

Lesson plan:
SINGING COLOURS AND ANIMALS

School	X Primary <input type="radio"/> Middle <input type="radio"/> High
Year / Class	X 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Subject : MUSIC	Topic: SINGING “COLOURS AND ANIMALS”
CLIL language	ENGLISH

Teacher / Teaching team profile	Teacher's role: X Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other:	Subject taught: ENGLISH
	Teacher's role: <input type="radio"/> Main Teacher X Co-teacher <input type="radio"/> Other:	Subject taught: MUSIC

Student group profile (general)	CEFR Level: <input type="radio"/> A1 <input type="radio"/> A2 <input type="radio"/> C1 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C2
--	---

The **1A class of Villa Lagarina** primary school consists of 21 pupils, eleven females and ten males. All pupils show interest and enthusiasm for what is being proposed, some have difficulty in listening with the right attention. Generally, they are children with great enthusiasm and motivation. The levels of autonomy and the progress are quite different. The entire class group during English language lessons demonstrated a good participation. All the kids enjoyed the experience of this project that integrated English and Music.

Presenting the group:

The students present different level of attention and execution times. There are some very lively children but the level of engagement and learning is generally very good.

They have started to learn English this year. They are doing two weekly hours of English (on Wednesday and on Friday).

Elements of Strengths: MOTIVATION of STUDENTS:

Children are motivated during the English project lessons. They like singing, dancing, working in groups and interacting. They participate actively during the tasks. They have a **beginner level of English**. The majority of the class is very good and respectful with their peers and their teachers.

Timetable fit	<input type="radio"/> Module <input type="radio"/> Lesson	<i>Previous lessons:</i> during the previous lessons pupils learned some of the traditional English <i>nursery rhymes</i> and they sang various songs.
----------------------	---	--

	<i>Future lessons:</i> In future lessons they will improve the rhythm section and approach to music presentation of the name and position of notes on the pentagram.
--	--

Resources & tools	Flashcards LIM Computer CD Player Poster Instruments: triangles, harpsichords, drums, sound sticks, sounding bars, instruments for musical effects. Paper, glue, scissors, etc.
------------------------------	---

Students' prior knowledge, skills, competencies	Subject	Language
	Most learners are able to: listen, sing, and follow the rhythm.	Learners have studied: colours, numbers and animals

Learning Outcomes expected for this lesson	<p>The students are supposed</p> <ul style="list-style-type: none"> • to be able to listen and learn a simple choral song with the right intonation; • to play/perform a simple nursery rhyme; • to beat the rhythm playing an instrument; • to understand the concept of rhythm in a song; • to revise and get to know new vocabulary about rhythm, instruments, animals and colours; • to be respectful with their classmates when working in groups.
---	---

Methodology	<p><i>Cooperative learning:</i> groups miming animal movements; creation of a lap book.</p> <p><i>Scaffolding:</i> visual aids (flashcards/posters for the rhythm, musical base).</p> <p><i>Problem based learning:</i> represent the animals with your body; creation of a lap book following the teacher's instructions.</p>
Assessment	<p><i>Formative assessment:</i></p> <p>Assessment of skills and competences will be conducted orally and will be based on continuous observations throughout the lessons. The teacher will take into account also the degree of interest and participation demonstrated by students working in plenary or groups.</p>

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1	To create initial motivation To create a relaxed, atmosphere in the classroom	Students watch the video and listen to the song of "Brown Bear what do you see?". https://www.youtube.com/watch?v=ek7j3huAApc	Listening, speaking <i>What do you see?</i> <i>What animal is it?</i> <i>What colour is it?</i>	○ Whole class	<i>LIM e computer</i> Song: "Brown Bear what do you see?". https://www.youtube.com/watch?v=ek7j3huAApc	20 minutes	Observing the children and notice their attitudes
2	Presentation of the song Memorize the name of the animals and their colours.	Presentation of the characters and listening to the music and song "Colours and Animals" (unpublished song, text and music created specifically for the class by Andrea Amplatz.)	Listening, speaking There is, there are.... <i>It is a.....</i> <i>It is a bee, bear, cat, pig, tiger.</i> <i>It is yellow, black, red, pink.....</i> <i>What colour is it?</i> <i>What animal is it?</i>	○ Whole class	Flashcards of animals and colours	1 hour	Observing the children and notice if they participate Are they listening to the song?
3	Introduce the concept of rhythm	With teacher's help the children follow the rhythm on a poster where the musical beats are represented, and beat their hands.	Listening, speaking TA TA-A TI-TI	○ Whole class	Poster with the representation of musical beats	40 minutes	Do students participate beating their hands in the right way?
4	Sing the song properly, respecting the pitch and rhythm	Choral song of the song.	Speaking Singing the text of the song	○ Whole class	Flashcards to help children remembering the text of the song <i>Musical base</i>	30 minutes	Observing and listening to the children Are they singing properly?

5	Play at rhythm	The class is divided into 5 groups and assigned to each group a musical instrument.	<p>Listening, speaking</p> <p><i>What is the name of your instrument?</i></p> <p><i>Listen to the rhythm....</i></p> <p><i>Play!</i></p> <p><i>Beat the rhythm!...</i></p>	<p>○ <i>Group work:</i></p> <p>5 groups of students:</p> <p><i>Each group has a particular instrument and one musical effect</i></p>	<p><i>Flashcards</i> with instrument images to teach children the names of the instruments.</p> <p><i>Musical instruments:</i></p> <p>3 triangles</p> <p>4 sounding bars</p> <p>3 drums</p> <p>3 harpsichords</p> <p>3 pairs of sound sticks</p> <p>5 particular instruments to create musical effects</p> <p><i>Musical base</i></p>	1 hour	<p>Observing and listening to the children</p> <p>Are they playing properly?</p>
6	Inventing animal movements	To invent how to represent the animals of the song with the body movements	<p>Listening, speaking</p> <p><i>What animal are you?.....I am a.....</i></p> <p><i>How is it moving? (the bee, the bear, the cat, the pig, the tiger)</i></p> <p><i>It moves like a....</i></p>	<p>○ <i>Group work:</i></p> <p>5 groups of students</p> <p>Each group has a task: “invent a body movement to represent the animal of your group and perform it”.</p>	<i>Flashcards</i> of animals	30 minutes	<p>Observing the children and notice if they participate</p> <p>Do students collaborate with their classmates?</p> <p>Are they respectful?</p> <p>Observing the children and notice if they participate</p> <p>Do students collaborate with their classmates?</p>

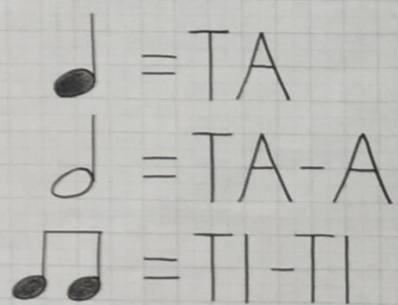
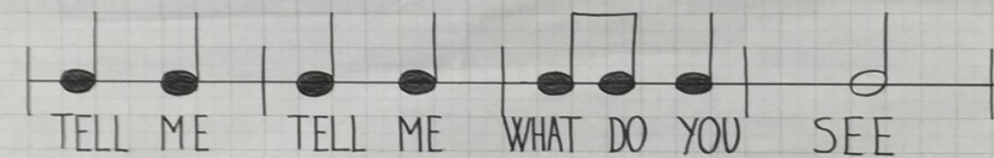
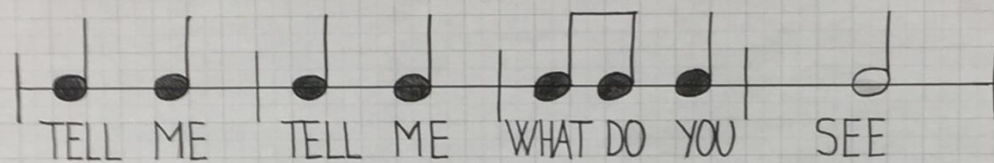
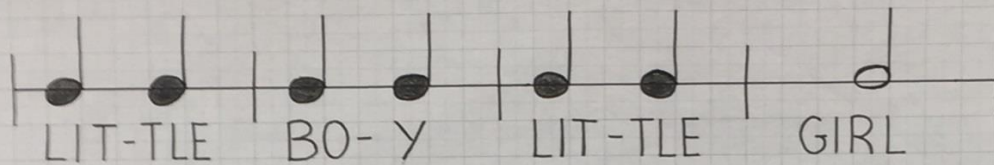
7	Creation of a lap book	Realization of a lap book representing the different concepts learned: the rhythm of song, instruments, animals and colours.	<p>Listening, speaking</p> <p><i>Cut.....</i> <i>Colour.....</i> <i>Paste.....</i> <i>Fold.....</i></p>	<p>○ <i>Group work</i></p> <p>5 groups of students</p> <p>Each group has a task: to realize a lap book following the indications of the teacher</p> <p>Each student has a particular role and task to perform: color the title; color, cut and paste the animals; color, cut and paste the musical instruments; cut and paste the colours; cut and paste the text song;</p>	Paper, glue, scissors, colours etc.	1 hour	<p>Are they respectful?</p> <p>Do students collaborate with their classmates?</p>
8	Documenting the entire path through a video: creation of a video.	Realization of a video in which children sing, rhythm and represent with the bodily movements the animals of the song " <i>Colours and Animals</i> ".	<p>Listening, speaking</p>	<p>○ <i>Whole class</i></p>	<p><i>Videocamera</i> <i>Musical base</i></p>	30 minutes	<p>Observing the children and notice their attitudes</p>

9	Evaluation survey	<p>Watching the video students will be invited to express their assessment/feedback on the different phases of the project:</p> <p>"I like it, I do not like it, I enjoyed it very much, I get bored"</p>	<p>Listening, speaking</p> <p><i>Do you like it?</i> <i>Do you enjoyed?</i> <i>Do you get bored?</i></p>	<ul style="list-style-type: none"> ○ <i>Whole class</i> 	<p><i>Worksheet</i> with smiles to give a feedback to the different phases of the music lessons</p>	30 minutes	Observing the children and notice if they participate
---	-------------------	---	--	--	---	------------	---

Attachment

Rhythm poster

COLOURS AND ANIMALS



Song lyrics

COLOURS AND ANIMALS

RIT.

The musical score is written on ten staves. The first staff begins with a treble clef, a 2/4 time signature, and the word 'RIT.' above it. The melody consists of quarter notes. The lyrics are written below the notes. The score includes a repeat sign at the end of the fifth staff. The final staff ends with a double bar line.

LIT - TLE BO - Y ; LIT - TLE GIRL

TELL ME TELL ME WHAT DO YOU SEE

THERE ARE CO - LOURS THERE ARE A - NI - MALS

TELL ME TELL ME WHAT DO YOU SEE

1) YELLOW AND BLACK I CAN SEE A

YELLOW AND BLACK BEE ZZZZZ!

2) BROWN AND GREY I CAN SEE A
BROWN AND GREY BEAR..... GRRRR!

3) WHITE AND RED I CAN SEE A
WHITE AND RED CAT MEOW!

4) PINK AND BLUE I CAN SEE A
PINK AND BLUE PIG OINK!

5) ORANGE AND BLACK I CAN SEE A
ORANGE AND BLACK TIGER ROAR!

Animals Flashcards



Instruments Flashcards



Self-Assessment Worksheet

				
TO LISTEN				
TO SING				
TO KEEP THE RHYTHM				
TO PLAY				
TO MOVE LIKE AN ANIMAL				

Lapbook Materials

COLOURS AND ANIMALS

LIT - TLE BO - Y LIT - TLE GIRL

TELL ME TELL ME WHAT DO YOU SEE

THERE ARE CO - LOURS THERE ARE A - NI - MALS

TELL ME TELL ME WHAT DO YOU SEE

● = TA
○ = TA-A
●● = TI-TI

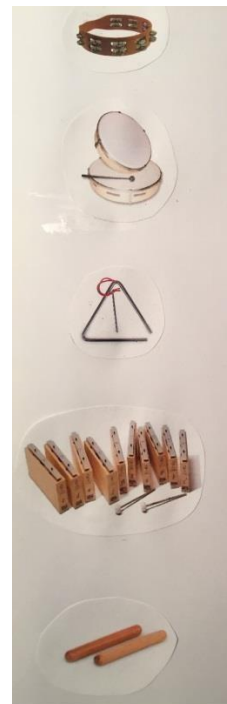
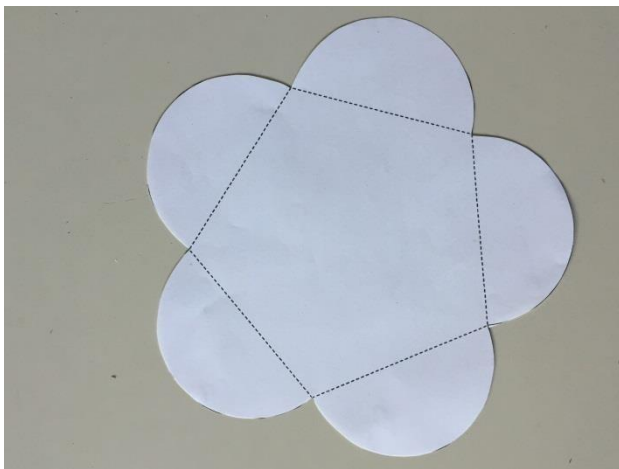
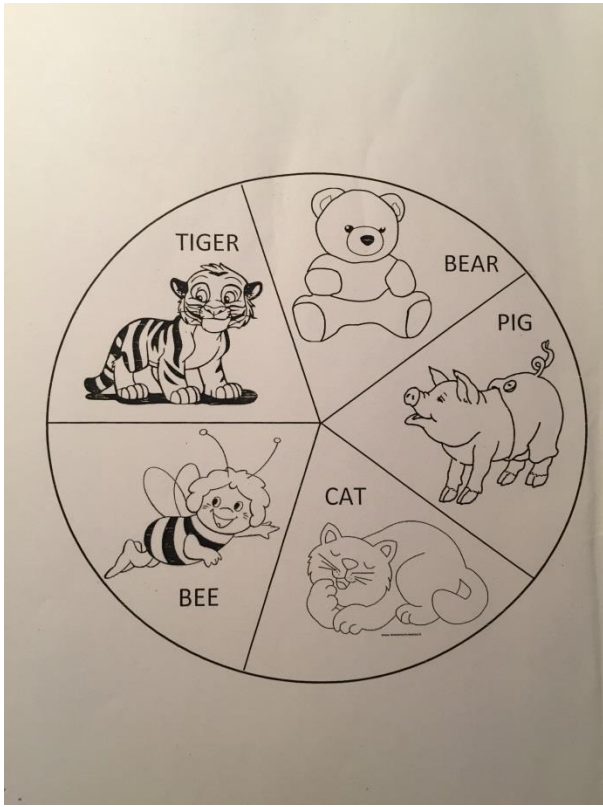
**YELLOW AND BLACK I CAN SEE
A YELLOW AND BLACK
BEE.....ZZZ!
RIT.**

**BROWN AND GREY I CAN SEE
A BROWN AND GREY
BEA.....GRRRR!
RIT.**

**WHITE AND RED I CAN SEE
A WHITE AND RED
CAT.....MEOW!
RIT.**

**PINK AND BLUE I CAN SEE
A PINK AND BLUE PIG.....OINK!
RIT.**

**ORANGE AND BLACK I CAN SEE
AN ORANGE AND BLACK
TIGER.....ROAR!
RIT.**



CUT AND PASTE THE INSTRUMENT

TRIANGLE
DRUM
HARPSICHORD
SOUNDING BARS
SOUND STICKS