


The aim of this plan is to make a modest attempt to propose strategies for designing Music contents, through a methodology that allows an adequate acquisition of musical and English linguistic competence, as well as an adequate evaluation of the student's work.

GO TO MISSION 1!

JUSTIFICATION

A plan of a didactic unit is presented for 3rd grade of Primary students. This plan serves as a model for posing the work in Classroom. In the first place, highlight the two basic pillars in the child's musical education: play and improvisation. Therefore, these two resources will also be fundamental in the teaching of English in the classroom. In addition, we will seek the motivation of students and avoid breaking the inner world of the child (based on imagination and creativity) and their role in entering the music classroom.

<https://mariagonzalezcarta.wixsite.com/speedoflight>

| UNIT 1: TAKING OFF | | 14th and 21st september 2018 | |
|--|---|---|---|
| LEARNING OBJECTIVES | CONTENTS | EVALUATION CRITERIA | |
| O1. Interpreting rhythmic and melodic ostinates through active listening and musical reading by internalizing and adapting to the musical pulse and group. O2. Adapt movement and gesture to music. O3 Perform of songs and stories, using vocabulary. | -The quarter note and its silence: performance and concept. - Adjustment of the musical pulse by an active listening of "The syncopated clock" by L. Anderson and reproduction of the story. - The lateral displacement in the dance "Rendez-vous | C-5 C-7 | |
| | | LEARNING STANDARS | |
| | | <ul style="list-style-type: none">• He or she uses the musical language for the interpretation of works• He or she ontrols posture and coordination• He or she understands the main ideas of simple and well structured presentations as long as there exist images and illustrations.• He or she plays songs and stories, using the corresponding vocabulary. | |
| EVALUATION | | COMPETENCES | |
| OBSERVATION. ROCKET. PLICKERS. RUBRICS | |  | |
| RESOURCES | SESSION 1: Fine tuning | | SESSION 2: Taking off! |
| Percussion instruments and recorder. Chopsticks. Musicogram. Computer, digital Whiteboard and speakers. | ACTIVITIES | POEM (5') Active percussion (5') despegue cohete SONG (30´)All the children | Poem (5´) Musicogram (10´) The syncopated clock Dance: Fourth Dance (25´) Questions and riddles (5 ´) Who do we talk about? |

UNIT 1

TAKING OFF...

Session 1: Fine tuning



5'

Lead wire → Our main character is named Horace and is going to undertake a journey through space at the speed of light. This one has an onboard computer that helps you in your mission. Upon boarding his ship he receives a message that allows him to introduce himself to his crew (the students) and that one of his members will read as an animation to the reading:



I am the astronaut Horacio and I travel through space
I have a space rocket that goes with mineral water
The space is very beautiful and it is infinite
There are formidable galaxies of unimaginable forms
But the most spectacular thing is the solar system
The outer planets are colored balloons

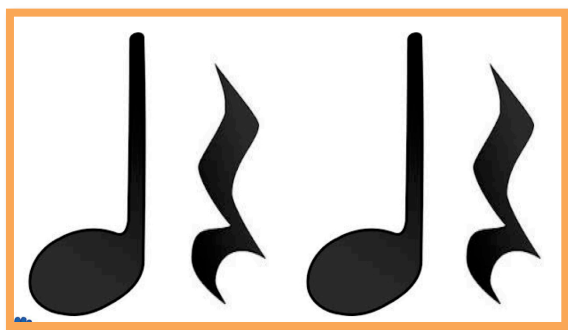
Then we prepare to begin our journey through space with a recitation accompanied by instruments. This recitation will become our starting routine to join the crew and start the new mission.

**All the children
From the earth
Go to the space
and they will play.**

After this, we practice the following rhythms with Chinese chopsticks to make our rocket take off.

We will learn the vocabulary of music note types:

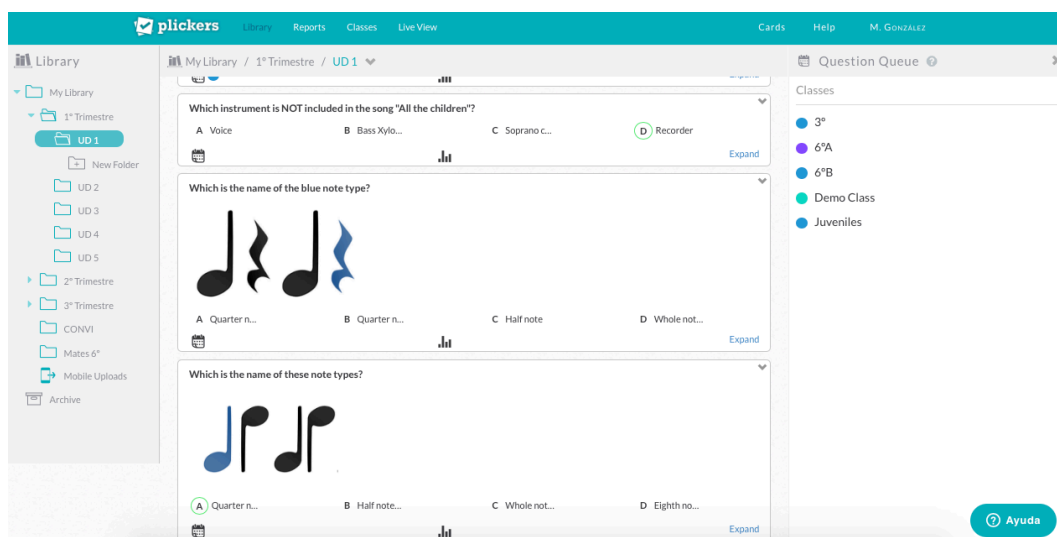
Quarter note, silence and eighth note.



For this we will use the Jean-Jarre Rendez-Vous IV audition

Finally we finish the session with a song "All the children" that we will accompany of very simple ostinatos worked before. For this, we will do an imitation vocal heating.

Questions on plickers are made, in order to give an instantaneous feedback of the learning process.



Session 2: taking off

We start the session doing our routine with the recitation "All the children" to train our crew, allowing the corporal routine with feet and spanking.



5'

We return to our journey through space remembering the recitation, accompanied by the pulse marked with feet and spanking.



25'

Next, we get ready to climb the ship and realize that the rocket's door needs to be repaired. Therefore, we call the mechanic Leroy Anderson, who will explain how to fix our ship and thus travel. He will tell us through a story about *The syncopated clock*.



We will begin to strike with our hammer the small screws.



Afterwards, our students will have to put on their astronaut costume and float in the space-driven simulator, but we see how the ship does not take off properly.



The bell rings that tells us that we have to quickly fasten our belts. In addition, we put on our astronaut suit: the pants, the shirt, the boots, the jacket, the gloves and the helmet.

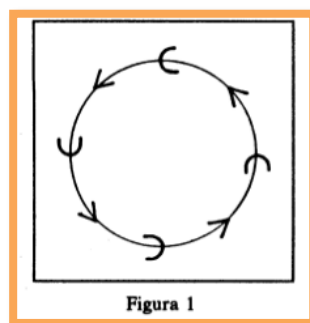
But no! We have to keep hitting the screws so we can finish fixing our door.



We will repeat the story, but now, students will do actions without our guide, just watching the video.

At the end of the audition, we see how we got the ship ready to take off. Then, the whole crew prepares for their journey through the galaxy doing dance over the audition seen in the previous session: Rendez-vous IV by Jean Michael Jarre. All crew in circle of hand (V-grip), body in SAR (Fig. 1)

- | | |
|----------|---|
| A | Two steps in the SIAR direction (in the opposite direction of the clock) slow (accent) and four fast (pulse) Repeat twice. Four static steps. A 'Same, but SIAR (clockwise) |
| B | B Position of the body: toward the center of the circle. Hand in hand; He strikes his right foot against the ground and throws his left leg crossed. The same, but starting by posing the left, and throwing the right, crossed. Is repeated twice B Four steps are advanced toward the center of the circle, starting with the right foot. The four steps are moved backwards, until the circle is set again. (It goes back starting with the right) |
| C | We will make a star with the arms, reviewing the names of the planets: Mercury, Venus, Earth, Jupiter, Uranus, Neptune and in the center the Sun. |



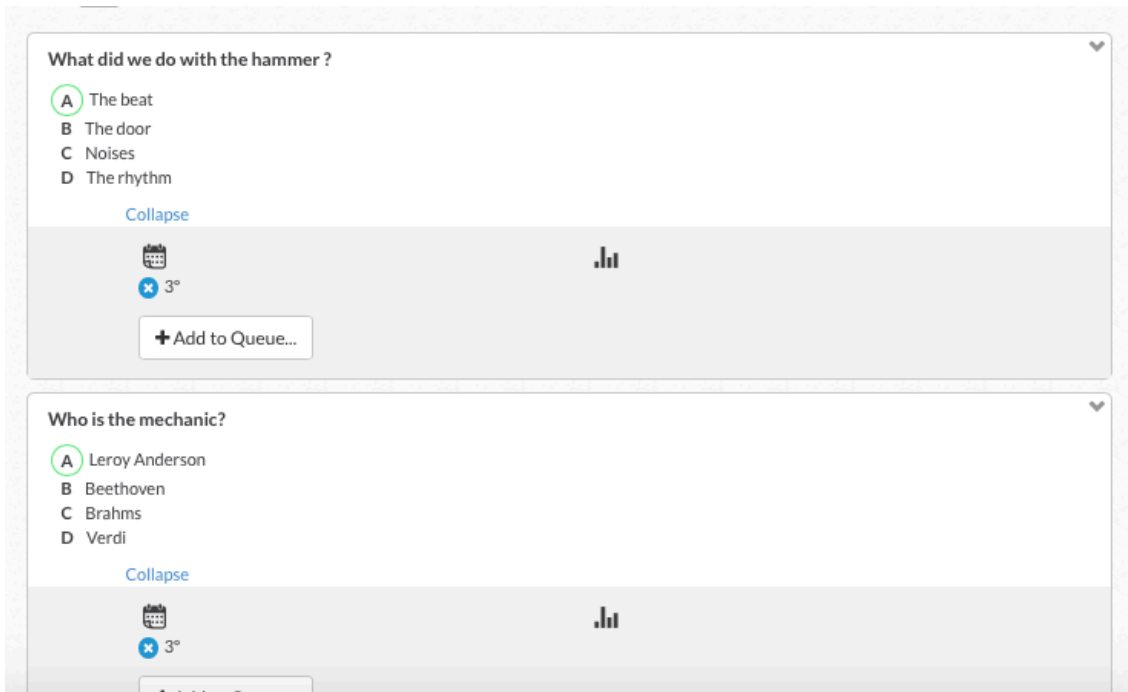
5'

Finally, we finish the session and the unit with a few questions through plickers and with a riddle that we have sent to our computer on board.

The resolution of the riddle will allow us to meet the main character of the next unit:

By day I get up.
I go to bed at night.
I tint red the sunset,
Why do not you know who I am?

Questions on plickers: (www.plickers.com)



ASSESSMENT

The students will carry out a set of activities whose main purpose is to achieve their motivation, in addition to allowing them to check the follow-up sessions:

- Evaluator games: at the end of each unit a small test of instantaneous correction is made, through the plickers application (questions about content and language knowledge)

- Student self-assessment rocket, in which students will place a clamp with their name as they consider their learning achievements of each session.

