

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 type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Musica	Topic	The orchestra		
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 conducted in a fourth-grade class consisting of ten students, at the end of the school year. They all live in small villages near Tione di Trento. One student is not a native Italian speaker, and two pupils have educational special needs, but all of them can independently participate in English and music lessons. This is my first year at this school. The students have two hours of curricular English and one hour of CLIL in English (music) per week for the 4th and 5th grades. In the 1st and 2nd grades, they had two hours of curricular English and three hours of CLIL in English (music, art, and P.E.) per week. During the 3rd grade, they had two hours of curricular English and two hours of CLIL in English (music and P.E.) per week. The English proficiency levels vary significantly: many children possess adequate comprehension and memorization skills in English, but most of them lack confidence in expressing themselves in the foreign language. Nevertheless, students show a strong interest in music. The primary objective of this project is to immerse fourth-grade students in an engaging exploration of orchestral music, to stimulate curiosity and cultivate a deeper appreciation for music among the students. Through this project, students will delve into the rich world of the orchestra, discovering its diverse instruments and the enchantment of musical composition.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students have experiences in singing and playing some musical instruments. They know the four properties of sound: the pitch, the intensity (loudness), the duration and the timbre. They are familiar with doing researches on the computer.</p>	<p>The students can construct basic sentences and questions using the simple present tense of auxiliary verbs. They also have knowledge of the simple present tense of other verbs, but they are not very confident in using them. They know how to use the verb CAN. They also know how to ask and spell a word. They've had an introduction to relative and absolute superlatives. They are familiar with vocabulary related to life, actions, and classroom objects and with the ordinal numbers.</p>

Timetable fit	◎ Module	Length 17 lessons of 50 minutes each
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Description of teaching and learning strategies	<p>The project is divided into 6 units: the first serves as an introduction to the orchestra, followed by four units dedicated to each family of instruments (strings, brass, woodwinds, percussion), and the final unit focuses on the orchestra as a whole. The teacher tried to differentiate the activities proposed in each unit, while consistently providing the main information and characteristics related to each family of musical instruments. A variety of materials, such as flashcards, real musical instruments, digital devices, and ICT tools, are used in the lessons. These diverse materials provide to the varied learning needs and preferences of students, ensuring that each individual can effectively engage with the content. Moreover, a range of instructional methodologies is adopted to accommodate different learning styles, including cooperative learning, Total Physical Response (TPR), jigsaw, learning by doing, and WebQuests. Cooperative learning fosters collaboration and teamwork, while TPR facilitates kinesthetic learning through movement-based activities. The jigsaw method encourages peer teaching and collaboration, instilling a sense of shared responsibility for learning outcomes. Learning by doing provide hands-on opportunities for students to explore musical concepts and musical instruments. Additionally, WebQuests offer an interactive and inquiry-based approach, empowering students to conduct independent research at their own pace. Through the integration of these materials and methodologies, the lesson is tailored to meet the diverse needs of all learners, fostering a supportive and inclusive learning environment. In terms of assessment, particular attention is given to formative assessment, self-assessment, and peer assessment among students to ensure continuous feedback and growth. Additionally, both paper-based and computer-based summative assessments are incorporated to provide a comprehensive evaluation of student learning.</p>
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Overall Module Plan

Unit: 1 The orchestra Unit length: 2 lessons of 50 minutes each	Lesson 1 What is an orchestra?
	Lesson 2 Exploring the orchestra
Unit: 2 The brass family Unit length: 2 lessons of 50 minutes each	Lesson 1 Brass instruments
	Lesson 2 Let's listen to the brass instruments!
Unit: 3 The percussion family Unit length: 5 lessons of 50 minutes each	Lesson 1 Introduction to percussion instruments
	Lesson 2 Percussion instruments
	Lesson 3 Hands on!
	Lesson 4 Hands on!
	Lesson 5 Instrument Creations: Group Presentations
Unit: 4 The string family Unit length: 2 lessons of 50 minutes each	Lesson 1 String instruments
	Lesson 2 Meet the violin!

Unit: 5 The woodwind family Unit length: 3 lessons of 50 minutes each	Lesson 1 Journey through woodwinds
	Lesson 2 Journey through woodwinds
	Lesson 3 WebQuest presentation

Unit: 6 The orchestra ensemble Unit length: 3 lessons of 50 minutes each	Lesson 1 Orchestra in movement
	Lesson 2 The orchestra map
	Lesson 3 Final assessment

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	What is an orchestra?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	8 minutes	Identify the topic to be learned.	The teacher shows the students a presentation in which a picture of an orchestra gradually appears, very slowly and piece by piece. The children have to guess what the next topic will be during the lesson. This activity is conducted in pairs: each pair has a piece of paper on which they can write only one topic to guess. When the pair is certain of the written word, the students hold it up to show the teacher. The first pair to correctly write the name of the topic, i.e. Orchestra, wins the competition.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Examples: instruments, musical instruments, Orchestra, music, violins...</p> <p>Communicative structures The teacher asks: "What are we going to learn during the next music lessons?" Students have to guess the topic and answer: "The Orchestra!"</p>	<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"> Unit 1 - Lesson 1 - Guess the topic_presentation.pptx LIM, a sheet of A5 paper and a felt tip pen for each pair.	FORMATIVE ASSESSMENT: The teacher checks if the pair can cooperate.

2	15 minutes	Elicit students' prior knowledge of the orchestra.	The teacher proposes a brainstorming session about the orchestra. Each student writes a words related to the orchestra on a sticky note, which they later place on the blackboard around the central word "ORCHESTRA". At the end, each student reads aloud the sticky note to the rest of the class. For the next lesson, the teacher creates a Word Cloud with the words that children wrote.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Examples: musical instruments, songs, music, trumpet, happy, joy, players, guitar, piano...</p> <p>Communicative structures The teacher asks: "What is an orchestra?" "Could you write a word or a short sentence related to the word at the centre of our brainstorming?" Students say: "On my sticky note I wrote..."</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	LIM or blackboard, sticky notes, a pen for each student.	FORMATIVE ASSESSMENT: The teacher observes students' engagement, participation, and the quality of the words they generate during the brainstorming session.
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3	20 minutes	Match sequential sentences to corresponding visual representations to describe what an orchestra is and who conducts it.	The teacher gives the students three sentences explaining what an orchestra is. As scaffolding, the teacher also provides three numbered pictures that indicate the order and depict the meaning of the sentences. In small groups, students have to match each sentence to the correct picture. To support peer-to-peer speaking activities, the teacher hangs some scaffolding sentences on the blackboard. Finally, the groups read aloud and discuss the definition all together.	<p>Skills</p> <table border="1" data-bbox="987 164 1330 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Group of musicians, players, play together, conductor, to lead, stick, baton.</p> <p>Communicative structures The teacher asks simple questions to guide students: “What is an orchestra? Who leads it? What does the conductor use to conduct the orchestra?” Students can ask for help to their classmates: “Can you help me, please?” “What does this word mean?” “What goes first?” “What goes next?” “This sentence matches with this image.”</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"> • Unit 1 - Lesson 1 - Definition of Orchestra.pdf • Unit 1 - Lesson 2 - Scaffolding sentences.pdf 	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in group work.</p>
L	S	R	W								

4	7 minutes	Recall a new word learned during this music class and rate the lesson.	Students reflect on what they have learnt during the lesson and complete an exit ticket.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary New word, to learn, to feel.</p> <p>Communicative structures The teacher asks: "Can you remember and write one new word that you learned today? How do you feel about today's lesson?" Students can answer: "Today I learned the word STICK!" and "I feel excited./I feel bored./I feel happy./I feel sad."</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Unit 1 - Lesson 1 - Exit Ticket.pdf <p>A pen for each student.</p>	<p>FORMATIVE ASSESSMENT: Students reflect on what they have learned during the lesson by completing an exit ticket.</p>
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Exploring the orchestra
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Explore key words related to the orchestra using the Word Cloud created in the previous lesson.	The lesson begins by revisiting the students' prior knowledge and reviewing the work from the previous lesson. The teacher projects the Word Cloud created using the words from the previous lesson's brainstorming on the interactive board and asks the students to read the words 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 music, musical instruments, instruments, violin, trumpet, drum, piano, guitar, theatre, play, song, rhythm, CD player, happy, excited, fun, classical music, Opera, orchestra...</p> <p>Communicative structures The teacher asks: "Can you read the words in the Word Cloud, please?" The student answer: "Yes, I can!" and he/she reads aloud the words.</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	LIM, Word Cloud	FORMATIVE ASSESSMENT: The teacher observes how students participate and what they can remember from the previous lesson.
L	S	R	W								

2	20 minutes	Order and categorize musical instruments into families based on their main characteristics and identify any mistakes.	Students are prompted to think and reason about the four different musical families, starting with the concept of FAMILY. After a very short plenary discussion, the class is invited to reflect on why musical instruments are divided into families. To do this, the students are divided into groups. Each group is given cards with the names of the four instrument families. Flashcards depicting the various musical instruments belonging to the orchestra are hidden inside the classroom. Each group must find all 19 cards and attempt to correctly group the instruments into the 4 families. To support peer-to-peer speaking activities, the teacher hangs some scaffolding sentences on the blackboard. At the end of the activity, each group of students hangs on the blackboard the instruments of one of the four instrument families. The class then corrects any mistakes that may arise.	<p>Skills</p> <table border="1" data-bbox="1010 165 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Family, instrument family, similarities, brass, woodwind, strings, percussion.</p> <p>Communicative structures The teacher asks: “What makes a family? What similarities do you all share?” Students can answer: “Love!” “My parents!” “The same eyes!” “The hair!” “The house.” Then the teacher asks: “To which family of musical instruments does the trombone belong?” Children answer: “The trombone belongs to the brass family.”</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"> • Unit 1 - Lesson 2 - Scaffolding sentences.pdf • Unit 1 - Lesson 2 - Instruments and families cards.pdf <p>Blackboard, sellotape or magnets</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in group work.</p>
L	S	R	W								

3	20 minutes	List the instrument families of the orchestra and some of their instruments.	<p>The teacher shows a video to the students with English subtitles twice. Students attempt to understand and complete the map referring to the four families of musical instruments that make up the orchestra and their respective instruments. Below the map, there are two boxes with missing words to help students complete the task. At the end, students compare their notes in pairs.</p>	<p>Skills</p> <table border="1" data-bbox="1010 161 1444 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Conductor, instruments, sections, strings, percussion, woodwind, brass, notes, to play.</p> <p>Communicative structures The teacher asks: “How many families of instruments are in the orchestra?” “What are the four families of the orchestra?” “What instruments are part of the woodwind/strings/percussion/brass family?” Students can answer: “There are four instrument families in the orchestra.” “The four families are: brass, strings, percussion and woodwind.” “Clarinets, oboes, bassoons and flutes are part of the woodwind family.”</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 1 - Lesson 2 - Map Instrument Families.pdf <p>A pen for each student, LIM; the video "George Meets the Orchestra": link</p>	<p>FORMATIVE ASSESSMENT: The teacher checks what students understand from the video and observes how they participate in the pair work.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Brass instruments
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	7 minutes	Recall, identify and classify instruments of the brass family while articulating their common characteristics.	Initially, students are asked to recall the last activity from the previous lesson, with a focus on the brass family. They correct the map on musical instrument families with classmates, which they completed after watching the video "George meets the Orchestra." They are asked to remember which instruments they believe belong to the brass family. Students are supported by the cards utilized in the previous lesson, showing the musical instruments and their characteristics in common.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The brass family, trumpet, tuba, French horn, trombone...</p> <p>Communicative structures The teacher asks: "Do you remember which instruments belong to the brass family?" Children answer: "Tuba, trombone, French horn and trumpet."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 1 - Lesson 2 - Instruments and families cards.pdf Unit 1 - Lesson 2 - Map Instrument Families.pdf 	<p>FORMATIVE ASSESSMENT: The teacher checks if all the students can remember which instruments belong to the brass family.</p>
L	S	R	W								

2	10 minutes	Identify musical instruments of the brass family and organize them based on their pitch.	The teacher gives each student a worksheet with four pictures representing the four musical instruments of the brass family. Then the teacher presents a simple video, during which the students have to write the correct instrument word under its respective picture, cut and rearrange the figures in order from the instrument with the lowest pitch to the one with the highest pitch. The video is played twice. At the end of the activity, the correction is made with the whole class.	<p>Skills</p> <table border="1" data-bbox="996 167 1339 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The brass family, trumpet, tuba, French horn, trombone, lowest and highest pitch...</p> <p>Communicative structures The teacher asks: "What instrument does this image represent?" "Which instrument has the lowest pitch?" "Which instrument has the highest pitch?" "What is the correct order of the instruments, from lowest to highest pitch?" Children answer: "This is a trumpet." "The tuba has the lowest pitch." "The trumpet has the highest pitch." "Tuba, trombone, horn, trumpet."</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	<ul style="list-style-type: none"> Unit 2 - Lesson 1 - Brass instruments worksheet.pdf <p>LIM, a scissors and a pen for each student; the video "The Brass Family - Listen to the instruments of the brass family!": link</p>	<p>FORMATIVE ASSESSMENT: The teacher checks what students understand from the video and observes how they complete the worksheet.</p>
L	S	R	W								

3	25 minutes	Compare two texts to explore the main characteristics of the brass family.	To explore the brass family, groups of four students are given complementary worksheets for collaborative completion of a text. Two students in each pair receive worksheet A, while the other two receive worksheet B. Each worksheet contains unique information not found on the other. Working in small groups, students must use the information provided by their partners to complete their own text. The text is short and accompanied by pictures to help students' understanding.	<p>Skills</p> <table border="1" data-bbox="996 204 1341 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Brass family, instruments, trumpet, French horn, trombone, tuba, brass, blow, valves, slide...</p> <p>Communicative structures Students: "Can you read, please?" "Can you read the sentence again, please?" "How do you spell TRUMPET?" "T-R-U-M-P-E-T"</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"> Unit 2 - Lesson 1 - The brass family_complementary text.pdf <p>A pen for each student.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students communicate in the group and participate in group work.</p>
L	S	R	W								

4	8 minutes	Identify the main features and instruments of the brass family.	To reflect on what they have learnt during the lesson, students complete an exit ticket. They are required to circle only the words related to the Brass family.	<p>Skills</p> <table border="1" data-bbox="999 169 1339 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Slide, valves, to blow, trumpet, trombone, brass, tuba, French horn...</p> <p>Communicative structures The teacher asks and tells the students: "What are the main instruments and characteristics of the brass family?" "Think back to today's lesson and in your exit ticket circle only the words that refer to the brass family."</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"> Unit 2 - Lesson 1 - Exit Ticket.pdf <p>A pen for each student.</p>	<p>FORMATIVE ASSESSMENT: Students reflect on what they have learned during the lesson by completing an exit ticket.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Let's listen to the brass instruments!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Recall the main features and instruments of the brass family.	Initially, to review the material covered in the previous lesson, students are asked to take the complementary text completed in small groups during the previous lesson. It is then corrected with the entire class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Brass family, instruments, trumpet, French horn, trombone, tuba, brass, blow, valves, slide...</p> <p>Communicative structures Teacher: "Can you read, please?" "Can you read the sentence again, please?"</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 2 - Lesson 1 - The brass family_complementary text.pdf 	<p>FORMATIVE ASSESSMENT: The teacher checks if students complete the texts correctly.</p>
L	S	R	W								

2	12 minutes	Identify and distinguish the unique timbres of musical instruments belonging to the brass family.	Students listen to four musical instruments belonging to the brass family (tuba, trombone, French horn, trumpet), watching four musicians playing instruments. The first time they are asked to focus only on the different timbres of the various instruments. Next, the children will listen to the sounds of the instruments again (they can't watch the video this time), and they are asked to write down the name of the instrument they think they heard. As support, flashcards with the words of the four musical instruments are displayed on the blackboard. At the end of the activity, corrections are made with the whole class.	<p>Skills</p> <table border="1" data-bbox="996 167 1339 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Tuba, trombone, French horn, trumpet, to play, to listen, to write...</p> <p>Communicative structures Teacher asks: "What instrument did you hear?" "Can you show me the French horn flashcard?" Students answer: "I heard the trumpet." "I think it was the trombone." "This is the French horn flashcard."</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	<ul style="list-style-type: none"> Unit 1 - Lesson 2 - Instruments and families cards.pdf <p>The music notebook or a sheet of paper and a pen for each student, LIM; the videos: trumpet link , French horn link , trombone link , tuba link .</p>	<p>FORMATIVE ASSESSMENT: The teacher checks what students understand from the videos and whether they can recognize the different timbres of the brass instruments.</p>
L	S	R	W								

3	13 minutes	Identify musical timbres by actively engaging in group discussion.	In this activity, students are divided into groups of three pupils each. The teacher plays eight short pieces of music, each performed by one of the brass family instruments unknown to the students. The pupils in the various groups must discuss which instrument was used to play each piece and, as quickly as possible, raise their hands to inform the teacher.	<p>Skills</p> <table border="1" data-bbox="999 165 1339 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Trumpet, trombone, tuba, French horn, to listen, discuss, to raise hands...</p> <p>Communicative structures Teacher asks. "Which Brass instrument can you hear?" "Which instrument was used?" Students answer: "The trumpet!"</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	Video: link	FORMATIVE ASSESSMENT: The teacher checks if students can recognize the different timbres of the brass instruments and observes how they participate in the group work.
L	S	R	W								

4	15 minutes	Recognize the instruments of the Brass family and their main features.	The last part of the lesson includes a written test to assess students' knowledge about the brass family and its instruments.	<p>Skills</p> <table border="1" data-bbox="999 165 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Trumpet, trombone, tuba, French horn, brass instruments, the lowest-pitched instrument, the highest-pitched instrument, to blow...</p> <p>Communicative structures The teacher says: "Read carefully and complete the text." Students can ask: "What does this word mean?" "Is this the right answer?" "Can you help me, please" "I finished the test."</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"> • Unit 2 - Lesson 2 - Brass Family TEST.pdf <p>A pen for each student.</p>	<p>SUMMATIVE ASSESSMENT: The teacher evaluates students' ability to memorize the names of the instruments and their main features through a test.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Introduction to percussion instruments
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Elicit students' prior knowledge of percussion instruments.	The teacher prepares the percussion instruments available at school in the centre of the classroom and writes the name of each instrument on a card. At the beginning of the lesson, the pupils are asked to stand in a circle around the instruments, and the teacher asks which family of musical instruments will be learned in that lesson. Afterwards, students are asked to match each name tag to the corresponding instrument. When the task has been completed, all pairings are checked for accuracy. If no musical instruments are available at school, the activity can be conducted using flashcards with drawings of the various musical instruments.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Percussion instruments, drum, tambourine, xylophone, cymbals, triangle, metallophone...</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	Percussion instruments available at school and cards with their names.	FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity.
L	S	R	W								

Communicative structures

Teacher says and asks:
“Stand in a circle around the instruments.” “Match each name tag to the correct instrument.” “What family of musical instruments are we learning about today?”
“Can you find the triangle?”
“Check if your pairings are correct.” “Well done, you matched the drum correctly!” “Let’s double-check to make sure all the pairings are right.”
Students can say: “The percussion family!” And they can ask: “Is this a tambourine?” “Is it correct?”

2	10 minutes	Compare and contrast pitched and non-pitched percussion instruments.	Students are still standing in a circle around the instruments. The teacher introduces a new feature of percussion instruments. She places only the metallophone and drum in the centre of the circle and asks the students what they think the similarities and differences between the two percussion instruments might be. As scaffolding to assist the students in their answers, the teacher shows flashcards with some characteristics and some sentences to complete. At the end of the activity, the teacher emphasizes the difference between pitched and non-pitched instruments by demonstrating their distinct sounds to the students.	<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 Percussion instruments, instruments, drum, tambourine, xylophone, cymbals, triangle, metallophone, similarities, differences, bars, mallets, to hit...</p> <p>Communicative structures The teacher says: "Look at the metallophone and at the drum: what are the similarities between the two instruments? And what are the differences?" Students answer: "The metallophone has got bars." "They have got mallets." "They can be hit." "The metallophone can make musical notes." "The drum can't make musical notes." "The drum can make a rhythm."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 3 - Lesson 1 - Similarities and differences (pitched and non-pitched instruments).pdf <p>A metallophone and a drum.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity and she assesses interaction.</p>
L	S	R	W								

3	10 minutes	Replicate basic rhythmic patterns using	To familiarize students with percussion instruments, the teacher provides various non-pitched	<p>Skills</p>	<input checked="" type="checkbox"/> Whole class	Various non-pitched percussion	<p>FORMATIVE ASSESSMENT: The teacher</p>
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		<p>non-pitched percussion instruments.</p>	<p>percussion instruments such as drums, tambourines, and shakers. Then, she demonstrates a basic rhythmic pattern and encourage the students to replicate it using the instruments. She can gradually increase the complexity of the rhythms as the students become more comfortable.</p>	<table border="1" data-bbox="1077 81 1420 137"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Non-pitched percussion instruments, drums, tambourines, shakers, to play, to hit, to shake, rhythm.</p> <p>Communicative structures Teacher says: "Watch me and listen carefully." "Try to copy what I'm doing." "Good job playing the drum!" "You're doing well with the shaker." "Keep practicing the rhythm." Students can say: "I can't do it!" "It is difficult!" "Can you help me, please?" "I had fun!"</p>	L	S	R	W	<p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>instruments such as drums, tambourines, and shakers.</p>	<p>observes how students participate in the activity.</p>
L	S	R	W								

4	15	Play a basic	In the last part of the lesson, the				FORMATIVE
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minutes

melody on pitched percussion instruments, following instructions, remembering the sequence of notes, and coordinating the movements to produce the desired sound.

teacher leads a simple activity for pitched percussion instruments. She teaches a basic melody or tune using instruments like a xylophone, a metallophone, or a glockenspiel. The teacher demonstrates a simple melody and then guides the students to play it themselves on the pitched percussion instruments. To help students remember the sequence of notes to be played, each bar of the metallophone can be identified with a different colour.

Skills

L	S	R	W
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Key vocabulary

Pitched percussion instruments, xylophone, metallophone, glockenspiel, notes, sequence, bars, colours (yellow, red, blue...)...

Communicative structures

The teacher says: "Watch me and listen carefully."
"Try to play the melody after me." "Match the colours to play the right notes." "Red, blue, yellow, yellow..." "Well done playing the xylophone!"
"You're doing great with the melody." "Keep practicing to get it right." Students say: "I remember the sequence of notes." "I can't remember the sequence of notes." "Can you help me, please?" "Can you repeat, please?"

- Whole class
- Group work
- Pair work
- Individual work

Pitched instruments like a xylophone, a metallophone, a glockenspiel...

ASSESSMENT:
The teacher observes how students participate in the activity.

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Percussion instruments
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Demonstrate the understanding of musical coordination and ensemble playing by successfully combining pitched and non-pitched percussion instruments to perform a familiar melody together.	To revisit what was covered in the previous lesson, the teacher suggests to the students to play the melody they previously learned again. In addition to the pitched instruments, non-pitched percussion instruments are also introduced this time. So, both pitched and non-pitched instruments play together. Non-pitched instruments provide the rhythm, while pitched instruments play the melody.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Melody, pitched instruments, non-pitched percussion instruments, rhythm, to play...</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	Pitched and non-pitched percussion instruments available at school.	FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity.
L	S	R	W								

Communicative structures

The teacher says: "Let's play the melody together."
"Try to keep the beat with the drum." "Good job playing the melody!"
"You're doing great with the rhythm!" "Keep practicing to get it right." Students says: "I can play the xylophone." "I understand the rhythm." "I like playing the drum." "I remember the sequence of notes." "I can't remember the sequence of notes." "Can you help me, please?" "Can you repeat, please?"

2	15 minutes	Identify the difference between pitched and non-pitched instruments and categorize the percussion instruments into pitched or non-pitched groups.	To formalize the difference between pitched and non-pitched instruments, the teacher suggests a running dictation activity in small groups. Students are divided into groups, each distinguished by a colour. The teacher tapes the same text (Sheet A) for each group, printed on sheets of different colours, to a wall in the room. The students must complete Sheet B by filling in the gaps through a relay race. One student runs to a specific location to read information, then returns to the group to report it, where a secretary transcribes it. As scaffolding to help the students, the teacher provides the cards used in activity 2 from the previous lesson. At the end, the text is corrected with the whole class.	<p>Skills</p> <table border="1" data-bbox="1077 165 1417 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pitched percussion instruments, marimba, xylophone, musical notes, to hit, to strike, melodies, non-pitched percussion instruments, drums, cymbals...</p> <p>Communicative structures Students say: "The next word is..." "Can you read, please?" "Can you read the sentence again, please?" "How do you spell XYLOPHONE?" "X-Y-L-O-P-H-O-N-E."</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"> Unit 3 - Lesson 1 - Similarities and differences (pitched and non-pitched instruments).pdf Unit 3 - Lesson 2 - Percussion running dictation.pdf <p>Sellotape, a pen.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in group work and she assesses the interaction of the students.</p>
L	S	R	W								

3	20 minutes	Plan a percussion instrument using recycled materials.	The teacher introduces the activity planned for the next lesson: the students, in groups, will have to plan and create a percussion instrument using recycled materials. Students will have two lessons to realize the instrument; if time is not enough, they can take the artifact home to continue the work. In the third lesson, each group of students should present their instrument to their	<p>Skills</p> <table border="1" data-bbox="1077 1145 1417 1192"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Non-pitched percussion instruments, recycled materials, to plan, to create, project...</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"> Unit 3 - Lesson 2 - Infographic - create you non-pitched instrument.pdf 	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in class and in the group work.</p>
L	S	R	W								

classmates, demonstrating how to play it. Afterwards, the teacher divides the students into the groups and explains the steps to be followed and the materials to be used in making the instruments, using an infographic. At the end of the explanation, the students into groups begin planning the project, considering the materials they need to bring to class for the next lesson.

Communicative structures

The teacher says: "Listen carefully as I explain the steps for making the instrument." "Discuss with your group what materials you need to bring for the project." "Plan how you will present your instrument to the class." Students say: "I don't understand." "Can you repeat, please?" "What materials can we use to make our instrument?" "Paper, plastic, bottles..."

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Hands on!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Inventing, planning and creating a non-pitched musical instrument.	The students, divided into groups, plan and create the non-pitched musical instruments. To facilitate communication among the students, the teacher provides each group with a basic glossary to utilize.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Materials, paper, paper roll, paper clips, straws, sticks, bottle, Sellotape, cardboard, thread, twine, rubber bands, can, bottle cap, to pass, to hold, to glue, to present...</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"> Unit 3 - Lesson 2 - Infographic - create you non-pitched instrument.pdf Unit 3 - Lesson 3 - Scaffolding for the group work.pdf <p>Different recycled materials, such as paper, paper rolls, paper clips, straws, sticks, bottles, cardboards, thread, twine, rubber bands, cans, bottle caps... and scissors, glue, felt tip pens, Sellotape.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in group work and assesses their interaction and communication skills.</p>
L	S	R	W								

Communicative structures

Students can ask: "Can you pass me that...?" "Can you hold the...?" "Can you cut the...?" "Can you glue the... onto the...?" "Can you help me, please?"

"Who will present our instrument to the class?"

"We will use these materials for our instrument." The teacher says: "Discuss with your group how to plan and create the instrument."

"Use the glossary to help you understand new words." "Great job working together to plan the instrument!" "You've chosen good materials for your design."

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Hands on!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Inventing, planning and creating a non-pitched musical instrument.	The students, divided into groups, plan and create the non-pitched musical instruments. To facilitate communication among the students, the teacher provides each group with a basic glossary to utilize. The teacher gives also the students the project's worksheet to complete for next lesson.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Materials, paper, paper roll, paper clips, straws, sticks, bottle, Sellotape, cardboard, thread, twine, rubber bands, can, bottle cap, to pass, to hold, to glue, to present...</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"> • Unit 3 - Lesson 2 - Infographic - create you non-pitched instrument.pdf • Unit 3 - Lesson 4 - Project's worksheet and presentation.pdf • Unit 3 - Lesson 3 - Scaffolding for the group work.pdf <p>Different recycled materials, such as paper, paper rolls, paper clips, straws, sticks, bottles, cardboards, thread, twine, rubber bands, cans, bottle caps... and scissors, glue, felt tip pens, Sellotape.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in group work and assesses their interaction and communication skills.</p>
L	S	R	W								

Communicative structures

Students can ask: "Can you pass me that...?" "Can you hold the...?" "Can you cut the...?" "Can you glue the... onto the...?" "Can you help me, please?"

"Who will present our instrument to the class?"

"We will use these materials for our instrument." The teacher says: "Discuss with your group how to plan and create the instrument."

"Use the glossary to help you understand new words." "Great job working together to plan the instrument!" "You've chosen good materials for your design."

CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	Instrument Creations: Group Presentations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Show and explain the non-pitched instrument invented and created.	Each group of students presents their creation to the others, following the worksheet handed out by the teacher and completed, along with the supporting slide.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Materials, paper, paper roll, paper clips, straws, sticks, bottle, Sellotape, cardboard, thread, twine, rubber bands, can, bottle caps, to hit, to strike...</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"> Unit 3 - Lesson 4 - Project's worksheet and presentation.pdf <p>The group artifact.</p>	SUMMATIVE ASSESSMENT: The teacher assess the artifact and the group presentation.
L	S	R	W								

Communicative structures

The teacher asks: "What did your group create?" "Can you explain your creation to us?" Students says: "Our group name is..." "This is our non-pitched instrument." "Our instrument is called..." "We made it with..." "You can ... it to make sound." "It sounds like a..." The teacher says: "Great job presenting your creation!" "I like how you described your creation."

2	20 minutes	Assess the group's behaviour and identify the pitched and non-pitched instruments.	At the end of all presentations, each student completes a group evaluation of the group work and a written test about the percussion family.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary To work together, to help, to respect, to stay on task, pitched and non-pitched instruments, percussion family, cymbals, tambourine, glockenspiel, timpani, xylophone, drum...</p> <p>Communicative structures The teacher says: "Read carefully and complete the test." Students can ask: "What does this word mean?" "Is this the right answer?" "Can you help me, please?" "I finished the test."</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"> • Unit 3 - Lesson 5 - Percussion family TEST.pdf • Unit 5 - Lesson 3 - Peer evaluation group work.pdf <p>A pen for each student, a computer or a LIM for the listening test; Listening tracks: link , link , link , link , link , link , link</p>	The assessment for this activity includes: FORMATIVE ASSESSMENT: Each student completes a group evaluation form, assessing the group's collaboration, communication, and contribution to the project. SUMMATIVE ASSESSMENT: Each student takes a written test about the percussion family, which assesses their understanding of key concepts, instruments, and terminology related to percussion instruments. These assessments allow the teacher to evaluate both the students' collaborative skills and their individual understanding of the content covered in the lesson.
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CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	String instruments
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	12 minutes	Elicit students' prior knowledge of the string family.	The lesson starts with a brainstorming session to assess the students' prior knowledge. The teacher asks which instruments belonging to the string family they can remember and to draw simple representations of them on the blackboard.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary String family, instruments, viola, violin, cello, double bass...</p> <p>Communicative structures The teacher asks: "Could you remember some strings' instruments?" "What instruments do you know from the string family?" "Can you draw a violin on the blackboard?" "Who can remember another instrument from the string family?" Students answer: "The violin!" "The cello!"...</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	The blackboard with felt tip pens or chalks.	FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity.
L	S	R	W								

2	15 minutes	Identify the vocabulary of string family instruments by listening to a video.	The teacher shows the students a video presentation of the string family and asks them to verify whether all the instruments mentioned in the video have been depicted on the blackboard. Before the second viewing of the video, the teacher gives the students four pictures representing four instruments belonging to the string family and asks the students to cut and rearrange the pictures according to the order in which they are named in the video. At the end of the video, the activity is corrected with the whole class.	<p>Skills</p> <table border="1" data-bbox="1104 204 1442 252"> <tr> <td style="background-color: black; color: white; text-align: center;">L</td> <td style="text-align: center;">S</td> <td style="text-align: center;">R</td> <td style="text-align: center;">W</td> </tr> </table> <p>Key vocabulary String family, instruments, violin, viola, cello, double bass, to listen, to order...</p> <p>Communicative structures The teacher asks: "Did all the instruments from the video appear on the blackboard?" "Can you find the picture of the cello?" "What order were the instruments mentioned in the video?" Students say: "Yes, we do!" "No, we don't." "The first is the..." "The second is the..." The teacher can answer: "You found all the instruments on the blackboard, well done!"</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	<ul style="list-style-type: none"> Unit 4 - Lesson 1 - String instruments cards.pdf <p>Scissors for each student, LIM; Video "Meet the orchestra strings": link</p>	<p>FORMATIVE ASSESSMENT: The teacher observes students' engagement and participation.</p>
L	S	R	W								

3	16 minutes	Order the string instruments from smallest to biggest and identify the string instruments with the highest and lowest pitch.	The teacher gives the students an individual worksheet to complete: they must arrange and past the pictures of the string instruments (from the previous activity) from smallest to largest, and then they have to complete two sentences about their pitch. At the end, the activity is corrected with the whole class.	<p>Skills</p> <table border="1" data-bbox="1104 164 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary String family, instruments, violin, viola, cello, double bass, to listen, to order, smallest, largest, highest pitch, lowest pitch...</p> <p>Communicative structures The teacher asks: "Which instrument is the smallest/largest?" "Can you order the pictures from smallest to largest?" "Which instrument is the highest/lowest in pitch?" Students answer: "The smallest/biggest instrument is the..." "The instrument with the highest/lowest pitch is the..."</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	<ul style="list-style-type: none"> Unit 4 - Lesson 1 - String instruments cards.pdf Unit 4 - Lesson 1 - String instruments worksheet.pdf <p>A pen and a glue stick for each student.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity.</p>
L	S	R	W								

4	7 minutes	Recalling a new word learned during this music class and rate the lesson.	Students reflect on what they have learnt during the lesson, students complete an exit ticket.	<p>Skills</p> <table border="1" data-bbox="1106 165 1442 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary To feel, a new word, to learn...</p> <p>Communicative structures The teacher asks: "Can you remember and write one new word that you learned today? "How do you feel about today's lesson?" Students can answer: "Today I learned the word STRING!" and "I feel excited./I feel bored./I feel happy./I feel sad."</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"> Unit 4 - Lesson 1 - String Exit ticket.pdf <p>A pen for each student.</p>	<p>FORMATIVE ASSESSMENT: Students reflect on what they have learned during the lesson by completing an exit ticket.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Meet the violin!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	8 minutes	Recall and identify string instruments.	To remember what was learned in the previous lesson, the teacher suggests playing the 'Guess Who' game with string instruments. She randomly hangs the flashcards of the four musical instruments on the blackboard. She then reads out four riddles, using gestures to help the students' comprehension. The children must guess which instrument each riddle corresponds to.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary String family, instruments, violin, viola, cello, double bass, timbre, to listen, to order, smallest, largest, highest pitch, lowest pitch...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 4 - Lesson 2 - Strings GUESS WHO game.pdf <p>Sellotape or magnets.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity.</p>
L	S	R	W								

Communicative structures

Teacher says and asks:
"Which instrument do you think the riddle is describing?" "Use the flashcards to help you identify the instruments."
"Can you guess the name of the instrument?" "Raise your hand when you think you know the answer."
Students answer: "The viola!" "The cello!" "The double bass!" "The violin!"

2	14 minutes	Identify and remember the most important information about the violin by listening to a video.	Students watch a video of a musician presenting her violin and answer the questions posed throughout. These questions are included to assess the students' understanding. Additionally, the teacher has added further explanation to clarify some of the more difficult parts of the video.	<p>Skills</p> <table border="1" data-bbox="1104 165 1447 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary String family, instruments, parts of the violin, material, wood, fingerboard, four strings, bow, horse hair, rosin, highest-pitched, composer...</p> <p>Communicative structures The teacher says: "What did the musician say about the violin?" "Do you need any clarification on certain parts?" "Let's review any difficult parts together for better clarity." Students says: "I understood!" "I can answer the questions!"</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	Edpuzzle video: link	FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity and checks what students understand from the video.
L	S	R	W								

3	15 minutes	Compare two pictures to explore the parts of a violin.	To explore the parts of a violin, the teacher gives to groups of four students complementary worksheets for collaborative labelling of a picture. Two students in each pair receive worksheet A, while the other two receive worksheet B. Each worksheet contains unique vocabulary, not found on the other. As scaffolding, each group of students has a simple illustrated glossary and sentence structures to use for speaking activities.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary String family, instruments, parts of the violin, material, wood, fingerboard, four strings, bow, horse hair, rosin, highest-pitched, composer...</p> <p>Communicative structures Students say: "What is it?" "It is a..." "What are they?" "They are..." "Can you read, please?" "Can you read the word again, please?" "How do you spell FINGERBOARD?" "F-I-N-G-E-R-B-O-A-R-D"</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"> Unit 4 - Lesson 2 - Parts of the violin and scaffolding sentences.pdf <p>A pen for each couple.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in group work and she assesses the interaction of the students.</p>
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4	13 minutes	Identify the instruments of the string family.	Students complete a written test about the string family.	<p>Skills</p> <table border="1" data-bbox="1104 164 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary String family, instruments, violin, viola, cello, double bass, bow, strings, highest-pitched, lowest-pitched, the smallest, the biggest...</p> <p>Communicative structures The teacher says: "Read carefully and complete the test." Students can ask: "What does this word mean?" "Is this the right answer?" "Can you help me, please?" "I finished the test."</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"> Unit 4 - Lesson 2 - String TEST.pdf <p>A pen for each student.</p>	<p>SUMMATIVE ASSESSMENT: Each student takes a written test about the percussion family, which assesses their understanding of key concepts, instruments, and terminology related to string instruments.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Journey through woodwinds
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Identify and remember the steps to follow to complete the WebQuest.	For the last family of musical instruments in the orchestra, the teacher asks the students to discover the main information themselves in groups. Specifically, she suggests creating a WebQuest about the woodwind family. In the first part of the lesson, the teacher explains to the students how the WebQuest will be conducted, using a presentation as scaffolding, which she provides to the students.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Woodwind family, instruments, picture, draw, to research, to present, highest pitch, lowest pitch, material, to blow, main information...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 5 - Lesson 1 - WebQuest Woodwind family.pdf 	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity.</p>
L	S	R	W								

				<p>Communicative structures</p> <p>The teacher says: "What do you know about the woodwind family?" "What information do you think we should include in our WebQuest?" "How can you work together as a group to create the WebQuest?" "Use the presentation as a guide to understand the process." "Decide what information you want to include in the WebQuest." "Do you have any questions?"</p>		
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2	40 minutes	Choose information and complete a WebQuest about the woodwind family.	The teacher divides students into groups of 3. Students begin their search to complete the WebQuest, using the information and scaffolded sentences provided in the presentation created by the teacher.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Woodwind family, instruments, clarinet, oboe, flute, bassoon, highest pitch, lowest pitch, material, wood, to blow...</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"> Unit 5 - Lesson 1 - WebQuest Woodwind family.pdf <p>A Pc for each group, pens and sheets.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in group work and she assesses the interaction of the students.</p>
L	S	R	W								

Communicative structures

Students communicate using the scaffolded sentences included in the presentation provided by the teacher: "What instruments are part of the woodwind family?" "In the woodwind family there are four instruments. They are: the clarinet, the oboe, the flute and the bassoon."

"What are the woodwind family instruments highest to lowest pitch?" "The instrument with the highest/lowest pitch is the..." "What materials are woodwind instruments typically made of?" "The (instrument) is made of (material)." "How are woodwind instruments played?" "You must blow!" They can also say: "I don't understand." "Can you repeat, please?" "Are you sure?" "It is not correct!"

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	Journey through woodwinds
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Choose information and complete a WebQuest about the woodwind family.	Students continue their search to complete the WebQuest, using the information provided in the presentation created by the teacher.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Woodwind family, instruments, clarinet, oboe, flute, bassoon, highest pitch, lowest pitch, material, wood, to blow...</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"> Unit 5 - Lesson 1 - WebQuest Woodwind family.pdf <p>A Pc for each group, pens and sheets.</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in group work and she assesses the interaction of the students.</p>
L	S	R	W								

Communicative structures

Students communicate using the scaffolded sentences included in the presentation provided by the teacher: "What instruments are part of the woodwind family?" "In the woodwind family there are four instruments. They are: the clarinet, the oboe, the flute and the bassoon." "What are the woodwind family instruments highest to lowest pitch?" "The instrument with the highest/lowest pitch is the..." "What materials are woodwind instruments typically made of?" "The (instrument) is made of (material)." "How are woodwind instruments played?" "You must blow!" They can also say: "I don't understand." "Can you repeat, please?" "Are you sure?" "It is not correct!"

CLIL Lesson Plan

Unit number	5	Lesson number	3	Title	WebQuest presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Show and present the WebQuest about the woodwind family.	Each group of students presents their WebQuest to the rest of their classmates.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Woodwind family, instruments, clarinet, oboe, flute, bassoon, highest pitch, lowest pitch, material, wood, to blow...</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"> Unit 5 - Lesson 1 - WebQuest Woodwind family.pdf <p>LIM and student's artifacts.</p>	SUMMATIVE ASSESSMENT: The teacher assess the work using the evaluation rubric provided to the students with the WebQuest presentation.
L	S	R	W								

Communicative structures

The teacher says: "Each group will present their WebQuest to the class."

Students present the WebQuest following the scaffolded sentences, such as: "In the woodwind family there are four instruments. They are: the clarinet, the oboe, the flute and the bassoon." "The instrument with the highest/lowest pitch is the..." "The (instrument) is made of (material)."

2	20 minutes	Assess the group's behavior and identify the instruments in the woodwind family.	At the end of all presentations, each student completes a group evaluation of the group work and a test about the woodwind family.	<p>Skills</p> <table border="1" data-bbox="750 167 1093 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary To work together, to help, to respect, to stay on task, bassoon, flute, clarinet, oboe, woodwind family, instruments, material, wood, highest/lowest pitch, to blow...</p> <p>Communicative structures The teacher says: "Read carefully and complete the test." Students can ask: "What does this word mean?" "Is this the right answer?" "Can you help me, please?" "I finished the test."</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"> Unit 5 - Lesson 3 - Woodwind family TEST.pdf Unit 5 - Lesson 3 - Peer evaluation group work.pdf <p>A pen for each student.</p>	<p>The assessment for this activity includes:</p> <p>FORMATIVE ASSESSMENT: Each student completes a group evaluation form, assessing the group's collaboration, communication, and contribution to the project. SUMMATIVE ASSESSMENT: Each student takes a written test about the percussion family, which assesses their understanding of key concepts, instruments, and terminology related to woodwind instruments. These assessments allow the teacher to evaluate both the students' collaborative skills and their individual understanding of the content covered in the lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	1	Title	Orchestra in movement
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Classify musical instruments into their respective families through active participation in a physical game, promoting both kinaesthetic and cognitive engagement.	In order to review all the four families to which all the instruments learned so far belong, the teacher suggests some games in the gym. For the first game the teacher places a label on the wall in each corner of the gym with the name of one of the musical instrument families. She then divides the students into several teams. When the teacher names a specific instrument, each group must determine which family it belongs to and quickly run to the corner dedicated to that family. If the team guesses correctly, they earn a point.	<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, violin, cello, flute, clarinet, trumpet, trombone, snare drum, instrument families: Strings Family, Woodwind Family, Brass Family, Percussion Family, to run, to listen...</p> <p>Communicative structures The teacher asks: "Which family does the ... belong to?" Students say: "Let's go to the ... family corner!" "Run faster!" "It's right! We earn a point!"</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"> Unit 1 - Lesson 2 - Instruments and families cards.pdf <p>The gym or a big classroom; sellotape.</p>	<p>FORMATIVE ASSESSMENT: The teacher evaluates if the teams correctly identify which instrument family each instrument belongs to and how well students collaborate within their teams.</p>
L	S	R	W								

2	20 minutes	Identify and distinguish the unique timbres of musical instruments belonging to the four orchestra family and classify them into their respective families through active participation in a physical game, fostering both kinaesthetic and cognitive engagement.	The second game is very similar to the first, but instead of telling the instruments' names, the teacher has the students listen to the sound of each one.	<p>Skills</p> <table border="1" data-bbox="1131 167 1473 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments, violin, cello, flute, clarinet, trumpet, trombone, snare drum, instrument families: Strings Family, Woodwind Family, Brass Family, Percussion Family, to run, to listen...</p> <p>Communicative structures The teacher asks: "Listen! What instrument do you hear?" "Which family does this sound belong to?" Students say: "Let's go to the ... family corner!" "Run faster!" "It's right! We earn a point!"</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"> Unit 1 - Lesson 2 - Instruments and families cards.pdf <p>A radio or a PC to listen to the tracks; sellotape. A sound track like this: link</p>	<p>FORMATIVE ASSESSMENT: The teacher evaluates if the teams correctly identify the timbres and which instrument family each instrument belongs to and how well students collaborate within their teams.</p>
L	S	R	W								

3	15 minutes	Recognize and categorize musical instruments based on visual cues and gestures.	For the third and last game, students are divided into two teams. They will play a game of charades to guess different musical instruments. Each team will take turns selecting a player to act out one instrument without speaking, while their teammates guess the instrument. The acting player should use gestures and movements to represent the instrument family to which the chosen instrument belongs (e.g., mimicking playing the violin for strings, blowing into an imaginary trumpet for brass, etc.). The teacher sets a time limit (e.g., 1 minute) for each round. The first team selects a player to act out the instrument while the rest of the team guesses. If the team guesses correctly within the time limit, they earn a point. If the team cannot guess the instrument within the time limit, the opposing team has a chance to steal the point by correctly guessing the instrument.	<p>Skills</p> <table border="1" data-bbox="1131 167 1476 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments, violin, cello, flute, clarinet, trumpet, trombone, snare drum, instrument families: Strings Family, Woodwind Family, Brass Family, Percussion Family, to mimic, to guess...</p> <p>Communicative structures Students say: "Is it a TRUMPET?" "We think it's a VIOLIN!" "Yes, it is." "That's correct!"</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	An hourglass or a timer.	FORMATIVE ASSESSMENT: The teacher evaluates if the teams correctly identify which instrument family each instrument belongs to and how well students collaborate within their teams.
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	2	Title	The orchestra map
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Think and decide about the organization and structure within an orchestra.	The teacher asks the students whether they think musicians in an orchestra can stand where they want or whether they have specific places. Then, the teacher hands each student a sticky note on which they must write their answer by copying one of the two sentences the teacher has written on the blackboard: "MUSICIANS CAN STAND WHERE THEY WANT" or "MUSICIANS HAVE A SPECIFIC PLACE". After that, the blackboard is also divided into two columns, and the students stick their sticky note in the column corresponding to their answer. The teacher does not immediately provide the correct option but waits for the next activity to show the students the map of how an orchestra is usually arranged.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Musicians, orchestra, place, to stand...</p> <p>Communicative structures Teacher asks: "Do you think musicians can stand where they want?" "Do you think musicians have specific places?" "Please write your answer on the sticky note, copying one of these sentences." "Stick your sticky note on the blackboard in the column that matches your answer."</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	A sticky note and a pen for each student; a blackboard with a chalk or a felt tip pen.	FORMATIVE ASSESSMENT: The teacher checks if the students can find the correct statement.
L	S	R	W								

2	20 minutes	Identify and categorize the instruments of an orchestra, completing a map.	<p>The teacher shows the students the interactive map of the orchestra and the spaces dedicated to each musical family. The teacher asks also students to identify the instruments on the map. At the end of the oral activity, students in pairs must complete a map of the orchestra by entering the names of the instrument families and the musical instruments. The teacher provides the scaffolded sentences on the Interactive Whiteboard (LIM) to support the activity.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Instruments, violin, cello, flute, clarinet, trumpet, trombone, snare drum, instrument families: Strings Family, Woodwind Family, Brass Family, Percussion Family, conductor, to belong...</p> <p>Communicative structures The teacher says: "Can you identify the instruments on the map?" "Which musical family does this space belong to?" "What instruments belong to each family?" "Let's work in pairs to complete the map." Students say: "Which instrument is it?" "It's a..." "Which instruments are they?" "They are..." "To which instrument family do these instruments belong?" "They belong to the ... family."</p>	<p><input checked="" 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"> Unit 6 - Lesson 2 - Map of the Orchestra with scaffolding sentences.pdf <p>A pen for each student, LIM. The interactive orchestra map: link</p>	<p>FORMATIVE ASSESSMENT: The teacher checks if the students correctly complete the map and how well they collaborate within their peers.</p>
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3	20 minutes	Identify and sequence the instrument families of an orchestra by listening to sections play a short piece, and correct any mistakes.	Students have to listen to an excerpt from the musical piece 'The Young Person's Guide to the Orchestra' by the English composer Benjamin Britten. He has written this piece of music to demonstrate how the orchestra is structured. It consists of smaller sections that showcase each individual part of the orchestra. The students then have to put the successive instrument families in order on their worksheet while they listen to the music. After completing the exercise, students can watch the video and thus correct their sentences. For the students, it is important to understand that the orchestra is divided into family sections when it plays in order to organize and balance the different types of instruments and their sounds. This division helps ensure that each instrument group contributes harmoniously to the overall musical performance. Additionally, it facilitates the conductor's ability to direct and manage the ensemble effectively, enhancing the overall quality and coherence of the performance.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Instrument families: Strings Family, Woodwind Family, Brass Family, Percussion Family; ordinal numbers: first, second, third, fourth; whole orchestra, begin, end, sections, to play...</p> <p>Communicative structures The teacher says: "How does dividing the orchestra into sections help the performance?" "Listen carefully to the music excerpt." "Which instrument family do you hear now?" "Let's put the instrument families in order as we listen." "What comes next in the sequence?" "Check your answers against the video."</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"> Unit 6 - Lesson 2 - The Young Person's Guide to the Orchestra worksheet.pdf <p>LIM, a pen for each student. Video "The Young Person's Guide to the Orchestra": link</p>	<p>FORMATIVE ASSESSMENT: The teacher observes how students participate in the activity.</p>
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CLIL Lesson Plan

Unit number	6	Lesson number	3	Title	Final assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50 minutes	Recognize the orchestra families, classify their instruments, and identify the main features of each instrument family.	The final lesson of the project includes a test to assess students' knowledge about the orchestra, its families, and their instruments. The test is computer-based, but I also provide a PDF copy.	<p>Skills</p> <table border="1" data-bbox="1010 165 1348 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Instruments: violin, cello, flute, clarinet, trumpet, trombone, snare drum..., instrument families: Strings Family, Woodwind Family, Brass Family, Percussion Family, features: wood, brass, highest/lowest in pitch, biggest, small, strings...</p> <p>Communicative structures The teacher says: "Read carefully and complete the test." Students can ask: "What does this word mean?" "Is this the right answer?" "Can you help me, please?" "I finished the test."</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"> Unit 6 - Lesson 3 - FINAL TEST in pdf.pdf <p>A PC for each student. Interactive test: link</p>	<p>SUMMATIVE ASSESSMENT: The assessment consists of a test designed to evaluate students' understanding of the orchestra, its families, and the instruments within them. This test is computer-based and may include various question formats such as multiple-choice, true or false, short answer or matching.</p>
L	S	R	W								