



Priper for music class

Subject:	Music lessons
Class:	V (11 years)
Teacher:	Milica Matanović
Educational outcome:	<ul style="list-style-type: none">• listens to music analytically• listens to music with experience
Learning outcomes:	<ul style="list-style-type: none">• Renewing knowledge about recycling and using knowledge for practical work that has application in school• aurally and visually recognize, distinguish and name the groups
The content:	<ul style="list-style-type: none">• K. Debisi - Sirinx
Activities	<ul style="list-style-type: none">• Listens to music• They acquire knowledge about Pan's flute and flute• they make Pan's flute from recycled material• play an instrument
Correlation:	Fine art, history



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1. Step/Activity:

At the beginning of the class, students listen to a composition with the task of describing what the composition was like, as well as which instrument they hear, after listening carefully. The expected answers are that the composition is tender, sad, melancholic.

Soundtrack: K. Debussy – “Sirinx”

2. Step/Activity:

Teacher explains what sirings are. He says that the composition was written for the flute and is performed by the flute, but that it is related to an instrument that is considered the forerunner of the flute. The teacher tells the story of God Pan.

The Greek god Pan, was the god of shepherds, cattle, forests, protector of hunting herds and nature. He was born as a very miraculous child with goat's legs, beard and horns. His appearance caused fear among the inhabitants, and hence the current expression for Panic originates precisely from his appearance. He loved music and played the flute. Due to his appearance, many of his loves had a tragic end. The god Pan was in love with the nymph Siringa. However, not wanting to return Pan's love and affection, Siringa jumped into the water and turned into a reed. Not knowing this, Pan made himself a pipe out of a reed, which he named the syringa after it. Even today, this instrument is most often made of reeds, and is called Sirings or Pan's flute, and is the forerunner of wind instruments.



3. Step/Activity:

Then they acquire knowledge about the instrument - Flute. By listening to musical examples, they come to the conclusion of the tone color of the flute. They learn that it can be found as a solo instrument or can be part of a chamber ensemble or brass or symphony orchestra. In the illustration, they become familiar with the parts of the instrument and how to hold and play it.

4. Step/Activity:

While listening to musical examples on Pan's flute, students make a Pan's flute out of straws.

Procedure:

Arrange the straws next to each other, and then stick them with tape. The ribbon can be decorated, painted or a colorful thread can be glued over it. When the straws are firmly glued, the lower end must be cut with scissors, but so that each subsequent straw is shorter than the previous one. This is very important because of the production of different pitches.



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Examples to listen to while making Pan's flute:

