



**Funded by  
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**Erasmus+ Project “Developing Selected Key Competences of Students During Lessons and in Extracurricular School Activities” NO. 2024-1-PL01-KA220-SCH-000247484/2**

## **DEMONSTRATION LESSON PLAN IMPLEMENTED AS PART OF THE ERASMUS+ PROJECT**

**SUBJECT:** Music (extracurricular activity)

**CLASS:** 5–10

**DURATION:** 45 minutes

**TEACHER:** Edita Staniulionienė

**SCHOOL NAME:** Riešė St Faustina Kowalska Basic School of Vilnius Region

**LESSON TOPIC:** Music for Fun

### **EDUCATIONAL OBJECTIVES – GENERAL REQUIREMENTS (CORE CURRICULUM):**

- Practising rhythm and motor coordination
- Developing vocal abilities
- Making music together – combining singing, body rhythm, and playing instruments

### **TEACHING CONTENT – SPECIFIC REQUIREMENTS (CORE CURRICULUM):**

**THE STUDENT WILL BE ABLE TO:**

- sing
- play
- improvise

### **KEY COMPETENCES DEVELOPED DURING THE LESSON:**

- Creativity
- Learning-to-learn skills
- Cultural awareness and expression

### **TEACHING METHODS:**

- Whole-group work
- Group work
- Individual work

## TEACHING AIDS:

- A piano, a computer, an interactive whiteboard, and musical instruments.

## GUIDELINES FOR WORKING WITH STUDENTS WITH DIVERSE LEARNING NEEDS:

- Providing differentiated support as needed during musical tasks
- Allowing for flexible participation in group and performance activities
- Monitoring engagement and adapting instructions accordingly

## LESSON STRUCTURE

### 1. INTRODUCTION (5–8 minutes)

#### a) Greeting song

*Here we meet again,*

*Let's sing our joyful song together*

*Let's smile warmly-*

*It's time for our music lesson!*

#### b) Vocal and breathing exercises using J. Strauss II's "The Blue Danube":

- Taking a deep breath through the nose and slowly releasing it while hissing: ssss
- Blowing through the mouth onto a feather
- Working the diaphragm with: s, sh, sz
- Performing lip trills: brrr, drrrr
- Practising articulation with sounds such as: bum bum bum, dum dum, za, dra, etc.

#### c) Singing the song "Bieszczady" (Appendix 2)

### 2. MAIN PART (30 minutes)

- Brief review or learning of: clapping, stomping, tapping
- Repetition of a rhythmic pattern
- Body percussion

**"Spring" by A. Vivaldi (body percussion)** + introduction to the composer

<https://www.youtube.com/watch?v=h1ID9qCVXPA>

**W. A. Mozart – "Turkish March"**

<https://www.youtube.com/watch?v=qUHtIKnvMe0>

- Instrument distribution (Boomwhackers, triangles, maracas, claves, tambourines)

#### **Making music:**

- Students play Boomwhackers and Carl Orff instruments to:

F. Chopin – *Mazurka in D major*, Op. 33

[https://www.youtube.com/watch?v=KS\\_w7Dm-VMM](https://www.youtube.com/watch?v=KS_w7Dm-VMM)

A. Vivaldi – *Spring*

<https://www.youtube.com/watch?v=u-VhaiMjMxc>

S. Joplin – *The Entertainer*

<https://www.youtube.com/watch?v=2kjymfO0SLk>

**Musical improvisation:**

- Students draw cards with instrument names (Appendix 1) and perform rhythms (eighth notes, quarter notes, half notes) to *The Entertainer* by S. Joplin, guided only by listening and watching the conductor's movement.

**3. SUMMARY AND EVALUATION (5–7 minutes)**

**a) Short summary questions:**

- What went well?
- What brought joy?
- What would I like to work on?

**b) Farewell with rhythmic clapping**

**Final musical game – “Swaying Waltz”**

(Students sway to the rhythm of a waltz and clap while singing)

*Thank you all so much*

*For the time we spent in play,*

*Maybe we'll meet again*

*And sing another day.*

*Ref. To the right, to the left, and forward and back,*

*May this happy moment be the one you'll never lack!*

**BIBLIOGRAPHY:**

- [https://pl.wikipedia.org/wiki/Nad\\_pi%C4%99knym\\_modrym\\_Dunajem](https://pl.wikipedia.org/wiki/Nad_pi%C4%99knym_modrym_Dunajem)
- <https://zpe.gov.pl/a/cztery-pory-roku-antonio-vivaldiego/D1BWE83II>
- <https://www.youtube.com/watch?v=h1ID9qCVXPA>
- <https://www.youtube.com/watch?v=qUHtIKnvMe0>
- <https://www.youtube.com/@dydaktykamuzyka8305>

**APPENDICES:**

- Appendix 1

**OPINION BY THE METHODOLOGY TEACHER:**

The lesson plan titled “*Music for Fun*” is well thought out, aligned with the core curriculum, and tailored to the abilities of primary school students. The session is engaging and places strong emphasis on musical activity – vocal, instrumental, and movement-based. The teacher applied varied teaching methods (individual, group, and whole-class), allowing for task differentiation and meeting students' diverse developmental needs.

I highly appreciate the use of Carl Orff instruments and the incorporation of musical improvisation, which foster creativity and musicality. The session includes elements that promote group integration, cooperation, and a positive classroom atmosphere. The selected musical pieces are appropriate in terms of form, complexity, and educational value.

The lesson concludes with a summary and evaluation, supporting students' reflection on their own activity and progress. The plan meets high methodological standards and can be recommended as a model example of effective music teaching practice.

**Lilija Ogint**

**SCHOOL HEADTEACHER'S APPROVAL:**

The lesson plan has received a positive evaluation: I approve it for implementation.

## APPENDIX 1



