MASTER'S DEGREE CLIL&FLE
CONTENT AND LANGUAGE INTEGRATED LEARNING - FOREIGN LANGUAGE EDUCATION

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Random music

GEP2: 2023-2024

Institut Pedralbes
Marino Parra & Olga Domínguez

IDENTIFICATION OF THE GEP PROJECT	
TITLE	**Random composition and performance**
AUTHORSHIP	**Marino Parra & Olga Domínguez**
SCHOOL	**Institut Pedralbes**
STUDENTS' CEFR LEVEL (A1, A2...)	**A1**
GRADE	**1 ESO**
CONTENT AREA(S)	**Music & Maths**
NUMBER OF SESSIONS (4, 6 OR 9)	**6**
TEACHER(S) INVOLVED	**Class teachers**
KEYWORDS	**to perform, coordination, creation, composition, rhythm, bar, score, probability, dice**

OUR PROJECT

INTRODUCTION
(Write what you want to tell the students at the beginning of the teaching sequence. The aim of this introduction is to capture and involve their hearts and their minds. You may want to explain the connections between the project and their lives: home, friends, interests ...; Also what the 'mission' or 'final task' is, its audience , its objective and/or social relevance, why the topic is important, the problem, the context, the challenge... Describe the learning itinerary by describing some of the intermediate tasks. You can also mention the "driving question" if there is one. Try to use learner-convergent / learner-friendly language).

This year, you are going to create a new performance and there's a challenging game for you!

Using maths and randomness you will create your works!

You will enrich your community by showing them your original composition and posting the recording on our school website.

DRIVING QUESTION
How can random composition and its performance benefit our community?

FINAL PRODUCT
- Live/recorded performance
- Create a score collaboratively

LESSON PLANNING				
	Extret del nou curriculum (en Català)		**Developed by the teacher (in English)**	
ÀREA *Especifica les àrees/matèries que treballa el teu projecte*	**COMPETÈNCIES ESPECÍFIQUES** *Prioritza'n entre 3-5 (extretes del nou curriculum) Copia i enganxa del nou currículum. Subratlla la part rellevant de la competència d'acord amb el que treballaràs al projecte.*	**SABERS** *Prioritza entre 3-5 sabers (extrets del nou currículum) Copia i enganxa'ls (del nou currículum.) i subratlla la part rellevant d'acord amb el que treballaràs al projecte.*	**LEARNING OBJECTIVES** *Create 3-5 objectives that integrate both content and language) By the end of the project, students will be able to... (Use these resources to write integrated objectives. See this list of discursive verbs and these lists of action verbs (document 1 and document 2).*	**ASSESSMENT CRITERIA & TOOLS** *Write at least 5 assessment criteria. Make sure they are specific, connected to your learning objectives and that they assess both content and language. For each criteria you create, specify the number of the assessment criteria in the curriculum and the assessment tool you will use*
Llengua estrangera	***Competència específica CE3:*** *Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, per expressar idees, sentiments i conceptes, construir coneixement i establir vincles personals.*	**- Bloc:** Comunicació **- Saber:** Desenvolupament progressiu de l'autoconfiança. Valoració de l'error com a instrument de millora i proposta de reparació en qualsevol tipus de situació d'aprenentatge de la llengua) (formal, no formal, informal).	*Students will be able to ...* ***1. Differentiate rhythms according to their values.*** ***2. Generate new compositions using controlled randomness.*** ***3. Recognize the calculation of probabilities with Laplace's rule in everyday situations.*** ***4. Perform their own compositions collectively*** ***5. Be aware of the benefits of***	***1.*** They can identify and organize different rhythms and analyze partner's compositions in a simple way, by using appropriate terminology and connectors. ***Assessment tool:*** Checklist ***Curriculum criteria:*** Llengua estrangera (3.3) and Música (1.2). ***2.*** They can produce new creations by using different rhythms. They can check and detect mistakes in partner's compositions. ***Assessment tool:*** Rubric ***Curriculum criteria:*** Llengua estrangera (3.3) and Música (2.2). ***3.*** They can identify the calculation of probabilities with Laplace´s rule in real contexts.
Música				

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			the performance (live or recorded)	**Assessment tool:** Rubric **Curriculum criteria:** Llengua estrangera (3.3) and Maths (6.1 and 6.2).
	Competència específica CE3: Interpretar a través de la veu, els instruments i la dansa per a explorar les possibilitats creatives, expressives i emocionals i desenvolupar l'autoestima.

Competència específica CE1: Analitzar produccions musicals a través de l'escolta activa, la identificació d'elements i la reflexió per a entendre la seva evolució i funcions dins la cultura. | - **Bloc:** Interpretació, improvisació i creació escènica
- **Saber:** Composició musical a partir de la veu, el cos, els instruments i/o les eines tecnològiques.

- **Bloc:** Escolta i percepció musical

- **Saber:** Identificació i discriminació auditiva dels paràmetres del so en diverses obres i manifestacions musicals. | | **4.1** They can generate a performance with their own compositions. They can design a short presentation explaining their own creation. **Assessment tool:** Rubric **Curriculum criteria:** Llengua estrangera (3.3) and Música. (3.3)

5.1 They can identify the benefits of public performance.. **Assessment tool:** Rubric **Curriculum criteria:** Llengua estrangera (3.3) and Música. (4.2) |
| *Matemàtiques* | **Competència específica CE6:** Vincular i contextualitzar les matemàtiques amb altres àrees de coneixement, interrelacionant conceptes i procediments, per resoldre problemes i desenvolupar la capacitat crítica, creativa i innovadora en situacions diverses. | - **Bloc:** Sentit estocàstic

- **Saber:** Assignació de probabilitats mitjançant la regla de Laplace. | | |

Template adapted from CLIL-SI 2015. More information at: http://grupsderecerca.uab.cat/clilsi/

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CONTENT (KNOWLEDGE AND SKILLS)
To complete this project, we will cover the following content

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
- **Rhythm** - **Creative composition** - **Collective performance** - **Laplace´s Law**	- **Identifying and performing different rhythms** - **Generating bars discriminating and organizing different rhythms.** - **Executing different rhythms.** - **Identify the calculation of probabilities with Laplace´s rule in real contexts**

CONTENT-OBLIGATORY LANGUAGE

See the Foreign Language curriculum of the year you have chosen and select:
1. *Indispensable language items (terminology, academic language)*
2. *Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan…)*
3. *Interactional language*

1. *Performance, coordination, creation, composition, rhythm, bar, score, probability, rhythm, sample space, creative composition, Laplace´s rule, …*
2. *Argumentative, linkers (on the one hand… on the other hand, therefore, so, in the end, to sum up…)*
3. *Agreeing, disagreeing, asking for clarification: "I totally/absolutely agree with you / I don't agree with you at all"; "You are right"; "From my point of view…"; "I'm not sure what you mean / Could you explain that again?"…*

REFERENCES

XXXXXXXXXXXXXXXXXXXXXXX

COMMENTS (OPTIONAL)

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USEFUL ABBREVIATIONS YOU CAN USE					
SKILLS	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
INTERACTION	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World
ASSESSMENT	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

UNIT OVERVIEW						
SESSION	**ACTIVITIES**	**TIMING**	**SKILLS**	**INTERACTION**	**ICT**	**ASSESSMENT**
1.1	*Introduction and watching a video of Stomp.*	*10 min*	*Listening*	*WG*	*ICT*	-
1.2	*Presentation of questions to implement a performance to benefit our community.*	*40 min*	*Speaking*	*SS+SG*	-	-
1.3	*Introduction to the driving question: "How can random composition and its performance benefit our community?".*	*10 min*	*Listening*	*WG*	*ICT*	-

SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
2.1	*Explanation of the basic concepts and matching game activity.*	20 min	Interaction and speaking	*SG*	-	PA
2.2	*Playing and creating random experiments.*	20 min	Interaction, speaking and writing	*SG+WG*	-	TA [Creation Rubric](#)
2.3	*Introduction and application of the Laplace´s Law.*	20 min	Interaction, speaking	*SG*	-	SA
3.1	*Playing rolling two dice.*	20 min	Interaction, speaking and writing	*SG*	-	TA [Rolling dice Rubric](#)
3.2	*Assign individually a rhythm of one pulsation for each number.*	15 min	Writing	Ind.	-	-
3.3	*Challenge your partner to see which of you is more rhythmic! /*	25 min	Interaction	SS	-	-

4.1	*Compose excerpts for each die side*	20 min	**Interaction, speaking and writing**	*SG*	-	-
4.2	*Throw the dice and write down the score*	15 min	**Writing**	SG	-	-
4.3	*Try the composition out with your group*	25 min	**Interaction and speaking**	SG	-	**SA Checklist**

5.1	*Try it out individually-pairs-group*	20 min	*Interaction*	*SG*	-	
5.2	*Self assess your performance and find solutions.*	10 min	**Reading and interacting**	SG	-	**SA Checklist**
5.3	*Add your changes and improvements to your performance.*	25 min	**Interacting**	Sg	-	

6.1	*Performance of all the groups.*	30 min	**Speaking**	S-W	-	**TA**
6.2	*Co-assessment.*	5 min	**I**	S-S	**ICT**	**AT Rubric**
6.3	*Receiving co-assessment.*	25 min	**S+I**	SG	-	**PA**

SESSION PLANNING

SESSION 1:

OBJECTIVES OF THE SESSION: *Introduce the topic in an engaging way.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary: important words to discuss the music (rhythm, coordination, instruments, objects, tempo, conductor, players, ...)

Grammar: present tense and present continuous to describe a performance.

SESSION	ACTIVITIES Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.	🗓	⚙	💬	💻	📋
1.1	*Before watching the video:* *The teacher asks students "Do you think that you can create a rhythm in sport?" and a brief discussion about it starts.* *Show the following video of Stomp as a hook:* *https://www.youtube.com/watch?v=zYXUm8GgPjE*	*10 min*	*Listening*	*WG*	*ICT*	*-*
1.2	*Present different questions to think about how we could implement any performance like that to benefit our community.* *Strategy: Think-pair-share Think-Pair-Share* *Language support: Language Support S1A2*	*40 min*	*Speaking*	*SS+SG*	*-*	*-*

1.3	*Introduction to the driving question: "How can random composition and its performance benefit our community?".* *As an answer to the previous question, we will show the following video of a live performance recorded last year in the theatre of the Institute to engage students in a new performance:* https://www.youtube.com/watch?v=oOE7Gz5Bso8 *We will try to invite some students from last year's performance to talk about their experience.*	*10 min*	*Listening*	*WG*	*ICT*	-

SESSION 2:

OBJECTIVES OF THE SESSION: *Introduce the basic concepts of probability.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary: important words to talk about probability (event, outcome, sample space, random, probability, ...)

Grammar: present tense, present continuous and conditional to talk about random events.

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SESSION	ACTIVITIES Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.	📅🕐	⚙️	💬	💻	📋
2.1	In pairs, after a brief explanation of the meaning of an event (any result of an experiment), match the word or expression with their meaning. Materials: _Matching game_ Language support: _Language support to interact_	20 min	Interaction and speaking	_SG_	-	PA
2.2	Initially, in pairs, fill in the blanks of the activity and create two more options to share then with the whole class. Materials: _Sample space grid_ Language support: _Language support to interact_	20 min	Interaction, speaking and writing	_SG+WG_	-	TA **Creation Rubric**
2.3	First of all, corresponding to part I, explanations of the Laplace´s Law by using the "mutual dictation" in pairs. Then, corresponding to part II, also in pairs, do the example and the activity.. Materials: Part I-Dictation: _Mutual dictation_ Part II: _Example&Practice_ Language support: _Language support to interact_	20 min	Interaction, speaking	_SG_	-	SA

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SESSION 3:

OBJECTIVES OF THE SESSION: *Relationate the probability in Maths with a performance in Music.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary: important words to talk about probability (event, outcome, sample space, random, probability, ...)

Grammar: present tense, present continuous and conditional to talk about random events.

SESSION	ACTIVITIES *Include : Name and description; Links to materials (including language support) and to assessment tools, if any.*	📅🕐	⚙️	💬	💻	📋
3.1	*First of all, remember Laplace´s Law. Then, in pairs, do the activity.* *Materials: Random event for Music* *Language support: Language support to interact*	20 min	Interaction, speaking and writing	*SG*	-	TA Rolling dice Rubric
3.2	*Now you know the probability of each number between 2 and 12 using two dice, assign individually a rhythm of one pulsation for each number. You can leave the more difficult ones to those numbers which have a low probability.*	15 min	Writing	Ind.	-	-
3.3	*Now it's time to play with your partner: Challenge your partner to see which of you is more rhythmic!*	25 min	Interaction	SS	-	-

Template adapted from CLIL-SI 2015. More information at: http://grupsderecerca.uab.cat/clilsi/

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	In pairs, make your partner roll dice and play the result that you have prepared in 3.2 and vice versa. Play a round of 10 dice rolls and record who has been able to correctly interpret more rhythms.					

SESSION 4:

OBJECTIVES OF THE SESSION: *Create a new composition using a random process*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary: important words to discuss the music (rhythm, coordination, objects, tempo, players, ...)

Grammar: present tense and present continuous to discuss the creation.

SESSION	**ACTIVITIES** *Include : Name and description;* **Links** *to materials (including language support) and to assessment tools, if any.*	🗓️	⚙️	💬	💻	📋
4.1	*In groups of four, create different bars (4/4) to link every bar to a side of a die.* *Materials:* <u>Composition grid</u> *Language support:* <u>Language support to interact</u>	20 min	Interaction, speaking and writing	*SG*	-	-
4.2	*Start playing with the dice to compose the new work. Write it down to create a score.* *Materials:* <u>Composition grid</u>	15 min	Writing	SG	-	-

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| 4.3 | Try it out once to detect if your group is capable of performing it. In case you detect any strong difficulty, throw the dice again and restart the process. Write down the final score.
Materials: _Composition grid_
Language support: _Language support to interact_
Self assessment: _Checklist_ | 25 min | Interaction and speaking | SG | - | SA |

SESSION 5:						

OBJECTIVES OF THE SESSION: _Try out your composition in order to be ready for the final performance_

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary: important words to discuss the music (rhythm, coordination, objects, tempo, players, …)

Grammar: present tense and present continuous to discuss the performance.

SESSION	ACTIVITIES Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.	🗓️	⚙️	💬	💻	📋
5.1	**Try-out.** _Students in groups of 4 perform their composition._	20 min	Interaction	SG	-	

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5.2	**Self assessment checklist and finding solutions.** *Students use a checklist to revise and improve their performance.* *Self assessment: [Checklist]*	**10 min**	**Reading and interacting**	**SG**	**-**	**SA**
5.3	**Try-out.** *Students continue trying it out adding changes and improvements they discovered after the self assessment.*	**25 min**	**Interaction**	**SG**	**-**	

SESSION 6:

OBJECTIVES OF THE SESSION: *Perform the compositions and assess other's compositions.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Genre and text types: Argumentative.

Academic language: vocabulary, verbs and connectors referred to coordination, tempo, dynamics, feelings,...

Grammar items: Present tense, Present perfect.

Task management language items: listen, perform, assess,...

Interactive strategies: *I don't agree with you because..., What do you think about...?, How would you play...?, ...*

SESSION	ACTIVITIES *Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.*	📅	⚙️	💬	💻	📋

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6.1	**Performance.** Students in groups of 4 perform their composition.	30 min	Speaking	S-W	-	TA
6.2	**Co-assessment.** Students receive the assessment from the rest of the alumni in the class (individually). Performance rubric: Rubric	5 min	I	S-S	ICT	AT
6.3	**Co-assessment.** Students receive the assessment from the rest of the groups of the class. Language support: Language Support S6A3.	25 min	S+I	SG	-	PA

ANNEXES

Each annex corresponds to the teaching materials created. For each activity, paste the worksheets that you have created and the screenshots of your on-line materials.
See example below:

ANNEX 1

Session 1, Activity 1:

Session 1 - Think-Pair-Share (in your cooperative group)

Try to answer and reflect about these questions:

1 - Do you think they were performing their own composition?

2 - Who is the composer of this work? Can we know it? How?

3 - Which composition methods do you know?

4 - Do you think that randomness is included in this composition? Can randomness be included in any composition? Why/why not?

5 - How do you imagine randomness in music?

Session 1, Activity 2:

LANGUAGE SUPPORT TO INTERACT
Session 1 and 4

SUBJECT	SENTENCES
Agreeing or disagreeing	- *That´s a very good point.* - *I totally agree.* - *Exactly!* - *I see what you mean, but …* - *I wouldn't say that.* - *I don't agree at all.* - *I think that …*
Asking for clarifications	- *I´m not sure what you mean.* - *Could you explain that again?* - *Do you have the whole answer for this question?* - *So you mean that …* - *I´m sorry, I didn't catch what you said about …* - *I didn't understand what you said about ….*
Academic language	- *Composition, score.* - *Percussion, body percussion, coordination, dynamics, tempi* - *Hit, play, perform, rehearse, sound, interact.*

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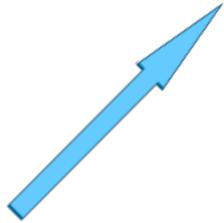Facultat de Ciències de l'Educació

ANNEX 2

MATCHING GAME

Session 2 - Activity 1

1) EVENT   -   Some examples are:

- - *The rolling of a pair of dice.*
- - *The taking of a measurement.*
- - *The performing of an experiment.*

2) LET'S PLAY: Match the following words or expressions with their meaning:

OUTCOME	A	1	For example, the rolling of a pair of dice.
EVENT	B	2	An event whose outcome can be predicted before realization.
DETERMINISTIC EVENT	C	3	The set of all possible outcomes.
RANDOM EVENT	D	4	The result of rolling the dice, taking the measurements, ...
PROBABILITY	E	5	An event whose outcome cannot be predicted before realization.
SAMPLE SPACE	F	6	An estimate of the possibility that a random event will produce a certain outcome.

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LANGUAGE SUPPORT TO INTERACT
Session 2

SUBJECT	SENTENCES
Agreeing or disagreeing	- *I think that …* - *I totally agree.* - *Exactly!* - *I don't agree at all.*
Asking for clarifications	- *So you mean that …* - *Could you explain that again?* - *I'm sorry, I didn't catch what you said about …*
Academic language	- *Event, outcome, probability, random, sample space.* - *Roll, take, perform, get, estimate.*

SAMPLE SPACE GRID

Session 2 - Activity 2

LET´S PLAY RANDOM EXPERIMENTS!

After following the example 1), fill in the blanks in 2) and 3) and create new ones 4) and 5):

RANDOM EVENT	SAMPLE SPACE (The set of all possible outcomes)
1) A rolled die	*1, 2, 3, 4, 5, 6*
2) A flipped coin	
3) Rock, paper, scissors game	
4)	
5)	

CREATION RUBRIC

Session 2 - Act. 2

Indicators	3 points	2 points	1 point	TOTAL
CREATION	The group created two new different random experiments.	The group created one new different random experiment.	The group didn´t create any new different random experiment.	
INTERESTING	The new random experiments created are really interesting and original.	The new random experiments created are interesting.	The new random experiments created are not interesting.	
KNOWLEDGE OF SAMPLE SPACE	The sample space of the new random experiments is completely correct.	The sample space of the new random experiments has some mistakes.	The sample space of the new random experiments is not correct at all.	
			TOTAL:	

LAPLACE′S LAW

Session 2 - Activity 3 (part I-Dictation)

Dictation Student A

1) **LAPLACE′S _____**

   In a regular _____, the probability of _____ is the number of _____ the event A _____ the number of all _____.

   We write:

$$P(A) = \frac{\rule{3cm}{0.4pt}}{possible\ cases}$$

Dictation Student B

2)   _____ LAW

_____ experiment, _____ an event A _____ outcomes that form _____ divided by _____ possible outcomes.

_____:

$$P(A) = \frac{favorable\ cases\ to\ A}{}$$

LAPLACE´S LAW

Session 2 - Activity 3 (part II-Example&Practice)

1) **Example:**

We roll a die and we write the outcome. What is the probability of this outcome being less than 3?

Solution:

A = { 1 , 2 }
So, favorable cases to A are 2. The possible cases are { 1 , 2 , 3 , 4 , 5 , 6 } , 6 in total.

Then P(A) = 2/6 =0.333

2) **Let´s practice!:**

We have a bag with 60 orange sweets, 20 strawberry sweets and 30 lemon sweets. If we extract a sweet from the bag, what is the probability of getting a strawberry sweet?

ANNEX 3

RANDOM EVENT FOR MUSIC
Session 3 - Activity 1

1) **LAPLACE'S LAW - REVIEW**

In a regular experiment, the probability of an event A is the number of outcomes that form the event A divided by the number of all possible outcomes.

We write:

$$P(A) = \frac{favorable\ cases\ to\ A}{possible\ cases}$$

2) **Let's practice for Music!**:

We roll two dice and we add the outcomes of both. For example, if it's 1 in first die and it's 2 in second die, we'll get 1+2=3.

In the next session, after rolling two dice and depending on the result we'll use a different composition grid to create a performance!!

But before, now, in this session, think first about this:
☐ What's the sample space of rolling two dice and adding the results of both?
☐ What's the probability of getting each possibility of the sample space? For example, which is the probability that the sum of the two dice is 7?
Clue: you can use a grid to create all the possibilities and calculations.

Write here your answers with your argumentation:

ROLLING DICE RUBRIC

Session 3 - Act. 1

Indicators	3 points	2 points	1 point	TOTAL
KNOWLEDGE OF SAMPLE SPACE	The sample space of the experiments of rolling two dice and adding the outcomes is completely correct.	The sample space of the experiments of rolling two dice and adding the outcomes has some mistakes.	The sample space of the experiments of rolling two dice and adding the outcomes is not correct at all.	
KNOWLEDGE OF PROBABILITY	The calculation of the probability of each outcome from the sample space is completely correct.	The calculation of the probability of each outcome from the sample space has some mistakes.	The calculation of the probability of each outcome from the sample space is not correct at all.	
ARGUMENTATION	All the process and calculations are correctly explained.	The process and calculations have some mistakes.	The process and calculations are not correct at all.	
			TOTAL:	

Template adapted from CLIL-SI 2015. More information at: http://grupsderecerca.uab.cat/clilsi/

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ANNEX 4

Session 4, Activity 1:

Session 4 - Composition grid

Composition grid:

Side of the die	4/4 bar
	| | | |
	| | | |
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Draft 1

Dice result:

Corresponding composition:

Draft 2

Dice result:

Corresponding composition:

Final Score

Dice result:

Corresponding composition:

Session 4, Activity 2:

LANGUAGE SUPPORT TO INTERACT
Session 1 and 4

SUBJECT	SENTENCES
Agreeing or disagreeing	- *That´s a very good point.* - *I totally agree.* - *Exactly!* - *I see what you mean, but ...* - *I wouldn't say that.* - *I don't agree at all.* - *I think that ...*
Asking for clarifications	- *I´m not sure what you mean.* - *Could you explain that again?* - *Do you have the whole answer for this question?* - *So you mean that ...* - *I´m sorry, I didn't catch what you said about ...* - *I didn't understand what you said about ....*
Academic language	- *Composition, score.* - *Percussion, body percussion, coordination, dynamics, tempi* - *Hit, play, perform, rehearse, sound, interact.*

Session 4, Activity 3:

S4A3 Checklist

Check the following items in order to self assess your process:	✔	X
The group has used all the notes permitted when creating the initial bars?		
The group has used all the rests permitted when creating the initial bars?		
The group has tried out the draft before writing it as a final composition?		
All the members of the group have tried out the draft individually?		
All the members of the group are able to play the complete composition individually in a slow tempo?		
All the members of the group have written some rhythms in the grid?		

ANNEX 5

Session 5, Activity 2:

S5A2 Checklist

Check the following items in order to self assess your process:	✔	X
Has the group created some impact moments to show a variety of dynamics?		
Has the group used different materials/instruments to perform the rhythms?		
Is the group playing in a coordinated way?		
Have all the members of the group tried the performance out individually?		
Are all the members of the group able to play the complete composition individually in a slow tempo?		
Have all the members of the group tried the performance out with the metronome?		
Is the group capable of playing the whole performance with the metronome?		
Is the group capable of playing the whole performance without the metronome?		

ANNEX 6

Session 6, Activity 2:

PERFORMANCE RUBRIC

Session 6 - Act. 2

Indicators	3 points	2 points	1 point	TOTAL
IMPACTS	The group made different moments of impact, using silences combined with sounds	The group made one moment of impact, using a silence combined with sounds.	The group made no impacts of sound. All the performance was too flat.	
DYNAMICS	The performance has a rich variety of pianos, fortes, fortissimos, etc. combined with silences.	The performance has some differences of pianos, fortes, fortissimos, etc.	The performance has no differences of volume.	
VARIETY OF SOUNDS	All the sounds of the performance have a rich	There are some different sounds	All the sounds are played with objects	

	variety of timbres because they are played by different materials.	played by different objects but there is no variety of materials	of the same material all the time.	
COORDINATION	The group played the performance with a high command of the situation and all the members were well prepared.	The group played the performance with a notorious command of the situation and almost all the members were well prepared.	The group was insecure and hesitating when playing.	
OVERALL IMPRESSION	In general, the group gave a nice impression and one can notice they were well prepared for the performance.	In general, the group gave a nice impression although there were some punctual problems while performing.	The group couldn't perform well due to the lack of preparation.	
			TOTAL:	

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Session 6, activity 3

LANGUAGE SUPPORT

Session 6 - Activity 3

SUBJECT	USEFUL SENTENCES AND SPECIFIC WORDS
Coordination	- *He has/she has/They have very **good coordinating skills**.* - *He/she is a good **blend of technical** and coordination skills.* - *He/she is very **enthusiastic,** with a good **leadership** skill.* - *They are playing together with a steady tempo.*
Dynamics	- *Did you notice: different **dynamics, impacts, contrasts**…?* - *I could hear: **piano, forte, fortissimo, pianissimo, mezzoforte**,…* - *It is clear that the group wanted to show: clear **contrasts**, different **dynamics, impacts**,…*
Tempo	- *The tempo was: **regular, steady, fluctuating, irregular, clear, unclear**…* - *You could/n't feel the tempo **signature** without counting the beats.* - *Do you think there is an **upbeat** in the beginning?* - *It was clear/unclear they used an upbeat.* - *Where did you feel the **main beat**?*
Agreement,	- *I completely **agree** with you when you say that…*

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Disagreement and interacting	- *I agree with you but I would **add**…* - *I **don't agree** with you because…* - *What do you **think** about…?* - *How would you **play**…?* -
Overall impression	- *That's an **exciting, amusing, awesome, perfect, original, improvable**, performance.* - *It's clear that a great previous rehearsal has been done.* - *That's a great job, with no improvisation.*
Adjectives to describe the feelings	*Pleasant feelings:* ● *Great, Gay, Joyous, Thankful, Playful, Courageous, Energetic, Liberated, Optimistic, Impulsive, Free, Calm, Peaceful, Surprising, Attractive, Passionate, Warm, Touching, …* *Unpleasant feelings:* ● *Irritating, Enraged, Hostile, Insulting, Annoying, Hateful, Unpleasant, Offensive, Indecisive, Hesitant, Alone, Paralyzed, Fatigued, Useless, Inferior, Vulnerable, Empty, Bored, Neutral, Preoccupied, Fearful, Terrified, Anxious, Alarmed, Nervous, Scared*

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