

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. | <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. |

- To encourage critical thinking.
- To develop analysis skills through different tasks.
- To enhance problem solving skills.

Communication

Language of learning

- To review vocabulary and introduce new words related to musical language.

Language for learning

- To follow instructions
- To discuss the work in pairs.

Language through learning

- Expressing opinions and asking appropriate questions for a given purpose
- To promote listening and reading skills.

Culture

- To provide a variety of musical symbols.
- To show the importance of working in a team.

Communication

Learners will be able to

- Use vocabulary, both new and learnt, in the right context.
- Obtain information by listening and reading.
- Formulate questions using the 5 Ws.

Culture

Learners will be able to

- Solve the task by collaborative learning.
- Develop awareness and knowledge of different musical symbols.
- Understand English as used for song lyrics.

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 data-bbox="264 1115 379 1151"><u>Content</u></p> <ul data-bbox="316 1265 743 1559" 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 instrument vocabulary. <p data-bbox="264 1637 400 1673"><u>Cognition</u></p> <ul data-bbox="316 1749 775 1966" style="list-style-type: none"> • To compare the sound of the musical instruments. • To memorise the vocabulary of musical instruments. • To encourage critical thinking. | <p data-bbox="842 1115 962 1151"><u>Content</u></p> <p data-bbox="842 1189 1174 1225">Learners will be able to</p> <ul data-bbox="855 1265 1347 1482" 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 data-bbox="831 1599 970 1635"><u>Cognition</u></p> <p data-bbox="804 1673 1137 1709">Learners will be able to</p> <ul data-bbox="855 1749 1353 2007" style="list-style-type: none"> • Classify musical instruments by families. • Make comparisons between instruments. • Evaluate musical instruments by which they prefer and say why. |

Communication

Language of learning

- Vocabulary of musical instruments and of description.

Language for learning

- Understanding instructions.
- Using the passive voice.
- Discuss instruments and preferences in pairs.

Language through learning

- Asking appropriate questions for a given purpose
- The development of listening and reading skills.

Culture

- To introduce a wide range of musical instruments.
- To enable the analysis of sounds of different musical instruments.
- To identify where musical instruments are from.
- To compare instruments from different countries.

Communication

Learners will be able to

- 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.

Culture

Learners will be able to

- Work well in collaborative learning contexts.
- Develop awareness and knowledge of different musical instruments and speak about how they sound and where they originate,

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"> • To synthesize the effect of the sounds and lyrics of a song. | <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. |

- To encourage critical thinking about song styles.

Communication

Language of learning

- The vocabulary of the songs selected for the unit.
- The vocabulary needed to speak about the style of songs.

Language for learning

- Understanding instructions.
- Using the simple present and past tenses.

Language through learning

- Expressing opinions and asking appropriate questions for a given purpose
- To promote listening and performing skills.

Culture

- To perform music with different backgrounds: (ballad, pop, rumba).
- To understand the importance of working in a team.
- To learn where songs come from.

- Make connections between the mood of the song and its content.

Communication

Learners will be able to

- Play and sing different songs with good pronunciation.
- Formulate questions using the 5 Ws.
- Speak spontaneously.
- Discuss the meaning of the songs.

Culture

Learners will be able to

- Work effectively in a collaborative context.
- Develop awareness and knowledge of different musical songs and styles.