

MOVING TO THE MUSIC

Movement in Eurhythmics

UNIT PLAN

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UNIT PLAN

UNIT1 PLAN

PROJECT	MOVING TO THE MUSIC
UNIT 1	BODY MUSIC
LESSONS	Lesson 1: Identifying the body parts. Naming my body. Lesson 2: I'm moving around Lesson 3: How my body sounds Lesson 4: How my body moves Lesson 5: Let's review what we have learnt

AIMS

To know the body parts, sounds and movements through the music.

CONTRIBUTION TO COMPETENCES

Communicative: Expressing and interpreting music with the body and using movement as a tool for expression and communication.

Social competence: Increasing creativity and usage of body language through movement and corporal expression.

Personal: create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

OTHER SUBJECTS → CROSS-CURRICULAR LINKS

Learn about **science**: the skeleton is inside the body and allows the body to move.

Learn about **geography**: locate the Caribbean Islands on a map

LEARNING OUTCOMES

What learners will be able to do at the end of the unit

Will know:

- The name of the parts of the body and the face
- The musical elements: notation, dynamics, pitch and tempo
- The names of some movements and some sounds
- Some songs related to the body parts and movements.
- Where the Caribbean Islands are.
- How to recognize the calypso rhythm

Will be able to:

- Match, identify, sequence and classify the parts of the body and the face.
- Move different parts of the body independently
- Show different ways to move around (with and without legs)
- Identify the values of different musical notes.
- Beat, move and identify rhythm patterns.
- Make some additions to the note values.
- Analyze the musical elements of the sounds
- Beat and create rhythm patterns with sound actions
- Locate the Caribbean Islands on a world map.
- Play the calypso rhythm
- Move around with different rhythm patterns while listening to instrumental music. (beats, tempos, words, instructions, etc.).
- Memorize the words and the movements of the songs.

Will be aware of:

- The value of other's performances, work and creations.

CONTENT	
<ul style="list-style-type: none"> - The skeleton. Body parts. Joints. - Moving through music notation: whole, half, quarter and eighth notes. - Music movement rules. - Count the values of music notation. - Musical elements: duration, dynamics, pitch and tempo - Rhythm patterns - Body sounds - Body movements - Calypso rhythm 	<p>SONGS:</p> <ul style="list-style-type: none"> - <i>Dry bones</i> - <i>Walking the song</i> - <i>My body sounds (version 12345)</i> - <i>My body sounds</i> - <i>This Calypso</i> - <i>Warm-up song</i> <p>MUSIC:</p> <ul style="list-style-type: none"> - "Inspector Clouseu" (from <i>Pink Panther</i> film). Henry MANCINI
COGNITION	
<ul style="list-style-type: none"> - Matching, identifying, sequencing and classifying parts of the body. - Hypothesizing and imagining how to build a skeleton. - Creating innovate solutions (how to move without our legs) - Interpreting information and instructions with movements. - Distinguishing different rhythms. - Recognising and responding to sound or word stimulus - Memorising songs and movements. 	
CULTURE	
<ul style="list-style-type: none"> - Respect ideas and opinions of other people - Interest in knowing and valuing works of art (music) of different people - Respect different co-operative work: individually, in a group, with a partner and with the whole class. 	
COMMUNICATION	
Of learning	
Vocabulary	
<p>Body vocabulary: skeleton, bones, toe, foot, heel, ankle, leg, thigh, hip, back (spine), shoulder, neck, head, finger, arm, elbow, knee, forearm, joints, tongue, eyes, mouth, nose, ears, lips, eyebrows, hair, cheeks.</p> <p>Movement vocabulary: walk, walk slowly, running, walk fast, bend, clap, stamp, slap, click, swing, step right, step left, tiptoe, wave, roll, tickle, turn around, up, down, open, close, blink, rise, blow up.</p> <p>Music vocabulary: rhythm pattern</p> <p><i>notation:</i> whole note, half note, quarter note, eighth note, rest.</p> <p><i>dynamics:</i> loud, quiet</p> <p><i>pitch:</i> high, low</p> <p><i>tempo:</i> steady beat, slow, fast, getting slow, getting fast</p> <p>Other: connect, disconnect, applause, bow</p>	
Structures	
<ul style="list-style-type: none"> - Which bone is connected to the.... bone? The....bone is connected to the...bone - Do not <u>talk/push</u> when we move - Listen to the <u>music/the instructions/the rhythms</u> when we move - How many beats does a <u>quarter/half/whole/eighth</u> note plus a <u>quarter/half/whole/eighth</u> note have? - The <u>whole/half/quarter/eighth</u> note is <u>longer than/shorter then/the shortest one/ the longest one</u> 	

<ul style="list-style-type: none"> - the <u>whole/half/quarter/eighth</u>. - <u>They/this/it are/is/sound/sounds loud/quiet/high/low</u>. - <u>Can/Are you clap/clapping your hands? / / Yes/No I can/can't/am/am not clap/clapping my hands</u>. - <u>Comparatives and superlatives</u>
For learning
<ul style="list-style-type: none"> - Describing the Inspector - Asking and answering the questions about the body - Asking and answering the questions about music movement rules. - Creating a new song version - Making recommendations for music movement rules
Through learning
<ul style="list-style-type: none"> - Language through activities. - Questions that are raised in the sessions.

ASSESSMENT CRITERIA Can the students...?
<ul style="list-style-type: none"> - Match, identify, sequence and classify the parts of the body. (worksheets 1.1, 1.2, 2.1) - Build a skeleton working in group. - Understand movement instructions and give orders to the others. - React moving around listening to different stimulus (beats, tempos, music, words, instructions) - Keep a steady beat and find the double fast and double slow. Beat, move and identify rhythm patterns. - Know the duration of the music notes. - Write the pitch on the stave (worksheet 3.1) - Identify the music elements of the sounds - Draw and write the parts of the face (worksheet 4.1) and the <i>Inspector Clousseau</i> (worksheet 5.2) - Maintain the Calypso rhythm - Create a new song version. - Distinguish what they hear and do not hear. - Memorize songs and movements. - Join in enthusiastically with moving and singing class - Work in pairs and in a group - Perform to the rest of the class.

UNIT PLAN 2

PROJECT	MOVING TO THE MUSIC
UNIT 2	SHAPES TO THE MUSIC
LESSONS	Lesson 6: Levels and shapes Lesson 7: Opposites and mirrors Lesson 8: Directions Lesson 9: Space formations Lesson 10: Let's review what we have learnt

AIMS

To know about levels and shapes, opposites, directions and space formations with the body and through the music.

CONTRIBUTION TO COMPETENCES

Communicative: Expressing and interpreting music with the body and using movement as a tool for expression and communication.

Social competence: Increasing creativity and usage of body language through movement and corporal expression.

Personal: create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

OTHER SUBJECTS → CROSS-CURRICULAR LINKS

Learn about **mathematics**: the straight and curves lines. Geometric basic shapes. Space formations, orientation and directions. Solving problems related to groups of numbers.

LEARNING OUTCOMES**Will know:**

- The name of the levels, positions, opposites, directions and space formations (lines and basic geometric shapes) with the body.
- The name of music elements from some musical compositions.
- About Bach's life (music composer).
- Some songs related to the levels, positions, opposites with the body.

Will be able to:

- Show different ways to do shapes with the body and at different levels.
- Move and shape in canon and in mirror.
- Move around in different directions with the music.
- Identify melody in canon and in unison
- Identify the structure of some musical compositions
- Create different kinds of choreography (in different levels, in mirrors, in canons, in lines in basic geometric shapes)
- Identify and analyse what the music represents.
- Identify some rhythm patterns (rhythm dictation)
- Move around with different rhythm patterns while listening to instrumental music, beats, tempos, words, instructions, etc.
- Memorize the words and the movements of the songs.

Will be aware of:

- The value of other's performances, work and creations.

CONTENT

- Level positions and body shapes.
 - Moving through music elements: tetachord ascendant and descendant, same pitch.
 - Body movement in canons and mirrors.
 - Opposites
 - Directions
 - Time signatures 2/4, 3/4 and 4/4
 - Space formations: lines and basic geometric shapes.
- SONGS:**
- *Dry bones*
 - *Warm-up song*

- *The alphabet song*
- *The Opposite song*

MUSIC:

Leroy ANDERSON: "The Syncopated Clock"
 Ennio MORRICONE: "Falls" *The Mission*
 Ennio MORRICONE: "Debora's song" *Once upon a time in America*.
 Bobby MCFERRIN and YO-YO-MA: "Concerto in D minor for two mandolins (andante) A. Vivaldi. *Hush*
 J.S. BACH: "minuet nº2 in G Major" First part.
 Rachel PORTMAN: "Main titles" *Chocolat*
 Leonard BERNSTEIN: "Divertimento V. Turkey trot"
Symphonies nº1 and 2.

COGNITION

- Interpreting information and instructions with movements
- Distinguishing different rhythms and music elements.
- Creating body shapes and body space formations.
- Recognizing and responding to sound or word stimulus and music.
- Memorising songs, little melodies and movements.
- Applying imagination to create choreography
- Defining problems.

CULTURE

- Respect ideas and opinions of other people
- Interest in knowing and valuing works of art (music) of different people
- Respect the different co-operative work: individually, in a group, with a partner and with the whole class.

COMMUNICATION

Of learning

Vocabulary

Movement vocabulary:

level, shape, sit, lay, lowest height, medium height, highest height, lying, sitting, sitting on your knees, standing straight, leaning, legs together, arms by your side, back to back, face to face, behind, in front, push, pull, right, left, , up, down, forwards, backwards, stretch, relax, bend, straight, go forwards, go backwards, turn right, turn left, step to the right, step to the left.

Music vocabulary: high, low, loud, quiet, voice, cello, tetrachord ascendant, tetrachord descendant, same pitch, different pitch, time signature (2/4, 3/4, 4/4), introduction, coda, theme.

Mathematical: space, straight lines, curved lines, open lines, closed lines, row, diagonal, triangle, square, circle, angle, sides, size

Other: ground, line, queue, stuck, harm, pain, riddle, shadow.

Structures

- The first/second/third time we sang the song in the medium/lowest/highest height level position or standing straight/sitting on our knees/lying on the floor.
- What is the opposite of...?
- We/I/she/he/you can touch their/your/my/her/his nose,...(body part)

- I/we can see *classroom objects*
- There is/are a/one/two/a lot of *classroom objects*
- It was a long/short straight/curved line
- The triangle/square/circle has one/two/three/four angle(s)/side(s)/vertex vertices more/less than the triangle/square/circle

For learning

- Asking and answering questions about body movement (levels, shapes, directions, lines, geometric shapes).
- Asking and answering questions about music elements and what music represents.
- Giving instructions for directions and shapes.

Through learning

- Language through activities.
- Questions that are raised in the sessions.

ASSESSMENT CRITERIA Can the students...?

- Sketch, shape and describe positions (worksheet 6.1) in groups of three
- Draw the other half (worksheet 7.1)
- Write, read and follow instructions (worksheet 7.2) groups of three
- Fill in the Musicogram (worksheet 7.3)
- Drawing a direction (worksheet 8.1)
- Rhythm dictation (worksheet 8.2).
- Fill in the gaps in dictation (worksheet 8.2) Bach's life.
- Fill in the table and write the correct mathematic formula (worksheet 9.1)
- Draw, take a picture and stick the instructions (worksheet 10.1) group of three
- Create choreographies with music: "syncopated clock" building a clock, "concerto in D minor for two mandolins" (mirror exercise) "Main titles. *Chocolat*" (shadow exercise).
- Memorize songs and movements.
- Join in enthusiastically with moving and singing as a class
- Work in pairs and in a group
- Perform to the rest of the class

UNIT PLAN 3

PROJECT	MOVING TO THE MUSIC
UNIT 3	MOVING OBJECTS TO MUSIC
LESSONS	Lesson 11: Moving with plastic balls Lesson 12: Moving with tennis balls Lesson 13: Moving with hoops Lesson 14: Moving with plastic balls, tennis balls and hoops Lesson 15: Let's review what we have learnt

AIMS

To practice motor skills with objects moving with control and co-ordination with the body and through the music

CONTRIBUTION TO COMPETENCES

Communicative: Expressing and interpreting music with the body and using movement with objects as a tool for expression and communication.

Social competence: Increasing creativity and usage of body language through movement and corporal expression.

Personal: create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

OTHER SUBJECTS → CROSS-CURRICULAR LINKS

Learn about **physic education:** motor-skills, multi-skills (agility, balance and co-ordination) through plastic balls, tennis balls and hoops.

LEARNING OUTCOMES**Will know:**

- The names of some objects, some of their features and their movements
- About Grieg's and Tchaikovsky's lives (music composers)
- The DOREMI song
- The name of music elements from some musical compositions.
- Some songs related to the movements of the objects.

Will be able to:

- Show different ways to do some rolls with the objects.
- Move with the objects in canon and sequences.
- Move around controlling the "space-time-effort" through passing one object in time to the music.
- Identify the first beat of a melody and the time signature.
- Identify the structure of some musical compositions
- Create a group choreography with a song (using different objects and body shapes, levels, lines, ...)
- Identify some steady beats through a music composition
- Move around with the objects with different sequence patterns while listening to instrumental music, beats, tempos, words, instructions, etc.
- Memorize the words and the object movements of the songs.

Will be aware of:

- The value of other's performances, work and creations.

CONTENT

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|---|---------------------------|
| - Moving with objects through music elements: | - Time signature 2/4 song |
|---|---------------------------|

<p>different pitch sounds, steady beats (half note, quarter note, eighth note), C Major Scale, DO-RE-MI song.</p> <ul style="list-style-type: none"> - Body movement in canons and in sequences with objects. - Time signatures 2/4, 3/4 and 4/4 movements with tennis balls. - Vocabulary revision through games <p>SONGS:</p> <ul style="list-style-type: none"> - <i>Dry bones</i> - <i>The Opposite song</i> - <i>The action ball song</i> 	<ul style="list-style-type: none"> - <i>Time signature 3/4 song</i> - <i>Time signature 4/4 song</i> <p><i>DO-RE-MI song</i></p> <p>MUSIC:</p> <p>ENYA: "Miss Clare Remembers" <i>Watermark</i> E. GRIEG: "in the Hall of the mountain King" Suite: <i>Peer Gynt, op. 46</i> ENYA: "One toy soldier" <i>And winter came.</i> P.I. TXAIKOVSKY: "March" <i>Nutcracker.</i> H. LINDSAY/ R. CROUSE: "DO-RE-MI" <i>The Sound of Music</i></p>
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COGNITION

- Interpreting information and instructions with object movements
- Distinguishing different rhythms and music elements.
- Creative thinking using objects and movements.
- Recognizing and responding to sound (or groups of sounds) or word stimulus and music with objects.
- Matching and identifying the phrases of a song
- Memorising songs, little melodies and movements with objects.
- Applying imagination to create choreography

CULTURE

- Respect ideas, opinions and *object rolls of other people*
- Interest in knowing and valuing works of art (music) of different people
- Respect different co-operative work: individually, in a group, with a partner and with the whole class.

COMMUNICATION

Of learning

Vocabulary

Objects and movement with objects vocabulary: plastic ball, tennis ball, hoop, bounce, throw, catch, roll, above, squat, stretch up, above, on the hips, on the floor, on, under,

Music vocabulary: upbeat, downbeat, offbeat, time signature (2/4, 3/4, 4/4), music form.

Games (revisiting vocabulary): body parts, face parts, body movements, music notation, music elements, music notes

Other: weight, light, heavy, colour, rubber, felt, doe, ray, me, far, sew, tea

Structures

- The tennis ball/plastic ball/tennis and plastic balls is/are/are both/is made of plastic/rubber and felt/spheres
- The tennis ball/plastic ball/tennis and plastic balls is/are/are both/is made of stronger/bigger than the tennis ball/plastic ball.
- Is it/this object bigger/smaller than a tennis ball/plastic ball/you ?
- Is it/this object made of ... ?
- Is it/this object a sphere/square/circle/triangle/
- Is it/this object... ? (colour)

For learning

- Asking and answering questions about objects and object movements.
- Asking and answering questions about music elements with objects and choreographies.
- Describing movements of objects
- Comparing materials

Through learning

- Language through activities.
- Questions that are raised in the sessions.

ASSESSMENT CRITERIA Can the students...?

- Control and co-ordinate their body movements with different objects to music and rhythm.
- Complete tables with vocabulary, questions and answers (worksheet 11.1)
- Listen and fill in the gaps in a dictation about Grieg's life. (worksheet 11.2)
- Complete bars with the correct time signature (worksheet 12.1)
- Match the correct beat of the music (worksheet 13.1a)
- Listen and fill in the gaps in dictation about Tchaikovsky's life. (worksheet 13.1b)
- Participate in a column dictation (worksheet 15.1.)
- Create choreographies with music: "DOREMI" (using different objects) group work
- Memorize songs and movements.
- Join in enthusiastically with moving and singing as a class
- Work in pairs and in a group
- Perform to the rest of the class