Author: Marco Bazzoli

Lesson plan: ***Musical* instrument classification**

School	o Primary	➤ Middle	o High		
Year / Class	o 1	➤ 2	o 3	o 4	o 5
Subject :	*Music*		**Topic:** *Musical* instrument classification		
CLIL language	**ENGLISH**				

Teacher / Teaching team profile	Teacher's role:	➤ Main Teacher o Co-teacher o Other: _____	Subject taught: *Music*

Student group profile (general)	CEFR Level:	➤ A1 o B1	o A2 o B2	o C1 o C2
	o Experiences of CLIL o English mother tongue ➤ Other mother tongue (Italian)	o Migrant background o Special Educational Needs :No. o Other: _____		

Timetable fit	o Module ➤ Lesson	Previous lessons: This lesson follows the lesson "Qualities of sound". It is a two-hour class (100 minutes).
		Future lessons: There will be forthcoming lessons surrounding the area of musical instrument classification.

Resources & tools	Computer Lab (a Pc for each student), IWB with projector, Microsoft PowerPoint, Internet connection, Google account (for Google forms), Learning apps.

Students' prior knowledge, skills, competencies

Subject	Language
Student's prior knowledge • Duration: A sound can be long or short (the length of time a *musical* sound lasts). • Dynamics: A sound can be loud or soft (degrees of loudness or softness in music). • Timbre: A sound can have a "different colour" (trumpet, violin, piano, etc.). • Pitch: A sound can be high or low (the relative highness or lowness that we hear in a sound).	Student's prior knowledge Vocabulary • Long, short. • Loud, soft, getting louder (gradually louder), getting softer (gradually softer). • High, low, getting higher (going up), getting lower (going down).

Author: Marco Bazzoli

Student's prior skills	Student's prior skills
• **To be able** to recognize the qualities of sound. The duration, the dynamics and the pitch of a sound. • **To know** that the timbre of a sound allows to distinguish a person's voice or a *musical* instrument from another ONLY IF we know that person or instrument • **To be able** to recognize the timbre of a *musical* instrument.	• **To be able** to recognize various signals and sounds not only specifically connected with music. For example a siren, a bell, thunder, animal sounds etc.
Student's prior competencies	Student's prior competencies
• **Linguistic** competence: names of some *musical* instruments (Trumpet, Violin, Piano etc.) • **Artistic** competence: read music. • **Communicative** competence: giving *musical* examples, defining, describing a process, clarifying what has been said, expressing ideas and opinions, suggesting. • **Digital** competence: use *musical* tools interactively, use *musical* language, use *musical* symbols interactively. Use Computer software and apps (Google forms, PowerPoint, Learning apps). • **Social** competence: cultural awareness and expression regarding *music*.	• **Linguistic** competence: Present tenses, Passive voice, Modal verb of possibility. • **Communicative**: defining, describing a process, expressing agreement or disagreement, clarifying what has been said, expressing ideas and opinions, suggesting, predicting and justifying predictions. • **Digital** competence: use tools interactively, interact in groups, use language, symbols and texts interactively: use knowledge and information interactively to identify, to locate and to access appropriate information sources. • **Social** competence: attitude towards others, correcting others, flexibility.

Teaching aims	**Learning outcomes**
Content • To **introduce** the physical bases of sound production and amplification. • To introduce the **defining** principles of the families of *musical* instruments. • To **recognize** *musical* instruments visually and orally. • To **classify** the *musical* instruments according to the systematic classification criteria. • To **recall** *musical* instrument vocabulary. • To **learn** the anatomy of musical instruments and their key elements.	**Content** Learners will be able to • **Recognize** and identify *musical* instruments by looking at and listening to them. • **Use** a new vocabulary related to *musical* instruments. • **Describe** *musical* instruments. • To **know** the families of *musical* instruments and their characteristics. • To **recognise** different instruments by their shapes and their sounds.
Cognition • To **compare** the sound of the *musical* instruments. • To **memorise** the vocabulary of *musical* instruments. • To **explain** how each of the musical instruments produces the sounds. .	**Cognition** Learners will be able to • Make **comparisons** between instruments. • **Evaluate** *musical* instruments by which they prefer and say why. • To encourage critical thinking.
Communication Language of learning Vocabulary of *musical* instruments and of description. Language for learning • **Understanding** instructions. • **Using** the passive voice.	**Communication** Learners will be able to • **Use** vocabulary, both new and learnt, in the right context. • Listen to and to **identify** different *musical* instruments.

• **Discuss** instruments and preferences in pairs. <u>Language through learning</u> **Asking** appropriate questions for a given purpose. The development of listening and reading skills. **Culture** • To **introduce** a wide range of *musical* instruments. • To **enable** the analysis of sounds of different *musical* instruments. • To **identify** where *musical* instruments are from. • To **compare** instruments from different countries.	• **Formulate** questions using the 5 Ws. • **Talk** to others about an instrument, its family and the orchestra. • **Speak** spontaneously. **Culture** <u>Learners will be able to</u> • Work well in collaborative learning contexts. • **Develop** awareness and knowledge of different *musical* instruments and speak about how they sound and where they originate.

Methodology	• In order to make English language input as comprehensible as possible I present diverse media about musical instruments (PowerPoint, Learning apps, Google Forms). • I really like also to present some different musical instruments. • The focus of the instruction is always on the content to be learnt. • Key terms are introduced in advance and the teacher always reinforces the new vocabulary throughout the lesson.

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1	**Review** of the previous lesson: *Qualities of sound 1* To be able to recognize the qualities of sound	Each student will Review last lesson "Qualities of sound". Check your knowledge (individual work). Qualities of sound **1** (by Marco Bazzoli). Open this link: mb01 CTRL Click here (Google forms 1)	Defining, describing a process Vocabulary • Long, short. • Loud, soft, getting louder (gradually louder), getting softer (gradually softer). High, low, getting higher (going up), getting lower (going down).	Individual work	**Images** 1 ->Google labelled for non-commercial reuse with modification. **Images 2** Created by Marco Bazzoli (music) Google Forms.	6 Minutes	Assessment. Use an interactive tool: *Google Forms*.
2	**Review** of the previous lesson: *Qualities of sound 2* To be able to recognize the qualities of sound	Each student will Review last lesson "Qualities of sound". Open this file: mb02 *Check your knowledge: Qualities of sound 2 (by Marco Bazzoli).ppt*	defining, describing a process Vocabulary • Long, short. • Loud, soft, getting louder (gradually louder), getting softer (gradually softer). High, low, getting higher (going up), getting lower (going down).	Individual work	**Sounds**-> created by Marco Bazzoli. **Images** 1 ->Google labelled for non-commercial reuse with modification. **Images 2** Created by Marco Bazzoli (music) PowerPoint	8 Minutes	Assessment. Use an interactive tool: *Microsoft PowerPoint*.

3	**Review** of the previous lesson: *Qualities of sound 3* To be able to recognize the qualities of sound	Each student will Review last lesson "Qualities of sound". <u>Check your knowledge</u> (individual work). Qualities of sound **3** (by Marco Bazzoli). Open this link: mb03 <u>CTRL Click here (Learning apps 1)</u>.	defining, describing a process Vocabulary • Long, short. • Loud, soft, getting louder (gradually louder), getting softer (gradually softer). • High, low, getting higher (going up), getting lower (going down).	Individual work	**Images** 1 ->Google labelled for non-commercial reuse with modification. **Images 2** Created by Marco Bazzoli (music) Learning apps	6 Minutes	Assessment. Use an interactive tool:.*learning apps*.
4	*Presentation of the new lesson: Instrument families of the Orchestra (first Classification type).*	<u>Instrument families of the Orchestra</u> (Whole class) Open this file: mb04 *Musical instrument classification 1 Instrument families of the Orchestra (by Marco Bazzoli).ppt*	To introduce the **defining** principles of the families of *musical* instruments • To **recognize** *musical* instruments visually and orally. • **Use** a new vocabulary related to *musical* instruments.	Whole class	**Images** 1 ->Google labelled for non-commercial reuse with modification. (music) PowerPoint	10 Minutes.	No Assessment

5.	To **memorise** the vocabulary of *musical* instruments.	Matching activity: match each instrument with its family (Brass, Woodwinds, Strings). Open this link: mb05 **CTRL Click here (Learning apps 2)**	• To **recognize** *musical* instruments visually and orally. • **Use** a new vocabulary related to *musical* instruments.	Individual work	**Images** 1 ->Google labelled for non-commercial reuse with modification. **Images 2** Created by Marco Bazzoli (music) Learning apps	. 10 Minutes.	Assessment. Use an interactive tool:.*learning apps*.
6	• To **classify** the *musical* instruments • To **recall** *musical* instrument vocabulary. To **learn** the anatomy of musical instruments and their key elements.	**Pair work: Discuss with a friend and then choose your own answers.** Open this link: mb06 **CTRL Click here (Google forms 2)**	• To **recognize** *musical* instruments visually and orally. • **Use** a new vocabulary related to *musical* instruments.	Pair Work and Individual Work	**Images** 1 ->Google labelled for non-commercial reuse with modification. **Images 2** Created by Marco Bazzoli (music) Learning apps	20 Minutes.	Assessment. Use an interactive tool: G*oogle Forms*.
7	*Presentation of the lesson: Musical Instrument classification 2*	Musical instrument classification 2 Hornbostel-Sachs (Whole class) Open this file: mb07 *Musical instrument classification 2 Hornbostel-Sachs system (by Marco Bazzoli).ppt*	To introduce the **defining** principles of the families of *musical* instruments • To **recognize** *musical* instruments visually and orally. • **Use** a new vocabulary related to *musical* instruments.	Group work, the teacher divides the class into five groups. Each group reads a description of one category and present to the others.	**Images** 1 ->Google labelled for non-commercial reuse with modification. (music) PowerPoint	10 Minutes.	No Assessment

8	*Guessing game.*	"Which Instrument is it?" Worksheet N° 1 In mb08 BAZZOLI_MARCO_ lessonplan Worksheets.doc	*Each group has got the description of some instruments. The rest of the class makes them questions such as:* *Does it belong to...?* *Has it got...?* *Is it made of...?* *Is it played by...?.etc.* *(look at worksheet N°1)*	Group work	**Worksheet**	20 Minutes.	Assess the previous activities in group work: *Group discussion..*

9	*Homework*	*A) Print from BAZZOLI_MARCO_ lessonplan Worksheets.doc* Worksheet N°2 Worksheet n° 3 Worksheet n° 4 *B) Use on the computer* Worksheet n° 5 *from BAZZOLI_MARCO_ lessonplan Worksheets.doc*	*Each Student, at home, choose 2 worksheets among n° 2, N° 3, N°4, N°5.*	Individual work	**Worksheets**	Homework	Assess all the activities of the lesson.