PROJECT My parents favourite music

GRADE	TIMMING	TERM	SCHOOL YEAR	TEACHER
Cicle Superior	8 sessions	Second term		

CROSS CURRICULAR	AIM
Music. ICT, arts and crafts, history (geography, maths)	This is a project about the music the students' parents and grandparents listen to.

MATERIAL	
- Computers (Audacity, You Tube, Power Point...) - Photo and video camera. - LPs and tapes - costumes - Old stuff	The students will develop a full project contrasting and comparing different issues: culture, lyrics, bands, singers, traditions, places, dancing styles, performances, type of music... We will offer different possibilities for the final task: work the lyrics out, perform the dancing style of each music or song, create a mix-song file (revival), show and tell, design an LP cover or "jacket", a display or an exhibition...

LEARNING GOALS	KEY COMPETENCIES	ASSESSMENT CRITERIA	
To do a survey to parents and grandparents about the English music they listened to.	- Social competence - Learning to learn - Mathematics - Communicative	1	We agree on the questions of the survey. (Teacher observation grid)
		2	They actively participate (Self assessment grid)
To do a research on different aspects of the English music they listened to: lyrics, singers and bands, clothes, style, performances... of that time.	- Audiovisual and new technologies - Personal autonomy - Learning to learn - Communicative (reading and writing)	3	They organize the information in a coherent and clear way (teach observation grid)
		4	They collaborate in the implementation of the task (Self and group/peer assessment grids)
To present the results in the formats they choose: video, "revival", performance, "show and tell", display, Power Point ...	- Artistic - Communicative (Reading, Asking for information, Speaking, Writing, Interaction)	5	They listen with interest and they are eager to learn from others (group/peer and self assessment grids)
To leader an activity to the class: filling the gaps, ordering the paragraphs, acting out ...	Communicative (Reading, Asking for information, Speaking, Writing, Interaction)		
To appreciate the other works	- Social competence - Learning to learn		

CONTENT

• **Vocabulary**
  ➢ Music styles, clothes, personal descriptions, musical instruments, jukebox, cassette, long play, record player, single, lyrics, LP covers, singer, players
  ➢ Adjectives: fashion, cool, modern, old fashion, urban, casual, traditional, country, rural ...
  ➢ Feelings
  ➢ Places: disco, private parties, "boites", pubs, disco bars, "envalats" ...
  ➢ Festivities and events.
• **Structures**
  ➢ Verbs in the past
  ➢ Comparatives: older, younger, cooler, more fashionable,
  ➢ Likes and dislikes, favourites, preferences, giving reasons (why and because)
  ➢ Differences and similarities
  ➢ This music makes me feel...

TEACHING / LEARNING ACTIVITIES

1st session
• Warm up: watch one of the videos proposed (*Evolution of music, Pentatonix in Youtube)* and encourage children to note down the groups or singers they already know.
• Explain the objectives and the outcomes of the project
 	
  2nd session
• Warm up: perform a song
  • Brainstorm questions for the survey about the music, groups or singers their parents used to listen to when they were young, gadgets they used to listen to, where they went to listen/sing/dance to music, performance, clothes, accessorize and fashion style, …
• Survey online and / or paper (doodle/surveymonkey/google docs...) when the kids have agreed the questions to ask
 	
  3rd session
• Warm up: mime or playback a song
• Teachers deliver the surveys to students on paper and /or show the link to do the survey online explaining how to do it.
• Agreement on how to collect data (captions) according to the answers.
• Create the grid to fill with the information.
 	
  4th and 5th session
• Warm up: sing a karaoke song / Work the lyrics of a song
• In groups. Each group fills one grid with information from parents: group 1, music; group 2, groups or singers; group 3, gadgets; group 4, performances; group 5, clothes, fashion and accessorize; group 6, places to listen to music. Make a graph

TLEinC. ICE UAB Teacher trainers group work, 2014

- Share the results in the whole group
- Brainstorm: what can we do with this information? (work the lyrics out, perform the dancing style, perform a playback or karaoke, design a cover or a t-shirt, show and tell, …)

  6th session
- Warm up: make a poster with LP covers.
- Display the graphs (poster, blog, word doc, Power Point…).
- Time for group working. Prepare the outcomes

  7th session
- Final show

  8th session
- Assessment

Comments and observations: