

# CLIL Module Plan

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<b>School Grade</b>	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
<b>Subject</b>	Musica	<b>Topic</b>	Musical genres		
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The project will be carried out in a fifth grade class, composed by 15 students. They all live in Marco, a village near Rovereto. One student is not an Italian native speaker and there are three pupils with educational special needs. One of them can not follow autonomously the English lessons, but loves joining in short and practical activities in music and art lessons. This is my first year with this class, that changed English teacher almost every year. They have two hours of curricular English and two of CLIL (art and music) a week. The English level is quite heterogeneous: many children have an adequate level in understanding and memorizing concepts in English, but most of them do not trust to express themselves in the foreign language. Since many students showed a lack of interest in music, the main goal of this project is to expose the children to different styles of music and wake their curiosity. In this project will be also involved the educator of the class, who can play electric guitar and drum.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>The students have few experiences in singing and playing Orff instruments, therefore they sometimes feel not at ease. They know the difference between the instrument families (woodwind instruments, brass instruments, string instruments, percussion instruments) and understand some key elements of classical music</p>	<p>The students can build basic sentences and questions using simple present. They have already studied the W-questions but many of them get wrong. The students know the name of the orchestra instrument families and the main vocabulary related to the key elements of music (tempo, rhythm pitch, dynamics)</p>

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 11 h (nine lessons of 50 minutes each and one lesson of two hours)
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**Description of teaching and learning strategies**

This project has a similar structure for each unit: the children listen to some tracks, then through various activities (game-based activities, group and pair works ...) they learn the main characteristics of the musical genre (answering to the W-questions), they complete the booklet and they get the opportunity to practice, using the voice or the instruments. The teacher uses different materials: flashcards, posters, real instruments, computer, bluetooth speaker. Conversations and speaking activities are supported by scaffolding materials such as sample posters or sentences written at the blackboard. Many activities will be carried out with the use of the ICT and digital tools, even if there is not a LIM in the classroom. For this reason it will be necessary to move to another room.

# Overall Module Plan

<b>Unit: 1</b> Introduction <b>Unit length: 1 h</b>	<b>Lesson 1</b> Let's start the journey
<b>Unit: 2</b> Classical music <b>Unit length: 2h</b>	<b>Lesson 1</b> What is classical music?
	<b>Lesson 2</b> The orchestra and the role of classical music
<b>Unit: 3</b> Jazz and Blues <b>Unit length: 2h</b>	<b>Lesson 1</b> I've got the blues
	<b>Lesson 2</b> Let's jazz!
<b>Unit: 4</b> Rock <b>Unit length: 2h</b>	<b>Lesson 1</b> What is rock music?
	<b>Lesson 2</b> Let's rock!
<b>Unit: 5</b> Country <b>Unit length: 2h</b>	<b>Lesson 1</b> What is country music?
	<b>Lesson 2</b> Let's sing and dance country music!
<b>Unit: 6</b> Conclusion <b>Unit length: 2h</b>	<b>Lesson 1</b> Final project

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Let's start the journey
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Introduce the topic. Recall the pre-knowledges.	The teacher shows the video (three-minutes of a musical compilation about different styles of music) without any introduction. The teacher asks the children to guess the topic of the project. After that, the students get a handout with a list of words (checklist). They watch again the video and in pair they tick what they see. Then the teachers asks to share the answers.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Musical instruments Vocabulary related to clothing and musical objects</p> <p><b>Communicative structures</b> What do you see? I see....</p>	L	S	R	W	<input 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"> <li>• U1_L1_ALL1.pdf</li> </ul> Video "Chuck's musical compilation" <a href="#">link</a>	The teacher observes how the students participate in the pair work
L	S	R	W								

2	10'	Define what is a musical genre. Order language chunks to build sentences.	Running dictation. The teacher puts some group of words on the wall (in several copies). These chunks of language create a brief definition of musical genre. In pair, one student plays the role of the runner, the other of the writer. They can swap roles during the game. The runner runs to read one sentence on the wall, then dictates what he/she remembers to the partner, who writes it down. Then the pair orders the sentences of the definition.	<b>Skills</b> <table border="1" data-bbox="1104 167 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> Characteristics, define, wh-questions, sound, born  <b>Communicative structures</b> What is a musical genre?	L	S	R	W	<input 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"> <li>• U1_L1_ALL2.pdf</li> </ul>	Formative assessment. The teachers checks if the pair can cooperate and if the sentence structure is correct.
L	S	R	W								

3	25'	Organize ideas. Create an original work.	Creative brainstorming. The teacher divides the students into groups and asks them to create an original poster. It should be shaped as a treble clef. Inside of it the students write the genres of music that they know and listen to. They decorate using symbols and tools (felt-tip pens, crayons ...) as they prefer.	<b>Skills</b> <table border="1" data-bbox="1104 679 1444 724"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b>  <b>Communicative structures</b> What type of music do you listen to? This is our poster. The musical genres that we chose are .....	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		Formative assessment. The teacher observes how the students work in group to share ideas and to develop the project.
L	S	R	W								

4	5'	<p>Locate places. Predict where some musical genres come from.</p>	<p>The teacher shows a Google Earth presentation, to introduce the journey around the world of music. The teacher explains that music styles come from different countries and regions of the world. Students guess what genre of music could be associate to each place marked on the digital planisphere, by looking at the clues given by the pictures. The teacher does not give neither the correct answers nor the order of the stages, that will be discovered during the units of the project.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1106 165 1444 213"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> Where is it? What musical genre is born here?</p>	L	<b>S</b>	R	W	<p><input checked="" type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>Google Earth project:  <a href="#">link</a></p>	<p>The teacher assesses the interaction of the students.</p>
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	What is classical music?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Check the pre knowledges of the students.	The students listen to six tracks. Individually they complete a checklist, choosing if each track is an example of classical music or not. Then they check it with the whole class.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> Track 1 is an example of classical music Track 2 is not an example of classical music</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_ALL1.pdf</li> </ul> Tracks: 1. Mozart, Eine kleine Nachtmusik 2. Elvis Presley, Jailhouse Rock 3. Vivaldi, Ode to the Joey 4. Tchaikowsky, Walz of flowers 5. Charlie Parker, All the things you are 6. Vivaldi, La Primavera To play the musical tracks the teacher uses a bluetooth speaker.	The teacher checks if all the students recognized the examples of classical music.
L	S	R	W								

2	10'	<p>Recognize some characteristics of classical music. Discuss and motivate the choice.</p>	<p>In order to identify the characteristics of classical music, the teacher asks why the tracks they listened to are classified as classical music. The students, divided into groups, are given some laminated cards with possible answers, some of them right, some wrong. They are asked to read them and choose the three best reasons. They can even invent their own answer, if they want. The teacher scaffolds the reading comprehension by writing at the blackboard a glossary with some key and specific words. Each group presents the chosen answers and pins the cards to the blackboard.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1061 165 1404 212"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Lyrics, compositions, orchestra instrument families, singer</p> <p><b>Communicative structures</b> Why is this classical music? Because ....</p>	L	<b>S</b>	<b>R</b>	W	<p><input type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>• U2_L1_ALL2.pdf</p> <p>Magnets can be used to pin the cards to the blackboard</p>	<p>The teacher observes how students communicate in the group to choose the cards and asks questions about the comprehension of the sentences.</p>
L	<b>S</b>	<b>R</b>	W								



3	20'	Learn the main characteristics of classical music (What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?)	TPR- MATCHING WH- questions laminated posters are hanged on the walls (What- Where- When- Who). Each student is given a laminated statement about classical music. He/she reads the card and moves in the classroom to stick it under the right wh-question. When all cards are placed, the students read them aloud and ask for help if they do not understand some statements. FILLING THE GAPS Then the teacher hands out the classical music booklet, in which some words are missing. Individually, the students move in the classroom to read again the posters and fill the gaps.	<b>Skills</b> <table border="1" data-bbox="1061 165 1404 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <b>Key vocabulary</b> Compositions, simphonies, musical scores, <b>Communicative structures</b> Wh questions What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?	L	S	<b>R</b>	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_ALL3.pdf</li> <li>• U2_L1_ALL4 Booklet classical music.pdf</li> </ul>	Teacher observes the students while they work individually. Teacher assesses how children memorize the words of the glossary and how they participate to the activities.
L	S	<b>R</b>	W								

4	10'	Wrap up the lesson. Review content and vocabulary.	The teacher shows a Power Point presentation with a quiz. The children indicate if each statement is true or false by playing a percussion instrument. If they think the statement is true they play the tamburine, if they think is false they play the maracas.	<b>Skills</b> <table border="1" data-bbox="1061 957 1404 1003"> <tr> <td><b>L</b></td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> <b>Communicative structures</b> Is it true or false?	<b>L</b>	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_ALL5.pptx</li> </ul>	The teacher assesses if the students can find and correct the wrong statements.
<b>L</b>	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	The orchestra and the role of classical music
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10'	Revise content and vocabulary about classical music.	Students are shown the video "Chuck Vanderchuck- The history of classical" ( <a href="#">link</a> ), edited with Edpuzzle and they answer the questions.	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> Century, ensemble, composers</p> <p><b>Communicative structures</b> Classical music is born in.... The orchestra instruments are.... Some famous composers are....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L2_ALL1.pdf</li> </ul> Video The history of classical <a href="#">link</a> edited with Edpuzzle	The teacher observes how students participate and remember from the previous lesson

2	15'	Recognize the instruments in the classical orchestra.	The teacher divides the class into two teams. Each student is given a flashcard of a musical instrument. One at time each student runs and tells the teacher if the instrument is part of a classical orchestra or not. If the answer is correct the student gets a piece of the orchestra puzzle. The team that first completes the puzzle wins the game. The communicative structure is written at the blackboard behind the teacher, as scaffolding material.	<b>Skills</b> <table border="1" data-bbox="1104 165 1444 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> Instruments of the orchestra  <b>Communicative structures</b> The ..... is an instrument played in the orchestra	L	<b>S</b>	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"> <li>• U2_L2_ALL2 Puzzle picture.pdf</li> <li>• U2_L2_ALL3 Flashcards.pdf</li> </ul>	Formative assessment. The teacher assesses participation and interaction
L	<b>S</b>	R	W								

3	20'	Discuss the role of classical music in the history of music. Vocally perform a piece.	The teacher asks for a group of volunteers, who trust singing (nobody is forced to do it). Some students listen to a morceau of a classical piece (Canon in D, Pachelbell), whereas the others listen to the beginning of a pop song (Memories, Maroon 5). The students use headphones, so that nobody hears the track assigned to the other group. The two groups are asked to memorize and sing the melody. The rest of the class attend the performance and decide if the pieces are different or similar. After that the teacher shows the musical scores of the two pieces. The whole class identify the differences and the similarities between the two tracks and write them down on a poster. The teacher facilitates the discussion by asking questions.	<b>Skills</b> <table border="1" data-bbox="1104 772 1444 818"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> Musical scores, melody, pitch, to influence ...  <b>Communicative structures</b> Are they similar? Are they different? What instruments can you hear? I can hear the violins .... Have they got lyrics? How is the melody? How is the rhythm?	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		The teacher observes if the students can express their ideas using the concepts and the vocabulary related to classical music.
L	<b>S</b>	R	W								

4	5'	Wrap up and consolidate vocabulary.	The students play a quiz vocabulary game at the LIM, to associate a key element of classical music to the meaning	<p><b>Skills</b></p> <table border="1" data-bbox="1104 165 1442 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	S	<b>R</b>	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<a href="#">link</a>	The teacher observes if the students interact and remember the key word of classical music
L	S	<b>R</b>	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	I've got the blues
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Associate music to a feeling	<p>The teacher puts on the floor some tags with feelings words. Students in circle listen to some blues songs and pick up the word that describe what they feel. Then they share it to the whole class: a labeled poster helps the students to use the correct communicative structure. Teacher introduces the new musical genre explaining the connection between the name "blues" and the feeling of sadness and shows the cartoon "Pinkalicious and Peterrific. Singing the blues".</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> melancholic, joyful, motivated, sad, hearthbroken, angry</p> <p><b>Communicative structures</b> How do you feel? These songs make me feel....</p>	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	<ul style="list-style-type: none"> <li>• U3 L1 ALL1 Feelings.pdf</li> </ul> <p>Cartoon "Pinkalicious and Peterrific. Singing the blues" <a href="#">link</a></p>	The teacher observes how the students participate.
L	S	R	W								

2	5'	Learn key words connected to the topic.	Digital labeling game. The students play an interactive quiz game (LIM) to match some key words to the right picture or explanation. All classmates collaborate to find out the meaning of the words they do not know. If necessary the teacher gives clues.	<p><b>Skills</b></p> <table border="1" data-bbox="1151 165 1491 213"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Improvisation, slaves, pattern, harmonica, Mississippi</p> <p><b>Communicative structures</b> "I don't know" "Can you give us a clue?"</p>	L	S	<b>R</b>	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Wordwall quiz game: <a href="#">link</a>	The teacher observes what the students already know and how they interact.
L	S	<b>R</b>	W								

3	15'	Learn the main characteristics of blues music (What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?)	The students are given two versions of the Blues Booklet. Some children get the version A, others the version B. Version A has some missing information, that are written in version B and viceversa. In pair students complete the booklet by asking the information needed. To scaffold the interaction the teacher writes at the LIM the questions. After that, the teacher revises with the whole class the key points of this genre.	<p><b>Skills</b></p> <table border="1" data-bbox="1151 932 1491 979"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?</p>	L	S	R	W	<input 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"> <li>U3_L1_ALL2 Booklet blues music a-b.pdf</li> </ul>	The teacher observes and listens to the students while they are working in pair and assesses the level of interaction.
L	S	R	W								

4	20'	Practise the blues sound. Create a song, following the blues pattern.	The teacher shows the lyrics of the song "Sweet Home Chicago" (Robert Johnson) and asks the children what they notice. Once identified the A-A-B pattern, students are divided into groups and asked to invent a verse following this pattern. The teacher provides an example. Then, thanks to the pre-recorded basis provided by the interactive asset "Got the blues- Gullah music", the students perform their verses making up the melody as blues musicians did.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Pattern, improvisation, repetition, same</p> <p><b>Communicative structures</b> The pattern is A-A-B: same same different</p>	<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"> <li>• U3_L1_ALL3 Blues song model.pdf</li> </ul> <p>Interactive asset: <a href="#">link</a></p>	Formative assessment. The teacher assesses how the students cooperate in the group to create the song and observes if they follow the simple instructions given.
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Let's jazz!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Introduce the topic.	To let students guess the next step of the journey the teacher writes on the blackboard a clue: "this genre is originated by blues music". Then four children are asked to seek one at time four cards (letters J-A-Z-Z) hidden in the classroom. The other students, who knows where the cards are, indicate that the hunter is getting closer to the hidden card by playing percussion instruments (Orff instruments) louder. If the hunter is moving away to the hidden object the classmates play softer. Once found the cards, then students order them to compose the word JAZZ.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Loud and soft Far and near</p> <p><b>Communicative structures</b></p>	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	Orff instruments	The teacher observes how the students participate.
L	S	R	W								



2	10'	Recognize the main instruments of a jazz band.	Students listen to some selected parts of a Duke Ellington's concert and are asked to recognize the instruments. They complete individually a checklist. After that the students are shown the live video of the concert, that is stopped to recognize all the instruments of the jazz orchestra.	<p><b>Skills</b></p> <p><input checked="" type="checkbox"/> L   <input type="checkbox"/> S   <input checked="" type="checkbox"/> R   <input type="checkbox"/> W</p> <p><b>Key vocabulary</b> Trumpet, trombone, saxophone, double bass, clarinet, jazz band, brass instruments</p> <p><b>Communicative structures</b> What do you hear? I hear.....</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U3_L2_ALL1 Jazz listening.pdf</li> </ul> <p>Duke Ellington-Montreal 1964 (<a href="#">link</a>)  Minutes: 2'15"- 3'00;  30'-31'50</p>	The teacher assesses how the students memorize the name of the instruments and their sound.
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3	15'	Learn the main characteristics of jazz music (What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?)	The students are given the booklet of jazz music, with gaps. They watch the video cartoon "Brainpop-Jazz" , edited with Edpuzzle (scaffolding strategy to help students to understand the key elements) and try to add in the booklet the missing informations.	<p><b>Skills</b></p> <p><input type="checkbox"/> L   <input type="checkbox"/> S   <input checked="" type="checkbox"/> R   <input checked="" type="checkbox"/> W</p> <p><b>Key vocabulary</b> Syncopation, improvisation, New Orleans, turn of the century</p> <p><b>Communicative structures</b> What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U3_L2_ALL2 Booklet jazz music.pdf</li> </ul> <p>Video jazz music (BrainPop): <a href="#">link</a>  Edpuzzle editing: <a href="#">link</a></p>	Formative assessment
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4	20'	Present four main jazz artists	The teacher divides students into four groups and assigns each of them a famous jazz artist. The group gets a poster with a short list of informations about the musician. Student are asked to read them and then report them to the class (building a sentence instead of reading a key word). After each presentation the students complete the brackets-chart and listen to the most famous piece of the artist. As in a campionship, they vote their favourite jazz artist.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> Where is he/she born? What does he/she play? A curiosity about..... What is a famour piece?</p>	<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"> <li>• U3_L2_ALL3 Jazz championship.pdf</li> <li>• U3_L2_ALL4 Artist posters.pdf</li> </ul>	The teacher assesses how students cooperate to prepare the presentation.
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5	5'	Revise and wrap up the lesson.	The students play on the LIM a game created with Learningapps. They are asked to sort the carachteristics, remembering if they belong to blues or jazz music.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<a href="#">link</a>	The teacher takes notes about the comprehension and memorization of the students
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# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	What is rock music?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Recall the pre-knowledges. Introduce vocabulary.	The teacher shows a wordcloud shaped as an electric guitar. Students are asked to recognize some words. Then the teachers suggests to to create another clud, using words that students associate to the rock genre.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Strong beat, electric guitar, bands, frontman, drum, technologies</p> <p><b>Communicative structures</b> When I think about rock music, I think about .....</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>U4_L1_ALL1 Wordcloud.png</li> </ul> <p>To creat wordclouds: wordart.com</p>	The teacher observes the interaction of the students and takes notes about the pre knowledges.
L	<b>S</b>	R	W								

2	10'	Recognize characteristics of rock music. Discuss and motivate.	The teacher shows a video-medley of the most famous rock bands and songs, introducing the fact that rock is born as rock'n roll in the 1950's. After that the students complete in pair a worksheet: they are asked to colour the statements that could be associated to rock music, relying on what they saw in the video. Icons in the sentences scaffold the comprehension of difficult key words.	<p><b>Skills</b></p> <table border="1" data-bbox="1122 165 1462 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> frontman, solos, strong beat, amplify, leader</p> <p><b>Communicative structures</b> What do you think are the characteristics of rock music?</p>	L	S	<b>R</b>	W	<input 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"> <li>• U4_L1_ALL2 Rock statements.pdf</li> </ul> <p>Video (self edited): <a href="#">link</a></p>	The teacher assesses how students work in pair and can motivate their choices.
L	S	<b>R</b>	W								

3	15'	Learn the main characteristics of rock music (What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?)	The class play an interactive memory game (created with Learningapp), to match short sentences about rock with related picture or with the same sentence read aloud. Students are asked to include these informations in the Rock booklet.	<p><b>Skills</b></p> <table border="1" data-bbox="1122 759 1462 805"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> strong beat, amplify, drum, sound synthesiser, bands, frontman, 1950's</p> <p><b>Communicative structures</b> What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?</p>	L	S	<b>R</b>	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U4_L1_ALL3 Booklet rock music.pdf</li> </ul> <p>Wordwall memory link: <a href="#">link</a></p>	The teacher assesses if the students can match the sentences, recognizing the key words of rock.
L	S	<b>R</b>	W								

4	15'	Learn the meaning of riff. Memorize the name of rock bands and musicians.	<p>The teacher introduces the meaning of riff by showing a video. Then students sit in circle and listen to five riffs (5 seconds of guitar solo) selected in five songs of very famous rock bands: Whole Lotta Love (Led Zeppeling), I can get no satisfaction (Rolling Stones), Smoke on the water (Deep Purple), Back in black (ACDC), Day Tripper (The Beatles) . Then each student picks up a card with the name of one of these tracks. Every time he/she hears the riff of the picked song, should stand up, shout the name of the band (for instance: The Beatles are playing!) and sit on the chair on his/her right. If the chair is occupied, the student should sit on his/her classmate, who can not move. The first student who return to his seat wins. The teacher provides visual materials (flashcards) to help to memorize the name of songs and bands.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1122 204 1462 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Riff, provide, repetition, name of some rock bands</p> <p><b>Communicative structures</b> Who is playing? The Queen are playing It's my turn I can't go on the right/left You miss your turn</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	Video: <a href="#">link</a>	The teacher assesses how the students participate and communicate during the game.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	2	<b>Title</b>	Let's rock!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Warm up. Revise vocabulary of the previous lesson and create curiosity.	The students solve the wordsearch. Then the teacher asks them to guess which word could be the main topic of the lesson.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> amplifier the Queen frontman riff drum bands strong beat Elvis Presley rock'n roll electric guitar</p> <p><b>Communicative structures</b> Find the hidden words!</p>	L	S	<b>R</b>	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U4_L2_ALL1 Wordsearch.pdf</li> </ul>	The teacher observes if the students remember content and vocabulary from the previous lesson.
L	S	<b>R</b>	W								

2	10'	Learn about the main parts of an electric guitar. Formulate questions.	The students are given the identity card of the electric guitar, with the name of the main parts. In group, they formulate questions to ask the educator about the number of strings, the length of the neck and the numbers of frets. They can add an extra question.	<p><b>Skills</b></p> <table border="1" data-bbox="1115 165 1456 213"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b> bridge, frets, neck, strings, microphone</p> <p><b>Communicative structures</b> How long is the neck? How many strings has the electric guitar? How many frets has the electric guitar? How do you play it? How can it sound?</p>	L	S	<b>R</b>	<b>W</b>	<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"> <li>• U4_L2_ALL2 ID card.pdf</li> </ul>	The teacher assesses the pair work, observing how the students build the sentences.
L	S	<b>R</b>	<b>W</b>								

3	30'	Experience and discover the electric guitar. Self evaluate the experience.	Students ask the educator the questions prepared. Then they listen to some riffs and one at a time they try to play some chords. After that experience every student completes the self evaluation rubric, to give feedback on the experience.	<p><b>Skills</b></p> <table border="1" data-bbox="1115 932 1456 979"> <tr> <td><b>L</b></td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Strings, chords, fingers, frets</p> <p><b>Communicative structures</b> How can you play it? It is easy/ difficult. What chord is it?</p>	<b>L</b>	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U4_L2_ALL3 Experience review.pdf</li> </ul>	The teacher assesses the questions prepared by the students and observes how they participate. The students evaluate the experience.
<b>L</b>	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	1	<b>Title</b>	What is country music?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Introduce the topic Outline the main concept of a video	The teacher writes on the blackboard the letter C and asks the students to guess the musical genre. Then the students watch an introductory video and get the transcription. In pair they decide what are the most important words or sentences and they underline/highlight them.	<b>Skills</b> <table border="1" style="margin-left: 20px;"> <tr> <td style="background-color: black; color: white;">L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> Countryside, Scotland and Ireland, fiddle, benjar  <b>Communicative structures</b> What do you think it's important? What do you underline?	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>U5_L1_ALL1 Reading introduction.pdf</li> </ul> Video introduction country: <a href="#">link</a>	The teacher observes the level of participation and the ability to identify the key concepts of a text.
L	S	R	W								



2	10'	Associate music to a feeling.	The students watch some videoclips of country songs. Such as in the blues lesson, the teacher puts on the floor some tags with feelings words. Students in circle pick up the word that describe what they feel. Then they share it to the whole class. They can also associate the songs to a picture or a situation they think about.	<b>Skills</b> <table border="1" data-bbox="1122 165 1460 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> happy, joyful, motivated, angry, sad, melancholic ....  <b>Communicative structures</b> These songs make me feel ..... These songs make me think about .....	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	<ul style="list-style-type: none"> <li>• U3 L1 ALL1 Feelings.pdf</li> </ul>	The teacher observes how the students participate.
L	S	R	W								
3	15'	Learn the main characteristics of country music (What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?)	Students watch a video cartoon about country music, with subtitles. In pair they complete the country music booklet. The teacher provides help by stopping the video to underline the most important parts and eventually gives clues.	<b>Skills</b> <table border="1" data-bbox="1122 762 1460 805"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> Mountainous area, fiddle, banjo, countryside, popular, Nashville  <b>Communicative structures</b> What is it? Where is it born? When is it born? Who are the main musicians? What instruments are used?	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Cartoon: <a href="#">link</a> (until minutes 3.00)	The teacher observes how students interact and get the informations they need to complete the booklet.
L	S	R	W								

4	15'	Practise a country dance. Order movement sequences.	The teacher shows a country choreography, based on the song "Cotton Eye Joe". Students in group get cards with the movements and order them to recreate the correct sequence. Then they compare and share it with the other groups.	<p><b>Skills</b></p> <table border="1" data-bbox="1122 165 1462 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> This is the first/ the second/ the third movement.</p>	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"> <li>• U5_L1_ALL2 Movements cards.pdf</li> </ul>	The teacher assesses how the students participate.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	2	<b>Title</b>	Let's sing and dance country music!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Revise vocabulary and key concepts.	In group the students complete a crossword about the main concepts and words related to country music.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Across, down, clues Word from the previous lesson</p> <p><b>Communicative structures</b> Can you read the clue number ....?</p>	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"> <li>• U5_L2_ALL1 Crossword.pdf</li> </ul>	The assessment method and work collection method
L	S	R	W								

2	25'	Create a short choreography on a country song.	The students rehearse the choreography learned in the previous lesson. Then the teacher suggests to find new movements for the bridge part of the song. In groups students share ideas and prepare a short sequence of movements. To scaffold the communication movement-verbs (touch-clap- snap ecc..) are provided.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Touch, clap, snap, pat</p> <p><b>Communicative structures</b> The first movement is ..... The second movement is.....</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		The ass pre of t chc anc per The vot fav chc
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3	15'	Learn a country song.	<p>The students listen to the song "Country roads" (John Denver), with and without lyrics. Then teacher repeats some words of the text and asks students to stand up if they know the meaning and to sit down if they do not (TPR approach). After that, students complete an interactive quiz (Liveworksheet) that verifies the memorisation and the listening comprehension. They sing together. .</p>	<p><b>Skills</b></p> <p><b>L S R W</b></p> <p><b>Key vocabulary</b> West virginia, comparative adjectives (older, stranger, younger...), remind ....</p> <p><b>Communicative structures</b> What does it mean? I don't know/ I know the meaning</p>	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>Interactive worksheet: <a href="https://www.eslworksheets.com/worksheets_with_songs/Country_Roads_song_ix3300046vk">link(ESL)/Worksheets_with_songs/Country_Roads_song_ix3300046vk</a></p>	The assessment part of the student
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# CLIL Lesson Plan

<b>Unit number</b>	6	<b>Lesson number</b>	1	<b>Title</b>	Final project
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	Test the knowledges.	Students are given a written test and they complete individually the two exercises In the first exercise students are asked to complete multi choice questions. The second one is a matching exercise. Students read ten clues to figure out what kind of music each child likes.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b> Key words of the previous lesson</p> <p><b>Communicative structures</b></p>	L	S	<b>R</b>	<b>W</b>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>U6_L1_ALL1 Final test.pdf</li> </ul>	Summative assessment. The teacher assesses if the children remember and recognize the main characteristics of classical, jazz, blues, rock and country music.
L	S	<b>R</b>	<b>W</b>								

2	1 h	Apply the knowledges to create a product. Assess the project of the other groups	The students in group create a poster of a concert. Each group has a different musical genre and prepares a creative poster (on A3 coloured paper) of the concert of the most representative artist. Students should indicate the appropriate place and date and some adequate symbols, drawings or slogans, that could catch the attention.	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> What do you think? Can we write this? Where is the concert? When is the concert?</p>	<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"> <li>• U6_L1_ALL2 Peer evaluation.pdf</li> </ul>	The teacher observes the students while they are working in group and asks them questions about what they are creating. Peer evaluation: students assesses the works of the other groups, using a rubric
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3	10'	Wrap up the project.	The teacher shows again the Google Earth presentation. Students review the steps, locate places on the map and answer the teacher's questions.	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> What music is born in ...? Do you remember where is...?</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Google Earth presentation: <a href="#">link</a>	The teacher assesses the interaction in the activity.
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