

Keyword(s): reading notation, arranging	Oracy				Literacy			Vocabulary	Language Awareness, Knowledge about Language	Intercultural Awareness	Language Learning Strategies																																																																								
	Spoken interaction, Mediation	Spoken production, reading aloud	Pronunciation, articulation	Listening and Understanding	Perception and Differentiation	Reading and Understanding	Writing (creative)					Writing (reproductive)																																																																							
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1. Rhythmic vocalisation	*	Time: 10' for the main activity Space: typical classroom with desks or a circle of chairs								Language level: Basic Music level: Basic																																																																									
2. Singing		TAK-TAK (Reading)																																																																																	
3. Body percussion		Young learners will... read a musical notation, improve articulation, develop an understanding of graphical notation and being creative in different ways																																																																																	
4. Playing instruments		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>1</td> <td>TAK</td> <td></td> <td>TAK</td> <td></td> <td>TAK</td> <td>TAK</td> <td>DUN</td> <td></td> </tr> <tr> <td>2</td> <td>TAK</td> <td>TAK</td> <td>TAK</td> <td>DUN</td> <td>TAK</td> <td></td> <td>DUN</td> <td>TAK</td> </tr> <tr> <td>3</td> <td>TAK</td> <td></td> <td>TAK</td> <td>DUN</td> <td>TAK</td> <td></td> <td>DUN</td> <td>TAK</td> </tr> <tr> <td>4</td> <td>DUN</td> <td>DUN</td> <td>DUN</td> <td></td> <td></td> <td></td> <td>TAK</td> <td>TAK</td> </tr> <tr> <td>5</td> <td>DUN</td> <td></td> <td></td> <td></td> <td>TAK</td> <td>TAK</td> <td>TAK</td> <td></td> </tr> <tr> <td>6</td> <td>TAK</td> <td></td> <td>TIK</td> <td></td> <td>TAK</td> <td>TAK</td> <td>DUN</td> <td></td> </tr> <tr> <td>7</td> <td>DUN</td> <td>TAK</td> <td>TIK</td> <td>TAK</td> <td>DUN</td> <td>TAK</td> <td>TIK</td> <td></td> </tr> <tr> <td>8</td> <td>TIK</td> <td></td> <td>TIK</td> <td>DUN</td> <td>TIK</td> <td></td> <td>DUN</td> <td></td> </tr> </table>										1	TAK		TAK		TAK	TAK	DUN		2	TAK	TAK	TAK	DUN	TAK		DUN	TAK	3	TAK		TAK	DUN	TAK		DUN	TAK	4	DUN	DUN	DUN				TAK	TAK	5	DUN				TAK	TAK	TAK		6	TAK		TIK		TAK	TAK	DUN		7	DUN	TAK	TIK	TAK	DUN	TAK	TIK		8	TIK		TIK	DUN	TIK		DUN	
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5. Dancing and moving																																																																																			
6. Exploring, improvising, composing	*																																																																																		
7. Listening to music																																																																																			
8. Painting, writing, reading music	* * *																																																																																		
9. Using ICT																																																																																			
10. Conducting - teaching music		Standard procedure <ol style="list-style-type: none"> With a steady pulse all together read lines 1-12 of the worksheet. Reading in groups, e.g. alternately even and odd lines. Every participant chooses individually one line. The aim is to exercise the chosen pattern in the correct rhythm and with proper articulation. One after another participants perform their pattern while the class repeats (call - response). Children propose other ideas how to arrange, to fill and to play with this music partitur 																																																																																	

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12.	DUN	TAK		DUN	TAK		DUN	TAK

Quelle: Reiter G. (1998). Body Percussion 1. Innsbruck: Helbling

TAK TAK Template

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