

“SMILE ” 2021-1-EL01-KA220-SCH-000032762

Scenario title: Music and nature. A time to go slower

Author's name and country: Catania-Sicily (Italy)

Age of students: 3/4/5 years old – preprimary school

Duration: from September to October

Teaching scenario methodology

Aim and objective:

Use music and rhythm to build group cohesion: get to know each other, share rhythms, express emotions, and enjoy relaxed and peaceful times. Encourage children to pay attention to nature's noises and whispers in the school garden to make them more aware of their surroundings and to practice important skills such as concentration, listening, and patience. Build simple musical instruments with children using materials found in nature. Sharpen your hearing and consider how important it is to protect it from noise and how much more can be heard when you go slower.

General reference to pre -work:

Let us move our bodies, feel the rhythm, focus on our breathing, and relax. In class, we begin with the song. Recycling and natural materials are collected for the construction of simple instruments. Conversations about how you feel when you listen to music and how your feelings change when you listen to different types of music. First, use body parts to create rhythms.

Necessary materials: Pictures, colored towels, relaxing mats, musical instruments, classical music pieces, and rhythmic melodies

Cognitive areas involved: The activities planned will aid in the development of memory, attention and concentration, and creativity. They will aid in the stimulation of motor, coordination, and auditory perception skills.

Description of the teaching scenario

Teaching process/phases/phases:

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Phase A:

Phase A: In the classroom. Play the song We Are Like a Tree. Together with the teacher, mime. We begin to understand the similarities between our body's functions and those of a tree through bodily imitations.

In the garden. Make a circle around our tree. Touch, smell, and caress the bark, branches, and leaves. Close your eyes and listen to the sounds of nature for the first time. Small breathing and yoga exercises are recommended.

Phase B: In the classroom and in the garden. Music, words, emotions. Move to the music as it suggests. Perceive the differences of some musical concepts (time, pulse: slow/fast; intensity: silence/sound).

Phase C: In the garden and in section. Use the objects provided and experiment with their sounds. Creating new rhythms.

Phase D: Build tools with recycled materials.

General conclusion: The activity will focus on all aspects of experience, with a particular emphasis on "*images, sounds, colors,*" "*speeches and words,*" and the "*self and the other.*"

Continuation: We will continue by guiding the children in rhythmic-musical production through the use of unconventional instruments (lids, pots, cutlery, pencils, jars... and later percussion instruments such as maracas, rattles, sticks, triangles to experience the beauty of music that offers well-being and relaxation, allows you to express emotions, have fun, and overcome inhibitions, thanks to the group's support.

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Video Description:

School: IC Italo Calvino

Teachers: Teresa Garaffo

Country: Italy

Brief description of the activity: In the first part, the video includes photos that summarize the work done with the children both outside in the garden and inside the classroom. It then continues on to smaller activities:

1. a child with autism spectrum disorder who plays and experiments with various instruments for his classmates;
2. the song "I am like a tree";
3. musical and rhythmic activities to begin the day;
4. Garden percussion

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Video link:

References:

- J. Pachelbel, canon in D minor
- I am like a tree - <https://www.youtube.com/watch?v=cyXlkBR1KbY>