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Erasmus + project:

"Arts for climate change"

TITLE: MUSIC LESSON 1

TOPIC	AGE	TIME
MUSIC INSTRUMENTS BY RECYCLING: RUSTLLES/MARACAS	14-16	60 MINUTS

OVERVIEW	This is a lesson designed to educate students about significance and protect the environment, how to fight against it with music climate change, shown in practice. Students will explore how music affects the environment. They will engage in activities that they emphasize creativity and how to recycle waste for musical purposes.
AIMS OF THE LESSON	Environmental awareness: Helping students understand the environmental challenges it poses music. • Sustainability in music: To guide students on waste recycling through efficient design. • Solutions to climate change: Encourage students to think critically about how music can help the fight against climate change. • Collaboration and creativity: promote teamwork and creativity in expression.
METHODOLOGY	The lesson will be team-based, interactive and practical. It will include group work and a media presentation. It will engage students in creativity in expression. Collaborative learning and team reflection. Compromise solutions will be a key strategy for students, encouraging them to be tolerant and considerate.
LICENSES	CC BY-NC-SA 4.0
TEACHING RESOURCES	Multimedia: Short video-presentation on instructions. Materials: Information on packaging and materials from trash, from our home …. Materials for design: colored paper - different, liquid glue, rice, pebbles, colored pencils, markers, temperas and scissors. Technology: access to computers/tablets for presentation and monitor for group projects.
21ST CENTURY SKILLS	Critical thinking: students will analyze and practice design solutions. Creativity and innovation: They will make musical eco-

	instruments themselves - rustlers. Cooperation and communication: Group activities require teamwork and effective communication. Global Awareness: Students will explore how music can solve global problems.

INTRODUCTION
Start showing video examples of how to make instruments After the video, allow students to think, explore and come up with their own examples: • "Do you think you can just produce music and use it to affect climate change?" • How you feel abouth group workshop? Analyze the students answers together.

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PHASES	TEACHER GUIDE
ACTIVITY 1 BRAINSTORMING AND PLANING	We will give the students basic materials and tools to use. Everyone will choose the colors for themselves. It will cut the wood into smaller pieces. The ends of the smaller pieces will be nicely smoothed with sandpaper. After that, they design the appearance of their instrument and paint it. Consideration: Everyone needs to decide what colors to use to make their instrument and come up with a design. They will let it dry and estimate the time it takes to dry the instrument and use it (Remember that it takes a little longer for the wood to dry).
ACTIVITY 2 RESEARCHING AND IDEA DEVOLOPMENT	Research phase: The group leader will introduce himself to the group with several examples. Then the students can summarize if there are any special designs that would give them an idea for their work. Idea Development: Students now need to plan the details of their instrument. He will find inspiration in his mind. They will choose the colors and model the instruments.
ACTIVITY 3 HANDS-ON DESING	Practical Design: The group begins to create their instrument models. They make it as a physical model using materials from nature. Encourage students to mark their instrument with a special "sign" - like a seal on their work.
ACTIVITY 4 GROUP PRESENTATION	Presentations: Everyone will present their work explaining how they integrated natural materials into their design, why they chose those colors they chose relate to themselves. Feedback: Students will provide constructive feedback on each individual's design.
ASSESSMENT	Track group discussions and engagement throughout the brainstorming, research and design process. Then evaluate individual presentations and the final appearance of the instrument, the students' creativity and the use of natural materials. Give feedback on how well the students thought about using natural materials
SUMMARY	Summarize the importance of using natural materials and how awareness of this can positively influence the future of art.

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TITLE:MUSIC LESSON 2

TOPIC	AGE	TIME
MUSIC INSTRUMENTS FROM NATURE: - ECO CLAVES	14-16	60 MINUTS

OVERVIEW	This is a lesson designed to educate students about significance and protect the environment, how to fight against it with music climate change, shown in practice. Students will explore how music affects the environment. They will engage in activities that they emphasize creativity and how to recycle waste for musical purposes.
AIMS OF THE LESSON	Environmental awareness: Helping students understand the environmental challenges it poses music. • Sustainability in music: To guide students on waste recycling through efficient design. • Solutions to climate change: Encourage students to think critically about how music can help the fight against climate change. • Collaboration and creativity: promote teamwork and creativity in expression.
METHODOLOGY	The lesson will be team-based, interactive and practical. It will include group work and a media presentation. It will engage students in creativity in expression. Collaborative learning and team reflection. Compromise solutions will be a key strategy for students, encouraging them to be tolerant and considerate.
LICENSES	CC BY-NC-SA 4.0
TEACHING RESOURCES	Multimedia: A short video presentation about the instructions. Materials: Information on the package and materials from nature. Materials for design: wooden rods of a wood saw, sandpaper, tempera and a glass of water. Technology: access to computers/tablets for presentation and monitoring of group projects.
21ST CENTURY SKILLS	Critical thinking: students will analyze and practice design solutions. Creativity and innovation: They will make musical eco-instruments for themselves - claves.

	Cooperation and communication: Group activities require teamwork and effective communication. Global Awareness: Students will explore how music can solve global problems.

INTRODUCTION
Start showing video examples of how to make instruments After the video, allow students to think, explore and come up with their own examples: • "Does the number of design just one kind of instrument can surprise you?" • "Do you think you can just produce music and use it to affect climate change?" Analyze the students answers together.

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PHASES	TEACHER GUIDE
ACTIVITY 1 BRAINSTORMING AND PLANING	We will give students basic and different materials to use. Everyone will choose materials and colors for themselves. From the offered materials, they will make small into large rustlers. Reflection: Each group should decide what materials to use to make their instrument and come up with its design. They will choose the type of coating and colors they will use to make the instrument. (Provide colors and materials for adhesive tapes and liquid adhesives for crafting).
ACTIVITY 2 RESEARCHING AND IDEA DEVOLOPMENT	Research phase: The group leader will introduce the group with a few examples. Then the students can briefly research what else they could do besides those examples and how the materials at their disposal behave in practice and whether anything else from nature can serve this purpose. Idea Development: Students now need to plan details about their instrument. They will find inspiration in nature and its sounds. They will choose the materials and colors they will use and model the instruments.
ACTIVITY 3 HANDS-ON DESING	Hands-on design: Groups begin to create their instrument models. They make it as a physical model using recycled material materials. Encourage students to mark their instrument with a special "sign" - as a stamp on their work.
ACTIVITY 4 GROUP PRESENTATION	Presentations: Everyone will present their work explaining how they integrated recycled materials into their design, why they chose those materials, and how the colors they chose relate to themselves. Feedback: Students will provide constructive feedback on each individual's design.
ASSESSMENT	Track group discussions and engagement throughout the brainstorming, research and design process. Then evaluate individual presentations and the final appearance of the instrument, the students' creativity and the use of recycled materials. Give feedback on how well the students thought about using recycled materials
SUMMARY	Summarize the importance of recycling and how recycling awareness can positively impact the future of art.

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TITLE:MUSIC LESSON 3

TOPIC	AGE	TIME
MUSIC IMPROVISATION/NATURAL RESURSE	14-16	60 MINUTS

OVERVIEW	This is a lesson designed to teach how to begin improvisation as a musical build-up. In practice, it looks like a simple game with musical motifs, but in fact it is not at all simple. Students will research all the information they can find about improvisation, they will learn basic improvisation and how to spread it. They will engage in activities that highlight creativity.
AIMS OF THE LESSON	LESSON OBJECTIVES: Setting new musical standards. • Sustainability in music: To guide students to look for inspiration in nature and around them. • New Solutions for Change: Encourage students to think critically about how music draws from sources around them. • Cooperation and creativity: Promote teamwork and creativity in researching new directions as well as in expression.
METHODOLOGY	The lesson will be team-based, interactive and practical. It will include group work and a media presentation. It will encourage students to express themselves creatively and to learn collaboratively. It will encourage them to the necessity of finding new directions through giving back to ourselves and nature in and around us.
LICENSES	CC BY-NC-SA 4.0
TEACHING RESOURCES	Multimedia: Short video presentation with instructions. Materials: our instruments, made during the past lessons. Technology: access to computers/tablets for presentation and monitoring of group projects.
21ST CENTURY SKILLS	Critical thinking: students will analyze and practice new generation design solutions. Creativity and innovation: They will use musical eco instruments - harpsichords and whistles and create a new kind of music, unrecorded, music from their mind, soul and heart. Cooperation and communication: Group activities require teamwork, trust, inclusion and effective communication.

INTRODUCTION

Record and practice your improvisation. Record yourself and listen to it together.
Think and listen:
• "Is the composition really good?"
• "Should you perform some parts slower or faster? Do you need to emphasize anything?"
Analyze the students answers together and decide together on re-recording the composition. Repeat the process until you achieve a recording of satisfactory quality.

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PHASES	TEACHER GUIDE
ACTIVITY 1 BRAINSTORMING AND PLANING	We will introduce the elements of improvisation to the students and listen to a few, which they will analyze together in order to see with practical examples what cannot be fully explained in words in intangible art, what needs to be felt. Consideration: Everyone should decide which instrument to use and with what intensity to contribute to the joint improvisation.
ACTIVITY 2 RESEARCHING AND IDEA DEVOLOPMENT	Research phase: The group leader will present examples of improvisation. Then the students can look for what other peculiarities can be found in improvisation. Idea development: Students now need to plan the details of how to use their instrument. He will find inspiration in his mind and in his memory, perhaps even by the method of imitating parts from the offered examples.
ACTIVITY 3 HANDS-ON DESING	Practical part: The group starts to create their music. It is composed by using motifs and sounds from nature. Encourage students to add a particular tone, sound, energy, or whatever they feel is appropriate to the piece.
ACTIVITY 4 GROUP PRESENTATION	Presentations: The group will present their work together explaining how they integrated nature and why they chose the instruments they used to create the sound of nature. Feedback: Students will provide constructive feedback on how they can contribute to environmental impact in this way.
ASSESSMENT	Follow group discussions and engagement during the process of thinking, researching and designing the composition. Then the individual contribution and the final, group sound of the instrument are evaluated. Give feedback on how well students have thought about the use of natural resources.
SUMMARY	Summarize the importance of using natural resources for everyone and for music, how awareness of this can positively influence the future of art in new musical directions.

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TITLE: MUSIC LESSON 4

TOPIC ECOLOGY IN MUSIC/SONG	**AGE**	**TIME**
	14-16	60 MINUTS

OVERVIEW	The lesson is designed to promote important values and educate students about the importance of environmental protection. Students will use music to fight against climate change, in practice way. They will engage in activities that emphasize creativity and strengthen teamwork.
AIMS OF THE LESSON	Environmental awareness: Helping students make their environmental and climate change voices heard. • Sustainability in music: Guide students in the task of highlighting their messages through music. • Solutions for climate change: Encourage students to look for creative solutions outside the box and outside the norm, to push their own and others' boundaries. • Collaboration and creativity: promote teamwork and creativity in expression.
METHODOLOGY	The lesson will be team-based, interactive and practical. It will include group work and a media presentation. It will encourage students to express themselves creatively. Collaborative learning and a common goal. Compromise solutions will strengthen their self-confidence, which is important for their self-actualization and their personality as a whole.
LICENSES	CC BY-NC-SA 4.0
TEACHING RESOURCES	Multimedia: Short video presentation of the final work - smart board. Materials: Previously made instruments from recycled and eco materials. Forming materials: previously provided instruments made of wood and old plastic bottles. Technology: access to a smart board for the presentation of the final work.
21ST CENTURY SKILLS	Critical thinking: Students will practice design solutions. Creativity and innovation: Sami will convey eco-musical messages. Cooperation and communication: Group activities require teamwork and communication at a high level.

	Global Awareness: Students will explore how music can solve global problems.

INTRODUCTION
Record improvisation, without a clear message. Break it down several times together After that, let the students think and come up with their own examples: • "Are you surprised by the number of messages you can convey through this composition?" • "Do you think you can produce music yourself and use it to influence climate change?" Analyze the students answers together and decide together the main message of your composition. Record it!

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PHASES	TEACHER GUIDE
ACTIVITY 1 BRAINSTORMING AND PLANING	We will give students previously made instruments to use (instruments from earlier lessons). We will communicate the instructions verbally. They themselves will decide on the musical color and intonation they produce. Thinking: Everyone will decide for himself which instrument he will use to perform this new composition.
ACTIVITY 2 RESEARCHING AND IDEA DEVOLOPMENT	Research phase: The leader of the group will acquaint the group with several similar examples and lead the students to think about their involvement in this composition. Students can then explore more similar examples of good practice. Idea development: They will find inspiration in the sounds within themselves and their eco-instruments.
ACTIVITY 3 HANDS-ON DESING	Hands-on design: Groups begin to create their own music. They weaved a message about the fight against climate change into the music. They repeat that message, in order to highlight and emphasize it using the method of repetition. Their message can be a sentence that they have highlighted themselves. * our example of message: “Stop the climate change!”
ACTIVITY 4 GROUP PRESENTATION	Presentations: We will review the final work together. We can present the work in our school, but also to the wider public. Feedback: Students will provide constructive feedback on collaborative work.
ASSESSMENT	Track group discussions and engagement during the negotiation process as an individual's personal engagement. Notice those who actively express views and new suggestions and ideas. They then rate the most engaged or all according to their involvement. Give feedback on how well the students thought about spreading good messages.
SUMMARY	Summarize the importance of raising awareness in the community about stopping climate change and how you can use all available tools and arts.

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TITLE:MUSIC LESSON 5

TOPIC	AGE	TIME
MUSIC IMITATION	14-16	60 MINUTS

OVERVIEW	This is a lesson designed to educate students about the importance and protection of the environment, how to use music to fight against climate change shown in practice. Students will explore self-sustaining monuments related to music. They will engage in research activities, expanding knowledge about the monuments of their homeland and region, and creativity will also be important.
AIMS OF THE LESSON	Environmental Awareness: Helping Students Understand Ecology in All Fields. • Sustainability in music: To guide students in thinking about self-sustainability through new designs, broadening the framework and horizons. • Solutions for climate change: Encourage students to think outside the box about how music can help fight climate change. • Collaboration and creativity: promote teamwork and creativity in expression.
METHODOLOGY	The lesson will be team and practical. It will include group work, media research and field teaching. It will encourage students to think outside the existing framework. Field teaching will have the effect of a small team-building on the students. The joint finished product will be a key strategy for the students, the development of tolerance and mutual musical communication.
LICENSES	CC BY-NC-SA 4.0
TEACHING RESOURCES	TEACHING MATERIALS Multimedia: computers for searching, and a video-audio recorder Materials: wind musical instruments. Technology: access to computers/tablets, research and projection of the final product.
21ST CENTURY SKILLS	Critical thinking: students will analyze and practice design solutions. Creativity and innovation: It will produce modern music effects on instruments and create a composition, with tones that cannot be written down.

	Cooperation and communication: Group activities require teamwork and effective communication. Global Awareness: Students will explore how monuments can be self-sustaining and inspired by nature.

INTRODUCTION
Visit a musical self-sustaining monument in your area (if you have one) Allow students to think, research and come up with ways to imitate the monument in the classroom: • "Are you surprised by the solutions and creativity offered by this theme?" • "Do you think that you can only produce the unrecordable and use it to convey the messages of the fight against climate change?" Analyze the students' answers together.

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PHASES	TEACHER GUIDE
ACTIVITY 1 BRAINSTORMING AND PLANING	We will take the students on a field trip and introduce them to a "different" type of monument - a self-sustaining musical monument. will choose the colors for themselves. In the classroom, upon returning, they will investigate which similar monuments we have in our country and which are the most famous in the world. After that, they figure out how to imitate the sound of the monument they visited Consideration: Everyone should produce their own sound that blends with other sounds and creates a new, indescribable harmony. We will record everything in video-audio.
ACTIVITY 2 RESEARCHING AND IDEA DEVOLOPMENT	Research phase: The leader of the group will introduce himself to the group with several examples of the most famous musical self-sustaining monuments. Then students can summarize if there are any special designs in their area. The most curious or the closest can visit it will give them an idea for their musical work. Development of the idea: The students now need to plan the details of the production and then the imitation of the sound they heard, but this time on their instrument.
ACTIVITY 3 HANDS-ON DESING	Practical Design: The group begins to create their sounds through their musical instruments. They were inspired by the monument they visited, that is, by nature. Encourage students to come up with their pronunciation and articulation when playing like a unique touch on their work.
ACTIVITY 4 GROUP PRESENTATION	Presentation: We will record a joint work, a soundtrack of imitation musical monuments inspired by nature, we will listen to the recording together. Feedback: Students will provide constructive feedback on the collaborative product.
ASSESSMENT	Monitor group discussions and engagement throughout the research and creation process. Then the individual contribution to the group work of presentations and the final sound of nature and the creativity of the students are evaluated. Give feedback on how well the students thought and how they coped with the new musical unwritten playing methods.
SUMMARY	Summarize the importance of creating self-sustaining monuments and how this will affect the positive image of our reflection, but also through cultural tourism.