

TFEP\_AP\_ EMILIO BARDO MORERA .

## LESSON PLAN 1

COMPOSERS: **WOLFGANG AMADEUS MOZART.**

**Context:** This lesson plan in the area of music is addressed to third graders . Most of them didn't pass Trinity grade 3 last year, it means that the vast majority has a very low profile and didn't certificate a level a1 in the European Frame of Reference.

Some of the reasons for this low standards are: The methodology in the areas of english and science are based in the use of the text book : interpersonal communication is rarely practised . 5 children are ethnical minority , they and their families are not involved in the bilingual Project. Many students are migrants with very scarce help of their parents. The children usually don't make any homework.

### **Can Do statements:**

I can say Where Mozart was born.

I can say what language did Mozart speak

I know that Mozart played the violin.

I can act as vienesese people who liked Mozart's melodies.

I can sway spontaneously my body to the music of Mozart.

I can sing and name three melodies written by Mozart.

### **Proficiency based activities:**

#### **Interpretive mode:**

Listen to the teacher or the assistant Reading the text on the life of Mozart.

Read the text on Mozart life in a presentation

Listen to the assistant giving her/his opinion about Mozart's music.

The teacher will introduce the new vocabulary according to the 7 steps for vocabulary

#### **Presentational mode:**

Saying before the class two or three statements about Mozart.

Introducing before the class a presentation with and without text and subtitles.

**Interpersonal mode:**

Work in pairs with cards containing questions and answers about the life of Mozart. One student asks and the other answers.

Practice in small groups of 4 to 5 children sets of questions and answers with the assistant.

**Assessment:**

I can say 3 to 5 statements about the life of Mozart.

I can say what language did Mozart speak

I can find Austria in a map of Europe

I can play with the help of my teacher short melodies written by Mozart.

I can answer to 3 to 6 of the cards of questions and answers (see interpersonal mode)

I can find information about Mozart (at least one statement) on the internet and I included this in my class notebook.

**To make this unit feasible :**

The teacher will have to introduce Mozart as something interesting and attractive. Some activities have to be based on games and mimics to give to the students some fun.

We will use visuals to introduce the new vocabulary and concepts. The text in the cards for conversation will be taught to the students in a presentation. The musical practices (as playing, singing and moving) will give all students the opportunity to take part in the sessions

**To continue the process of learning:**

We will have to avoid discouraging students if their achievements are under our expectations.

We will have to encourage students to use spoken English and to get used to listening to the target language.

We will try our best to improve the vocabulary of the students, bearing in mind the seven steps for the new vocabulary.

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LESSON PLAN 2:

PETER AND THE WOLF

Context: this unit was planned for the music sesión of two second grade groups whose level is a1 according to the European Frame of reference. This unit is addressed to get the students used to speaking. After watching the video: "Peter And the Wolf" students will repeat very simple dialogues, will practice role playing, and finally will transform the sentences by changing the verbs, predicates and subjects. We will practice language in a cultural background that is The tale and the instruments of the orchestra.

**Can Do statements:**

I understand with some help from my teacher a part of the video Peter and the wolf .

<https://www.youtube.com/watch?v=0NtpqrnWJJs>

I can mention 2 to 4 instruments in the wind family.

I can label 2 to 4 instruments in the string family.

I can mention three instrumental families

I can say that Prokofiev composed the music for Peter and the Wolf

I can take part in the dialogues between the bird and the duck and the grandfather and Peter.

I can transform part of the dialogues by changing the verb or the predicate.

**Proficiency based Activities:**

**Interpretive mode:**

We will watch the video (<https://www.youtube.com/watch?v=0NtpqrnWJJs>) 2 times . At first without any preparation. And in the next times we will have practised, read and act a part of the script..

The children will listen to other classmates performing short dialogues before the class .

The video has subtitles, children will be encouraged to read and understand part of the text. The new vocabulary will be introduced with visual reinforcement and through the seven steps for new vocabulary.

**Presentational mode:**

To practice this mode of communication students will classify, label and name before the class the three instrumental families and the composition of each family. Visual support will be provided for this purpose.

Children will use simple structures like: "There are three instrumental families". "The violin, the viola, the chello and the double bass are in the string family". "the violin is a string instrument". "The french horn is a wind instrument".

**Interpersonal mode:**

Children will prepare, repeat and act in pairs the dialogues between the bird and the duck and between the grandfather and Peter.

Once they are expressive and fluent, they will act as characters before the class.

With the help of an assistant, students will practice for ten minutes these dialogues and some easy transformations in groups of 4 to 5.

In the end of each sesión, the teacher will dialogue with the students asking them questions about the instruments and acting as one of the characters so that students have to answer him properly.

**Authentic Text:**

The authentic text is in the subtitles of the video. We will practice the listening and Reading but will only work with a part of the vocabulary and structures.

<https://www.youtube.com/watch?v=0NtpqrnWJJs>

**Integrated performance assesment with a cultural component.**

	low	average	brilliant
<b>I can say who composed the music for " Peter and the Wolf"</b>			
I can act and play the role of the bird			
I can act and play the role of the duck			
I can act and play the role of the gandfather			
I can act and play the role of Peter			
<b>I can mention 3 to 4 string instruments</b>			
<b>I can mention 3 to 4 wind instuments</b>			
I can transform the statements form the story			

**What do we need to plan in advance to make the unit feasible and successful:**

We will prepare visuals for the instrumentas and the characters that will be mentioned in the unit. We will move to the music of Prokofiev , ever student will be encouraged to participate in the activities. we will avoid making students feel that they are not proficient enough to take part in the dialogues or to participate in the musical activities (singing, moving and playing)

To continue with the process: This unit is part of the anual plan for the área of music, in tis same área we will go over the contents of the unit; both cultural and gramatical while dealine with new lessons. According to the Madrid Region methodology (CLIL) the integration of the learning of the target language and of the contents will be reinforced by teachers in the other curricular areas.