**Zhamalova M.,**

**132 N.Shoibekov secondary school**

**Music**

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| Unit of a long term plan: Creativity  | School: 132 N.Shoibekov secondary school |
| CLASS: 5 a | Number present:  | absent:  |
| Lesson title | Music |
| Learning objectives(s)  | 5 L 6. Deduce meaning from context in short supported talk on an increasing range of general and curricular topics 5 S 3. give an opinion at sentence level on a limited range of general and curricular topics5 UE 3. use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics |
| Level of thinking skills |  Knowledge, Understanding, Application |
| Lesson objectives | All learners will be able to : * listen and repeat all new words, make up sentences with comparative and superlative adjectives

Most learners will be able to :* make up sentences to each musical instruments
* compare them using the degrees of adjectives

Some learners will be able to :* speak about his /her favourite singer
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| Assessment criteria | * Express a point of view in sentences
* Use a growing variety of adjectives and regular and irregular comparative and superlative forms in their speech.
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| Values links  |  Know and respect folk music and folk musical instruments |
| Cross-curricular link | Music , Art Кazakh |
| Previous learning | Sum up what learners have learnt about this topic so far.  |
| Plan |
| Planned timings | Planned activities (replace the notes below with your planned activities) | Resources |
| Start10 min | 1. Greeting & org . moment - What did we learn at previous lesson ?Teacher introduces pupils with the theme, learning objectives and assessment criteria.  Divide into groups ‘dombyra’ and “ kobyz”.Find out your piece of pictureLet’s watch a video and you will understand the theme of our lesson.Activity “ Numbers speak”1. What did you understand from this video?
2. Is music necessary in our life?
3. Do you remember kinds of music and musical instruments?

Differentiation question for more able student: 1. Do you think that music can change your lives? Why ?

AFL : oral feedback | ExcelDivide into groups with the pictures of violin and piano.Videoclip about music <https://www.youtube.com/watch?v=wiF8YlKNx4g> Cards with numbers  |
| Middle1. min
 | G. 2. Listen and match the types of music A-H to the musical instruments in the pictures. Make up sentences with musical instruments. A classical b rock c jazz d folk e heavy metal f disco g pop h ethnic 1 acoustic guitar ... played acoustic guitar before we recommend starting with an acoustic 2 synthesiser Advanced synthesizer with independent analogue and digital sound ... 3 saxophone the saxophone was invented by a belgian manufacturer adolphe sax and ... 4. harp Go Back > Gallery For > Harp 5 drums Drum Playing Nuisance New Jersey | Noise Loud Drums NJ 6 cello Engelhardt E120OF Cello Outfit | Musician's Friend 7 violin Description German, maple Violin.JPG8 piano 9 accordeon Descriptors : A learner  - listens to the text carefully * matches types of music with the musical instruments in the pictures.
* Say simple sentences using instruments.

AFL : Oral feedback AFL : Expert Envoy1. 4. Speak about your favourite singer (individual work )

Differentiation question for more able student: Why do you like this singer ? What do you know about his/ her lifestyle ?Descriptors : A Learner : - speaks about his/her favourite singer - adds information about his /her biography - adds information about his/ her carreer - says why does he/she like him /herAFL : voting | Photos of musical instruments on the interactive board or on a computer ExcelExcel |
| End5 min | (G) 3. Make up sentences and compare the using the degrees of adjectives* Group “ dombyra” compare and kobyz
* group “ ” will compare dombyra and kobyz

AFL : Praising “ You are, you are super !” for winner group. Teacher encourages more able learners to help those students who need some help.Hometask  | Board  |
| Additional information |