



Let's make a band!



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ΑΡΙΣΤΟΤΕΛΕΙΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΣΣΑΛΟΝΙΚΗΣ





Title	Let's make a band!
Thematic Category	Myself and Others
Rationale	<ul style="list-style-type: none">• From infancy, the child comes into contact with music. Hearing music starts during early pregnancy and every human being gets born with musical skills. The physical, cognitive, and spiritual response to the melodies is part of a human's existence. Respectively, the sense of rhythm is also cultivated.• This scenario aims to familiarise children with various aspects of the musical instruments. Experientially, through active listening, young students will learn to distinguish sounds, enrich their aesthetic judgment, learn to cultivate their interest in this particular mode of art, and will activate the stimuli for creativity, cooperation, and teamwork.• The subject area of this scenario allows for the structuring of a significant part of the story of Kiki and Riri and establishes habits that will also be applicable in the family context.• Finally, the scenario creates a framework for acquiring and consolidating vocabulary related to musical instruments.





Children

- ✓ are governed by the principle of self-interest and the will to experiment with different types of musical instruments
- ✓ know the terminology of musical instruments in Greek in order to become somewhat familiar with the English words
- ✓ know how to distinguish the sounds of the primary musical instruments
- ✓ cooperate and follow instructions
- ✓ encode the knowledge they are provided with

Teachers

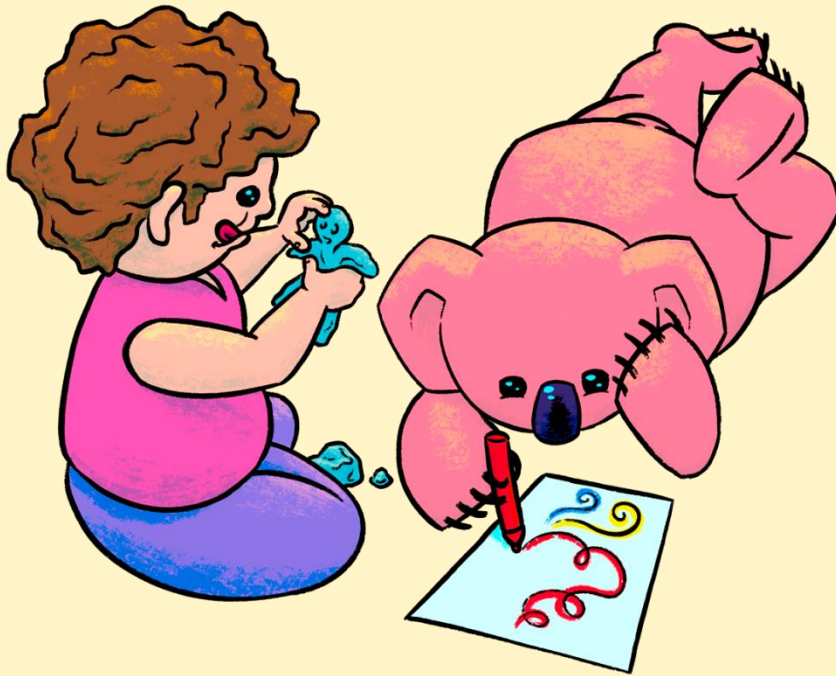
- ✓ The English language teacher **(LT)** has obtained the necessary musical instruments or has created a presentation with audiovisual material
- ✓ The preschool teacher **(PT)** has worked with the children on the conceptual approach of musical instruments and have together processed illustrations and classifications of the most commonly known categories
- ✓ The two teachers **(LT-PT)** have been in contact with the parents and/or primary school teachers to organize a musical event together
- ✓ Both teachers **(LT-PT)** have previously worked on activities/scenarios to cultivate musical sensitivity





<p>Main Thematic areas</p>	<ul style="list-style-type: none"> • To use basic English vocabulary that concerns musical instruments • To sing-along in English • To distinguish between the different categories of musical instruments and enrich their vocabulary
<p>Child and Communication (Language)</p>	<p>Suggested Vocabulary castanets, flute, guitar, drum, piano, trumpet, clarinet, music, rhythm, song, melody, sound, maestro</p> <p>Suggested phrases musical instruments, I can play the guitar/piano, I can hear the piano/guitar, Let's hear a song!, Let's make a band!</p>
<p>Child , Body, Creation and Expression</p>	<ul style="list-style-type: none"> • To identify and categorize primary musical instruments • To discover the capabilities of musical expression offered by their bodies • To practice and develop their aesthetic judgment of listening to music through experiential activities • To express themselves through music
<p>Thematic areas involved Child and Communication</p>	<ul style="list-style-type: none"> • To communicate and collaborate with their peers in order to reproduce sounds and exchange information that has to do with music education
<p>Child, Self and Society</p>	<ul style="list-style-type: none"> • To process information through photographic material so as to get to familiarize themselves with different musical instruments and their popularity of each in every country • To develop social sensitivity and respect for music education
<p>Developing attitudes</p>	<ul style="list-style-type: none"> • To develop a feeling of love for music • To understand the value and benefits of music education • To realise that musical creation takes place when human feelings are translated into motion and music • To become familiar with the idea that the human body expresses inner feelings by externalising them through motion, gestures, expression, and sounds





- ✓ Kiki the koala
- ✓ Riri the parrot
- ✓ Flashcards of various musical instruments
- ✓ Made-up musical instruments
- ✓ “Kiki’s and Riri’s Adventures” picturebook
- ✓ “Let’s Make a Band!” song
- ✓ Carton, glue, paper, coloured markers, tissue box, rubber bands, pringle boxes, tape, chopsticks, bottle caps and other materials for crafts



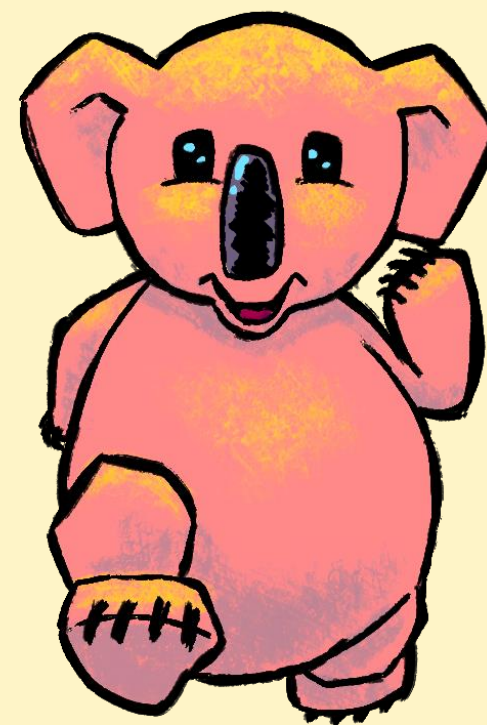


Description of the procedure and
suggested activities








Kiki comes to class and greets the children with excitement. She says: **“Hi everybody. Riri the parrot will be here with us today and I’m so happy!”**. (PT) We ask her who Riri the parrot is. (LT) Kiki responds: **“Riri the parrot is my friend. She mimics the sounds of musical instruments with her beak!”**. However, Kiki doesn’t understand these sounds because she doesn’t remember the instruments. Kiki wants to learn jointly how to recognise the different sounds of musical instruments so they can all participate in the upcoming school concert.






 First, the children listen and pay attention to the illustrations of the story. Then they discuss it with the help of both teachers, who ask appropriate questions (**“What happens? What can they play? What’s going to happen next?”**)

 **(LT-PT)** We reread the story and pause from time to time to repeat phrases from the story. We use visual material (flashcards of the musical instruments) and re-enact scenes with Kiki and Riri.

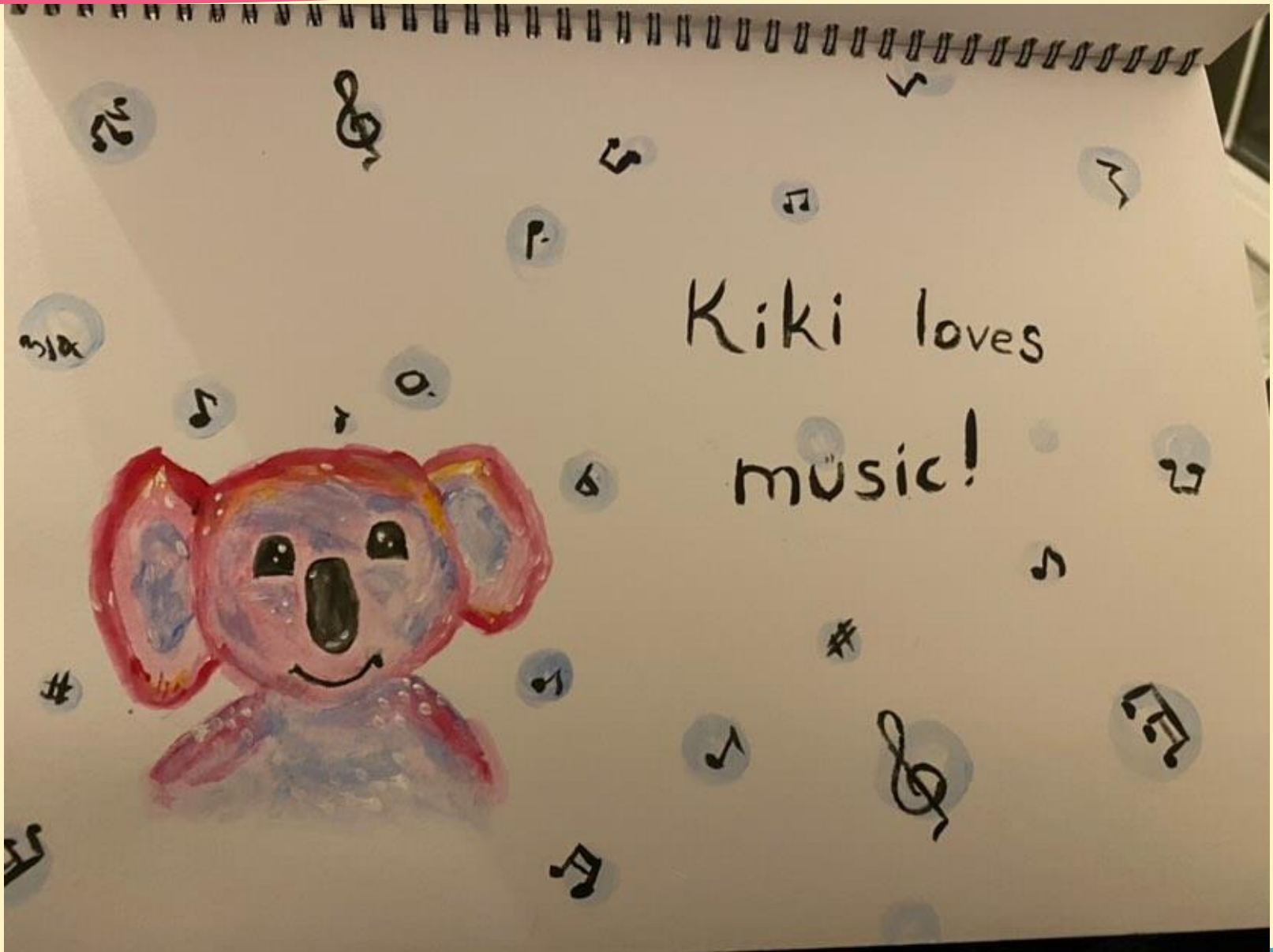
 **(LT-PT)** We ask simple questions in English and **(PT-LT)** we can help further if needed with simple questions in L1, before introducing the main part of the

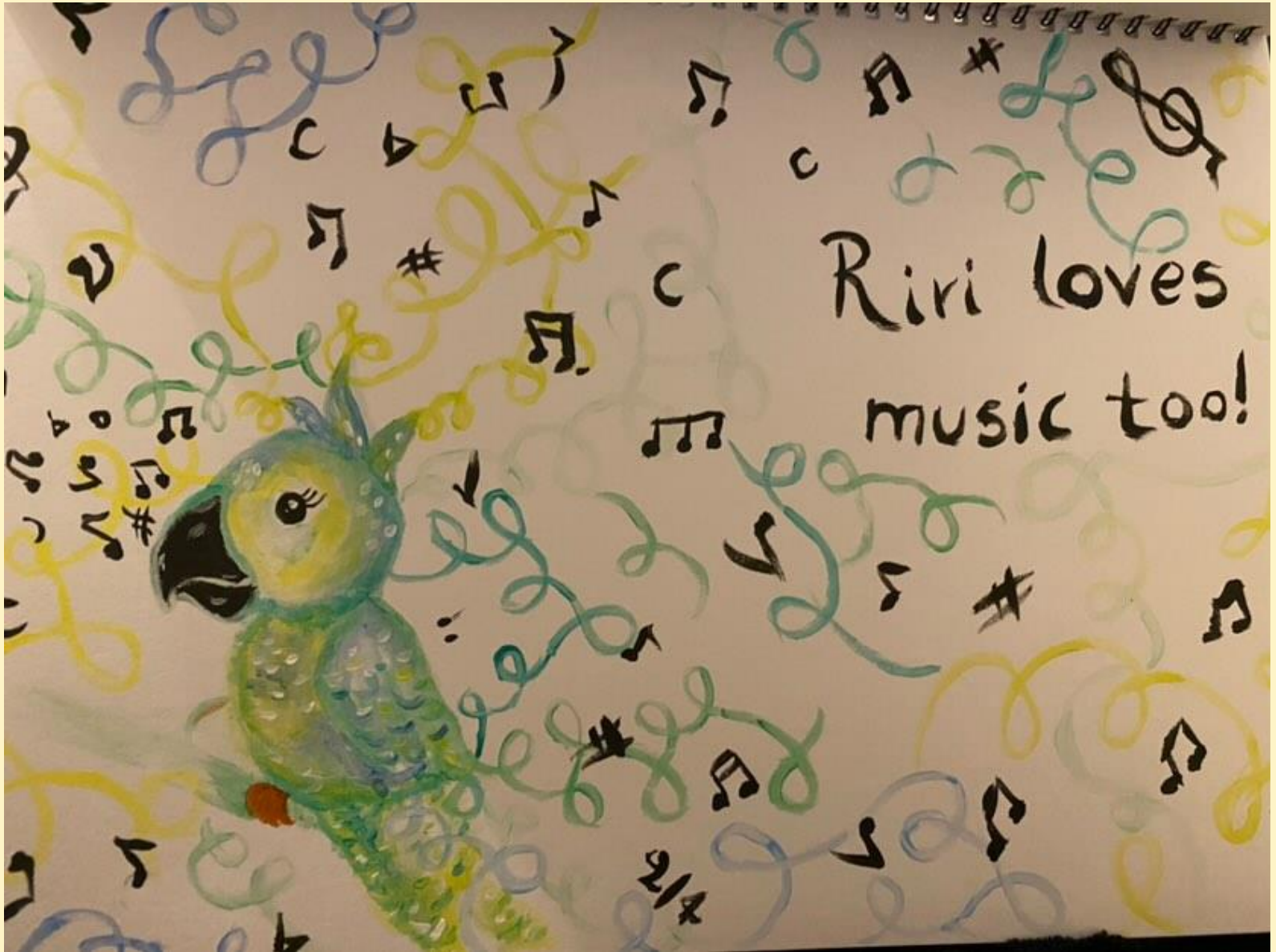
scenario.

 The children can also act out the story in small groups with flashcards and puppets. It is important to mention that children are not supposed to read or write any of the English words that correspond to musical instruments.





















 **(PT-LT)** After reading the book, we proceed with a presentation that includes pictures of different instruments accompanied by recordings of their distinguished sounds.

 Once the children get familiar with the images and sounds, we divide them into groups and play a digital game, asking them if they can recognize the musical instruments they hear. We can also incorporate some TPR in this kind of activity.

 **(LT-PT)** Then, we repeat the process and simultaneously show them flashcards with the corresponding instruments.

 Afterwards, alongside the preschool teacher, we hand out to each group a colouring page that depicts a musical instrument and help students

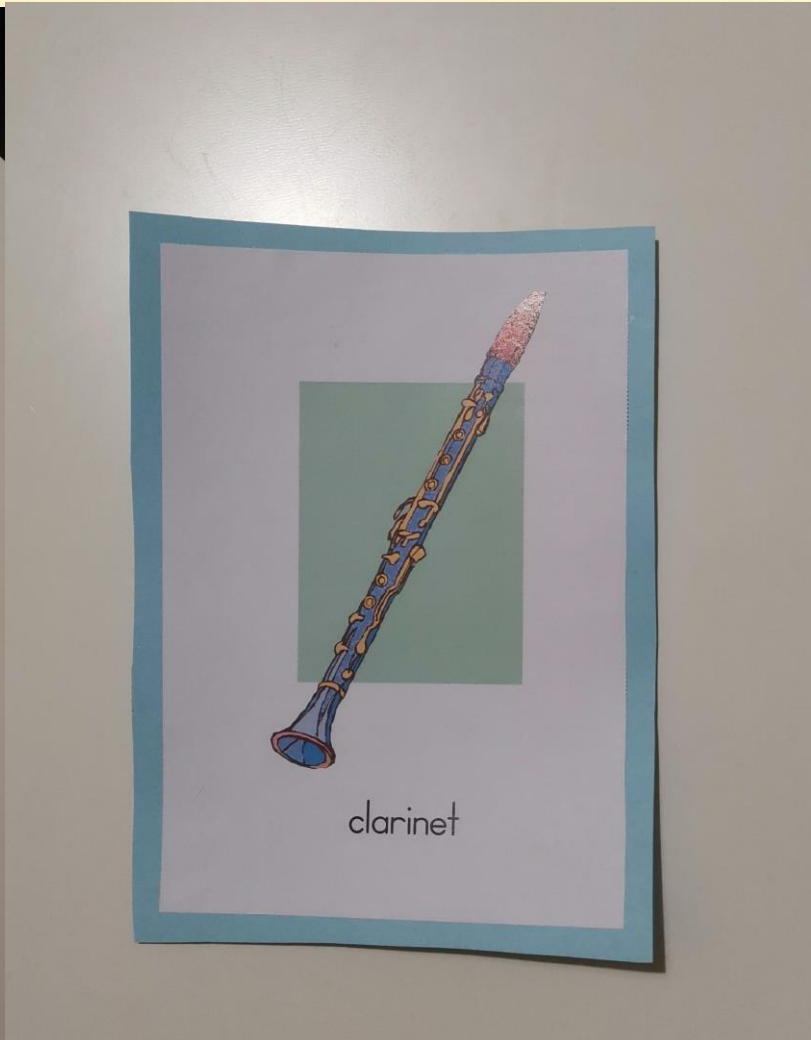
where needed. We can make a collage out of their drawings and put them up at the music corner of the classroom.

(clarinet) (flute) (guitar) (trumpet) (piano) (drum) (castanets)





Listen and guess!





Musical Instruments



(Castanets)



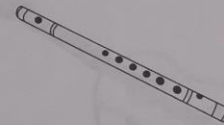
(Guitar)



(Drum)



(Piano)



(Flute)



(Clarinet)



(Trumpet)





I can play the **clarinet**

And you can play the **flute**

My friend can play the **trumpet**

Can you play it too?

Kiki can play the **piano**

Riri can play the **guitar**


Our teacher is our **maestro**

Let’s all make a band!


Music video playing in the background








 We can keep our students divided into groups from the previous activity and assign to each group a musical instrument. We play the music videoclip and the children in each group sing and dance alternatively or in any way decided. We play the song for a second time and ask each group to dance when they watch and hear the name of their musical instrument. **(LT-PT)** We can help and participate in this process.



 **(PT-LT)** We distribute the bingo paper sheets while **(LT-PT)** we explain the rules of the game.


 **(LT-PT)** Printed on the paper sheet are images of the musical instruments we have previously learnt. The EFL teacher explains the rules of the game; the students have to circle the image that corresponds to the word their teacher utters, such as **“Piano”**. For better understanding, we can demonstrate the process of the game with the help of the preschool teacher.


 The student that has circled four instruments horizontally or vertically shouts: **“Bingo!”** and is the winner.


 **(LT-PT)** Kiki and Riri can give them clues when they feel confused, and check that they have circled the right image.





 **(PT-LT)** Before coming to class, we have already created paper headbands with the glued paper images of the musical instruments.


 **(LT-PT)** We separate the children in two groups and each one of them wears a hat with a musical instrument glued on it. Then, they form two identical rows.

 **(LT-PT)** The first child of each row stands opposite of the other children so that they can see the picture on the hat. The other children have to describe the instrument depicted on it by using simple phrases

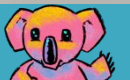
already acquired in previous scenario (I love the colour of my shoes!)


 **-It's brown -It's yellow**


-It's a guitar -It's a trumpet


 When the child finds the instrument, he/she goes at the end of the row and the next child takes its place. The game goes on until the children guess every instrument.







 **(PT-LT)** We ask the students to sit on the ground and form a circle.

 **(LT-PT)** Kiki says to them: **“When you hear the guitar, dance!”**, **“When you hear the drum, jump!”**, **“When you hear the flute, sit down!”**.


 **(LT-PT)** Riri secretly helps students by demonstrating the moves. When Kiki plays the guitar, Riri dances and when she plays the flute, Riri sits down.


 There is no winner or loser in this game since the aim is for students to learn to recognise the different sounds of the musical instruments. Thus, all mistakes are acceptable, and the teachers must positively reinforce students in order to motivate them.

 At the end of the game, each student gets a bag filled with candies and a wooden magnet of an instrument to remember this musical experience.





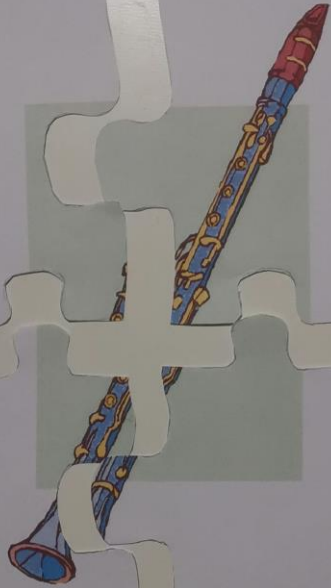
 **(PT-LT)** Before coming to class, we have printed pictures of the musical instruments and cut them in puzzle pieces. Then, during breaktime, we hide those pieces in different spots of our classroom. We also have to bring along a music box.

 **(LT-PT)** After playtime is over, we tell them that Kiki and Riri want to play “treasure hunt”. Students are divided in teams of four and Kiki explains to them the rules of the game. Each team has to spot the missing pieces in order to reconnect the puzzle and unlock the music box. However, they need to identify the musical

instrument that the puzzle pieces make up and say its name out loud (**e.g., Trumpet!**) to unlock the music box.







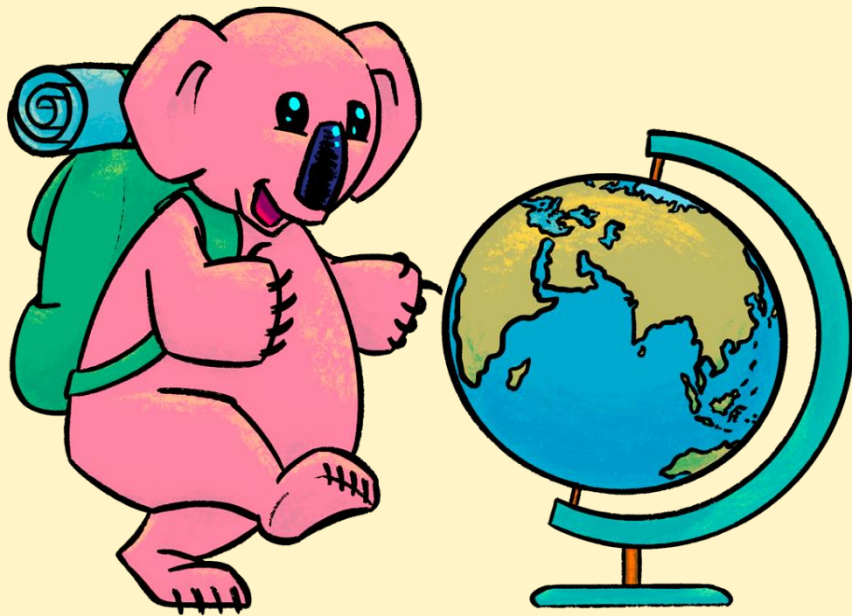
clarinet



castanets










During the weekend, **(LT-PT)** we arrange a school trip with the children and their parents to a musical show. After the show we ask them what impressed them and if they recognised any of the instruments we talked about in class. If we cannot attend a musical show, we can as well organise a school concert in the classroom and invite parents and friends. Alternatively, we watch the episode “Made Up Musical Instruments” from the animated series “Peppa Pig”, and recreate some of the musical instruments that Peppa and her friends made with the help of their teacher to show to Kiki and Riri.






 **(PT-LT)** After watching the Peppa pig episode about making our own musical instruments, in cooperation with the preschool teacher, we can collect materials such as empty tissue boxes, beer bottle caps, Pringles boxes, chopsticks and bring them in class.

 **(LT-PT)** Kiki suggests that the kids make their own musical instruments and give them to Riri as a souvenir to take with her to the Caribbean.

 **(LT-PT)** During the process, we help them to create the instruments.





 For the evaluation, we play musical chairs to develop auditory discrimination. Children have to listen carefully for the difference between sounds and silence and engage their whole body during the game. We set out chairs around the room (one for each player), then we play the recordings of the musical instruments we have introduced in class. While the music is playing, everyone is dancing around the room. When the music stops, the students have to sit on one of the chairs. Whoever didn't get to a chair in time is "out" of the game. Every time the music stops, students have to guess the

name of the musical instrument and say it altogether out loud.



Act out our song "Let's Make a Band!"





Acknowledgements/Credits

ean.auth.gr

• **Rhythm of the song:** “Tequila” by The Champs
(1958)

• **Lyrics of the song:** written by Dorothea
Zinonidou

• **Peppa Pig Series**

Episode: “Made Up Musical Instruments”

Creators: Neville Astley and Mark Baker

Series Directed by: Mark Baker, Neville Astley,

Joris van Hukzen, Phil Hall and Sarah Roper

Illustrator: Mark Baker Stars: John Sparkes,
Richard Ridings and Morwenna Banks

Bingo template taken from:

https://www.printablee.com/post_custom-bingo-card-printable-template_306990/

Flashcards printed from: <https://esl-kids.com/flashcards/musicalinstruments.html>

