



GR\_Class\_MagicFlute\_CrossCurr

<b>Teacher Education Design Principle + code:</b>	16. Teacher education should provide teachers with knowledge of approaches to timetabling and organizing cross-curricular project work. <b>TE: CrossCurr</b>
<b>Specific Teacher Outcome(s):</b>	16.3 Teachers should be able to build connections across the curriculum of various kinds and with potential to contribute to children's inquiry and creativity.
<b>Factors linked with:</b>	<b>LA: Connect;</b> <b>C: Sci/M Integ;</b> <b>AO: Creative;</b> <b>AO: IBSE/PBL</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 Greece
<b>Case:</b>	Case 3
<b>Episode:</b>	3 - The magic flute
<b>Teacher:</b>	Sotiris
<b>Age Group:</b>	6-7
<b>Selected episode present in D4.4 Appendix</b>	No

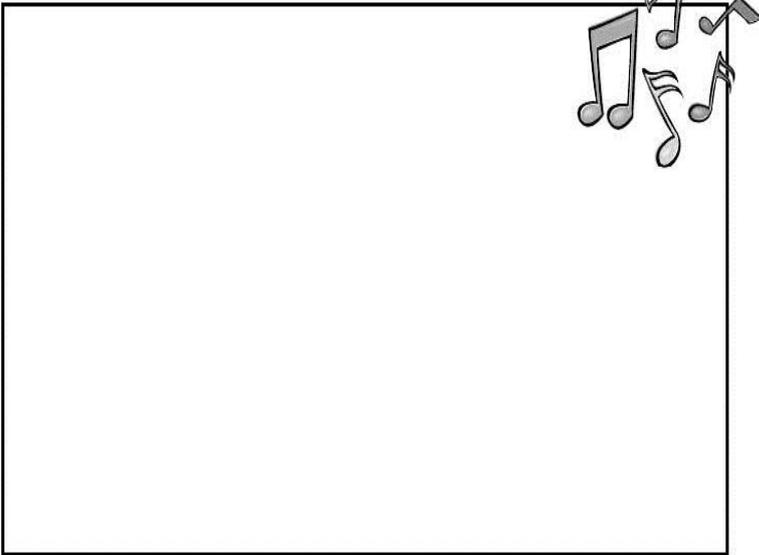


**Using a workshop to combine assessment of science learning and literacy skills with imagination**

Children completed this worksheet at the end of the first day of a two-day lesson on sound, which began with the teacher reading the story of the Pied Piper of Hamelin to the class. The children then watched a Walt Disney's 'Silly Symphony' animation of the same story and created their own 'magic' pan flute using straws, a pair of scissors and pieces of scotch tape. During the hands-on activity the children had to cut seven straws to different lengths, sort them from shorter to longer and fasten them together with the scotch tape. They thus worked on a mathematical sorting activity before moving on to exploring and thinking about how it was possible to produce music out of straws.

The worksheet below was used at the end of the lesson and asked children to draw themselves with the magic flute and write underneath it what they would like to happen if their flute was magic. With this worksheet, the teacher wanted on the one hand to assess whether children had understood the basic features of a pan flute and on the other to develop further their writing skills, while contributing at the same time to children's development of imagination and creativity.

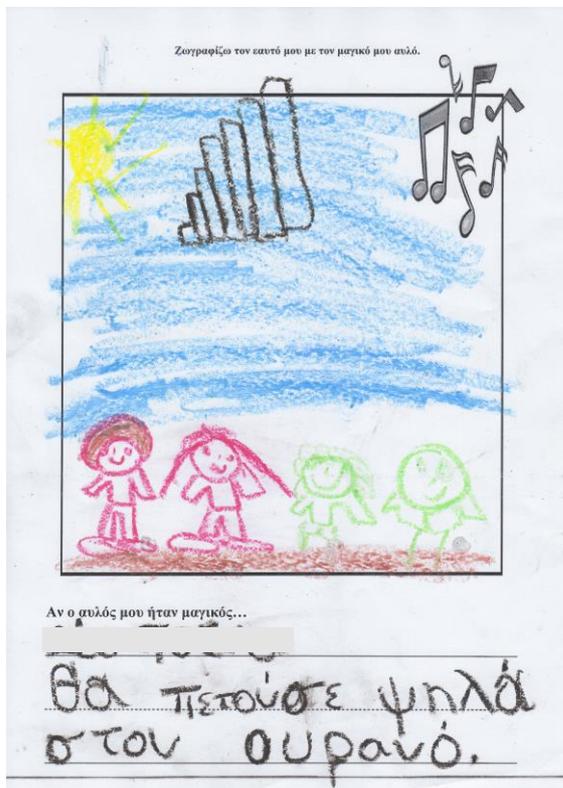
I draw myself together with the magic flute.



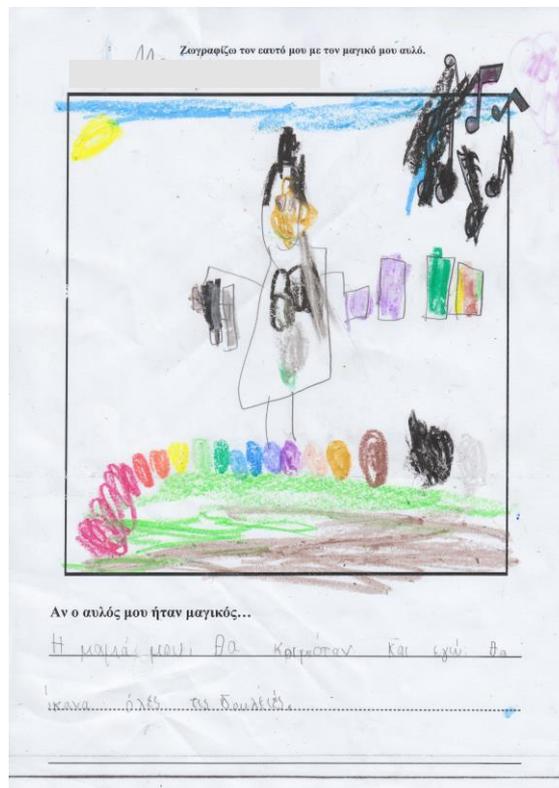
If my flute was magic...

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

## Examples of children's work



"...it would fly high in the sky."



"...my mother would sleep and I would do all the housework."



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