

ACT Lesson A1

Engaging with Music

Goals

- Build capabilities of students to focus and pay attention through a “fun” activity.
 - As they act with the musical beat, students will focus on the music.
- Foster language acquisition.
 - Talking about experiences without pressure of being right or wrong will help build language skills and confidence in the use of verbal language.
- Prepare students for further learning during the school day.

Equipment

- CD player and recommended CDs (see Appendix I)
- Musical suggestions
 - Sousa: “Stars and Stripes Forever” march
 - Saint-Saëns: “The Swan,” “Aquarium,” or “Pianists” from Carnival of the Animals
- 2 tennis balls (optional)
- Sets of colored streamers (optional)

Directions

- Play CDs of different musical styles (anything except RAP) with strong beat and rhythm.
- Invite students to clap, march, wave streamers, or bounce tennis balls to the musical beats.

Follow-up

- For each example, ask students to describe what they listened to as they engaged with the music. As an example, suppose they were clapping to the music.
 - *What did you listen to while you were clapping with this music?*
- Tell students there is no right or wrong answer.
 - *Did anyone listen to anything else while they were clapping to the music?*
- Get students to begin to think about what they listened to, and prepare them to think more closely about this in future lessons.

- *Did anyone hear anything in the music that affected the way they clapped?*
- *Did anyone else hear something different in the music that affected their clapping?*
- *Did anyone feel differently than before as they clapped with the music?*
- *In what way?*
- *What was it about the music that made you react that way, do you think?*
- **Make note of interesting words and appropriate vocabulary – write words, phrases, or sentences on an easel or board.**
 - *I like how you used that word in your description.*
 - *Can someone else use that word in a sentence?*
 - *Do we know another word for that?*
 - *Can someone else say that?*
 - *That sounds like what another student said a few minutes ago – here it is on the board.*