

Music time



Objectius

- . know the different music styles and their particularities, and the evolution of music from the 50's to nowadays.
- . Be able to read a text with a support provided.
- . Be able to structure and write a text by using language patterns and vocabulary banks.

Descripció de la proposta

In this project students learn about different styles, key features, instruments and songs and artist of the music style. All the sessions include a variety of cooperative and collaborative learning, ICT Tools, and assessment activities. There will be two teachers in the classroom, the Music teacher and the English teacher, during all the sessions. This project is a result of a GEP1 programme.

Aspectes didàctics i metodològics

These three sessions are based on a CLIL approach. Our plan lesson is presented to the students taking into account that they are the main protagonist of the learning. It also has different collaborative and cooperative activities, recap activities, assessment activities during all the process. ICT tools involve a content and language integration. With this lesson plan we encourage the creativity of our students and their ability to make decisions in order to reach their purposes.

Recursos emprats

Placemat activity: <https://drive.google.com/file/d/1atlif0D09aV0FTHCyt8KtYUBI8gsc8wz/view>

Text about music in https://docs.google.com/document/d/1Vn6SNoUvqUyUp_JObAYcEvGxp-GXLu1GRLzqec88wKQ/edit

Canva: <https://drive.google.com/file/d/1ixAceNFpPUDGPcFcngR2wKwFsAM2IPUX/view>

Kahoot

Continguts, competències i processos que es treballen de forma destacada

Music



- The different music styles: their key features and the most representative musical icons.
- The evolutions of music.

Contents related to the academic basic competences:

- Oral dimension.
- Reading comprehension dimension.
- Writing dimension.

Digital competence and learning to learn competence. Placemat.

Oral dimension (C2,C3). Reading comprehension dimension (C4,C5,C6). Writing dimension (C8).
- Running dictation:

Reading comprehension dimension (C4,C5). Writing dimension (C7,C8,C9).
- Storyboard:

Oral dimension (C1,C2,C3). Reading comprehension dimension (C4,C5). Writing dimension (C7,C8,C9).
- Timeline:

Oral dimension (C2). Digital competence.

- Traffic light, fist to 5, rubric: Reading comprehension (C4,C5). Writing dimension (C8). Learning to learn.

English

- How to read and comprehend a text properly.
- How to write sentences in past tense.
- How to write a text following a model or by using language patterns and vocabulary banks.
- How to speak to explain something in a comprehensive way.
- Vocabulary related to music.and periods of time.

Alumnat a qui s'adreça especialment

6th Primary

Interdisciplinarietat, transversalitat, relacions amb l'entorn

Music

Documents adjunts

Music time project,

Autoria

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