

****

|  |
| --- |
| CLIL LESSON PLAN |
| CLIL PATHWAY: MUSIC | **LEVEL:** Primary Education (5th grade) |
| CLIL MODULE: The amazing World of Music | **CLIL TOPIC:** Pentatonic Scale of Do |
| LESSON 1 | **TIME:** 60´ |
|  |
| TEACHING AIMS | **MATERIALS** |
| - To recognise pentatonic scales- To improvise simple tunes based on the pentatonic scale- To use the five notes of a pentatonic scale and play them on a range of instruments, individually and together- To create simple accompaniments for their tunes- To compose and perform simple melodies and songs independently | **Stimulus:**- “Orient Pearl” song- Recordings, eg Chinese music- Pentatonic Heart worksheet- Pentatonic Dice worksheet**Sound sources:**- A collection of classroom/Orff instruments tuned: xylophones, metallophones, glockenspiels, flutes. |
| LEARNING OUTCOMES - 4Cs |
| CONTENT | **COGNITION** |
| - Name the music notes- Identify the pentatonic scale of Do- Associate the five notes of a pentatonic scale and play them on a range of instruments- Improvise simple tunes based on the pentatonic scale | - Identifying and naming music notes - Select and organise specific information- Explaining and exemplifying pentatonic scales- Applying new knowledge – playing and singing new tunes in the pentatonic scale- Predicting what improvisation is- Concentration and posture- Learn how to breath properly |
| CULTURE | **COMMUNICATION** |
| - Develop musical awareness and sensitivity - Understand specific behaviours related with musical contexts | **Language Function:** Talking about music notes and pentatonic scale**Vocabulary:**- 5 music notes – (do/ re/ mi/ so/ la) - Pentatonic scale- Treble Clef- Pulse, eg steady pulse, word rhythm, rhythmic pattern- Structure, measure, …- Process, eg composing using a given melodic pattern (pentatonic scale)- Xylophones, metallophones, glockenspiels, flutes.- You have to… articulate the tongue with a *Tee* touching the teeth / sit up straight- Breath …**Verb:**- Imperative for instruction: play / sit up straight / read / say / …- Have to…**Language structure:**- This is… / What is this? |
| ACTIVITIES |
| Step 1 – To tune pupils into English- Teacher /pupils greet each other in English. Before the class starts, pupils are invited to reflect upon what they know by filling in the pre-test.Step 2- To help pupils understand what the lesson is about- Teacher revises the music notes (do/ re/ mi/ so/ la) by playing them in the flute (warm up). Beforehand, pupils must adopt a correct posture to breathe correctly and use tongue articulation.- Then, the Teacher introduces the Pentatonic Scale of Do. Explains that pentatonic songs are based on a five-note scale and have been sung for hundreds of years in many countries, namely in China.Step 3 – Playing simple tunes based on a pentatonic scale - The Teacher explains they are going to play in the flute the Part A of the song “Orient Pearl” to get used to the pentatonic scale. Pupils play 2 bars at a time, covering the 8 bars in total.Step 4 – Singing a song based on the pentatonic scale - Pupils are invited to sing for practice the Part C of the “Orient Pearl” song whose lyrics were created by the pupils (prior to the class, pupils listened to the song several times to understand the *measure* of it). Then, they had to think and create some verses that included the words China and Pentatonic and rehearsal some pentatonic tunes for each sentence. Step 5 – Improvisation using a pentatonic scale - Exploring now the Part B of the “Orient Pearl” song, pupils have to predict what is meant by *improvisation* on a pentatonic scale and what is allowed/ not allowed in a pentatonic scale. Step 6 – The Teacher sits the pupils in a semi/circle and asks them to play the song following the different Parts A-B-C. A group of 8 pupils start improvising playing the xylophone, metallophone and glockenspiels, while at the same time other group of pupils play the flute and sing the lyrics. Pupils move around ensuring all of them have the chance to try the Orff instruments, improvise and sing.Step 7 – Group relaxing time and content consolidation- Back at their sitting places, pupils are invited to paint the Pentatonic heart and play, in pairs, with the pentatonic dice.Step 6 – To end lesson- Pupils tidy up and say the farewells in English. |
|  EVALUATION |
| * Immediate feedback after oral classroom report.
* Completion of the post-test.
 |
|  |  |

**Author | School: Mrs Sara Santos**

AE de Marco de Canaveses, February 2019