**UNIT: A SYMPHONIC TOUR**
(based on B. BRITTEN’s *The Young Person’s Guide to the Orchestra*, YPGO)

**LESSONS:**

**PRIOR LEARNING**
The basics of sound / silence, qualities of sound and instruments.

**LEARNING OBJECTIVES**
- To acquire or reinforce a relatively deep knowledge different aspects involving the orchestra as a paradigmatic example of musical ensemble.
- To distinguish individual instruments of the orchestra in solo and ensemble performance.
- To grasp the rudiments of how a pop band (as a sample of the wide range of existing musical ensembles) works.

**ACTIVITIES: SECTIONS AND SUGGESTED SEQUENCE**

<table>
<thead>
<tr>
<th>Key</th>
<th>Other musical ensembles</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The sound of other musical ensembles</td>
<td>Subheading</td>
</tr>
<tr>
<td>⊗</td>
<td>Activities <strong>not</strong> appearing in the Activity Book (to be inserted at different points of the development of the unit).</td>
<td></td>
</tr>
<tr>
<td>⊗</td>
<td>Activities in the Activity Book.</td>
<td></td>
</tr>
</tbody>
</table>

| p.1 | Corresponding page in the Activity Book and Answers to the Activity Book. |

*****

**‘Detachable’ activity**
⊗ YPGO a: THE ORCHESTRA SONG

**Introduction to ‘The Young Person’s Guide to the Orchestra’**
⊗ YPGO a: THE ORCHESTRA SONG

**Musical instruments**
⊗ YPGO 1, p.1: MUSICAL INSTRUMENTS
⊗ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS
⊗ YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA
⊗ YPGO 4, p. 2: INSTRUMENT PUZZLES

**Musical families**
[⊗ YPGO a: THE ORCHESTRA SONG]
⊗ YPGO 5, p.3: ORCHESTRAL FAMILIES
⊗ YPGO 6, p. 3: ORCHESTRAL FAMILY SAMPLES

**The symphony orchestra**
⊗ YPGO ⊗ YPGO 7, pp.4-6: BRITTEN’S GUIDE TO THE ORCHESTRA

**Other musical ensembles**

Gilart <gtrias@xtec.cat>
**UNIT: A SYMPHONIC TOUR**  
(based on B. BRITTEN’s *The Young Person’s Guide to the Orchestra*, YPGO)

**LESSONS:**

<table>
<thead>
<tr>
<th>Timing:</th>
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</thead>
</table>
| YPGO 8, p.7: OTHER MUSICAL ENSEMBLES  
The sound of other musical ensembles |  |
| YPGO 9, p.7: A REAL BAND AT THE STUDIO |  |
| YPGO 10, p.7: BUILD A BAND |  |

**Making instruments**

<p>| | |</p>
<table>
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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>YPGO 11, pp.7-9: BECOME A LUTHIER</td>
<td>[⑨ YPGO a: THE ORCHESTRA SONG]</td>
</tr>
</tbody>
</table>

**MAIN LANGUAGE**

The name of each activity tends to be descriptive enough for a general idea. See each particular activity chart for further details.

**REQUIRED SPACES**

See each particular activity chart.

**TEACHING / LEARNING RESOURCES**

See each particular activity chart.

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Attitude, behaviour
- Songs: a polyphonic one and a song about home-made percussion instruments
- Interactive [and live] musical performances
- Oral feedback
- Written evidence: decoded messages and classification, about personal preferences, to demonstrate listening and reading comprehension (filling the gaps in a text and in some “musical ladders”), labels with the orchestral families [and conductor and occasional soloists], answers
- Interactive test for selfassessment.
- Game: Matching cards.
- A picture / display of an orchestra layout
- Computer management.
- A hand-made musical instrument.
- A home-made instrument exhibition

**POINTS TO NOTE**

**Levels:** Cicle mitjà / cicle superior of primary education in the Spanish Education system (equivalent to Key Stage 2 in the UK Education system).

**Groupings:** Individual work / Pair work / Small groups / Whole class

**Differentiations:** See each particular activity chart.

**Extensions:** See each particular activity chart.

**Variations:** See each particular activity chart.

**Links to other aspects of the curriculum:** Art, Design and Technology, Geometry, History, ICT, information processing skills, Language [→ Geography], Music, Science
**LESSON/-S:**
**ACTIVITY:** © YPGO a: THE ORCHESTRA SONG

**Level:**
**Timing:**

### PRIOR LEARNING
Polyphonic singing should be familiar to the teacher, at least.

### LEARNING OBJECTIVES
To learn a song sung with a fugue structure about some of the instruments of the orchestra representative of each family to motivate a deeper knowledge of how different musical ensembles work.

### DEVELOPMENT OF THE ACTIVITY
Teach the song in TEACHING / LEARNING RESOURCES, at first, part by part separately and lastly, in canon, all together.

### MAIN LANGUAGE
Lyrics of *The instrument song (The orchestra song)*:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Lyrics</th>
</tr>
</thead>
</table>
| Violins    | The violins ringing like lovely singing.  
             | The violins ringing like lovely song.    |
| Clarinets  | The clarinet, the clarinet  
             | Goes doodle doodle doodle doodle dat.    |
|            | The clarinet, the clarinet  
             | Goes doodle doodle doodle dat.           |
| Trumpets   | The trumpet is braying,  
             | Ta ta ta ta ta ta ta ta ta ta ta ta ta. |
| Horns      | The horn, the horn  
             | Awakes me at morn.                      |
|            | The horn, the horn  
             | Awakes me at morn.                      |
| Drums      | The drums playing two tones  
             | They're always the same tones.           |
|            | The drums playing two tones.  
             | They're always the same.                 |

Austrian Folk Song Lyrics  
Arranged by Andrea Moon

Songs for teaching: using Music to promote learning.  
[http://www.songsforteaching.com/orchestrainstrumentsong.htm](http://www.songsforteaching.com/orchestrainstrumentsong.htm)
**LESSON/S:**
**ACTIVITY:** © YPGO a: THE ORCHESTRA SONG
**Level:**
**Timing:**

**REQUIRED SPACES**
Any

**TEACHING / LEARNING RESOURCES**
- Web page: Songs for teaching: Using music to promote learning. [http://www.songsforteaching.com/orchestrainstrumetsong.htm](http://www.songsforteaching.com/orchestrainstrumetsong.htm) Listen to the song both in vocal or fast instrumental version, or link to Andrea Moon's Music sheet or Music Appreciation Songs CD.
- [A copy of the lyrics in paper]

**OUTCOMES / EVIDENCE FOR ASSESSMENT**
- A polyphonic song.
- Attitude and behaviour.

**POINTS TO NOTE**
**Grouping:** Whole class
**Links to other aspects of the curriculum:** Music
# LESSON/-S:
ACTIVITY: ⚡ YPGO 1, p.1: MUSICAL INSTRUMENTS

## Level:

## Timing:

## PRIOR LEARNING

General knowledge.

## LEARNING OBJECTIVES

- To develop listening and speaking abilities in the target language (English).
- To be introduced to a huge amount of vocabulary (musical instruments) so that a basis is set for the development of the rest of the unit.
- To develop language awareness and intelligence through finding similarities between English and L1 (own language or main learning language), and some reasons for those similarities (e.g. musical language is world-wide used and it has taken a lot of expressions from Italian, which has Latin as a common root with Catalan or Spanish; some instruments, such as saxophone, have taken their name from their creator – Mr Sax, in this case.)
- To promote multiculturality awareness as a naturally spread and integrated phenomenon all over.
- To produce some written output to provide the teacher with extra feedback for their assessment as an option.

## DEVELOPMENT OF THE ACTIVITY

Explain and ask to follow the instructions in ⚡ YPGO 1, p.1: MUSICAL INSTRUMENTS.

## MAIN LANGUAGE

Depending on the mother tongue, the degree of similarity can vary, but supposing that Catalan / Spanish are the main ones for a reference: violin (from Italian violino, diminutive of viola), viola (from Latin → Italian, Spanish, Catalan, etc.), cello (from Italian, diminutive of violoncello, which is a diminutive of violone, which is an augmentative of viola), flute (probably from Provençal flaüt), piccolo (from Italian), clarinet (from French clarinette), oboe (from Italian), guitar (from Spanish guitarra, from Greek kithara), banjo (a black American alteration of pandora, probably based on Greek pandoura, 'three-stringed lute'), sax (= saxophone) (from the name of Adolph Sax), trumpet (from Old French trompette, diminutive of trompe), tuba (from Latin), xylophone (from Greek xulon ‘wood + phone ‘sound, voice’), triangle (from Latin triangulus ‘three angles’), maracas (from Portuguese, from Tupi), balalaika (from Russian, of Tartar origin), zither (from Latin cithara)...

## REQUIRED SPACES

- Any [, preferably provided with desks and chairs].

## TEACHING / LEARNING RESOURCES

- The poster “Musical instruments”. Chart Media. ISBN 1-904217-15-X. [www.chatmedia.co.uk](http://www.chatmedia.co.uk) or a similar one.
- Realia, including toys (e.g. mention Pascal Comelade’s compositions with toy musical instruments as an example of toy instruments being used as traditional ones in a way.)
- A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].
### LESSON-/S:

**ACTIVITY:** ○ YPGO 1, p.1: MUSICAL INSTRUMENTS  
**Level:**  
**Timing:**

### OUTCOMES / EVIDENCE FOR ASSESSMENT

- Oral feedback.  
- [Written feedback.]

### POINTS TO NOTE

**Grouping:** Whole class  
**Links to other aspects of the curriculum:** Language [→ Geography], Geometry, History, Music

---

### LESSON-/S:

**ACTIVITY:** ○ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS  
**Level:**  
**Timing:**

### PRIOR LEARNING

○ YPGO 1, p.1: MUSICAL INSTRUMENTS

### LEARNING OBJECTIVES

- To enjoy musical practice thanks to interactive tools (“e-instruments”) according to own musical level / intelligence / motivation.  
- To open their minds to the concept of musical instrument.  
- To take as much advantage as necessary of the hints included in the suggested activities to make progress / to succeed in doing the required tasks.  
- To get themselves familiar with specific terms within the musical instruments field.

### DEVELOPMENT OF THE ACTIVITY

Explain and ask to follow the instructions in ○ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS.

### MAIN LANGUAGE

- Interactive instruments and their parts: xylophones (including water bottle ones), keyboards (including pianos), a drum kit, etc. and some of their parts.  
- Musical language: notes, chords, scales.  
- Instructions: sort out, choose, play, etc.

### REQUIRED SPACES

- Computer room.

### TEACHING / LEARNING RESOURCES

- One PC connected to the Internet and earphones per child / pair.  
- Web sites:  
  - Primary resources.co.uk. “Choose an activity: xylophone notes, keyboards bits, parts of a drum kit, sorting instruments”  
  - http://www.primaryresources.co.uk/online/music.swf  
  - Primary resources.co.uk. “E-board: interactive piano”  
  - http://www.primaryresources.co.uk/music/piano.html  
  - BBC. “Play some strange instruments: Seasons, Drones, Squares, Gamelan, Virginals”

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*Generalitat de Catalunya. Departament d'Educació. Llicències C 2005/-06. Gemma Trias*
LESSON/-S:
ACTIVITY: YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS
Level: 
Timing: 

- YPGO ACTIVITY BOOK available in electronic form, if possible, to avoid having to keep on writing all the Internet addresses required to do the activities / in paper.

OUTCOMES / EVIDENCE FOR ASSESSMENT
Interactive [and live] musical performances

POINTS TO NOTE
Grouping: Individual / Pair work
Links to other aspects of the curriculum: Music, ICT

LESSON/-S:
ACTIVITY: YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA
Level: 
Timing: 

PRIOR LEARNING
[· IED 1, p.1: OCCUPATIONS and IED 2, p.1: YOUR DREAM JOB.]
· YPGO 1, p.1: MUSICAL INSTRUMENTS.

LEARNING OBJECTIVES
· To expand the knowledge on musical instruments and families or sections of the orchestra focusing on:
  · materials they are made of.
  · ways of playing them.
  · sections or families in the orchestra they belong to.
  · other features, particularly those to do with the qualities of sound (duration, intensity (amplitude, loudness; dynamics), pitch (frequency) and timbre (tone colour).)
  · some of the possible people involved in a musical performance (musicians, conductor, singers).
· To review some musical language in order to anchor it whilst improving reading comprehension.
· To provide the teacher with some written feedback for assessment.

DEVELOPMENT OF THE ACTIVITY
Explain and ask to follow the instructions in YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA

MAIN LANGUAGE
· Instruments of the orchestra
· Sections or families of instruments in the orchestra
· Ways of playing musical instruments: to strike ➔ struck, to blow ➔ blown, to pluck ➔ plucked
· Materials: wood, metal, leather, etc.
· Other features (= characteristics) of the musical instruments.
· Professions related to the orchestra: musicians, conductor
<table>
<thead>
<tr>
<th>LESSON/-S: ACTIVITY: ☺ YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
</tr>
<tr>
<td>Timing:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>· Places: storage room, lab (= laboratory)</td>
</tr>
</tbody>
</table>

**REQUIRED SPACES**

Computer room.

**TEACHING / LEARNING RESOURCES**

· YPGO ACTIVITY BOOK in paper [and available in electronic form to avoid having to keep on writing all the Internet addresses required to do the activities].
· ANSWERS TO YPGO ACTIVITY BOOK in paper / in electronic form [whenever it is possible to avoid paper waste].
· Project any of the ppt files or any other sort of visual resources connected to materials (within Science) at: Cercador de llicències. http://phobos.xtec.es/sgfprp/entrada.php
· Web sites:
  · BBC. “Guide to the Orchestra!” http://www.bbc.co.uk/orchestras/guide/
· One PC connected to the Internet and earphones per child.
  · A dictionary on line
· A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

Written feedback.

**POINTS TO NOTE**

Grouping: Individual
Differentiation: Pair work
Links to other aspects of the curriculum: Music, ICT, Science, information processing skills

<table>
<thead>
<tr>
<th>LESSON/-S: ACTIVITY: ☺ YPGO 4, p. 2: INSTRUMENT PUZZLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
</tr>
<tr>
<td>Timing:</td>
</tr>
</tbody>
</table>

**PRIOR LEARNING**

· ICT [and peripheral devices] management.

**LEARNING OBJECTIVES**

· To recycle some musical language.
### LESSON/-S:
**ACTIVITY:**  YPGO 4, p. 2: INSTRUMENT PUZZLES

**Level:**

**Timing:**

- To test themselves in a playful context.

### DEVELOPMENT OF THE ACTIVITY

Explain and ask to follow the instructions in YPGO 4, p. 2: INSTRUMENT PUZZLES.

### MAIN LANGUAGE

- Families of the orchestra.

### REQUIRED SPACES

Computer room.

### TEACHING / LEARNING RESOURCES

- YPGO ACTIVITY BOOK available in electronic form, if possible, to avoid having to keep on writing all the Internet addresses required to do the activities / in paper.
- Print of the activity the “Mysterious music machine”. Available at: Primary Resources. [http://www.primaryresources.co.uk/music/pdfs/Music%20Games.pdf](http://www.primaryresources.co.uk/music/pdfs/Music%20Games.pdf)
- The print out of “Mysterious music machine ANSWERS” [<mysterious_music_machine_answers.pdf> in electronic form.]
- A set of orchestral instrument cards previously cut out. Available at: Primary Resources. [http://www.primaryresources.co.uk/music/docs/orchestra_instruments.doc](http://www.primaryresources.co.uk/music/docs/orchestra_instruments.doc)
- One PC connected to the Internet and earphones per child.
- A printer / a worksheet.
- A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].

### OUTCOMES / EVIDENCE FOR ASSESSMENT

- Matching cards.
- Interactive test for selfassessment.
- Written evidence: decoded messages and classification.

### POINTS TO NOTE

**Grouping:** Pair work and individual

**Links to other aspects of the curriculum:** Music, ICT

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### LESSON/-S:
**ACTIVITY:**  YPGO 5, p.3: ORCHESTRAL FAMILIES

**Level:**

**Timing:**

### PRIOR LEARNING

- YPGO 3, p.1: INSTRUMENTS OF THE ORCHESTRA

### LEARNING OBJECTIVES

- To anchor basic musical language.
- To structure knowledge in a graphic (visual) way.
- To favour own creativity as a means of making a display more attractive / visually appealing.
### LESSON/-S:
#### ACTIVITY: YPGO 5, p.3: ORCHESTRAL FAMILIES

**Level:**
- self-explicit.

**Timing:**
- Explain and ask to follow the instructions in YPGO 5, p.3: ORCHESTRAL FAMILIES.

### DEVELOPMENT OF THE ACTIVITY
Explain and ask to follow the instructions in YPGO 5, p.3: ORCHESTRAL FAMILIES.

### MAIN LANGUAGE
- Families of the orchestra.
- Instructions: draw, lay out, label.

### REQUIRED SPACES
- Computer room.
- Any provided with desks and chairs, a white board / a blackboard.

### TEACHING / LEARNING RESOURCES
- YPGO ACTIVITY BOOK in paper [and available in electronic form to avoid having to keep on writing all the Internet addresses required to do the activities].
- ANSWERS TO YPGO ACTIVITY BOOK in paper / in electronic form [whenever it is possible to avoid paper waste].
- Art paper / cardboard for the displays.
- One PC connected to the Internet per child.

### OUTCOMES / EVIDENCE FOR ASSESSMENT
- A picture / display of an orchestra layout.
- Written evidence: labels with the orchestral families [and conductor and occasional soloists].

### POINTS TO NOTE
- Grouping: Individual / Pair work
- Links to other aspects of the curriculum: Music, Art, information processing skills

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### LESSON/-S:
#### ACTIVITY: YPGO 6, p.3: ORCHESTRAL FAMILY SAMPLES

**Level:**
- PRIOR LEARNING
- YPGO 3, p.1: INSTRUMENTS OF THE ORCHESTRA
- YPGO 5, p.3: ORCHESTRAL FAMILIES

**Timing:**
- LEARNING OBJECTIVES
- To become aware of what it sounds like when an instrument family play together through different examples available on a virtual radio station.

**DEVELOPMENT OF THE ACTIVITY**
Explain and ask to follow the instructions in YPGO 6, p.3: ORCHESTRAL FAMILY SAMPLES.

**MAIN LANGUAGE**
- Sections or families of instruments in the orchestra
LESSON/-S:
ACTIVITY: ♦ YPGO 6, p.3: ORCHESTRAL FAMILY SAMPLES
Level:
Timing:

- Composers and musical works
- Features of the available excerpts

REQUIRED SPACES
Computer room.

TEACHING / LEARNING RESOURCES
- YPGO ACTIVITY BOOK in paper [and available in electronic form to avoid having to keep on writing all the Internet addresses required to do the activities].
- A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].
- One PC connected to the Internet and earphones per child.
- Web pages:
  - San Francisco Symphony. “Radio: Channel 1: All in the Family.”
  - Dallas Symphony Orchestra. “Families of the orchestra”.
  - Dallas Symphony Orchestra. “Listen to audio clips”.

OUTCOMES / EVIDENCE FOR ASSESSMENT
Written feedback about personal preferences.

POINTS TO NOTE
Grouping: Individual / Pair work
Extension: Listen to more samples of orchestral families playing at: Dallas Symphony Orchestra. “Families of the orchestra”.
http://www.dsokids.com/2001/instrumentchart.htm; or go to: Dallas Symphony Orchestra. “Listen to audio clips”.
http://www.dsokids.com/2001/audio.asp?Action=Search&Title=&Med='7' if you would like the children to have the chance to listen to samples of music belonging to different composers, periods or areas, as well.

Links to other aspects of the curriculum: Music, ICT

LESSON/-S:
ACTIVITY: ♦ YPGO 7, pp.4-6: BRITTEN’S GUIDE TO THE ORCHESTRA
Level:
Timing:

PRIOR LEARNING

LEARNING OBJECTIVES
- To develop recognition listening skills of different timbres associated with the corresponding musical instruments and their families.
- To show focused listening abilities.
## Lesson /-s:

### Activity: ∗ YPGO 7, pp. 4-6: Britten’s Guide to the Orchestra

**Level:**

**Timing:**

- To acquire / revise a few musical concepts connected to composers, musical periods and musical forms and instrumentation.

### Development of the Activity

Explain and ask to follow the instructions in ∗ YPGO 7, pp. 4-6: Britten’s Guide to the Orchestra

### Main Language

- Instruments of the orchestra
- Sections or families of instruments in the orchestra
- Musical concepts: composers, variations, fugue, tune, theme, piece, musical ladders (registers), (a harp is) a whole (string) ladder in itself, orchestration: to take the whole of the instruments of the orchestra apart / to put them back together again
- Words describing qualities and other elements of sound:
  - Dynamics: e.g. loud, quiet
  - Tempo: e.g. fast, slow
  - Pitch: e.g. as high / low as …, deeper in tone than …, with the deepest voice, the highest / the lowest (brass) instrument (of all), at the very top of / right in the middle of / coming down a (family) ladder,
  - Timbre: e.g. familiar, sad, aflame, gobbling, heavy, stern, rich, wonderful, piercing, warm, smooth, mellow, tinkling, rattling
  - Sound production: e.g. things that you hit \rightarrow hitting, shaking, scraping

### Required Spaces

Any provided with desks and chairs, a white board / a blackboard.

### Teaching / Learning Resources

- A CD player
- YPGO Activity Book in paper.
- Answers to YPGO Activity Book in paper / in electronic form [whenever it is possible to avoid paper waste].
- A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].

### Outcomes / Evidence for Assessment

- Written evidence to demonstrate listening and reading comprehension: filling the gaps in a text and in some “musical ladders”.
- Oral feedback.

### Points to Note

**Grouping:** Individual

**Differentiation:** Pair work

**Links to other aspects of the curriculum:** Music
### Multi-disciplinary workshops: A SYMPHONIC TOUR

#### LESSON/LESSONS:
- **ACTIVITY:** YPGO 8, p. 7: OTHER MUSICAL ENSEMBLES

#### Level:

#### Timing:

### PRIOR LEARNING


### LEARNING OBJECTIVES

- To become aware of the wide range of musical ensembles.
- To develop / recycle musical language acquired through reading and listening comprehension and also through either previous knowledge, language awareness or using searching information strategies (search engines, dictionaries, etc.).

### DEVELOPMENT OF THE ACTIVITY

Explain and ask to follow the instructions in YPGO 8, p. 7: OTHER MUSICAL ENSEMBLES.

### MAIN LANGUAGE

- Musical ensembles: symphony (= philarmonic) orchestra, septet, band, choir, ‘cobla’ (Catalan)
- Music performers: musicians, singers
- Music styles and associated manifestations: pop music, traditional music, traditional circle dance

### REQUIRED SPACES

Any provided with desks and chairs, a white board / a blackboard.

### TEACHING / LEARNING RESOURCES

- YPGO ACTIVITY BOOK in paper [and available in electronic form to avoid having to keep on writing all the Internet addresses required to do the activities].
- ANSWERS TO YPGO ACTIVITY BOOK in paper / in electronic form [whenever it is possible to avoid paper waste].
- A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].
- One PC connected to the Internet: search engines, dictionaries on line.
- A bilingual dictionary per child / per pair.

### OUTCOMES / EVIDENCE FOR ASSESSMENT

- Written evidence.
- Oral feedback.

### POINTS TO NOTE

- **Grouping:** Individual
- **Variation:** Pair work / Small groups / Whole class
- **Links to other aspects of the curriculum:** information processing skills, Music
LESSON-/S:
ACTIVITY: YPGO 9, p.7: A REAL BAND AT THE STUDIO
Level:
Timing:

PRIOR LEARNING
[YPGO 6, p.4: BRITTEN’S GUIDE TO THE ORCHESTRA]

LEARNING OBJECTIVES
· [Virtually,] to meet the members of an actual band [and their motivations for doing that job, usually combined with other professional activities for a living.]
· To develop listening comprehension and ICT skills in a meaningful context, i.e. that of having to follow instructions to do a series of tasks.
· To develop / practise musical abilities / intelligence according to own level / motivation.
· To experiment with combinations of musical qualities (according to chosen level.)
· To review the musical concept of variation seen in activity YPGO 7, pp.4-6: BRITTEN’S GUIDE TO THE ORCHESTRA.

DEVELOPMENT OF THE ACTIVITY
Explain and ask to follow the instructions in YPGO 9, p.7: A REAL BAND AT THE STUDIO.

MAIN LANGUAGE
· (Recording) studio: mixer, security guard
· Members of a band: personal stories, roles, other professional activities for a living
· Musical concepts: musical qualities, melody, variation, lyrics of a song
· Lyrics: unity, diversity, communication, etc.
· Musical styles: salsa
· Levels of difficulty: easy, medium, hard
· Instructions to do the suggested tasks
[The Commonwealth]

REQUIRED SPACES
Computer room.

TEACHING / LEARNING RESOURCES
· YPGO ACTIVITY BOOK available in electronic form, if possible, to avoid having to keep on writing all the Internet addresses required to do the activities / in paper.
· One PC connected to the Internet and earphones per child.

OUTCOMES / EVIDENCE FOR ASSESSMENT
· Interaction with the computer to follow the given instructions.
· Interactive musical performances.

POINTS TO NOTE
Grouping: Individual / Pair work
Links to other aspects of the curriculum: ICT, Music
<table>
<thead>
<tr>
<th>LESSON/-S: ACTIVITY:</th>
<th>YPGO 10, p. 7: BUILD A BAND</th>
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</thead>
<tbody>
<tr>
<td>Level:</td>
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<tr>
<td>Timing:</td>
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</table>

**PRIOR LEARNING**

[YPGO 9, p.7: A REAL BAND AT THE STUDIO]

**LEARNING OBJECTIVES**

To focus on experimenting with different combinations of musical elements (especially, timbre and tempo).

**DEVELOPMENT OF THE ACTIVITY**

Explain and ask to follow the instructions in YPGO 10, p. 7: BUILD A BAND.

**MAIN LANGUAGE**

- Musical elements: sound / silence, timbre, intensity, tempo, rhythm
- Electronic musical instruments, styles, accompanying instruments
- Basic instructions to do the tasks / praise

**REQUIRED SPACES**

Computer room.

**TEACHING / LEARNING RESOURCES**

- YPGO ACTIVITY BOOK available in electronic form, if possible, to avoid having to keep on writing all the Internet addresses required to do the activities / in paper.
- One PC connected to the Internet and earphones per child.

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

Interactive musical performances.

**POINTS TO NOTE**

Grouping: Individual / Pair work

Links to other aspects of the curriculum: ICT, Music

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<table>
<thead>
<tr>
<th>LESSON/-S: ACTIVITY:</th>
<th>YPGO 11, pp. 7-9: BECOME A LUTHIER</th>
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**PRIOR LEARNING**

YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA

**LEARNING OBJECTIVES**

- To revise what previously learnt about musical instruments and their features.
- To plan how to make one.
- To put some information processing skills into practice.

**DEVELOPMENT OF THE ACTIVITY**

- Explain and ask to follow the instructions in YPGO 11, pp. 7-9: BECOME A LUTHIER.
- Let revisit web sites to do with features of musical instruments:

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Generalitat de Catalunya. Departament d’Educació. Llicències C 2005/-06. Gemma Trias
# Multi-disciplinary workshops: A SYMPHONIC TOUR

## LESSON-/S:
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<th>ACTIVITY:</th>
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## MAIN LANGUAGE
- Professions related to Music: luthier
- Instructions for retrieving information, designing and making a musical instrument
- (Home-made) musical instruments and their parts
- Features of musical instruments: tuned / untuned, ways of making different notes, solid / hollow, materials, strong parts

### Lyrics of Triangles, Bells, Sticks and Maracas:

```
When we play our instruments softly
   We make a musical sound.
   Triangles, triangles,
   Make a beautiful sound.

When we play our instruments softly
   We make a musical sound.
   Bells, bells,
   Make a beautiful sound.

When we play our instruments softly
   We make a musical sound.
   Sticks, sticks
   Make a beautiful sound.

When we play our instruments softly
   We make a musical sound.
   Maracas, maracas,
   Make a beautiful sound.

When we play them all together
   We make a musical sound.
   Triangles, bells, sticks, maracas,
   Make a big band sound.
```

By Sharon MacDonald

## REQUIRED SPACES
- Computer room.
- Any classroom provided with desks and chairs or stools [preferably, an Art classroom with a water source at hand, particularly if you are intending to apply messy Art techniques].
**LESSON/-S:**

**ACTIVITY:** ☺ YPGO 11, pp. 7-9: BECOME A LUTHIER

**Level:**

**Timing:**

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**TEACHING / LEARNING RESOURCES**

- YPGO ACTIVITY BOOK in paper [and available in electronic form to avoid having to keep on writing all the Internet addresses required to do the activities].
- One PC connected to the Internet per child.
- A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].
- Revisit web sites to do with features of musical instruments.
- Useful web page for the teacher to plan this particular activity: [http://www.standards.dfes.gov.uk/schemes2/designtech/det5a/05aq2?view=get](http://www.standards.dfes.gov.uk/schemes2/designtech/det5a/05aq2?view=get)
- Recyclable / Other suitable materials [and cutting instruments, fasteners, sticking stuff, etc.] Check what noted down in the “You need” section of the Activity Book.
- [A copy of the lyrics in paper]

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**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- A hand-made musical instrument.
- Live musical performances
- A home-made instrument exhibition
- A song

---

**POINTS TO NOTE**

**Grouping:** Individual / Pair work

**Extensions:**

- An instrument exhibition at school. Make the corresponding name stands (possibly, containing further information).
- Sing the song “Triangles, Bells, Sticks, and Maracas”. See MAIN LANGUAGE for the lyrics and TEACHING / LEARNING RESOURCES for the web page reference, which includes extension activities by itself.

**Links to other aspects of the curriculum:** Music, Design and Technology, ICT, information processing skills