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| **School: Kachar school 1 1** | | **Long-term plan unit:** 5 Lesson 2 | | | | |
| **Date:** | | **Teacher name: Tarasenko Y.A.** | | | | |
| **Grade:**1 | | **Number present:** | | | **Absent:** | |
| **Theme of the lesson:** Musical instrument | | | | | | |
| **Learning objectives that this lesson is contributing to** | | **1.R3**recognise some very high frequency words from local environment  **1.L1** recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  **1.S3**pronounce basic words and expressions intelligibly | | | | |
| **Lesson objectives** | | **Learners will be able to:**  -to identify musical instrument  -to talk about ability  -to develop listening comprehension skill through a song | | | | |
| **Language focus** | | I can play the......  -can you play the…? | | | | |
| **Success criteria** | | **Student achieved the LO (L1) if he:**   |  | | --- | | do 4 or more correct actions; | | recognise spoken language slowly and distinctly; | | recognise short basic instructions | | | | | |
| **Value links** | | Education throughout life | | | | |
| **Cross curricular links** | | Music, art | | | | |
| **ICT skills** | | Using board, pictures and videos | | | | |
| **Previous learning** | | This unit recycles and revisits a lot of vocabulary seen in previous units, e.g. words for colours and modal verb “can”. Learners further practice giving short answers in response to direct questions. | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  1 min  2 min    3 min    5 min | **Organizational moment**  Teacher greets students; students respond to greeting and take their places.  - Good morning pupils. How are you?  **Warming up**  Teacher asks pupils about the weather – “What is the weather like today?”  Teacher: Today we have a very interesting lesson. We will play the different games, learn a song and make the dialogues. Pupils, do you like music? (Sts: Yes, we do) Is everybody ready to start? (Yes). O’K let’s start our lesson.  **Demonstrate a video** “What do you think, what we will talk about?” (Ch. We talk about musical instruments.)  We will have a music lesson.  -Now pupils, you should revise words about musical instruments.  Pupils looking at the board, point to the pictures and repeat the words.  **Task 1.** **Formative assessment task**  **Learners achieve this Learning Objective, if they**  recognise the spoken form of 5 basic colors  recognise the write form of 5 basic musical instrument  **For stronger classes:** The pupils can also write the name of the instrument  **For weaker classes:**  The pupils to colour the musical instrument.( One pupil work on the notebook)  **Check point:** Let’s check up. | | | | | pictures |
| **Middle**  3 min  3 min  3 min  3 min  2 min  3 min  4 min    7 min  3 min | Presentation **“Musical instruments”**  **T**. Now pupil, the teacher of music tells you story about musical instrument. Listen to the teacher, please.  (Учитель музыки показывает презентацию «Музыкальные инструменты)  **Came: “Guess the sound”**  Pupils guess the sound and call (name) musical instrument.  **Demonstrate a video .Sing “I can play the……”**  Pupils listening the song and answer “What about the song?”  **Order the lines**  Pupils are given lines from the song. They should arrange them in the logical order.  **Physical exercise** (проводит учитель музыки)  T. The time has a rest.  **Write the word in the correct place.**  Pupils insert missing words.  **Sing “I can play …. “song! Play the CD.**  **Divide the class into five groups and assign a verse to each group.**  Pupils divide into five groups.  **Compose the dialogues.**  Pupils should perform the dialogues in pairs before the class.  Game ‘Emotions’ “ A block” | | | | | Presentation “Musical instruments”  Musical sound  task  CD (track15) |
| **End**  3 min | **Reflection:**  There are smiley faces on the table. (happy, sad, angry, etc) Teacher suggests choosing any smiley face.  **Home work:**  Draw the pictures “ My favourite musical instrument” | | | | |  |
| **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 ICT links** | | |
| Less able students – greater support by means of visuals or writing difficult words on the blackboard  More able students – independent work on definite tasks with little/no support | | | - check pupils understanding of classroom instructions  - check pupils pronunciation of new words  - monitor pupils progress during while- and post- reading tasks | - Make short breaks.  - Ensure proper ventilation  -Use the Physical exercise | | |
| **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? | | | |  | | |