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| CLIL LESSON PLAN |
| CLIL PATHWAY: MUSIC | **LEVEL:** Primary Education (6th grade) |
| CLIL MODULE: The amazing World of Music | **CLIL TOPIC:** Music notes and Do Major scale |
| LESSON 2 | **TIME:** 90´ |
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| TEACHING AIMS | **MATERIALS** |
| - To recognise the music notes- To match the music notes in association to each letter- To identify the Do Major scale- To read a sheet music and play it with an instrument (flute)- To recognise different rhythm patterns- To write the music notes in the Treble Clef | - Computer- Overhead projector- Annexe 1: St. Claus sheet music- Annexe 2: Treble Pitch- Annexe 3: Candy Corn- Annexe 4: Treble Clef |
| LEARNING OUTCOMES - 4Cs |
| CONTENT | **COGNITION** |
| - Naming the musical notes- Identify the Do Major scale- Associate the musical notes to each letter- Read a sheet music with notes on a scale and play it with the flute- Recognise different rhythm patters- Write musical notes in the Treble Clef | - Identify and sorting musical notes and correspondent letters- Predicting and ordering musical notes and correspondent letters - Concentration and posture- Learn how to breath properly- Evaluating |
| CULTURE | **COMMUNICATION** |
| - Develop musical awareness and sensitivity - Understand specific behaviours related with musical contexts | **Language Function:** Talking about musical notes**Vocabulary:**- Music notes – (do/ re/ mi/ fa/ so/ la/ ti)- Music note values and rhythm figures – (Whole note /half note /quarter note / eight note / sixteenth note)- The Treble Clef / The Bass Clef - Music staff: consists of five lines and four spaces- Body parts: hands, tights, foot /feet, …- Breath …- You have to… articulate the tongue with a *Tee* touching the teeth / sit up straight**Verb:**- Imperative for instruction: play / sit up straight / clap / tap / stamp / …- Have to…**Language structure:**- This is… / What is this? |
| ACTIVITIES |
| Step 1 – To tune pupils into English- Teacher /pupils greet each other in English.Step 2- To help pupils understand what the lesson is about: they are going to practice the music notes learnt in the previous lesson, by singing and playing a Christmas song- Teacher asks pupils to adopt the correct posture to do the warm up using the music notes learnt in the previous lesson.Step 3 – Group oral repetition- Teacher explains they are going to sing the notes to warm up and to practice.- Pupils adopt a correct posture to breathe correctly and tongue articulation.Step 4 – Individual and group work- Using the “Santa Claus is Coming to Town” sheet music (annexe 1), pupils practice the chorus singing (part A), the playing element (part B) in flute, and the body rhythm – part C.- For the part C, pupils have to: - Part C – Clap your hands /tap your tights /… training the rhythm figures (half note /quarter note /half rest /whole rest.Step 5 – Written work- Teacher elicits pupils in order to review/ identify the musical notes for the letters.- Then, pupils complete a Treble Pitch to use the melody and musical notes joining the dots in the right order to discover the picture – the exercise is overhead projected and pupils complete it on the board and in group (annexe 2).Step 6 – Final exercise to settle down and use the learned content- A. Candy Corn - Pupils have to identify the musical notes in the Treble Clef Note Name Challenge by writing the equivalent name (annexe 3).- B. Complete the Treble Clef exercise where the notes have disappeared and pupils only have the letters to identify the equivalent musical notes (annexe 4).Step 7 – To end lesson- Pupils tidy up and say the farewells in English |
|  EVALUATION |
| * Immediate feedback after oral classroom report
* Completion of post-test
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