

**Uma imagem com Lego

Descrição gerada com confiança muito alta**

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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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