Lesson plan

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| **Unit: Music and Film** | | | | **School:** secondary school №11, Kostanai | | | |
| **Date:** | | | | **Teacher name:** Kadirshinova Nazym Tanatkhanovna | | | |
| **CLASS: 9** | | | | **Number present:** | | | **absent:** |
| **Lessоn title** | | Music | | | | | |
| **Learning objectives** | | 9.2.1.1. understand the main points in unsupported extended talk on a wide range of general and curricular topics;  9.3.2.1. ask complex questions to get information on a range of general and curricular topics;  9.5.3.1. use a variety a compound adjectives and adjective as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics. | | | | | |
| **Lesson objectives** | | **All learners** will be able to recognize the main points of the given information in 5-6 sentences on topic “Music” using active vocabulary and a variety of compound adjectives and adjective as participles  **Most learners** will be able to discuss in 6-7sentences on topic “Music” using active vocabulary and a variety of compound adjectives and adjective as participles  **Some learners** will be able to make a project in 7-8 sentences on topic “Music” using active vocabulary and a variety of compound adjectives and adjective as participles | | | | | |
| **Assessment criteria** | | Learners can recognize the main points of the given information on topic “Music” using active vocabulary and a variety of compound adjectives and adjective as participles | | | | | |
| **Values links** | | Life-long learning, appreciation of the arts, respect, cooperation | | | | | |
| **Cross-curricular links** | | Music, Art | | | | | |
| **Previous learning** | | - | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| Start  5 min | **Organization moment.**  Learners answer to the teacher’s greetings.  **Activity 1 .Warm-up *(Hangman method)***  Learners play the game “Hangman”. They called the correct letters and find a new topic with the help of phrase the author H.Longfellow.    C:\Users\asus\Desktop\apps.13632.9007199266262675.622747e2-a70d-400a-98c6-504f93df9105.jpg  ----- is the universal language of mankind.(key: MUSIC)  https://im0-tub-kz.yandex.net/i?id=25b1037d1cc8cfad9a821527fd9d4142-l&n=13  Learners are introduced with the theme of the lesson and speak own opinions about Music.    **Activity 2. *Question-answer method***  Learners answer the questions. | | | | | <http://exchange.smarttech.com/details.html?id=7704d7bf-44c6-4880-ae1e-0a91740d0a42>  PPT1  <https://medium.com/@edwardwong_61578/the-universal-language-of-mankind-4733fae40b>  PPT2 | |
| Middle  5 min  3min  10min  2min  10min | **Activity 2. New vocabulary**  *C:\Users\ELAMAN\Desktop\music-genres-and-vocabulary-conversation-topics-dialogs-flashcards-icebreakers_77569_3.jpgC:\Users\ELAMAN\Desktop\music-genres-and-vocabulary-conversation-topics-dialogs-flashcards-icebreakers_77569_2.jpg*Learners look at the active board and introduce with new vocabulary  **Activity 3. Listening** *(Matching method)*  Division into group: by musical instruments  First group: dombra  Second group: guitar  *ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ dombra*  **ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ quitar**  **Task 1.**  Listen to different pieces of music for some seconds and match the tunes with the styles.     1. ***Pop*** 2. ***Rock*** 3. ***Hip Hop*** 4. ***Country*** 5. ***Classical***   ***Descriptor:*** *Learners*   * *listen and guess the name of music* * *match the tunes with the styles*   **Self assessment**    **Activity 4. UE. Explanation of Grammar reference**  **C:\Users\asus\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20190418_112301.jpg**  Learners look at the active board and introduce with grammar theme  **Task 2. Grammar discussion**  Discuss the questions below with your partner using new grammar  **Grammar discussion**  **-“ED” and “ING”**  **Learner A**   1. What kinds of music are you **interested** in? 2. What makes you feel **relaxed**? 3. Do you feel **tired** after class? Why? or why not? 4. Talk about a time you were **terrified**. 5. Talk about a time you were **worried**. 6. Talk about a time you were very **surprised**   **Grammar discussion**  **-“ED” and “ING”**  **Learner B**   1. What kinds of music do you think are **boring**? 2. What school subjects do you think are **interesting**? 3. What kinds of activities do you think are **exciting**? 4. What kinds of activities do you do that are **relaxing**? 5. Talk about something you think is **fascinating.** 6. Talk about some **surprising** news you heard or read about   **Descriptor:** Learners   * answer the questions * use grammar theme * work in a pair   **Pair assessment**  **Dynamic pause.**  “I am the Music Man”  C:\Users\asus\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Screenshot_20190418-114615_YouTube.jpg  **Activity 5. Speaking** (Project method)  **Task 3**  *Learners collect information about your favourite kind of music. Present it to class.*  **Descriptor** *: A learner*   * *tells about favourite music*   **Group assessment**   |  |  |  | | --- | --- | --- | |  | **Yes** | **No** | | Learners used learned vocabulary properly |  |  | | Learners used adjectives as participle |  |  | | Learners spoke without long stopping |  |  |   **C:\Users\asus\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20190418_114035.jpg** | | | | | PPT3  <https://en.islcollective.com/resources/projectables/powerpoints_ppt_pptx/music_genres_and_vocabulary/music/77569>  Cards with pictures musical instruments  <https://kz.all.biz/dombra-g254824>  <https://ru.dreamstime.com/%D1%81%D1%82%D0%BE%D0%BA%D0%BE%D0%B2%D0%BE%D0%B5-%D1%84%D0%BE%D1%82%D0%BE-rf-quitar-image40564695>  <https://www.youtube.com/watch?v=gOngnDZ2wk0>  Handout1  Handout2  <https://yandex.kz/images/search?pos=0&img_url=https%3A%2F%2Fi.pinimg.com%2Foriginals%2F81%2F13%2Fb8%2F8113b8c3b88fe3707cc747d6dcdd7c07.jpg&text=self%20assessment%20my%20friend%20says&rpt=simage>  PPT4  <https://yandex.kz/images/search?pos=241&p=8&img_url=https%3A%2F%2Fimage.slidesharecdn.com%2Fcompoundadjectives-150720144118-lva1-app6892%2F95%2Fcompound-adjectives-2-638.jpg%3Fcb%3D1437403316&text=adjective%20as%20participle&rpt=simage>  PPT 5  Handout 3  Handout 4  <https://store.learningstationmusic.com/brain-breaks-action-songs-lets-move-download.aspx>  Poster, marker  Handout 5 | |
| End  5 min | **Feedback.**  **Cinquain method (rhyming word)**  Learners will be able to write the theme , then two adjectives describing the theme, three verbs characterizing the action, four words phrase contains the main idea and a synonym for the topic.  **https://im0-tub-kz.yandex.net/i?id=ba24cfc8d9da84b29b803778ed647771-l&n=13**    **https://im0-tub-kz.yandex.net/i?id=f5a0f0967f2ae6e3c57bf0c8b0407ca0-l&n=13**  **Reflection. “Exit ticket”** | | | | | PPT 6  <https://yandex.kz/images/search?pos=13&img_url=https%3A%2F%2Fds04.infourok.ru%2Fuploads%2Fex%2F1069%2F00055410-59cca032%2F640%2Fimg4.jpg&text=cinquain&rpt=simage>  Handout 6 | |
| **Additional information** | | | | | | | |
| **Differentiation** | | | **Assessment** | | **Health and safety check** | | |
| **By outcome**(according to the Lesson Objectives)  **By ability** is contained in the individual task. It includes three levels:  Low –level learners Middle-level learners High-level learners  **By task (**according to learner’s ability) | | | Self assessment “Somebody says”  Pair assessment “Star rating”  Group assessment “Yes\No” | | ICT technologies no more than 15 minutes  In order to give some relax we have used dynamic pause | | |