

Music



Music Time (2007-2008)

Albert Alcaide Valencia, IES Frederic Mompou de Sant Vicenç dels Horts

Content

- Unit 1: Music notation
- Unit 2: Families of musical instruments
- Unit 3: Analysing and performing songs

MUSIC TIME

MATERIALS RESULTAT DEL CURS D'AICLE
DE LA UNIVERSITAT DE NOTTINGHAM



ALBERT ALCAIDE VALENCIA
IES FREDERIC MOMPOU
OCTUBRE-DESEMBRE 2007

CONTEXT

UNITS: 1 / 2 / 3

CLIL AT IES FREDERIC MOMPOU

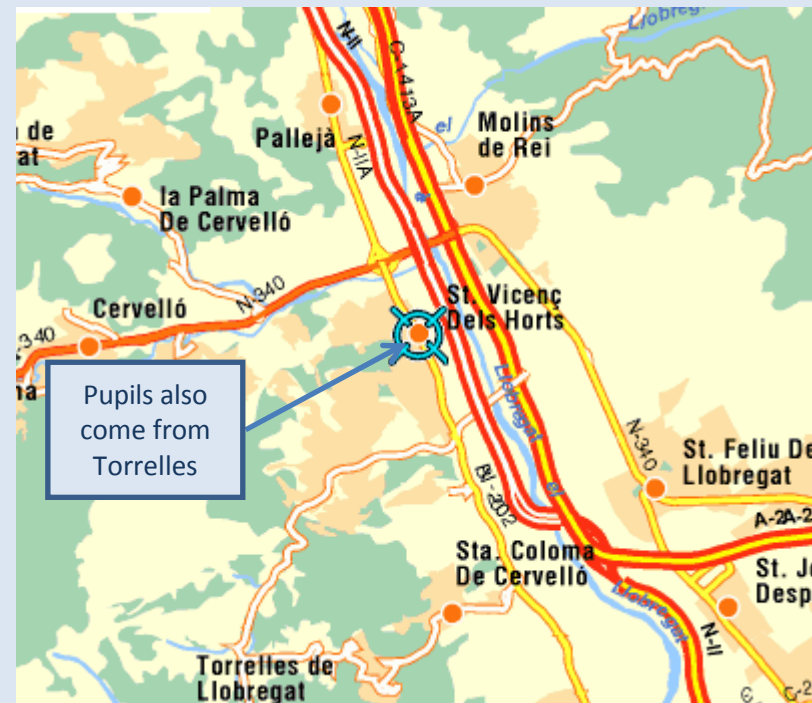
Sant Vicenç dels Horts

Albert Alcaide



ABOUT IES FREDERIC MOMPOU

Founded in 1983 in Sant Vicenç dels Horts, town located in the area called Baix Llobregat, province of Barcelona (Catalonia)



WHO WAS FREDERIC MOMPOU?

My school is called after the musician Frederic Mompou. He was born in Barcelona in 1893.

Frederic Mompou is a famous Catalan composer, reknown for his solo piano compositions, inspired by the sounds and memories of Catalunya.

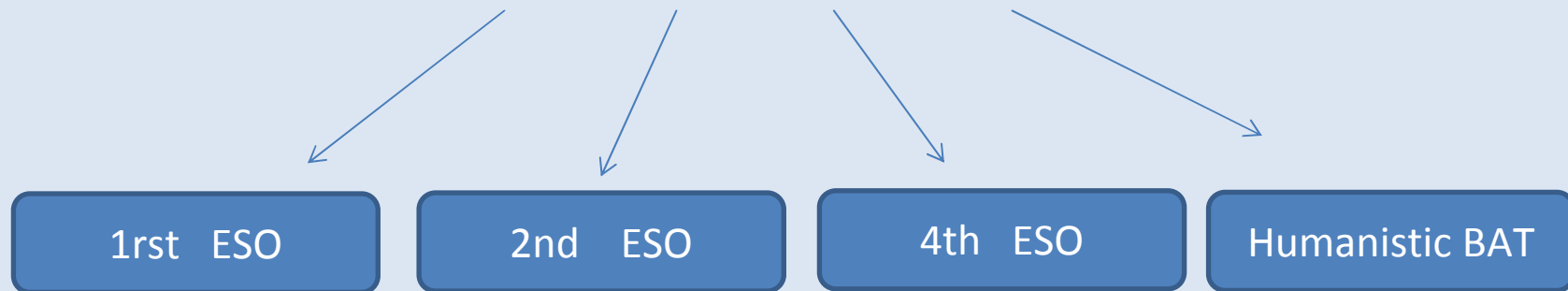
Frederic Mompou died in Barcelona in 1987.



MUSIC DEPARTMENT AT IES FREDERIC MOMPOU



Currently, music is taught at the following levels

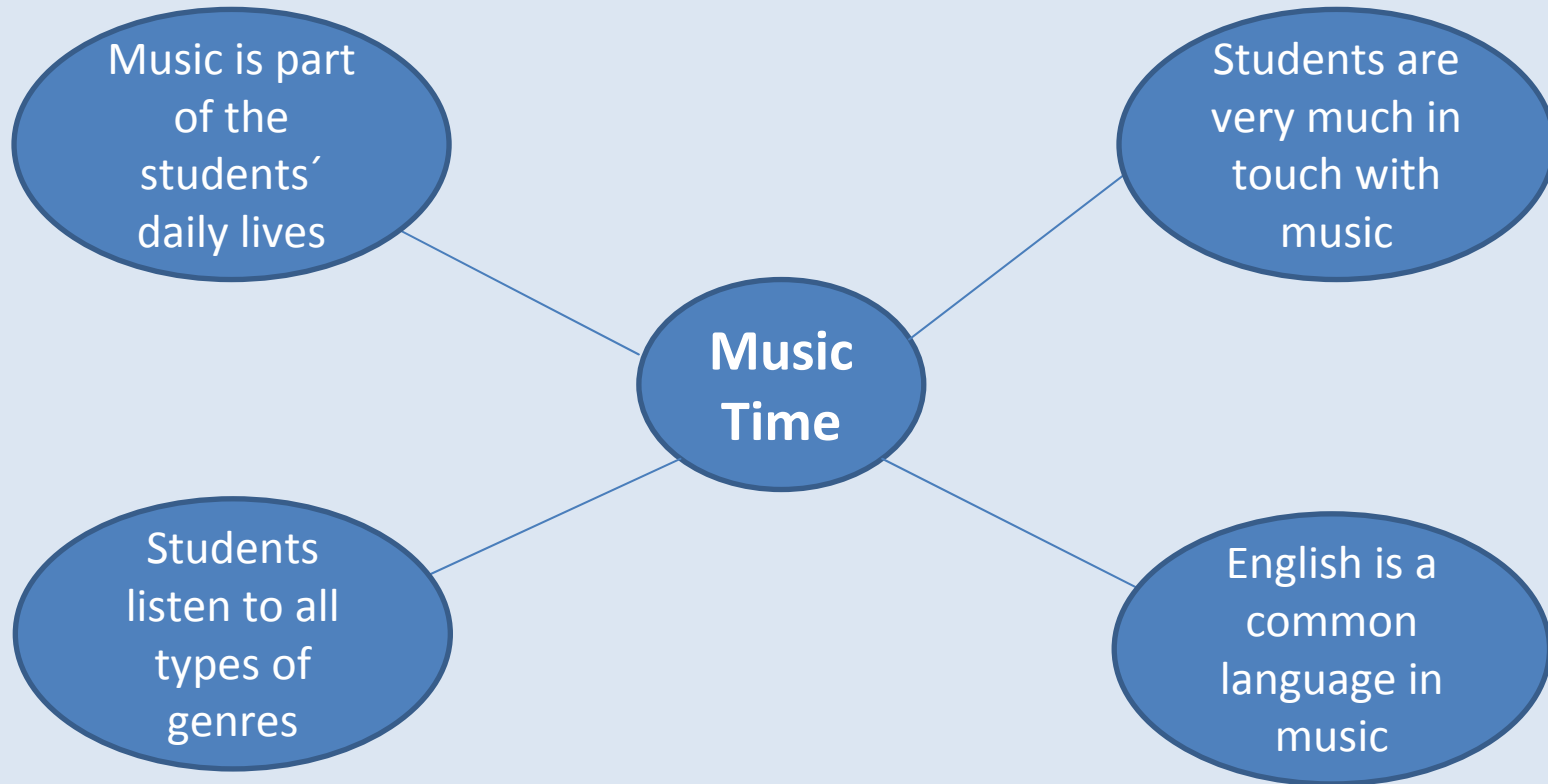


Proposal: 2nd year of ESO – CV “Music Time”

CLIL/AICLE PROJECT

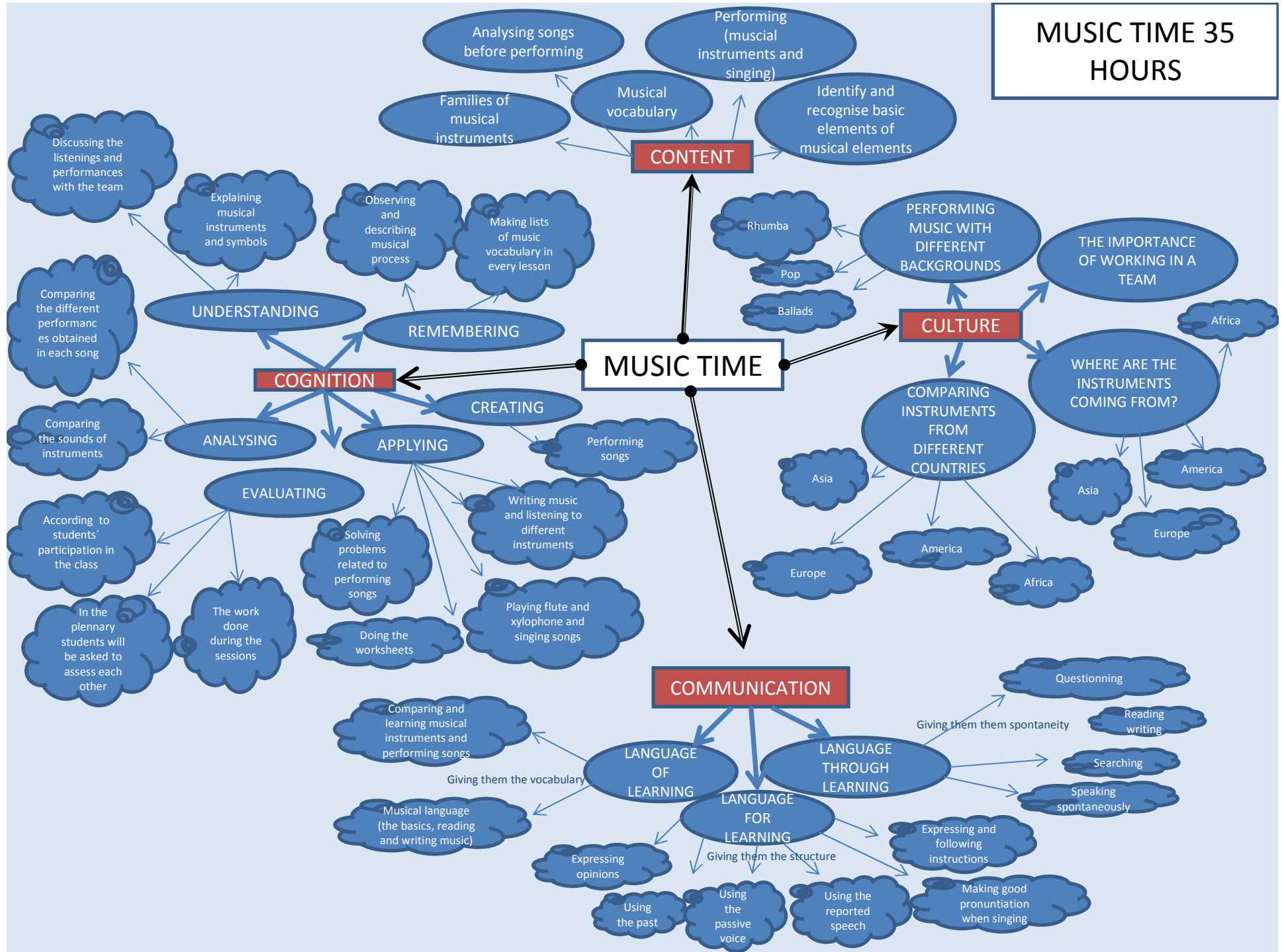
- Subject: Music (compulsory subject)
- Level: 2nd ESO (12-13 year old students)
- Teachers involved:
 - Albert Alcaide (Music Teacher)
 - Empar Beltran (English Teacher)
 - Pilar Belloch (English Teacher)
 - Joan Alberich (Science teacher)
- 1st year of ESO - English teachers will deliver a compulsory subject to reinforce English -
- Future development
 - To involve teachers of other subjects in the project
 - To involve students participating in the school's exchange programme with other countries

WHY APPLY “MUSIC TIME” AT MY SCHOOL?



The objective of “MUSIC TIME” is to inspire students to transfer the passion they have for music into the classroom, as well as understanding the need to learn English

MUSIC TIME 35 HOURS



MUSIC TIME (35 HOURS)

- ✓ Based on the official syllabus

CONTENT

- A. MUSIC SYMBOLS
- B. ELEMENTS OF MUSICAL LANGUAGE
- C. FAMILIES OF MUSICAL INSTRUMENTS
- D. ANALYSING SONGS
- E. PERFORMING (SINGING AND PLAYING MUSICAL INSTRUMENTS)

COGNITION

- A. EXPLAINING SYMBOLS AND THE ELEMENTS OF MUSICAL LANGUAGE
- B. EXPLAINING THE FAMILIES OF MUSICAL INSTRUMENTS
- C. COMPARING THE RESULTS OBTAINED WHEN ANALYSING
- D. SOLVING PROBLEMS RELATED TO PERFORMING
- E. COMPARING THE RESULTS OBTAINED WHEN PERFORMING

- ✓ Progressive challenge

COMMUNICATION

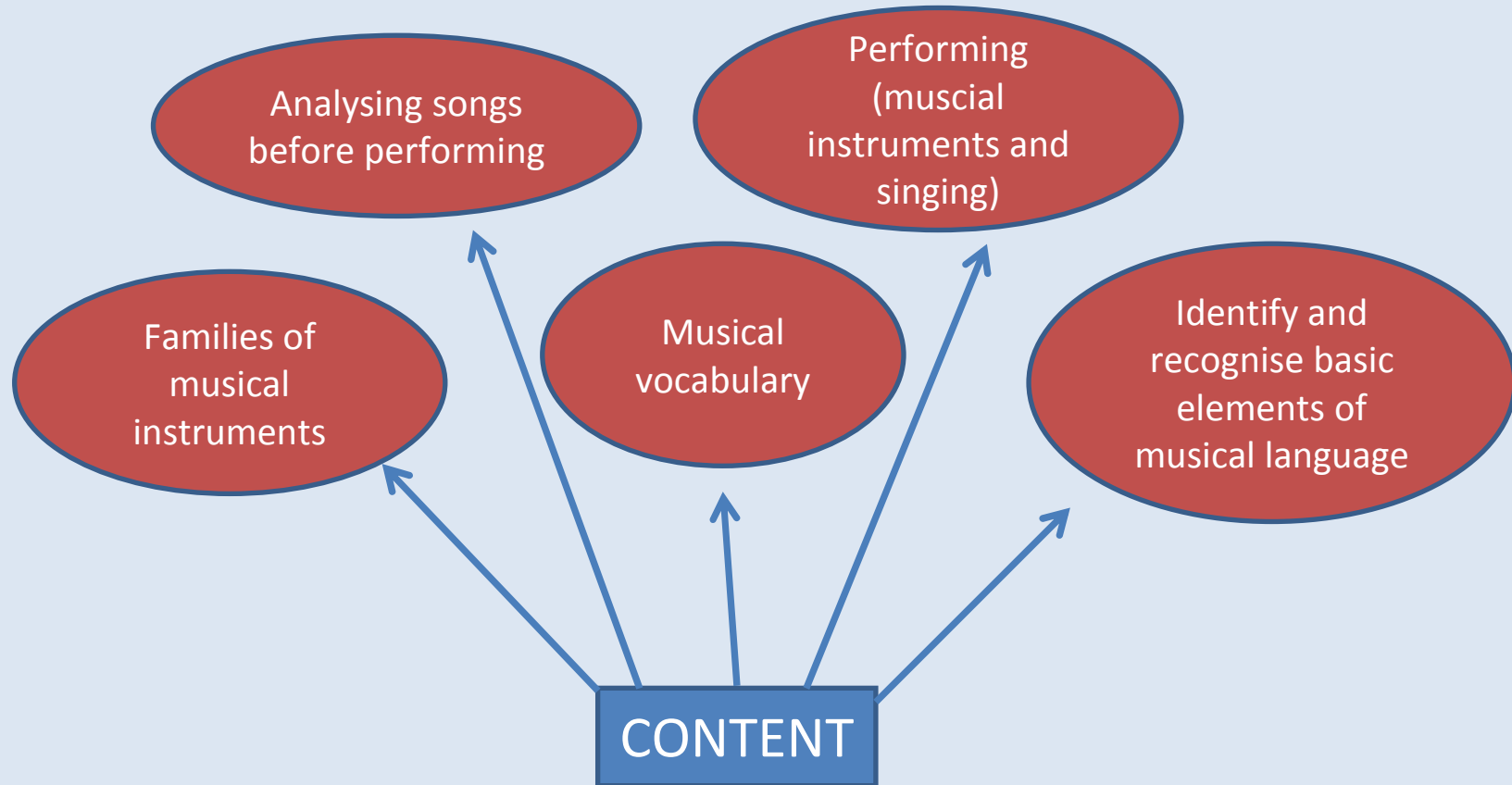
- A. GIVING MUSICAL VOCABULARY
- B. FOLLOWING AND UNDERSTANDING INSTRUCTIONS
- C. READING AND LISTENING MUSIC
- D. PERFORMING (SINGING SONGS IN DIFFERENT TENSES)
- E. EXPRESSING OPINIONS

- ✓ Focus on reading, expressing and questioning skills

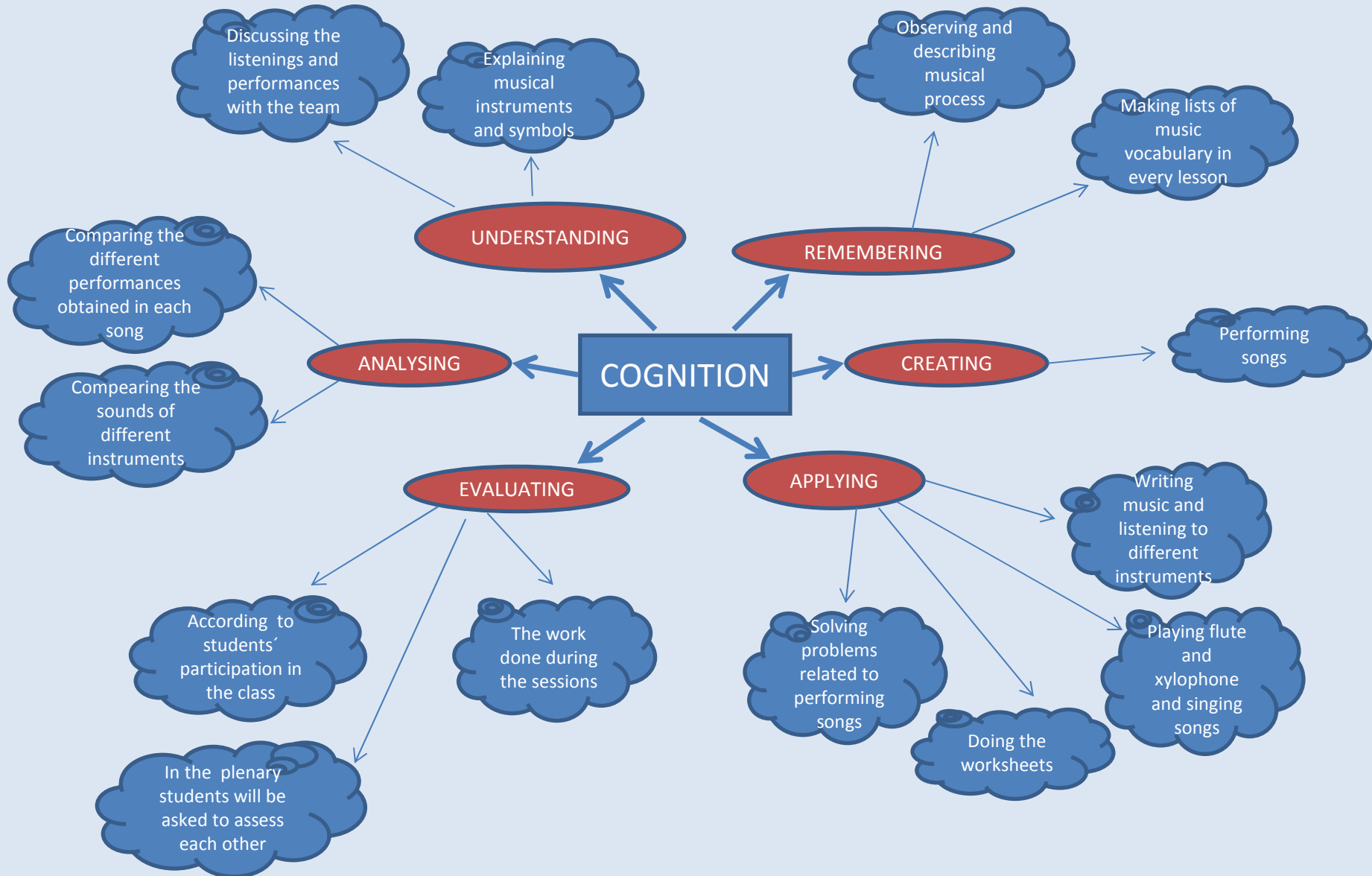
CULTURE

- A. MUSIC SYMBOLS FROM DIFFERENT COUNTRIES
- B. KNOWING INSTRUMENTS FROM DIFFERENT COUNTRIES
- C. PERFORMING (SINGING AND PLAYING WITH MUSICAL INSTRUMENTS), SONGS FROM DIFFERENT COUNTRIES
- D. THE IMPORTANCE OF WORKING IN A TEAM

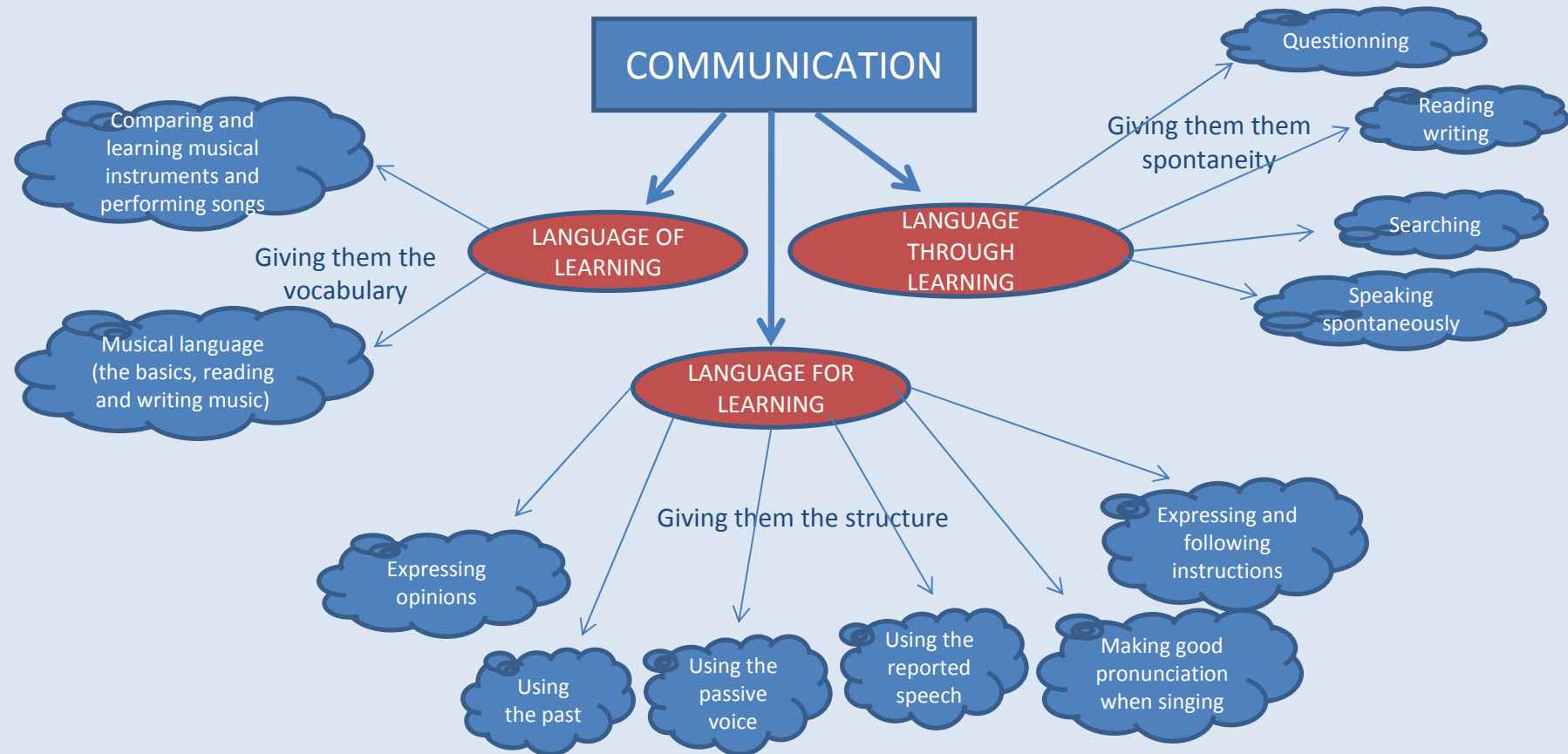
CONTENT



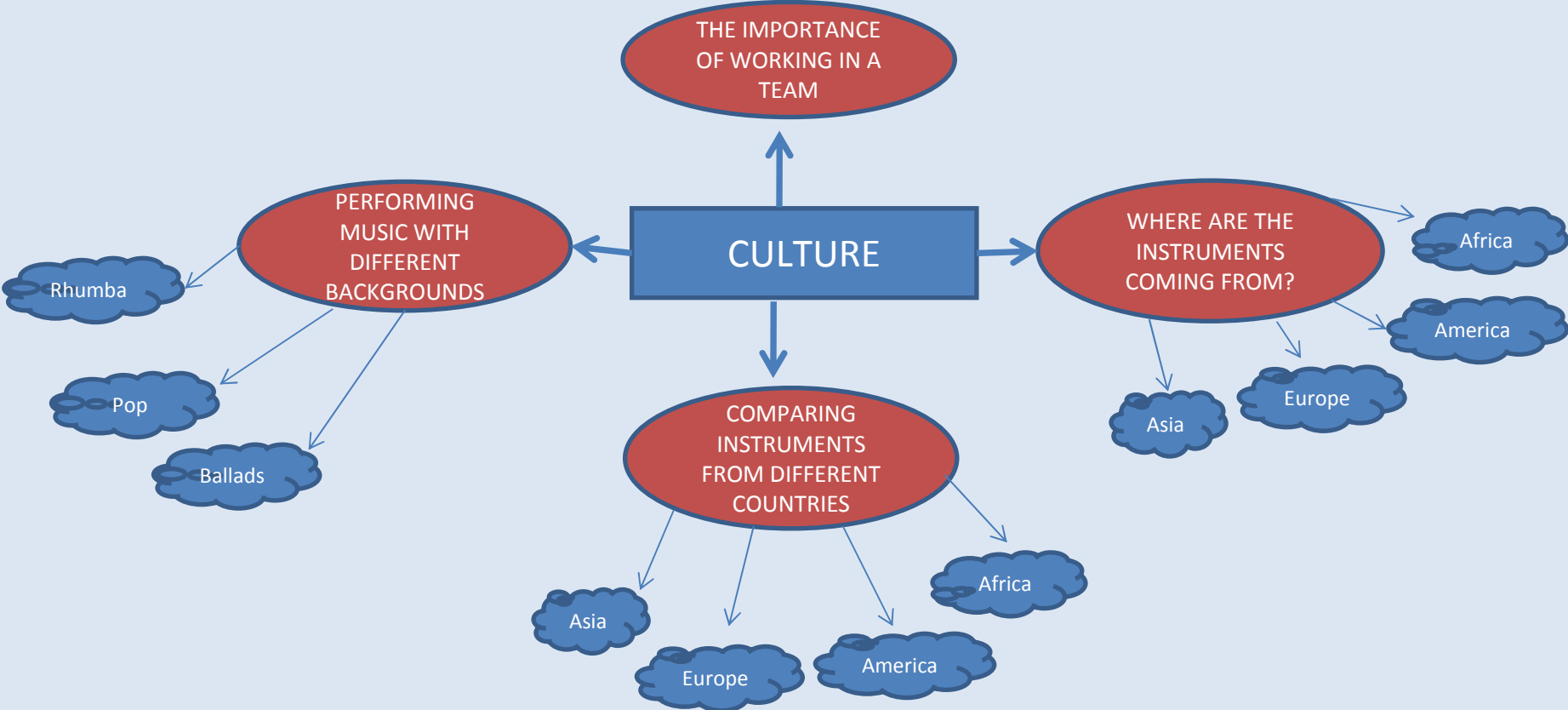
COGNITION



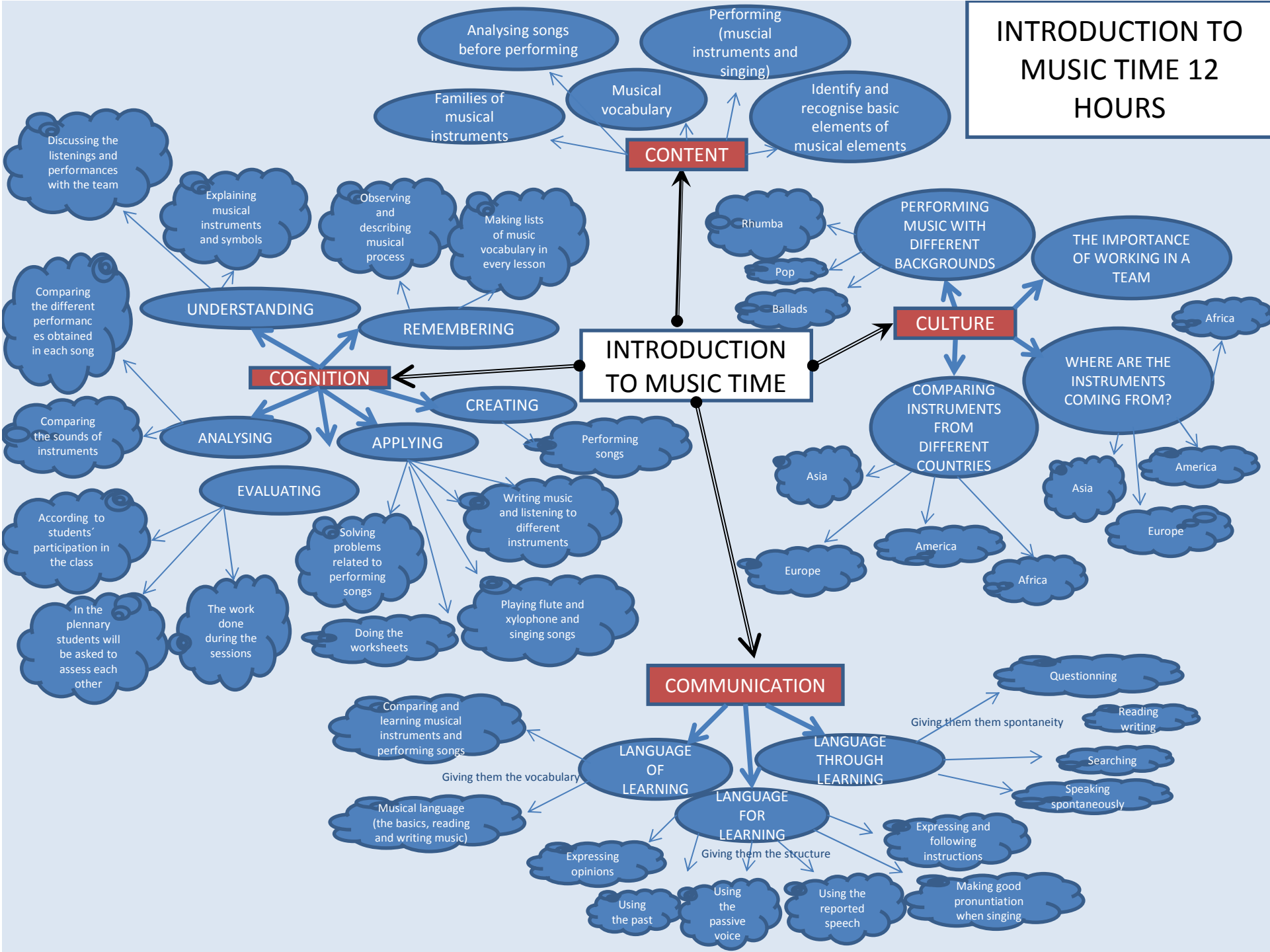
COMMUNICATION



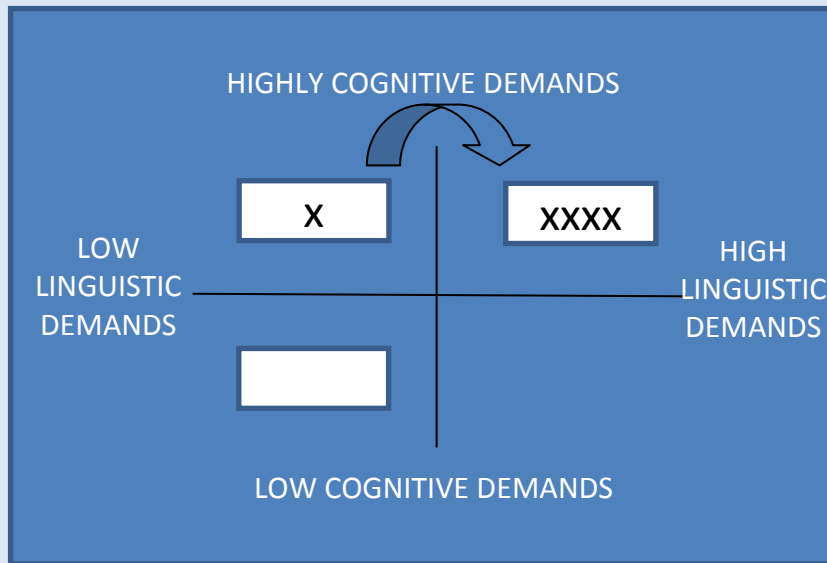
CULTURE



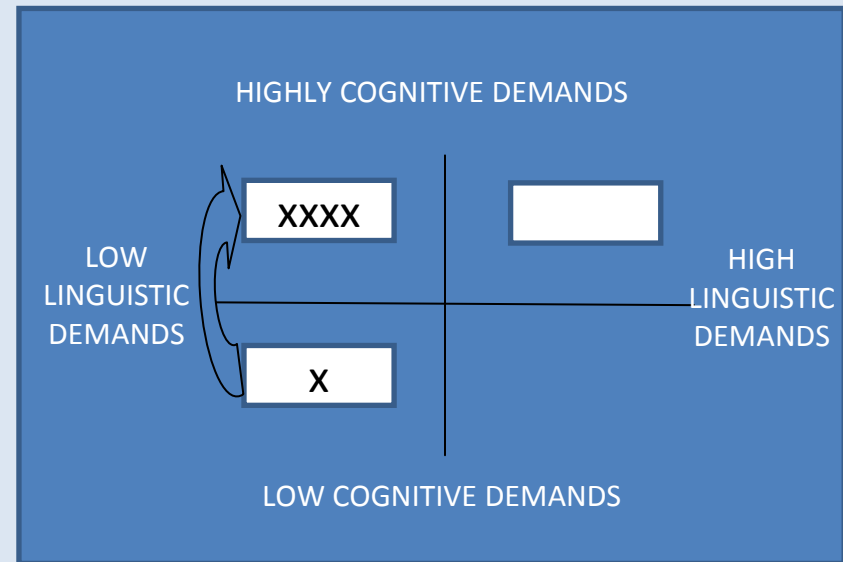
INTRODUCTION TO MUSIC TIME 12 HOURS



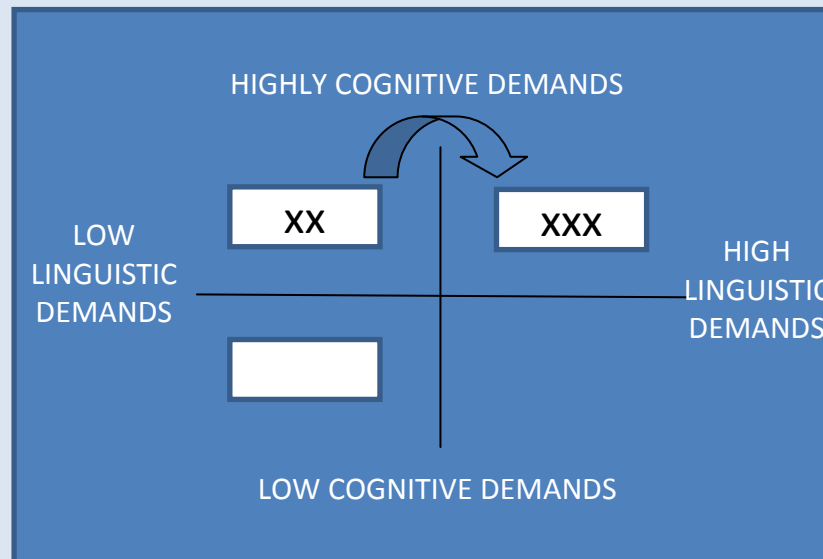
UNIT 1: LESSONS 1-4



UNIT 2: LESSONS 1-4



UNIT 3: LESSONS 1-4



UNIT 1: LESSONS 1-4
MUSIC NOTATION

4 hours

AIMS

Comprehend the elements that make music an artistic language, as well as musical reality.

To be able to read and write the basic elements of musical language.

To identify, recognize and relate the elements of musical language and the theoretical bases.

TEACHING AIMS	LEARNING OUTCOMES
<p><u>Content</u></p> <ul style="list-style-type: none"> •Theory and musical terminology: to introduce music symbols; Stave, treble clef, bass clef, sharps, flats & naturals, time signatures, note & rest symbols, dots, ties & triplets, tempo & mood, dynamics, intervals, chords (triads). •To introduce musical vocabulary <p><u>Cognition</u></p> <ul style="list-style-type: none"> •To observe and describe the musical process. •To make lists of new vocabulary. •To apply knowledge by completing worksheets •To encourage critical thinking •To develop analysis skills through different tasks •To enhance problem solving skills. <p><u>Communication</u></p> <p>Language of learning</p> <ul style="list-style-type: none"> •To review vocabulary and introduce new words related to musical language. <p>Language for learning</p> <ul style="list-style-type: none"> •To follow instructions •To discuss the work in pairs <p>Language through learning</p> <ul style="list-style-type: none"> •Expressing opinions and asking appropriate questions for a given purpose •To promote listening and reading skills. <p><u>Culture</u></p> <ul style="list-style-type: none"> •To provide a variety of musical symbols. •To show the importance of working in a team. 	<p><u>Content</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none"> •Recognize and identify basic symbols of musical language. •Use a new vocabulary related to music. <p><u>Cognition</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none"> •Apply previous knowledge to a new vocabulary. •Classify the elements of musical language according to their knowledge. <p><u>Communication</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none"> •Use vocabulary, both new and learnt, in the right context. •Obtain information by listening and reading. •Formulate questions using the 5 Ws. <p><u>Culture</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none"> •Solve the task by collaborative learning. •Develop awareness and knowledge of different musical symbols. •Understand English as used for song lyrics

EXAMPLE 1

Work in threes



I think there is something wrong with this music, but I can't quite work out what it is. Can you find the mistakes and explain them to me?



- Mistake 1: _____ 😊
- Mistake 2: _____ 😊
- Mistake 3: _____ 😊

Scaffolding for writing

The There	quavers minim is are second minim common time	1 bar 2 3 4	is has have	back to front on back to front on the wrong side on it
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EXAMPLE 2

Fill in the table



Copy out and complete this table – use the words and symbols from the boxes

<i>Symbol</i>	<i>Name</i>	<i>What it means</i>
		<i>Play a semitone higher</i>
<i>x</i>	<i>Double sharp</i>	
		<i>Play one tone lower</i>



Flat

Double flat

Sharp

Play a semitone lower

Play one tone higher

UNIT 2: LESSONS 1-4

FAMILIES OF MUSICAL INSTRUMENTS

4 hours

AIMS

To classify the musical instruments according to the systematic classification criteria.

To recognize musical instruments visually and orally.

To explain how each family of musical instruments produces the sound.

To learn the anatomy of musical instruments and their key elements. Which three parts must they have?

TEACHING AIMS	LEARNING OUTCOMES
<p><u>Content</u></p> <ul style="list-style-type: none">•To introduce the physical bases of sound production and amplification.•To introduce the defining principles of the families of musical instruments•To introduce musical instruments vocabulary <p><u>Cognition</u></p> <ul style="list-style-type: none">•To compare the sound of the musical instruments.•To memorize the vocabulary of musical instruments.•To encourage critical thinking <p><u>Communication</u></p> <p>Language of learning</p> <ul style="list-style-type: none">•Vocabulary of musical instruments and of description. <p>Language for learning</p> <ul style="list-style-type: none">•Understanding instructions.•Using the passive voice.•Discuss instruments and preferences in pairs. <p>Language through learning</p> <ul style="list-style-type: none">•Asking appropriate questions for a given purpose.•The development of listening and reading skills. <p><u>Culture</u></p> <ul style="list-style-type: none">•To introduce a wide range of musical instruments.•To enable the analysis of sounds of different instruments.•To identify where musical instruments are from.•To compare instruments from different countries.	<p><u>Content</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none">•Recognize and identify musical instruments by looking at and listening to them.•Use a new vocabulary related to musical instruments.•Describe musical instruments. <p><u>Cognition</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none">•Classify musical instruments by families.•Make comparisons between instruments.•Evaluate musical instruments by which they prefer and say why. <p><u>Communication</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none">•Use vocabulary, both new and learnt, in the right context.•Listen to and to identify different musical instruments.•Formulate questions using the 5 Ws.•Speak spontaneously. <p><u>Culture</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none">•Work well in collaborative learning contexts.•Develop awareness and knowledge of different musical instruments and speak about how they sound and where they originate.

EXAMPLE 1

Plenary



Scaffolding for speaking

Describe the picture

In the	middle left right top bottom forefront	of the picture	there is there are I see I recognise it looks like
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EXAMPLE 2

Write out the complete sentences by picking the correct endings from the phrases below.



Match "Heads and tails"

A) Sound is made in the organ _____

B) Pipes on the organ are connected to _____

C) The organ has another keyboard which is _____

D) Stops are used to _____

E) Modern organs use _____

Scaffolding to support writing

electricity to produce sounds
played by the feet
two or more keyboards called manuals
select different instrument sounds
by air blown through ranks of pipes

UNIT 3: LESSONS 1-4

ANALYSING AND PERFORMING SONGS

(Playing musical instruments and singing pop music songs)

4 hours

AIMS

To focus on the musical phrase and to apply it to the analysis.

To sing and perform in the right way.

To choose written and oral language in order to describe fragments of music and musical sounds.

To memorize a part of the repertoire in order to help interpretation and facilitate a joint performance.

TEACHING AIMS	LEARNING OUTCOMES
<p><u>Content</u></p> <ul style="list-style-type: none">•To sing and perform with musical instruments.•To teach a few poetic elements in pop songs and to express personal meanings.•To make students aware of different songs styles in English. <p><u>Cognition</u></p> <ul style="list-style-type: none">•Synthesize the effect of the sounds and lyrics of a song.•To encourage critical thinking about song styles. <p><u>Communication</u></p> <p>Language of learning</p> <ul style="list-style-type: none">•The vocabulary of the songs selected for the unit.•The vocabulary needed to speak about the style of songs. <p>Language for learning</p> <ul style="list-style-type: none">•Understanding instructions.•Using the simple present and past tenses. <p>Language through learning</p> <ul style="list-style-type: none">•Expressing opinions and asking appropriate questions for a given purpose•To promote listening and performing skills. <p><u>Culture</u></p> <ul style="list-style-type: none">•To perform music with different backgrounds: (ballad, pop, rumba).•To understand the importance of working in a team.•To learn where songs come from.	<p><u>Content</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none">•Perform with musical instruments and to sing different songs.•Learn new vocabulary through listening to the “story” of songs.•Differentiate the present simple and past tense of action verbs. <p><u>Cognition</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none">• Apply knowledge of music to describe the effects of songs.•Make connections between the mood of the song and its content. <p><u>Communication</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none">•Play and sing different songs with good pronunciation.• Formulate questions using the 5 Ws.•Speak spontaneously.•Discuss the meaning of the songs. <p><u>Culture</u></p> <p>Learners will be able to</p> <ul style="list-style-type: none">•Work effectively in a collaborative context.•Develop awareness and knowledge of different musical songs and styles.

EXAMPLE 1

Listening



Listen to the song and fill in the gaps with the right words from the box below

Fill in the gaps

_____ all my troubles seemed so far away
Now it looks as if they're here to stay
Oh I _____ in yesterday
Suddenly, I'm not half the _____ I used to be
There is a shadow hanging _____ me
Oh yesterday came suddenly
Why she had to go I don't _____ she wouldn't say
I said _____ wrong now I long for yesterday
Yesterday love was such an _____ _____ to play
Now I need a _____ to hide away
Oh I believe in yesterday

believe yesterday game over place know easy
something

EXAMPLE 2

Yesterday

Now that you have filled in the whole text, answer the questions below:

Is the person showing happiness or sadness?

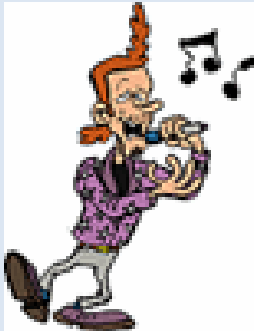
Why is he feeling that way?

Scaffolding for writing

<i>I think he feels.....because.....</i>
<i>He seems....., hisleft him</i>
<i>The reason why he feels.....is because</i>
<i>In my opinion, he is feeling.....because.....</i>
<i>He fell in and now he is.....</i>

Support for starting sentences

EXAMPLE 3



*For improving
pronunciation and
intonation*

*Close your eyes and I'll kiss you
Tomorrow I'll miss you
Remember I'll always be true.
And then while I'm away,
I'll write home every day,
And I'll send all my loving to you.
I'll pretend that I'm kissing
The lips I am missing
And hope that my dreams will
come true.
And then while I'm away,
I'll write home every day,
And I'll send all my loving to you.
All my loving I will send to you.
All my loving, darling, I'll be true.*

Performing



THANKS TO

The teachers at Nottingham University: Stephen
Bailey, Philip Hood, Do Coyle

The British Council, specially to Lesley Denham

The Catalan Ministry of Education

IES Frederic Mompou (specially to Joan
Alberich for his encouragement to join CLIL)

The English philologist: Inma Rueda

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