

CLIL Module Plan

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School	Scuola Media ...				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Musica	Topic	Integration of voice and musical instruments		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>STUDENT PROFILE: The class that experimented this module was a 2nd year Middle School Class. The class consisted of 24 students. 14 boys and 10 girls. All students experimented CLIL in 1st year Middle School, in a previous Module Project. They gained confidence towards the english language, even though there were still difficulties, with regards to speaking skills. The class also consisted of students with special needs - 5 students are certified. The class also consisted of two students from a migrant background - 1 Albanian student (in Italy for 10 years) and one Syrian student (in Italy for 8 years). The weaker students were given support in Italian. CEFR Level of group: A1 + level Teacher/ team profile: TKT certified music teacher.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Music notation, rhythmic skills, the skill of listening while playing, knowledge of playing flute and various percussions, the skill of singing in tune.	The students should be able to form and answer short questions using basic grammar. Sufficient knowledge of music key word vocabulary related to both notation and expression.

Timetable fit	<input checked="" type="radio"/> Module	Length 10 h
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Description of teaching and learning strategies	The lessons will predominantly follow the “activate prior knowledge / guide understanding / review” format. A google classroom has been set up to facilitate all these procedures. Various group configurations will be used depending on the exigencies of the activities: mixed ability groups will be formed according to the students’ zones of proximal development in content and communication whilst same ability groups will be used in more focussed content or communication development
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Overall Module Plan

Unit: 1

The exhibition: get ready for

Unit length: 3h

Lesson 1

First rehearsal

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	First rehearsal
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	Understand the main feature (historical and stylistic) of the song.	Teacher gives a sheet with three differents: - images of composers - historical periods - artist styles Then the teacher makes the students listen of a short extract of the song, and ask the students to link the song to correct composer, style and period.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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	link	
L	S	R	W								

2	10	Understanding the form of the piece. Knowing what instrument is playing what melody. Being able to reproduce part of the main melody just using the voice.	Teacher introduces the song and briefly contextualizes it historically and asks the students to write on a template previously prepared the form of the piece: A section, B section, bridge, choruses, ecc... , the time signature and the instruments involved. He also asks the students to focus on the main melody. Students while listening write down on the given template what has been asked.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Form, Bridge, Section, Choruses, Time signature, names of instruments, unison</p> <p>Communicative structures The main theme is... ; At the beginning ... ; at the end ... ; In the middle ... ; The time signature of the song is ... ; The main melody is played by ... ; The lyrics of the song says ...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	link (video) - link (form)	Teacher corrects the template and get aware of the accuracy of the students understanding of the entire process.
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3	10	Being aware of the key vocabulary of musical composition.	Refresh prior knowledge by matching words and definitions concerning the key vocabulary of the topic.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Form, Bridge, Section, Choruses, Time signature, names of instruments, unison</p> <p>Communicative structures</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Labels (word and definitions)	Teacher corrects the matching words.
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4	5	saper riconoscere partiture e caratteristiche	- divisione in gruppo - riconoscere lo spartito più adeguato - prendere lo spartito loro alla cattedra	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
				L S R W			
				Key vocabulary			
				Communicative structures			

5		To be able to play the instrument reading the score	Every group plays their score	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Scores	Teacher check that the music is played in the right way
				L S R W			
				Key vocabulary			
				Communicative structures			