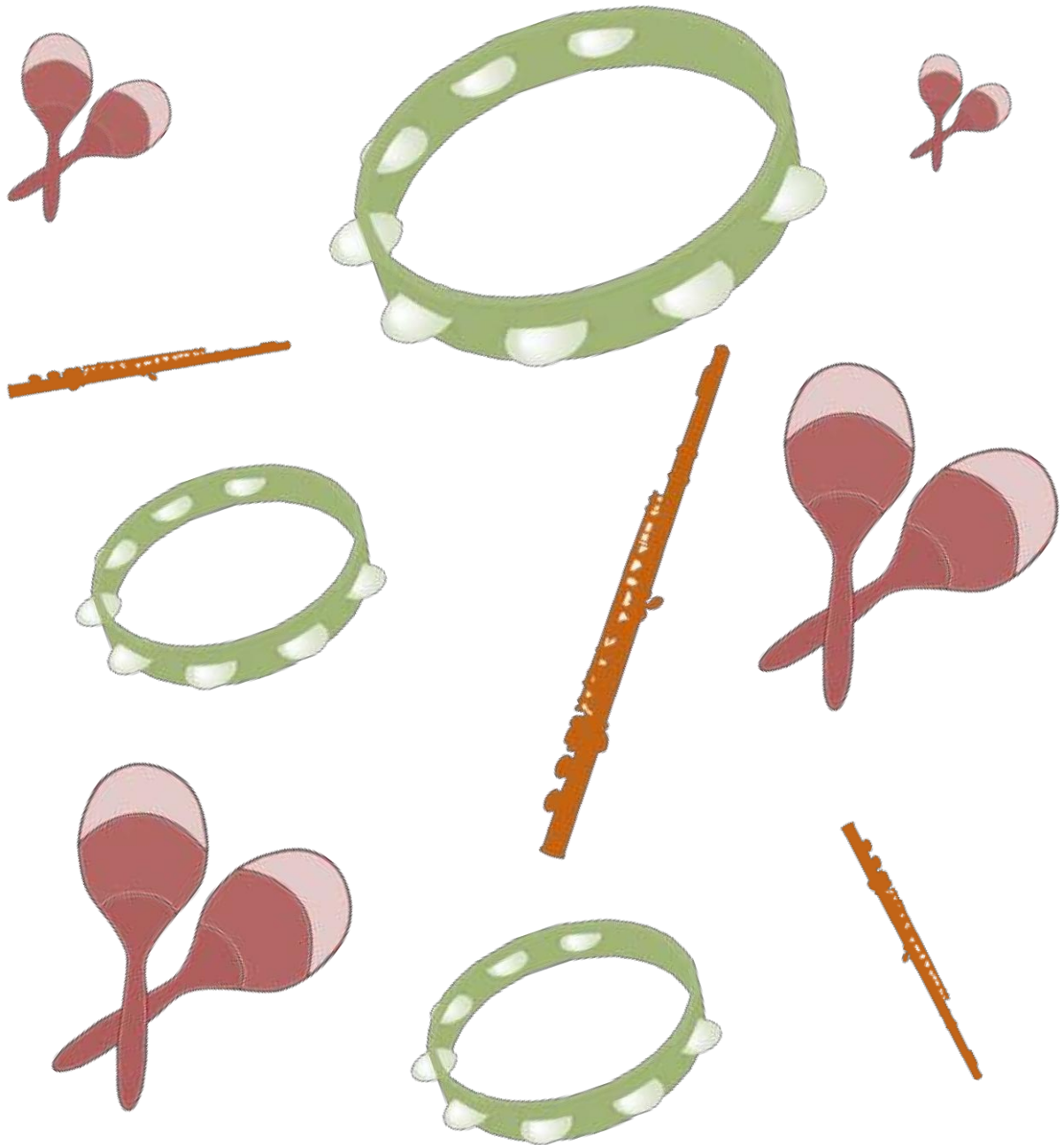


PERCUSSION FAMILY

CIRCLE THE INSTRUMENTS THAT BELONG TO THE STRING FAMILY



PERCUSSION FAMILY



HOW MANY **MARACAS** CAN YOU SEE? _____

WHAT IS THE **COLOR** OF THE **MARACAS**?

