**TEACHING UNIT SPAIN I**

**MUSIC: ROMANTICISM AND GRUNGE: SO FAR, SO CLOSE.**

1. **INFORMATION:**
   1. **Date:** 23-28 March
   2. **Level:** Secondary teaching (3·º ESO)
   3. **Subject:** Music
   4. **Theme*:*** Romanticism and Grunge: so far, so close.
   5. **Teacher*:*** Soledad Alegre López.
2. **AIMS/GOALS**

* Give a lesson according to the collaborative work.
* Apply routines and skills of thinking.
* Encourage students to exchange their collaborative work in the teamwork.
* Show the musical characteristics that Romanticism and Grunge movements can have.
* Find out the common patterns which music can have.
* Encourage students to think that music is some more than listening.
* Teach them how music can have the same aim, whatever the time can be.

1. **COMPETENCES/SKILLS (Which competences/skills will you develop in this unit)**

* **Competence of linguistic communication.**
  + The students listen actively.
  + They show communication in spite of the problems of the language.
* **Social competence and citizenship:**
  + They work actively in the team.
  + The students respect their turn to speak.
* **Cultural and artistic competence:**
  + The pupils think about the link between music and emotion.
  + They consider about the economic restrictions that musical freedom may have.
  + They develop the understanding of music from the social and emotional point of view.
  + They distinguish the most important musical characteristics in Romanticism and in Grunge.
  + They consider any musical expression although they do not like it.
* **Learning to learn competence.**
  + They can develop their own speed.
  + They can identify the link items between both topics.

1. **METHODOLOGY**
   1. **Type of lesson:**

* Participative.
* Working in small groups.
  1. **Type of interaction (organization in classroom):**
* Working in teams of three students who can see the screen of the head projector and the board.
  1. **Teaching aids: (like digital board, pc’s ...)**
* Head projector, Internet connection, post it, cardboard, colourful photocopiable sheets.

1. **TEACHING:**
   1. **Contents:**

* Socioeconomic context in Romanticism period and Grunge period.
* Characteristics of the music in these periods.
* Relationship between music and emotional expression.
* Economic reasons in this music.
* Icon of the Grunge movement: Kurt Cobain. Icon of Romanticism: Schumann. Are they both the same composer?
* Romanticism and Grunge features in today´s music.
  1. **Activities:**

They will be presented in the three parts:

* Activities to encourage students to analyse what they already know and what they want to know about the topic.
* Activities to introduce the contents: Information is given using participating tasks.
* Activities to process the information the students got: With these activities students should work on the learnt contents and the linking points, all developed in the collaborative way.
* Tasks to sum up and close the project: students should think and look for reasons to understand the current music in a different way.

1. **EVALUATION:**
   1. **Individual**

* Consider the students´ skills in the collaborative work using the competences target.
* Consider the personal thoughts and debates arisen after specific questions.
  1. **Group evaluation**
* Analyze the answers written on the conclusion sheet.
* Value the plot of the narration of the CSI activity.