



Music

Structure of the lesson plan

Brief summary of the main activities: Students have to make use of the knowledge learnt about different music styles and lyrics writing, and write a blog related to music. Then students also have to read about a particular singer and come up with a set of interview questions which can be asked to this same singer.

Main methodologies: The main methodologies used will include co-operative learning, the learning scenarios and flipped classroom.

Total time: The total time for this learning unit should be 8 hours. However, this may vary according to the students' needs.

Competences:

Knowledge and skills:

- Recognise different types of music and speak about them
- Write a blog entry related to music
- Listen to and evaluate lyrics from different songs
- Identify use of poetic language within song writing
- Look for information about a particular artist on the net or magazines
- Think of and practise an interview with a popular artist. (For this, a local, popular artist can be invited to class and students have to ask him/her questions about the music career) -

Speaking Skills

*The last two steps can be linked. After looking for the necessary information, students will use it to come up with the questions they will ask during the 'interview' with the artist.

Soft skills:

- Respect each other
- Collaborative skills



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Learning outcomes:

Knowledge: Students recognise different genres of music, listen to and evaluate lyrics from different songs; and identify the use of poetic language within songs.

Application: Students are able to write a blog entry related to the subject.

Students also use the most relevant surfing platforms (to search for information about a particular artist).

Analysis: Students look for structures and examples of interviews and produce one themselves.

Synthesis: Students are able to recognise different types of blogs and interviews, and analyse them in order to come up with their final product.

Affective: students improve their communication skills (both oral and written). They also improve their listening skills through the listening of songs.

European Key Competences:

- **C2: Communication in foreign language** – It involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing.

Some important factors are:

- communicate in a respectful tone and manner
- listen actively and communicate effectively with others
- write clearly and accurately according to the context and format
- listen to and ask questions to understand other people's viewpoints

- **C3: Basic competence in technology** – The ability to make use of ICT to search for information about music and writing a blog.

- **C5: Learning to learn** – The ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.

- **C8: Cultural awareness and expression** – this involves the knowledge that students have about different types of music from different countries. Furthermore, while students interview a local artist, they will be widening their knowledge of their own culture.



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Assessment:

Prerequisites:

- Music jargon in the foreign language
- How to structure short sentences in English, making use of adjectives related to music and simple connectors
- Expressing likes and dislikes
- Present tense (simple and continuous) and future tense (when asking questions in an interview)
- Reading (scanning and skimming)
- Listening (for specific information)

How to assess the prerequisites – 40-minute-test

1. Exercise no.1: matching pictures and words and labelling pictures about MUSIC vocabulary
2. Exercise no.2:

Final Assessment:

The product: writing a blog related to music; create a structured interview to ask to a singer/DJ/artist

The process: how the students have been working in terms of hard and soft skills

Profile of the teacher; terms of reference:

Is there any special knowledge or skills one should have in order to be able to deliver the module?

Knowledge of vocabulary and different genres related to MUSIC. The teacher should also be acquainted with blogs and interview styles which will be used during the L.U.



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Learning Scenario	Time/no of lessons	Goal(s)	Learning Activities	Teacher's & Student's Roles	<ol style="list-style-type: none"> 1. Learning Environment 2. Digital Technologies & Tools 3. Collaboration/Individual work 4. Reflection/Assessment
Dream	45 minutes	Students will: <ul style="list-style-type: none"> • get familiar with the subject; • Activate vocabulary; • Make use of previous knowledge • Negotiate within the group of work on likes and dislikes related to music, thoughts and emotions. 	<ul style="list-style-type: none"> • First task of this lesson has to be carried out individually. • Students listen to 1 minute from different types of music from different eras. The music pieces might include the following: <ol style="list-style-type: none"> 1 Medieval Music: https://www.youtube.com/watch?v=cPkLhSVtPS4&list=RDQM5IsMEeX30T4 2 Pachelbel Canon in D major: https://www.youtube.com/watch?v=JvNQLJ1_HQ0&list=R DQMukyWsyk6jYs&index=10 3 Rigoletto, La Donna e Mobile: https://www.youtube.com/watch?v=8A3zetSuYRg 4 Boogie Woogie Bugle Boy: https://www.youtube.com/watch?v=Mm1wuKvrxAw 5 Jailhouse Rock: https://www.youtube.com/watch?v=gj0Rz-uP4Mk&list=RDQMHtOxuUnh7HY 6 Coat of Many colours: https://www.youtube.com/watch?v=h7I_9MMcWvk&list=PLE40BA45092971353 	<p>Teacher: Facilitator; controls the time; ensures that all the students contribute to the decision; sets the questions; activates their curiosity</p> <p>Students: Participate and get involved in the activity</p>	<ol style="list-style-type: none"> 1. Physical: classroom 2. Speaker and technological devices to play music on. Tablets, iPads, laptops, mobiles, etc. to look for information. 3. Team work: Set up the groups according to their interests. 4. Reflection: Teacher communicate to the class what they are expected to do at the end of this set of activities: i.e. Write a blog entry related to music. 5. Assessment: informal observation of the group work.



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7 We Will Rock You:

<https://www.youtube.com/watch?v=-tJYN-eG1zk&index=19&list=RDQMC1LSpOTr3Qo>

8 Roots Rock Raggaе:

<https://www.youtube.com/watch?v=UMBIMMGxftpw>

9 Paradise City:

<https://www.youtube.com/watch?v=Rbm6GXllBiw>

10 Shape of You:

<https://www.youtube.com/watch?v=JGwWNGJdvx8&index=1&list=RDQMtO2BdHgd7ZE>

- While listening to the music students write down the thoughts and emotions that come to mind.
- Students are then divided into groups of 4 and share and discuss their results. They can also discuss which songs did they like and dislike; giving reasons for their answers.
- After discussing in groups, there should be a class discussion.
- During the class discussion teacher asks students what in their opinion, makes a good song and what are their preferences.
- After the class discussion, students have to work in groups and create a web with words related to music.
- Class discussion and feedback - make sure students mention: **Genres, People and Instruments.** If these are not mentioned, prompt students to elicit these words.



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explore</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">30 minutes</p>	<ul style="list-style-type: none"> Develop skills of self-discovery and effective research; Develop autonomy – learning to learn; Distinguish between essential and accessory information; Develop team-work and interpersonal skills 	<ul style="list-style-type: none"> Explain that students have to write a blog about music. Groups research information online using a list of sites provided by the teacher and collect/select data which will be useful to determine: <ol style="list-style-type: none"> how to write music, what makes good music, what sells, what genres are best to target certain audiences. The teacher helps students evaluate the information whenever necessary (T. should try to intervene as less as possible, according to the students' difficulties and needs). 	<p>Teacher: Guide/advisor; stimulator; observer</p> <p>Students: Researcher, negotiator, decision-maker</p>	<ol style="list-style-type: none"> Physical: ICT lab or classroom and electronic devices. Virtual: Internet List of sites related to music writing strategies and techniques: http://www.wikihow.com/Get-Good-Song-Ideas http://www.writerswrite.com/journal/oct05/what-makes-a-hit-song-10051
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Map</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">20 minutes</p>	<ul style="list-style-type: none"> Distinguish between essential and accessory information; Organise their ideas in a logical 	<ul style="list-style-type: none"> According to the information found and selected in the previous scenario, students organise the most relevant one in accordance with their goals. Basically, students have to gather the necessary information which will then help them write a blog about 'Good Music'. 	<p>Teacher: Consultant/advisor, stimulator, observer</p> <p>Students: struggler, negotiator, decision-maker</p>	<ol style="list-style-type: none"> Physical: Classroom Notebooks & PC Collaborative/Team Work: students work in groups performing the previously agreed roles.



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		way into a mind map			4. Assessment: Focus on the collaborative work using the rubric related to it (attachment 1). If possible, teacher uses an app to record students' assessment.
Make	40 minutes	<ul style="list-style-type: none"> Learn how to write blogs and how to use blog sites Make a draft of the blog 	<ul style="list-style-type: none"> Students write a draft of their blog on paper. After plotting it on paper, students have to try and write a real blog online, using online free sites for writing blogs. One good site which can be used is: www.SimpleSite.com Students can also include pictures, graphs, statistics etc. T. should intervene according to the students' difficulties and needs. 	<p>Teacher: Consultant/advisor, stimulator, observer</p> <p>Students: Decision-maker, initiator/creator, manager</p>	<ol style="list-style-type: none"> Physical: Classroom Notebooks & PC Collaborative/Team Work: students work in groups performing the previously agreed roles. Assessment: Focus on the collaborative work using the rubric related to it (attachment 1). If possible, teacher uses an app to record students' assessment.



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Ask	35 minutes	<ul style="list-style-type: none"> Get feedback and guidance from a specialist or the teacher about the work in progress. 	<ul style="list-style-type: none"> An expert on song-writing/song criticism (or through a tutorial or even the teacher himself /herself) answers students' questions and gives them guidance/advice about the work in progress. Videos on Youtube which can be used as part of this phase: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=go4wo4WenQQ https://www.youtube.com/watch?v=lgdY6_y12ts Teacher might also wish to include examples of blogs in this section, as examples and guidance for students to follow. <ul style="list-style-type: none"> https://www.popjustice.com/ http://www.idolator.com/ If the students have no questions the expert will provide them with guidelines on basic procedures to evaluating and criticizing music and writing blogs. 	<p>Teacher/expert: Consultant/advisor, stimulator, informer, explainer</p> <p>Students: Listener, responder, performer</p>	<ol style="list-style-type: none"> Physical: Classroom (in case of use of a tutorial it can be done at home) Virtual: Internet (the contact with the expert may be done through Skype, for example) Internet Collaborative/Team work Reflection on the feedback provided.
Re-make	25 minutes	<ul style="list-style-type: none"> Reflect on feedback from the previous activity; Edit and revise their work. 	<ul style="list-style-type: none"> According to the feedback from the previous activity, students edit and revise their blogs, using the tools provided in the <i>Make</i> phase; Teacher helps them understand and assimilate the feedback they got. 	<p>Teacher: Mentor, consultant</p> <p>Students: Initiator/creator, manager, decision-maker</p>	<ol style="list-style-type: none"> Physical: Classroom Notebooks & PC Collaborative/Team Work: students work in group performing the previously agreed roles. Assessment: Focus on collaborative work using a rubric (attachment 1). If possible, teacher uses an app to record students' assessment.



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Show	20 minutes	<ul style="list-style-type: none"> Self-evaluation and assessment Students learn how to criticise other people's work, with constructive criticism. 	<ul style="list-style-type: none"> All the blogs will be displayed online so that all the groups can access it. After reading each other's blogs, students discuss whether they agree with what is written or not. 	Teacher: Observer and assessor of the work done; stimulator Students: Performer; negotiator; get involved in another problem to be solved	<ol style="list-style-type: none"> Physical: Classroom Online site to create blog Exhibition of the work done Assessment: evaluate students blogs according to a rubric (attachment 2); Informal observation of the group work.
Learning Scenario	Time/no of lessons	Goal(s)	Learning Activities	Teacher's & Students' Roles	<ol style="list-style-type: none"> Learning Environment Digital Technologies & Tools Collaboration/Individual work Reflection/Assessment
Dream	45 minutes	<ul style="list-style-type: none"> Activate vocabulary; Make use of previous knowledge; Use critical language to 	<ul style="list-style-type: none"> Each participating group, is asked to look for the lyrics of two songs from the same artist. (Each group has a different artist). Students evaluate the lyrics, and google meaning of the song. They have to compare and contrast the lyrics in accordance to the music genre of that particular singer. Students also evaluate if poetic language is used in song-writing and how it effects a song. 	Teacher: Facilitator; controls the time; ensures that all the students contribute to the decision; sets the questions; activates their curiosity	<ol style="list-style-type: none"> Physical: classroom Handouts or technological devices to look for lyrics and information Team work: Set up the groups according to their interests



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		<p>evaluate the lyrics of the song.</p> <ul style="list-style-type: none"> • Reading for purpose 	<ul style="list-style-type: none"> • Example of artists and songs could be: <ul style="list-style-type: none"> ○ Lady Gaga (Paparazzi vs. Million Reasons) ○ Katy Perry (Dark horse vs. Rise) ○ Ed Sheeran (Give me love vs. Shape of You) ○ Demi Levato (La la land vs. Skyscraper) ○ Justin Bieber (Baby vs. Love Yourself) ○ Selena Gomez (Naturally vs. Kill ‘em with kindness) 	<p>Students: Participate and get involved in the activity</p>	<p>4. Reflection: Teacher communicates to the class what they are expected to do at the end of this set of activities: i.e. write an interview for a local musician/singer.</p> <p>5. Assessment: informal observation of the group work.</p>
Explore	30 minutes	<ul style="list-style-type: none"> • Develop skills of self-discovery and effective research; • Develop autonomy – learning to learn; • Distinguish between essential and accessory information; • Develop team-work and interpersonal skills 	<ul style="list-style-type: none"> • Explain that students have to create an interview about music, which they will later ask to a local artist. • Groups research information online using a list of sites provided by the teacher and collect/select data which will be useful to determine: <ul style="list-style-type: none"> ○ What kind of questions should they ask ○ What language should they use ○ How should they address the guest ○ How can they include the information they’ve retrieved in previous phases in the interview. • The teacher helps students evaluate the information whenever necessary (T. should try to intervene as less as possible, according to the students’ difficulties and needs). 	<p>Teacher: Guide / advisor, stimulator, observer</p> <p>Students: Researcher, negotiator, decision-maker</p>	<p>1. Physical: ICT lab or classroom and electronic devices</p> <p>Virtual: Internet</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Map</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">20 minutes</p>	<ul style="list-style-type: none"> • Distinguish between essential and accessory information; • Organise their ideas 	<ul style="list-style-type: none"> • According to the information found and selected in the previous scenario, students organise the most relevant one in accordance with their goals. • Basically, students have to gather the necessary information which will then help them plot a music interview. 	<p>Teacher: Consultant/advisor, stimulator, observer;</p> <p>Students: Struggler, negotiator, decision-maker</p>	<ol style="list-style-type: none"> 1. Physical: Classroom 2. Notebooks & PC 3. Collaborative/Team work: Students work in group performing the previously agreed roles. 4. Assessment: Focus on the collaborative work using the rubric related to it (attachment 1). If possible, teacher uses an app to record students' assessment. Throughout the activity teacher checks how much relevant data the groups found.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Make</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">40 minutes</p>	<ul style="list-style-type: none"> • Make a draft of the interview which they will later use to interview a local artist • Look for relevant images online 	<ul style="list-style-type: none"> • Students write a draft of their interview on paper. • Students can also include pictures of the local artists they wish to interview. • T. should intervene according to the students' difficulties and needs 	<p>Teacher: Consultant/advisor, stimulator, observer;</p> <p>Students: Decision-maker, initiator/creator, manager</p>	<ol style="list-style-type: none"> 1. Physical: Classroom 2. Notebooks & PC 3. Collaborative/Team work: Students work in group performing the previously agreed roles.



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					<p>4. Assessment: Focus on the collaborative work using the rubric related to it (attachment 1). If possible, teacher uses an app to record students' assessment. Throughout the activity teacher checks how much relevant data the groups found.</p>
Ask	35 minutes	<ul style="list-style-type: none"> • Get feedback and guidance from a specialist or the teacher about the work in progress. 	<ul style="list-style-type: none"> • A music critic/journalist (or through a tutorial or even the teacher himself/herself) answers students' questions and gives them guidance/advice about the work in progress. • Videos on Youtube which can be used as part of this phase: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=16cH5a16Oig - https://www.youtube.com/watch?v=yOk-2R1lO3s • Teacher might also wish to include examples of music related interviews in the this section, as examples and guidance for students to follow. <ul style="list-style-type: none"> - http://www.bestsampleresume.com/interview/celebrity-interview-questions.html <p>If the students have no questions the expert will provide them with guidelines on basic procedures on how to write an interview.</p>	<p>Teacher/expert: Consultant/advisor, stimulator, informer, explainer;</p> <p>Students: Listener, responder, performer</p>	<p>1. Physical: classroom (in case of use of a tutorial it can be done at home) Virtual: internet (the contact with the expert may be done through Skype, for example)</p> <p>2. Internet</p> <p>3. Collaborative/team work: students keep on working in groups, playing the previously agreed roles</p> <p>4. Reflection on the feedback provided.</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Re-make</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">25 minutes</p>	<ul style="list-style-type: none"> • Reflect on feedback from the previous activity; • Edit and revise their work. • Use free online sites to create blogs 	<ul style="list-style-type: none"> • According to the feedback from the previous activity, students edit and revise their interview, using the tools provided in the <i>Make</i> phase • Teacher helps them understand and assimilate the feedback they got. • Students upload their interview online, as part of their blog. 	<p>Teacher: Mentor, consultant</p> <p>Students: Initiator/creator, manager, decision-maker</p>	<ol style="list-style-type: none"> 1. Physical: Classroom 2. Notebooks & PC 3. Collaborative/Team work: Students work in group performing the previously agreed roles. 4. Assessment: Focus on the collaborative work using the rubric related to it (attachment 1). If possible, teacher uses an app to record students' assessment. Throughout the activity teacher checks how much relevant data the groups found.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Show</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">20 minutes</p>	<ul style="list-style-type: none"> • Develop communicative skills 	<ul style="list-style-type: none"> • All groups get a chance to ask their questions to a local musician. • If the above is not possible, then students can read each other's questions online, and check whether they came up with any similar questions, ideas, etc. 	<p>Teacher: Observer and assessor of the work done; stimulator; observer of the reactions and relevance of the questions asked</p>	<ol style="list-style-type: none"> 1. Physical: Classroom 2. Online free blog sites to publish the interview on. 3. Exhibition of the work done 4. Assessment: evaluate students' interviews according to a rubric (attachment 3). Informal observation of the group work.



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				Students: Performer; negotiator; get involved in another problem to be solved	
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Attachment 1: Cooperative Learning Rubric

	4	3	2	1
Team Work: How well did your group work together?	Worked extremely well together; you provided a model to other groups as you were seen; you stayed “on task” involving each member and took your teamwork seriously; highly productive	Worked very well together; you were productive and cooperative and worked to get everyone involved.	Attempted to work well most of the time; at times you were “off task” and not all members were actively involved; this diminished the overall effectiveness of the group. Responsibility is unevenly shared by group members.	There was little or no teamwork involved. You did not respect each others’ opinions and were disagreeing over your group’s work. Exclusive reliance on one or two persons.
Active Learning: How well did your group seek solutions?	Was extremely clever in seeking different solutions through “risk taking” and exploring different approaches and strategies in an original and/or creative way.	Was clever at times in seeking solutions through “risk taking” and exploring different approaches and strategies.	Sought a single solution through different approaches and strategies but did not pursue better/original alternatives when a solution was found.	Relied on the first solution generated and used a single strategy to find it.
Communication: How well did your group communicate and share information?	Went above and beyond in communicating thought processes and strategies by asking questions, discussing ideas, listening, offering constructive criticism and summarizing discoveries.	Communicated and elaborated on the thought processes and strategies by asking questions, discussing ideas, and listening.	Communicated thought processes and strategies but did not listen to constructive criticism.	Members of the group worked individually and did not communicate with one another. Members of the group lacked a respect of each other by not listening to each other’s thoughts and ideas.



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Attachment 2:
Rubric for
creative
projects

	Exemplary – 4	Proficient – 3	Partially Proficient – 2	Incomplete – 1	POINTS
Use of Available Class Time	Students used class time well and achieved what they needed to do without being reminded to stay on task.	Students used class time well overall, however, students had to be refocused at least once.	Students used class time appropriately but did not take full advantage of the time and or resources available to them. Students had to be refocused more than once.	Students were rarely on task and utilized class time poorly.	
Ad Content	Appropriately utilized the primary assigned propaganda technique while incorporating other secondary techniques to supplement it.	The primary propaganda technique is appropriately utilized but is not supplemented with any other secondary technique.	The primary propaganda technique is somewhat appropriately utilized and no other technique is utilized.	Fails to utilize or demonstrate the assigned propaganda technique.	
Creativity	Highly creative, well thought out, and original. Demonstrates effort, innovative interpretation, and creative production. Highly visually appealing.	Mostly creative production and clearly thought out. Most ideas presented demonstrate original and creative interpretation. Visually appealing.	Somewhat creative, planning is clear, some ideas demonstrate original thought, however most appears to be borrowed. Somewhat visually appealing.	Severely lacks creativity and shows little if any originality or effort. Lacks visual appeal.	
Written Portion	Well written and clear/accurate explanation of the primary and any secondary techniques used. No grammatical or spelling errors.	Well written, somewhat clear and accurate explanation of primary and any secondary techniques. Some grammatical or spelling errors.	Written explanation does not accurately explain the primary or secondary techniques utilized in the ad. Several grammatical or spelling errors.	Poorly explains the primary techniques utilized and does not address any secondary techniques utilized. Several grammatical or spelling errors.	
Group Effort/ Collaboration	Each member appeared to contribute equally in the production of the video or presentation of the poster.	It is apparent that at least one member was not involved in the production of the video or presentation of the poster.	Multiple members were apparently not involved in the production of the video or presentation of the poster.	One student monopolizes time in the video or in the presentation of the poster.	

Total Possible Points: 20

Total Earned: _____

Group Grade: _____



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Attachment 3: Rubric for Interview writing

<u>Category</u>	<u>1-6 marks</u>	<u>7 - 13 marks</u>	<u>14 - 20 marks</u>
Memory Questions	<ul style="list-style-type: none"> No memory questions were asked about personal experiences. 	<ul style="list-style-type: none"> 1 or 2 memory questions asked about personal experiences 	<ul style="list-style-type: none"> Several good strong memory questions were asked about personal experiences
Explanation Questions	<ul style="list-style-type: none"> No explanation questions were asked or answered in detail 	<ul style="list-style-type: none"> 1 or 2 explanation questions were asked using some detail 	<ul style="list-style-type: none"> Several good strong explanation questions were asked with many details
Judgement Questions	<ul style="list-style-type: none"> No Judgement questions were asked that showed their opinions 	<ul style="list-style-type: none"> 1 or 2 judgement questions asked that showed their opinions 	<ul style="list-style-type: none"> Several good strong judgement questions were asked that showed their opinions
Introduction	<ul style="list-style-type: none"> No introduction, didn't tell us who was being interviewed 	<ul style="list-style-type: none"> Partial introduction, but didn't tell us who was being interviewed 	<ul style="list-style-type: none"> Clever strong introduction telling us who is being interviewed
Conclusion	<ul style="list-style-type: none"> No conclusion just quit with the questioning 	<ul style="list-style-type: none"> Partial conclusion, but didn't tell us who was being interviewed 	<ul style="list-style-type: none"> Clearly ties everything together and repeats the name of the musician/singer
Grammar	<ul style="list-style-type: none"> Uses basic vocabulary reasonably appropriately; Uses simple grammatical forms with some degree of control Errors may impede meaning at times Punctuation is frequently insufficient and inadequate 	<ul style="list-style-type: none"> Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis Uses simple grammatical forms with a good degree of control While errors are noticeable, meaning can still be determined Punctuation is generally adequate. 	<ul style="list-style-type: none"> Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis Uses a range of simple and some complex grammatical forms with a good degree of control Errors do not impede communication Punctuation is adequate