

CLIL Module Plan

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School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Musica	Topic	The music of " The Sorcerer's Apprentice"		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The project will be carried on in four different second classes. All the four classes are heterogeneous. Three out of the four classes have got 20 students, whereas the fourth one has got 24 pupils. Pupils are used to working in groups or in pairs. During the music lessons, they are accustomed to going to the auditorium for total physical response activities. Moreover, they are used to create lapbooks to collect all the produced materials and their works connected to one topic. All of the classes are equally balanced between boys and girls. All of my classes are loud classes with children that require special attention and support. It's especially important to work on the listening skills in order to support children to pay better attention to all the tasks and the information spread during all their classes. All four classes have students with BES; in particular, in one class there is a teacher that supports one student with special needs during all of the school time. Moreover, in these classes there are some foreign pupils that are well integrated in the group and don't need further support. I tend to suggest activities that are suited for all of my students and to combine pupils in balanced groups or pairs. I don't make different works for students with BES, except for the written evaluations which differ for the length of the exercises, for the given time or for some specific tasks. I've planned this music module in order to prepare my students for the vision of the show "The Sorcerer's Apprentice". As a matter of fact, at the end of the school year we will be going to the Rovereto theatre to watch a company performance on "The Sorcerer's Apprentice". This show was suggested to the second classes as one of their school trips in order to give students the opportunity of a real live music experience. Moreover, I believe it is important to encourage the creation of a musical environment that can motivate pupils to live music in every respect.</p>
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Students' prior knowledge, skills, competencies	Subject <p>Students are comfortable listening to the music and move around the class expressing what they are feeling with their bodies. Moreover, they are able to recognise and express what they are feeling. Pupils are used to listening and identifying different sounds. They are able to obtain information from multimedia supports (such as videos, etc.) and to revise what they have done during the lessons by using Google Classroom at home. They are used to collect all the activities done during a module in a lapbook, in order to review their works.</p>	Language <p>Children are familiar with discussing new ideas starting from activities of brainstorming before discovering new topics. Students know basic English language structures (example: "I feel...", "There is...There are...", "My favourite... is...", "This is..."). Students know the feelings vocabulary. Students can work in pairs and groups. They are comfortable talking to classmates and adults, asking for help and support when needed. They can use L1 for specific purposes.</p>
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Timetable fit	<input checked="" type="radio"/> Module	Length 9 hours (3 units)
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Description of teaching and learning strategies	<p>My teaching strategy relies heavily on cooperative learning, in order to promote a positive environment and to create the group class. During the music lessons I usually suggest activities that incorporate total physical response (TPR) in order to make students experience the melodies through their bodies. Moreover, I incorporate technologies and multimedia tools in my teaching, to create more interests and to engage pupils more. I use Canva to present the lessons and introduce new topics, making the learning process more interesting, and to create suited and useful materials. Furthermore, I employ online games (such as learningapps, quizlet, kahoot, wordwall, etc.) and physical games (such as Bingo, Memory, etc.) to embrace a playful approach and to review new topics. I plan brainstorming activities to enhance children's ideas with the aid of different Apps such as Mentimeter or MindMeister. I also use Google Classroom to upload ppts and give children the chance to revise the lessons. I like to give my students the opportunity to collect all their works by making lapbooks, in order to keep track of what we have done. For me lapbooks are tools of formative evaluation. In addition to this, I use self-assessment to promote metacognition and autonomy. To conclude, another strategy I often use is scaffolding, which usually comes in the form of visual support (such as flashcards) to help and guide children during the lessons.</p>
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Overall Module Plan

Unit: 1 Music that makes people talk Unit length: 3 hours	Lesson 1 Our new adventure: “The Sorcerer’s Apprentice”
	Lesson 2 The music’s analysis
	Lesson 3 The story of “The Sorcerer’s Apprentice”
Unit: 2 Let’s listen to the instruments! Unit length: 2 hours	Lesson 1 Guess the instrument...
	Lesson 2 Games review: types of instruments
Unit: 3 To the theatre... Unit length: 4 hours	Lesson 1 To the theatre...
	Lesson 2 Let’s make a lapbook!
	Lesson 3 The final act...

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Our new adventure: "The Sorcerer's Apprentice"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Being able to move around the class listening to the music.	Children move freely around the space listening to the first part of the music. Firstly, they keep in their hands a scarf that can help them express the feelings and the sounds of the music. Secondly, they try to listen and follow the music with rhythm sticks.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Listen to the music and move around the space with the scarf/the rhythm stick...Express yourself...</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	First part of the music (until 1:30 min) - Disney video, Fantasia (1940) link Scarfs. Rhythm sticks.	Check if and how children are moving around the space and how they are expressing themselves while listening to the music.
L	S	R	W								

2	15 min	<p>Being able to stay in silence and make movements to the rhythm of the music. Being able to mirror the classmate's movements. Being aware of how to work in pairs.</p>	<p>Children pair up with a classmate. In turns, listening to the music, one student makes movements to the rhythm, while the other mirrors them. They need to make movements that are simple and easy to follow for their pair. After a while, when the teacher says "Change", they switch roles.</p>	<p>Skills</p> <table border="1" data-bbox="1189 165 1534 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Pair up with a classmate...Listen to the music and make movements with your body...When I say "change" you switch roles.</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>	<p>First part of the music (until 1:30 min) - Disney video, Fantasia (1940) link</p>	<p>Check if the children are making movements easily reproducible and appropriate according to the rhythm of the music. Check if students are mirroring their classmates properly. Check if and how children are interacting.</p>
L	S	R	W								

3	30 min	<p>Know the feelings vocabulary. Being able to listen to the music and express their feelings. Being aware of how to interact with the group class respecting their speaking turn.</p>	<p>Students listen to the first part of the music and think of what they are feeling. They share with the class their feelings. While they are talking, the teacher writes children's words on the mental map made with the Mindmeister platform. The children can switch to the L1 to express the reasons for their feelings.</p>	<p>Skills</p> <table border="1" data-bbox="1189 165 1534 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Feelings vocabulary (angry, mysterious, afraid, sad, curious,...)</p> <p>Communicative structures T: Listen to the music and think about what you are feeling...Tell your feelings...Why? SS: I feel...because...</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>	<p>First part of the music (until 1:30 min) - Disney video, Fantasia (1940) link Brainstorming MindMeister map link</p>	<p>Check how the students are expressing themselves using the feelings vocabulary and the correct communicative structures. Check if and how children are interacting.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	The music's analysis
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 min	<p>Being able to stay in silence and make movements to the rhythm of the music using visual supports. Being able to mirror the classmate's movements. Being aware of how to interact with the group class respecting their turn.</p>	<p>Students make a circle and they sit on the ground. At the center, the teacher puts the printed flashcards with the body percussion movements. Children listen to the second part of the music and one at a time they choose one of the flashcards' movements and reproduce it to the rhythm of the music. The classmates mirror the movements. You keep going like this until every student in the circle has picked a movement and reproduced it in order to create their own personalized body percussion. At the end, the teacher can restart the music and the children can try to do all the movements created in sequence.</p>	<p>Skills</p> <table border="1" data-bbox="1086 167 1429 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Body percussion movements: stomp your feet, clap your hands, tap chest, snap your fingers, pat your knee, pound your fist.</p> <p>Communicative structures T: Make a circle...Pick a movement and reproduce it to the rhythm of the music...Mirror your classmates' movement...</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>	<p>• BODY PERCUSSION MOVEMENTS.pdf</p> <p>Second part of the music (from 1:30 min until 8:00) - Disney video, Fantasia (1940) link Canva (to make the materials).</p>	<p>Check if the children are choosing movements from the flashcards and if they are reproducing them appropriately to the rhythm of the music. Check if students are mirroring their classmates properly. Check if and how the children are interacting and respecting their turns.</p>
L	S	R	W								

2	30 min	<p>Being able to recognise the different parts of the music. Being able to give each part a magical object (one for the first and third parts, which are similar, and one for the second part). Being able to tell the classmates and the teacher the objects chosen. Being aware of how to interact with the group class respecting their turn.</p>	<p>The teacher shows the class the Disney representation of the “Sorcerer’s Apprentice” music on the IWB. After watching, the teacher dialogues with the students in order to analyse the music in three main parts, remembering the work made during the previous lessons. At the end of the dialogue, the teacher displays a Canva in which she has already chosen some magic objects. She gives each student a post-it. For each part, every student chooses a representative magic object from the ones on the Canva and writes them on the post-it. Students tell their classmates their choices showing their post-it and stick it on the black board. Together they agree on which objects represent each part.</p>	<p>Skills</p> <table border="1" data-bbox="1086 167 1429 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Magic objects (broomstick, magic wand, cauldron, magic hat, spell book, crystal ball)</p> <p>Communicative structures T: Think of an object that represents each music part... SS: I choose...the object is...</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"> MAGIC OBJECTS.pdf <p>Disney video, Fantasia (1940) link Post-it Canva (to make the materials).</p>	<p>Check if the children are able to recognise the three parts of the music. Specifically, if they can understand that the first and the third part are similar, while the second one is completely different. Check if and how the pupils interact with each other, respecting thier speaking turns.</p>
L	S	R	W								

3	10 min	Being aware of the feelings experienced while listening to the music. Being aware of the movements' accuracy based on the rhythm to follow.	The teacher gives the class a self assessment worksheet to complete.	<p>Skills</p> <table border="1" data-bbox="1084 161 1429 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Feelings vocabulary</p> <p>Communicative structures T: Think of all the activities done and complete this worksheet...</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"> • SELF ASSESSMENT LESSON 2.pdf 	Check if the children have built awareness of their music rhythm and feelings. Canva (to make the materials).
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	The story of “The Sorcerer’s Apprentice”
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Being able to recognise the different parts of the music. Being able to listen to the different parts of the music and draw with colours, lines and points.	To recap the analysis of the music done in the previous lessons, the teacher gives the children a white sheet folded into three parts. While listening to the music, the children draw and express themselves only using lines and dots according to the rhythm of the music. They use two different colours: one for the first and the third part of the music which are similar in rhythm, and another one for the second part.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Listen and draw using two different colours for the different parts of the music...draw by only using lines and dots...</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	Disney video, Fantasia (1940) link White sheets.	Check and evaluate if the students recognise and analyse the different parts of the music correctly.
L	S	R	W								

2	20 min	<p>Being able to listen in silence and pay attention to the story. Being able to comprehend the story by listening to the teacher and using the flashcards as a visual help. Being able to remember and narrate the main events of the story using familiar and new vocabulary and communicative structures.</p>	<p>In a circle time setting, the teacher reads aloud the story using the book "The Sorcerer's Apprentice" by Gerda Muller. While reading the story, the teacher shows the children some flashcards to help them follow and comprehend the story. At the end of the reading, the teacher asks the student what words and events of the story they have understood. The children discuss together the meaning of the story by using familiar communicative structures and vocabulary, as well as new ones. The children can switch to the L1 to tell the story.</p>	<p>Skills</p> <table border="1" data-bbox="1099 165 1440 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Broom, spell book, magic, cauldron, etc. (vocabulary of the book).</p> <p>Communicative structures T: Listen to the story...try to understand as much as possible. Tell me... SS: In the story...there is/there are...</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>	<p>• FLASHCARDS OF THE STORY .pdf</p> <p>Illustrated book: "The Sorcerer's Apprentice" by Gerda Muller. Canva (to make the materials).</p>	<p>Check if and what children have understood of the story. Check how the students are expressing themselves using the visual aids. Check if and how children use the vocabulary learnt and the correct communicative structures. Check if the students respect each other's speaking turn during the dialogue.</p>
L	S	R	W								

3	30 min	<p>Know feeling vocabulary. Being able to recognise which feeling the character is feeling. Being able to analyse and match the feeling with the correct part of the story. Being able to tell the classmates the title chosen. Being aware of how to collaborate and work in pairs.</p>	<p>The teacher reads the story for the second time telling the children to focus their attention on the different feelings that the main character experiences during the story. The teacher divides the children in pairs. To each pair, the teacher gives a worksheet in which there is a description of one part of the story: every pair draws the part of the story assigned. After that, each pair has to match the feelings with their own part of the story (using the feelings vocabulary they know).</p>	<p>Skills</p> <table border="1" data-bbox="1099 165 1440 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Broom, spell book, magic, cauldron, etc. (vocabulary of the book). Feelings vocabulary.</p> <p>Communicative structures T: Listen again to the story and focus your attention on the feelings of the main character...Pair up...draw your part of the story... match the feelings with the story and give it a title. SS: In this part...there is/there are...he feels...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• PARTS OF THE STORY.pdf</p> <p>Illustrated book: "The Sorcerer's Apprentice" by Gerda Muller. Canva (to make the materials).</p>	<p>Check and evaluate if the students match the correct part of the story with the feelings. Check if the pupils can give an appropriate title to the part of the story. Check if the children can work together and collaborate with each other, communicating by using familiar and new communicative structures and vocabulary.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Guess the instrument...
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Being able to recognise the classmates' timbres by only listening to their voice. Being aware of how to behave in the big group, respecting each other.	The teacher suggests two warm up activities. In the first one the class sits in a circle on the ground. Every student closes their eyes. The teacher goes around the circle and chooses a pupil, putting the hand on their shoulder. When a child is touched, they speak aloud saying "Hello" and every other student tries to understand which of their classmates have spoken. The teacher can go around the class until every student has said their names aloud.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hello</p> <p>Communicative structures T: Make a circle...close your eyes...once I pat you on the shoulder you say "hello" and the others have to guess which one of you has spoken...</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		Check if the students understand and recognise their classmates' timbre of voice. Check if the children stay in silence with their eyes closed during all the activity.
L	S	R	W								

2	10 min	<p>Being able to recognise the classmates' timbres by only listening to their voice through the recorder. Being aware of how to behave in the big group, respecting each other.</p>	<p>In the second warm up activity, the class stays in the circle on the ground. The teacher chooses three children at a time that go out of the class. There, the little group records on a recorder given by the teacher some simple English sentences using the classroom language. Once the recording is done, the little group comes back to the classroom. The teacher plays the recorder and the students listen to the recording trying to understand what each of their classmates has said. All the children can do the recording part in little groups.</p>	<p>Skills</p> <table border="1" data-bbox="1077 165 1420 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Classroom language.</p> <p>Communicative structures T: Go out of the classroom and record...use simple sentences...Guess what each of your classmates has said... SS: The first one is...the second one is...the third one...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>Recorder.</p>	<p>Check if the students understand and recognise their classmates' timbre of voice through the recorder. Check if the students respect each other's speaking turn, raising their hands before speaking.</p>
L	S	R	W								

3	40 min	<p>Being able to recognise the different instruments by listening to their sounds. Being able to tell the name of the instruments choosing from the flashcards given by the teacher. Being aware of how to behave in the big group, respecting each other, raising their hands before speaking.</p>	<p>In circle, the teacher sets five flashcards of the different instruments that will play the “Sorcerer’s Apprentice” music at the theatre. The teacher plays on Youtube the different sounds of the instruments. Children listen to the sound without seeing the instruments and guess which instrument is playing. They can use the flashcards to tell the correct name of the instrument. Once everyone has guessed, the teacher reveals which instrument was playing. At the end, the teacher plays every instrument again on Youtube in order to link the sound with the instrument.</p>	<p>Skills</p> <table border="1" data-bbox="1077 165 1420 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments: flute, clarinet, oboe, bassoon, horn.</p> <p>Communicative structures T: Listen and guess the instrument... SS: The instrument is...</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>	<p>• INSTRUMENTS FLASHCARDS.pdf</p> <p>Examples of instruments playing: Youtube: Flute link Youtube:Clarinet link Youtube: Oboe link Youtube: Bassoon link Youtube: Horn link Canva (to make the materials).</p>	<p>Check if the students understand and recognise the sounds of the different instruments. Check if the students tell the correct name of the instrument by choosing from the flashcards given by the teacher. Check if the students respect each other’s speaking turn, raising their hands before speaking.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Games review: types of instruments
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15 min	<p>Know instruments vocabulary. Being able to recognise and match the pictures with the words. Being able to make questions and answers using the correct communicative structures. Being aware of how to interact with their classmates.</p>	<p>To revise the instruments learnt during the previous lesson, the teacher divides the class into two groups. She gives the children of the first group some coloured cardboard with the different names of the instruments of the music play. To the second group, she gives the students flashcards with the instruments without their names. Children search around the room for their pair, in order to match the correct name with the appropriate picture. Once they find a classmate, they ask “Are you a...?” to which the other student answers “No, I’m not a.../ Yes, I am a...”. The teacher can suggest different rounds in which students exchange cardboards and flashcards.</p>	<p>Skills</p> <table border="1" data-bbox="1093 167 1438 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments vocabulary.</p> <p>Communicative structures T: Find your match... exchange roles... SS: “Are you a...?” “No, I’m not a.../ Yes, I am a...”.</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>	<p>• INSTRUMENTS FLASHCARDS without names.pdf</p> <p>Coloured cardboards. Canva (to make the materials).</p>	<p>Check if the students know the instrument's vocabulary correctly. Check if the children recognise and match the correct pictures with the words. Check if the pupils work together in harmony with each other. The teacher reflects upon their work and on the necessity of an ulterior scaffolding and vocabulary reinforcement.</p>
L	S	R	W								

2	30 min	<p>Know the instrument's vocabulary. Being able to recognise the instruments. Being able to match the pictures with the name of the instruments. Being aware of how to work with the classmates, respecting each other's turns and collaborating together.</p>	<p>The teacher gives each child the memory cards in which there are five instruments pictures and five instruments names. Every student cuts, colours and collects all the memory cards. Then, the teacher divides the class into different pairs. Using only one set of memory cards every pair plays the memory game.</p>	<p>Skills</p> <table border="1" data-bbox="1093 165 1438 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments vocabulary.</p> <p>Communicative structures T: Cut the different memory cards...match the pictures with the name of the instruments...play together... SS: This is a...</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>	<p>• THE INSTRUMNETS MEMORY.pdf</p> <p>Canva (to make the materials).</p>	<p>Check if the children know the instrument's vocabulary. Check if the children recognise and match the correct pictures with the words. Check if the pupils work together in harmony with each other. The teacher reflects upon their work and on the necessity of an ulterior scaffolding and vocabulary reinforcement.</p>
L	S	R	W								

3	15 min	<p>Know the instrument's vocabulary Being able to recognise the instruments. Being able to match the pictures with the name of the instruments.</p>	<p>At the end of the unit, the teacher prepares an evaluation test in order to revise the different instruments discovered. The test is divided into two exercises: the first one requires the children to recognise and colour only the wind instruments. The second one requires the students to match the instruments' pictures with the correct names. The children do the test alone.</p>	<p>Skills</p> <table border="1" data-bbox="1093 165 1438 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments vocabulary.</p> <p>Communicative structures T: Colour only the wind instruments...Match the pictures with the right names of the instruments...</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>	<p>• EVALUATION TEST.pdf Canva (to make the materials).</p>	<p>Check and evaluate if the children recognise the wind instruments. Check and evaluate if the children recognise and match the correct pictures with the words.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	To the theatre...
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hours	Being able to watch the show of the “Sorcerer’s Apprentice”, listening to the music and understanding the story. Being able to recognise the different instruments’ sounds. Being aware of how to behave in a theatre.	The class goes to the Teatro Zandonai in Rovereto and watches the show of the “Sorcerer’s Apprentice”. The teacher tells the children to pay attention to the instrument’s sounds and to the story. Once the class is back at school, the teacher assigns the students to check every work they have done in the Classroom platform as a weekend homework. This work will be useful for the next activity.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Let’s go to the theatre... Pay attention to the instruments’ sounds and to the story...Check the Classroom platform as a homework...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Classroom platform with all the materials.	Check if the children are interested in the show. Check if the students recognise spontaneously some elements learnt in the previous lessons. Check if the pupils are behaving correctly in the theatre, respecting the rules.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Let's make a lapbook!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 min	Be able to remember and narrate what children have seen in the theatre. Be aware of what they have understood and felt during the show. Be aware of how to interact with each other during dialogues.	The teacher asks the students to speak about their theatre experience, focusing on the story, the music and their feelings. During the dialogue, children can switch to the L1 for expressing their thoughts better.	<p>Skills</p> <table border="1" data-bbox="1115 167 1451 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments vocabulary. Feelings vocabulary.</p> <p>Communicative structures T: Let's talk about the theatre experience... SS: I think...The instruments are...I 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	Check if the students remember the theater show. Check if the pupils have understood the show. Check how the children narrate what they have seen at the theatre. Check if the students respect each others' speaking turn, raising their hands before talking.
L	S	R	W							

2	50 min	<p>Be able to remember and collect every activity done during all the previous lessons in a lapbook. Know the new music vocabulary learnt. Be aware of all the acquisitions learnt during the lessons. Be able to collaborate and ask for help when needed.</p>	<p>The teacher gives every student all the works collected during the previous lessons. From a lapbook model presented by the teacher on the IWB, every student creates their personal lapbook with all the work done. The teacher gives them a A3 coloured sheet that the children fold in three parts. Then, they assemble and collect together all the activities done, using the information revised during the weekend as homework on the Classroom platform.</p>	<p>Skills</p> <table border="1" data-bbox="1115 167 1451 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments vocabulary. Feelings vocabulary.</p> <p>Communicative structures T: Let's make a lapbook together...collect all your works...</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"> • INSTRUMENTS - LAPBOOK.pdf • LAPBOOK MODEL.pdf • MAGIC OBJECTS - LAPBOOK.pdf <p>Lapbook materials: A3 coloured sheets. Lapbook model: each page of the PDF corresponds to a part of the folded coloured sheet. Canva (to make the materials).</p>	<p>Check if the students can remember and collect every work activity done. Evaluate the ability to create a lapbook coherent and complete with all the information and everything done in the previous lessons. Check if the children can collaborate with each other, as well as ask for help or suggestions and advice.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	The final act...
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 min	Be able to remember and collect every activity done during all the previous lessons in a lapbook. Know the new music vocabulary learnt. Be aware of all the acquisitions learnt during the lessons. Be able to collaborate and ask for help when needed.	The teacher gives the children some more time to complete their lapbook.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments vocabulary. Feelings vocabulary.</p> <p>Communicative structures T: Let's complete the lapbook...</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	The materials are the ones from the previous lesson (Unit 3 - Lesson number 2) Canva (to make the materials).	Check if the students can remember and collect every work activity done. Evaluate the ability to create a lapbook coherent and complete with all the information and everything done in the previous lessons. Check if the children can collaborate with each other, as well as ask for help or suggestions and advice.
L	S	R	W								

2	30 min	Being able to remember and recollect all the activities done. Being	To conclude this experience, the teacher gives the	<p>Skills</p>	<input checked="" type="checkbox"/> Whole class	<ul style="list-style-type: none"> FINAL SELF-ASSESSMENT.pdf 	Check if the students can
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aware of their thoughts and reflections upon all the activities done. Be aware of all the acquisitions learnt during the lessons. Being able to tell their classmates and the teacher what their favorite activity is, using the correct communicative structures.

children a self-assessment worksheet in order to reflect on the project done. After giving them some time to complete it, in a circle every student says their favorite activity of all this experience.

L	S	R	W
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Key vocabulary

Feelings vocabulary.
Instruments vocabulary.
Classroom language.

Communicative structures

T: Complete the worksheet...what is your favorite activity? SS: My favorite activity is...

- Group work
- Pair work
- Individual work

Canva (to make the materials).

remember and collect every work activity done. Check if the children have built awareness of their feelings regarding all the activities. Evaluate the children's ability to reflect upon the learning process. Check if they tell the class their favorite activity, using the correct communicative structures. The self-assessment activity is useful to the teacher in order to rethink and rearrange some activities starting from children's feedback. Moreover, this aspect of the assessment can be useful to make the activities more challenging, interesting and effective.