

MOVING TO THE MUSIC

Movement in Eurhythmics

TEACHING NOTES

Cristina Bota Oliveras

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UNIT 1

BODY MUSIC

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

TEACHING NOTES**LESSON 1****IDENTIFYING THE BODY PARTS. NAMING MY BODY****Material:**

Material 1.1: labels naming the body parts (cut them out and put the labels inside an envelope, one for each group).

Material 1.2: bones to cut out. You need also black paper and glue for each group)

Material 1.3: skeleton (to enlarge as a poster)

Material 1.4: bigger labels for the skeleton poster

Material 1.5: loop-game (connected bones)

Material 1.6: the words of the song

Worksheets:

Worksheet 1.1: Pupils match the words with the bones on the skeleton drawing lines.

Worksheet 1.2: Pupils fill the gaps with the names of the bones

Vocabulary: skeleton, bones, toe, foot, heel, ankle, leg, thigh, hip, back, (spine), shoulder, neck, head, finger, arm, elbow, forearm, connect, disconnect,

Song: *Dry bones* (traditional English song)

Music score 1.1: music score of the traditional song *dry bones*.

Activity 1 Parts of the body names

Pupils sit in spaces on the floor. Tell them to go into groups of five. Give an envelope to each group with different labels inside that have the names of the parts of the body for this lesson ([material 1.1](#))

Ask them: ***What do you think these names are?***

Answer: ***These names are parts of the body.***

The student read the words aloud one by one. The teacher repeats the word with the right pronunciation and pupils repeat.

Activity 2 Building a skeleton

Give the pupils another envelope with the different bones cut out ([material 1.2](#)) and ask them: ***what are they?*** (They are bones) ***what do you think we can build with these bones?*** (We can build a skeleton)

Ask them to build a skeleton sticking the bones they have on black paper as quickly as they can. Then stick their work on the wall.

Stick the skeleton poster (without labels) next to their work. Check together if they have the right image of the body.

Name the body parts on the giant skeleton ([material 1.3](#)) with bigger labels ([material 1.4](#)). Ask: ***Who knows where the toe bone is (leg bone, hip bone, etc.) on the skeleton?*** Then one pupil sticks the label on the skeleton and so on.

Activity 3 Pointing to my body

Tell the pupils to stand up and follow the signs to point to any part of the body they already know in any order.

Point with your finger to your leg bone (hand bone, head bone, etc.) and so on. This is a good exercise to do it with a steady beat e.g:

4
4

Point with your **fin-gers** to your **leg** bone (time to do the action)

4
4

Point with your **hands** to your **head** bone (time to do the action)
***bold name:** you can change the names of the body parts

4
4

In this case they have to do the order while they are listening to the new one. (It's faster)

(To complicate the exercise the teacher can change the order without telling them, for example: **point with your nose to your leg bone, point with your hand to your head bone, etc**)

Activity 4 Matching the bones on the skeleton

Give them **worksheet 1.1**. They match the words with the bones on the skeleton drawing lines (the teacher stick out the labels on the big skeleton).

Activity 5 My body is connected

Write on the board the word: **connect** and ask the children: **what does this word mean? Tell me sentences related to the bones and the word "connect"**.

Give the pupils one card of the loop-game each. **Material 1.4**.

The teacher begins with the **toe bone** card. Start the game by asking the question written down: **which bone is connected to the toe bone?** Then the pupil who has the **foot bone** card has to answer: *the foot bone*. The same pupil asks: **which bone is connected to the foot bone?** And so on. When they reach the **shoulder bone**, two pupils will answer at the same time. One will answer: -the **neck bone**- and the other one will answer: -the **forearm bone**- Show the three cards (the shoulder, the neck and the forearm) to the pupils and ask: **why is the shoulder bone card green, the forearm bone card blue and**

the neck bone card yellow? They have to work out that the yellow ones come from our vertical body line and the blue ones comes from our horizontal body line.

When the loop-game is finished, ask them: -**Which parts of our body are necessary so we can move?** (The yellow one, the vertical line) –**How could you move yourself without your legs?**

Give the pupils **worksheet 1.2**. They fill the gaps with the names of the bones they already know (worksheet you can assess their spelling). Then they have to order the sentences from the bottom up.

Activity 6 **Dry bones song**

The pupils stand up to sing the sentences to check the worksheet they have just done. Procedure: one pupil **says** the sentence then the teacher **sings** the sentence (**song 1.1**) and then the pupils together repeat what the teacher sings and so on until the sentences are finished.

Sing part 1 of the song but this time the pupils sing while touching the right part of the body they are singing. **Touch the parts of your body while singing**

1. *With your toe bone connected to your foot bone,
your foot bone connected to your heel bone,
your heel bone connected to your ankle bone,
your ankle bone connected to your leg bone,
your leg bone connected to your knee bone,
your knee bone connected to your thigh bone,
your thigh bone connected to your hip bone,
your hip bone connected to your back bone,
your back bone connected to your shoulder bone,
your shoulder bone connected to your neck bone,
your neck bone connected to your head bone
now hear the word of the Lord.*

The pupils won't expect the ending. When the chorus arrives then the pupils **move around** in the right tempo to look for another place to stand.

*Chorus: Dem bones, dem bones gonna walk around,
dem bones, dem bones gonna walk around,
dem bones, dem bones gonna walk around,
now hear the word of the Lord*

When singing the chorus the pupils **move all parts of the body**

*Disconnect dem bones, dem dry bones,
disconnect dem bones, dem dry bones,
disconnect dem bones, dem dry bones,
now hear the word of the Lord.*

In the second part of the song they have to follow the sentences of the song (they still don't know that now the sentences go from the top to the bottom. **Touch your body parts while singing.**

2. *When your head bone connected from your neck bone,
your neck bone connected from your shoulder bone,
your shoulder bone connected from your back bone,
your back bone connected from your hip bone,
your hip bone connected from your thigh bone,
your thigh bone connected from your knee bone,
your knee bone connected from your leg bone,
your leg bone connected from your ankle bone,
your ankle bone connected from your heel bone,
your heel bone connected from your foot bone,
your foot bone connected from your toe bone,
now hear the word of the Lord.*

During the final chorus, the pupils **move around trying to make a circle holding hands all together.**

*Chorus: Dem bones, dem bones, dem dry bones,
dem bones, dem bones, dem dry bones,
dem bones, dem bones, dem dry bones,
now hear the word of the Lord*

*Dem bones, dem bones, dem dry bones,
dem bones, dem bones, dem dry bones,
dem bones, dem bones, dem dry bones,
now hear the word of the Lord*

This is a good song for using actions. The music gets higher as the actions work their way up the body and falls again as they work their way down.

Give the pupils the words of the song. [Material 1.6](#)

TEACHING NOTES

LESSON 2

I'M MOVING AROUND.

Material:

Material 2.1: Moving with the music rules

Material 2.2: circle to bend (once, twice and three times)

Material 2.3: music notation (whole, half, quarter, eighth)

Material 2.4: music notation (rests)

Material 2.5: musical elements: **duration**

Worksheets:

Worksheet 2.1: True and false sentences about joints.

Worksheet 2.2: creating names for the notes

Music vocabulary: whole note, half note, quarter note, eighth note, rest, steady beat

Vocabulary: walk, walk slowly, running, right, left, to bend.

Song: *Dry bones* (traditional English song)

Music score 1.1: music score of the traditional song *dry bones*.

Music recorded 2.1: eighth note rhythm

Music recorded 2.2: half note rhythm

Music recorded 2.3: quarter note rhythm

Music recorded 2.4: whole note rhythm

Activity 1 Warm-up

Warm the body up, singing the same song, *Dry bones* (with movements).

Activity 2 Moving with music rules

Ask the pupils to think about rules before moving

T: ***We need rules to move around. Which ones could they be?***

P:

Do not	<i>talk</i>		when we move
	<i>push</i>		
	<i>Listen to</i>	<i>the music</i>	
		<i>the instructions</i>	
		<i>the rhythms</i>	

Stick the rules on the wall they can see it .material 2.1

Activity 3 Let's move!

Tell the pupils to move around the class with their own steady beat.

Ask them:

T: ***show me, what would happen if you didn't move your left elbow/right knee/ your neck/left shoulder?***

(Pupils return to the natural position after every statement)

Do the same exercise but adding the following statements:

T: ***show me, what would happen if you didn't move your neck + your right elbow + your left elbow + your right wrist + your left wrist + your right knee + your left knee+ your left ankle + your right ankle?***

T: ***What do you look like?***

P: a robot

(While pupils are moving like a robot)

T: ***Now, don't move your left shoulder + your right shoulder + your left hip + your right hip***

T: ***What happened?***

P: We can't move at all

T: ***Why are these bones important? Are they special?***


P: ***They allow you to move your body***

T: ***These bones are joints and they allow us to move our body***

Give the pupils **worksheet 2.1**. Pupils write true sentences for 2, 4 and 5.

Activity 4 Walking with music

Write on the board the notes: 

Tell the pupils to listen to the music (2.1)  and walk on the steady pulse. Ask them to point to the note they have already walked.

Do the same with music (2.2)  (2.3)  (2.4) 

Do the same exercise but mixing the music in another order without stopping.

e.g. Music (2.2)(2.3)(2.4)(2.1): 

Give them **worksheet 2.2**

T: **Create a new name for these notes** (for example they might call whole note a “donut”)

Give them [material 2.2](#)

Stick [material 2.3](#) on the wall

Activity 5 Naming the notes and walking

Sing the song and walk the right note.

Walking the song

Words and music: Cristina Bota

Quar - ter quar - ter quar - ter note now I'm wal - king on the floor

Quar - ter quar - ter quar - ter note now I'm wal - king on the floor.

run - ning with the eighth eighthnote now I'm run - ning on the floor run - ning with the eighth eighthnote now I'm run - ning on the

Now I'm wal - king the half note, look! I'm wal - king ve - ry slow!

Now I'm wal - king the half note Look! I'm wal - king ve - ry slow!

*Quarter quarter quarter note now I'm walking on the floor (2)
 running with the eighth eighth note now I'm running on the floor(2)
 Now I'm walking the half note, look! I'm walking very slow (2)*

Activity 6 Changing tempos

Improvise with the piano or beat the steady beat on the tambourine.

T: **Walk on quarter notes (one beat). Each time you hear the word HOP you have to change to stepping the half note (two beats). When you hear the word HOP again, come back to the quarter note.(one beat)**

T: **HOP** (half note)

T: **HOP** (quarter note)

(change several times)

T: **walk on quarter notes (one beat). Each time you hear the word HIP you have to change to stepping eighth notes (1 beat two steps). When you hear the word HIP again, come back to the quarter note.(one beat)**

T: **HIP** (eighth note)

T: **HIP** (quarter note)

(Change several times)

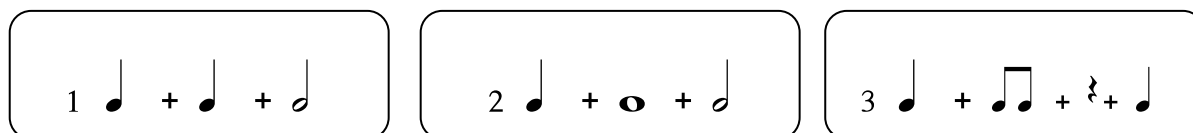
Do the same exercise combining the word HOP and HIP. E.g.:



Ask one pupil to play the tambourine and give orders.

Activity 7 Playing with notes (How many beats?)

Write on the board some additions like:



Say the additions out loud e.g. T: **How many beats have a quarter note plus a quarter note plus a half note?**

Pupils answer.

In addition 3 they will think that the **rest** is a subtraction (because of the language).

Stick [material 2.4](#) on the wall

In pairs the pupils create one addition then say out loud to another group. Another group walks the addition and then they say the result (and so on).

Stick **material 2.5** on the wall

Ask pupils

T: ***How long is the half note?***

P: It's two beats long

T: ***How long is the quarter note?***

P: It's one beat long

Pupils compare the duration of the music notation:

P:

The whole note The half note The quarter note The eighth note	is longer than is shorter than	the whole note the half note the quarter note the eighth note
	is the shortest one is the longest one	

TEACHING NOTES

LESSON 3

HOW MY BODY SOUNDS**Material:**

Material 3.1: rhythm patterns to stick on the board

Material 3.2: musical elements: **dynamics**

Material 3.3: musical elements: **pitch**

Material 3.4: musical elements: **tempo**

Worksheets:

Worksheet 3.1: Rhythm dictation

Vocabulary:

To sound, clap, stamp, slap, click,

Music dynamics and mood vocabulary: high, low, loud, quiet, slow, fast, getting faster, getting slower,

Song: *Dry bones* (traditional English song). My body sounds song

Music score 1.1: music score of the traditional song *dry bones*.

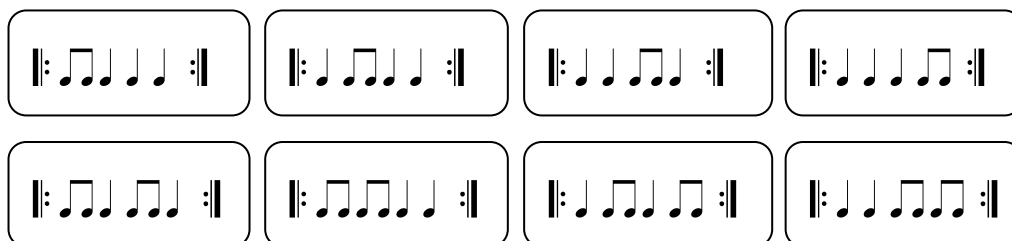
Video 3.1: 12345 song

Activity 1 Warm-up

Warm the body up, singing the song *Dry bones* (with movements).

Activity 2 I can beat my body to sound

Stick the rhythm patterns on the board. **material 3.1**



Tell the pupils to make different sounds on their body following the rhythm patterns.

Change the sound every rhythm pattern.

Ask the pupils:

T: ***How do they sound?***

P:

They	are sound	loud quiet high low
This It	is sounds	

T: show me a **high loud** sound/ a **low quiet** sound/ a **high quiet** sound/ a **low loud** sound.

Stick [material 3.2](#) and [material 3.3](#) on the wall.

Tell the pupils to stand up and to beat the rhythm patterns as they walk around.

Variation: walk every ♪♪ and clap every ♪. Then change.

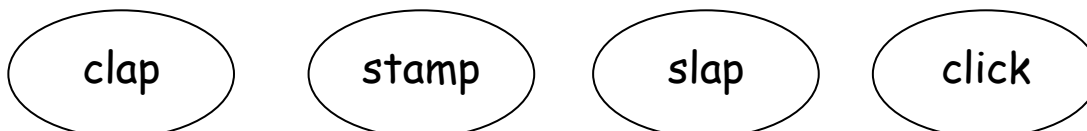
Give some instructions like: stronger, smoother, getting strong, getting smooth

Put the pupils in eight groups. Beat one rhythm-pattern and ask one group: **which rhythm pattern did I play?** When they answer correctly, take the rhythm pattern from the board (and so on).

Every group beats their rhythm-pattern with two properties (high-low/ loud-quiet)

Activity 3 Every sound has a verb

Write on the board the words:



T: **what do you think these words are?**

S: Different body sounds

TPR (Total Physical Response)










TPR: Show pupils the sequence (the bottom to the top) gesticulating and naming: stamp-slap-clap-click. Pupils copy. Do it several times

TPR: Show pupils the sequence (the top to the bottom) gesticulating and naming: click-clap-slap-stamp. Pupils copy. Do it several times

TPR: show pupils both sequences together (the bottom to the top to the bottom): stamp-slap-clap-click-clap-slap-stamp. Pupils copy. Then the top to the bottom to the top: click-clap-slap-stamp-slap-clap-click. Pupils copy. Do it several times

Activity 4 Every verb has an action

Tell your pupils the orders (4 beats) that they have to sound.

4	4									
T:	clap	clap	clap	clap	S:	<i>(make the sound)</i>				
	Clap	stamp	clap	clap		“				
	Click	clap	click	clap		“				
	Slap	clap	click	slap		“				
Etc.										

Game variations:

- Group of two: Pupil A says the order and Pupil B makes the sound (change round)
- All pupils make a circle:
 - Pupil1 says one order Pupil 2 makes the order (and so on)
 - Pupil1 says one order Pupil 2 says another order then Pupil3 does the pupil 1's order and Pupil4 does pupil 2's order
 - Pupil1,2,3,4 say one order each then Pupil 5,6,7,8 do the orders for one each.

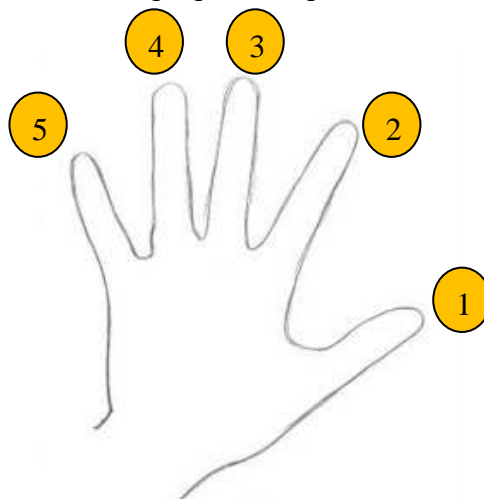
Activity 5 My body sounds song with numbers

Write on the board the follow sequence of numbers:

12345 54321 15453525 1545321 15453525 1545678

Ask the pupils what they could be? What is this sequence (long, short)?

Teach the song [music score 3.1](#). Point, with the finger of your right hand, on every finger of your left hand when you are singing. Change hand.



MY BODY SOUNDS
(Version 12345)

Sing slowly and then getting faster and back slowly again. Look at [video 3.1](#)

Stick [material 3.4](#) on the wall

Game variations:

- In groups of eight, anyone is a number (from 1 to 8). Each pupil (claps/stamps/slaps/clicks) wherever they want the number.
- Do the same without singing (but beating)
- In groups of two
- Sing the song with the numbers:
 - Stamp in number 1
 - Add a clap in number 5
 - Add a click or snap in number 3

Give the pupils [worksheet 3.1](#) Pupils write the pitch on the stave. Pupils clap the song for each group of numbers then write the rhythm

Activity 6 My body sounds song with words

MY BODY SOUNDS

1	2	3
I can clap my hands (clap)	you can clap your hands (clap)	Look at me when I am clap-ping
I can stamp my feet (stamp)	you can stamp your feet (stamp)	Look at me when I am stamp-ping
I can snap my knees (snap)	you can snap your knees (snap)	Look at me when I am snap-ping
I can click my fingers (click)	you can click your fingers (click)	Look at me when I am clic-king

4	5	
hear the sound that my hands do (clap)	Look at you when you are clap-ping	hear the sound that your hands do (clap)
hear the sound that my feet do (stamp)	Look at you when you are stamp-ping	hear the sound that you feet do (stamp)
hear the sound that my knees do (snap)	Look at you when you are snap-ping	hear the sound that your knees do (snap)
hear the sound my fin-gers do (click)	Look at you when you are clic-king	hear the sound your fin-gers do (click)

Sing the song.

Sing the song in canon

Activity 7 I'm asking, I ask, I can ask

Making questions with present continuous and modal verb CAN/CAN'T using the action verbs.

In a circle ask to one pupil:

T: Can you clap your hands?

S1: Yes/No, I can/can't clap my hands

S1: Are you stamping your foot?

S2: Yes I'm/No I'm not stamping my foot?

S2: Is he snapping his knees?

And so on

QUESTIONS

Can	I you he she	clap stamp click snap	your her his my our their	knees hands foot fingers
Am Are is	we you they	clapping stamping clicking snapping		

ANSWERS

Yes, No,	I you he she we you they	can can not	clap stamp click snap	your her his my our their	knees hands foot fingers
Yes, No,		am /am not is/ isn't are/aren't	clapping stamping clicking snapping		

TEACHING NOTES

LESSON 4

HOW MY BODY MOVES

Material:

Material 4.1: Sentences to move

Material 4.2: adverbs and prepositions (scaffolding)

A physical world map

Worksheets:

Worksheet 4.1: Draw a face

Worksheet 4.2: To order the song sentences.

Worksheet 4.3: Map of the Caribbean islands

Vocabulary:

Tongue, eyes, mouth, nose, ears, to swing, to step, to wave, to roll, to tickle, turn around, up, down, open, close, blink, lips, eyebrow, hair, cheeks.

Song: *Dry bones* (traditional English song). My body sounds song

Music score 1.1: music score of the traditional song *dry bones*.

Music score 4.1: music score of the song *This Calypso*

Activity 1 Warm-up

Warm the body up, singing the song *Dry bones* (with movements).

Teach the body percussion canon song:

SL: slap; CP: clap; CK: click; ST: stamp; rf: right foot; lf: left foot; rk: right knee; lk: left knee.

1 SL CP CK | SL CP CK | SL CP CK CP | SL CP CK

2 STCP CPCP CP CP | STCP CPCP CP CP | STCP CP STCP CP | SN CP CK

3 CL SN SNCL SNSNCL SN SN | CL CK | CLSN SNCL SNSN CLSN | SN CL CK

(rk) (lk) (rk)(lk) (rk) (lk) (rk) (lk) (rk) (lk) (rk) (lk) (rk) (lk)

Activity 2 My face moves

Ask the pupils:

T: **Tell me all the parts of the face you can draw.**

P: eyes, ears, mouth, lips, tongue, eyebrows, hair, cheeks, nose.

Write the list on the board.

Give the pupils the **worksheet 4.1**. Draw a face.

T: ***Which actions can we do with our parts of the face? Which part of the face can we open and close?***

P: The eyes and the mouth

T: ***Describe what we do when we blink? Do it.***

P: we open and close our eyes very fast.

T: ***Which part of the face can we rise? Do it.***

P: eyebrow and mouth

T: ***Which part of the face can we blow up? Do it***

P: cheeks

T: ***show me you are happy/sad/angry/silly. Describe your faces.***

Activity 3 My body moves (preteaching the song *This Calypso*)

TPR exercise:

Roll your shoulders. Roll your hips. Roll your knees. Roll your wrist.

T: ***Which parts of the body can we roll?***

P: the joints

T: ***so what else can we roll?***

P: our ankles and our neck

T: ***show me how to roll your ankles. Show me how to roll your neck***

Write the word **ROLL** on the board

TPR exercise:

Swing your arms. Wave your arms.

T: ***Show me how to swing your right leg. Swing your left leg. When can we swing our legs together?***

P: when we are sitting on a tall chair.

Write the words **SWING** and **WAVE** on the board

TPR exercise:

One step left. One step right. Turn around

T: Show me two steps on the left. Show me three steps on the right. Show me turn around.

Write the words **STEP** and **TURN AROUND** on the board

Groups of two. Pupil A gives orders to pupil B. Then change round.

Everybody is in a circle. Pupil1 says an order to Pupil2 who then does the action. Pupil2 says another order to Pupil3 (and so on). Write the orders that pupils say on the board. They cannot repeat any order that has already been said.

Activity 4 The song *This Calypso*

Give the pupils **worksheet 4.2**.

Give one pupil order one. The pupil reads and does the action. Give another pupil order two (and so on) (**material 4.1**)

Teach the song. Sentence by sentence in TPR:

*Swing the arms and roll the hips
take your tongue and dance along the lips!
Bilily, bilily ba, tickle the lips,
and bilily boo ba bips. Du du du du du
Wave your arms, your arms and turn around.
with one step left and one step right
this Calypso's a delight! and then again let's*

When they sing "*Bilily, bilily ba*" or "*bilily boo ba bips*", pupils can move whatever they want but stand in the same place.

Sing in canon:

1. *Swing the arms and roll the hips. Take your tongue and dance along the lips!*
2. *Bilily, bilily ba, tickle the lips, and bilily boo ba bips. Du du du du du*
3. *Wave your arms, your arms and turn around.*
4. *With one step left and one step right. This Calypso's a delight! And then again let's*

Activity 5 The Calypso's rhythm

T: ***Now you know the song. What do you think Calypso means?***

P: a song, a kind of music, a rhythm, a dance.

T: ***It's a kind of rhythm from the Caribbean islands.***

T: ***Where do you think the Caribbean islands are?***

Stick one world map on the board.

Pupils have to ask and teacher can only answer **yes** or **no**.

Stick the support prepositions on the board [material 4.2](#)

e.g:

Is the Caribbean Sea in the American continent? Is the Caribbean sea in front of the Gulf of Mexico?

Give the pupils [worksheet 4.3](#)

T: **How many islands are there? How many countries? Which one did you know?**

Activity 6 The Calypso's rhythm

Write on the board three lines and the numbers 1,2,3 below.

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|
|
|
1 2 3

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Count the numbers but clap only in the number 1. Do it several times

Write on the board two lines and the numbers 1 and 2 below.

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|
|
1 2

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Count the numbers but clap only in the number 2. Do it several times.

Tell the pupils to beat the first rhythm of three. When they hear "HOP" then change rhythm of two and "HOP" they come back the rhythm of three. Do it several times.

Make two groups of pupils. One group makes the rhythm of three and the other makes the rhythm of two all together.

Write on the board a sequence of numbers:

3 3 2 3 2 3 3 2 2 2 3 3 2

Pupils make the sequence of rhythms.

Clap the calypso's rhythm and pupils have to guess which the sequence of numbers is.
Rhythm dictation.

Solution:

3 3 2

Watch on the screen to check.

<http://www.youtube.com/watch?v=Twsp97aJWq8&feature=related>

Activity 7 "The Calypso" the song and the rhythm

Divide the class in five groups. Four of them sing the song in canon and the last one makes the rhythm clapping. Change round.

TEACHING NOTES

LESSON 5

LET'S REVIEW WHAT WE HAVE LEARNT

Material:

Material 5.1: Up and down

Material 5.2: Applause and bow

Material 5.3: Rhythm patterns labels

A picture of the Inspector Clouseau and The Pink Panther.

Worksheets:

Worksheet 5.1: New versions song and feedback.

Worksheet 5.2: Draw Inspector Clouseau

Vocabulary: up, down, tiptoeing.**Song:** *Dry bones* (traditional English song). My body sounds songMusic score 1.1: music score of the traditional song *dry bones*.

E. Mancini: "The Inspector Clouseau" music from PINK PANTHER

Activity 1 Warm upWarm the body up, singing the song *Dry bones* (with movements).

Stick material 5.1 on the wall

Teach the warming up song:

The Warm-UP Song

Words and music: Cristina Bota

1 Arms up arms down

2 clap your hands and turn a -ro - und

3 arms up arms down

4 clap your hands and stop.

Say the following sentences to the pupils and they repeat in a slow tempo

T: "Arms up"

P: "Arms up"

T: "Arms down"

P: "Arms down"

T: "clap your hands"

P: "Clap your hands"

T: "and turn around"

P: "and turn around"

(and so on)

Say the same orders and pupils respond with movements.

Divide pupils in four groups and sing and move in canon.

Activity 2 Creating a new song

In groups of four people, pupils change the name of the body parts and also the body sounds, keeping the melody from the warm up song.

e.g: *“hands up, hands down, snap your knees and turn around
hands up, hands down, snap your knees and stop”*

Give the pupils [worksheet 5.1](#)

Each group sings the new version song they have written on the worksheet.

Group 1 Sing the new version song and then sing again with movements.

Group 2 fill the group feedback ([below the worksheet 5.1](#)) (and so on)

Stick [material 5.2](#) on the wall

At the end, each group bows and the others applaud.

Activity 3 Walking what I hear and what I don't hear

One pupil beats the tambourine and the others walk in the tempo. At the word “CHANGE” they pass the tambourine to another pupil who beats another tempo (and so on)

Groups of three. They hear the steady beat. One pupil beats the eighth note, the second one the quarter note and the last one the half note. Then change roll.

Change the tempo in the steady beat.

Play the piano. One hand quarter notes and the other hand half notes. Pupils walk what they don't hear: eighth notes. Change.

Activity 4 my body sounds

Make a big circle. Pupil1 makes a body sound and pupil2 says the name of the body sound. Pupil2 makes another body sound. Pupil3 names the pupil1 sound+ pupil2 sound. (And so on).

Activity 5 my body moves

Make a big circle. Pupil1 says a body movement. Pupil2 makes the body movement. Pupil2 says another body movement and pupil3 makes the pupil1 movement + pupil2 movement. (And so on)

Activity 6 The inspector

The same groups as in activity 2. Give each group an envelope with the rhythm patterns.
Material 5.3

Put on the recording:

CD MUSIC: Henry MANCINI: *The Inspector Clouseau*. From the album “The Pink Panther”

<http://www.youtube.com/watch?v=uIZtUUUofkl>

Pupils make the rhythm dictation putting in order the labels and find out the two hidden words: *THE INSPECTOR*.

Solution:



Pupils are inspectors and move around with an imaginary magnifying glass in their hands. When the music begins, they move on tiptoe.

When the melody starts, they snap on ♩ clap on ♪ and click on ♪

Change body movements.

T: ***What do you think this inspector looks like?***

P: he is tall, thin, elegant, etc.

Activity 7 My Inspector Clouseau

Give the pupils **worksheet 5.2**. Draw Inspector Clouseau and what you think he is looking for.

At the end, show the pupils a picture of The Inspector Clouseau and the Pink Panther.

UNIT 2

SHAPES TO THE MUSIC

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

TEACHING NOTES**LESSON 6****LEVELS and SHAPES****Material:**

Material 6.1: Levels positions

Worksheets:

Worksheet 6.1: Draw and sketch of the capital letters (shape)

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.

Song: *Dry bones* (traditional English song). Warm-up song.

Activity 1 Warm up

Warm the body up, singing the song *Dry bones* (with movements).
(pre-teaching the body levels)

Sing the **Warm-up song (lesson 5)**. Sing the song with movements. Repeat the song changing “**and stop**” for “**and sit**” and then for “**and lay**”.

Arms up, arms down,
Clap your hands and turn around.

Arms up, arms down
Clap your hands and **stop**.

Arms up, arms down,
Clap your hands and turn around.

Arms up, arms down
Clap your hands and **sit**.

Arms up, arms down,
Clap your hands and turn around.

Arms up, arms down
Clap your hands and **lay**.

Make the movements in the standing straight position, in sitting position and in lying position while singing.

Activity 2 Shaping my body

Tell the pupils to stand in a space on the floor. Ask pupils:

T: *What does the word “SHAPE” mean? Show me different shapes you can make with your face/ with your hands/ with your legs/ with your body.*

Give them orders: show me a shape with: your left arm up/ your bottom on the floor/ with our back on the floor/ with one foot on the floor/ etc.

Do the same exercise but with a steady beat (with the tambourine or improvising on the piano).

Pupils change their body shape every four beats. The pupils make a shape and wait while teacher looks at them. Pupils change shape each two beats.

Do the same exercise but walking around. Every eight beats they stop and make a different shape each time.

Look at the pupils that make an imaginative shape well. Encourage pupils to imitate the best shape they have made. Do it several times. Choose at least three different level shapes.

Choose three different pupil's shapes as a model (one of each level)

Ask pupils:

T: *What are the differences between them?*

P: *One of them is in on the floor/ Another one is on their knees/ The last one is in a straight position.*

Stick [material 6.1](#) on the wall.

Ask Pupils:

T: *What happened at the beginning of the class when we sang the warm-up song?*

P:

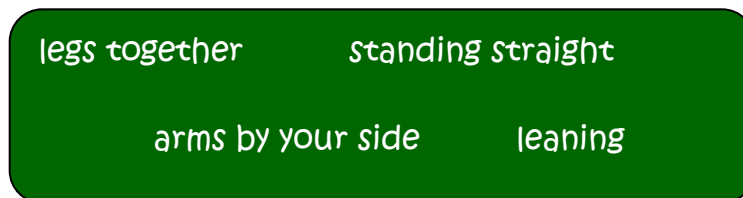
The first time	we sang the song	in the medium height level position	or	standing straight	on the floor.
The second time		in the lowest height level position		sitting on our knees	
The third time		in the highest height level position		lying	

Activity 3 Making Capital Letter Shapes

Ask pupils to sing to you the alphabet.

<http://www.youtube.com/watch?v=0fw3l1z9CUQ&NR=1>

Write on the board (pre-teaching exercise):



Work with these instructions and others they already know before to go on.

Groups of four pupils. Ask pupils to make the shapes of some capital letters. They can do it on their own or maybe with a partner or a group of three. Tell them to use the different levels.

Give each group **worksheet 6.1**

Tell them the capital letters one by one in the following order: C I M S U

Ask pupils:

T: ***Which word did you shape? Try to find out the secret word.***

P: ***MUSIC***

Activity 4 Shaping in CANON

One pupil stands in front of the rest of the class. They do one movement and one beat then the rest of the class repeat the movement. After eight beats change pupil (four pupils).

4/4 ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ||

you them you them you them you them (change pupil)

Do the same exercise but in canon

4/4 ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ||

Pupil: f1 f2 f3 f4 f5 f6 f7 f8

Them: f1 f2 f3 f4 f4 f5 f6 f7 f8

In three class groups. Do a canon of four: teacher(T) +group1(G1) +group2(G2) +group3 (G3).

The teacher makes the figures for each beat:

4/4

T(a) T(b) T(c) T(d) T(e) T(g) T(h) T(i)
 G1(a) G1(b) G1(c) G1(d) G1(e) G1(g) G1(h) G1(i)
 G2(a) G2(b) G2(c) G2(d) G2(e) G2(g) G2(h) G2(i)
 G3(a) G3(b) G3(c) G3(d) G3(e) G3(g) G3(h) G3(i)

Activity 5 Creating a choreography of different levels

CD MUSIC: Leroy ANDERSON: *The Syncopated Clock*.

<http://www.youtube.com/watch?v=YFJOdbGziVg&feature=related>

Tell pupils to walk around and follow the music. Try to find some basic steps to the music.

T: ***What do you think this music talks about or represents?***

P: I heard some clocks, and steps, etc.

Tell pupils to walk again. Change the walk to a slower walk or faster walk. Use the words HOP and HIP to change the way of walking. (55')

T: ***After listening to the steps there is a moment that the music changes. Ask the class, what happened?***

P: At the beginning the music is more *staccato* and then it is *legato*.

T: ***When is it easier to walk? Why?***

P: In *staccato* because we hear a steady beat.

In groups of three, pupils create choreography where they show each one doing a different tempo walk (half note, quarter note and eighth note). They then build a clock machine with different body levels.

Show your work to the others.

TEACHING NOTES**LESSON 7****OPPOSITES and MIRRORS****Material:**

Material 7.1: Opposites

Material 7.2: Loop-game Opposites

Material 7.3: Musicogram (voice-cello/high-low)

Worksheets:

Worksheet 7.1: Draw the other half.

Worksheet 7.2: Write, read and follow instructions (group of three)

Worksheet 7.3: Musicogram (voice-cello)

Vocabulary: back to back, face to face, behind, in front, push, pull, right, left, high, low, up, down, loud, quiet, forwards, backwards, stretch, relax, bend, straight.

Song: *Dry bones* (traditional English song). The Opposite Song.

Activity 1 Warm up

Warm the body up, singing the song *Dry bones* (with movements).

Activity 2 The Opposites' song

Ask pupils:

T: ***What do you think "opposite" means? Show me something opposite in your body.***

P: our right eye is opposite to our left eye/ our right arm is opposite to our left arm/

Give the pupils **worksheet 7.1**

T: ***We have more opposites in our body. Which are they?***

P: in front and behind/ top and bottom/ etc.

Stick **material 7.1** on the wall

Teach **The Opposite Song** in front of the pupils. Sing the phrases one by one and pupils repeat. Add the movements very slowly.

The Opposite Song

Words and music: Cristina Bota

Back to back, face to face, hand to hand high and low
 push and pull pull and push
 down and up, up and down
 back-ward step, for -ward step,

Back to back, face to face, now be -hind, now in front.
 right and left, left and right.
 now sing quiet, now sing loud.
 now stretch out, now re - lax

Back to back, face to face, now look straight, now look bent

Back to back, face to face, sing the op - po - sites we've learnt.

In pairs (face to face) do the movements and sing very slowly.

Back to back, face to face, hand to hand, high and low,
 Back to back, face to face, now behind now in front.
 Back to back, face to face, push and pull, pull and push,
 Back to back, face to face, right and left, left and right.
 Back to back, face to face, down and up, up and down.
 Back to back, face to face, now sing quiet, now sing loud.
 Back to back, face to face, backward step, forward step
 Back to back, face to face, now stretch out, now relax,
 Back to back, face to face, now look straight, now look bent.
 Back to back, face to face, sing the opposites we've learnt.

Activity 3 Loop-game with OPPOSITES

Play the game: LOOP-GAME Opposites [material 7.2](#)

Activity 4 Making shapes with the OPPOSITES

Give the pupils [worksheet 7.2](#). Groups of three.

In *exercise 1*: Pupil A writes, pupil B reads and speaks and pupil C does the order. Change round.

In *exercise 2*: Pupil A writes, pupil B reads and writes the opposite and pupil C does the opposite. Change round.

In *exercise 3*: Pupil A writes, pupil B does the opposite and pupil C writes both. Change round.

Activity 5 You are my MIRROR

CD MUSIC (background): Ennio Morricone: soundtrack from *The Mission*: “Falls”
<http://www.youtube.com/watch?v=phih7EBRZtA>

Pupils are in pairs face to face playing the mirror game in slow movements. One pupil leads. Change round.

Tell them to use the different body levels.

Activity 6 The voice against the cello

CD Music: Bobby McFerrin and Yo-yo Ma. *Hush: Concerto in D minor for two mandolins (andante) A. Vivaldi*. From bar 1 to 29.

Listen to the music once. http://www.youtube.com/watch?v=9NdlGjkZ_6I

T: **What did you listen to? Which instruments did you hear? What did they do?**

Pupils in pairs. Give each pair **worksheet 7.3**. Give the pupils red, yellow and orange sticking dots.

Listen again and complete the exercise.

SOLUTION WORKSHEET 7.3

Beats	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Who does the melody?	INTRO	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Who does the melody?	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Give each pair **material 7.3**.

Listen again and listen to the differences between who is doing the high and the low notes.

The mirror exercise: Pupils in pairs, face to face, one is the voice and the other the cello.

Bar 2 and bar 3 voice does slow movement;
 Bar 4 and bar 5 cello repeats the voice movements (like a canon).
 Bar 6 voice does movements.
 Bar 7 cello repeats as a canon.
 Bar 8 voice does movements and bar 9 cello repeats as a canon.
 Bar 10 until bar 15 voice leads the movements.
 In bar 11 cello comes in doing the simultaneous movements that voice is doing.
 Change round in the second part. Cello leads.

TEACHING NOTES**LESSON 8****DIRECTIONS****Material:** blindfolds**Material 8.1:** tetrachords, same pitch**Worksheets:****Worksheet 8.1:** Drawing a direction**Worksheet 8.2:** Rhythm dictation (minuet n°2 in G Major Bach)**Music Vocabulary:** tetrachord ascendant, tetrachord descendant, same pitch, different pitch.**Vocabulary:** go forwards, go backwards, turn right, turn left, step to the right, step to the left.**Song:** *Dry bones* (traditional English song). *The Opposite song*.**Activity 1 Warm up**

Warm the body up, singing the song *Dry bones* (with movements).

Sing **The Opposite song**

Activity 2 Walking in my own direction

Ask pupils to walk around on their own. Pupils change direction every time they listen to the instruction "**change direction**".

Pupils in pairs: Pupil 1 walks and Pupil 2 follows him. Change round
Play some piano accompaniment or beat the tambourine in a tempo. When tempo changes, pupils change direction.

Ask pupils:

T: **Which tempos did you hear?**

P: **slow, very slow, normal, fast, very fast**

Ask pupils to walk the **opposite** of what you play or beat

Activity 2 My partner guides me

Write on the board the words: go forwards, go backwards, turn right, turn left, on the right, on the left, stop and turn around.

Pupils in pairs: Pupil 1 conducts pupil 2, who wears a blindfold, with kinesthetic instructions. The instructions are:

Touch chest once → go forwards
 Touch back once → go backwards
 Touch left shoulder once → turn left
 Touch right shoulder once → turn right

Add more difficulty: touch **twice** means do **the opposite**.

Ask pupils:

T: ***Where else can we touch to conduct your mates?***

P:

We		their	nose, ears, front, hair,
I		your	hand, elbow, belly, etc...
She	can touch	my	
He		her	
You		his	

T: ***Create your instructions in pairs.***

Activity 3 Walking directions with the beats

Ask pupils to walk eight beats following the instructions: go forwards, go backwards, on the right and on the left (mix the instructions).

Do the same in four, five, six, etc. beats.

Ask pupils to walk the sequence: 4 steps forwards, 4 steps backwards, 4 steps to the right and 4 steps to the left. Then subtract one step each time until they only do one step:

Sequence:

4 steps forwards + 4 steps backwards + 4 steps on the right + 4 steps on the left
 3 steps forwards + 3 steps backwards + 3 steps on the right + 3 steps on the left
 2 steps forwards + 2 steps backwards + 2 steps on the right + 2 steps on the left
 1 steps forwards + 1 steps backwards + 1 steps on the right + 1 steps on the left

Give pupils **worksheet 8.1**. Pupils listen to the beats while teacher gives them the instructions. Each beat is a bullet point. Write the instructions after drawing the path.

Activity 4 Walking directions with the music

Stick **material 8.1** on the wall.

T: **What does “tetrachord” ascendant mean?**

P: A group of four notes played one after another going up the scale.

T: **What does “tetrachord” descendant mean?**

P: A group of four notes played one after another going down the scale.

T: **What does “same pitch” mean?**

P: The same notes played one by one. Notes which have the same height or depth.

T: **What does “different pitch” mean?**

P: Different high and low notes played one by one. Notes which have a different height or depth.

Active dictation. Pupils listen to musical instructions. When they listen to:

- ✓ Tetrachord ascendant (e.g.: abcd), pupils do four steps forwards.
- ✓ Tetrachord descendant (e.g. gfed), pupils do four steps backwards.
- ✓ Same pitch high notes, pupils hop on their right foot
- ✓ Same pitch low notes, pupils hop on their left foot.

Add difficulty: different pitch (e.g. high-low-high-low), if the note is high, one step on the right and if the note is low, one step on the left.

Play the following groups of notes (which are in a different colour). Step to the right for high notes and to the left for low notes. Go forwards in tetrachord ascendants and go backwards in tetrachord descendants.



Give pupils **worksheet 8.2**. Play the melody and pupils write the rhythm. Play several times.

Minuet n°2 in G Major

J.S. Bach

After checking the solution and memorizing the melody, pupils go forwards in quarter notes, go backwards in eighth notes and bow in half note. Then pupils go forwards in eighth notes and backwards in quarter notes and bow in half note.

Dictation in **worksheet 8.2**. Pupils fill the gaps

Read about the composer:

Johann Sebastian Bach (Born: March 21, 1685/Died: July 28, 1750)

He was a German **composer**. He came from a long line of composers. By the time Johann was **10**, both his parents had died, so he was brought up by his older **brother**, who was a church **organist**. Johann became a very good organist, too. When he was older, Johann worked first for a duke, then for a **prince**, and finally became choirmaster of St. Thomas Church and School in Leipzig, Germany. He was choirmaster for 30 years. Bach wrote much of his famous **music** there. In his spare time, he enjoyed **playing** music with other younger **people** at Zimmerman's Coffeeshouse. **Bach** wrote all kinds of music – for organ, orchestras, choirs and many different **instrument** combinations. He is now seen as one of the greatest geniuses in music history.

TEACHING NOTES

LESSON 9

SPACE FORMATIONS

Material:

Material 9.1: lines (straight and curved)

Material 9.2: lines (open and closed)

Material 9.3: geometric shapes (circle, square, triangle)

Material 9.4: geometric shapes (angles and sides)

Worksheets:

Worksheet 9.1: Mathematic groups

Musical Vocabulary: time signature (2/4, 3/4, 4/4)**Vocabulary:** space, straight lines, curved lines, open lines, closed lines, line, queue, row, diagonal, triangle, square, circle, angle, sides.**Song:** *Dry bones* (traditional English song). Opposites' song.**Activity 1 Warm up**Warm the body up, singing the song *Dry bones* (with movements).Sing the **Opposites' song****Activity 2 My music space**

Ask pupils:

T: ***Look at the music classroom. What can you see? What is there?***

P:

I		
We	can see	<i>classroom objects</i>

There	is	a	keyboard
		one	door, etc.
	are	two	windows
		a lot of	percussion instruments, etc.

T: ***What do we call the place where we move?***

P: the floor, the SPACE

Ask pupils to walk around the space in their own tempo. With the tambourine beat **loud sound** once and pupils look for a space to stand in. (spread out). Beat **quiet sound** once and pupils stand together using the minimum space. (Do it several times).

Variation: when you beat **loud sound** once, pupils say their names loudly together. When you beat **quiet sound** once, pupils say their names quietly together. (Pupils also can say body parts, colours, musical elements, etc.)

Activity 3 My body has lines

Remind pupils what you did in lesson 8. Talk about the path they drew.

T: **what did you draw to link the paths in the last lesson?**

P: They were lines.

Stick [material 9.1](#) on the wall.

T: **How can we draw a line?**

P: Lines can be straight/curved, short/long.

T: **Which lines do we have in our bodies?**

P: The back bone, our legs, our arms

T: **Show me your back bone curved. Show me your arms curved. Show me your legs straight.**

Ask pupils to walk around in their own tempo. Say the name of two pupils out loud. The rest of the pupils make a line between them. After making the line, ask pupils: (do it several times)

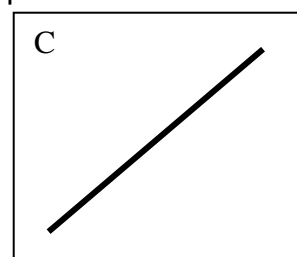
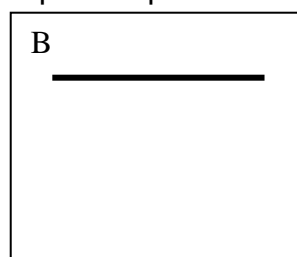
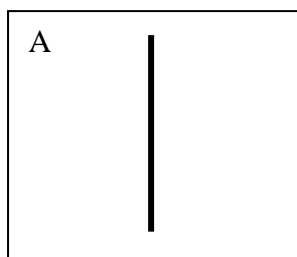
T: **What line did you make?**

P:

It was a	long	straight	line
	short	curved	

Activity 4 Making lines with my mates

Draw on the whiteboard (the square represents the space in the music classroom)



Ask pupils to stand like in “A”. Tell pupils that this is a **vertical line**. Write these names under the drawing.

Do the same with “B” and “C”. B is a **horizontal line**, C is a **diagonal**.

Tell pupils to walk around following the tambourine tempo. Pupils have 8 beats to build the instruction: vertical line, horizontal line or diagonal (demonstrate where the ends of the lines should be) . Do it several times but in less than 8 beats.

Activity 5 Making groups

Play the piano or the tambourine. Tell pupils to make groups of few people when they listen to **quiet sounds** and to make one whole group when they listen **loud sounds**.

Tell the pupils to put in groups of people depending on the number of beats you play. If you beat twice with the tambourine: they make groups of two people. Do the same with three, four, five, etc.

T: **What happened?**

P: There were people without a group.

Give the pupils **worksheet 9.1**. Do the example to help pupils to fill the worksheet.

T: **Make groups of three people. How many groups you made? How many people didn't make a group of three?**

e.g.:

Total pupils in the class	Groups of	Number of groups	People without a group	Mathematic formula
23	3 people	7	2	$(7 \times 3) + 2 = 23$

Check the worksheet doing the exercise.

Activity 5 Geometric shapes

Show the pupils **material 9.3**. (cut them out)

Ask them:

T: **What's the name of these shapes?**

P: triangle, circle and square.

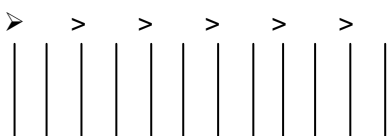
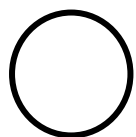
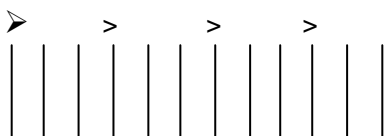
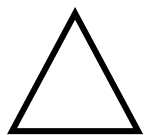
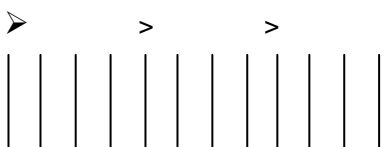

Stick **material 9.4** on the wall.

T: *What are the differences between a triangle/square/circle and a square/circle/triangle?*

P:

The triangle	has	one	angle(s) side(s) vertex/vertices	more than less than	the triangle
The square		two			the square
The circle		three			the circle
		four			

Beat the tambourine or play an accompaniment with the piano. When pupils listen to the time signature 2/4 they make a circle (walking to the tempo), when they listen to 3/4 they make a triangle, when they listen to 4/4 they make a square:

$\frac{2}{4}$ 	→ make a 
$\frac{3}{4}$ 	→ make a 
$\frac{4}{4}$ 	→ make a 

In the triangle and the square they have to decide who are the vertices.

TEACHING NOTES

LESSON 10

LET'S REVIEW WHAT WE HAVE LEARNT**Material:** glue, camera, blindfolds**Material 10.1:** Instructions sheets**Material 10.2:** word images**Material 10.3:** riddle (SHADOW)**Material 10.4:** Sun images**Worksheets:****Worksheet 10.1:** Draw, take a picture and stick the instructions.**Musical vocabulary:** introduction, coda, theme.**Vocabulary:** size, ground, stuck, harm, pain, riddle, shadow**Song:** *Dry bones* (traditional English song). *Opposites song*.**Activity 1 Warm up**Warm the body up, singing the song *Dry bones* (with movements).Sing the **Opposites' song****Activity 2 Modeling my partner (levels and shapes)**Give pupils **material 10.1**. One instruction sheet each.Give pupils **worksheet 10.1**CD MUSIC (background): Ennio Morricone: soundtrack from *Once upon a time in America*: "Deborah's theme"<http://www.youtube.com/watch?v=HmsRFrN97ek>

Pupils in groups of three. Pupil A stands blindfolded. Pupil B reads the four instructions on material 10.1 and moves A's body parts. Pupil C makes a sketch and takes a picture of pupil A. Change round.

Activity 3 My shadow never leaves me (opposites and mirrors)

Write on the blackboard the following words:

size, ground, stuck, harm, pain

Stick **material 10.2** on the blackboard. Ask pupils to link the pictures with the words.

Read to the pupils the riddle:

I'm only one color, but not one size,
I am stuck on the ground without any eyes.
I am present in the sun but not in the rain,
I'm doing no harm and feeling no pains

Stick **material 10.3** (pg 1) on the blackboard

T: ***What's the answer?***

P: It's a shadow

Stick **material 10.3** (pg 2) on the blackboard

T: ***Why is the sun important?***

P: Because there is no shadow if there is no sun.

Pupils in pairs. One pupil leads and the other one is the shadow. In one minute 1'30'' change round.

CD MUSIC: Rachel Portman: soundtrack from *Chocolat*: "Main titles. Instrumental"

http://www.youtube.com/watch?v=CsNYuXH0w_U

Show pupils **material 10.4**. Two pictures: the morning sun and the midday sun.

T: ***What part of the day does the sun represent in the first part of the music and in the second part?***

P: In the first part there's a morning sun and in the second there's a midday sun.

Activity 4 Chasing footsteps

CD MUSIC: L. Bernstein: soundtrack from *Symphonies n°1 and 2*: "Divertimento V. Turkey trot"

http://www.youtube.com/watch?v=YxyorQIYDNo&feature=PlayList&p=DE7280A917EFE47C&playnext=1&playnext_from=PL&index=4

Ask pupils to sit in the spaces and listen to the music. Discover the musical form of the piece. Help them writing down the words:

Coda (end), B theme, C theme, A theme, Introduction

Solution: introduction- A- introduction-A-B- A- C- A- introduction- CODA

Listen again and do the instructions: (**sl**: SLAP, **cl**: CLAP)

Introduction: do not move (wait)
A: sl-sl-sl-cl/ sl-sl-sl-cl/sl-sl-sl-cl/sl-cl-sl-cl/ + **sl-sl-sl-cl/sl-cl-sl-cl**
Introduction: do not move (wait)
A: sl-sl-sl-cl/ sl-sl-sl-cl/sl-sl-sl-cl/sl-cl-sl-cl/
B: move your arms freely
A: sl-sl-sl-cl/ sl-sl-sl-cl/sl-sl-sl-cl/sl-cl-sl-cl/
C: move the your freely
A: sl-sl-sl-cl/ sl-sl-sl-cl/sl-sl-sl-cl/sl-cl-sl-cl/ + **sl-sl-sl-cl/sl-cl**
CODA: do not move + **SL-CL**

Ask pupils to stand up and move around. Instructions: (**sf**: step forward; **sb**: step backward; **sr**: step to the right; **sl**: step to the left; **bk**: bend knees)

Introduction: do not move (wait)
A: (starts right foot) sf-sf-sf-sb/ sf-sf-sf-sb/ sf-sf-sf-sb/sf-sb-sf-sb/ + **sf-sf-sf-sb/sf-sb-sf-sb**
Introduction: do not move (wait)
A: (starts left foot) sf-sf-sf-sb/ sf-sf-sf-sb/ sf-sf-sf-sb/sf-sb-sf-sb
B: sr- sr- sr- turn around/ sl-sl-sl-turn around/
A: (starts right foot) sf-sf-sf-sb/ sf-sf-sf-sb/ sf-sf-sf-sb/sf-sb-sf-sb/
C: bk- sr-sr/ bk-sf-sf/ bk-sr/bk-sl
A: (starts left foot) sf-sf-sf-sb/ sf-sf-sf-sb/ sf-sf-sf-sb/sf-sb-sf-sb/ + **sf-sf-sf-sb/sf-sb**
CODA: do not move + **clap and sit**

UNIT 3

MOVING OBJECTS TO MUSIC

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

TEACHING NOTES

LESSON 11

MOVING with PLASTIC BALLS

Material: plastic balls for each pupil.

Material 11.1: plastic balls image

Material 11.2: Upbeat/downbeat/offbeat

Material 11.3: to bounce (image)

Material 11.4: to throw, to catch (image)

Material 11.5: to roll (image)

Worksheets:

Worksheet 11.1: Complete the tables

Worksheet 11.2: In the hall of the mountain of king. (E. Greig)

Musical Vocabulary: upbeat, downbeat, offbeat.

Vocabulary: plastic ball, weight, light, heavy, colour, bounce, throw, catch, roll

Song: *Dry bones* (traditional English song). *Opposites' song*.

Activity 1 Object presentation (plastic ball) and warm up

Show pupils one plastic ball. Ask them:

T: ***What's the name of this object?***

P: This is a ball

T: ***What is this ball made of?***

P: It is made of plastic

T: ***So what's the specific name of this object?***

P: This is a *plastic ball*.

Stick **material 11.1** on the wall.

Give the pupils **worksheet 11.1**. Complete the tables.

Give the pupils one plastic ball each. Tell the pupils the ball is asleep.

Warm the body up stretching the body with the ball very slowly. Pupils copy the teacher's movements.

CD Music: Enya *Watermark* "Miss Clare Remembers".

<http://www.youtube.com/watch?v=7ZHVdQWxOIY>

Sing the song *Dry bones*. Pupils follow the parts of the body with the ball.

Sing the **Opposites' song with the plastic ball** (the ball is their partner)

Activity 2 A roll with the ball

Ask the pupils to do some roll with the ball. They mime what the ball is. Take a pupil as an example for the roll-play and ask him what the ball represents. The others copy. (do it with other pupils).

Activity 3 Put sounds with the ball movements (anacrusis and crasis)

Pupils get into a space and practise all the different ways they can use the ball.

Ask them to use their voices to make sounds as an accompaniment.

Ask them to make some sounds to follow the ball when they bounce on the spot and another sound when they throw the ball up and catch it.

Ask them to imitate the sound of your voice and your movement when:

- Bouncing on the spot doing an **upbeat** (*anacrusis*) sound.
- Throwing up and catching the ball doing a **downbeat** (*tètic*) sound.
- Rolling the ball doing an **offbeat** (*ascèfal*) sound with a little scale after (look at the material 11.2)

Stick [material 11.2](#) on the wall

Activity 4 The action ball song

Sing the first part of the song to the pupils. They bounce the ball individually.

I'm boun - cing I'm boun - cing I'm boun - cing my ball, I'm

boun - cing I'm boun - cing I'm boun - cing my ball

Ask pupils:

T: **What did I sing?**

P: something like "I'm bouncing".

Write on the board *I'm bouncing*, and the verb *to bounce*

Stick [material 11.3](#) on the blackboard

T: **What kind of beat does this song have?**

P: upbeat

Sing the second part of the song. Pupils throw up and catch the ball individually.

Throw and catch, throw and catch, throw and catch, throw and catch,

throw and catch throw and catch throw and cath and throw and catch.

Ask pupils:

T: **What did I sing?**

P: something like “throw and catch”

Write on the board *throw and catch*, and the verbs *to throw* and *to catch*

Stick [material 11.4](#) on the blackboard

T: **What kind of beat does this song have?**

P: downbeat

Sing the third part of the song. Pupils roll the ball sitting on the floor and then pass the ball between their right and left hands.

Ro l-ling rol-ling rol-ling rol-ling

rol-ling rol-ling rol-ling rol-ling.

Ask pupils:

T: **What did I sing?**

P: something like “rolling”

Write on the board *rolling* and the verb *to roll*.

Stick [material 11.5](#) on the blackboard

T: **What kind of beat does this song have?**

P: offbeat

Do the whole song. First individually. Pupils sing and move the ball.

Do the same exercise in pairs. Tell pupils to change the words for the first part.

T: **If we work in pairs, what do we have to change in the lyrics?**

P: *We're* bouncing. We're bouncing *our* ball

THE ACTION BALL SONG

Music and words: Cristina Bota



We're boun- cing we're boun- cing we're boun- cing my ball, we're



boun - cing we're boun - cing we're boun - cing our ball



Throw and catch, throw and catch, throw and catch, throw and catch,



throw and catch throw and catch throw and cath and throw andcatch.



Ro ling rol-ling rol-ling rol-ling rol-ling rol-ling rol-ling rol-ling



rol-ling rol-ling rol-ling rol-ling rol-ling rol-ling rol-ling rol-ling.

Activity 5 The phrases of the music

Give pupils **worksheet 11.2**. Each small circle represents one beat of the music and the larger circle represents the end of the phrase. Pupils point to the circles while listening to the music.

CD Music: Edvard GRIEG: *In the Hall of the mountain King*. Suite: Peer Gynt, Op. 46

<http://www.youtube.com/watch?v=dRpzxKsSEZg>

Ask pupils about the phrases in worksheet 11.2.

T: **How do you know when the phrase ends?**

P: There is a bigger circle in brown colour.

T: **Tell me about the composition. Explain how the music begins using musical terms?**

P: The music begins slowly and quietly

T: **What happens then?**

P: The music gets faster and louder

T: **What happens at the end of the composition?**

P: The music is very loud and there are some loud knocks.

Split the pupils into two groups (group A and group B). Line up the pupils in two separated groups facing each other. Take one plastic ball.

The first pupil in group A has the plastic ball and does 15 steps forward and gives the ball to the first pupil in group B. Pupil A goes behind the line of group B. Pupil B then takes the ball and walks 15 steps forwards and gives the ball to the next person in group A. And so on. Pupils step to the beats of the song that they have learned before.

Dictation in **worksheet 11.2**. Pupils fill the gaps.

Read about the composer:

Edvard Grieg (Born: June 15, 1843/Died: September 4, 1907)

Edvard Grieg was born in Bergen, a seaport in **Norway**. His first music teacher was his **mother**, who was a wonderful **pianist**. Many members of the Grieg **family** were musicians. As a teenager, Edvard was sent to study at the best music conservatory in **Europe** -- in Leipzig, Germany. After he graduated, Grieg married his **cousin** Nina, who was a **singer**. Grieg had an active career as a pianist, giving **concerts** all over Europe. But every summer, he came back to Norway to compose. He became a great **champion** of Norwegian music, art and theater, which is why the great Norwegian playwright Henrik Ibsen asked Grieg to write music for his play *Peer Gynt*.

TEACHING NOTES

LESSON 12

MOVING with TENNIS BALLS

Material:

Material 12.1: tennis ball image

Material 12.2: time signature 2/4

Material 12.3: time signature 3/4

Material 12.4: time signature 4/4

Material 12.5: dice cube

Material 12.6: dice octahedron

Worksheets:

Worksheet 12.1: Complete bars

Musical Vocabulary: time signature

Vocabulary: rubber, felt, on, under.

Song: *Dry bones* (traditional English song). Opposites song.

Activity 1 Warm up

Show pupils one tennis ball. Ask them:

T: ***What's the name of this object?***

P: This is a tennis ball

Stick material 12.1 on the wall.

Write on the blackboard the words:

rubber

felt

T: ***What do you think these words are?***

P: The materials that tennis balls are made of.

T: ***Tell me, what are the differences between the plastic and the tennis ball?***

The tennis ball The plastic ball Tennis and plastic balls	is are are both is made of	stronger than	the tennis ball
		bigger than	the plastic ball
		plastic rubber and felt spheres	

Give the pupils one tennis ball each. Tell the pupils the ball is asleep.

Warm the body up, singing the song *Dry bones*. Pupils follow the parts of the body with the tennis ball.

Sing the **Opposites' song with the tennis ball** (the ball is their partner)

Activity 2 A roll with the ball

Ask the pupils to do some roll with the ball. To perform what the ball is. Take some pupil as an example for the roll and ask him what the tennis ball represents. The others copy him (do it with other pupils).

Some ideas: an apple, a bulb, etc.

Activity 3 Passing the tennis ball on the beat

Pupils stand in a circle side by side

Write on the board the words: **on** and **under**.

Ask them:

T: ***Put your right hand on the left hand of the mate on your right***

T: ***Now put your left hand under the right hand of the mate on your left***

Take one tennis ball and pass it with your right hand to the right hand of the pupil on your left. Do it while listening to the music. Change direction (pass the ball with the left hand)

CD Music: Enya *And winter came "One toy soldier"*.

<http://www.youtube.com/watch?v=8LHByznq1ho>

Give each pupil a tennis ball. Pupils are standing in a space and they listen to the music again but now they pass the ball from hand to hand and keeping time to the march with their feet while standing in their places. When they hear the CHORUS of the song: "*he keeps the beat on marching feet*", they then walk around marching (with knees up). After the first chorus they stop in the space again. Then start bouncing the ball in their space. When they hear the chorus again, they march around (without bouncing). After the chorus they have to create a movement on the beat (totally free).

Activity 4 Time signature movements

Write on the blackboard the Word: "*time signature*"

Ask pupils:

T: ***I'm going to give you some clues? This is a musical word... to describe some numbers... that are written on the stave.***

T: ***Tell me how many time signatures you know.***

P: 2/4, 3/4, 4/4

T: ***What does the time signature 2/4 mean?***

P: Two beats in each bar.

T: **And time signature 3/4?**

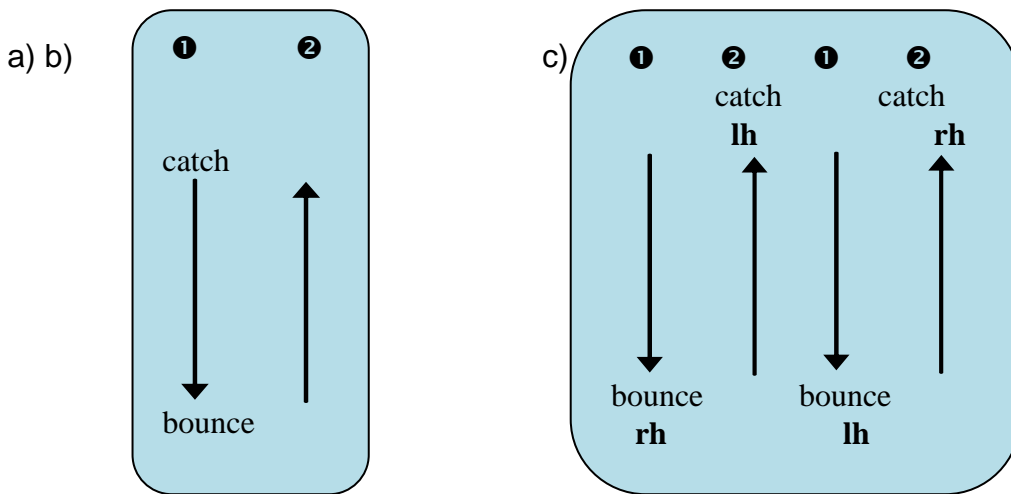
P: three beats in each bar.

T: **and time signature 4/4?**

P: four beats in each bar

Teach pupils the movements of time signature 2/4 with the ball (repeat movements several times) :

- a) bounce and catch with the right hand (rh)
- b) bounce and catch with the left hand (lh)
- c) bounce and catch changing hands



Now do the movements with the *Time signature 2/4 song* (pupils sing the *italic words*):

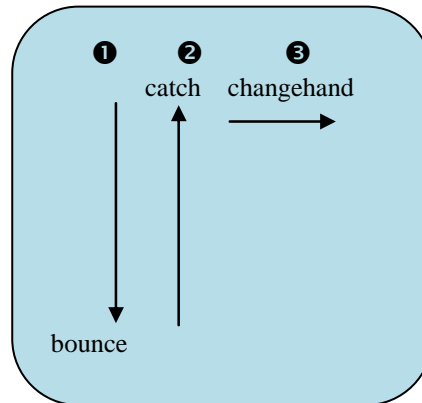
Time Signature 2/4 song

Music: Dàmaris Gelabert (Tot Sona album)
Adaptation song for movements: Cristina Bota

The musical notation consists of two staves in 2/4 time. The first staff has lyrics: '1 2 1 2 bounce and catch bounceand catch 1 2 1 2 with yourrighthand with' and '1 2 1 2 bounce and catch bounceand catch 1 2 1 2 with your lefthand with'. The second staff has lyrics: '1 2 1 2 bounce and catch bounceand catch 1 2 1 2 with yourbothands with', 'your right hand 1 2 1 2 bounce and catch bounceand catch change to your left hand', 'your left hand 1 2 1 2 bounce and catch bounceand catch now to your both hands', and 'your both hands 1 2 1 2 bounce and catch bounceand catch now re-peat once more'.

Teach Pupils the movements of time signature 3/4 with the ball (repeat several times)

a) bounce, catch, change hand



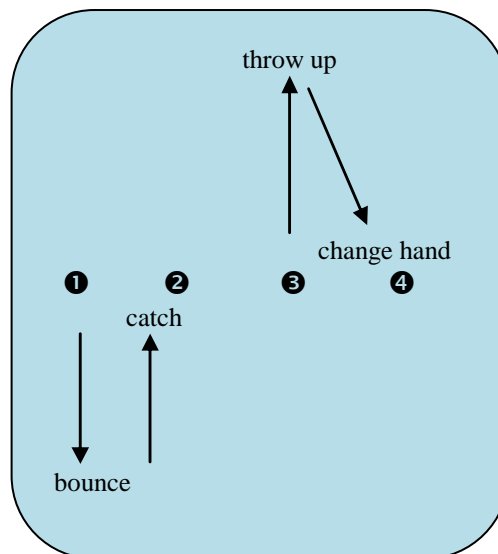
Now do the movements with the *Time signature 3/4 song* (pupils sing the *italic words*):

Time Signature 3/4 song

Music: Dàmaris Gelabert (Tot Sona album)
Adaptation words for movements: Cristina Bota

Teach Pupils the movements of time signature 4/4 with the ball (repeat several times)

a) bounce, catch, throw up change hand



Now do the movements with the *Time signature 4/4* song:

Time Signature 4/4 song

Music: Dàmaris Gelabert (Tot Sona album)

Adaptation words for movements: Cristina Bota

1 2 3 4 bounce & catch & throw & change hand 1 2 3 4 all you need is con-centra-tion
1 2 3 4 bounce & catch & throw & change hand 1 2 3 4 all you need is con-centra-tion

1 2 3 4 bounce & catch & throw & change hand 1 2 3 4 don't for-get to try a-gain
1 2 3 4 bounce & catch & throw & change hand 1 2 3 4 look it's ea-sy now you can!

Give the pupils **worksheet 12.1**. Complete the empty bars with musical notation and pitch. Pupils need two dice: one cube dice for the number of notes (**material 12.5**) and one octahedron dice for pitch (**material 12.6**)

Activity 5 Relaxing time

Pupils in pairs. One tennis ball for each pair. One pupil lies on their front on the floor. The other pupil massages their mate's legs and back. When the music finishes, they change round.

CD Music: Enya *Watermark* "Miss Clare Remembers".

<http://www.youtube.com/watch?v=7ZHVDqWxOIY>

TEACHING NOTES

LESSON 13

MOVING with the HOOPS**Material:**

Material 13.1: hoop image

Worksheets:

Worksheet 13.1: Follow the form of the music structure.

Musical Vocabulary: music form**Vocabulary:** hoop, above, squat, stretch up, above, on the hips, on the floor.**Song:** *Dry bones* (traditional English song). Opposites' song.**Activity 1 Warm up**

Tell pupils:

T: **Guess what object I have. Ask me questions. I only can answer YES or NO?**

P:

Is	it this object	bigger than smaller than	a tennis ball a plastic ball you
		made of	<i>material</i> (plastic, wood, metal...)?
		a sphere? a square? a triangle? a circle?	
		<i>Colour</i> (blue, yellow,...)?	

Show pupils the hoop. Ask them:

T: **What's the name of this object?**

P: this is a hula hoop

Stick material 13.1 on the wall

T: **What is it made of?**

P: the hoop is made of plastic

T: **Tell me more objects that are hoops?**

P: earrings, rings.

T: **Are they bigger or smaller than this hoop?**

P: they are smaller.

T: **What are they usually made of?**

P: They are made of metal and plastic

Give one hoop to each pupil. Warm the body up, singing the song *Dry bones*.

Start the action by telling the pupils to stand inside the hoop. Pupils pick the hoop up and

touch their toes with the hoop. As the song progresses, they move the hoop upwards to the corresponding part of the body until they reach their heads.

Sing the **Opposites' song with the hoop** (the hoop is their partner)

Activity 2 A roll with the hoop. Rolling the hoop

Ask the pupils to roll the hoop in different directions to find out what they can do with the hoop. Take some pupils to demonstrate their rolls and ask them what the hoop represents. The others copy. (repeat with other pupils).

Some ideas: a wheel, a tyre, a purse, a giant donut, etc.

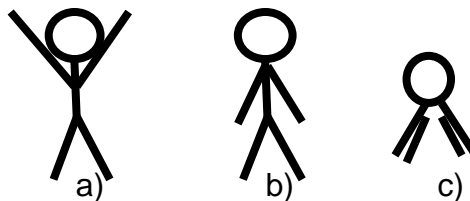
Activity 3 Walking inside the hoops

Each pupil goes inside a hoop and holds it.

Write on the blackboard the words:

squat straight stretch up

And the body sketches:



Ask pupils:

T: **Which of these words are new?**

P: squat

T: **Show me your body stretching up holding the hoop.**

T: **show me your body straight holding the hoop**

T: **Show me your body squatting holding the hoop.**

Write on the blackboard the words:

above on the hips on the floor

T: **where is the hoop when you stretch up**

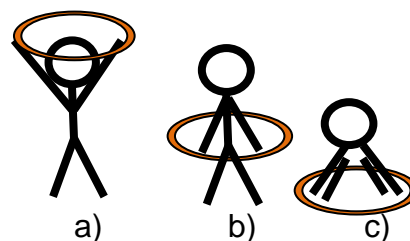
P: above us

T: **where is the hoop when you are straight**

P: around our hips

T: **where is the hoop when you squat**

P: on the floor



Pupils listen to sounds. When the sound is low they do c) when the sound is in the middle do b) and when the sound is high do a). Play the piano:

- One sound (low, high, medium). Do it several times
- Two sounds, one after the other. Do it several times
- Three sounds, one after the other. Do it several times

- Three sounds, one after another doing a chord ascendant
- Three sounds, one after another doing a chord descendant
- Mix the three sounds of the chord. Do it several times

Activity 4 Walking inside the hoops

Put 4 hoops in a column on the floor (look at the image). Each hoop is a beat. Pupils are in a line one behind the other. They step a quarter note inside each hoop without stopping. When the first pupil finishes, the second pupil does the four steps forwards again. Make sure they keep a steady beat. (Help them by playing the tambourine)

Do the same exercise but give a number from 1 to 4 to each pupil. They have to step two eighth notes in the correct beat (hoop). Make sure they keep a steady beat. The final sequence is:

$\frac{4}{4}$ ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ :||
 pupil1 pupil 2 pupil 3 pupil 4

BEATS PUPIL 1 PUPIL 2 PUPIL 3 PUPIL 4

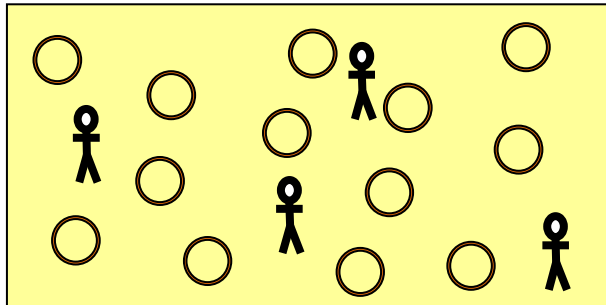
Pupils step two eighth notes inside each hoop without stopping.

Do the same exercise but give a number from 1 to 4 to each pupil. They have to step one quarter notes in the correct beat (hoop). The final sequence is:

$\frac{4}{4}$ ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ :||
 pupil1 pupil 2 pupil 3 pupil 4

Activity 5 Walking on the floor and inside the hoops

Put out as many hoops as there are pupils and spread them out. Pupils walk around them. Beat the tambourine and when you say HOP, they step two eighth notes inside one circle on the next beat.



Do the same exercise in activity 3 (the first sequence) but walking around and doing the two eighth notes inside the circle.

Activity 6 Walking on the floor listening to the music

Give the pupils **worksheet 13.1**. Follow the structure of the music

CD Music: P.I. Tchaikovsky Nutcracker "March"

<http://www.youtube.com/watch?v=2XvpPluld1U>

Music form structure:

Ask pupils:

T: **What does the intensity of the colour represent?**

P: if the music is soft or strong

T: **Which part is the most different?**

P: Part D.

T: **How many times does the first phrase repeat?**

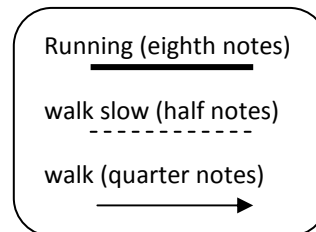
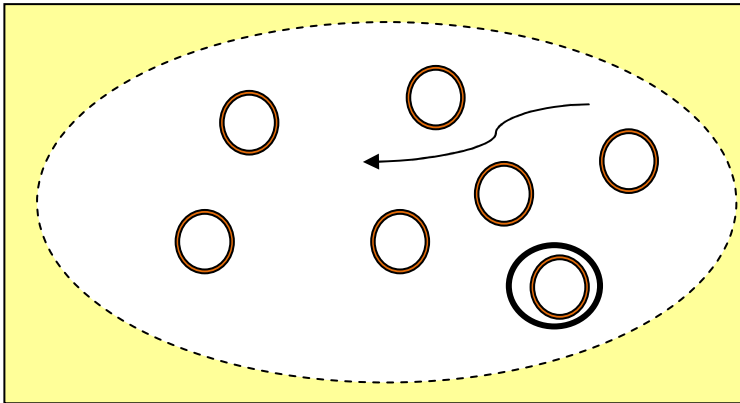
P: Eight times.

Listen to the music again and try to move around with a beat which you feel comfortable with.

Answer the exercise matching the correct beat for each letter:

Solution: A=♪ B=♪ C=♪ D=♪

Spread the hoops on the floor. Pupils:
 walk half notes at every A section around the class
 walk quarter notes at every B and C section, walking through the hoops,
 walk eighth notes at every D section, choosing a hoop and running around it.



Dictation in [worksheet 13.1](#). Pupils fill the gaps

Read about the composer:

Piotr Ilyich Tchaikovsky (Born: May 7, 1840/Died: November 6, 1893)

P.I. Tchaikovsky was born in Votkinsk, a **town** in Russia's Ural **Mountains**. When he was **8 years old**, his family moved to the capital **city** of St. Petersburg. Tchaikovsky was a good **musician** but made him study law. But even in law **school**, Tchaikovsky continued to study music.

After he graduated, he moved to **Moscow** to teach at the new conservatory there. It's now named for him. Tchaikovsky traveled all over Europe for performances of his music. In **1891**, he even came to **America** for the opening of The Carnegie Hall, where he was invited to **conduct** his music.

TEACHING NOTES

LESSON 14

MOVING with PLASTIC BALLS, TENNIS BALLS AND HOOPS

Material: stick bar, digital camera (record choreography), bilingual dictionary

Material 14.1: labels (DO-RE-MI song)

Material 14.2: images (to stick on worksheet 14.1)

Material 14.3: choreography criteria

Worksheets:

Worksheet 14.1: Stick the song. Stick the image for each phrase.

Worksheet 14.2: Assessment feedback

Vocabulary: doe, ray, me, far, sew, tea.

Song: *Dry bones* (traditional English song). Opposites' song.

Activity 1 Warm up

Tell pupils to choose one of the three objects they have played with (plastic ball, tennis ball and hoop)

Warm the body up, singing the song *Dry bones* doing the movements with the object they have chosen.

Sing the **Opposites' song** (the object is their partner)

Activity 2 Walking the Do Major scale inside the hoops

Put three columns of eight hoops one behind the other. Pupils line up in four three groups. Each line of eight hoops is a Do Major scale note. They start, one by one, walking inside the hoops while they sing the Do Major scale. Help them to sing the Do Major scale playing the piano.

- Do Major scale in half notes
- Do Major scale in quarter notes
- Do Major scale in eighth notes
- Do Major scale in canon (half note) in third.
- Do Major scale in quarter notes and eighth notes

Do Major Scale

The musical notation shows five different ways to play the Do Major scale (C-D-E-F-G-A-B) in 4/4 time:

- a)** Half notes: C (2), D (2), E (2), F (2), G (2), A (2), B (2).
- b)** Quarter notes: C, D, E, F, G, A, B.
- c)** Eighth notes: C, D, E, F, G, A, B.
- d)** Canon: C (half), D (quarter), E (quarter), F (quarter), G (quarter), A (quarter), B (quarter), C (half).
- e)** Mixed: C (quarter), D (quarter), E (quarter), F (quarter), G (quarter), A (quarter), B (quarter), C (quarter), D (quarter), E (quarter), F (quarter), G (quarter), A (quarter), B (quarter), C (quarter).

Do a) and b) singing the Do Major scale descendant and walking forwards.

Activity 3 “DO-RE-MI” song

The same groups as in activity 2. Give each group **material 14.1** inside an envelope. One note name (pink colour label) and one phrase (green colour label) each pupil.

Pupils listen to the music and look for the correct phrase for their note.

CD Music: H. Lindsay/ R. Crouse The Sound of Music “DO-RE-MI”

<http://www.youtube.com/watch?v=fvWjbdJwx90>

Each pupil stands inside their own hoop (note). They listen to the music again and each pupil sings their phrase. When they finish singing their phrase, they sit down inside their hoop.

Give each group **worksheet 14.1** and they stick the song inside the table. Give each group **material 14.2** (images) and stick them on **worksheet 14.1** too. Pupils can use a bilingual dictionary if they don't know a word.

Pupils read and sing the DO-RE-MI song on the screen:

<http://www.youtube.com/watch?v=pxuKE78yyns0&feature=fvw>

Give the pupils **worksheet 14.2**.

Each group sings the part of the song *a capella*:

*Doe- a deer, a female deer
Ray- a drop of golden sun
Me- a name I call myself
Far- a long, long way to run
Sew- a needle pulling thread
La- a note to follow so
Tea- a drink with jam and bread
That will bring us back to do oh oh oh*

Activity 4 Creating a choreography and performance it

The same three groups of eight pupils. Give them some plastic balls and tennis balls. Ask them to think of choreography with the objects they have and following criteria on **material 14.3**. Give pupils **material 14.3**.

The choreography is only the part of the song that they have already sung *a capella*.

Each group performs their choreography. Record each performance to assess the pupils.

Give each group **worksheet 14.3** (assessment feedback)

Activity 5 Looking at the choreography

Look at the choreography on the screen:

<http://www.youtube.com/watch?v=7EYAUJazLI9k> (central station Belgium)

Talk about the choreography. Ask pupils:

T: ***What music are they dancing?***

T: ***Where is the place they are performing?***

T: ***How old are the people who are dancing?***

T: ***How are they placed on the space?***

T: ***What do you think they want to show to the public?***

T: ***Why do you like, or what don't you like, about this choreography?***

TEACHING NOTES**LESSON 15****LET'S REVIEW WHAT WE HAVE LEARNT****Material:**

Material 15.1: memory game (body parts)

Material 15.2: memory game (face parts)

Material 15.3: memory game (music notation)

Material 15.4: memory game (music elements)

Material 15.5: memory game (opposites)

Material 15.6: memory game (music notes)

Material 15.7: movement cards and others

Material 15.8: back of the card

Worksheets:

Worksheet 15.1: Column dictation

Musical Vocabulary: music notation, music elements, music notes.

Vocabulary: body parts, face parts, body movements.

Activity 1 Workshop games (revisiting the whole vocabulary)

Put six tables around the class with a memory game on each table and groups of three or four pupils sit around the tables. They change game every 5 minutes.

Memory game 1: BODY PARTS (material 15.1)

- Do pairs (skeleton-word)
- One pupil deals the skeleton cards to the others. Put the word cards in the middle in a pile facing down. Turn the first word card face up. The pupil who has the correct skeleton card takes it and makes a pair. The first pupil with no cards left is the winner.
- Do the same but this time deal the word cards.

Memory game 2: FACE PARTS (material 15.2)

Same variations as in Memory game 1

Memory game 3: MUSIC NOTATION (material 15.3)

- Do pairs (music notation-words)
- Do pairs (music notation *sounds* - music notation *rests*)
- Make groups of three cards (music notation- word- tempo value)

Memory game 4: MUSIC ELEMENTS (material 15.4)

- Do pairs (image- word)
- Make groups of three cards (image-word-music element)

Memory game 5: OPPOSITES (material 15.5)

- Do pairs (image-word)
- Do pairs (opposites with words)

- Do pairs (opposites with images)
- One pupil deals to the others. Put the word cards in the middle in a pile facing down. Turn the first word card face up. The pupil who has the correct image card takes it and makes a pair. The first pupil with no cards left is the winner.
- Do the same but this time deal the words cards.

Memory game 6: NOTES ON THE STAVE (material 15.6)

- Do pairs (note on the stave - word)
- Make groups of three cards (note on the stave- word- international letter)

Activity 2 Memory movement game

Three or four pupils go out of the class. Make pairs with the rest of the class. One pupil tells the name of the action and the other pupil does the movement action. Mix them. Pupils who are outside of the class come in. They have to find out the word with the correct action.

Movement vocabulary: walk, walk slowly, run, clap, stamp, slap, click, swing, step right, step left, tiptoe, wave, roll, turn around, applause, bow.

Activity 3 Column dictation

Take the cards with the words from the memory games of activity 1 (do not use cards from material 15.5 and 15.6). Add the movement cards and others (directions, levels, lines, shapes) **Material 15.7**. Mix all of them and give one or two cards out to each pupil.

Give the pupils **worksheet 15.1**. Each pupil dictates their word one by one and the whole class writes it in the appropriate column on their worksheet.

Column dictation solution:

Fill the words you will listen in the right place

Geometric shapes	Objects	Straight lines	Object movements	Levels
triangle	Plastic ball	Horizontal Line	bounce	lowest height
square	Tennis ball	Vertical line	throw / catch	medium height
circle	hoop	diagonal	roll	highest height
Face parts	Body sounds	Body parts		
tongue	clap	thigh		hip
eye	stamp	knee		finger
mouth	click	leg		wrist
nose	slap	ankle		head
ear	applause	toe		neck
lips	Body movements	arm		shoulder
eyebrow	swing	back		forearm
hair	wave			elbow
cheek	turn around	Music elements		
forehead	tiptoe	high	long	whole rest
	bow	low	short	half rest
	walk	shout	whole note	quarter rest
	walk slowly	quiet	half note	eighth rest
	running	fast	quarter note	
	roll	slow	eighth note	

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Sites on the internet:

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/music/index.aspx> (The National Music Curriculum key stage 1 and 2)

<http://www.bbc.co.uk/music/parents/yourchild/england.shtml> (The National Music Curriculum. Parent's)