

Europeana Learning Scenario

Title

Getting to know ancient musical instruments

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Abstract

This 90 min lesson introduces ancient musical instruments and lets the students speculate on the role musicians played in medieval society. By analyzing different pictures provided by europeana.eun the students realize that the role musicians played in society in former times varies widely from their role nowadays. In order to express and portray this difference in a creative way the students first discuss it in detail and later create a collage or painting to visualize their results.

Keywords

Music, Art, Instruments, Historical Music, Medieval Music

Table of summary

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Subject	<i>Art, Music, History</i>
Topic	<i>Early depictions of musical instruments</i>
Age of students	<i>10-12 years</i>
Preparation time	<i>15 min</i>
Teaching time	<i>1 x 90 min</i>
Online teaching material	<i>/</i>
Offline teaching material	<i>paper, magazines, pictures of musical instruments, glue, pictures of musicians/ popstars/ singers, pencils</i>
Europeana resources used	https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#lg=1&slide=0 https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#lg=1&slide=1 https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#lg=1&slide=8 https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#lg=1&slide=9 https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#lg=1&slide=12 https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#lg=1&slide=19

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Integration into the curriculum

The topic fits into the German curriculum for music in year 5 and 6 as it deals with music in its historical context as well as the function of musical instruments and music in society in general.

Aim of the lesson

By describing historical pictures of different musical instruments, the students learn about musicians in their times and their social status. They learn that playing musical instruments did not always have positive connotations as it was widely regarded as devil's work until the 9th and 10th century. The students later transfer their newly gained knowledge to contemporary music and express the role music plays in their personal life in a creative way by producing a collage.

Trends

Collaborative work; Peer Learning; Open Source Learning

21st century skills

Critical Thinking, Communication, Collaboration, and Creativity

Activities

Name of activity	Procedure	Time
introduction to the topic	<p>silent impulse (students describe a picture and then name the topic of today's lesson → ancient musical instruments)</p> <p><i>In the beginning, the students describe a picture which shows an old painting depicting instruments and musicians in medieval times. This activity takes approximately 5 minutes.</i></p>	5 min

Name of activity	Procedure	Time
	<p><i>They realize that there were different kinds of instruments compared to nowadays and that there seems to be a certain hierarchy among the musicians.</i></p>	
transition		3 min
	<p>teacher divides students into five equal sized groups; each group receives the same assignments but a different picture of ancient musical instruments</p>	
group work phase I	<p>The assignments are:</p> <ul style="list-style-type: none"> - Describe the musical instrument(s). - What type of instrument (e.g. string, brass, percussion, key) is it? - Describe the musicians. How are they dressed? What do they look like? 	10 min
	<p>expert puzzle (each group prepares their task)</p>	
phase II		15 min
	<p>students get together into expert groups (each student presents the picture and results of his/her group to the others)</p> <p><i>The students form expert groups, meaning that one student of each group gets together with one student from each of the other groups so that they can present each other their picture and their results. The students add the information about all the pictures on their worksheet. This activity will approximately take between 10 and 15 minutes.</i></p>	
evaluation		10 min
	<p>all the 5 pictures get presented on the smartboard; the pictures will be discussed in class; students discuss the following question: What can you say about the musician's social status as depicted in the different pictures?</p> <p><i>In order to secure the results and ensure the correctness of the students' presentations, the different pictures will then be projected on the smartboard and discussed for about 10 minutes in the whole group. In case that there is still doubt the teacher will guide his/her students through the learning process. The main focus will be on the social status of the different musicians. The students will realize that the musicians are portrayed in very different ways, sometimes even as animals or mythical creatures and that they were not always depicted in a positive way which is due to their social status at that time. In clerical music playing an instrument was not approved by the church.</i></p>	
transition II		2 min
pair work	<p>Now we've learned about musicians in medieval times. How has their role changed until today?</p> <p>Creative task: Together with a partner create a picture/ poster/ collage which represents your personal view of musicians today.</p>	45 min

Name of activity	Procedure	Time
<p>The students work on their creative task. In case they do not finish they will prepare the rest at home so that they can present their piece of work in the next lesson.</p> <p><i>Finally, the students will relate the social status of musicians back then to their position today. By doing this, the students can relate to their personal environment which will increase their motivation. In order to express their creativity and portray their image of musicians the students will create a collage/ painting which will reflect their personal conception of contemporary musicians. The results will be presented and discussed in a school exhibition.</i></p>		

Assessment

The students' work gets evaluated by peer-assessment. The students will have the chance to present their work in a school/ class exhibition. All the students will have the chance to look at the collages/paintings of their classmates. The results will be discussed/ evaluated together.

***** AFTER IMPLEMENTATION *****

Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools,

teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

