



B) LESSON PLANS WITH MUSIC

a) Lesson Plan for Environmental Education: Air

Duration	Maximum 45 minutes for each sessions of art form activity Total number of sessions n. 5
Art form	Music
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • The composition of air • The importance of air for life • Properties of air • Causes and the effects of air pollution
Aims	<ul style="list-style-type: none"> • To help students learn the composition and properties of air • To develop students understanding of the importance of air • To raise students awareness and understanding of the causes and effects of air pollution
Lead-in Questions	<ul style="list-style-type: none"> • Why is air important for life? • Can you feel/notice the air on your surroundings? How? • What do you know about air pollution? • How can we reduce/stop air pollution?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • Telling the children that they will learn about air. • Asking children to define what is air for them and what they know about it. • The teacher will explain the subject by using the materials provided by the Lesson Plan and resources that s/he has prepared beforehand by researching on internet and libraries. • Q&A by children. <p>About 45 minutes</p> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • The teacher will start the lyrics of a song on the soil recalling what they have seen in video and discussed previously and ask the children to go on with more sentences. <p>About 30 minutes</p> <p>They try to sing the lyrics on the melody of a song they all know, or try to create a new melody for their song. They will rehearse and prepare a performance with their song.</p> <ul style="list-style-type: none"> • The teacher will record (audio) or will film the performance. <p>About 45 minutes</p>

	<p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Uploading the songs on the ARTinED wiki • Filling ARTinED questionnaires <p>About 15 minutes</p>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons.
<p>Classroom management</p> <ul style="list-style-type: none"> • <i>What is the role of the teacher?</i> • <i>What is the role of the artist?</i> • <i>What instructions will be given to the students?</i> • <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i> • <i>What/Are there any preparations do the teachers and the students need to do?</i> 	<ul style="list-style-type: none"> • The teacher will explain the topics and will help students to explore their creativity. • The artist, if present, will help children to create melodies and rhythms. • Children can express their creativity in ways that are not the ones the teacher expects. This should not be a problem, on the contrary, it is essential to include the imagination of all children. • The teacher will need to prepare beforehand the materials that s/he want to show to explain the subject and be prepared to transfer her enthusiasm for music. • The teacher will have to be prepared to record the songs and be able to upload them on the project wiki (she may use the appropriate tutorials provided by the project)
<p>Expected outcomes</p>	<p>By the end of the lesson, the learners will have</p> <ul style="list-style-type: none"> • an understanding of the composition of air • developed an understanding of the importance of air for life • developed an understanding of the properties of air • developed awareness and understanding of the causes and effects of air pollution
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for Teachers</p>	<p>In English Language Composition of air: http://www.youtube.com/watch?v=H_e-sNXAPQs Environment and air pollution http://www.youtube.com/watch?v=jFxBQry4ILM</p>

b) Lesson Plan for Environmental Education: Soil

Duration	5 class hours (45 minutes each)
Art form	Music
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • What is soil • The importance of soil for life • Contents of soil • Formation of soil • Soil layers • Soil Types • Soil erosion • How to stop soil erosion
Aims	<ul style="list-style-type: none"> • To help students learn what soil consists of, types and layers of soil • To develop students understanding of the formation of soil emphasizing the time required • To raise students awareness and understanding of the importance of soil for life • To raise students' understanding of the causes of erosion and the ways to stop it
Lead-in Questions	<ul style="list-style-type: none"> • What does soil consist of? • Is soil the same everywhere? • How much time do you think is needed for the formation of soil in nature? • What do you know about soil erosion? (Causes, effects and the ways to stop/reduce it)
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • Telling the children that they will learn about soil. • Asking children to define what is soil for them and what they know about it. • The teacher will explain the subject by using the materials provided by the Lesson Plan and resources that s/he has prepared beforehand by researching on internet and libraries. • Q&A by children. <i>About 45 minutes</i> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • The teacher will start the lyrics of a song on the soil recalling what they have seen in video and discussed previously and ask the children to go on with more sentences. <i>About 30 minutes</i> • They try to sing the lyrics on the melody of a song they all know, or try to create a new melody for their song. • They will rehearse and prepare a performance with their song. • The teacher will record (audio) or will film the performance. <i>About 45 minutes</i>

	<p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Uploading the songs on the ARTinED wiki • Filling ARTinED questionnaires <p>About 15 minutes</p>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons, post-it of different colours. • Video recording devices (also mobile phones can be used)
<p>Classroom management</p> <ul style="list-style-type: none"> • <i>What is the role of the teacher?</i> • <i>What is the role of the artist?</i> • <i>What instructions will be given to the students?</i> • <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i> • <i>What/Are there any preparations do the teachers and the students need to do?</i> 	<ul style="list-style-type: none"> • The teacher will explain the topics and will help students to explore their creativity. • The artist, if present, will help children to create melodies and rhythms. • Children can express their creativity in ways that are not the ones the teacher expects. This should not be a problem, on the contrary, it is essential to include the imagination of all children. • The teacher will need to prepare beforehand the materials that s/he want to show to explain the subject and be prepared to transfer her enthusiasm for music. • The teacher will have to be prepared to record the songs and be able to upload them on the project wiki (she may use the appropriate tutorials provided by the project)
<p>Expected outcomes</p>	<p>By the end of the lesson, the learners will have</p> <ul style="list-style-type: none"> • learnt what soil consists of, its types and layers • developed an understanding of the formation of soil recognising the time required • increased their awareness and understanding of the importance of soil for life • an understanding of the causes of erosion and the ways to stop it causes and effects of air pollution
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for teachers</p>	<p>Videos and animations in English language</p> <p>http://www.youtube.com/watch?v=hUTz_x-AHU4&feature=related</p> <p>http://www.youtube.com/watch?v=mcSeggMIqww&feature=related</p> <p>http://www.funsci.com/fun3_it/esperi/esperi.htm#risorse</p>

c) Lesson Plan for Environmental Education: The Sun

Duration	Maximum 45 minutes for each sessions of art form activity Total number of sessions n. 5
Art form	Music
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • The sun as a natural resource for human beings and plants • The harmful effects of the sun
Aims	<ul style="list-style-type: none"> • To help students gain an understanding of the use and importance of solar energy, • To raise students' awareness of the harmful effects of the sun and how to avoid them.
Lead-in Questions	<ul style="list-style-type: none"> • Can we live without the sun? Why is the sun important for life? • Does the sun have any harmful effects for people? • How can we protect from the harmful effects of the sun?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • Telling the children that they will learn about the sun and its energy. • Asking children to define what is the sun for them and what is its energy. • The teacher will explain the subject by using the materials provided by the Lesson Plan and resources that s/he has prepared beforehand by researching on internet and libraries. • Q&A by children. <p>About 45 minutes</p> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • The teacher will give children simple music instruments and invite the children to think of the sun and 'play' anything that the sun's energy will suggest them. S/he will ask children to explain what they have intended to play. • Then, s/he will start the lyrics of a song on the sun recalling what they have seen in video and discussed previously and ask the children to go on with more sentences. <p>About 30 minutes</p> <ul style="list-style-type: none"> • They try to sing the lyrics on the melody of a song they all know, or try to create a new melody for their song. • They will rehearse and prepare a performance with their song. • The teacher will record (audio) or will film the performance. <p>About 45 minutes</p> <p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Uploading the songs on the ARTinED wiki • Filling ARTinED questionnaires <p>About 15 minutes</p>

<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons • Simple music instruments • video recording devices (also mobile phones can be used)
<p>Classroom management <i>What is the role of the teacher?</i> <i>What is the role of the artist?</i></p> <p><i>What instructions will be given to the students?</i></p> <p><i>Are there any anticipated difficulties?</i> (your suggestions to overcome the difficulties)</p> <p><i>What/Are there any preparations do the teachers and the students need to do?</i></p>	<ul style="list-style-type: none"> • The teacher will explain the topics and will help students to explore their creativity. • The artist, if present, will help children to create melodies and rhythms. • Children can express their creativity in ways that are not the ones the teacher expects. This should not be a problem, on the contrary, it is essential to include the imagination of all children. • The teacher will need to prepare beforehand the materials that s/he want to show to explain the subject and be prepared to transfer her enthusiasm for music. • The teacher will have to be prepared to record the songs and be able to upload them on the project wiki (she may use the appropriate tutorials provided by the project)
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt about</p> <ul style="list-style-type: none"> • the use and importance of solar energy, • the harmful effects of the sun and how to avoid them
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for teachers</p>	<p>In English http://www.neok12.com/Sun.htm http://www.natgeoeducationvideo.com/film/971/sun</p>

d) Lesson Plan for Environmental Education: Water

Duration	Maximum 45 minutes for each sessions of art form activity Total number of session n. 6
Art form	Music and Drama
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • Importance of water for life • Ways to save water • Water cycle in nature • The causes and effects of water pollution • Ways to prevent water pollution • Some interesting facts about water
Aims	<ul style="list-style-type: none"> • To increase students' awareness of the importance of water for life • To inform students about the ways of saving water • To develop an understanding of the process of water cycle in nature • To help students understand the causes and effects of water pollution • To inform students about the ways to prevent water pollution • To teach students some interesting facts about water
Lead-in Questions	<ul style="list-style-type: none"> • Why is water important for life? • Is water always in liquid form? • Does water in nature ever disappear? • What do you know about water pollution? (Causes, effects and the ways to stop/reduce it)
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<ul style="list-style-type: none"> • Thinking of lyrics for songs on the subject to learn • Creating a melody for the lyrics, by using voice and music instruments • Creating a script for a dramatization • Rehearsing songs and drama • Pre activities: information session with the students about the water cycle: illustration and videos • 'While' activities: as in the first four points • Post activities: uploading on the project Wiki the students' productions: lyrics and recorded songs. Script of the drama and a video with songs and drama • Evaluation activities and reporting
Teaching aids <i>(cards, crayons, paper, pictures etc)</i>	<ul style="list-style-type: none"> • Water Lesson as provided in the project; • Computer to show internet materials on the subject • Music instruments.
Classroom management <i>What is the role of the teacher?</i>	<ul style="list-style-type: none"> • The teacher's role is to co-lead the planned activities along with the artists the trainer from the project partner institution; to help motivating the students and enhancing their participation.

<p><i>What is the role of the artist?</i></p> <p><i>What instructions will be given to the students?</i></p> <p><i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i></p> <p><i>What/Are there any preparations do the teachers and the students need to do?</i></p>	<p>The teacher will use the project Wiki along with the artist and the project partner institution trainer to upload all materials produced in the classroom in the ARTinED piloting.</p> <ul style="list-style-type: none"> • The artist's role is to orient the teacher, promote the students' creativity and lead them towards their productions of songs and dramatization. S/he will also help in explaining the chosen subject of environmental education. <p>The artist will also participate in evaluating the experience towards the goals of the ARTinED project.</p> <ul style="list-style-type: none"> • During the pre activities the students will be offered basic notions of the water cycle through illustrations and videos. Then the artist will give the creative hints to produce songs and drama. • It will be important to stimulate the students' creativity through the arts and give them all the freedom to offer their own contribution to the collaborative experience. • The preparation is about the water cycle and how to use the materials provided in the Water Lesson Plan provided by the project to explain the subject to the class. The artists will also prepare the materials that s/he would like to use with the students, such as music instruments.
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt</p> <ul style="list-style-type: none"> • the importance of water for life • about the ways of saving water • the process of water cycle in nature • the causes and effects of water pollution • about the ways to prevent water pollution • some interesting facts about water
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)

e) Lesson Plan for Environmental Education: Wind Energy

Duration	Maximum 45 minutes for each sessions of art form activity Total number of sessions n. 5
Art form	Music
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • Wind energy
Aims	<ul style="list-style-type: none"> • To help students learn how electricity is generated from the wind by using a wind turbine, • To raise students' awareness of the benefits of wind energy for nature.
Lead-in Questions	<ul style="list-style-type: none"> • Can we generate electricity from the wind? • What is a wind turbine? Have you ever seen one? • Does the energy from the wind pollute the air? • What are the benefits of wind as an energy source?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>The activities to be used will include:</p> <p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • Telling the children that we are going to learn about wind. • Asking the students to define what wind is for them • Inviting the children to produce the 'wind soundscape' in the forest s follows: <p>Children are invited to create a 'soundscape' with wind in the forest. Wind that can be soft and then strong.</p> <p>The children will stand in two parallel rows facing each other and producing the sounds of the wind and also other sounds and noises of the forest, birds, leaves, insects, other animals, by using their voice.</p> <p>The sounds and noises of animals, plants and objects vary intensity and speed accordingly to the wind variations.</p> <p>A child will walk in the middle of the rows with her/his eyes closed until s/he reaches the end of the rows. Then, another child will start his 'listening walk' until all children will have been both sound producers and listeners.</p> <p>This exercise will be set up with clear instructions to ensure safety.</p> <p style="text-align: center;">About 20 minutes</p> <p>Explaining about the wind by using the text of the Lesson Plan, video and animations on wind.</p> <p>Q&A with children</p> <p style="text-align: center;">About 20 minutes</p> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • Creating songs both lyrics and melody inspired by the subjects to learn • The lyrics can also be used on a melody of a known song • Recording the songs <p style="text-align: center;">About 45 minutes</p> <p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Uploading the songs on the ARTinED wiki • Filling ARTinED questionnaires

	<p>About 15 minutes</p>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons. • Video recording devices (also mobile phones can be used)
<p>Classroom management What is the role of the teacher? What is the role of the artist? What instructions will be given to the students? Are there any anticipated difficulties? (your suggestions to overcome the difficulties) What/Are there any preparations do the teachers and the students need to do?</p>	<ul style="list-style-type: none"> • The teacher will explain the topics and will help students to explore their creativity. • The artist, if present, will help children to create melodies and rhythms. • Children can express their creativity in ways that are not the ones the teacher expects. This should not be a problem, on the contrary, it is essential to include the imagination of all children. • The teacher will need to prepare beforehand the materials that s/he want to show to explain the subject and be prepared to transfer her enthusiasm for music. • The teacher will have to be prepared to record the songs and be able to upload them on the project wiki (she may use the appropriate tutorials provided by the project)
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt</p> <ul style="list-style-type: none"> • the importance of wind energy • ways of saving energy • the process of producing energy • some interesting facts about wind energy and the use of energy
<p>Evaluation</p>	<p>Please comment on the following issues:</p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for teachers</p>	<p>In English http://www.ashden.org/wind http://video.nationalgeographic.com/video/environment/energy-environment/wind-power/</p>

