**Lesson plan**

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| **Unit of a long term plan:** **Music and Film (Language with Content)** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **CLASS: 9**  | **Number present:**  | **absent:** |
| **PDG** | Developing reading literacy via interactive activities  |
| **Lesson title** | Live Music  |
| **Learning objective** | **9.L2** understand most specific information in unsupported extended talk on a wide range of general and curricular topics;**9.R6** recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;**9.R7** recognise typical features at word, sentence and text level in a wide range of written genres;**9.S3** explain and justify their own point of view on a range of general and curricular topics; |
| **Lesson objectives** | Revise previously taught vocabulary on the topic “Music”;Practice in listening matching the speakers to the options;Develop speaking skills explaining and justifying personal point of view while describing the favourite song; |
| **Assessment criteria** | Peer assessment |
| **Values links**  | Respect peers’ opinions and ideas |
| **Cross-curricular links** | Art, other linguistic disciplines |
| **Previous learning** | Live Music |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| **Lesson 1**Beginning4 min1 min | **Warm-Up****(W)** 1) T pays Ss’ attention to the pronunciation of some words from the quote;2) Ss read the quote and the name of a person who said it;3) Ss agree or disagree with it explaining their point of view; T presents the **lesson objectives**. | Slide 1;Slide 2; |
| Middle35 min35 min | **Discussion Corner****(P)** Ss work in pairs and answer the questions, giving as much information as possible:**On a typical day, do you listen to music? When? Where? How?****Do you listen to different kinds of music at different times of day?****What makes you choose one kind of music over another?**Get some feedback for each question from various Ss;**Pre-Listening Activity 1**(G) Ss work in small groups, answer the question **“Why do we listen to music?”** and make a list of reasons;(W) Ss share their ideas;**While-Listening Activity 1** 1) **(I) (Ex. 1b)** Ss will listen to Part 1 of a talk by John Sloboda, a music psychologist, about why we listen to music;Point out that he is the author of the book in the photo;You could pause after each reason and example is given;2) **(I) (Ex. 1b)** Ss complete the reasons 1 – 3 by writing key words or phrases;3) Ss listen to the recording for the second time and complete examples;4) **(P)** Ss compare notes with their partners; 5) Check as a whole class;**Keys:****Differentiation:** more able students help less able learners;**Post-Listening Activity 1****(W)** Ss compare their reasons which they suggested at the beginning of the lesson with the ideas of the psychologist and define if they are similar or different;**Pre-Listening Activity 2****(P)** **(Ex. 1e)** Ss share their ideas with their partners answering the question and using the adjectives from the slide:**How can music make you feel?****While-Listening Activity 2** **1) (I) (Ex. 1e)** Play the audio, pausing after each piece of music;**(P)** Assessment: Ss tell their partners how these pieces of music make them feel;**Differentiation:** more able students help less able learners;**While-Listening Activity 3**2) **(I) (Ex. 1f)** Ss look at the incomplete notes;In the third section (Emotions related to pieces of music), they should be looking for the emotion word / how you feel (sad, etc.);Play the audio, pausing between each section to give Ss time to complete their notes;**(G)** Assessment: Ss work in small groups and compare their answers;**Differentiation:** more able students help less able learners; **(W)** Check as a class;**Answer Keys:****Post-Listening Activity 3**(P) (Ex. 1g) Ss work in pairs answering the questions and giving reasons;**Pre-Reading Activity**(G) Ss work in small groups and discuss the question:**Do you normally listen to music when you are working or studying?****What kinds of music?****While-Reading Activity**1) **(I) (Ex. 4b)** Ss read an article about some research into music and work habits (they should not worry about the gaps);Ss choose the best summary of the research findings;**(G)** Ss compare their answers;**(W)** Check as a whole class;**Key:** 2;2) **(I) (Ex. 4c)** Ss read the article again and complete the gaps with phrases from A – F;(P/W) Get Ss to compare with a partner, and then check answers;**Keys:**3) (I) (Ex. 4e) Ss read what four doctors say about playing music while they work;(P) Ss look at the photo and answer the questions with a partner;Get some feedback from various pairs;For question 1, you could get a show of hands for Ss’ opinions. For question 2, you could elicit all the advantages and disadvantages onto the board to help Ss with **f**;4) (W) Focus on the four different surgeons and check Ss know what kind of surgery they do;Give Ss time to read the article to check their answers to **e**;Focus on the second part of the task. Elicit / Explain the meaning of **general consensus** **/ˈdʒenrəl kənˈsensəs/** (= **the opinion that most or all members of a group agree with**);5) (I) Ss the article and write RT, SA, SN or GW(P) Ss compare their answers in pairs;Check as a whole class;**Key:** **Post-Reading Activity**(P) Ss work in pairs and create a playlist of five songs that would help them to do a creative group task;**Video Corner**1) (I) Ss watch an interview with a famous pianist called Isata Kanneh-Mason;Give Ss time to read the two questions (Ex. 6a);Play the video once the whole way through for Ss to watch and answer the questions;**Key:**2) (I) Ss watch the video again and answer the questions;(P) Ss compare the answers with their partners;Check as a class;**Key:** | Slide 3;Slide 4;Slide 5;Handout; Audio 6.10;Slide 6;Handout;Slide 7;Handout;Slide 8; Handout;Audio 6.11;Slide 9; Handout;Audio 6.12;Slide 10; Handout;Slide 11; Handout;Slide 12; Handout;Slide 13;Handout;Slide 14;Handout;Slide 15;Handout;Slide 16;Handout;Slide 17;Handout;Slide 18;Handout;Video;Slide 19;Handout;Video; |
| End5 min | **Plenary** Ss role a dice and carry out the task according to the number on the dice:1 – name 1 thing you learnt today;2 – name 2 things you would like to know more about;3 – say 3 points to this lesson;4 – point at another pupil and ask a question about today’s lesson;5 – summarise the lesson in 5 words;6 – name a skill you used in this lesson; | Slide 20; |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Health and safety check** |
| Differentiation is achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners  | Self and peer assessment | Health saving technologies.Using active activities.Rules from the **Safety Rules book** which can be applied in this lesson. |
| **Reflection***Were the lesson objectives/learning objectives realistic?* *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?**Did my planned differentiation work well?* *Did I stick to timings?**What changes did I make from my plan and why?* | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  |
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