

School	<input checked="" type="radio"/> Primary	<input type="radio"/> Middle	<input type="radio"/> High		
Year / Class	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject:	Music		Topic: Instruments of the orchestra		
CLIL language	English				

Teacher / Teaching team profile	Teacher's role: <input checked="" type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: Music
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Student group profile (general)	CEFR Level: <input checked="" type="radio"/> A1 <input type="radio"/> A2 <input type="radio"/> C1 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C2
	<input checked="" type="radio"/> Experiences of CLIL <input type="radio"/> English mother tongue <input checked="" type="radio"/> Other mother tongue <input type="radio"/> Migrant background <input checked="" type="radio"/> Special Educational Needs :2 <input type="radio"/> Other: _____

Timetable fit	<input type="radio"/> Module <input checked="" type="radio"/> Lesson	Previous lessons: Families of musical instruments
		Future lessons: Peter and the wolf

Resources & tools	IWB with projector, pc, internet connection, "Zin! Zin! Zin! A violin!" book (by Lloyd Moss, Aladdin Paperbacks), blackboard, power point, flashcards about instruments (x 9 groups), number cards (x 9 groups), instrument ensemble cards (x 9 groups), worksheets, recycled materials (e.g. balloons, glue, scissors, scotch, rubber bands, rice or beans, plastic spoons, easter eggs, tape, shoe boxes).
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Students' prior knowledge, skills, competencies	Subject	Language
	<input checked="" type="checkbox"/> What an orchestra is; <input checked="" type="checkbox"/> Different musical instruments families; <input checked="" type="checkbox"/> Musical instruments timbre; <input checked="" type="checkbox"/> Count from 1 to 10 in English	<input checked="" type="checkbox"/> Vocabulary: trumpet, violin, harp, clarinet, cello, flute, French horn, trombone, oboe, bassoon, string, brass, woodwind, percussion; <input checked="" type="checkbox"/> <i>What instrument is this? This is a/an...</i> <input checked="" type="checkbox"/> How many <input checked="" type="checkbox"/> Numbers (1-10)

Learning Outcomes expected for this lesson	<ul style="list-style-type: none">✓ CONTENT <i>Students will be able to:</i><ol style="list-style-type: none">1. Recognize and identify ten different musical instruments of the orchestra by their sound or shape;2. Match the musical instruments flashcards to their corresponding family;3. Know the difference between a solo, a duet, a trio until a chamber group of ten.✓ COMMUNICATION <i>Students will be able to:</i><ol style="list-style-type: none">1. Understand simple instructions;2. Name each musical instrument showed in the book;3. Use known language constructions to identify an instrument;4. Use vocabulary in the right context✓ COGNITION <i>Students will be able to:</i><ol style="list-style-type: none">1. Compare different instruments;2. Order the musical instruments flashcards as they appear in the book;3. Develop counting skills using number cards;4. Create a new homemade musical instrument using some recycled materials.
Methodology	<ul style="list-style-type: none">✓ At the very beginning of the lesson pupils will produce content language in a brainstorming activity (to activate their knowledge);✓ Keywords are introduced by reading the book and watching a video;✓ The vocabulary is basic and it's always supported with images or audio;✓ To make the language of the book as comprehensible as possible the teacher supports the reading with an explicative video;✓ Formative and summative assessment: in the first case the teacher observes pupils when they work in pairs or in group. In the second case the teacher will assess the creativity when students will construct a new musical instrument.

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1	Activate students' prior knowledge	Brainstorming about musical instruments and their families	Revise vocabulary: <i>String, brass, percussion, woodwind, hit, shake, stroke, blow</i>	✓ Whole class	Blackboards and coloured chalks	10 minutes	No
2	Listen to the different sounds about specific musical instruments	Read the book "Zin! Zin! A violin" and watch the corresponding video	<i>Violin, cello, trumpet, harp, clarinet, flute, French horn, trombone, oboe, bassoon / solo, duo, trio, quartet, quintet....until a chamber group of ten</i>	✓ Whole class	IWB with projector, internet connection, pc, book "Zin! Zin! Zin! A violin" by Lloyd Moss (Aladdin Paperbacks) https://www.youtube.com/watch?v=rStLKfLI99Q	8 minutes	No

3	Put the musical instruments of the book in order	Give ten musical instruments flashcards to the pupils. They have to put them in the order of appearance in the video	Put the instruments in order/ <i>can you pass me...? / Which is the first instrument? The first instrument is...</i>	✓ Pair work	The teacher prepares and prints out a set of flashcards with the pictures of the musical instruments mentioned in the book: <i>Clarinet, oboe, violin, cello, flute, trumpet, trombone, harp, horn</i>	10 minutes	Can put the flashcards in the right order
4	Develop counting skills about musical performances	Match the number cards to the corresponding instrument ensemble cards	<i>How many instruments play a solo? A duet? A Trio? / Count the musical instruments</i>	✓ Pair work	Number cards (<i>Attachment1</i>) The teacher prepares and prints out a set of flashcards representing instrument ensembles eg. Solo: 1 instrument, duet: 2 instruments, trio: 3 instruments, and so on.	5 minutes	Can associate the number cards with instrument ensemble cards

5	Memorize the sound of each mentioned musical instrument	Listen to the recording	<i>Which instruments is this? This is a/an... / What kind of sound is this?</i>	✓ Individual work	The teacher can prepare a PPT with sounds and images to provide scaffolding	10 minutes	Can identify the musical instruments by their sounds
6	Review of the previous lesson: instrument families of the orchestra	Match each instrument with its family. Cut out the pictures and stick them in the table	<i>Brass, woodwind, percussion, string / What kind of musical families have you seen in the story? / I can remember... / Which family is missing? / Percussion is missing</i>	✓ Individual work	Worksheet (Attachment2) scissors, glue	15 minutes	Can associate musical instruments with their family
7	Create a new musical instrument	Use recycled materials to construct a homemade musical instrument	<i>Can you help me? / Can I use...? / What kind of instrument is this? This is a/an...</i>	✓ Group work (maximum 3 children)	Recycled materials (e.g. balloons, glue, scissors, scotch, rubber bands, rice or beans, plastic spoons, easter eggs, tape, shoe boxes)	40 minutes	Can the students cooperate? How creative is the new instrument?

Materials (download and open them with word for a complete compatibility):

Attachment 1. Number cards

<https://drive.google.com/file/d/0B0p4FRuzEfK8RERLclBoSTf5SEU/view?usp=sharing>

Attachment 2. Table: cut and stick

<https://drive.google.com/file/d/0B0p4FRuzEfK8X2dqWFNyUGVknVU/view?usp=sharing>

Video “Zin! Zin! Zin! a Violin” by Lloyd Moss, Illustrated by Marjorie Priceman.

last consulted May 2018

<https://www.youtube.com/watch?v=rStLKfLI99Q>

Book Moss L., Priceman M. 2001, *Zin! Zin! Zin! A violin*, Turtleback books.