



## UNIT: A SYMPHONIC TOUR

(based on B. BRITTEN's *The Young Person's Guide to the Orchestra*, YPGO)

### LESSONS:

### Timing:

### 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

#### Key:

#### Other musical ensembles

Section

The sound of other musical ensembles Subheading

- ① Activities **not** appearing in the Activity Book (to be inserted at different points of the development of the unit).
- ⊙ Activities in the Activity Book.

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

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#### '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

## UNIT: A SYMPHONIC TOUR

(based on B. BRITTEN's *The Young Person's Guide to the Orchestra*, YPGO)

### LESSONS:

#### Timing:

- ⊙ 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

- ⊙ YPGO 11, pp.7-9: BECOME A LUTHIER
- [⊙ YPGO a: THE ORCHESTRA SONG]

### 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:** ① 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):

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 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>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ① YPGO a: THE ORCHESTRA SONG  <b>Level:</b>  <b>Timing:</b></p>
<p><b>REQUIRED SPACES</b></p> <p>Any</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <p>· Web page: Songs for teaching: Using music to promote learning.  <a href="http://www.songsforteaching.com/orchestrainstrumentssong.htm">http://www.songsforteaching.com/orchestrainstrumentssong.htm</a> 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]</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <p>· A polyphonic song.                  · Attitude and behaviour.</p>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Whole class  <b>Links to other aspects of the curriculum:</b> Music</p>

**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 multicultural 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 *bandora*, 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].

[· The *Concise Oxford English Dictionary*.]



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 1, p.1: MUSICAL INSTRUMENTS  <b>Level:</b>  <b>Timing:</b></p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Oral feedback.</li> <li>[· Written feedback.]</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Whole class  <b>Links to other aspects of the curriculum:</b> Language [→ Geography], Geometry, History, Music</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <p>☉ YPGO 1, p.1: MUSICAL INSTRUMENTS</p>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To enjoy musical practice thanks to interactive tools (“e-instruments”) according to own musical level / intelligence / motivation.</li> <li>· To open their minds to the concept of musical instrument.</li> <li>· 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.</li> <li>· To get themselves familiar with specific terms within the musical instruments field.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS.</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Interactive instruments and their parts: xylophones (including water bottle ones), keyboards (including pianos), a drum kit, etc. and some of their parts.</li> <li>· Musical language: notes, chords, scales.</li> <li>· Instructions: sort out, choose, play, etc.</li> </ul>
<p><b>REQUIRED SPACES</b></p> <ul style="list-style-type: none"> <li>· Computer room.</li> </ul>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· One PC connected to the Internet and earphones per child / pair.</li> <li>· Web sites: <ul style="list-style-type: none"> <li>· Primary resources.co.uk. “Choose an activity: xylophone notes, keyboards bits, parts of a drum kit, sorting instruments”  <a href="http://www.primaryresources.co.uk/online/music.swf">http://www.primaryresources.co.uk/online/music.swf</a></li> <li>· Primary resources.co.uk. “E-board: interactive piano”  <a href="http://www.primaryresources.co.uk/music/piano.html">http://www.primaryresources.co.uk/music/piano.html</a> Play notes (naturals, flats and sharps), chords, scales</li> <li>· BBC. “Play some strange instruments: Seasons, Drones, Squares, Gamelan,</li> </ul> </li> </ul>



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS  <b>Level:</b>  <b>Timing:</b></p>
<p>Lizard” <a href="http://www.bbc.co.uk/radio3/makingtracks/games.shtml">http://www.bbc.co.uk/radio3/makingtracks/games.shtml</a>          · TULGA, Phil. “Water Bottle Xylophones.” <a href="http://www.philtulga.com/water.html#8-note">http://www.philtulga.com/water.html#8-note</a>. Includes playing tips.          · 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.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <p>Interactive [and live] musical performances</p>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual / Pair work  <b>Links to other aspects of the curriculum:</b> Music, ICT</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <p>[· ☉ IED 1, p.1: OCCUPATIONS and ☉ IED 2, p.1: YOUR DREAM JOB.]          · ☉ YPGO 1, p.1: MUSICAL INSTRUMENTS.</p>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To expand the knowledge on musical instruments and families or sections of the orchestra focusing on:             <ul style="list-style-type: none"> <li>· materials they are made of.</li> <li>· ways of playing them.</li> <li>· sections or families in the orchestra they belong to.</li> <li>· other features, particularly those to do with the qualities of sound (duration, intensity (amplitude, loudness; dynamics), pitch (frequency) and timbre (tone colour).)</li> <li>· some of the possible people involved in a musical performance (musicians, conductor, singers).</li> </ul> </li> <li>· To review some musical language in order to anchor it whilst improving reading comprehension.</li> <li>· To provide the teacher with some written feedback for assessment.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Instruments of the orchestra</li> <li>· Sections or families of instruments in the orchestra</li> <li>· Ways of playing musical instruments: to strike → struck, to blow → blown, to pluck → plucked</li> <li>· Materials: wood, metal, leather, etc.</li> <li>· Other features (= characteristics) of the musical instruments.</li> <li>· Professions related to the orchestra: musicians, conductor</li> </ul>



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA  <b>Level:</b>  <b>Timing:</b></p>
<p>· Places: storage room, lab (= laboratory)</p>
<p><b>REQUIRED SPACES</b></p> <p>Computer room.</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· 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].</li> <li>· ANSWERS TO YPGO ACTIVITY BOOK in paper / in electronic form [whenever it is possible to avoid paper waste].</li> <li>· Project any of the ppt files or any other sort of visual resources connected to materials (within Science) at: Cercador de llicències. <a href="http://phobos.xtec.es/sgfrp/entrada.php">http://phobos.xtec.es/sgfrp/entrada.php</a></li> <li>· Web sites:             <ul style="list-style-type: none"> <li>· New York Philharmonic. "Instrument Storage Room". <a href="http://www.nyphilkids.org/lockerroom/main.phtml?">http://www.nyphilkids.org/lockerroom/main.phtml?</a></li> <li>· Dallas Symphony Orchestra. "Families of the Orchestra" <a href="http://www.dsokids.com/2001/instrumentchart.htm">http://www.dsokids.com/2001/instrumentchart.htm</a></li> <li>· San Francisco Symphony. "Instruments of the Orchestra" <a href="http://www.sfskids.org/templates/instorchframe.asp?pageid=3">http://www.sfskids.org/templates/instorchframe.asp?pageid=3</a></li> <li>· National Arts Centre / Centre National des Arts. <i>The NAC Orchestra: "The Instrument Lab"</i> <a href="http://www.artsalive.ca/en/mus/instrumentlab/">http://www.artsalive.ca/en/mus/instrumentlab/</a></li> <li>· BBC. "Guide to the Orchestra!" <a href="http://www.bbc.co.uk/orchestras/guide/">http://www.bbc.co.uk/orchestras/guide/</a></li> <li>· San Francisco Symphony. "Radio: Channel 1: All in the family". <a href="http://www.sfskids.org/templates/radio.asp?pageid=21">http://www.sfskids.org/templates/radio.asp?pageid=21</a></li> </ul> </li> <li>· One PC connected to the Internet and earphones per child.</li> <li>[· A dictionary on line]</li> <li>· A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].</li> </ul>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <p>Written feedback.</p>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual  <b>Differentiation:</b> Pair work  <b>Links to other aspects of the curriculum:</b> Music, ICT, Science, information processing skills</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 4, p. 2: INSTRUMENT PUZZLES  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <ul style="list-style-type: none"> <li>· Activities ☉ YPGO 1, p.1: MUSICAL INSTRUMENTS, ☉ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS, ☉ YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA</li> <li>· ICT [and peripheral devices] management.</li> </ul>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To recycle some musical language.</li> </ul>





<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 4, p. 2: INSTRUMENT PUZZLES  <b>Level:</b>  <b>Timing:</b></p>
<p>· To test themselves in a playful context.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ YPGO 4, p. 2: INSTRUMENT PUZZLES.</p>
<p><b>MAIN LANGUAGE</b>                  · Musical instruments: lyre, euphonium, marimba and some of the MAIN LANGUAGE in                  ☉ YPGO 1, p.1: MUSICAL INSTRUMENTS, ☉ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS, ☉ YPGO 3, p.1: INSTRUMENTS OF THE ORCHESTRA.                  · Families of the orchestra.</p>
<p><b>REQUIRED SPACES</b>                  Computer room.</p>
<p><b>TEACHING / LEARNING RESOURCES</b>                  · 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. <a href="http://www.primaryresources.co.uk/music/pdfs/Music%20Games.pdf">http://www.primaryresources.co.uk/music/pdfs/Music%20Games.pdf</a>                  · The print out of “Mysterious music machine ANSWERS” [<a href="#">mysterious_music_machine_answers.pdf</a>] in electronic form.]                  · A set of orchestral instrument cards previously cut out. Available at: Primary Resources. <a href="http://www.primaryresources.co.uk/music/docs/orchestra_instruments.doc">http://www.primaryresources.co.uk/music/docs/orchestra_instruments.doc</a>                  or: STARBUCK, James. <a href="http://www.jamesstarbuck.com/index.cfm">http://www.jamesstarbuck.com/index.cfm</a>                  · 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].</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>                  · Matching cards.                  · Interactive test for selfassessment.                  · Written evidence: decoded messages and classification.</p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Pair work and individual  <b>Links to other aspects of the curriculum:</b> Music, ICT</p>
<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 5, p.3: ORCHESTRAL FAMILIES  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  ☉ YPGO 3, p.1: INSTRUMENTS OF THE ORCHESTRA</p>
<p><b>LEARNING OBJECTIVES</b>                  · 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</p>



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 5, p.3: ORCHESTRAL FAMILIES  <b>Level:</b>  <b>Timing:</b></p>
self-explicit.]
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ YPGO 5, p.3: ORCHESTRAL FAMILIES.</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Families of the orchestra.</li> <li>· Instructions: draw, lay out, label.</li> </ul>
<p><b>REQUIRED SPACES</b></p> <ul style="list-style-type: none"> <li>[· Computer room.]</li> <li>· Any provided with desks and chairs[, a white board / a blackboard].</li> </ul>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· 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].</li> <li>· ANSWERS TO YPGO ACTIVITY BOOK in paper / in electronic form [whenever it is possible to avoid paper waste].</li> <li>[· Art paper / cardboard for the displays.]</li> <li>· One PC connected to the Internet per child.</li> </ul>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· A picture / display of an orchestra layout.</li> <li>· Written evidence: labels with the orchestral families [and conductor and occasional soloists.]</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual / Pair work  <b>Links to other aspects of the curriculum:</b> Music, Art, information processing skills</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 6, p.3: ORCHESTRAL FAMILY SAMPLES  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <ul style="list-style-type: none"> <li>· ☉ YPGO 3, p.1: INSTRUMENTS OF THE ORCHESTRA</li> <li>[· ☉ YPGO 5, p.3: ORCHESTRAL FAMILIES]</li> </ul>
<p><b>LEARNING OBJECTIVES</b></p> <p>To become aware of what it sounds like when an instrument family play together through different examples available on a virtual radio station.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ YPGO 6, p.3: ORCHESTRAL FAMILY SAMPLES.</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Sections or families of instruments in the orchestra</li> </ul>



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 6, p.3: ORCHESTRAL FAMILY SAMPLES  <b>Level:</b>  <b>Timing:</b></p>
<ul style="list-style-type: none"> <li>· Composers and musical works</li> <li>· Features of the available excerpts</li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Computer room.</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· 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].</li> <li>· A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].</li> <li>· One PC connected to the Internet and earphones per child.</li> <li>· Web pages:             <ul style="list-style-type: none"> <li>· San Francisco Symphony. “Radio: Channel 1: All in the Family.”  <a href="http://www.sfskids.org/templates/radio.asp?pageid=21">http://www.sfskids.org/templates/radio.asp?pageid=21</a>.</li> <li>[· Dallas Symphony Orchestra. “Families of the orchestra”.  <a href="http://www.dsokids.com/2001/instrumentchart.htm">http://www.dsokids.com/2001/instrumentchart.htm</a></li> <li>· Dallas Symphony Orchestra. “Listen to audio clips”.  <a href="http://www.dsokids.com/2001/audio.asp?Action=Search&amp;Title=&amp;Med='7'">http://www.dsokids.com/2001/audio.asp?Action=Search&amp;Title=&amp;Med='7'</a>]</li> </ul> </li> </ul>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <p>Written feedback about personal preferences.</p>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual / Pair work  <b>Extension:</b> Listen to more samples of orchestral families playing at: Dallas Symphony Orchestra. “Families of the orchestra”.  <a href="http://www.dsokids.com/2001/instrumentchart.htm">http://www.dsokids.com/2001/instrumentchart.htm</a>; or go to: Dallas Symphony Orchestra. “Listen to audio clips”.  <a href="http://www.dsokids.com/2001/audio.asp?Action=Search&amp;Title=&amp;Med='7'">http://www.dsokids.com/2001/audio.asp?Action=Search&amp;Title=&amp;Med='7'</a> 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.  <b>Links to other aspects of the curriculum:</b> Music, ICT</p>
<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 7, pp.4-6: BRITTEN'S GUIDE TO THE ORCHESTRA  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <p>At least, a selection of the activities in the sections <u>Musical instruments</u> (☉ YPGO 1, p.1: MUSICAL INSTRUMENTS, ☉ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS, ☉ YPGO 3, p.1: INSTRUMENTS OF THE ORCHESTRA, ☉ YPGO 4, p. 2: INSTRUMENT PUZZLES) and <u>Musical families</u> (☉ YPGO 5, p.3: ORCHESTRAL FAMILIES, ☉ YPGO 6, p.3: ORCHESTRAL FAMILY SAMPLES).</p>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To develop recognition listening skills of different timbres associated with the corresponding musical instruments and their families.</li> <li>· To show focused listening abilities.</li> </ul>

**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 → hitting, shaking, scraping

**REQUIRED SPACES**

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

**TEACHING / LEARNING RESOURCES**

- PROKOFIEV, Sergei; SAINT-SAËNS, Camille; BRITTEN, Benjamin. *Children's Classics: Peter and the wolf: op. 67. Carnival of the animals. The young person's guide to the orchestra: variations and fugue on a theme of Purcell, op. 34* [phonogram]. Leonard Bernstein, conductor and narrator of the two former pieces; Master Henry Chapin, narrator of the latter piece; New York Philharmonic. New York: Sony Music Entertainment, 1998. Remastered. [www.sonyclassical.com](http://www.sonyclassical.com)
- 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



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 8, p. 7: OTHER MUSICAL ENSEMBLES  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <p>At least, a selection of the section “Musical instruments” (activities ☉ YPGO 1, p.1: MUSICAL INSTRUMENTS, ☉ YPGO 2, p.1: INTERACTIVE E-INSTRUMENTS, ☉ YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA and ☉ YPGO 4, p. 2: INSTRUMENT PUZZLES) of this unit.</p>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To become aware of the wide range of musical ensembles.</li> <li>· 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.)</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ YPGO 8, p.7: OTHER MUSICAL ENSEMBLES.</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Musical ensembles: symphony (= philharmonic) orchestra, septet, band, choir, ‘cobla’ (Catalan)</li> <li>· Music performers: musicians, singers</li> <li>· Music styles and associated manifestations: pop music, traditional music, traditional circle dance</li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Any provided with desks and chairs, a white board / a blackboard.</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· 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].</li> <li>· ANSWERS TO YPGO ACTIVITY BOOK in paper / in electronic form [whenever it is possible to avoid paper waste].</li> <li>· A writing instrument: pencil / pen / etc. [a pencil sharpener and a rubber].</li> <li>[· One PC connected to the Internet: search engines, dictionaries on line.]</li> <li>[· A bilingual dictionary per child / per pair.]</li> </ul>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Written evidence.</li> <li>[· Oral feedback.]</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual  <b>Variation:</b> Pair work / Small groups / Whole class  <b>Links to other aspects of the curriculum:</b> information processing skills, Music</p>



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 9, p.7: A REAL BAND AT THE STUDIO  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  [☉ YPGO 6, p.4: BRITTEN'S GUIDE TO THE ORCHESTRA]</p>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· [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.]</li> <li>· 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.</li> <li>· To develop / practise musical abilities / intelligence according to own level / motivation.</li> <li>· To experiment with combinations of musical qualities (according to chosen level.)</li> <li>· To review the musical concept of variation seen in activity ☉ YPGO 7, pp.4-6: BRITTEN'S GUIDE TO THE ORCHESTRA.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ YPGO 9, p.7: A REAL BAND AT THE STUDIO.</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· (Recording) studio: mixer, security guard</li> <li>· Members of a band: personal stories, roles, other professional activities for a living</li> <li>· Musical concepts: musical qualities, melody, variation, lyrics of a song</li> <li>· Lyrics: unity, diversity, communication, etc.</li> <li>· Musical styles: salsa</li> <li>· Levels of difficulty: easy, medium, hard</li> <li>· Instructions to do the suggested tasks</li> </ul> <p>[· The Commonwealth]</p>
<p><b>REQUIRED SPACES</b>                  Computer room.</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· 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.</li> <li>· One PC connected to the Internet and earphones per child.</li> <li>· Web site:                  The Commonwealth. <a href="http://www.bbc.co.uk/musiclive/commonwealth/">http://www.bbc.co.uk/musiclive/commonwealth/</a>.</li> </ul>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Interaction with the computer to follow the given instructions.</li> <li>· Interactive musical performances.</li> </ul>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual / Pair work  <b>Links to other aspects of the curriculum:</b> ICT, Music</p>



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 10, p. 7: BUILD A BAND  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  [☉ YPGO 9, p.7: A REAL BAND AT THE STUDIO]</p>
<p><b>LEARNING OBJECTIVES</b>                  To focus on experimenting with different combinations of musical elements (especially, timbre and tempo).</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ YPGO 10, p. 7: BUILD A BAND.</p>
<p><b>MAIN LANGUAGE</b>                  · Musical elements: sound / silence, timbre, intensity, tempo, rhythm                  · Electronic musical instruments, styles, accompanying instruments                  · Basic instructions to do the tasks / praise</p>
<p><b>REQUIRED SPACES</b>                  Computer room.</p>
<p><b>TEACHING / LEARNING RESOURCES</b>                  · 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.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>                  Interactive musical performances.</p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual / Pair work  <b>Links to other aspects of the curriculum:</b> ICT, Music</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ YPGO 11, pp. 7-9: BECOME A LUTHIER  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  ☉ YPGO 3, pp.1-2: INSTRUMENTS OF THE ORCHESTRA</p>
<p><b>LEARNING OBJECTIVES</b>                  · 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.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  · 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:                      · New York Philharmonic. "Instrument Storage Room".                      <a href="http://www.nyphilkids.org/lockerroom/main.phtml?">http://www.nyphilkids.org/lockerroom/main.phtml?</a></p>





**LESSON/-S:**

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

**Level:**

**Timing:**

- Dallas Symphony Orchestra. "Families of the Orchestra"  
<http://www.dsokids.com/2001/instrumentchart.htm>
- San Francisco Symphony. "Instruments of the Orchestra"  
<http://www.sfskids.org/templates/instorchframe.asp?pageid=3>
- National Arts centre / Centre National des Arts. *The NAC Orchestra*. "The Instrument Lab" <http://www.artsalive.ca/en/mus/instrumentlab/>

**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

Songs for teaching: using Music to promote learning.

<http://www.songsforteaching.com/sharonmacdonald/trianglesbellssticksmaracas.htm> ]

**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:****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>
- Recyclable / Other suitable materials [and cutting instruments, fasteners, sticking stuff, etc.] Check what noted down in the “You need” section of the Activity Book.
- [· Songs for teaching: using Music to promote learning. “Triangles, Bells, Sticks, and Maracas”.  
<http://www.songsforteaching.com/sharonmacdonald/trianglesbellssticksmaracas.htm>.  
 By Sharon MacDonald.]
- [· A copy of the lyrics in paper]

**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