

## Introduction

This guide is a collection of every comment you will find in each activity of the project.

There are different kinds of comments:

- the explanation of the activity
- the objectives and the procedures of the activity
- some information about where to find the music of the activity on the Internet
- some help to clarify the activity

The objective of this collection is that you have all comments together since the web site presents the explanations separately.

This guide also contains, in Catalan language, the teaching planning of all units.

## TEACHER'S GUIDE

### UNIT 1

#### LESSON ONE

##### Relaxation

This first activity will help your students to get a positive and calm state of mind to be ready to learn. You can use the song, at the bottom of this page, every time you start the lesson or if you prefer as a part of another activity.

##### PROCEDURE

Tell your students to follow your instructions:

1. Close your eyes
2. Concentrate on your breathing as you breathe in and out ...in and out
3. Do not try to control your breathing, just monitor it
4. If another thought appears in your mind, just let it go away
5. In your mind, only think about your breathing
6. Each time you will feel better and better and more relaxed
7. Now enjoy the music and at the same time be aware of your breathing
8. ....

You can find lots of web pages with meditation exercises for teenagers

<http://www.learningmeditation.com/children.htm>

<http://www.susankramer.com/Yoga.html> (English-Spanish)

Look for this version and click: Escuchar Amazing Grace (flauta y arpa) en formato MP3 in this Web site: <http://perso.wanadoo.es/e/carlosalen/musica.htm>

##### **Activity 1**

The objective of this activity is to develop listening comprehension.

##### PROCEDURE

Read "Staff definition" twice or three times, at normal speed and ask pupils to write down the words and phrases they manage to catch, in order to reconstruct the text afterwards.

Work in pairs or in small groups and remember to tell the students to close their books since the definitions are written there.

You can repeat this exercise with other concepts of this Unit as: Treble clef, Measures...

##### **Activity 7**

The objective of this activity is to sharpen the students hearing meanwhile learning a new concept.

## PROCEDURE

1. Play the first dance (with the repeat sign) without repeating it. The student's answer should be: No, it's not correct
2. Play the second dance (without the repeat sign), repeating it. The student's answer should be: No, it's not correct
3. And finally, in order to make this exercise more difficult, play the third dance (with the repeat sign) repeating the piece but changing some of the notes or rhythms in the middle of the piece. The student's answer should be: No, it's not correct.

### **Activity 9**

This activity is for revising what the students have learnt.

## PROCEDURE

Tell the students to write on the blackboard words they have learnt in that lesson. Afterward, propose them to ask for the definition of the concept they have written on the blackboard to another student.

Words can be musical or non musical concepts. The students will have to make a distinction between them, sort them out and write them down in the grid.

## **UNIT 1**

### *LESSON TWO*

Start with Relax activity, Lesson One

#### **Clarification Brief-Whole note**

In the EEUU, notes are called Whole, Half, Quarter and Eight notes. However, in UK the same length notes are called Semibreve, Minim, Crotchet and Quaver. You can choose what terminology to teach. I preferred the first one because it is more coherent mathematically, and is more widely used throughout the world, and it makes learning much easier.

### **Activity 5**

The objective of this activity is to check if the students have understood the meaning of Beat

## PROCEDURE

Ask the students to guess which part of your body is doing the beating: your right hand, your left hand or your foot.

To do this activity, first tap once with your right foot and count one....two.....three....four, and repeat this pattern. Now, add your left hand and tap on the third beat. Finally add your right hand tapping in every beat.

Afterward, teach your students the pattern and then play along with Auld Lang Syne (modern version)

Look for and click on: "Escuchar Auld Lang Syne rápida" in this web site below

<http://perso.wanadoo.es/e/carlosalen/musica.htm>

### **Activity 6**

The objective of this activity is to allow the students to sing internally in order to follow the tune and to find the rests.

#### PROCEDURE

Play the tune twice and then play it again with some notes removed.

Make the students to answer with the pattern: "There is..."  
E.g. "There is a quarter rest on the second beat on the first bar."

### **Activity 9**

This activity is for revising what the students have learnt.

#### PROCEDURE

Tell the students to write on the blackboard words they have learnt in that lesson. Afterward, propose them to ask for the definition of the concept they have written on the blackboard to another student.

Words can be musical or non musical concepts. The students will have to make a distinction between them and write them down in the grid.

## **UNIT 1**

### *LESSON THREE*

Start with Relax activity, Lesson One

#### **Activity 1**

The objective of this activity is to practise dots by both mathematical understanding and rhythmical dictation.

#### PROCEDURE

First, ask the students to place the dots on the score without listening to the tune. Afterward, play the tune twice in order the students finish or check their work.

Bear in mind that you will have to explain the students the meaning of Anacrusis and why the last bar is incomplete.

#### **Activity 6**

The objective of this activity is to sharpen the students hearing.

## PROCEDURE

Play the tune twice or three times. You should show the length of the beat to the students.

Here you have the tune:

### The Bluebells of Scotland



#### Activity 9

The objective of this activity is to connect the meaning of music concepts with the ordinary vocabulary to allow the students to use the musical vocabulary in their conversations making associations with their daily speaking.

#### Activity 10

In the following web site <http://www.quia.com/shared/music/> you will find lots of music games. Some of them are useful for UNIT 1 and others not.

You will have to check which of them you can use for revising what the students have learnt. I can't specify nor list the games numbers because they might have been changed when you need it.

#### Activity 11

This activity is for revising what the students have learnt.

## PROCEDURE

Tell the students to write on the blackboard words they have learnt in that lesson. Afterward, propose them to ask for the definition of the concept they have written on the blackboard to another student.

Words can be musical or non musical concepts. The students will have to make a distinction between them, sort them out and write them down in the grid.

## **UNIT 2**

### *LESSON ONE*

#### **Relax activity**

This activity will help your students to get a positive and calm state of mind to be ready to learn.

Have the students sit down at their desk with their heads lying on their arms and tell them to follow your instructions:

1. Close your eyes
2. Concentrate on your breathing as you breathe in and out ...in and out
3. Do not try to control your breathing, just monitor it
4. If another thought appears in your mind, just let it go away
5. In your mind, only think about your breathing
6. Each time you will feel better and better and more relaxed
7. Now, think about one country you would like to go.
8. Imagine a picture of that country
9. Include yourself in that picture.

After a minute tell your students open their eyes and invite volunteers to say the chosen country.

#### **Introduction activity**

Here you can use "A, B, C Dictation ".

Ask the students if they want an easy, difficult or challenging activity. Those who choose easy will have letter A, those who choose difficult, will have letter B, and those who choose challenging, will have letter C. Then, read different sentences of a text or definition that you have previously prepared.

E.g. in the Introduction of UNIT TWO lesson one, you can sort out the text in order of difficulty as follow:

Group A: The other three are: London, Wales and Northern Ireland.  
The official language is English.

Group B: Scotland is one of the four countries that constitute the United Kingdom.  
Scotland forms the northern part of the island of Great Britain.  
This country has one of the most beautiful scenery of the world.

Group C: It has a population over 5 million and an extension of 78.783km<sup>2</sup>.  
Edinburgh is the Capital although the largest city is Glasgow.  
However, Scottish people have their own language: the Gaelic and it's spoken primarily in the North and West of Scotland.

The students have to write down the sentences just when you say their letters (A, B or C), and every time they write, they will use a different slip of paper. Tell them not to panic if they can't do it the first time as they will have an opportunity to get help later. Repeat the sentence twice.

Afterwards, tell the students to group together into same letter groups in order to reconstruct the sentences they wrote down. Check and give them clues to correct the sentences. Then, put the students into groups with at least one A, one B and one C in each group. Now they will have to put their slip of papers into the right order.

Finally make the groups to read out and to correct the text from the book.

### **Activity 1**

The objective of this activity is to help the students remember exactly where the capitals are placed.

### **PROCEDURE**

Show the students a big UK map. Give them a limited time to memorize the four countries and their capitals. Afterward they will have to place their names on the map.

### **Homework activity**

This activity is optional, depending on the ages and characteristics of the group. You can propose the students to bring any piece of cloth, material, paper, poster, magazines cuttings, whatever it be related with Tartan design in order to create a Scottish atmosphere in the classroom decoration.

## **UNIT 2**

### *LESSON TWO*

Start with Relax activity Lesson One, UNIT ONE or TWO

### **Activity 3**

This activity is for revising what the students have learnt.

## **UNIT 3**

### *LESSON ONE*

Start with Relax activity Lesson One, UNIT ONE or TWO

### **Activity 1**

In these web sites below you will find all Scottish instruments.

<http://www.fiddle.net/sounds.html> Fiddle Click on 1977 National Fiddle Contest Round

<http://www.smithmearns.com/music/RoseTree-001.mp3> Accordion

<http://www.smithmearns.com/music/RattleTheCash-001.mp3> Accordion

<http://cdbaby.com/cd/stewarthy> Clarsach Click on Hado's

<http://www.emusic.com/album/10856/10856917.html> Clarsach Click on A Jig for the Autumn Wind

<http://www.rachelhair.com/music.html> Clarsach Click on Castle Grant

<http://www.tinwhistletunes.com/clipssnip/reels.html> Tin whistle

<http://cdbaby.com/cd/bonnieideout4> Bagpipes Click on Solo Jig and Hornpipes

## **Activity 2**

The objective of this activity is to develop listening comprehension.

### PROCEDURE

Read the instruments definitions "Bagpipes", "Fiddle"... twice or three times, at normal speed and ask pupils to write down the words and phrases they manage to catch, in order to reconstruct the text afterwards.

Work in pairs or in small groups and remember to tell the students to close their books since the definitions are written there.

## **UNIT 3**

### *LESSON TWO*

#### **Activity 1**

You can find the Scottish instruments images in the following webs sites:

#### BAGPIPE PARTS

[http://www.bagpipejourney.com/articles/bagpipes\\_anatomy.shtml](http://www.bagpipejourney.com/articles/bagpipes_anatomy.shtml)

[http://www.kilts.com/bagpipe\\_parts.htm](http://www.kilts.com/bagpipe_parts.htm)

#### FIDDLE PARTS

<http://www.folkofthewood.com/page366.htm>

<http://en.wikipedia.org/wiki/Violin>

#### ACCORDION

<http://en.wikipedia.org/wiki/Accordion>

#### TIN WHISTLE

[http://en.wikipedia.org/wiki/Tin\\_whistle](http://en.wikipedia.org/wiki/Tin_whistle)

#### CLARSACH

<http://en.wikipedia.org/wiki/Cl%C3%A0rsach>

## **UNIT 4**

### *LESSON ONE*

Start with Relax activity Lesson One, UNIT ONE or TWO

#### **Activity 1**

The objective of this activity is that the students understand the difference between Ballads and Songs

You can find the Ballad in this Web site

<http://www.chivalry.com/cantaria/lyrics/auldlang.html>



You can find the Song in these Webs Sites. Choose the version you prefer.

[http://en.wikipedia.org/wiki/Auld\\_Lang\\_Syne](http://en.wikipedia.org/wiki/Auld_Lang_Syne) See in Eternal Links

<http://www.thanksmuch.com/christmas/silent-night-mp3.html> Click in Christmas and then look for the song

[http://www.rampantscotland.com/songs/blsongs\\_syne.htm](http://www.rampantscotland.com/songs/blsongs_syne.htm) Look for Auld Lang Syne Here you can find an interesting interactive comparison between the Scottish and English version of Auld Lang Syne. You will also find a lot of information about the song and its sheet music.

[http://www.hymnsandcarolsofchristmas.com/Hymns\\_and\\_Carols/auld\\_lang\\_syne\\_1.htm](http://www.hymnsandcarolsofchristmas.com/Hymns_and_Carols/auld_lang_syne_1.htm)

#### **Activity 4**

##### **Part One**

The objective of this activity is the students listen to different versions of the song and to develop their listening skills.

In this web site you will find a transcript of a radio broadcast for doing the activity.

<http://www.voanews.com/specialenglish/archive/2006-12/2006-12-31-voa1.cfm>

##### **Part Two**

You will find the transcript below in the following web site:

<http://www.voanews.com/specialenglish/archive/2006-12/2006-12-31-voa1.cfm>

##### Transcript

Americans Ring in the New Year with 'Auld Lang Syne'

The song tells about the need to remember old friends. Transcript of radio broadcast: 31 December 2006

Download Audio - MP3

Listen in RealAudio

ANNOUNCER: Now, VOA Special English presents a special program for New Year's Eve.

(MUSIC)

That is a song millions of Americans will hear this New Year's Eve. It is called "Auld Lang Syne." It is the traditional music played during the New Year's celebration. Auld Lang Syne is an old Scottish poem. It tells about the need to remember old friends. The words "auld lang syne" mean "old long since." No one knows who wrote the poem first. However, a version by Scottish poet Robert Burns was published in seventeen ninety-six. The words and music we know today first appeared in a songbook three years later.

The song is sung in the United States mainly on New Year's Eve. Here is Lou Rawls singing his version of it.

(MUSIC)

Another version is by the Washington Saxophone Quartet. As we end our program with "Auld Lang Syne," I would like to wish all of our radio friends a very Happy New Year! This is Shirley Griffith.

#### **UNIT 4**

#### *LESSON TWO*

##### **Activity 1**

You will find this song in the web site below:

<http://www.chivalry.com/cantaria/lyrics/dumbarton.html>

##### **Activity 5**

The objective of this activity is to sharpen the students hearing.

#### PROCEDURE

You can do this activity a little different from the student's book. Write the paragraphs on pieces of paper and give them the students. They will sort out the song.

You can find the song in this web site below:

<http://www.chivalry.com/cantaria/lyrics/mairi.html>

Here you have the lyrics

Chorus:

Step it gaily, on we go  
Heel for heel and toe for toe,  
Arm in arm and row on row  
All for Mairi's wedding.

Over hill ways up and down  
Myrtle green and bracken brown,  
Past the sheiling through the town  
All for sake of Mairi.

Red her cheeks as rowans are,  
Bright her eye as any star,  
Fairest o' them a' by far,  
Is our darling Mairi.

Plenty herring, plenty meal  
Plenty peat to fill her creel,  
Plenty bonny bairns as weel  
That's the toast for Mairi.

## **UNIT 5**

### *LESSON ONE*

#### **Activity 2**

For exercise d. look for Flower of Scotland in this site:

<http://www.chivalry.com/cantaria/lyrics/flower-of-scotland.html>

For exercise e. look for Flower of Scotland in this site:

<http://perso.wanadoo.es/e/carlosalen/musica.htm>

## **UNIT 5**

### *LESSON TWO*

#### **Introduction**

The objective of this activity is to offer the students the opportunity to know some cultural aspects of the Scotland History.

#### Procedure

Explain to the students the facts of this part of the history of Scotland. You can find information on the following webs sites:

<http://www.glencoe-scotland.net/history.html>

[http://www.bbc.co.uk/history/scottishhistory/union/trails\\_union\\_glencoe.shtml](http://www.bbc.co.uk/history/scottishhistory/union/trails_union_glencoe.shtml)

<http://www.rampantscotland.com/features/glencoe.htm>

Show the students where are situated Glencoe and Fort William on a map of Scotland in Unit Two, Lesson One

## **UNIT 5**

### *LESSON FOUR*

#### **Activity 3**

In order to help the students to achieve this task, you can play or sing the bass using the chords roots as they listen to the music.

#### **Activity 2**

The objective of this activity is to learn new words in a funny way.

#### Procedure

Ask one student the word she or he doesn't know and afterwards ask those students who know the meaning of the word in order to mime it.

## **UNIT 6**

#### **Introduction**

This is an example of how to improve the students' skills to play the guitar. They should be able to change the chords quickly in order to play along with Auld Lang Syne song.

Depending on the students, you might have to add some exercises or spend more time in each of them. The main thing is they have to feel comfortable and confident, changing chords, strumming correctly and being steady with the beating.