**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**  Beginning  4 min  1 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; |
| Middle  35 min  35 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; |
| End  5 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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