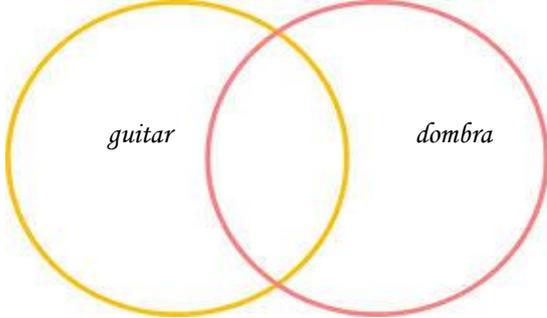


### My music

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Learning objectives(s) that this lesson is contributing to	3.1.5.1 distinguish between phonemically distinct words; 3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.4.3.1 write short phrases to identify people, places and objects; 3.4.5.1 link with support words or phrases using basic coordinating connectors	
Lesson objectives	All learners will be able to: Understand the meaning of new adjectives and use them in sentences to describe different music orally / in written form (with peer/teacher support) Read the text and give basic answers orally Most learners will be able to: Understand the meaning of new adjectives and use them in sentences to describe different music orally / in written form (with slight peer/teacher support) Read the text and give well-developed answers orally Some learners will be able to: Understand the meaning of new adjectives and use them in sentences to describe different music orally / in written form (independently) Read the text and give extended answers orally	
	Assessment criteria	they use 3-5 new adjectives to describe different Kazakh songs write at least 4 sentences (with 1 minor allowed per sentence) describing a Kazakh song
Value links	Life-long learning, appreciation of the arts	
Cross curricular links	Lesson is connected with Art and Music	
ICT skills	Usage of presentation of classroom rules;	
Previous learning	Musical Instruments	
Plan		
Planned timings	Planned activities	Resources
Beginning 5 minutes	Warm-up Teacher says the chant and Ss repeat after her. First in normal tone, then whispers and after in a very loud tone. “H-e-l-l-o. This is how we say hello. Move your feet to their beats. Can you feel my heart?”	
Middle 30 minutes	Presentation. -Very good now sit down please. I want you to listen to some sounds of music. And all of you have worksheets. Look and say what should you do? - Yes, you are right. You should write the numbers from 1 to 11. «Musical instruments » quiz	<a href="https://youtu.be/WV63aVMnyMA">https://youtu.be/WV63aVMnyMA</a>
	Listen and write the numbers in order __ Violin __ Guitar __ Harp __ Saxophone	

	<p>             __ Electro guitar              __ Tambourine              __ Flute              __ Piano              __ Drum              __ Xylophone              __ Accordion           </p> <hr/> <p>             - So I see that you've learned the words by heart. And by this task I checked your homework.              - And how do you think " what about we are going to talk today?"              - Yes, you right we are going to talk about the music.              - But first let's divide in groups. Here are different color of papers. Come and take which you want. So red, green and white.              Solve the puzzle and you'll get a picture of instruments.              Green – drum.              Red –guitar.              White – notes.              And each group will get the task.              Group "notes"              Your task is to build the diagram of Venn           </p>  <p>             Group "guitar"              Your task is to make a poster "Music"  <div data-bbox="296 1245 772 1402" style="border: 1px solid black; height: 70px; width: 298px;"></div> </p> <p>             Group "Drum"              Your task is to perform the silence concert.              -very good.              Genres of music -Музыкальные жанры / направления              blues блюз              classical -классическая музыка              country- кантри              folk- народная музыка              hip-hop -rap хип-хоп/рэп              jazz- джаз              opera - опера              pop -поп-музыка              rock/rock'n'roll рок/рок-н-ролл              Music in Our Life              I love music, I think people can not live without it. The first thing I do in the morning I switch on my tape — recorder.              We can hear music everywhere: in the streets, in the shops, on TV, over the radio, in the cars, in the parks, everywhere. I think it's really doesn't matter           </p>	<p><a href="https://youtu.be/wiF8YIKNx4g">https://youtu.be/wiF8YIKNx4g</a></p>
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	<p>what kind of music you prefer: rock, pop, classical, jazz. A lot of people are fond of music. They buy tapes, go to the concerts, visit Concert Halls and Opera Theatres.</p> <p>I enjoy listening music because it reflects my moods and emotions. Very often when I'm sad, I play my favourite merry songs and feel much better. Sometimes I attend music halls and the concerts, when popular groups and singers are there. I like watching music programs on TV. I like to know more and more about popular talented groups and singers.</p> <p>Inform learners they're going to learn some new adjectives today so that to be able to describe different types of music and songs</p> <p>Go through PPT slides 3-10 as a class – show the picture first, and see if students have ideas with some prompting as to what the word may be (to elicit prior knowledge)</p> <p>Drill pronunciation and get the meaning of these new adjectives (differentiation by task – teacher may encourage stronger students to give synonyms to words or try to explain their meaning using some basic language)</p> <p>Pass out the vocab notes, tell students they should cut and stick them into their vocabularies at home</p> <p>Ask the “mini-teacher” to read the adjectives again and the rest of the group to repeat them</p> <p>Practice Reading / Speaking</p> <p>Show slide 11, nominate a student to read and explain the task to the group</p> <p>Practice. Reading</p> <p>Pre reading task:</p> <p>Work with new words</p> <p>Catchy</p> <p>Modern</p> <p>Describe</p> <p>To my mind</p> <p>Reading task :</p> <p>Read the text and underline all verbs in Present Simple.</p> <p>Listening task</p> <p>Listening to the song and</p> <p>After – listening task:</p> <p>Show slide 12 of the PPT, go through the questions as a class:</p> <ol style="list-style-type: none"> <li>1. Do you like this song?</li> <li>2. Why/why not? (Is it fast /slow/ catchy/ boring/ modern/ not modern/ loud/ soft?)</li> <li>3. Can you dance to it or not?</li> <li>4. What instruments has the song got?</li> </ol> <p>Feedback: Teacher encourages and increases fluency, checks the process error correction</p>	
<p>End 5mins</p>	<p>Reflect, Revisit Learning Goals &amp; Check with Questions</p> <p>Have the teacher helper re-read the learning goals for the day</p> <p>Ask learner's the mini thinking/reflection questions</p> <p>Ask learner's to reflect on if they feel they have achieved the learning goals &amp; what they liked/didn't like about the lesson</p> <p>Have learners quickly answer the following as an exit ticket assessment:</p> <p>Name your favorite song and describe it / say why you like it</p>	
<p><b>Additional information</b></p>		
<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check learners' learning?</p>	

Support for weaker students: working in pairs/groups, phrases Challenges for more able students: Encouraged to do more writing; assist weaker students. Pair work, Whole group work	Monitoring Feedback on the work
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?	