

Virtual History of Music



Methodological Steps

Prepare your distance learning activities through researching digital tools that may best suit lesson content and fit your teaching attitude/style; record your lessons or shorter clips in order to provide students video resources to study and integrate the synchronous lesson.

Pay attention to the fact that in distance learning much less material can be processed and more subdivisions of topics and themes are to be made.

Take the students on a virtual visit to the violin museum in Cremona. You can browse the official page of the [Museum](#) or you can rely upon online tools such as <https://www.violinteachingresources.com/> and the [Google Arts & Culture page](#). After the visit, divide them into groups of three or four students.

Assign them a research task in the form of question or challenge: they have to investigate and find out which is the most successful Cremona violin maker and why, among the famous luthiers Stradivari, Amati or Guarneri. This is going to raise their engagement and curiosity.

Ask students to make presentations on their findings. They have to arrange weekly meetings online using [Google Meet](#) to collaborate and create the presentation. They can record videos of their presentations. A video screen recorder such as the extension for [Chrome Screen Recorder](#) can help do this.

Ask them to present it to the class during a video lesson on [Meet](#); let them know in advance that they are going to evaluate the presentation of everyone using a [Google Form](#). Make sure to share in advance with the students the criteria of assessment and show them the form itself.

It may be useful to upload a [Google Spreadsheet](#) in the [Google Classroom](#) and to fill in an evaluation rubric accordingly, taking into account what you want evaluate.

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Skills Assessment

The activity can help develop both **disciplinary skills** and transversal skills related to the **digital**, the **personal** and the **cultural competencies**, because it revolves around something they are not asked to do usually, hence the development of new competences.



Communication

For this activity, you can communicate with the students mainly face-to-face during **video lessons** and using **interactive learning environments**.

Students can communicate with each other face-to-face during video lessons and using interactive learning environments.



Subject(s) : Practical Subjects, Support



Age of students : 13 - 18 years old



Duration : 2- 4 weeks



Learning resources : Multimedia presentations



Tests : Student homework or project work



Tools : Learning Objects, Meeting, Multimedia editors, Questions, Environment



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Filling  the gap

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