



Music

Ref: EN_FL_2

Introduction



www.actintegration.eu

	Description	In this English lesson, students develop vocabulary related to music through the use of flashcards and interactive group activities. The lesson focuses on recognizing and naming musical instruments, as well as using related verbs and expressions in context. By combining visual input with auditory modeling and repetition, learners strengthen word recognition, pronunciation, and memory retention. Through guided guessing, pair and group work, and a team-based flashcard game, students actively engage with the target language in a fun and communicative way. The lesson promotes visual learning, collaboration, and intercultural awareness by encouraging students to share musical terms from their own languages. It fosters motivation, confidence, and autonomous vocabulary learning through meaningful and playful interaction.			
	Age	6-9 years old		Language Area	Vocabulary
	Proficiency Level	A2		Authors	Athina Nachopoulou & Maria Martzoukou
	Subject	Language		Duration	1 teaching hour (~ 40minutes)
	Links with Language Curriculum	Vocabulary - music (the themes could be fruits, vegetables, animals, etc.) Verbs and expressions related to music (optional): 'I play', 'I dance', 'I listen to', 'I sing', 'I like...'			
	Rationale	This communicative and team-based protocol makes it easy for students to acquire basic vocabulary in an engaging and enjoyable way.			

Introduction



Aims

Through this protocol learners are expected to:

- Develop receptive and productive language skills
- Enrich their vocabulary
- Enhance their communication skills
- Strengthen their relationship and communication with each other
- Recognise the value of multiculturalism and multilingualism



Equipment and Material Needed

- Printed cards or computer and projector

Instructions Step by step development of the activity *(preparation, implementation, summing up, reflection)*



01 | Preparation - Vocabulary Selection

- Specify the words you will teach.
- In the Appendix, 14 musical instruments are illustrated. You can choose how many and which musical instruments you want to include, as well as remove or add others if you feel it is necessary.



02 | Starting Point

- Discuss with the students topics related to music (e.g. whether they like listening to music, what they feel when they listen to music, whether they like a song, etc.).
- You can put in a song and talk about it (if they know it, if they like it, etc.).



03 | Aim Setting

- Present the objective to the students, which is to learn the names of musical instruments and related verbs/expressions.



04 | Introduction of New Vocabulary

- Show each picture separately.
- Each time you ask the students to guess the name of the musical instrument depicted in each picture.
- Display the word below the image.
- Read the word aloud to hear the pronunciation.
- Ask them to repeat after you.
- Continue this process until all the selected images are displayed.



05 | Material processing - Game

Divide the students into groups

Part A:

1. Present groups of four pictures.
2. Say a musical instrument out loud.
3. Ask the students to raise their hands and invite the first student who raises his/her hand to indicate which picture corresponds to the word/musical instrument mentioned.
4. If the answer is correct, give a point to the student's group.

Part B (Optional) :

1. Continue with the next part of the presentation which includes verbs and expressions related to music.
2. You can show them the inflectional examples, but without insisting on the verb endings and grammar."
3. Ask the presentation questions either to the whole class or one to each group and ask students to create their own complete sentences according to the models.



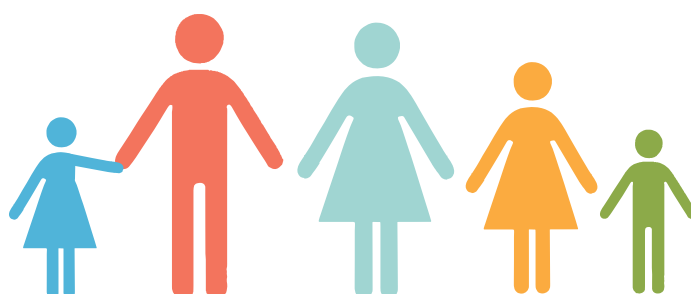
06 | Summing up

- Announce that all teams win for their participation!
- Remind them of the musical instruments you taught by showing the corresponding images with their names underneath.



07 | Reflection

- Provide the corresponding worksheet for the students to practice in class and/or at home.



Useful Tips

01

Expect the process to be noisy! Allow the students to speak loudly, laugh, and enjoy themselves!

02

To help students recognise the importance of multilingualism, you can ask them to name musical instruments in their own language. You can even write on the board the words/musical instruments they tell you and try to all together to find similarities between the words.

03

You can use relevant educational websites and/or allow children to find musical instruments or songs from their countries online.

04

It is a good idea to print out and give the students the material you will present to them.

05

Depending on the students' level of language proficiency, you can choose how many musical instruments to teach. You can also group the musical instruments (e.g., wind instruments, string instruments, percussion, traditional musical instruments, orchestral instruments, folk musical instruments, etc.

06

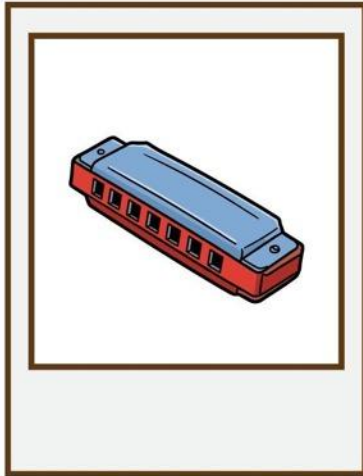
If there are two or more pupils who have the same mother tongue, allow them to use it with each other. After all, creating bonds between them and a friendly and pleasant atmosphere are the aims of the activity.

07

You can politely ask students who are more comfortable with Greek to help their classmates who have difficulties, even by translating the vocabulary into their mother tongue, if they know it.



01 | Flashcards



01 | Flashcards



01 | Flashcards

HARMONICA

RECORDER

BAGPIPES

PIANO

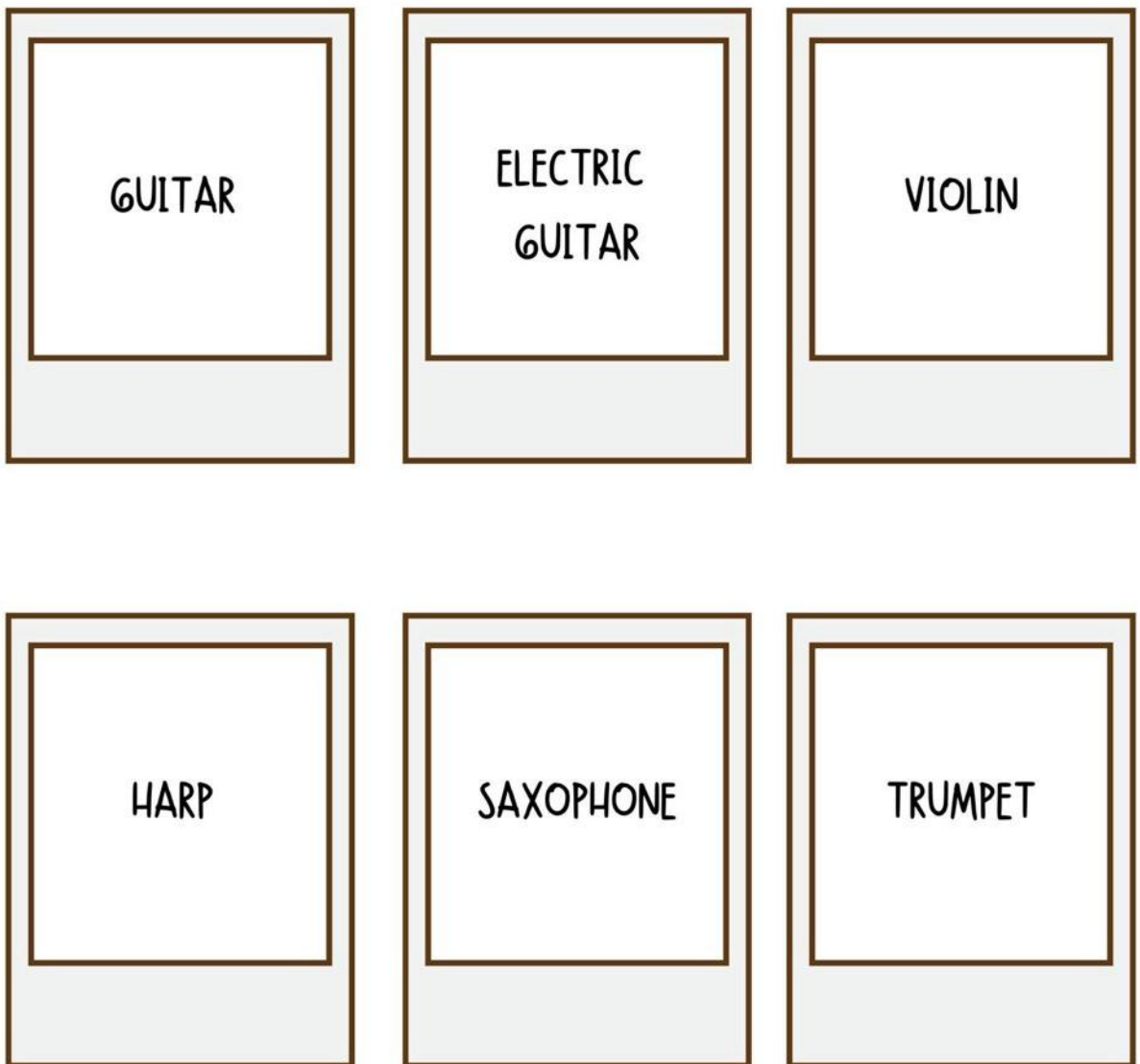
KEYBORD

ACCORDION

DRUMS

DRUM

01 | Flashcards



You can also visit relevant educational websites:

<https://folkcloud.com/>

<https://www.youtube.com/watch?v=ou5UC9ql--s>

<https://www.youtube.com/watch?v=LhZ2N5KAWak>

<https://www.youtube.com/watch?v=JvY4tj-JTBc>

<https://www.dallassymphony.org/community-education/dso-kids/activities/>

<https://musiclab.chromeexperiments.com/>

01 | Musical Instruments

MUSIC



MUSICAL INSTRUMENTS



drums



drum

01 | Musical Instruments



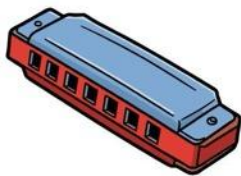
piano



keybord



accordion



harmonica



recorder



bagpipes

01 | Musical Instruments



harp



saxophone



trumpet



guitar



electric guitar

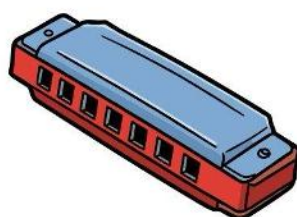


violin

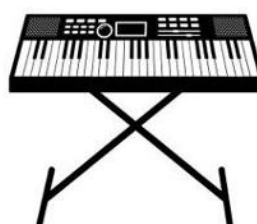
02 | What Musical Instrument is it?



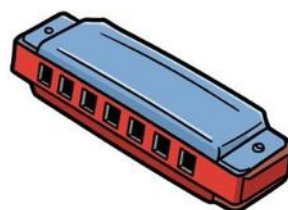
WHAT
MUSICAL INSTRUMENT
IS IT??



02 | What Musical Instrument is it?



02 | What Musical Instrument is it?



03 | Verbs and Expressions

VERBS & EXPRESSIONS



to play

I play
You play
He plays
She plays
It plays
We play
You play
They play

I play the violin.
Do you play an instrument?

Yes. I play...
No. I don't play a musical instrument.
I want to play...

03 | Verbs and Expressions



to dance

I dance
You dance
He dances
She dances
It dances
We dance
You dance
They dance

I like to dance.
Do you like to dance?

Yes. I like to dance.
No. I don't like to dance.
No. I don't know how to dance.

03 | Verbs and Expressions



to listen

I listen

You listen

He listens

She listens

It listens

We listen

You listen

They listen

I like to listen to music
Do you like listening to music?

Yes. I like to listen to music.
No. I don't like listening to music.

03 | Verbs and Expressions

What kind of music do you listen to?

I listen to...



to sing

I sing

You sing

He sing^s

She sing^s

It sing^s

We sing

You sing

They sing

03 | Verbs and Expressions

I like to sing.
Do you like to sing?

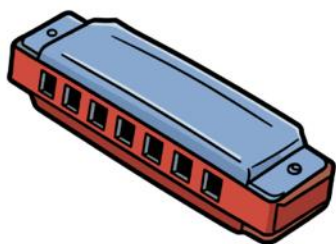
Yes. I like to sing.
I sing well!
No, I don't like to sing.

Who is your favorite singer?



Extra Activities

01 | Find the names of the following pictures in the word search puzzle.



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W	Q	G	U	I	T	A	R	M	W	L	E
V	F	T	R	U	M	P	E	T	B	P	O
I	O	X	I	S	N	P	I	A	N	O	H
O	B	B	A	G	P	I	P	E	S	S	N
L	H	A	R	M	O	N	I	C	A	L	W
I	Y	U	O	Z	D	R	U	M	S	K	E
N	I	G	H	A	R	P	N	O	Y	Z	H
K	G	P	C	P	K	A	I	T	L	N	W

Extra Activities

02 | Present yourself in a short paragraph, such as the example:

My name is Mary. I am from Ireland. I live in Dublin. I am a teacher. I like to listen to rock and pop music from my mobile phone. I like to dance. I play the violin.

[illegible]

Answers

Find the names of the following pictures in the word search puzzle.

W	Q	G	U	I	T	A	R	M	W	L	E
Y	F	T	R	U	M	P	E	T	B	P	O
	O	X	I	S	N	P	I	A	N	O	H
O	B	B	A	G	P	I	P	E	S	S	N
L	H	A	R	M	O	N	I	C	A	L	W
	Y	U	O	Z	D	R	U	M	S	K	E
N	I	G	H	A	R	P	N	O	Y	Z	H
K	G	P	C	P	K	A	I	T	L	N	W



Notes

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.