

Lesson plans



Jazz

CLIL
Music activities for optional subject
High School Level

Cristina
Fuertes
IES Obert
de Catalunya

Unit 1 What is Jazz?

CONTENT	COMUNICACION		COGNITION	SUPPORT STRATEGIES	CULTURE	
Learning Outcomes	Activities	Resources	Thinking Skills	Language Learning		Assessment
<p>Know/ understand:</p> <p>1. what's jazz? 2. The meaning of jazz 3. Contents of jazz</p> <p>Be able to:</p> <p>Make concept map Take notes Identify jazz contents Classify jazz contents Consolidate vocabulary</p> <p>Be aware of:</p> <p>jazz as symbol of identity how to explain their feelings about jazz</p>	<p>1. Activate prior knowledge, matching concepts and making a concept map</p> <p>2. Gap-fill, analyse and classify vocabulary</p> <p>3. To listen to, take notes and speak (video)</p> <p>4. Complete sentences and recognise vocabulary</p> <p>5. Interact, share opinions and write a report describing jazz</p> <p>6. Search definitions (homework)</p> <p>Extension: (fast finishers) Write feelings about Jazz</p> <p>Follow-up: Jazz elements</p>	<p>Listening to music (computer)</p> <p>Video-clip (computer)</p> <p>Word bank</p> <p>Visuals</p> <p>Texts</p> <p>Language frame</p> <p>Search information</p> <p>Useful vocabulary</p>	<p>Information processing</p> <p>Predicting Organizing Representing Classifying Identifying Describing Searching</p> <p>Reasoning</p> <p>Making deductions about elements of jazz</p> <p>Enquiry</p> <p>Asking questions about what's jazz</p> <p>Creative thinking</p> <p>Developing ideas about the meaning of jazz</p> <p>Evaluation</p> <p>Drawing conclusions about jazz culture</p>	<p>Vocabulary:</p> <p>Concepts: call and response, improvisation, blue note, swing, blues, work song, ragtime, gospel, marching band...</p> <p>Structures:</p> <p>Use present and past</p> <p>What When How Who Do you Are there ...?</p> <p>I like, love, prefer...</p> <p>For me... My favourite ...</p> <p>Functions:</p> <p>Giving examples Giving opinions Defining concepts Summarising ideas</p>	<p>American music</p> <p>Non-classical music</p> <p>Geographical situation</p> <p>Popular music</p>	<p>Can the students?</p> <p>Identify jazz</p> <p>Define jazz</p> <p>Write about jazz</p> <p>Express feelings related with jazz</p> <p>Search jazz definitions using Internet</p>

Unit 2: Elements of jazz

CONTENT	COMUNICACION		COGNITION	SUPPORT STRATEGIES	CULTURE	
Learning Outcomes	Activities	Resources	Thinking Skills	Language Learning		Assessment
<p>Know/ understand:</p> <ol style="list-style-type: none"> 1. Improvisation 2. Melody 3. Rhythm 4. Harmony 5. comping 6. swing 7. Instruments 8. Jazz bands <p>Be able to: Make concept map Take notes Identify elements of jazz Classify elements of jazz Consolidate new vocabulary</p> <p>Be aware of:</p> <p>Analyse jazz elements Identify jazz Recognise and classify jazz instruments and bands</p>	<ol style="list-style-type: none"> 1. Review previous lesson, organize information and matching 2. Listening to instruments 3. Match images and names 4. Classifying jazz elements 5. Matching definitions 6. Gap-fill vocabulary jazz 7. Take notes from the video 8. Complete sentences 9. Reconstruct a text 10. Define words <p>Follow-up:</p> <p>The roots of jazz</p>	<p>Listening to music (computer)</p> <p>Video-clip (computer)</p> <p>Word bank</p> <p>Visuals</p> <p>Texts</p> <p>Frames</p> <p>Dictation</p>	<p>Information processing</p> <p>Reviewing Identifying Matching Defining Classifying</p> <p>Reasoning</p> <p>Making deductions about elements of jazz</p> <p>Enquiry</p> <p>Asking questions about instruments, jazz sections and jazz bands</p> <p>Creative thinking</p> <p>Preparing a crossword</p> <p>Evaluation</p> <p>Applying evaluation criteria</p>	<p>Vocabulary: Concepts: Improvisation, rhythms, tempo, syncopation, swing harmony, comping</p> <p>Names of instruments</p> <p>Instrumental families Jazz bands: combo, big-band, swing band, jazz orchestra Jazz sections: rhythm and front line</p> <p>Structures</p> <p>I have Who has the? What Which.....? Who or what am I?</p> <p>Functions:</p> <p>Giving examples</p> <p>Describing</p>	<p>Musical elements of the 20th</p> <p>Non-classical instruments</p> <p>Bands</p>	<p>Can the students?</p> <p>Identify jazz elements</p> <p>Classify jazz instruments and jazz bands</p> <p>Recognize the common elements of jazz</p>

Unit 3 The roots of jazz

CONTENT	COMUNICACION		COGNITION	SUPPORT STRATEGIES	CULTURE	
Learning Outcomes	Activities	Resources	Thinking Skills	Language Learning		Assessment
<p>Know/ understand:</p> <p>1. The origin of early jazz 2. Work songs 3. Gospels 4. Ragtime 5. Blues 6. Marching bands</p> <p>Be able to:</p> <p>Take notes</p> <p>Identify early jazz styles</p> <p>Consolidate new vocabulary</p> <p>Be aware of how to:</p> <p>Differentiate early jazz styles</p>	<p>1. Review previous lesson</p> <p>2. Listening to music, take notes and compare</p> <p>3. Describing words</p> <p>4. Describing pictures</p> <p>5. Matching images music and names</p> <p>6. True or false</p> <p>7. Order paragraphs</p> <p>8. Analyse musical forms</p> <p>9. Heading texts</p> <p>Follow-up: Jazz until the world II War</p>	<p>Listening to music (computer)</p> <p>Video-clip (computer)</p> <p>Word bank</p> <p>Visuals</p> <p>Scores</p> <p>Lyrics</p> <p>Texts</p> <p>Frames</p>	<p>Information processing</p> <p>Review Comparing Describing Matching Ordering Defining</p> <p>Reasoning Reordering Using precise language Labelling patterns</p> <p>Enquiry Asking and answering questions Predicting facts</p> <p>Creative thinking Writing predictions</p> <p>Evaluation Writing a report</p>	<p>Vocabulary: Concepts: work songs, gospel, ragtime, blues, marching bands</p> <p>call and response, leader and chorus ragged, right-hand syncopation, left-hand march beat</p> <p>blue format , blue notes</p> <p>Structures</p> <p>This is There are...</p> <p>In the left right background foreground</p> <p>From my point of view... I think ...</p> <p>would have happened if ...</p> <p>Functions:</p> <p>Giving examples Predicting</p>	<p>Origins of jazz</p> <p>Background of Africa</p> <p>Background of Europe</p> <p>Creoles</p> <p>Social, cultural, and economic origins of jazz within the African-American community.</p>	<p>Can the students?</p> <p>Identify early jazz</p> <p>Analyse musical forms</p> <p>Recognise differences between styles</p>

Unit 4 Jazz until the II world war

CONTENT	COMUNICACION		COGNITION	SUPPORT STRATEGIES	CULTURE	
Learning Outcomes	Activities	Resources	Thinking Skills	Language Learning		Assessment
<p>Know/ understand:</p> <p>The advent of jazz</p> <p>New Orleans</p> <p>Dixieland jazz</p> <p>Louis Armstrong</p> <p>The Jazz Age Chicago</p> <p>Big band</p> <p>The swing New York</p> <p>The Duke</p> <p>Be able to:</p> <p>Take notes</p> <p>Identify jazz styles</p> <p>Know important musicians</p> <p>Compare musicians</p> <p>Be aware of:</p> <p>the evolution of jazz</p> <p>how make a presentation</p>	<p>1. Discuss and share opinions in small groups</p> <p>2. Localize music cities and write a journey</p> <p>3. Complete sentences and analyse music</p> <p>4. Matching music with names and descriptions</p> <p>5. Identify true or false</p> <p>6. Comparing musicians</p> <p>7. Searching information and preparing a presentation</p> <p>Follow-up:</p> <p>....</p>	<p>Listening to music (computer)</p> <p>Video-clip (computer)</p> <p>Word bank</p> <p>Visuals</p> <p>Scores</p> <p>Lyrics</p> <p>Texts</p> <p>Frames</p>	<p>Information processing</p> <p>Reviewing</p> <p>Matching</p> <p>Describing</p> <p>Identifying</p> <p>Localizing</p> <p>Locating</p> <p>Comparing</p> <p>Reasoning</p> <p>Explaining</p> <p>Using precise language</p> <p>Enquiry</p> <p>Planning a research</p> <p>Research</p> <p>Creative thinking</p> <p>Developing ideas</p> <p>Drawing the lyrics</p> <p>Preparing a presentation</p> <p>Evaluation</p> <p>Judging the value of information</p> <p>Select valuable information</p>	<p>Vocabulary:</p> <p>dixieland band; big band,</p> <p>big four, backbone, rhythm section, front line,</p> <p>vocalist, drummer, bass player, bassist, guitarist, pianist, soloist, arranger</p> <p>swing</p> <p>Structures</p> <p>Linking words</p> <p>Who Which When</p> <p>Functions:</p> <p>Giving examples</p> <p>Agreeing / disagreeing</p> <p>Time sequencing</p> <p>Comparing</p> <p>Summarising</p>	<p>Jazz Age</p> <p>Stock Market Crash</p> <p>Great Depression</p> <p>Swing era</p> <p>World II War</p> <p>Harlem Renaissance</p>	<p>Can the students?</p> <p>Take notes</p> <p>Identify jazz styles</p> <p>Compare musicians</p> <p>Understand the evolution of jazz</p>

