



## LESSON PLAN

**Title:** Music kinetics and outdoor games with musical instruments

**Duration:** 45 minutes

**Grades:** 1<sup>st</sup> and 2nd grade of Primary School

### Teaching - Learning Objectives:

- Ice-breaker activity (if it is the beginning of the school year)
- To learn to cooperate and work as a team
- To practice memory and alertness skills
- To move rhythmically
- To gain control of their body and movements
- To learn to distinguish tones
- To get to know 5 percussion instruments of the ORFF system.

### Means and materials:

Portable Bluetooth Speaker

Percussion instruments (drum, tambourine, sticks, maracas, bells)

### Location:

The school yard

### Teaching Process:

#### Warm up exercise– Ice breaker

●The children spread out in the area we have designated in the schoolyard. A dance instrumental piece is on and we encourage the children to dance freely to the rhythm. When the music stops, everyone freezes. We repeat this twice.

●The music starts again and ,this time , when it stops , we tell the children that they should grab the hands of whoever is next to them and become a couple. When the music starts again, everyone dances alone again. We tell the children that the couples must be different each time. If the number of children is not even, we allow three children to form a trio. We repeat this 4 more times.

#### Musical Instruments Game

●We show the children the drum and the way its sound is produced. We play quarter note drum beats and ask them to walk around following the rhythm correctly. We emphasize that each beat is a step. When we stop (pause) everyone freezes. We repeat the process until all the children find the right rhythm.



- We ask a child to be our helper and play the tambourine to demonstrate the instrument to the rest of the children. We show them the way it is played and explain to them that when they hear its sound they should all sit down (do a deep squat).
- We start again with the drum (steps) and when we pause, everyone freezes. When we ask our helper to play the tambourine, everyone does a deep squat. We repeat a few times until all the children understand the activity.
- Then, we introduce the rest of the instruments, one at a time, always making sure that the children walk in the right rhythm and remember the right movements each time.
- When we play the sticks, the children should stand one behind the other in a line very quickly. We should always show the first one in line where to stand.
- When we play the maracas, everyone stretches their arms as high as they can to "reach the sky".
- The last instrument to be introduced are the bells. Once the children hear the bells ringing, they should form a circle.

### **Observations – Assessment**

- Children should get a lot of practice to associate the instruments with the movements they make. Every time we introduce an instrument, we should make sure they clearly understand the instructions given to them.
- Children should take turns to be the helpers who play the instruments during the game.
- At the end of the game, the children should be able to remember and react correctly to the sound of the musical instruments and be able to recognize their different tones even if they cannot see them when played.
- We should pay special attention to how long it will take the children to stand in line or form a circle, to how they cooperate with each other- putting aside their tendency to be leaders- and finally to how effective the activity will be.

### **Interdisciplinary Connections**

- Music and Physical Education
- Music and Mathematics