

TKT CLIL LESSON PLAN

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| Teacher's name | Crispino Maria |
| Date | 20 th May 2015 |
| Time | 1 hour |
| Subject | music |
| Class | 3 rd |
| Group profile | Strengths: pupils are really interested in the song chosen. They know the body parts. They easily follow the instructions of the teacher (who uses action verbs). |
| | Weaknesses: some students are not very familiar with the language regarding actions or when to perform movements related to the song. So they will need to reinforce it in order to be able to communicate their ideas during the lesson. |
| Learning Outcomes (most learners) | <p>Pupils should know the song structure and be able to</p> <ul style="list-style-type: none"> • identify the introduction/verse/refrain of the song when listening to it; • mark the beat for some sections • create some movements fitting in the section • decide if the number of movements to mark the beat is right throughout the song as they move and sing. <p>Pupils will be aware that a song has different parts and understand the beat through movement.</p> <p>They need to use action verbs to communicate and exchange their ideas (let's clap-snap-slap...) and how many times they do them (How many times do we clap? 8/16 times)</p> |
| Final task | Students will create a sort of choreography for the requested song. |
| Timetable fit | <p>Revise the action verbs linked to body parts following some practice examples. During the previous lessons they learnt the song well , formulated hypothesis about its origin (where it comes from by looking at a world map) and expressed their feelings (joy –boredom-sadness) while listening to it. During those lessons pupils should have memorized the melody and acquired a good knowledge of the song. This is a fundamental for the pupils to enable them to be active when they listen to the song and mark the beat.</p> <p>In succeeding lessons pupils should be able to create a special choreography. Each group arranges for the assigned section, the steps and movements in dance autonomously . At the end all groups perform their job to the others.</p> |
| Anticipated problems and solutions | Students might have problem marking the beat so the teacher should make them listen to the song as many times as possible to make them aware of the beat. |

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| Resources & materials to be used | Audio material: a speaker, a usb key, some sheets containing different parts of the song, a chart from which learners will be able to choose and tick different types of actions and decide on how many times they wish to perform them (how many times do they clap...?). The song: “Pata Pata” by Miriam Makeba. |
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| Stage | Aim | Procedure | Materials | Interaction | Timing |
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| 1 | A warm up activity to make the class lively and enthusiastic by letting them dance on the song freely or sometimes suggesting them actions they know well. | The whole class is placed in an empty classroom. The teacher explains them they are going to listen to the song and they are free to dance and sing as they wish (listen and let's dance). | A speaker A usb key A track | Teacher to the whole class | 5 minutes |
| 2 | Recognize/identify different sections of the song | Pupils are sitting on the floor in a circle, in the middle of the circle there are 4 sheets showing different parts of the lyrics (?). By listening to the song they have to recognize the different parts (introduction-verse-refrain...) and put them in order .The teacher asks them or a single child to point or take the 1 st ,2 nd ..part. Meanwhile the music will be paused at the end of each section to let children think what part it is. | A speaker A usb key A track 4 sheets containing the lyrics | Pupils answers individually pointing to a sheet | 15 minutes |
| 3 | Analyse the sections and create some movements fitting in each part by playing the right beat throughout the song as they listen and move. | The teacher asks children to choose two actions for each section : “How can we play? Tell me two actions...let's snap...how many times? Let's try: sing and count.” When the children are marking the beat, two children work together and register on a chart the actions used and the times they are repeated for each section. By listening to the song , the teacher helps them to assess if pupils play the right beat throughout the song as they move. | A speaker A usb key A track A chart | Two children work in pairs. The others work with the teacher. | 30/35 minutes |
| 4 | Pupils perform the sections analysed. | Pupils listen to the song from the beginning and perform. They can also have a look at the chart, | A speaker A usb key A track | Plenary work | 5 minutes |

just to remember the
sequence.

4 sheets
containing the
text song

A chart