## CLIL Module Plan

Author(s)	Sveva Azzolini, Matteo Turella							
School	Scuola Media							
School Grade	O Primary		<ul><li>Middle</li></ul>		O High			
School Year	01		● 2	03		O 4		0 5
Subject	Musica	То	ppic	Integ	Integration of voice and musical instruments			
<b>CLIL Language</b>	English				O Deutsch			

## Personal and social-cultural preconditions of all people involved

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.

Students' prior knowledge,	Subject	Language			
skills, competencies	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	<ul><li>Module</li></ul>	Length 10 h				
<b>Description of</b>	The lesson	The lessons will predominantly follow the "activate prior knowledge / guide				
teaching and	understand	understanding / review" format. A google classroom has been set up to				
learning	facilitate a	facilitate all these procedures. Various group configurations will be used				
strategies	depending	on the exigencies of the activities: mixed ability groups will be				

content or communication development

formed according to the students' zones of proximal development in content and communication whilst same ability groups will be used in more focussed

## Overall Module Plan

Unit: 1 Lesson 1

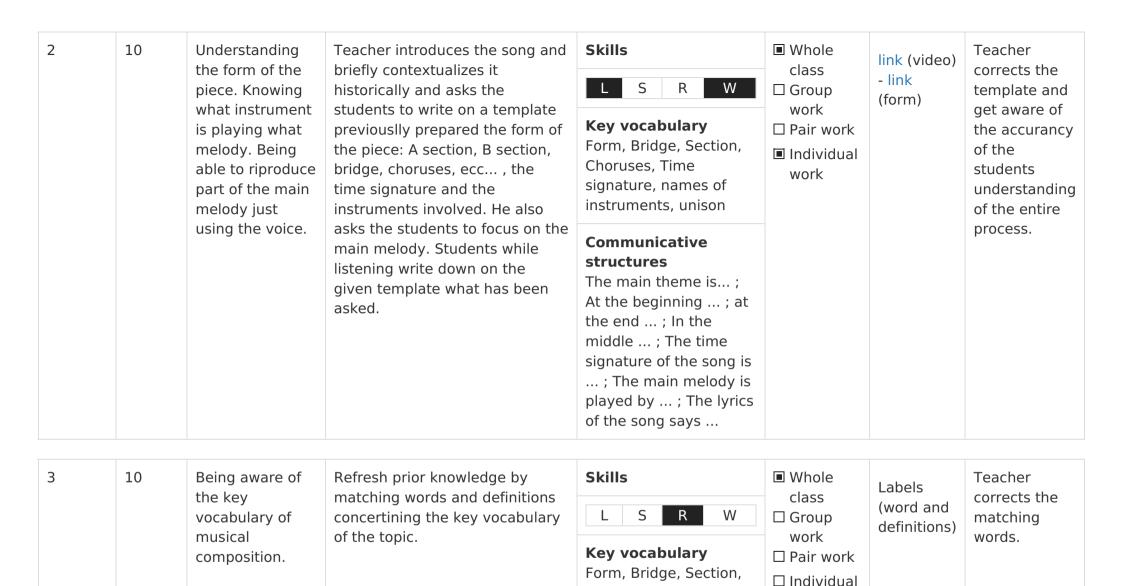
The exhibition: get ready for First rehearsal

Unit length: 3h

## CLIL Lesson Plan

 Unit number
 1
 Lesson number
 1
 Title
 First rehearsal

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	rerents: - images of class cla	link		
			ask the students to link the song to correct composer, style and period.	Communicative structures	work		



Choruses. Time

signature, names of instruments, unison

Communicative

structures

work

4	5	saper riconoscere partiture e caratteristiche	- divisione in gruppo - riconoscere lo spartito più adeguato - prendere lo spartito loro alla cattedra	Skills  L S R W  Key vocabulary  Communicative structures	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual work		
5		To be able to play the instrument reading the score	Every group plays their score	Skills  L S R W  Key vocabulary  Communicative structures	□ Whole class □ Group work □ Pair work □ Individual work	Scores	Teacher check that the music is played in the right way