

CLIL Module Plan

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School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Altro - P.E.- PHYSICAL EDUCATION		Topic	GROUP FITNESS ACTIVITIES WITH MUSIC	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>the class consists of 20 male and female students. 4 of whom come from European and non-European countries but possess a knowledge of Italian language comparable to their native language speaker. One of the 4 possesses a c1 level of English. the remaining 16 native Italian-speaking students demonstrate difficulties in understanding the English language but nevertheless have a strong ability to get involved and try to speak the language. the entire class is in its first experience of p.e. in clil, and at the beginning of the school year they were intimidated by the fear of having fewer practical activities and more assessment on the language than on the sports part. the teacher is at her first experience of teaching in English clil but has previous experience of 11 years of teaching fitness activities in a tourist facility where every lesson was performed in English. passionate about pedagogy believes in the power of the circle as a tool for fostering group relationships and in self-evaluation both emotionally and in performance. In the school there is the possibility of using various sports tools, but in the gymnasium where the activities take place there are no video playback tools.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The class has started to do the subject in clil english just at the beginning of the year. None of the students in the class group ,has prior knowledge in the area of fitness group activities with music. Much of the group,shows an interest and inclination in activities with music such as dancing.They are very proficient in exercises involving coordination skills and show a good inclination for cooperation and help among peers.</p>	English

Timetable fit	⦿ Module	Length 1 module composed of 2 units of two lesson each one composed of two hours
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Description of teaching and learning strategies	the majority of the time will be peer group activity of learning by doing, cooperative group learning, project based learning, task based learning .learning activities to connect the outcomes expected, promotion of interaction using voice during the practical exercise. power point for keywords with also images and videos to connect word to exercise.	
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Overall Module Plan

<p>Unit: 1</p> <p>Music in group fitness</p> <p>Unit length: 1 lesson of 2 hours 1 lesson 1 hour</p>	<p>Lesson 1</p> <p>music structure</p>
	<p>Lesson 2</p> <p>music coreography</p>
<p>Unit: 2</p> <p>the world of STEP</p> <p>Unit length: 1 Lesson of 2 hours 1 lesson of 1 hour</p>	<p>Lesson 1</p> <p>steps of step</p>
	<p>Lesson 2</p> <p>step peer assessment</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	music structure
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minute	defining the rhythm of the music; identify that the music has a structure; Be aware that music has a structure; predicting how could be recognized the beginning of the structure; comparing fitness group music to radio hits; be aware of the difference between doing rythm exercise in motion or static;	The lesson begins with students sitting in a comfortable position in circle mode. First the class is asked to clap their hands to music, first to a popular song then to a typical fitness class song. The same thing is also repeated with eyes closed. When the students have finished, a brainstorming session will begin in which all students can express what they felt and what they noticed and they can compare any differences. after that the focus begins to be only on the group fitness music by suggesting that students clap their hands only once ,whenever they hear a change in rhythm or a very strong accent. The same thing is also repeated with closed eyes. At the end of these listening exercises, a group discussion is opened where everyone is free to express his or her opinion regarding the characteristics he or she has noticed about this type of music. At the end of the discussion it is time to try	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary rhythm count 32 structure beat masterbeat bpm group fitness music march</p> <p>Communicative structures in my opinion music is.. if we compare radio hits and fitness hits we notice that.. I agree that.. with eyes closed it is easier/harder... music change like..</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> count 32 music structure.pptx 	
L	S	R	W								

the end of the discussion, the time to try standing up and try the same listening exercises by marching to the beat of the music. The same exercise is also repeated with closed eyes. Once these proprioceptive exercises are finished, students are shown a poster with a picture of the structure of music in the group fitness activities. In this first part of the lesson, the teacher plays the role of guiding the class in the independent discovery of musical structure from listening to the music itself. She encourages the class to express their opinion and the possible answer. Finally she also focus the attention on comparing what students have felt in doing the listening in motion or sitting.

2	30 minutes	<p>Awareness of the musical structure and all its component parts; coordination in moving in march to the rhythm of the music ; coordination in clapping to the rhythm of the music; awareness and recognition of the masterbeat; ability to count aloud during movement; ability and awareness to recognize musical structure even with eyes closed;</p>	<p>The class is divided into 4 rows of 8 or fewer students each. Thus begins a series of hands-on exercises of counting aloud and clapping in rhythm. Each exercise is rehearsed by each row of students until they have achieved awareness. At the end of all the propaedeutic exercises , the 4 rows imagine they are the 4 musical phrases of the musical structure and repeat one of the exercise,if they like they can invent new combination of exercise for improve their usical abilities. Performed by identifying with the phrase they represent and can come up with new exercises themselves to sharpen awareness .The teacher's role in this context is to explain the exercises, observe and if needed giving feedback to keep the rhythm right .</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1485 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary musical phrase, musical sequence, musical coup, masterbeat, right, left, forward, backward, leader leg, one ,two,three, four,five,six,seven, eight,</p> <p>Communicative structures let's count just on the 1st/2nd/3rd/4th phrase.. let's clap on the 1st/2nd/3rd/4th phrase.. let's clap just on coup.. let's clap at masterbeat .</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>A big image , like a poster , of the music structure, to help students to understand where they are during counting.</p>	
L	S	R	W								

3	20	<p>moving in the gym forward, backward, right, left, diagonal on music rhythm; understanding when and why the teacher is changing the direction; show an awareness of all the music structure's parts; develop creative thinking to process a simple choreography marching on music rhythm;</p>	<p>The group exercises always continue in row formation, guided by the teacher the students begin no longer to march in place, but to explore the gym space by marching in forward, backward, right, left, and diagonal walk. Each change of direction is made on the first beat of each musical phrase in order to connect awareness of musical structure to movement. To make it even more challenging it is proposed to add upper limb movement differently on each musical sequence. Finally, following this mode, a choreography is created with the whole class, on two count 32 with changes of direction with each musical phrase and changes of upper limb movement with each musical sequence. The exercise is performed in cooperation with the teacher and the whole class, in this way the teacher acts as a guide and stimulus in spurring individuals to participate without fear of error.</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1485 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary right, left, forward, backward, leader leg, one, two, three, four, five, six, seven, eight; row;</p> <p>Communicative structures let's go forward! let's go backward! turn right; turn left; let's move to...; follow the yellow/blue/red line;</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • count 32 music structure.pptx 	
L	S	R	W								

4	30minutes	<p>improve creativity; encourage relationship in smaller groups; achieve cooperation ; develop capacities of self assessment and peer assessment;</p>	<p>The class is divided into small groups of 5 to 8 people. The task at hand is to create their own choreography in the same way as the previous exercise done with the whole class. There are no creative limitations other than to perform the entire choreography by marching,change direction on the first beat of each musical phrase,change the movement of the upper limbs on each musical sequence , all for the duration of two count32 with a final pose on the masterbeat of the third count32. In this way the teacher who will be an observer and available for clarification, will be able to check the awareness achieved by the students on the musical structure.The students themselves will have the opportunity to self-assess themselves and their peers through simple charts.</p>	<p>Skills</p> <table border="1" data-bbox="1142 167 1489 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary coreography; upper limbs; musical phrase; musical sequence; march; self assessment; peer assessment; charts;</p> <p>Communicative structures we could do as...; it will be nice if we move arms...; I think is better to do ...; let's start the coreography in; two/three rows/line..; let's finish the coreography with a..;</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>		
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	music coreography
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35	to be able to help someone's work and knowledge; encourage collaborative work to focus on key vocabulary; fixing the concept of leader leg; review count 32 music structure;	The class is divided into working groups with specific fitness music in the background, each group has its own space in the gymnasium and can work out its choreography on two counts32.Each student tries to lead the group in performing the choreography, if interested they can use the microphone. The choreography is carried out with the same directions as the work done the previous lesson, students can thus refine their awareness of the structure of the music while helping those who still show some difficulty. The teacher's role is to observe the groups, if necessary or if requested,she remains available to provide feedback.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary coreography; march; leader leg; beat; masterbeat;</p> <p>Communicative structures We can improve this movement..; it is better to start in another position..; let's continuous in this way..; good job!;</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • count 32 music structure.pptx <p>music, musicbox to reproduce music, microphone</p>	
L	S	R	W								

2	15	improve the ability to give peer feedback; improve the ability of self-assessment; Foster different collaboration in the groups;	Students fill out a self-assessment table on the group task they have just done. After looking at the demonstrations of each individual group, the tables are redistributed to a partner, who will now assess the partner. Once finished new groups will be formed to repeat the same tasks again. The teacher's role is observation and evaluation through the same table used by the students.	<p>Skills</p> <table border="1" data-bbox="1122 165 1462 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary self ; peer; criteria; feedback; assessment; limited; accomplished; strong; outstanding;</p> <p>Communicative structures assessment table</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> GROUP FITNESS SELF ASSESSMENT table.docx 	self assessment about the task of coreography ; peer assessment about the coreography they had produced;
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	steps of step
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20	introduce the step instrument and its good use; Centering on movements in time to music other than marching; introduce a new methodology of warming up in the rhythm of music;	Students position themselves in circle mode with the step in the center, a discussion is stimulated with brainstorming to understand what this tool is and how to use it. Then, after learning the rules on its use, the class arranges itself in a checkerboard pattern and guided by the teacher performs a warm-up in time to music through the reverse pyramid methodology.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary checkerboard pattern; step ; closest leg; lower limbs; circle mode; warm up; jump up; jump down;</p> <p>Communicative structures you get on the step by alternating; your lower limbs; you get off the step walking never jumping; The whole sole of the foot must; be place on the step;</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	step,music box,power point with rules for good use of the instruments	
L	S	R	W								

2	50	<p>get to know the world of steps on the step; understanding that there are two different families of steps; decide in which family each step has to put in; refine the ability to execute steps on the step; counting the beat that each step has; comparing and highlighting differences between two groups of steps;</p>	<p>The class positions itself in a chessboard with a step in front of each student. guided by the teacher they begin to perform each step in a practical way, repeating it several times until they have achieved an awareness of the gesture. during the practical exercise, the teacher first performs all the steps that are part of the first family, then stops the class and through a discussion stimulates the students to d list the characteristics of these first performed steps. next, the second family steps are performed and as for the other group of steps a discussion is stimulated to highlight their characteristics. Finally, the two groups are compared and the differences are highlighted. The teacher's role is to guide in the exploration of the steps ,to mediate in the debate ,and to amplify the nomenclature and time counting for each step.The teacher also observes whether there are any students with execution difficulties and takes care to turn the rows that are on the bottom to the front so that they can better see the execution of the steps.</p>	<p>Skills</p> <table border="1" data-bbox="1128 165 1469 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary first family; second family; ,Basic step; V step; Reverse; Over the top; Straddle; Lunge; Box step; Mambo; Pivot turn; Baby mambo o rock; Knee up; Tap up; Leg curl; Kick front; Kick back; Repeaters; L step ; Twist ; Cha cha step; Mambo chacha; straddle;</p> <p>Communicative structures one..two..three.. four!; steps of the first/second family are caracterized by..; in my opinion,steps of the; first/second family are less/more easier/harder..; steps of the first/second family derived..;</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • STEP.pptx • STEPS OF STEP - GROUP FITNESS.zip <p>step,music box,video,powerpoint</p>	
L	S	R	W								

3	30 minutes	<p>improve leadership; encourage relationship in smaller groups; achieve cooperation ; define the knowledge about steps on the step on count32 structure;</p>	<p>The class is divided into small groups of 5 to 8 people. Group repeats each step for at least one count32, initially counting each step aloud and then counting only on the last musical phrase of the count, to prepare the group for the next step. Comrades take turns leading their group in the performance as if they were instructors. The teacher's role is to observe the groups, if necessary or if requested, she remains available to provide feedback.</p>	<p>Skills</p> <table border="1" data-bbox="1131 167 1467 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Basic step; V step; Reverse; Over the top; Straddle; Lunge; Box step; Mambo; Pivot turn; Baby mambo o rock; Knee up; Tap up; Leg curl; Kick front; Kick back; Repeaters; L step ; Twist ; Cha cha step; Mambo chacha; straddle;</p> <p>Communicative structures one ..two.. three .. four..; four.. three.. two.. one..; let's go..; let's move to the next..;</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• STEPS OF STEP - GROUP FITNESS.zip</p> <p>step ,music box,video</p>	
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	step peer assessment	
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	35 MINUTES	to be able to help someone's work and knowledge; encourage collaborative work to focus on key vocabulary; fixing the capacity to count ,speak during exercise on music; review all steps on the step;	Students work in small groups focusing on a family of steps,they perform them one step at a time and each step is performed on a count32. After exploring one step family they compare themselves with a peer group that explored the other step family and then switch roles.Each student within their group tries to count aloud and anticipate the next step when the count32 is about to end. The teacher's role is to observe the groups,if necessary or if requested,she remains available to provide feedback.	<p>Skills</p> <table border="1" data-bbox="1122 165 1464 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary first family, second family, ,Basic step, V step, Reverse, Over the top, Straddle, Lunge, Box step, Mambo, Pivot turn, Baby mambo o rock, Knee up, Tap up, Leg curl, Kick front, Kick back, Repeaters, L step , Twist , Cha cha step, Mambo chacha, straddle,</p> <p>Communicative structures one .. two.. three.. four..; four.. three.. two.. one!; let's go with ...; let's start/finish with...; step on with the right/left..;</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • STEPS OF STEP - GROUP FITNESS.zip 	
L	S	R	W								

2	15	improve the ability to give peer feedback; improve the ability of self-assessment; Foster different collaboration in the groups;	Students fill out a self-assessment table on the group task they have just done. After looking at the demonstrations of each individual group, the tables are redistributed to a partner, who will now assess the partner. Once finished, new groups will be formed to repeat the same tasks again. The teacher's role is observation and evaluation through the same table used by the students.	<p>Skills</p> <table border="1" data-bbox="1122 165 1462 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary self, peer; criteria; feedback; assessment; limited; accomplished; strong; outstanding;</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> STEP SELF ASSESSMENT table.docx <p>assessment table,</p>	<p>self assessment about the task of reviewing steps they have learned; peer assessment about the steps they have repeated;</p>
L	S	R	W								