



AIM: To recognise different instruments being played in a piece of music and practise the vocabulary of instruments and musicians.

1. Play the first part of the music without images (00.10-00.55) and ask pupils if they can identify any instruments being played. Elicit some answers from your pupils.
2. Replay the track with images for pupils to check their predictions.
3. Give out the worksheet. Pupils complete question 1 and write the names of the instruments next to the pictures.
4. Show a frame from the video, pausing at (00.55) and elicit answers. *Answers: Violin, piano and cello.*



5. Ask: What do we call the musician who plays the violin/piano/cello? Elicit answers and ask pupils to complete question 2 on the worksheet. Ask pupils if they can think of any more examples and write them on their worksheet.
6. Explain what a soloist is and ask pupils how many soloists they can hear and what instruments they play. *Answer: There are two soloists: piano and violin.*
7. Discuss with pupils how the quality of sound would change if the other violins did not play. What would the music sound like without the team of other violinists? *The music would still be beautiful but it would be less resonant as a musical piece. The overall effect can feel flat or without depth.* So what can we say about the teamwork in this music? *Teamwork is important to get the overall effect.* Make connections between the teamwork in the music and the teamwork in class so pupils understand why it is important.
8. Split the class into groups of 3-4 and ask the groups to decide on a title for this piece of music. Have pupils present their titles and vote on the best one.
9. Finally, show the beginning or end of the music video and reveal the title of the piece '*Adagio for violin, piano and string orchestra*'. (*Adagio = a musical composition or movement in adagio (slow tempo.)*) and ask pupils which title they think is best.

AIM: To help pupils realise that music helps us to express our feelings and that we all experience it differently.

1. Intro. The teacher asks the pupils:

- a. Do you like music? How does it make you feel?
 - b. What do you listen to?
 - c. When do you listen?
 - d. What do you do when you listen to music?

The teacher asks the pupils to think of different types of music in pairs and then elicits them.

The pupils categorise them (however they prefer) and say why in groups of four. (number 1 on the worksheet).

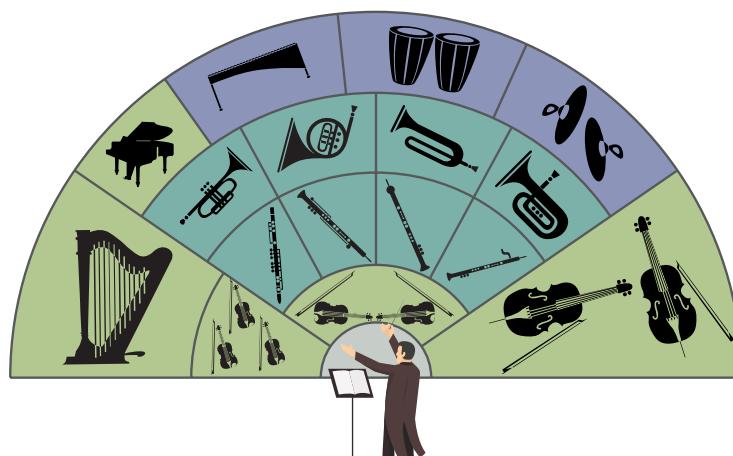
2. Visualisation. Pupils listen to the music without the video and as they listen the teacher gives them prompts to guide them.

- a) As you listen to the music, think of a place. Are you inside or outside?
 - b) Now think about the weather or the temperature. What's it like?
 - c) Think about who is with you? Are you alone, with friends, with family?
 - d) What can you smell, feel, taste, see or hear around you?
 - e) What is happening around you?

Pupils now tell their partner what they visualised as they listened to the music. They say how it made them feel. (**OPTIONAL:** give them vocabulary to choose from - happy, excited, bored, sad, ...). They also say whether they liked the music or not. In open class the pupils say how the music affected them and whether they liked it. Follow-up questions:

- a) Did everyone have the same ideas? Is that ok?
 - b) Is it very different to the music you listen to/play? How? Why?

3. The teacher asks pupils what we communicate through the music in an orchestra (as in the video) (feelings, stories, information, history ...). Then she asks them if they know any of the instruments or parts of a symphony orchestra, or people in it - eliciting answers to introduce the topic (number 2 in the worksheet). She says that an orchestra is one form of playing music together but is similar to other ways of making music in a group. She asks pupils to match the parts of an orchestra to their instruments and their positions (number 3 on the worksheet).



INSTRUMENT	INSTRUMENT FAMILY	MUSICIAN	POSITION
<i>Cymbals</i>	PERCUSSION	<i>Percussionist</i>	<i>At the Back</i>
<i>Timpani</i>			
<i>Marimba</i>			
<i>Trumpet</i>	WIND (BRASS)	<i>Trumpeter</i>	<i>Behind the Strings</i>
<i>Trombone</i>		<i>Trombonist</i>	
<i>French Horn</i>		<i>Horn Player</i>	
<i>Tuba</i>		<i>Tuba Player</i>	
<i>Flute</i>		<i>Flautist</i>	
<i>Clarinet</i>		<i>Clarinetist</i>	
<i>Bassoon</i>		<i>Bassoonist</i>	
<i>Oboe</i>	WIND (WOOD)	<i>Oboist</i>	<i>Close to the Conductor</i>
<i>Piano</i>		<i>Pianist</i>	
<i>Harp</i>		<i>Harpist</i>	
<i>Violin</i>		<i>Violinist</i>	
<i>Viola</i>		<i>Violist</i>	
<i>Cello</i>		<i>Cellist</i>	
<i>Double Bass</i>		<i>Double Bass Player</i>	

4. Pupils watch the video and say which instruments are in the orchestra and which one they preferred listening to (number 4 on the worksheet). The teacher elicits that this is a violin, piano and string orchestra and that there are different types.

5. Ways of communicating.

The teacher explains that in the visualisation activity they communicated through music - they expressed their feelings. Then the teacher asks other things which can be communicated through music (celebrations: birthdays, holidays; love; for learning in class; stories: in films, in music videos ...) (number 5 on the worksheet). The teacher asks pupils to think of other ways of communicating apart from music (talking, phone calls, texting, video messaging, presenting (projects) in class, in books, comics, blogs, through our facial expressions and body language ...) (number 6 on the worksheet). The teacher asks (number 7 on the worksheet):

- a. Tell your partner ways that you communicate.
- b. How do you prefer to communicate? Think of two ways.
- c. Are we all the same? Is that ok?

- 1.** Think of different types of music in pairs and put them into groups in the boxes.

- 2.** Look at the picture of a violin, piano and string orchestra. Do you know any of the instruments? Do you know the instruments or the names of the musicians in a symphony orchestra?



3. Match the instruments to the family of instruments, the parts of a symphony orchestra, their positions and to the musicians who play them. Why do you think the instruments are in those positions?



INSTRUMENTS

OBOE	CYMBALS	CELLO	VIOLA
TROMBONE	MARIMBA	TRUMPET	DOUBLE
BASS	FLUTE	TUBA	CLARINET
BASSOON	PIANO	HARP	TIMPANI
FRENCH	HORN	VIOLIN	

MUSICIANS

PERCUSSIONIST	TRUMPETER	TROMBONIST	CLARINETIST
FLAUTIST	HORN PLAYER	TUBA PLAYER	VIOLINIST
OBOIST	PIANIST	HARPIST	DOUBLE BASS PLAYER
VIOLIST	CELLIST	BASSOONIST	

POSITION

BEHIND THE STRINGS	AT THE BACK	CLOSE TO THE CONDUCTOR
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4. Next watch the video and say which instruments are in the orchestra. Which instrument do you prefer to listen to?
5. What can we communicate through music

Birthdays,

6. What different ways of communicating are there?

Talking, phone calls,

7. Talk with your partner.

- a) How do you communicate? Think of two ways.
- b) How do you prefer to communicate?