

Keyword(s):	Oracy				Literacy			Vocabulary	Language Awareness, Knowledge about Language	Intercultural Awareness	Language Learning Strategies																																													
	Spoken interaction, Meditation	Spoken production, reading aloud	Pronunciation, articulation	Listening and Understanding	Perception and Differentiation	Reading and Understanding	Writing (creative)					Writing (reproductive)																																												
Space:		*	*	*		***		***	***	*	***																																													
1. Rhythmic vocalisation	<b>Time:</b> 10-15 minutes <span style="float: right;"><b>Language level:</b> Basic - Advanced <b>Music level:</b> Basic - Advanced</span>																																																							
2. Singing	<b>Scramble</b>																																																							
3. Body percussion	<b>Learners will...</b> listen carefully to a piece of music – and select/reject describing words and phrases																																																							
4. Playing instruments	<b>Standard procedure</b>																																																							
5. Dancing and moving	<ol style="list-style-type: none"> <li>1. Select a piece of music, then decide on appropriate words which describe and don't describe the music. For example - if there is a violin playing you might produce 2 cards: violin, and guitar. (These words are cognates in many other languages e.g. <i>violon</i> and <i>guitare</i> in French).</li> <li>2. Divide children into groups of 5-6.</li> <li>3. Share out packs of word cards amongst the groups. Some cards may be blank – so that children can print their own descriptive words if they wish.</li> <li>4. Listen to the recording. Whilst listening, children divide their cards into 2 sets– those words that describe the music, and those that don't. They might also have a third set - words that are ambiguous or unknown - but encourage guessing in this case. Tell them they have until the music finishes to complete the task (around 3 minutes).</li> <li>5. Ask groups to share with each other which words they chose – and which they rejected.</li> <li>6. Feedback: Tell the children about the music and reveal the words that link to the music. Some words may be ambiguous and promote discussion (e.g. loud, old).</li> </ol>																																																							
6. Exploring, improvising, composing																																																								
7. Listening to music	*	*	*																																																					
8. Painting, writing, reading music																																																								
9. Using ICT	<b>Example:</b> <a href="http://www.youtube.com/watch?v=zhVXsBn1pOw">Recording of Needle in a Haystack</a> – Velvelettes [http://www.youtube.com/watch?v=zhVXsBn1pOw accessed 22/May 2011]																																																							
10. Conducting - teaching music	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Words that do or don't describe the music</th> <th colspan="2">Words that may be ambiguous</th> </tr> </thead> <tbody> <tr> <td>Blues</td> <td>Drums</td> <td>Emotional</td> <td>Broken hearted</td> <td>Celebration</td> </tr> <tr> <td>Strings</td> <td>Double bass</td> <td>Good singer</td> <td>Reggae</td> <td>Brass band</td> </tr> <tr> <td>Female vocalist</td> <td>Piano</td> <td>Voice</td> <td>Vocal group</td> <td>Humorous</td> </tr> <tr> <td>Solo</td> <td>Sad</td> <td>Deep voice</td> <td>Unsettling</td> <td>Film music</td> </tr> <tr> <td>Love song</td> <td>Melancholic</td> <td>Dance music</td> <td>Old</td> <td>High voice</td> </tr> <tr> <td>Relaxing</td> <td></td> <td>Off-beat</td> <td>Story</td> <td>Ballet</td> </tr> <tr> <td>Male vocalist</td> <td></td> <td>Rhythmical</td> <td></td> <td>Loud</td> </tr> <tr> <td>Northern Soul</td> <td></td> <td>Heart</td> <td></td> <td></td> </tr> </tbody> </table>											Words that do or don't describe the music			Words that may be ambiguous		Blues	Drums	Emotional	Broken hearted	Celebration	Strings	Double bass	Good singer	Reggae	Brass band	Female vocalist	Piano	Voice	Vocal group	Humorous	Solo	Sad	Deep voice	Unsettling	Film music	Love song	Melancholic	Dance music	Old	High voice	Relaxing		Off-beat	Story	Ballet	Male vocalist		Rhythmical		Loud	Northern Soul		Heart		
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Multimedia:

Notes


