

CLIL Module Plan

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School	Liceo Musicale F.A. Bonporti				
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	Musica	Topic	Create an Instrument presentation		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	18 young musicians (16 years old), all are conservatory students in 3rd year of formal instrumental study. They take CLIL once a week with an independent mother-tongue teacher, one hour/week all year (not a CLIL "module" - it is a separate subject and mark on the report card). There are two students with DSA (dyslexia). Students are ca. B1 level, English teacher highly collaborative.
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Students' prior knowledge, skills, competencies	Subject	Language
	All students possess the following knowledge in L1: - possess their own instrument and receive weekly instruction on it - have performance capabilities of varying levels - have knowledge of performance etiquette - know instrument parts and function - know basic historical context of instrument - have basic video and audio recording and editing skills - know nomenclature and rudimentary music theory in both Italian and English	- comparatives and superlatives - passive voice - infinitive of purpose - narrative tenses - collocations (composed OF/BY, etc.) - instrument-specific vocabulary

Timetable fit	<input checked="" type="radio"/> Module	Length 7-8 weekly 50-min lessons
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Description of teaching and learning strategies

- Group work involves creation of “expert groups” based on instrument families; - Scaffolding: Sentence stems for language to be used in the video; - Basic drawings of individual instruments for labeling; - Multimedia: Watching short teacher-created video of poorly prepared video / students from former years for examples of good videos (group discussion on applying marking rubric); - Watching class / own video production for critical commentary and peer evaluation - Multimedia/ICT: Kahoot for consolidation quiz in groups

Overall Module Plan

Unit: 1 Instruments and instrument families Unit length: 50 minutes - 1 lesson	Lesson 1 Instruments and instrument families
Unit: 2 Specific instrument parts and characteristics Unit length: 50 minutes - 1 lesson	Lesson 1 Specific instrument parts and characteristics
Unit: 3 Video presentation concept & evaluation Unit length: 50 minutes - 2 lessons	Lesson 1 Video assignment
Unit: 4 Assignment submissions and preliminary review Unit length: 50 minutes - 1 lesson	Lesson 1 Video submission
Unit: 5 Consolidation quiz Unit length: 50 minutes - 1 lesson	Lesson 1 Pub Night Quiz!
Unit: 6 Final evaluation Unit length: 50	Lesson 1 Screening and evaluation

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Instruments and instrument families
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	- students will be able to identify orchestral instruments as belonging to certain families (strings, brass, percussion and subcategories based on instrument characteristics - students will be able to give a brief introduction of personal instrumental education and instrument	Pair work - Brainstorming instruments and families in pairs; Teacher-led group discussion: categorizing instruments on board; Pair work - Discussing own instrumental experience and instrument with partner; presenting partner to class and/or teacher	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instrument families: strings, brass, percussion, woodwinds Sub-categories: plucked/bowed string instrument; cylindrical/conical brass instruments; tuned/fixed pitch/ keyboard percussion,</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> CLIL Music - handout 1.pdf Teacher hand-out for categorizing (table) and scaffolding (sentence stems) for speaking about own instrument and education.	Feedback (presentation of self or partner to class) with correct modelling by teacher or advanced students
L	S	R	W								

Communicative structures

I play the xxxx / I have played the xxx for zzz years / I used to play the yyyy. I attend Bonporti Music High School. I also take xxx lessons at the Trento Conservatory, where I study with zzzz. The xxxx is a zzzz instrument. To make a sound, you...

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Specific instrument parts and characteristics
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Students will be able to identify parts of their instrument and their materials Students can explain the function of various parts of their instrument	Groupwork - students are placed in small groups according to instrument families (i.e. sax, flute and basson players sit together) - each student receives a basic line drawing of their instrument for labeling - as most instruments have various parts in common, students share previously acquired language to label their diagrams	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	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"> instrument handouts samples.pdf - Diagrams of various instruments supplied by the teacher (attached) - Word stems / scaffolding on the board or provided to DSA students	Teacher circulates and provides feedback on student progress (students are prompted to name instrument parts and describe function)
L	S	R	W								

Key vocabulary

body, neck, soundbox,
f-hole, scroll, string,
bridge, tuning pegs,
fine-tuner, bow, frog,
stick... mouthpiece,
leadpipe, piston/rotary
valve, tuning slide,
slide, water key, bell...
head joint, barrel,
mouthpiece, ligature,
keys, bell,... keyboard,
damper, string,
soundboard, pedal,
felt... stick, mallet,
head, rim, snare,
drumkit, hi-hat, keys,...
wood (mahogany,
maple, birch, spruce),
metal (brass, silver,
plated...), gut, horse-
hair, plastic

Communicative structures

The xxx is used to... To
tune the instrument,
you... When you put
your finger down, the
string gets
shorter/longer and the
sound gets
higher/lower. The xxx is
made of zzz

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Video assignment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50 minutes	<p>Students will understand what is expected of them regarding the assignment parameters</p> <p>Students will start to plan their own video</p> <p>Students will watch and evaluate a poorly done teacher video and successful peer videos from past years</p>	<p>Teacher hands out the assignment, which also lists the assignment evaluation parameters. Teacher or student reads assignment and invites commentary, clarifies assignment as necessary and stipulates a due date.</p> <p>Pair work - students discuss in pairs what would make a video either "good" or "bad" and share with the class</p> <p>Pair work - students watch a fairly good video from a previous year (not classmates) and evaluate it according to the evaluation sheet. Class discussion about same.</p> <p>Pair work - students watch a video made by the teacher. It is deliberately very bad. They discuss why it is bad and how the video could be improved</p>	<p>Skills</p> <table border="1" data-bbox="1019 167 1384 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary introduction demonstration video framing editing audio levels / sound levels microphone lighting landscape/portrait projection medium/display</p> <p>Communicative structures Giving opinions: I think... In my opinion... I agree / I disagree. Hypothetical/conditionals: It would be better if...</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • Video evaluation.pdf <p>The video evaluation sheet both delineates the assignment and shows how students will be evaluated on their work. Unfortunately it is not possible to upload video examples using the iprase platform.</p>	<p>Ongoing feedback regarding pronunciation, modeling correct use of instrument and procedural terminology. Students learn to evaluate their own work through evaluating others.</p>
L	S	R	W								

2	50 minutes	<p>As this is a continuation of the previous lesson, learning outcomes remain the same: students will identify successful strategies in planning and capturing an effective video students will learn some possible negative influences on creating a successful video students will explore the evaluation rubric to better calculate the success probability of their their own video students learn to make critical evaluations, not simply "It's good" or "I don't like it"</p>	<p>As in the last class, students will view several videos from past years (an attempt should be made to include instrument videos from in the same family as the students' own instruments. In pairs, students discuss the videos they have seen and evaluate them. Class discussion on good features of the videos, and how they could be improved (framing, sound levels, microphone placement, ducking, ambient noise, etc.)</p>	<p>Skills</p> <table border="1" data-bbox="1019 167 1386 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary solicited from students, written on board: effective, interesting, captivating, attention grabbing, boring, exciting, etc.</p> <p>Communicative structures giving reasons: this video is effective because... This video could be better when...</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • Video evaluation.pdf 	<p>At this point, students are starting to get ideas about their own videos. Students with similar instruments are asked to comment on peer videos and are asked to demonstrate how they would express the same concept. Students are encouraged to try scripts with their partner or the teacher for feedback on pronunciation, sentence structure, vocabulary, etc.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Video submission
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50 minutes	students will be able to discuss technical parameters and computer use students will see some of their classmates' videos and will generally feel reassured about their own work students learn to discuss their video capture and editing procedure	Teacher: Show students various computer storage media and solicit vocabulary (write on board). Add other computer vocabulary necessary for copying files, and solicit collocations, i.e. copy a file, read the file, appear on the desktop. Students come up one by one and copy their video to the teacher's computer (projected in real time). Students guide the teacher through the copying procedure, and explain to the class what software and technique they used to create the video and edit it If time allows, watch one or two videos from volunteer students and discuss in class	<p>Skills</p> <table border="1" data-bbox="1189 165 1529 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary USB key, pen drive, CD, DVD hard disk, adaptor, folder, desktop, file, MB, GB, file size file conversion, software, app, format</p> <p>Communicative structures I use Mac/PC/Linux The format is... On my computer it was... I prepared the file with... I made the video with... My cameraman was... I had some problems with...</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	Files are tested as they are submitted to see if they will run properly. Students are often anxious for immediate feedback and are relieved to hear positive feedback i.e. Great, my computer can read your file. Videos are watched later by teacher for complete evaluation. Teacher prepares notes for in-class feedback and written summative evaluation.
L	S	R	W							

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Pub Night Quiz!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50 minutes	students realize that they know quite a bit about instruments from earlier discussions and videos watched in class students learn cooperation and team work, working together in small groups to pool their knowledge students recall not only vocabularly but must focus on higher order thinking skills regarding the various instruments	Teacher explains the concept of "Pub Night Quiz" - In English speaking countries, often pubs will organize an evening that features a trivia contest. Teams pay a fee to enter and the winning team gets the "pot". Students form groups of three or four depending on class size and think of a fun team name in English. They are provided with a blank piece of paper numbered 1-15. They can discuss the answer in their group, but should do so quietly so other groups don't overhear their answers. Techer reads out the questions (twice) and gives the students time to discuss and write their answers. At conclusion, swap papers, solicit answers, mark out loud and tally the points. Watch one more classmate video if time allows.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary review of instrument vocabulary for instrument parts and families</p> <p>Communicative structures agreeing and disagreeing, negotiating within the group you're right/wrong, we need one more, comparative/superlative: higher, lower, older, more modern</p>	<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"> instrument quiz and key.pdf 	<p>formative assessment - students are motivated to pay attention and win (especially when a prize is offered)</p>
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CLIL Lesson Plan

Unit number	6	Lesson number	1	Title	Screening and evaluation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50 minutes	<p>students understand the mechanics of peer review</p> <p>students justify motivation for mark adjustment</p> <p>students learn new information about instrument performance and history from their classmate's videos</p> <p>students formulate critical performance commentary regarding peer performance in the videos</p>	<p>Teacher reminds students that they will have a short test in the following lesson based on corrections and observations made during video screening. The remaining student videos will be viewed in class (unless there is a valid reason for NOT watching a particular video; for very poor effort, consider not viewing publicly) and critical commentary is expected from students after pair discussion. As each video includes a short musical performance, review performance critique expressions on board. Students should be prepared to justify their artistic choices regarding their demonstration performance in the video.</p>	<p>Skills</p> <table border="1" data-bbox="1104 167 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary sharp, flat, out of tune, in tune; stage presence, pacing, rhythm, repertoire, performance (not "execution"), technically correct, musical, passionate, boring, flawless...</p> <p>Communicative structures The repertoire choice was... His/her performance was... because... He/she should have ... (before ...) The intonation/acoustic was...</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • video followup quiz.pdf <p>student videos (unfortunately it is not possible to upload sample videos on the iprase platform) example of a video follow-up quiz from a previous year</p>	<p>students receive a mark based on the valuation parameters discussed in class. This is their summative evaluation for the unit. Marks can be incremented in the "correction quiz" in the following lesson, but the video carries more weight than the quiz.</p>
L	S	R	W								