

# CLIL Module Plan

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<b>School</b>	I.C. Ala			
<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 checked="" type="radio"/> 4 <input type="radio"/> 5
<b>Subject</b>	Musica	<b>Topic</b>	Musical instruments in the orchestra.	
<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 is carried out in a fourth grade class of 21 students, 9 boys and 12 girls. The school of reference is the M.T. di Calcutta primary school in Serravalle, in the I.C of Ala. The children live in different villages in the municipality of Ala: Serravalle, S.Margherita and Chizzola. The group is very rich and lively in personalities, characters and nationalities. In fact, there are a number of children in the class with parents of foreign origin; this encourages comparison with cultures other than one's own. Nevertheless, all the pupils were born and educated in Italy. There are no pupils with specific learning disorders or special educational needs in the class. The students show heterogeneous learning levels in relation to the English language: one group understands the language adequately and learns new notions quickly, the other group feels more insecure, especially when speaking the foreign language. Despite this, most of the students in the class are always motivated and interested in the topics offered in every subject. The students have two hours of English and one hour of music CLIL with me. I have known the students since the first class, as I have done a two-year internship in the context, and I have become their English and music CLIL teacher since last year. This helped me to get to know the class in depth, meeting their needs and requirements and enabling me to establish a relationship of mutual trust with them. The main aim of this project is to help children to express themselves more orally and to use storytelling as a method to teach children that music, through sounds and melodies, can also tell many stories.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	The students have already learnt the names of some musical instruments during the previous year. They already know the vocabulary used in the stories: parts of the house, members of the family, body parts.	The students can build simple sentences in the present tense. They already know structures such as: there is, there are, it is..., it isn't.... They have already studied the 5Ws questions (What? When? Where? Why? Who? + How?).

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 10 h (ten lessons of 60 minutes each one).
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**Description of teaching and learning strategies**

In the project, lessons are usually introduced with a game, a riddle or a video, to activate the pupils' pre-knowledge, to recall the topics previously covered, and to involve and motivate the class group. Cooperative learning and game-based learning are often used, as the pupils prove to be inclined to work in groups and not to compete during games. Furthermore, cooperative learning promotes fruitful discussion and a useful opportunity to use the English language. Conversations and speaking activities are supported by scaffolding given by the teacher, such as sentences written at the blackboard or worksheets with vocabulary. Storytelling is the most widely used method as it engages students and introduces them to a new side of music, that of narrative. The reading activity sometimes takes place in the school library, to make the moment more engaging. The materials used in the various activities are created by the teacher and are intended to be appealing to the pupils: role medallions, true and false paddles, posters representing board games to hang on the blackboard, flashcards, envelopes containing cards, etc. Learners also have the opportunity to create their own artefacts, such as the 3D orchestra or the lapbook of the story "Peter and the wolf". Many activities will be carried out with the use of the ICT tools, such as the interactive whiteboard or tablets, either to search for information on certain topics, to play digital games, or simply to observe images, watch videos and listen to sounds. Through these methodologies and strategies, the students learn about musical instruments and how they are divided within the four families of the orchestra, which is the main character in the story "Welcome to the Orchestra house" and the principal narrator of the story "Peter and the wolf".

# Overall Module Plan

<b>Unit: 1</b> How many musical instruments! <b>Unit length:</b> 2 hour (1h per lesson)	<b>Lesson 1</b> Guess the musical instrument!
	<b>Lesson 2</b> What makes this sound?
<b>Unit: 2</b> Let's meet four special families! <b>Unit length:</b> 3 hours (1h per lesson)	<b>Lesson 1</b> Storytelling: "Welcome to the Orchestra house"
	<b>Lesson 2</b> "My musical instrument book"
	<b>Lesson 3</b> The 3D Orchestra
<b>Unit: 3</b> Peter and the wolf <b>Unit length:</b> 3 hours (1h per lesson)	<b>Lesson 1</b> Storytelling: "Peter and the wolf"
	<b>Lesson 2</b> Put the sequences in chronological order
	<b>Lesson 3</b> The 5Ws questions
<b>Unit: 4</b> Final greetings to the Orchestra house <b>Unit length:</b> 2 hours (1h per lesson)	<b>Lesson 1</b> Snakes and ladders
	<b>Lesson 2</b> Final test

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Guess the musical instrument!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials				
1	20'	Introduce the topic with a riddle to activate students' interest.	The teacher divides the class into 7 groups of 3 pupils each and assigns each one a medallion with their role (speaker: who speaks in front of the class; writer: who writes on the post-it and on the board; police man: whose role is to ensure that the group maintains an appropriate tone of voice during work). During the different activities, roles change so that all group members can do everything. Groups are created randomly using the "Wheel of name" (a random name picker): <a href="#">link</a> . To intrigue pupils	<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> List of vocabulary useful to understand the riddle: materials, mouth, hands, sound, emotions, musical instruments.</p> <p><b>Communicative structures</b> "Why do you write .....?" "Because ..... make sound, give you emotions, ....".</p>	L	S	R	W	<input checked="" 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>• Initial riddle.jpg</li> <li>• Roles.jpg</li> </ul> <p>- Initial riddle (created with CANVA); - pens and post-it; - roles medallions (created with CANVA). ICT tool: LIM (interactive whiteboard): - a random name picker: <a href="#">link</a>.</p>
L	S	R	W							

and activate their cognitive skills, the teacher assigns to each group a card with a riddle inside to be solved; the solution makes the students understand the topic they will be tackling together. After solving the riddle, each "writer" writes the answer on a post-it which is hung on the board, while the "speaker" reads the contents of the post-it and discusses the solution found by asking questions such as: "Why do you write .....?" "Because ..... make sound, they are made of different materials.."  
reconstructing the sentences using the clues written on the card.

2	15'	<p>Understand the topic. Recognise words matching vocabulary and pictures. Discuss and explain ideas in group.</p>	<p>After understanding the topic (musical instruments) the teacher gives each pupil the sheet with the activity to be carried out: each group must associate the instrument word with the corresponding image. Students should speak to each other using english sentences written on the blackboard as examples: "What musical instrument is this?" "This is a guitar/trumpet/piano/..." "I don't think so, I think it is a..." "You're right it is a ...".</p>	<p><b>Skills</b></p> <table border="1" data-bbox="864 165 1693 210"> <tr> <td>L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary about musical instruments: guitar, keyboard, harp, trumpet, violin, ...</p> <p><b>Communicative structures</b> "What musical instrument is this?" "This is a: guitar/trumpet/violin/drum/piano/saxophone/banjo/accordion/keyboard/maracas/clarinet/bagpipe/..." "I don't think so, I think it is a..." "You're right it is a ...".</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• Musical instruments vocabulary esl word search puzzle worksheet for kids.pdf</li> <li>• Musical instruments vocabulary - completed task.pdf</li> </ul> <p>- Blackboard; - pens and coloured pencils - worksheet with vocabulary, pictures and crossword puzzle from the website: ES Worksheets English Exercises (englishworksheets.com)</p>
L	S	R	W							

3	25'	Evaluate: justify a decision taken in group.	<p>At the conclusion of the previous activity the teacher gives each group a green paddle with the word "true" and a red paddle with the word "false". Then the teacher projected on the LIM a musical instrument picture and says "This is a guitar/piano/trumpet/...". After the teacher says: "three, two, one, raise your paddle!" each group raises the green paddle to affirm "true" or the red paddle to affirm "false". If the answer is "false" students who raise the red paddle have to write on a post-it the right name of the musical instrument and stick it on the blackboard. Every student has to motivate the answer saying: "It isn't a ....., it is a .....".</p> <p>One point is won by the group that guesses.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="864 165 1693 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary about musical instruments.</p> <p><b>Communicative structures</b> "This is a guitar/piano/trumpet/..." "Yes, it is. / No, it isn't. It is a ...".</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• True and false paddles.jpg</li> </ul> <p>- Pens; - post - it; - true and false paddles. ICT tool: LIM (interactive whiteboard).</p>
L	S	R	W							

4	10'	Evaluate. Argue and value together how the group work was done.	<p>Finally, each group discuss about how they work together and every "police man" exposes the working atmosphere of his group in front of the class, with the help of sentences written on the blackboard: "My group works very well/well/quite well/not so well/badly because we help each other/we have fun playing together/we talk softly/we talk loud/...". The learners only use sentences in the present tense as they have not yet dealt with verbs in the past tense. At the end of the activity, teacher gives a homework assignment: complete the crossword puzzle, a simple game that the pupils of the class always enjoy.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="864 165 1693 210"> <tr> <td>L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Adjectives to describe the group work: well, very well, badly, not so well, ...</p> <p><b>Communicative structures</b> "My group works well/quite well/badly/... because we talk softly/we help each other/we talk loud/we have fun playing together/we talk about other things/we talk in English.....".</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- Blackboard.
L	S	R	W							



# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	What makes this sound?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessr				
1	15'	Remember. Recall and repeat musical instruments vocabulary.	To start the lesson, the teacher proposes two interactive games on LearningApps and on Wordwall, to review the vocabulary on musical instruments: - <a href="#">link</a> ; - <a href="#">link</a> .	<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> Vocabulray about musical instrument.</p> <p><b>Communicative structures</b> "This is a ....." "Is your classmate right?" "No, it isn't a.... it is a...." "Yes, she/he is right".</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	ICT tool: LIM (interactive whiteboard): - interactive game on LearningApps: <a href="#">link</a> ; - interactive game on Wordwall: <a href="#">link</a> .	Formativ assessm The teac observes students particip during th games a they try t use the foreign language commun
L	S	R	W								
2	30'	Understand. Identify and recognise a specific sound of a musical instrument by listening to it. Match	The teacher divides the class into 4 groups of 4 pupils and 1 group of 5. Groups are created	<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> Vocabulary about musical instruments.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> <li>• Musical instruments quiz.pdf</li> <li>• Musical instruments quiz - completed</li> </ul>	Formativ assessm Evaluatic takes pla itinere: th teacher observes degree c
L	S	R	W								

vocabulary of musical instruments with the corresponding sound.

randomly using the “Wheel of name” (a random name picker): [link](#). The teacher plays on Youtube a video with specific sounds to be guessed ([link](#)); each group must associate a sound to the corresponding picture and word on the worksheet. One group at a time is called to the LIM (interactive whiteboard) to identify the listened sound by answering to the question: “Which musical instruments makes this

### Communicative structures

“Which musical instruments makes this sound?” “This sound is produced by: guitar/trumpet/violin/drum/piano/saxophone/banjo/accordion/French horn/keyboards/maracas/clarinet/bagpipe/flute/cymbals/triangle/....”.

☐ Individual work

task.pdf

- Pens; - worksheet with vocabulary and pictures (created with CANVA). ICT tool: LIM (interactive whiteboard): - Youtube to listen the different sounds: [link](#).

participate and cooperate of each person and how express themselves in group.

			<p>sound?" "This sound is produced by:.....". One point is awarded to the team for each correct instrument.</p>			
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3	15'	Evaluate. Evaluate one's own experience and contribution within the group.	At the end of the lesson each pupil complete the self-assessment sheet to think about how they work together. The teacher can help writing on the board some example to create sentences, e.g.: "Things I did well: I speak softly/I help my teammates/I guess a lot of sounds/I respect my .../..."	<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> Verbs to describe the work: to speak/to help/to guess/to respect/...</p> <p><b>Communicative structures</b> "Things I did well: I speak softly/I help my teammates/I guess a lot of sounds/I respect my turn/....." "Thing I need to do better: I need to speak softly/ I need to take my turn/I need to listen to my classmates/I need to be more focused..."</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>• Self evaluation.pdf</li> <li>• Self evaluation-completed task.pdf</li> </ul> <p>- Pens; - self-assessment sheet (create with CANVA); - blackboard.</p>	Self assessm Children reflect on both their strengths and the aspects they need to work on.
L	S	R	W								

turn/.....”  
“Thing I need  
to do better: I  
need to speak  
softly/ I need  
to take my  
turn/I need to  
listen to my  
classmates/I  
need to be  
more  
focused...”.

The  
sentences  
can be varied  
and different  
depending on  
what the  
children want  
to write.  
Children write  
sentences in  
the present  
tense  
because they  
have not yet  
dealt with  
verbs in the  
past tense.

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Storytelling: "Welcome to the Orchestra house"		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	25'	Understand. Understand the meaning of a story about the four main families of instruments that form the orchestra.	The teacher reads the story "Welcome in the Orchestra House" <a href="#">link</a> in the school library. Students listen to the story and answer orally to the questions posed by the teacher: "Who lives on the ground floor?" "Where does the string family live?" "What is the name of the family that lives in the attic?" At the end of the conversation students watch a video on Youtube which explains how an orchestra is formed and the real positions of the four families: <a href="#">link</a> .	<p><b>Skills</b></p> <table border="1" data-bbox="1128 165 1469 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The four main families of musical instruments: brass, woodwind, percussion, strings. Specific verbs and words to understand the story and how the instruments are played: to blow air, holes, to struck/pluck strings, to keep rhythms, wood, .... The vocabulary used in the story and that they already know: parts of the house, members of the family, body parts.</p> <p><b>Communicative structures</b> "Who lives on the ground floor?" "Where does the string family live?" "What is the name of the family that lives in the attic?" ...</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	ICT tool: LIM (interactive whiteboard): - Story (created with Bookcreator) projected in the library: <a href="#">link</a> ; - Youtube to watch the video of the orchestra: <a href="#">link</a> .	Formative assessment. The teacher observes the degree of attention of pupils during the storytelling and analyze how children take part of the conversation and if they understand the meaning of the story.
L	S	R	W								

2	25'	<p>Remember. Memorize and repeat the vocabulary about musical instruments and the four families of orchestra. Understand. Locate the musical instrument in the correct family.</p>	<p>The teacher draws a big house on the blackboard. It has a ground floor, a first floor, a second floor and an attic, just like in the story we have just told. Next to each floor, the teacher writes the name of the corresponding family (string, woodwind, brass, percussion). Each pupil draws, from an envelope, a flashcard representing a musical instrument; the student has to recognise it and its english name and then sticks it to the blackboard within the correct floor.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1128 165 1469 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary about musical instruments; the four families of orchestra: brass, woodwind, string, percussion.</p> <p><b>Communicative structures</b> "This is a trumpet, it is a brass"; "This is a violin, it is a string"; "This is a flute, it is a woodwind"; "This is a tambourine, it is a percussion"; .....</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>	<ul style="list-style-type: none"> <li>• Musical instrument flashcards.jpg</li> </ul> <p>- Blackboard; - musical instruments flashcards (from the book "You and me friends" Celtic Publishing).</p>	<p>Formative assessment. The teacher takes into account the learners' understanding of the topic and if they recognise the musical instruments from images.</p>
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	"My musical instrument book"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40'	Remember. Recall basic concepts about the four families of the orchestra by reading and understanding a worksheet and creating a mini-book.	The teacher gives each pupil a worksheet with all the information about the four families of musical instruments. In pairs, the children, with the help of the teacher and the dictionaries, transcribe the translation of the more complex words, some of which they had already encountered in the story "Welcome to the Orchestra house". At the end of the transcription, the whole class read together the information about the four families. The pupils then make their mini-book by folding and cutting out the worksheet according to the teacher's instructions.	<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> Specific verbs and words to understand how the instruments are played: to blow air, holes, to struck/pluck strings, to keep rhythms, wood, vibrations, valves,.....</p>	L	S	R	W	<input checked="" 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>• My music instrument book.pdf</li> <li>- Pens, crayons, scissors;</li> <li>- Worksheet "My musical instrument book" (created with CANVA): the theoretical part on the four musical families is taken from the site: <a href="#">link</a>.</li> </ul>	Formative assessment. Teacher takes into account the grade of comprehension of students during the reading and the analysis of the text.
L	S	R	W								



				<p><b>Communicative structures</b></p> <p>Simple sentences about musical instruments:          "These instruments are for keeping rhythms"; "These instruments are long tubes of brass"; "These instruments have got strings"; "These instruments are palying by blowing air"....</p>		
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2	15'	<p>Remember. Recall concepts about musical instruments and families. Understand. Discuss and explain ideas in pairs and locate musical intruments in the correct section.</p>	<p>Students in pairs complete the chart at the end of the mini-book, writing the names of the musical instruments in the correct section discussing among themselves and, at the end, draw their favourite instrument.</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>          Vocabulary about musical instruments and the four families.</p> <p><b>Communicative structures</b>          "Violin is in the string family"; "Tuba is in the brass family"; "Xylophone is a percussion"; ...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input checked="" type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• My musical instrument book - completed task.pdf</li> <li>- Pens, crayons;</li> <li>- Worksheet "My musical instrument book" (created with CANVA): the theoretical part on the four musical families is taken from the site: <a href="#">link</a>.</li> </ul>	<p>Formative assessment. Teacher observes the degree of participation and comprehension of each pupil and if they use the foreign language to communicate with the partner.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	The 3D Orchestra
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Remember. Recall concepts of the previous lesson. Apply. Use known information to solve a quiz.	This activity also takes place in the school library, where tablets can be used. To recall children pre-knowledges, the teacher use the interactive whiteboard to project the code to play a game on Koahoot. Children complete the quiz: <a href="#">link</a> , using the school tablets and answering to questions about the four families of the orchestra.	<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> Vocabulary about musical instruments and the four families of orchestra: brass, strings, percussion, woodwind.</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	ICT tools: LIM (interactive whiteboard) and school tablets: - interactive quiz on Kahoot: <a href="#">link</a> .	Performance assessment. The teacher can use the quiz score to understand the students' level of understanding of the topics covered in the previous lesson.
L	S	<b>R</b>	W								

				<p><b>Communicative structures</b></p> <p>"In the orchestra there are..."; "The families of the orchestra are..."; "The trumpet is a..."; "Flute, Clarinet and Oboe are in the woodwind family" (true or false); "Trumpet, French horn and bassoon are in the string family" (true or false); "Which musical instrument is a brass?"; "This is the conductor"; ....</p>		
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2	40'	<p>Create. Produce an original work using their knowledge about the compositional structure of the orchestra.</p>	<p>Students re-watch the video they saw last time (<a href="#">link</a>) to remember the position of the four families in the orchestra and which instruments take part of them. The teacher gives the students the worksheet with the orchestra components and asks the children to cut them out and place them in the correct way by gluing them on the exercise book. Next to each section of the orchestra, the pupils also write the name of the instrument family. At the end of the work each student presents their orchestra using phrases such as: "in the first section there is the string family with the violin, viola and double bass. In the second section there is the woodwind family... In the third section there is the brass family... In the last section there is the percussion family...". Examples of sentences are given orally by the teacher before starting the</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> Vocabulary about musical instruments and the four families of the orchestra.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• 3D Orchestra - completed task.pdf</li> <li>• 3D Orchestra.pdf</li> </ul> <p>- Pens, colours, scissors, glue; - worksheet with the "3D Orchestra" parts (created with CANVA). ICT tool: LIM (interactive whiteboard): - video on Youtube: <a href="#">link</a>.</p>	<p>Performance assessment. The teacher observes how well learners express themselves through the creation of their own orchestra and through the presentation in front of the class.</p>
L	S	R	W								

presentations.

**Communicative structures**

"In the first section there is the string family with the violin, viola and double bass"; "In the second section there is the woodwind family with the flute, the clarinet and the oboe"; "In the third section there is the brass family with ....."; "In the last/fourth section there is the percussion family with...";

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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Storytelling: "Peter and the wolf"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Introduce the lesson. Recognise the four main families of the orchestra through the story of "Peter and the wolf".	Students watch the video about the story of "Peter and the wolf" narrated by David Bowie: <a href="#">link</a> .	<b>Skills</b> <table border="1" style="margin-left: 20px;"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b>  <b>Communicative structures</b>	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	ICT tool: LIM (interactive whiteboard): - Story of "Peter and the wolf" narrated by David Bowie on Youtube: <a href="#">link</a> .	Formative assessment. The teacher observes if students are involved during the storytelling.
L	S	R	W								

2	25'	<p>Create. Produce a work using information learned from the story. Understand. Match the musical instrument with the corresponding character recognized in the story.</p>	<p>The teacher gives the worksheet with the pictures of the musical instruments and characters. After looking at the introduction of the story twice, the children have to match the image of the musical instrument to the corresponding character, by cutting and pasting them in their workbook.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1384 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary about musical instruments.</p> <p><b>Communicative structures</b> "Peter is represented by the strings"; "The bird will be played by the flute"; "The duck is played by the oboe"; "The cat by the clarinet"; "Bassoon will represent the grandfather"; "The hunters are played by the kettle drums"; "The wolf by the French horns".</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• Peter and the wolf.pdf</li> <li>• Peter and the wolf - completed task.pdf</li> </ul> <p>- Worksheet with pictures of the musical instruments and the characters of the story (created with CANVA); ICT tool: LIM (interactive whiteboard): - Story of "Peter and the wolf" narrated by David Bowie on Youtube: <a href="#">link</a>.</p>	<p>Performance assessment. The teacher observes the pupils' degree of comprehension in relation to the introduction of the story just heard, and whether they have performed the task correctly by correlating musical instrument with the corresponding character.</p>
L	S	R	W								

3	10'	Understand. Explain concepts through simple sentences about the story "Peter and the wolf".	At the end of the work the teacher asks the children: "Which musical instrument represents Peter?", students will answer with the sentence: "Peter is represented by the violin" and so on for each character in the story.	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1384 215"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary about musical instruments.</p> <p><b>Communicative structures</b> "Which musical instrument represents Peter?" "Peter is represented by the strings"; "Which musical instrument represent the wolf?" "The French horn represents the wolf"; "Which musical instrument represent the grandfather?" "The grandfather is represented by the bassoon"; ...</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		Formative assessment. The teacher observes the degree of participation and interaction of the pupils during the conversation in class.
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Put the sequences in chronological order
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Remember. Watch the video again to remember the sequences of the story.	Children watch the video of the story another time to remember the facts.	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b>  <b>Communicative structures</b>	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	ICT tool: LIM (interactive whiteboard): - Story of "Peter and the wolf" narrated by David Bowie on Youtube: <a href="#">link</a> .	Formative assessment. The teacher observes if students are involved during the storytelling.
L	S	R	W								



2	30'	<p>Analyze. Organize the sequences of the story putting them in chronological order.</p>	<p>Students are divided into 4 groups of 4 children and 1 group of 5 children. The teacher gives to each student the work sheet with the stages of the story written on it; every group has to read the phase, understand them, and put them in chronological order. The teacher encourages the children to talk to each other in English using phrases such as: "For me this is number 1". "I don't think so, I think it's number 2". "You are right/you are not right"...</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1149 164 1489 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> Specific verbs and words to understand the story: to chase/meadow/to capture/branch/...</p> <p><b>Communicative structures</b> "For me this is number 1". "I don't think so, I think it's number 2". "You are right/you are not right". ...</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>	<ul style="list-style-type: none"> <li>• Peter and the wolf summary.pdf</li> <li>- Pens; - worksheet with the stages of story (created with CANVA and using twee.org to summarize each phase of the story). ICT tool: LIM (interactive whiteboard): - Story of "Peter and the wolf" narrated by David Bowie on Youtube: <a href="#">link</a>.</li> </ul>	<p>Formative assessment. The teacher observes the degree of participation of all the components of the groups and the use of English during their conversation. The correctness of the task is also taken into account.</p>
L	<b>S</b>	<b>R</b>	W								

3	15'	Understand. Recognise a story scene from the picture and match it with the corresponding description.	After putting the sequences in order, the teacher gives the students a worksheet with pictures from the story, which the children have to associate with the previously numbered scenes from the story. The teacher encourages the children to talk to each other in English using phrases such as: "For me this is number 1". "I don't think so, I think it's number 2". "You are right/you are not right"...	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Specific verbs and words to understand the story: to chase/meadow/to capture/branch/...</p> <p><b>Communicative structures</b> "For me this is number 1". "I don't think so, I think it's number 2". "You are right/you are not right". ...</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>• Peter and the wolf scenes.pdf</li> </ul> <p>- Work sheet with the pictures of the story.</p>	Formative assessment. The teachers observes the degree of participation of each pupil during the group work and the use of English in the conversation. The correctness of the task is also taken into account.
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	The 5Ws questions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Create. Create a Lapbook with the information about the story "Peter and the wolf".	During the third lesson, the teacher hands the pupils a coloured sheet of paper to create a small Lapbook. In the centre of it, the children glue descriptions of the scenes of the story, already put in order. Underneath them, in a transparent envelope, the students insert the pictures representing the scenes.	<b>Skills</b> <table border="1" style="margin-left: 20px;"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b>  <b>Communicative structures</b>	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	- Pens, colours, scissors, glue; - coloured sheets to create a Lapbook; - worksheet with the stages of story; - worksheet with the pictures of the story.	
L	S	R	W								

2	20'	<p>Analyze. Elaborating the story answering the 5Ws questions (addressed in class during English lessons).</p>	<p>During this phase of the lesson, the class works in plenary to reconstruct the story through the 5Ws questions: WHAT? WHEN? WHERE? WHO? WHY? + HOW? The students, through a plenary conversation, and helped by the teacher when necessary, reconstruct the story formulating short sentences and writing them on the Lapbook. For example: "WHO is the protagonist of the story?" "The protagonist is Peter" "WHAT happens in the story?" "Peter wants to capture the wolf".</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1151 161 1491 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b> The 5ws questions: What? Who? Where? When? Why? + How?</p> <p><b>Communicative structures</b> "Who is the protagonist of the story?" "The protagonist is Peter"; "What happens in the story?" "Peter wants to capture the wolf"; "Why?" "Because he is brave"; "How?" "With the help of his friends: a cat, a bird, a duck and the hunters"; "Where are they?" "In Russia"; "When?" "In Winter".</p>	L	<b>S</b>	R	<b>W</b>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>- Pens; - Lapbook.</p>	<p>Formative assessment. The teacher observes the participation of the pupils and whether they are able to reconstruct the answers to the questions.</p>
L	<b>S</b>	R	<b>W</b>								

3	20'	Analyze. Search information to examine and analyse the composer's life through the 5Ws questions.	Children reconstruct the composer's life through short sentences. The teacher gives them a worksheet with some images used as 5Ws questions. The teacher divides the class into pairs and hands each one a tablet to be used by the pupils to look up information about the composer: WHO is he? WHERE does he live? WHEN is his birthday? WHAT is his job?.	<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><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b> The 5Ws questions: Who? What? Where? When?</p> <p><b>Communicative structures</b> "Who is he?" "He is Sergej Prokof'ev"; "Where does he live?" "He lives in Russia"; "When is his birthday?" "His birthday is on 23rd April 1891"; "What is his job?" "He is a composer, a pianist and an orchestra conductor".</p>	L	S	<b>R</b>	<b>W</b>	<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>• Sergej Prokof'ev.pdf</li> </ul> <p>- Pens and crayons; - Worksheet with the pictures to reconstruct the composer Sergej Prokof'ev's life (created with CANVA). ICT tools: school tablets.</p>	Formative assessment. The teacher observes the degree of participation during the work. Performance assessment. The teacher takes into account if students can answer to the 5Ws questions to analyze the composer's life.
L	S	<b>R</b>	<b>W</b>								

4	10'	Create. Create a Lapbook with the information about the story "Peter and the wolf".	Students complete their Lapbook pasting the images and all the information found.	<p><b>Skills</b></p> <table border="1" data-bbox="1151 165 1491 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></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>Lapbook Peter and the wolf.pdf</li> </ul> <p>- Pens, colours, scissors, glue; - Lapbook.</p>	<p>Portfolio.</p> <p>The lapbook serves as a portfolio, in which the students collect the work they did during the "Peter and the wolf" unit. The lapbook collects all the evidence relating to the children's knowledge of the musical story "Peter and the wolf".</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Snakes and ladders
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Organisation of groups. The teacher divides the class into groups.	The teacher divides the class into 7 groups of 3 pupils each and assigns each one a medallion with their role (Speaker: who speaks in front of the class; writer: who writes the answers on the blackboard; police man: who has the role of keeping an appropriate tone of voice during work). Groups are created randomly using the “Wheel of name” (a random name picker): <a href="#">link</a> . After dividing the class into groups, each group makes up a name and write it on a post-it, which will be used as a pawn for the board game.	<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></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>• Roles.jpg</li> </ul> - Post-it; - pens; - role medallions (create with CANVA). ICT tool: LIM (interactive whiteboard): - “Wheel of name” (a random name picker): <a href="#">link</a> .	
L	S	R	W								

2	10'	Explanation of the game rules.	<p>The teacher hangs the poster representing the game “Snakes and ladders” on the blackboard and explains the rules of the game: each group, one at a time, rolls the foam die, and moves their post-it on the game board. If the group lands on an orange square, the members must draw a card from the orange envelope, containing words to be translated. If the group lands in the purple box, students draw a card from the envelope of the same colour, containing sentences to be completed. If the group translates or completes the sentences correctly they go one box ahead, otherwise they stay where they are. If the group stops on a white square, they do not have to draw anything but only have to wait their next turn. If the group arrives on a square where the snake's tail is, they must go back to the head of it. If the group arrives on a square with a ladder, they go forward until they reach the end of it.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1176 167 1518 215"> <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></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>	<ul style="list-style-type: none"> <li>• Snakes and ladders.jpg</li> <li>- The poster with the board game “Snakes and ladders”; - envelopes with words and sentences.</li> </ul>	
L	S	R	W								



3	35'	Apply. Use information in a different situation, such as a board game played in group.	Pupils take part in the game by answering questions they find in the envelopes. In the orange envelope, containing the vocabulary, they find questions such as: How do you say 'violino' in English? Translate 'French horn'. How do you say 'ottoni' in English? How do you say 'fiati a legno' in English? In the purple envelope, containing sentences to complete or produce, they will find phrases such as: The flute is part of the ..... family; In the orchestra there are .....; Peter is represented by .....; The wolf is represented by .....; Name four instruments of the percussion family.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Vocabulary about musical instruments and the four families of orchestra.</p> <p><b>Communicative structures</b> "The flute is part of the ..... family"; "In the orchestra there are ....."; "Peter is represented by ....."; "The wolf is represented by ....."; "Name four instruments of the percussion family"; ...</p>	<input checked="" 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>• Roles.jpg</li> <li>• Snakes and ladders.jpg</li> </ul> <p>- The poster with the board game "Snakes and ladders"; - post-it; - envelopes with words and sentences; - foam die; - role medallions (create with CANVA).</p>	Formative assessment. Teacher observes the level of participation of each student and whether they have learnt the topics addressed. The teacher also take into account how they cooperate and interact in group.
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# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	2	<b>Title</b>	Final test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Explanation of the test exercises.	The teachers gives the music test and explains the tasks.	<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></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	- Music test.	
L	S	R	W								

2	30'	Remember. Recall the concept developed in class during the music lessons.	The students take a short and simple test on the topics covered in class: the musical instruments, the four families that make up the orchestra and the story of "Peter and the wolf". There are two exercises, in the first one children read some sentences and tick true (T) or false (F) and correct the wrong answers; in the second one they listen to the tracks, write the name of the musical instruments and match them with the correct character of the story "Peter and the wolf". The tracks are the same listened in the video of the story, so that students are better able to recognise sounds.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Vocabulary about musical instruments, the four families of the orchestra and the characters in "Peter and the wolf".</p> <p><b>Communicative structures</b></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>• Music Test.pdf</li> <li>• Peter and the wolf tracks.zip</li> </ul> <p>- Pens; - music test (created with CANVA); - sounds tracks.</p>	<p>Summative assessment. At the end of the CLIL module "Welcome to the Orchestra house", the teacher measures learners' overall achievement of course knowledge.</p>
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