

## Language

## Core language

<i>un saxophone</i>	a saxophone
<i>un piano</i>	a piano
<i>un violon</i>	a violin
<i>une guitare</i>	a guitar
<i>une clarinette</i>	a clarinet
<i>une trompette</i>	a trumpet
<i>la batterie</i>	the drums

<i>Je vais jouer du ... / de la ...</i>	I am going to play the ...
<i>Je vais chanter</i>	I am going to sing

<i>C'est génial!</i>	It's brilliant!
<i>C'est nul/affreux/ennuyeux!</i>	It's rubbish/awful/boring!

## Additional language for this unit

<i>la musique jazz</i>	jazz music
<i>la musique reggae</i>	reggae music
<i>la musique pop</i>	pop music
<i>la musique classique</i>	classical music
<i>la musique folklorique</i>	folk music
<i>la musique anglaise, française, africaine</i>	English, French, African music

## Additional language for teachers

<i>C'est quel genre de musique?</i>	What kind of music is it?
<i>Qu'est-ce que tu vas faire?</i>	What are you going to do?
<i>Il y a ...</i>	There is ... / There are ...

<i>Changez/Change de tempo</i>	Change (plural/singular) the beat
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<i>Combien de pulsations comptez-vous?</i>	How many beats can you count?
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<i>Bonne chance!</i>	Good luck!
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## Unit 14 Je suis le musicien ('I am the Music Man')

## About the unit

In this unit children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song 'I am the Music Man'. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap or song for a performance and explain what musical instrument they are going to play.

## Where the unit fits in

This unit provides further opportunities for children to ask and answer questions about themselves. They draw on language learnt in Unit 13 to express personal opinions and preferences. They practise *J'aime* and *Je n'aime pas*. Confidence in speaking should be improving by this stage, and children can enjoy using the language creatively within the context of a music contest.

## Prior learning

It is helpful if children already know:

- *J'aime* and *Je n'aime pas*
- *Tu aimes ...?*
- compound sentences with connectives *et* and *mais*
- some adjectives to express simple opinions
- *Je voudrais ...*
- *-ique* as a common word ending
- *qu* as the phoneme *k*
- feminine agreement of adjectives.

## New language

- Expressing and qualifying opinions (about musical preferences)
- Expressing future intentions (about playing a musical instrument)
- *jouer + du, de la* (with a musical instrument)
- Immediate future: *aller + infinitive* (*Je vais jouer, Je vais chanter*)

## Resources

- Recorded extracts of four musical styles
- Pictures of six famous French-speaking people with speech bubbles indicating their musical preferences
- CDs as props to model a role play
- Conversation strips (for Section 3)
- A recorded extract of African music to which children can clap the beat
- Bilingual dictionaries
- Keyboard, CD or music software to play a rhythmic backing track
- Digital camera
- *oui* and *non* voting cards for music contest judges

## Links with other subjects

Primary framework for literacy: choose and combine words, images and other features for particular effects; plan and manage a group task over time using different levels of planning

Music: listen with attention to detail; internalise and recall sounds with increasing aural memory; analyse and compare sounds

## Expectations

## At the end of this unit

*most children will:*

understand and use set phrases to talk about themselves and ask others simple personal information; say what musical styles they like and dislike; say which musical instrument they are going to play

*some children will not have made so much progress and will:*

respond with *oui/non* or single words to questions about whether they like different musical styles

*some children will have progressed further and will:*

give opinions about different musical styles; use the new structures to express opinions spontaneously and apply these to other contexts



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<p><b>Section 1. I am the Music Man</b></p> <ul style="list-style-type: none"> <li>to understand and express simple opinions (O5.2)</li> <li>to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>to understand and use negatives (KAL)</li> <li>to integrate new language into previously learnt language (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Play children short extracts of four styles of music, eg jazz, reggae, pop and classical. After each one, teach children the name of the style, eg <i>la musique jazz, la musique reggae, la musique pop, la musique classique</i>. Play each piece again and children identify the style, eg <i>C'est la musique pop</i>. (Alternatively, substitute styles of music with current popular bands and singers.)</li> <li>Ask the class <i>Qui aime la musique pop?</i> (Who likes pop music?) Count aloud the number of children. Repeat for the other styles of music. You could do this as a listening activity, where children record their responses pictorially using smiling faces on individual worksheets.</li> <li>Ask individual children what music they like, eg <i>Tu aimes la musique pop?</i> (Do you like pop music?) Elicit replies with <i>J'aime ...</i> and <i>Je n'aime pas ...</i>. Allow some children to respond with single-word answers. Some may benefit from imagining a picture when they listen to the music and saying whether or not they like the picture.</li> <li>Revise use of <i>mais</i> (but) as a connective to join two simple sentences, eg <i>J'aime la musique pop, mais je n'aime pas la musique classique</i>.</li> <li>Extension: Children use other known phrases, eg <i>Je préfère ... /Je déteste ...</i></li> <li>Listen to one of the extracts again and ask children to identify the style. Give them the names of some instruments they might have heard in the music and elicit <i>oui</i> or <i>non</i>, eg <i>Il y a ... un saxophone, un piano, un violon, une guitare, une clarinette, de la batterie?</i> (Is there a saxophone? etc.)</li> <li>Listen to the other extracts and identify the instruments in the same way.</li> <li>Sing <i>Je suis le musicien</i> to the tune of 'I am the Music Man'. Children mime the instruments.</li> </ul>	<ul style="list-style-type: none"> <li>express likes and dislikes</li> <li>use the known phrases <i>J'aime</i> and <i>Je n'aime pas</i> in a new context</li> </ul>	<ul style="list-style-type: none"> <li>If your chosen musical extracts include vocals, ensure that these are in French.</li> <li>You can find the tune for 'I am the Music Man' on the internet.</li> <li>Words for the song <i>Je suis le musicien</i>: <i>Je suis le musicien et je viens de Perpignan</i> <i>Et je sais jouer, jouer du piano</i> <i>Pia-pia-piano, piano, piano</i> <i>Pia-pia-piano, pia-piano</i>  <i>Je suis le musicien et je viens de Perpignan</i> <i>Et je sais jouer, jouer du violon</i> <i>Vio-vio-violon, violon, violon</i> <i>Vio-vio-violon, vio-violon</i>  <i>Je suis le musicien et je viens de Perpignan</i> <i>Et je sais jouer de la clarinette</i> <i>Clari-clari-clarinette, clarinette, clarinette</i> <i>Clari-clari-clarinette, clari-clarinette</i>  <i>Je suis le musicien et je viens de Perpignan</i> <i>Et je sais jouer, jouer de la batterie</i> <i>Batte-batte-batterie, batterie, batterie</i> <i>Batte-batte-batterie, batte-batterie.</i>  (I am the music man and I come from Perpignan And I know how to play, play the piano/violin/clarinet/drums, etc.)</li> <li>Grammar point: When talking about playing musical instruments, the construction is <i>jouer + du</i> (for masculine nouns) or <i>jouer + de la</i> (for feminine nouns).</li> <li>Follow-up: Throughout the week, sing the song and encourage children to join in with the mimes and words for the instruments.</li> <li>Follow-up: Children create pictures of the instruments for a class display.</li> <li>Follow-up: Listen to examples of music from French-speaking countries.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Expressing opinions

- to understand and express simple opinions (O5.2)
  - to write words, phrases and short sentences using a reference (L5.3)
  - to understand and use negatives (KAL)
  - to use a dictionary or a word list (LLS)
- Revise names for different styles of music. Display letters A–D on the board and write the name of a style of music beside each letter, eg A – *la musique classique*. Children write down numbers 1–4 on a mini-whiteboard. Play extracts of different styles of music and ask children to write down the appropriate letter. When answers are checked, children say the letter in French. (If you used current bands and singers in Section 1, children's responses will need to relate to these.)
  - Introduce the term *folklorique* and play some French folk music and ask children *Tu aimes la musique folklorique?* (Do you like folk music?) Elicit the reply *Oui, j'aime la musique folklorique* and respond with *C'est super!* The class repeat the sentences *Oui, j'aime la musique folklorique. C'est super!*
  - Display and then model two alternatives to *C'est super!* such as *C'est cool!* *C'est chouette!* (It's great!) or *C'est génial!* (It's brilliant!) Practise the question and responses with the styles of music learnt in the previous section.
  - Ask *Qui n'aime pas la musique folklorique?* (Who doesn't like folk music?) Elicit the reply *Je n'aime pas la musique folklorique* and respond with *C'est nul!* (It's rubbish!) The class repeat *Non, je n'aime pas la musique folklorique. C'est nul!*
  - Display and then model two alternatives to *C'est nul!* such as *C'est affreux!* (It's awful!) and *C'est ennuyeux!* (It's boring!) Practise the question and responses with the styles of music learnt in the previous section.
  - In pairs, children practise asking and answering the question *Tu aimes la musique jazz?* etc.
  - Extension: Children listen to songs by French artists. Encourage them to comment on them in French. Reflect on the advantages and disadvantages of listening to songs in other languages.
  - Extension: Children use other known adjectives to express simple opinions.
  - Show a picture of a famous person or character with a speech bubble indicating their musical preference, eg *J'aime la musique pop mais je préfère la musique classique. C'est génial!* Ask children what information they can elicit from the text and give them a minute to whisper to their talk partner before offering suggestions.
  - Show children a selection of six famous people or characters with speech bubbles as above. Read out one of the speech bubbles and ask children to identify which character is speaking.
  - Extension: Children use adjectives to express simple opinions on other topics, eg *Tu aimes le football? Oui, j'aime le football. C'est super!*

- use adjectives to express simple opinions
- identify a short spoken text by matching written phrases and sentences to what they hear

- Follow-up: Throughout the week, children listen to and join in with the song *Je suis le musicien*.
- Use a grid on the interactive whiteboard to demonstrate the structure of the sentence. Children already know graphics for *J'aime*, *Je n'aime pas* and *Je préfère*. Introduce new graphics to represent new vocabulary: *nul*, *affreux*, *chouette* and *ennuyeux*.
- Link with literacy work: The sixth activity links to asking relevant questions and listening to others.
- Follow-up: Show the words *musique* and *folklorique* and remind children about *qu* representing the phoneme *k*. Ask them if they can remember any other words with *qu* in them, eg *fantastique*, *magique*, *Belgique*, *qui*, *quinze*, *quarante* and *cinquante*.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Buying a CD

- to prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts (O5.1)
  - to make simple sentences and short texts (L5.2)
  - to compare symbols, objects or products which represent their own culture with those of another country (IU5.3)
  - to integrate new language into previously learnt language (LLS)
- Choose a particular style of music and, in English, compare some examples from England and a French-speaking country. In French, discuss the instruments heard and whether children like the music. Use this as an opportunity to revise agreement of feminine adjectives, eg *la musique anglaise, française, africaine*.
  - Revise simple opinions learnt in the previous section by playing an extended version of *Morpion* (Noughts and Crosses). In the grid, display images representing musical styles/instruments with a cross or a tick next to each one, to indicate whether children should begin their sentence with *J'aime* or *Je n'aime pas*.
  - In preparation for a role play on buying a CD, revise *Je voudrais* and practise the pronunciation of *CD*. The class agree on the type of music they would like to buy. Encourage individual children to respond to the following questions:  
Teacher: *Bonjour*.  
Child: *Bonjour*.  
Teacher: *Vous désirez?*  
Child: *Je voudrais un CD*.  
Teacher: *Vous aimez la musique classique?*  
Child: *Non, je préfère la musique jazz*.  
Teacher: *Voici un CD de musique jazz*.  
Child: *Merci*.
  - Invite two confident children to perform the role play in front of the class. Repeat the activity with different choices of music.
  - Extension: Children include in their role play: *Non, je n'aime pas la musique jazz. Je préfère la musique pop*.
  - Children practise the role play with a partner. Select one or two pairs to demonstrate to the class.
  - Give pairs of children a written role play cut up into strips, with a line of dialogue on each strip. Children arrange the conversation strips to show a dialogue between two people and 'read' the conversation to each other, with one child reading the role of sales assistant and the other the customer.
  - Extension: Children write a simple script for a role play.

- recognise how some aspects of music may be specific to a country or culture
- put a conversation into the correct sequence
- join in a short conversation

- After modelling the role play, highlight the use of the *vous* form of 'you'. Explain that French speakers consider it polite to use *vous* when talking to people they don't know, such as shop assistants.
- Follow-up: Practise *Vous désirez?* and *Je voudrais* and revise key phonemes by playing the *Moi!* game from Units 8 and 12. Offer objects to the children, asking them *Vous désirez un(e) ...?* They respond with *Oui, je voudrais un(e) ...* if that object fits the sound they are collecting. The objects could have a musical theme, such as *piano, guitare, saxophone, clarinette* and *violon*, to revise the phonemes *o, on, r* and *i*.
- Explain to children that when they do a role play, it can sometimes be helpful to prompt their partner.
- Follow-up: Set up a CD/music shop area with pictures and posters where children can practise their role plays, varying these by playing different characters.
- Follow-up: Children research current popstars in France or a French-speaking country and compare these with English ones. As well as the internet, digital content providers may have items on popstars.

## Section 4. The rhythm of the beat

- to recognise patterns in simple sentences (KAL)
  - to develop accuracy in pronunciation and intonation (KAL)
  - to use actions and rhymes to aid memorisation (LLS)
  - to practise new language with a friend and outside the classroom (LLS)
- Children sing *Je suis le musicien* (see Section 1) and clap the beat as they sing.
  - Select the names of instruments from the song and clap the syllables. Give children the names of one or two additional instruments which have one, two, three or even four syllables, and clap the syllables. Children select one instrument and create a chant with a body percussion accompaniment, eg *trom-pette* = clap and click (with their fingers). Children share their chants and put them together as a class. This performance could be enhanced by a conductor controlling the level of volume, eg *crescendo* (getting louder) and *diminuendo* (getting softer).
  - Play an extract of some African music and invite children to clap to the beat. Discuss differences in the cyclic patterns (repeating pattern) between this and *Je suis le musicien*.
  - Perform a cyclic pattern of three beats, eg clap, click, click, and encourage children to join in. Give them the signal to change the pattern by calling *Changez de tempo* (Change the beat). Change the three-beat pattern to a five-beat pattern and then to an eight-beat pattern. Encourage children to copy each pattern as quickly as possible.
  - Ask children *Montrez-moi le rythme numéro un* (Show me rhythm number one) and they demonstrate the first pattern. Ask them *Combien de temps comptez-vous?* (How many beats can you count?) Repeat with the other two patterns.
  - Demonstrate putting words to the first pattern of three beats, eg *la mus-ique*. Repeat with the other two patterns of five beats and eight beats, eg *J'aime la mus-ique pop; Je pré-fère la mus-ique class-ique*. Number the syllables on the board, eg *J'aime = 1, la = 2, mus = 3, ique = 4, class = 5, ique = 6*. This will help children when they are building patterns of their own.
  - Ask children to discuss their strategies for memorising new language. Introduce the idea that rhythm can be an aid to memorisation.
  - Children work in pairs or small groups. They choose a number of beats and words or phrases from this unit to fit the beat pattern. Some children may benefit from having a selection of phrases on a prompt sheet to help them expand the range of phrases they practise. How many different phrases can they write which fit their chosen pattern? The group or pair selects one of their phrases to use and performs a cyclic pattern. Children add body percussion to enhance their performance.
  - Extension: Children explore fitting other known words and phrases to different rhythm patterns.

- use rhythm as an aid to memorisation

- Follow-up: Throughout the week, children sing *Je suis le musicien* and make up more verses.
- Note that most western music is built on a cyclic pattern of four, whereas some African and Asian music is built on cyclic patterns with a different number of beats.
- Follow-up: Throughout the week, practise creating new phrases to fit with other cyclic patterns.
- Follow-up: Children record their rhythms. They play them back to discuss and evaluate. They could record directly onto the computer and play back immediately.
- Children will need their cyclic pattern phrases for the next lesson.
- Some children may need support in sustaining a cyclic pattern, so vary the difficulty of percussion to take this into account. Provide them with some ideas for words and phrases with different numbers of syllables.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. It's a rap!

- to prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts (O5.1)
  - to prepare a short presentation on a familiar topic (O5.4)
  - to plan and prepare – analyse what needs to be done to carry out a task (LLS)
- Tell children that at the end of this unit the class will be holding a music contest during which each group will have the opportunity to perform a song or rap. They will need to choose a name for their group and will be interviewed by the judges.
  - Explain that in the interview with the judges, children will be asked what they are going to be playing. Introduce the structure *Je vais jouer* + instrument by holding up a picture or miming and saying eg *Je vais jouer de la guitare* (I'm going to play the guitar). Children listen and repeat. Continue with a number of different instruments. Introduce the phrase *Je vais chanter* (I'm going to sing) and practise as a whole class.
  - Play *Futur ou présent?* (Future or Present?) This game works well when played in a large space. Say a number of sentences using either *Je joue de* or *Je vais jouer de*, beginning with a sentence in the future, eg *Je vais jouer du piano*. Ask children to listen carefully and to step forward if the sentence is in the future and to remain where they are if it is in the present. See the *Teacher's guide* for additional activities for practising new language.
  - Invite children, in their groups, to offer suggestions for the interview questions, using known language. Organise their questions into a simple interview, like the example shown below, and ask each group to nominate a spokesperson who will answer most of the questions. Include in the interview the question *Qu'est-ce que tu vas faire?* (What are you going to do?) to elicit the response *Je vais jouer* + instrument or *Je vais chanter*. Explain that every child in the group will need to give an answer to this particular question.  
Teacher: *Bonjour.*  
Child: *Bonjour.*  
Teacher: *Comment tu t'appelles?*  
Child: *Je m'appelle ...*  
Teacher: *Et le groupe?*  
Child: *Les ...*  
Teacher: *Tu aimes la musique pop?*  
Child: *Oui, j'aime la musique pop. C'est super!*  
Teacher: *Qu'est-ce que tu vas faire?*  
Child: *Je vais jouer de la guitare.*  
Teacher: *Bonne chance, au revoir!*  
Child: *Merci, au revoir!*
  - Divide the class into two groups. The first group takes on the role of the judges and the second group takes on the role of the performers. They practise asking and answering the questions and then swap roles.
  - Extension: Ask for three or four volunteers to say a *Je vais* phrase. After each child has said their phrase, repeat what they have said, but using the name of the child and *va* instead of *vais*, eg *Jade va jouer de la guitare*. In their groups, children play a My Grandmother Went to Market-style memory game, where they say what instrument they are going to play and then go around the circle listing what the other children are going to play. For example, the first child might say *Je vais chanter*. The second child might then say *Je vais jouer du piano*. *Mark va chanter*. The third child might continue with *Je vais jouer de la guitare*, *Jasmin va jouer du piano* et *Mark va chanter*, and so on.
  - Ask children to revise their phrases from the previous activity. They could use percussion or alternatively could use a keyboard, a CD or music software to play a rhythmic backing track. Explain that this will be the backing track for the group performances. Invite a group to model one or two of their phrases from the previous activity to their chosen backing.
  - Each group creates its own song or rap, using a variety of words and phrases from this unit, including the immediate future, eg *La musique pop, c'est génial! Je vais chanter. Je vais jouer de la guitare.*

- join in a short conversation, asking and answering questions
- recall words, phrases and sentences to perform a rap

- When working on activities in groups, ensure that groups are of mixed ability.
- Grammar point: The concept of the future can be expressed in a number of ways in French. In this unit the construction *aller* + infinitive is used. However, only the first and second person singular forms (*je vais jouer*, *tu vas jouer*) are used here. For teachers wishing to extend their knowledge further, please see the table below.

<i>je</i>	<i>vais</i>	<i>jouer</i>
<i>tu</i>	<i>vas</i>	<i>jouer</i>
<i>il/elle/on</i>	<i>va</i>	<i>jouer</i>
<i>nous</i>	<i>allons</i>	<i>jouer</i>
<i>vous</i>	<i>allez</i>	<i>jouer</i>
<i>ils/elles</i>	<i>vont</i>	<i>jouer</i>

- Grammar point: The 'immediate future' (formed by using *aller* + infinitive) is also sometimes referred to as the 'simple future'. The term 'immediate future' is used in this scheme of work.
- Follow-up: Throughout the week, practise interviews as a class and in groups.
- Follow-up: Children create posters advertising their groups, using language such as *C'est super!*
- Link with literacy work: The fourth activity links to work on different question types in formal and informal contexts (year 5).
- Bear in mind that a backing track on a CD or keyboard drum machine is more likely to limit children's choice to three-, four- or eight-beat patterns.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<b>Section 6. Music contest</b>			
<ul style="list-style-type: none"> <li>to prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts (O5.1)</li> <li>to prepare a short presentation on a familiar topic (O5.4)</li> <li>to manipulate language by changing a single element in a sentence (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>Lead a game of <i>Changez de tempo</i> (Change the Beat) with body percussion, eg hand claps/finger clicks. Select a phrase from the unit, eg <i>J'aime la mus-ique</i>, which could be accompanied by a body percussion pattern of slap, clap, click, click. Repeat the pattern and encourage children to join in. When the majority of children are confident with the pattern, call out <i>Changez!</i> and change your pattern to a different one. How quickly can children change to copy the new pattern? Invite confident children to lead the game.</li> <li>As a class, practise the interview questions and responses from Section 5. Allow groups to work out their own replies and divide the parts between them. Ensure that less confident children are given appropriate responses to say.</li> <li>Extension: Children use a bilingual dictionary to look up the names of other instruments and produce a short glossary.</li> <li>The groups practise their raps and prepare for the interview and performance.</li> </ul>	<ul style="list-style-type: none"> <li>join in a short conversation, asking and answering questions</li> <li>perform a rap with confidence and clarity</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up: Throughout the week, provide opportunities for children to practise their raps.</li> <li>Link with literacy work: The second activity links to work on using different question types in formal and informal contexts (year 5).</li> </ul>
<b>End-of-unit activities</b>			
<ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Each group nominates one child to be on the judging panel when their group is not performing. Give each judge a question to ask or response to initiate. Give less confident children an appropriate part.</li> <li>Stand in for the judges when it is their turn to perform.</li> <li>Each group nominates a photographer, who records the performance of their group.</li> <li>Each group is interviewed first and they then perform their rap.</li> <li>After each performance, the judges hold up <i>oui</i> or <i>non</i> voting cards. Record their responses and announce the winners at the end, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>join in a short conversation, asking and answering questions</li> <li>perform a rap with confidence and clarity</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up: Throughout the week, children evaluate each group's performance by stating two things that were good and suggesting one area for improvement.</li> <li>Follow-up: Children use digital photographs or video clips of their performance to write an evaluation of their strengths and what they would like to improve. If the performances are recorded on video, you will also be able to identify any common errors of pronunciation or grammar and deal with them in a subsequent lesson.</li> <li>Follow-up: The show could be presented in an assembly, so that the class can demonstrate their learning.</li> </ul>