

## Who is who? Knowing baroque music



### Objectius

- .To know Baroque Music: timeline, main characteristics and main composers.
- .To relate and apply previous knowledge.
- .To read comprehensively and write using new vocabulary and knowledge.
- .To ask and answer questions about the topic studied.

### Descripció de la proposta

In this project, children in small groups start by playing a guessing game on their favourite song. Children will develop audition skills to listen carefully and identify the musical elements worked previously, analyse its elements to be able to express and argue their musical opinion. Finally, they will recognise the main characteristics of Baroque Music and its composers. Group work is a key concept to learn to assume responsibilities autonomously, cooperate, share knowledges, ask for and give help. This project is a result of a GEP1 programme.

### Aspectes didàctics i metodològics

These four sessions are based on a CLIL approach, where students will improve both music contents and language skills. Different types of inputs are selected to give the students more opportunities to improve their knowledge. The teacher will make texts comprehensible appealing to different intelligences (artistic, linguistic, interpersonal...) by using different types of activities in Bloom's taxonomy, different ICT tools through cooperative learning strategies.

### Recursos emprats

- .Quizizz game
- .Timeline



- . Vocabulary carts – Mindmap
- . Vocabulary support – Poster
- . Vocabulary support – Synonymes and opposites
- . Vocabulary support – Questions scaffolding

### **Continguts, competències i processos que es treballen de forma destacada**

#### *Music*

- .Development of audition skills: listen carefully and identify the musical elements worked previously
- .Analysis of music elements through audition
- .Expression and argumentation of a musical opinion
- . The main characteristics of Baroque Music
- . The main composers of Baroque period.
- . Group Work: assuming responsibilities autonomously, cooperating, sharing knowledges, asking for and giving help.
- .Use of support materials to read and write.

#### English

- . specific vocabulary to describe music
- .Expression and argumentation of personal opinion
- . Basic musical vocabulary and Baroque main concepts in English.
- . Asking and answering questions
- . Asking for help

### **Alumnat a qui s'adreça especialment**

2nd ESO

### **Interdisciplinarietat, transversalitat, relacions amb l'entorn**

Music and English

### **Documents adjunts**

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### **Autoria**

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