

FIRST TERM

UNIT 1. THE HEARTBEAT

1. PRESENTATION.

We are going to start the school year talking about the beat. Children will learn that music has a beat that always remains steady and you have to keep in time. The beat or pulse is the base of music. Children will understand it by feeling their heartbeat and by showing their understanding doing physical actions.

2. CONTENTS, OBJECTIVES, ACTIVITIES, METHODOLOGY AND EVALUATION.

CONTENTS		
FACTS AND CONCEPTS	PROCEDURES	ATTITUDES, VALUES AND RULES
<ul style="list-style-type: none"> - Vocabulary and idioms of rhymes and songs. - Vocabulary and idioms of the dances. - Vocabulary and idioms of the musical appreciations. - Vocabulary and idioms of 	<ul style="list-style-type: none"> - Individual and collective singing of the song, <i>the heartbeat</i>, from imitation. - Performance and memorization of the rhymes: <ul style="list-style-type: none"> • The steady beat • Coca cola - Performance and memorization of the song: <ul style="list-style-type: none"> • The heartbeat - Performance of rhythms through rhymes. 	<ul style="list-style-type: none"> - Effort to have a good body position in order to sing songs. - Attention in all the activities. - Care of the class material. - Participation,

<p>the classroom language.</p> <ul style="list-style-type: none"> - The steady beat or pulse. - Rhyme: <i>The steady beat.</i> - Rhyme: <i>Coca cola.</i> - Dance: the Canadian or Highland Barn Dance. - Song: The heartbeat song. - Musical appreciation 1: About the tempo of the music (See technical files for details). - Musical appreciation 2: About the strong or weak beat of different pieces of music (See technical files for details). 	<ul style="list-style-type: none"> - Musical appreciation, comparison and recognition of the tempo from different pieces of music. - Musical appreciation, comparison and recognition of strong or weak beat of different pieces of music. - Learning the vocabulary and idioms of the songs. - Learning the vocabulary and idioms of the dances. - Learning the vocabulary and idioms of the musical appreciations. - Comprehension and use of classroom language. - Dance of <i>the Canadian or Highland Barn Dance.</i> 	<p>cooperation and respect for the other members of the group.</p> <ul style="list-style-type: none"> - Curiosity and interest in the knowledge of dances from another country. -Interest in the performance of songs, rhymes, dances, and in the attentive musical appreciation. - Effort to sing in tune. - Positive attitude in order to dance in couples or in groups.
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	DIDACTIC OBJECTIVES	
	<ul style="list-style-type: none"> - Memorize and chant <i>the steady beat</i> and <i>the Coca cola</i> rhyme. - Memorize and sing <i>the heartbeat</i> song. - Know and practice the beat or pulse through different activities. - Show interest in order to listen with attention and silence. - Show interest to achieve musical quality and precision in the performances. - Participate, cooperate and respect the members of the group in order to achieve good performances. - Exercise the memory and the internal listening. - Learn the songs by heart, by listening, imitating and performing. - Know and use the vocabulary and idioms of the rhymes and songs. - Know and use the vocabulary and idioms of the dances. - Know and use the vocabulary and idioms of the musical appreciations. - Understand and use the classroom language. - Know and dance <i>the Canadian or Highland Barn Dance</i>. - Analyze, discover and recognize the tempo of different pieces of music. - Analyze, discover and recognize the strong or weak beat of different pieces of music. 	

LESSONS (LEARNING ACTIVITIES)

1st SESSION

SONG: Listen to the rap rhyme *The steady beat*. Chant it while you tap your feet in time.
Say the *Coca cola* rhyme while you clap your hands in time to the heartbeat.
Play, clap and say the *Coca cola* game.

MUSICAL APPRECIATION 1: Recognize the speed of different pieces of music (Tempo).

2nd SESSION

SONG: Revise *The steady beat rhyme*, *the Coca cola rhyme* and game.

DANCE: Introduce the Scottish Ceilidh dances.

Listen to *the Canadian or Highland Barn Dance*.

Learn and do the different steps of this dance.

3rd SESSION

SONG: Listen to the Heartbeat song. Sing it and walk and/or clap the beat.

DANCE: Revise *the Canadian or Highland Barn Dance*.

4th SESSION

MUSICAL APPRECIATION 2: Recognize and distinguish some pieces of music with strong or weak beat (pulse).

SONG: Sing and chant again the *Heartbeat* song and *the Coca cola Rhyme*.

Chant the *Coca cola* rhyme by saying out loud only the words which name fizzy drinks and saying everything else internally.

5th SESSION

DANCE: Revise *the Canadian or Highland Barn Dance*.

SONG: Sing and chant again the *Heartbeat* song, the *Coca cola* Rhyme and the *steady beat* rhyme.

EVALUATION ACTIVITIES

INITIAL EVALUATION: We are going to use the information of previous school years, provided for the specialist music teacher of our school. At the same time we are going to observe the children's response during the first days.

FORMATIVE EVALUATION: It is very important to evaluate and observe the children's learning during the process, what we call formative evaluation. So, we are going to carry it out through the direct observation (Assessment grid with specific items).

FINAL EVALUATION: From the observation and the collected information, we are going to evaluate, taking into account, the process and the attainment of the objectives. We will take into account the performances of the songs and dances of the last session of the term in order to evaluate them. On the other hand, we are going to evaluate the musical appreciations through the worksheets that students are going to work.

METHODOLOGY

- ♫ **SONGS:** Singing is fundamental. Singing should be at the heart of music education and is the first musical instrument. So, children will practice singing in small groups and/or individually. It is also very necessary to repeat the songs more than one, because children like repeating what they know. Children will learn songs through imitation.
- ♫ **DANCES:** Music is movement. There is rhythm and movement in all the aspects of life. Teachers must use the absolute necessity of children's movement, in order that they learn different musical concepts that are implicit in dances and rhythm games. Children will learn dances that you have to dance in pairs and in group. And with the help of big flashcards and the teacher's guidance, children will remember the different holds, parts, movements and evolutions of the dances. Finally, it is necessary a warm atmosphere in class in order to have uninhibited and confident children.
- ♫ **MUSICAL APPRECIATIONS:** The musical appreciations arouse the artistic sensitivity in every child. Listen to music has to be an experience of enjoyment for the children. Musical appreciation is an excellent tool in order to develop the listening habit, the musical memory, the good judgement and the aesthetic taste. Teacher has to provide children with the maximum of sound stimulus, because, little by little, children have to be able to express the thoughts, the feelings and the impressions that music transmit.

3. BIBLIOGRAPHY

- Geoghegan, Lucinda & Bell, Christopher. *Go for bronze, level one*. National Youth Choir of Scotland. Glasgow, 2005.
- Shepherd, Robbie. *Let's have a Ceilidh*. Canongate. Edinburgh, 1996.
- Ewart, David & May. *Scottish Ceilidh Dancing*. Mainstream publishing. Edinburgh, 2004.
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- Montserrat Espiña, Rosa Maria; Fanlo Déu, Àfrica. *Música 1*. Editorial Barcanova. Barcelona, 2005.
- Website: <http://www.scottishdance.net/ceilidh/dances.html>

UNIT 2. RHYTHM AND PITCH

1. PRESENTATION.

Children will learn to differentiate the beat and the rhythm in this unit. They will understand that sometimes there are two sounds on a beat and sometimes only one. This is the rhythm that is not steady as the beat. At the same time, children will learn the different pitches by using the Kodály hand signs, because the hand signs are an excellent visual reinforcement for children. The hand signs help prepare children physically for what they are about to sing.

2. CONTENTS, OBJECTIVES, ACTIVITIES, METHODOLOGY AND EVALUATION.

CONTENTS		
FACTS AND CONCEPTS	PROCEDURES	ATTITUDES, VALUES AND RULES
<ul style="list-style-type: none">- Vocabulary and idioms of rhymes and songs.- Vocabulary and idioms of the dances.- Vocabulary and idioms of the musical	<ul style="list-style-type: none">- Listening, practice through imitation, experimentation and memorization of the different pitches, with the help of the Kodály hand signs.- Listening and rhythmic accompaniment of the song <i>I like coffee</i>.- Listening and rhythmic accompaniment of the song	<ul style="list-style-type: none">- Effort to have a good body position in order to sing songs.- Attention in all the activities.- Care of the class

<p>appreciations.</p> <ul style="list-style-type: none"> - Vocabulary and idioms of the classroom language. - Simple duple meter (2/4) of the marches. - Third melodic interval (mi, so). - Notes: crotchet (negra) and 2 quavers (semicorxeres). - Rhythm names: ta and te-te. - Pitch: <i>la, so</i> and <i>mi</i>. - Kodály handsigns of <i>la, so</i> and <i>mi</i>. - Songs: <i>I like coffee</i> and <i>Bounce high, bounce low</i>. - Musical appreciation 3: 	<p><i>Bounce high, bounce low.</i></p> <ul style="list-style-type: none"> - Musical appreciation, comparison and recognition of repeated patterns from different pieces of music. - Musical appreciation, comparison and recognition of marches from different pieces of music. - Learning the vocabulary and idioms of the songs. - Learning the vocabulary and idioms of the dances. - Learning the vocabulary and idioms of the musical appreciations. - Comprehension and use of classroom language. - Dance of <i>The Saint Bernard's waltz</i>. 	<p>material.</p> <ul style="list-style-type: none"> - Participation, cooperation and respect for the other members of the group. - Curiosity and interest in the knowledge of dances from another country. - Interest in the performance of songs, rhymes, dances, and in the attentive musical appreciation. - Effort to sing in tune. - Positive attitude in order to dance in couples or in groups.
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<p>About repeated patterns of different pieces of music (See technical files for details).</p> <p>- Musical appreciation 4: About the marches (See technical files for details).</p> <p>- Dance: <i>The Saint Bernard's waltz.</i></p>		
	DIDACTIC OBJECTIVES	
<ul style="list-style-type: none"> - Memorize and sing in group or individually the song <i>I like coffee.</i> - Memorize and sing in group or individually the song <i>Bounce high, bounce low.</i> - Know and dance <i>The Saint Bernard's waltz.</i> - Analyze, discover and recognize <i>repeated patterns</i> of different pieces of music. 		

- Analyze, discover and recognize some pieces of music that are *marches* from the ones are not.
- Know and practice the beat or pulse through different activities.
- Know and practice the following rhythm values and the rhythm names through different activities:
 - Ta (♪)

 - Te-te (♪♪)
- Show interest in order to listen with attention and silence.
- Show interest to achieve musical quality and precision in the performances.
- Participate, cooperate and respect the members of the group in order to achieve good performances.
- Exercise the memory and the internal listening.
- Learn the songs by heart, by listening, imitating and performing.
- Know and use the vocabulary and idioms of the rhymes and songs.
- Know and use the vocabulary and idioms of the dances.
- Know and use the vocabulary and idioms of the musical appreciations.
- Understand and use the classroom language.
- Analyze, discover and recognize repeated patterns of different pieces of music.
- Analyze, discover and recognize the marches from different pieces of music.

- Revise *the Canadian or Highland Barn Dance*.
- Revise the *Heartbeat* song, the *Coca cola Rhyme*, the *steady beat* rhyme.
- Listen, imitate, tune and recognize the pitches *la*, *so* and *mi*, by using the Kodály hand signs.

LESSONS (LEARNING ACTIVITIES)

1st SESSION **SONG:** Listen to the *I like coffee* song.

Clap the rhythm of the song and say the rhythm names (ta, te-te).

Sing the song in sol-fa, by using the Kodály handsigns (So, mi)

MUSICAL APPRECIATION 3: Recognize repeated patterns of different pieces of music.

2nd SESSION **DANCE:** Revise *the Canadian or Highland Barn Dance*.

DANCE: Listen to *The Saint Bernard's waltz*.

Learn and do the different steps of this dance.

3rd SESSION **SONG:** Play and sing the ball game about the *I like coffee* song.

MUSICAL APPRECIATION 4: Distinguish the pieces of music that are marches from the ones are not.

4th SESSION **SONG:** Listen to the *Bounce high, bounce low* song.

Clap the rhythm of the song and say the rhythm names (ta, te-te).

Sing the song in sol-fa, by using the Kodály hand signs (La, so, mi)

Play and sing the ball game about the *Bounce high, bounce low* song.

5th SESSION

DANCE: Revise *the Saint Bernard's waltz and the Canadian or Highland Barn Dance*.

SONG: Sing and play again *the Heartbeat song, the Coca cola Rhyme, the steady beat rhyme, the I like coffee and Bounce High, bounce low* songs.

EVALUATION ACTIVITIES

INITIAL EVALUATION: We will carry it out through the observation of the students' responses and their previous knowledge.

FORMATIVE EVALUATION: It is very important to evaluate and observe the children's learning during the process, what we call formative evaluation. So, we are going to carry it out through the direct observation (Evaluation chart with specific items).

FINAL EVALUATION: From the observation and the collected information, we are going to evaluate, taking into account, the process and the attainment of the objectives. We will take into account the performances of the songs and dances of the last session of the term in order to evaluate them. On the other hand, we are going to evaluate the musical appreciations through the worksheets that students are going to work.

METHODOLOGY

♫ **SONGS:** Singing is fundamental. Singing should be at the heart of music education and is the first musical instrument. So, children will practice singing in small groups and/or individually. It is also very

necessary to repeat the songs more than one, because children like repeating what they know. Children will learn songs through imitation.

- ♪ **DANCES:** Music is movement. There is rhythm and movement in all the aspects of life. Teachers must use the absolute necessity of children's movement, in order that they learn different musical concepts that are implicit in dances and rhythm games. Children will learn dances that you have to dance in pairs and in group. And with the help of big flashcards and the teacher's guidance, children will remember the different holds, parts, movements and evolutions of the dances. Finally, it is necessary a warm atmosphere in class in order to have uninhibited and confident children.
- ♪ **MUSICAL APPRECIATIONS:** The musical appreciations arouse the artistic sensitivity in every child. Listen to music has to be an experience of enjoyment for the children. Musical appreciation is an excellent tool in order to develop the listening habit, the musical memory, the good judgement and the aesthetic taste. Teacher has to provide children with the maximum of sound stimulus, because, little by little, children have to be able to express the thoughts, the feelings and the impressions that music transmits.

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SECOND TERM

UNIT 3. A NEW PITCH: LA

1. PRESENTATION.

This unit is a reinforcement unit. Children will assimilate all the contents taught until that moment through new songs, dances and activities.

2. CONTENTS, OBJECTIVES, ACTIVITIES, METHODOLOGY AND EVALUATION.

CONTENTS		
FACTS AND CONCEPTS	PROCEDURES	ATTITUDES, VALUES AND RULES
<ul style="list-style-type: none">- Vocabulary and idioms of rhymes and songs.- Vocabulary and idioms of the dances.- Vocabulary and idioms of the musical appreciations.- Vocabulary and idioms of the classroom language.	<ul style="list-style-type: none">- Listening, practice through imitation, experimentation and memorization of the different pitches, with the help of the Kodály hand signs.- Listening and rhythmic accompaniment of the song <i>Mrs. White</i>.- Musical appreciation, comparison and recognition of the mood of different pieces of music.- Musical appreciation, comparison and recognition of repeats from different pieces of music.	<ul style="list-style-type: none">- Effort to have a good body position in order to sing songs.- Attention in all the activities.- Care of the class material.- Participation, cooperation and respect

<ul style="list-style-type: none"> - Second melodic interval (so, la). - Third melodic interval (mi, so). - Notes: crotchet (negra) and 2 quavers (semicorxeres). - Rhythm names: ta and te-te. - Pitch: <i>la, so</i> and <i>mi</i>. - Kodály handsigns of <i>la, so</i> and <i>mi</i>. - Dance: the <i>Gay Gordons</i>. - Song: <i>Mrs. White</i>. - Musical appreciation 5: About the mood (caràcter) of the music 	<ul style="list-style-type: none"> - Learning the vocabulary and idioms of the songs. - Learning the vocabulary and idioms of the dances. - Learning the vocabulary and idioms of the musical appreciations. - Comprehension and use of classroom language. - Dance of <i>The Gay Gordons</i>. 	<p>for the other members of the group.</p> <ul style="list-style-type: none"> - Curiosity and interest in the knowledge of dances from another country. -Interest in the performance of songs, rhymes, dances, and in the attentive musical appreciation.
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<p>(See technical files for details).</p> <p>- Musical appreciation 6: About the repeats in different pieces of music (See technical files for details).</p>		
	<p>DIDACTIC OBJECTIVES</p>	
<ul style="list-style-type: none"> - Memorize and sing in group or individually the song <i>Mrs. White</i>. - Know and dance <i>the Gay Gordons</i>. - Analyze, discover and recognize <i>the mood</i> of different pieces of music. - Analyze, discover and recognize the repeats of different pieces of music. - Know and practice <i>the beat or pulse</i> through different activities. - Know and practice the following rhythm values and the rhythm names through different activities: <ul style="list-style-type: none"> • Ta (♪) 		

- Te-te (♪♪)

- Know and use the vocabulary and idioms of the rhymes and songs.
- Know and use the vocabulary and idioms of the dances.
- Know and use the vocabulary and idioms of the musical appreciations.
- Understand and use the classroom language.
- Show interest in order to listen with attention and silence.
- Show interest to achieve musical quality and precision in the performances.
- Participate, cooperate and respect the members of the group in order to achieve good performances.
- Exercise the memory and the internal listening.
- Learn the songs by heart, by listening, imitating and performing.
- Listen, imitate, tune and recognize the pitches la, so and mi, by using the Kodály hand signs.

LESSONS (LEARNING ACTIVITIES)

1st SESSION

SONG: Listen to *Mrs. White* song.

Clap the rhythm of the song and say the rhythm names (ta, te-te).

Sing the song in sol-fa, by using the Kodály hand signs (la, so, mi).

MUSICAL APPRECIATION 5: Feel the mood of some pieces of music.

2nd SESSION

DANCE: Revise *the Saint Bernard's waltz and the Canadian or Highland Barn Dance*.

DANCE: Listen to *the Gay Gordons*.

Learn and do the different steps of this dance.

3rd SESSION

SONG: Play and sing the ball game about the *Mrs. White* song.

MUSICAL APPRECIATION 6: Recognize the repeats or no repeats of some pieces of music.

4th SESSION

DANCE: Revise the *Gay Gordons* dance.

RHYTHM GAME: Play the *Rhythm Train Game*. Two or three teams of children should stand in a line as a train. Tap a rhythm onto the shoulder of the person at the back, who immediately taps the same rhythm onto the shoulder of the next person and so on. The person at the front should clap the rhythm and say the rhythm names. The person at the back should then go to the front.

5th SESSION

DANCE: Revise *the Gay Gordons*.

SONG: Sing and play again the *Mrs. White* song.

EVALUATION ACTIVITIES

INITIAL EVALUATION: We will carry it out through the observation of the students' responses and their previous knowledge.

FORMATIVE EVALUATION: It is very important to evaluate and observe the children's learning during the process, what we call formative evaluation. So, we are going to carry it out through the direct observation (Evaluation chart with specific items).

FINAL EVALUATION: From the observation and the collected information, we are going to evaluate, taking into account, the process and the attainment of the objectives. We will take into account the performances of the songs and dances of the last session of the term in order to evaluate them. On the other hand, we are going to evaluate the musical appreciations through the worksheets that students are going to work.

METHODOLOGY

- ♫ **SONGS:** Singing is fundamental. Singing should be at the heart of music education and is the first musical instrument. So, children will practice singing in small groups and/or individually. It is also very necessary to repeat the songs more than one, because children like repeating what they know. Children will learn songs through imitation.
- ♫ **DANCES:** Music is movement. There is rhythm and movement in all the aspects of life. Teachers must use the absolute necessity of children's movement, in order that they learn different musical concepts that are implicit in dances and rhythm games. Children will learn dances that you have to dance in pairs and in group. And with the help of big flashcards and the teacher's guidance, children will remember the different holds, parts, movements and evolutions of the dances. Finally, it is necessary a warm atmosphere in class in order to have uninhibited and confident children.
- ♫ **MUSICAL APPRECIATIONS:** The musical appreciations arouse the artistic sensitivity in every child. Listen to music has to be an experience of enjoyment for the children. Musical appreciation is an excellent tool in order to develop the listening habit, the musical memory, the good judgement and the aesthetic taste. Teacher has to provide children with the maximum of sound stimulus, because, little by little, children have to be able to express the thoughts, the feelings and the impressions that music transmits.

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UNIT 4. PATTERNS IN GROUPS OF 2 AND 3

1. PRESENTATION.

In this unit, children will learn new pitches with the help of Kodály hand signs and new rhythm values. Moreover, they will practice and understand the time signatures. Children will learn that sometimes the beats are put in a group of two or three. Children will feel the contrast between patterns of two and patterns of three through games, songs and physical actions.

2. CONTENTS, OBJECTIVES, ACTIVITIES, METHODOLOGY AND EVALUATION.

CONTENTS		
FACTS AND CONCEPTS	PROCEDURES	ATTITUDES, VALUES AND RULES
<ul style="list-style-type: none">- Vocabulary and idioms of rhymes and songs.- Vocabulary and idioms of the dances.- Vocabulary and idioms of the musical appreciations.	<ul style="list-style-type: none">- Listening, practice through imitation, experimentation and memorization of the different pitches, with the help of the Kodály hand signs.- Listening and rhythmic accompaniment of the song <i>Dipidu</i>.- Musical appreciation, comparison and recognition of descriptive music from different pieces of music.	<ul style="list-style-type: none">- Effort to have a good body position in order to sing songs.- Attention in all the activities.- Care of the class material.

<ul style="list-style-type: none"> - Vocabulary and idioms of the classroom language. - Second melodic interval (so, la) for example. - Third melodic interval (mi, so). - Fourth melodic interval (Re, so). - Notes: crotchet (negra), 2 quavers (corxeres), crotchet with augmentation dot (negra amb punt), semiquaver (semicorxera) and minim (blanca). - Rhythm names: ta, te-te, ri-tem, and ta-a. - Pitch: <i>la, so, fa, mi</i> and 	<ul style="list-style-type: none"> - Musical appreciation, comparison and recognition of different metres (2/4, 3/4) from different pieces of music. - Learning the vocabulary and idioms of the songs. - Learning the vocabulary and idioms of the dances. - Learning the vocabulary and idioms of the musical appreciations. - Comprehension and use of classroom language. - Dance of <i>the Britannia Twostep</i>. 	<ul style="list-style-type: none"> - Participation, cooperation and respect for the other members of the group. - Curiosity and interest in the knowledge of dances from another country. -Interest in the performance of songs, rhymes, dances, and in the attentive musical appreciation.
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<p><i>re.</i></p> <ul style="list-style-type: none">- Kodály handsigns of <i>la</i>, <i>so</i>, <i>fa</i>, <i>mi</i> and <i>re</i>.- Dance: <i>the Britannia Twostep</i>.- Song: Dipidu.- Musical appreciation 7: About descriptive music (See technical files for details).- Musical appreciation 8: About different metres (metres in 2 or in 3) in different pieces of music (See technical files for details).		
	DIDACTIC OBJECTIVES	

- Memorize and sing in group and individually the song *Dipidu*.
- Know and dance *the Britannia Twostep*.
- Analyze, discover and recognize *descriptive music* of different pieces of music.
- Analyze, discover and recognize the kind of metre (metres in 2 or in 3) of some pieces of music.
- Know and practice the beat or pulse through different activities.
- Know and practice the following rhythm values and the rhythm names through different activities:
 - Ta (♩)
 - Te-te (♩♩)
 - Ti-ri (♩♩)
 - Ta-e (♩.)
 - Ta-a (♩)
- Show interest in order to listen with attention and silence.
- Show interest to achieve musical quality and precision in the performances.

- Participate, cooperate and respect the members of the group in order to achieve good performances.
- Exercise the memory and the internal listening.
- Learn the songs by heart, by listening, imitating and performing.
- Know and use the vocabulary and idioms of the rhymes and songs.
- Know and use the vocabulary and idioms of the dances.
- Know and use the vocabulary and idioms of the musical appreciations.
- Understand and use the classroom language.
- Listen, imitate, tune and recognize the pitches *la, so, fa, mi* and *re*, by using the Kodály hand signs.
- Revise *the Gay Gordons* and *Britannia Twostep*.
- Revise the *Dipidu* song and *Mrs. White* song.
- Do simple rhythmical dictations, through games.

LESSONS (LEARNING ACTIVITIES)

1st SESSION **SONG:** Listen to the *Dipidu* song.

Sing the song in solfa, by using the Kodály hand signs (*re, mi, fa, so, la*)

MUSICAL APPRECIATION 7: Listen, feel and decide which pieces of music are describing a stormy weather.

2nd SESSION **RHYTHM GAME:** Play the *Rhythm People* game. Choose a small group of children to do the

actions while others watch. The group stand behind four hoops (four beats): one person in a hoop for a ta, two people for a te-te, no one in a hoop for a ta rest. Vary to two or three beats.

DANCE: Listen to *the Britannia Twostep dance*.

Learn and do the different steps of this dance.

3rd SESSION

SONG: Play and sing the ball game of the *Dipidu* song.

MUSICAL APPRECIATION 8: Recognize the kind of metre (metre in 2 or metre in 3) of some pieces of music.

4th SESSION

SONG: Sing the *Dipidu* song keeping a pattern of CLAP, click, click and then a CLAP, click to accompany the song corresponding to the changing metre (2/4 and 3/4 meter).

PITCH GAME: Play the *Show me a Sign* game. Ask all the children to close their eyes. Tell them the pitch of the first note you are going to hum and they should show you the associated hand sign. As you change from pitch to pitch (by saying the pitch name or by humming), they should show you the pitch by changing hand sign.

5th SESSION

DANCE: Revise *the Gay Gordons* and *Britannia Twostep*.

SONG: Sing and play again the *Dipidu* song and *Mrs. White* song.

EVALUATION ACTIVITIES

INITIAL EVALUATION: We will carry it out through the observation of the students' responses and their previous knowledge.

FORMATIVE EVALUATION: It is very important to evaluate and observe the children's learning during the process, what we call formative evaluation. So, we are going to carry it out through the direct observation (Evaluation chart with specific items).

FINAL EVALUATION: From the observation and the collected information, we are going to evaluate, taking into account, the process and the attainment of the objectives. We will take into account the performances of the songs and dances of the last session of the term in order to evaluate them. On the other hand, we are going to evaluate the musical appreciations through the worksheets that students are going to work.

METHODOLOGY

- ♫ **SONGS:** Singing is fundamental. Singing should be at the heart of music education and is the first musical instrument. So, children will practice singing in small groups and/or individually. It is also very necessary to repeat the songs more than one, because children like repeating what they know. Children will learn songs through imitation.
- ♫ **DANCES:** Music is movement. There is rhythm and movement in all the aspects of life. Teachers must use the absolute necessity of children's movement, in order that they learn different musical concepts that are implicit in dances and rhythm games. Children will learn dances that you have to dance in pairs and in group. And with the help of big flashcards and the teacher's guidance, children will remember the

different holds, parts, movements and evolutions of the dances. Finally, it is necessary a warm atmosphere in class in order to have uninhibited and confident children.

♫ **MUSICAL APPRECIATIONS:** The musical appreciations arouse the artistic sensitivity in every child. Listen to music has to be an experience of enjoyment for the children. Musical appreciation is an excellent tool in order to develop the listening habit, the musical memory, the good judgement and the aesthetic taste. Teacher has to provide children with the maximum of sound stimulus, because, little by little, children have to be able to express the thoughts, the feelings and the impressions that music transmit.

3. BIBLIOGRAPHY

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- Website: <http://www.scottishdance.net/ceilidh/dances.html>

THIRD TERM

UNIT 5. THE ORCHESTRA I

1. PRESENTATION.

Children will learn what a symphony orchestra is and how it works. They will learn the different sections of instruments: brass, woodwind, strings and percussion groups. At the same time, they will learn the different instruments of the brass and woodwind groups.

2. CONTENTS, OBJECTIVES, ACTIVITIES, METHODOLOGY AND EVALUATION.

CONTENTS		
FACTS AND CONCEPTS	PROCEDURES	ATTITUDES, VALUES AND RULES
<ul style="list-style-type: none"> - Vocabulary of the orchestra sections. - Vocabulary of the different instruments of the brass section. - Vocabulary of the different instruments of the woodwind section. 	<ul style="list-style-type: none"> - Listening, practice through imitation, experimentation and memorization of the different pitches, with the help of the Kodály hand signs. - Listening and rhythmic accompaniment of the song Ickle, ockle, blue bottle. - Musical appreciation, comparison and recognition of the sections of orchestra instruments. - Musical appreciation, comparison and recognition of the 	<ul style="list-style-type: none"> - Effort to have a good body position in order to sing songs. - Attention in all the activities. - Care of the class material. - Participation,

<ul style="list-style-type: none"> - Vocabulary and idioms of rhymes and songs. - Vocabulary and idioms of the dances. - Vocabulary and idioms of the classroom language. - Second melodic interval (so, la), for example. - Third melodic interval (mi, so). - Fourth melodic interval (re, so). - Notes: crotchet (negra), 2 quavers (corxeres), crotchet with augmentation dot (negra amb punt), semiquaver (semicorxera) and minim 	<ul style="list-style-type: none"> different instruments of the brass section. - Musical appreciation, comparison and recognition of the different instruments of the woodwind section. - Learning the names of orchestra sections. - Learning the names of the different instruments of the brass section. - Learning the names of the different instruments of the woodwind section. - Learning the vocabulary and idioms of the songs. - Learning the vocabulary and idioms of the dances. - Comprehension and use of classroom language. - Dance of <i>the Military Twostep</i>. 	<ul style="list-style-type: none"> cooperation and respect for the other members of the group. - Curiosity and interest in the knowledge of dances from another country. -Interest in the performance of songs, rhymes, dances, and in the attentive musical appreciation.
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(blanca).

- Rest: a crotchet rest

(silenci de negra).

- Rhythm names: ta, te-te, ri-tem, and ta-a.

- Pitch: *la, so, fa, mi* and *re*.

- Kodály handsigns of *la, so, fa, mi* and *re*.

- Dance: *the Military Twostep*.

- Song: **Ickle, ockle, blue bottle.**

- Musical appreciation 9:
About the 4 groups of instruments of the orchestra (See technical files for details).

<p>- Musical appreciation 10: About the different instruments of the brass group. (See technical files for details).</p> <p>- Musical appreciation 11: About the different instruments of the woodwind group. (See technical files for details).</p>		
	<p>DIDACTIC OBJECTIVES</p>	
<ul style="list-style-type: none"> - Memorize and sing in group or individually the song <i>Ickle, ockle, blue bottle</i>. - Know and dance <i>the Military Twostep</i>. - Analyze, discover and recognize the different groups of orchestra instruments. - Analyze, discover and recognize the different instruments of the brass group. 		

- Analyze, discover and recognize the different instruments of the **woodwind** group.
- Know the name of the different groups of orchestra instruments.
- Know the name of the different instruments of the **brass** group.
- Know the name of the different instruments of the **woodwind** group.
- Know and use the vocabulary and idioms of the rhymes and songs.
- Know and use the vocabulary and idioms of the dances.
- Understand and use the classroom language.
- Know and practice *the beat or pulse* through different activities.
- Know and practice the following rhythm values and the rhythm names through different activities:
 - Ta (♪)
 - Te-te (♪♪)
 - Ti-ri (♪♪)
 - Ta-e (♪.)

- Ta-a (♪)

- Show interest in order to listen with attention and silence.
- Show interest to achieve musical quality and precision in the performances.
- Participate, cooperate and respect the members of the group in order to achieve good performances.
- Exercise the memory and the internal listening.
- Learn the songs by heart, by listening, imitating and performing.
- Listen, imitate, tune and recognize the pitches *la, so, fa, mi* and *re* by using the Kodály hand signs.

LESSONS (LEARNING ACTIVITIES)

1st SESSION **MUSICAL APPRECIATION 9:** Watch, recognize and learn the different sections of orchestra.

SONG: Listen to the *Ickle, ockle, blue bottle* song. Teach the rhythm and beat of this song by using the flashcards.

2nd SESSION **DANCE:** *Revise the Gay Gordons and the Britannia Twostep.*

DANCE: *Listen to the Military Twostep.*

Learn and do the different steps of this dance.

3rd SESSION **SONG:** Play and sing the ball game about the *Ickle, Ockle, Blue bottle* song.

MUSICAL APPRECIATION 10: Watch, recognize and learn the different instruments of the brass section.

4th SESSION

DANCE: Revise the *Military Twostep* dance.

MUSICAL APPRECIATION 11: Watch, recognize and learn the different instruments of the woodwind section.

5th SESSION

DANCE: Revise *the Military Twostep* dance.

SONG: Sing and play again the *Ickle, Ockle, Blue bottle* song.

EVALUATION ACTIVITIES

INITIAL EVALUATION: We will carry it out through the observation of the students' responses and their previous knowledge.

FORMATIVE EVALUATION: It is very important to evaluate and observe the children's learning during the process, what we call formative evaluation. So, we are going to carry it out through the direct observation (Evaluation chart with specific items).

FINAL EVALUATION: From the observation and the collected information, we are going to evaluate, taking into account, the process and the attainment of the objectives. We will take into account the performances of the songs and dances of the last session of the term in order to evaluate them. On the other hand, we are going to evaluate the musical appreciations through the worksheets that students are going to work.

METHODOLOGY

- ♫ **SONGS:** Singing is fundamental. Singing should be at the heart of music education and is the first musical instrument. So, children will practice singing in small groups and/or individually. It is also very necessary to repeat the songs more than one, because children like repeating what they know. Children will learn songs through imitation.
- ♫ **DANCES:** Music is movement. There is rhythm and movement in all the aspects of life. Teachers must use the absolute necessity of children's movement, in order that they learn different musical concepts that are implicit in dances and rhythm games. Children will learn dances that you have to dance in pairs and in group. And with the help of big flashcards and the teacher's guidance, children will remember the different holds, parts, movements and evolutions of the dances. Finally, it is necessary a warm atmosphere in class in order to have uninhibited and confident children.
- ♫ **MUSICAL APPRECIATIONS:** The musical appreciations arouse the artistic sensitivity in every child. Listen to music has to be an experience of enjoyment for the children. Musical appreciation is an excellent tool in order to develop the listening habit, the musical memory, the good judgement and the aesthetic taste. Teacher has to provide children with the maximum of sound stimulus, because, little by little, children have to be able to express the thoughts, the feelings and the impressions that music transmits.

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- Website: <http://www.scottishdance.net/ceilidh/dances.html>
- Website: <http://www.nyphilkids.org/lockerroom/main.phtml?>
- Website: http://clic.xtec.net/db/act_ca.jsp?id=1375

UNIT 6. THE ORCHESTRA II

1. PRESENTATION.

In this unit, children will learn the rest of instruments of a symphony orchestra, to be exact the strings and percussion instruments. We will study the orchestra watching a video about *The Young Person's Guide to the Orchestra* by Benjamin Britten, the most well-known British composer of the twentieth century. This composition is considered one of the three popularly-used scores in children's music education, together with Saint Saëns' *Carnival of the Animals* and Prokofiev's *Peter and the Wolf*.

2. CONTENTS, OBJECTIVES, ACTIVITIES, METHODOLOGY AND EVALUATION.

CONTENTS		
FACTS AND CONCEPTS	PROCEDURES	ATTITUDES, VALUES AND RULES
- Vocabulary of the different instruments of the strings section. - Vocabulary of the different instruments of the percussion section.	- Listening, practice through imitation, experimentation and memorization of the different pitches, with the help of the Kodály hand signs. - Listening and rhythmic accompaniment of the song <i>John Kanaka</i> . - Listening and rhythmic accompaniment of the song <i>the</i>	- Effort to have a good body position in order to sing songs. - Attention in all the activities. - Care of the class

<ul style="list-style-type: none"> - Vocabulary and idioms of rhymes and songs. - Vocabulary and idioms of the dances. - Vocabulary and idioms of the classroom language. - Second melodic interval (so, la), for example. - Third melodic interval (mi, so). - Fourth melodic interval (re, so). - Notes: crotchet (negra), 2 quavers (corxeres), crotchet with augmentation dot (negra amb punt), semiquaver (semicorxera) and minim 	<p><i>Alley Alley O.</i></p> <ul style="list-style-type: none"> - Musical appreciation, comparison and recognition of the different instruments of the strings group. - Musical appreciation, comparison and recognition of the name of some of the instruments of the percussion group. - Learning the names of the different instruments of the strings section. - Learning the names of some of the instruments of the percussion section. - Learning the vocabulary and idioms of the songs. - Learning the vocabulary and idioms of the dances. - Comprehension and use of classroom language. - Dance: <i>The Virginia reel.</i> 	<p>material.</p> <ul style="list-style-type: none"> - Participation, cooperation and respect for the other members of the group. - Curiosity and interest in the knowledge of dances from another country. - Interest in the performance of songs, rhymes, dances, and in the attentive musical appreciation.
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(blanca).

- Rests: a crotchet rest

(silenci de negra).

- Rhythm names: ta, te-te,
ri-tem, and ta-a.

- Pitch: *la, so, fa, mi* and
re.

- Kodály handsigns of *la,*
so, fa, mi and *re*.

- Dance: *the Virginia*
reel.

- Song: **John Kanaka.**

- Song: **the Alley Alley O**

- Musical appreciation 12:

About the different
instruments of the strings
group. (See technical files
for details).

<p>- Musical appreciation 13: About the different instruments of percussion group. (See technical files for details).</p>		
<p>DIDACTIC OBJECTIVES</p>		
<ul style="list-style-type: none"> - Memorize and sing in group and individually the song John Kanaka. - Memorize and sing in group and individually the song the Alley Alley O. - Know and dance <i>the Virginia Reel</i>. - Analyze, discover and recognize the different instruments of the strings group. - Analyze, discover and recognize the different instruments of the percussion group. - Know the name of the different instruments of the strings group. - Know the name of the different instruments of the percussion group. - Know and use the vocabulary and idioms of the rhymes and songs. - Know and use the vocabulary and idioms of the dances. - Understand and use the classroom language. 		

- Know and practice the beat or pulse through different activities.
- Know and practice the following rhythm values and the rhythm names through different activities:
 - Ta (♩)
 - Te-te (♩♩)
 - Ti-ri (♩♩)
 - Ta-e (♩.)
 - Ta-a (♩)
- Show interest in order to listen with attention and silence.
- Show interest to achieve musical quality and precision in the performances.
- Participate, cooperate and respect the members of the group in order to achieve good performances.
- Exercise the memory and the internal listening.
- Learn the songs by heart, by listening, imitating and performing.
- Listen, imitate, tune and recognize the pitches *la*, *so*, *fa*, *mi* and *re*, by using the Kodály hand signs.

- Revise *the Military Twostep* and *the Virginia Reel*.
- Revise the *Ickle, Ockle, Blue bottle song*, the *Alley Alley O* song and *the John Kanaka* song.
- Do simple rhythmical dictations, through games.

LESSONS (LEARNING ACTIVITIES)

- 1st SESSION** **SONG:** Listen to the John Kanaka song.
 Sing the song in solfa, by using the Kodály hand signs (re, mi, fa, la)
MUSICAL APPRECIATION 12: Watch, recognize and learn the different instruments of the
 strings section.
- 2nd SESSION** **SONG:** Listen to the traditional Scottish *the Alley Alley O* song.
DANCE: Listen to *the Virginia Reel* dance.
 Learn and do the different steps of this dance.
- 3rd SESSION** **SONG:** Play and sing the rhythm game of the *John Kanaka* song.
MUSICAL APPRECIATION 13: Watch, recognize and learn the different instruments of the
 percussion section.
- 4th SESSION** **PITCH GAME:** Play the *Show me a Sign* game. Ask all the children to close their eyes. Tell
 them the pitch of the first note you are going to hum and they should show
 you the associated hand sign. As you change from pitch to pitch(humming),
 they should show you the pitch by changing handsign.

RHYTHM GAME: Play the Rhythm People game. Choose a small group of children to do the actions while others watch. The group stand behind four hoops (four beats): one person in a hoop for a ta, two people for a te-te, no one in a hoop for a ta rest. Vary to two or three beats.

5th SESSION DANCE: Revise *the Military Twostep* and *the Virginia Reel*.

SONG: Sing and play again the *Ickle, Ockle, Blue bottle* song, the *Alley Alley O* song and the *John Kanaka* song.

EVALUATION ACTIVITIES

INITIAL EVALUATION: We will carry it out through the observation of the students' responses and their previous knowledge.

FORMATIVE EVALUATION: It is very important to evaluate and observe the children's learning during the process, what we call formative evaluation. So, we are going to carry it out through the direct observation (Evaluation chart with specific items).

FINAL EVALUATION: From the observation and the collected information, we are going to evaluate, taking into account, the process and the attainment of the objectives. We will take into account the performances of the songs and dances of the last session of the term in order to evaluate them. On the other hand, we are going to evaluate the musical appreciations through the worksheets that students are going to work.

METHODOLOGY

- ♪ **SONGS:** Singing is fundamental. Singing should be at the heart of music education and is the first musical instrument. So, children will practice singing in small groups and/or individually. It is also very necessary to repeat the songs more than one, because children like repeating what they know. Children will learn songs through imitation.
- ♪ **DANCES:** Music is movement. There is rhythm and movement in all the aspects of life. Teachers must use the absolute necessity of children's movement, in order that they learn different musical concepts that are implicit in dances and rhythm games. Children will learn dances that you have to dance in pairs and in group. And with the help of big flashcards and the teacher's guidance, children will remember the different holds, parts, movements and evolutions of the dances. Finally, it is necessary a warm atmosphere in class in order to have uninhibited and confident children.
- ♪ **MUSICAL APPRECIATIONS:** The musical appreciations arouse the artistic sensitivity in every child. Listen to music has to be an experience of enjoyment for the children. Musical appreciation is an excellent tool in order to develop the listening habit, the musical memory, the good judgement and the aesthetic taste. Teacher has to provide children with the maximum of sound stimulus, because, little by little, children have to be able to express the thoughts, the feelings and the impressions that music transmits.

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- Website: <http://www.nyphilkids.org/lockerroom/main.phtml?>
- Website: http://clic.xtec.net/db/act_ca.jsp?id=1375

UNIT 7. SCOTTISH FESTIVALS (HOGMANAY, BURNS SUPPER AND CEILIDH)

1. PRESENTATION.

This unit is a collection of three Scottish festivals. First of all, we will teach the Hogmanay. The Hogmanay is celebrated at Christmas time, to be exact at New Year's Eve. On the other hand, the Burns Supper is celebrated on the 25th of January in order to commemorate the birthday of the most famous writer and poet from Scotland and from the United Kingdom; I'm talking about Robert Burns. Finally, children will learn what a Ceilidh is. A Ceilidh is the most important and authentic Scottish festival. People dance, drink, eat and recite poems.

2. CONTENTS, OBJECTIVES, ACTIVITIES, METHODOLOGY AND EVALUATION.

CONTENTS		
FACTS AND CONCEPTS	PROCEDURES	ATTITUDES, VALUES AND RULES
- Dance: <i>the Military Twostep, the Virginia Reel, the Gay Gordons, the Britannia</i>	- Listening, practice through imitation, experimentation and memorization of the different pitches, with the help of the Kodály hand signs. - Individual and collective singing of the song the Ba Mo	- Effort to have a good body position in order to sing songs. - Attention in all the

<p><i>Twostep, the Saint Bernard's waltz and the Canadian or Highland Barn Dance.</i></p> <p>- Songs (Christmas carols): the Ba Mo Leanabh Ba (Gaelic) and Auld Lang Syne.</p> <p>- Musical appreciation 14: Poem (Sung): Oh My Love is like a red, red Rose, by Robert Burns.</p> <p>- Vocabulary and idioms of rhymes and songs.</p> <p>- Vocabulary and idioms of the dances.</p> <p>- Vocabulary and idioms of the musical appreciations.</p>	<p>Leanabh Ba (Gaelic).</p> <p>- Individual and collective singing of the song Auld Lang Syne.</p> <p>- Musical appreciation of a Burns' poem.</p> <p>- Dances: <i>the Military Twostep, the Virginia Reel, the Gay Gordons, the Britannia Twostep, the Saint Bernard's waltz and the Canadian or Highland Barn Dance.</i></p> <p>- Learning the vocabulary and idioms of the songs.</p> <p>- Learning the vocabulary and idioms of the dances.</p> <p>- Learning the vocabulary and idioms of the musical appreciations.</p> <p>- Comprehension and use of classroom language.</p> <p>- Learning of the tradition of the kilts and the different garments.</p> <p>- Learning of the Hogmanay festival, the song Auld Lang Syne and the First Footing.</p>	<p>activities.</p> <p>- Care of the class material.</p> <p>- Participation, cooperation and respect for the other members of the group.</p> <p>- Curiosity and interest in the knowledge of traditions from another country.</p> <p>-Interest in the performance of songs, rhymes, dances, and in the attentive musical appreciation.</p>
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<ul style="list-style-type: none"> - Vocabulary and idioms of the classroom language. - Traditions and festivals from Scotland. 	<ul style="list-style-type: none"> -Learning of the Burns Supper festivals, Robert Burns' poems, haggis and symbols of Scotland. 	
<p>DIDACTIC OBJECTIVES</p>		
<ul style="list-style-type: none"> - Introduce different traditions and festivals from Scotland. - Recognize the existence of traditions that are different from one's own. - Show a positive and open-minded attitude towards the different cultures and languages of our planet. - Memorize and sing in group and individually the song <i>the Ba Mo Leanabh Ba</i> (Gaelic). - Memorize and sing in group and individually the song <i>the Auld Lang Syne</i>. - Know and dance <i>the Military Twostep, the Virginia Reel, the Gay Gordons, the Britannia Twostep, the Saint Bernard's waltz and the Canadian or Highland Barn Dance</i>. - Know and use the vocabulary and idioms of the rhymes and songs. 		

- Know and use the vocabulary and idioms of the dances.
- Know and use the vocabulary and idioms of the musical appreciations.
- Understand and use the classroom language.
- Participate, cooperate and respect the members of the group in order to achieve good performances.
- Learn the songs by heart, by listening, imitating and performing.
- Listen the Traditional sung poem *Oh My Love is like a red, red Rose*, by Robert Burns.
- Watch, listen and learn about the kilts, the clans and the tartan.
- Watch, listen and learn about the Hogmanay, the song *Auld Lang Syne* and the First Footing.
- Watch, listen and learn about Burns Suppers, poems, haggis and symbols of Scotland.

LESSONS (LEARNING ACTIVITIES)

1st SESSION **HOGMANAY.** NEW YEAR'S EVE (Before the Christmas break).

SONG: Listen, learn and sing the *Ba Mo Leanabh Ba* song (Gaelic).

2nd SESSION **HOGMANAY.** NEW YEAR'S EVE (Before the Christmas break).

SONG: Listen, learn and sing *Auld Lang Syne* song.

TRADITION: Watch, listen and learn about the Hogmanay, the song *Auld Lang Syne* and the First Footing. (Power point: The Hogmanay).

3rd SESSION **BURNS SUPPER.** (After Christmas. 25th of January).

TRADITION: Watch, listen and learn about the Burns Suppers, poems, haggis and symbols of

Scotland (Power point: Burns Supper).

TRADITION. MUSICAL APPRECIATION: Listen the Traditional sung poem *Oh My Love is like a red, red Rose*, by Robert Burns and complete the worksheet.
(Worksheet of festivals no. 1).

4th SESSION **CEILIDH.** (The last days of the school year).

DANCE: Revise *the Military Twostep, the Virginia Reel and the Gay Gordons*.

TRADITION: Watch, listen and learn about the kilts, the clans and the tartans. (Power point: The kilt).

5th SESSION **CEILIDH.** (The last days of the school year).

TRADITION: Match the name of the different garments (parts) of the kilt dress with the right picture. (Worksheet of festivals no. 2)

DANCE: Revise *the Britannia Twostep, the Saint Bernard's waltz and the Canadian or Highland Barn Dance*.

EVALUATION ACTIVITIES

INITIAL EVALUATION: We will carry it out through the observation of the students' responses and their previous knowledge.

FORMATIVE EVALUATION: It is very important to evaluate and observe the children's learning during the process, what we call formative evaluation. So, we are going to carry it out through the direct observation

(Evaluation chart with specific items).

FINAL EVALUATION: From the observation and the collected information, we are going to evaluate, taking into account, the process and the attainment of the objectives.

METHODOLOGY

- ♫ **SONGS:** Singing is fundamental. Singing should be at the heart of music education and is the first musical instrument. So, children will practice singing in small groups and/or individually. It is also very necessary to repeat the songs more than one, because children like repeating what they know. Children will learn songs through imitation.
- ♫ **DANCES:** Music is movement. There is rhythm and movement in all the aspects of life. Teachers must use the absolute necessity of children's movement, in order that they learn different musical concepts that are implicit in dances and rhythm games. Children will learn dances that you have to dance in pairs and in group. And with the help of big flashcards and the teacher's guidance, children will remember the different holds, parts, movements and evolutions of the dances. Finally, it is necessary a warm atmosphere in class in order to have uninhibited and confident children.
- ♫ **MUSICAL APPRECIATIONS:** The musical appreciations arouse the artistic sensitivity in every child. Listen to music has to be an experience of enjoyment for the children. Musical appreciation is an excellent tool in order to develop the listening habit, the musical memory, the good judgement and the aesthetic taste. Teacher has to provide children with the maximum of sound stimulus, because,

little by little, children have to be able to express the thoughts, the feelings and the impressions that music transmits.

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- Website: <http://www.visitscotland.com/library/howtoholdburnssupper>