

Title of the Unit: Sounds and noises in our everyday life

Topic: main characteristics of the sound

Place in the curriculum: This lesson could be introduced in a Unit whose main topic is "Learning to Hear Music"

Level and class: A2+ (2nd year Scuola secondaria)

Time: 5 hours

Pre-requisites:

Students are expected to:

- ✓ Know the difference between sound and noise
- ✓ Difference between forte and piano in sounds
- ✓ Distinguish the sounds of the most common instruments

Learning objectives:

- To promote students' ability in listening to specific sounds and instruments, according to sounds' characteristics
- To develop perception and musical memory

Linguistic objectives:

- ✓ To promote the use of specific vocabulary on music
- ✓ To practice the English language by inventing a short tale

Affective and social objectives:

- ✓ To promote active participation
- ✓ To stimulate motivation, curiosity, interest
- ✓ To promote socialization
- ✓ To encourage collaboration

Vocabulary:

- ✓ Specific vocabulary on Music;

Communicative functions:

- Expressing opinions by using simple sentences
- Produce a short narrative following simple instructions
- Predicting the main plot of a story by inventing it
- Using sounds to build up one's personal story
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Expected outcome: in the end of the lesson, students will produce their own instrument.

Language features: present simple

Abilities/skills:

- creating expectations based on visual clues
- reading to identify topic
- analysing pictures to produce a narrative
- listening to an instrument and discovering specific sounds
- understanding recorded material delivered slowly
- finding specific information in a simple text
- producing short narrative
- reading to understand specific information

Activity: speaking, reading, writing, filling in, brainstorming, pair-work /individual work, listening

Material: photocopies

Aids: video beamer, stereo, blackboard

Place: laboratory

Rationale

This Unit is meant both to help students in acquiring a general knowledge of musical theory and also to use sounds as plausible tools to improve second language. From the very beginning to the end of this learning path, Students will be lead to discover two main characteristics of the sound, not only from a theoretical point of view, but also from a concrete one. The main subjects of the lesson, which will last 1 hour, are going to be shown using power point presentation; in my opinion, this could be an interesting way to catch students' attention. As everybody know, both colour and size of power point shots could be a more pleasant way to involve students' cognitive participation. Moreover, some slides will be shaped such away to make them enjoy the topic; foe example, I add predefined sounds - like the bomb or the clap - and soft colours. Speaking about hearing, I thought to insert a visual clue, like a ear. Obviously, in case the laboratory is not available for any reason, Students will be given photocopies of the slides. As regards the English language, the assessment of the Unit is based on a final activity, consisting of building up a story - Peter and the wolf- adding in the cartoons both student's own version. They are allowed to invent dialogues and names of the characters, provided they always do it in English. Below each cartoon they should write what instrument - among those they have listened to during the lesson- could be the most representative for each character. They also t have o give a plausible explanation for their choice. In case some any student has already listened or read to the story by Prokofiev, doesn't matter: he/she can enjoy the activity as well, by changing completely the story already known. As regards the work in team with the other teacher, she/he is going to care unit n°3, where technical terminology and most difficult activities have to be carried out. The teacher, according to what has been doing in unit n° 1 and unit n° 2 has to "make the point clearer", in the sense that has to explain or clarify any doubt concerning other parts. Her/his lesson will take place in the lab, where students can point out listening as a main skill. They could also listen to the cd of Peter and the wolf to check their performance during the assessment.

Unit 2 - The Adventure of the Sound - 1 hour

Time	Aims and skills	activities	material	Steps	
				teacher	Students
5 min	To discover students' general knowledge about the difference between music and common everyday noises Listening speaking	brainstorming	Videobeamer photocopies	Drag a chair on the ground, shut the door, claps her hands and put a cd on: makes them listen to some tracks of a classical cd. Asks students if they understood that she had produced both noises and sounds. Asks some students to make a distinction	do the exercises
5 min	To explain students the importance of hearing Reading	Taking notes reporting	Slides power point Photocopies notebook	Shows them the second power point shot on main characteristics of the sound. Ask them to read the slide and to take notes. Asks some students to explain to the class what the slide means	Students read the slide (or the photocopy) Take some notes The student asked for reporting, stands up and report
5min <input type="checkbox"/>	To lead students into the difference between sounds and noises Reading Writing speaking	Taking notes reporting	Slides powerpoint Photocopies Videobeamer	Shows the shot on the ear or Hands photocopies out. Ask students to work in pair and to say each other why hearing could produce more emotions than looking or touching Checks answers passing round and listening in	Students look at the picture of the ear and start discussing with their classmates.
5 min	To explain which are the first two characteristics of the sound listening		Photocopies Videobeamer Slides powerpoint	Shows the slide or hands out the photocopies. Asks Ss to reflect upon the difference between intensity and loudness. Then, she asks them to think about some instruments which could possess those characteristics.	Students do the exercises. (for ex.: in my opinion the violin could produce more intense sounds than the bassoon. The violin is....happy, whereas the bassoon is sad)
10 min	To introduce the third characteristics of the sound taken into consideration	listening	Photocopies Videobeamer Slides powerpoint	Hands photocopies out. Reads the text with the students. Asks them to do the exercises.	Students do the exercises. Students read their answers.
15 min	To check students' comprehension on the lesson To make students	Evaluation writing	photocopies	Hands photocopies out	Students take the exam

time	Aims and skills	Activities	material	Steps	
				Teacher	students
					Work in pair and do the exercise
5 min	To explain another characteristic of the sound	Discuss in pair	Slide Board photocopies	Asks SS to read carefully the last characteristic of the sound - timbre - because they are going to be assessed with a very funny but long activity. Tells the class to ask for any doubt, before starting the final activity	Read the slide and ask for any doubt
5 min	To make SS express their feelings while-listening to musical instrument Listening	Groupwork	Slide	Ask Ss to close their eyes and listen carefully to the instruments	Do the exercise
30 min	To assess SS' performances	Individual work	Slides photocopies	Ask SS to follow the instructions on the slide before the activity and start working on their own	Do the exercise
Unit 3 - Music and English Lesson at Lab. - 2 hours					
Unit 4 assessment 1h					

Evaluation: Evaluation for this lesson should be based upon two grids: one is based upon some criteria chosen by the music teacher to evaluate students' performance and final abilities; the other one - English teacher - is meant to assess what they are able to do effectively; their cognitive style on speaking, reading, listening and writing.

Evaluation grid (Music)

The student is able to	--1	2	3	4	5++
Recognize the main functions of the text according to what they have learned					
Distinguish expressed meaning from intended one					
Produce a written text having the characteristics of coherence and cohesion and corresponding to the type of text chosen					
Choose a suitable linguistic register according to the receiver and the functions of a text					

Evaluation grid (English)

The student is able to	1	2	3	4	5++
Use appropriate vocabulary					

Use appropriate structure					
Convey his thoughts, emotions, feelings and opinions about the musical experience lived					
Reflect on his/her own learning process in terms of cooperation, good relationship, correctness of behaviours and self-esteem					
Ask questions without straying from the topic					
Use appropriate language in terms of content/register/style					

