

## Language

## Core language

<i>un saxofón</i>	a saxophone
<i>un piano</i>	a piano
<i>un violín</i>	a violin
<i>un clarinete</i>	a clarinet
<i>una guitarra</i>	a guitar
<i>una trompeta</i>	a trumpet
<i>la batería</i>	the drums
<i>las castañuelas</i> (f plural)	castanets

<i>Voy a tocar el/la ...</i>	I am going to play the ...
<i>Voy a cantar</i>	I am going to sing

<i>¡Es fantástico/a!</i>	It's fantastic!
<i>¡Es malísimo/a / horrible / aburrido/a!</i>	It's rubbish/awful/boring!

## Additional language for this unit

<i>la música jazz</i>	jazz music
<i>la música reggae</i>	reggae music
<i>la música pop</i>	pop music
<i>la música clásica</i>	classical music
<i>la música folclórica</i>	folk music

<i>la música inglesa, española, (latino-)americana, africana</i>	English, Spanish, (Latin) American, African music
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## Additional language for teachers

<i>¿Qué tipo de música es?</i>	What kind of music is it?
<i>¿Qué vas a hacer?</i>	What are you going to do?
<i>Hay ...</i>	There is ... / There are ...
<i>Cambiad/cambia el ritmo</i>	Change (plural/singular) the beat
<i>¿Cuántos ritmos hay?</i>	How many beats are there?
<i>¡Buena suerte!</i>	Good luck!

## Unit 14 Yo soy músico ('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 for a performance, and explain which 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 *Me gusta(n)* and *No me gusta(n)*. 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:

- *Me gusta(n)* and *No me gusta(n)*
- *¿Te gusta?*
- *Me gustaría ...*
- compound sentences with connectives *y* and *pero*
- some adjectives to express simple opinions
- feminine agreement of adjectives.

## New language

- Expressing and qualifying opinions (about musical preferences)
- Expressing future intentions (about playing a musical instrument)
- *tocar + el/la/los/las* (with a musical instrument)
- Immediate future: *ir a + infinitive* (eg *Voy a tocar*, *Voy a cantar*)
- Phonic focus: syllable stress

## Resources

- Recorded extracts of four musical styles
- Pictures of six famous Spanish-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 Latin American or Spanish music, to which children can clap the beat
- Bilingual dictionaries
- Keyboard, CD or music software to play a rhythmic backing track
- Digital camera
- *Sí* and *no* 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

<i>most children will:</i>	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
<i>some children will not have made so much progress and will:</i>	respond with <i>sí</i> and <i>no</i> or single words to questions about whether they like different musical styles
<i>some children will have progressed further and will:</i>	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 música jazz, la música reggae, la música pop, la música clásica</i>. Play each piece again and children identify the style, eg <i>Es música pop</i>. (Alternatively, substitute styles of music with current popular bands and singers.)</li> <li>Ask the class <i>¿A quién le gusta la música pop?</i> (Who likes pop music?) Count aloud the number of children. Repeat for the other styles of music. You may want to 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>¿Te gusta la música pop?</i> (Do you like pop music?) Elicit replies with <i>Me gusta ...</i> and <i>No me gusta ...</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>pero</i> (but) as a connective to join two simple sentences together, eg <i>Me gusta la música pop, pero no me gusta la música clásica</i>.</li> <li>Extension: Children use other known phrases, eg <i>Prefiero ... No me gusta nada ...</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>Sí</i> or <i>no</i>, eg <i>¿Hay ... un saxofón, un piano, un violín, un clarinete, una guitarra, una batería?</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>Yo soy músico</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>Me gusta</i> and <i>No me gusta</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 Spanish.</li> <li>You can find the tune for 'I am the Music Man' on the internet.</li> <li>Words for the song <i>Yo soy músico</i>: <ul style="list-style-type: none"> <li><i>Yo soy músico y vengo de Madrid</i> <i>Sé como tocar, tocar el piano</i> <i>Pia-pia-piano, piano, piano</i> <i>Pia-pia-piano, pia-piano</i></li> <li><i>Yo soy músico y vengo de Madrid</i> <i>Sé como tocar, tocar el violín</i> <i>Vio-vio-violín, violín, violín</i> <i>Vio-vio-violín, vio-violín</i></li> <li><i>Yo soy músico y vengo de Madrid</i> <i>Sé como tocar, tocar el clarinete</i> <i>Clari-clari-clarinete, clarinete, clarinete</i> <i>Clari-clari-clarinete, clari-clarinete</i></li> <li><i>Yo soy músico y vengo de Madrid</i> <i>Sé como tocar, tocar las castañuelas</i> <i>Casta-casta-castañuelas, castañuelas, castañuelas</i> <i>Casta-casta-castañuelas, casta-castañuelas.</i></li> </ul> </li> <li>(I am the music man and I come from Madrid And I know how to play, play the piano/violin/clarinet/castanets, etc.)</li> <li>Grammar point: <i>tocar</i> means to play an instrument; <i>jugar</i> means to play a game or sport.</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 Spanish-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 música clásica*. 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 name in Spanish. (If you used current bands and vocalists in Section 1, then children's responses will need to relate to these.)
  - Introduce the term *folclórica* and ask children *¿Te gusta la música folclórica?* (Do you like folk music?) Elicit the reply *Sí, me gusta la música folclórica* and respond with *¡Es fenomenal!* The class repeat the sentences: *Sí, me gusta la música folclórica. ¡Es fenomenal!*
  - Display and then model two alternatives to *¡Es fenomenal!*, eg *¡Es estupenda!* or *¡Es fantástica!* Practise the question and responses with the styles of music learnt in the previous section.
  - Ask *¿A quién no le gusta la música folclórica?* (Who doesn't like folk music?) Elicit the reply *No me gusta la música folclórica* and respond with *¡Es malísima!* (It's rubbish!). The class repeat the sentences: *No me gusta la música folclórica. ¡Es malísima!*
  - Display and then model two alternatives to *¡Es malísima!*, eg *¡Es horrible!* (It's awful!) and *¡Es aburrida!* (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 *¿Te gusta la música jazz?* etc.
  - Extension: Children listen to songs by Spanish artists. Encourage them to comment on them in Spanish. 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 *Me gusta la música pop, pero prefiero la música clásica. ¡Es genial!* 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 the six famous people or characters again. 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 *¿Te gusta el fútbol? Sí, me gusta el fútbol. ¡Es fenomenal!*

- 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 *Yo soy músico*.
- Use a grid on the interactive whiteboard to demonstrate the structure of the sentence. Children already know graphics for *Me gusta*, *No me gusta* and *Prefiero*. Introduce new graphics to represent new vocabulary: *estupenda*, *fantástica* and *aburrida*.
- Link with literacy work: The sixth activity links to asking relevant questions and listening to others.
- Grammar point: Explain to children that adjectives in Spanish change their endings according to whether the noun is masculine, feminine, singular or plural, eg *folclórico/folclórica* (folk, singular), *aburridos/aburridas* (boring, plural). NB: adjectives ending in *-al* do not change, eg *fenomenal*, *genial*.
- Follow-up: Show the words *música* and *folclórica* and remind children about the acute accent (*ú, ó*), showing which syllable to stress. Ask them if they can remember any other words with an acute accent in them, eg *fantástica*, *día*, *adiós*, *plátano*, *miércoles*, *sábado*, *sí*, *fútbol*.

## 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 Spanish-speaking country. In Spanish, discuss the instruments heard and whether children like the music. Use this as an opportunity to revise agreement of feminine adjectives, eg *la música inglesa, española, (latino-)americana, africana*.
  - Revise simple opinions learnt in the previous session, eg by playing an extended version of *Tres en raya* (Noughts and Crosses). In the grid, display images representing musical styles/instruments with a cross (thumbs down) or a tick (thumbs up) next to each one, to indicate whether children should begin their sentence with *Me gusta* or *No me gusta*.
  - In preparation for a role play on buying a CD, revise *Me gustaría* 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: *Buenos días.*  
Child: *Buenos días.*  
Teacher: *¿Qué quieres?*  
Child: *Me gustaría comprar un CD.*  
Teacher: *¿Te gusta la música clásica?*  
Child: *No, prefiero la música jazz.*  
Teacher: *Aquí tienes, un CD de música jazz.*  
Child: *Gracias.*
  - 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 *No, no me gusta la música jazz, prefiero la música 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 playscript for a role play.

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

- Follow-up: Practise *¿Qué quieres?* and *Me gustaría comprar* and revise key phonemes by playing the *¡Yo!* game from Unit 8 (see Section 6). Offer objects to the children, asking them *¿Quieres un/una ...?* If that object fits the sound they are collecting, they respond with *Sí, me gustaría un/una ...*. The objects could have a musical theme, such as *piano*, *guitarra*, *clarinete*, *castañuelas* and *violín* to revise the phonemes *rr*, *ñ*, *gu* 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 Spain or a Spanish-speaking country and compare these with English ones. As well as the internet, digital content providers may have items on popstars.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## 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 *Yo soy músico* (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-pe-ta* = clap, clap, click (with 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 Latin American music and invite children to clap to the beat. Discuss differences in the cyclic patterns (repeating patterns) between this and *Yo soy músico*.
- 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 *Cambiad el ritmo* (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 *Enseñadme el ritmo número uno* (Show me rhythm number one) and they demonstrate the first pattern. Ask them *¿Cuántos ritmos hay?* (How many beats are there?) Repeat with the two other patterns.
- Demonstrate putting words to the first pattern of four beats, eg *la mú-si-ca*. Repeat with the other two patterns of eight beats and 10 beats, eg *Me gus-ta la mú-si-ca pop*; *pre-fie-ro la mú-si-ca clá-si-ca*. Number the syllables on the board, eg *Me* = 1, *gus* = 2, *ta* = 3, *la* = 4, *mú* = 5, *si* = 6, *ca* = 7, *pop* = 8. 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 *Yo soy músico* 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 can 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 *Voy a tocar* + instrument by holding up a picture or miming and saying eg *Voy a tocar la guitarra* (I'm going to play the guitar). Children listen and repeat. Continue with a number of different instruments. Introduce the phrase *Voy a cantar* (I'm going to sing) and practise as a whole class.
  - Play *¿Futuro o presente?* (Present or Future Tense?) This game works well when played in a large space. Say a number of sentences using either *Toco* or *Voy a tocar*, beginning with a sentence in the future, eg *Voy a tocar el 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 *¿Qué vas a hacer?* (What are you going to do?) to elicit the response *Voy a tocar* + instrument or *Voy a cantar*. Explain that every child in the group will need to give an answer to this particular question.  
Teacher: *Buenos días.*  
Child: *Buenos días.*  
Teacher: *¿Cómo te llamas?*  
Child: *Me llamo ...*  
Teacher: *¿Y el grupo?*  
Child: *El grupo se llama ...*  
Teacher: *¿Te gusta la música pop?*  
Child: *Sí, me gusta la música pop. ¡Es genial!*  
Teacher: *¿Qué vas a hacer?*  
Child: *Voy a tocar la guitarra.*  
Teacher: *¡Buena suerte! ¡Adiós!*  
Child: *Gracias. ¡Adiós!*
  - 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 *Voy a* phrase. After each child has said their phrase, repeat what they have said, but using the name of the child and *va* instead of *voy*, eg *Jade va a tocar la guitarra*. 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 *Voy a cantar*. The second child might then say *Voy a tocar el piano y Mark va a cantar*. The third child might continue with *Voy a tocar la guitarra, Jasmin va a tocar el piano y Mark va a cantar*, and so on.
  - Ask children to revise their phrases from the previous section. They could use percussion or alternatively could use a keyboard, 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 section 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 tense, eg *La música pop es genial. Voy a cantar, voy a tocar la guitarra.*

- 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 note: When talking about playing musical instruments, the construction is *tocar* + either *el* (for masculine nouns), *la* (for feminine nouns) or *los/las* (for plural nouns).
- Grammar note: The concept of future in Spanish can be expressed in a number of ways. In this section the *ir a* + infinitive construction is used. However, only the first and second person singular forms (*voy a jugar, vas a jugar*) are used in this unit. For teachers wishing to extend their knowledge further, please see the table below.

<i>yo</i>	<i>voy a</i>	<i>tocar</i>
<i>tú</i>	<i>vas a</i>	<i>tocar</i>
<i>él/ella/usted</i>	<i>va a</i>	<i>tocar</i>
<i>nosotros</i>	<i>vamos a</i>	<i>tocar</i>
<i>vosotros</i>	<i>vais a</i>	<i>tocar</i>
<i>ellos/ellas/ustedes</i>	<i>van a</i>	<i>tocar</i>

The 'immediate future' (formed by using *ir a* + an 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 *¡Es estupendo/a!*
- 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

## Section 6. Music contest

- 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 manipulate language by changing a single element in a sentence (KAL)

- Lead a game of *Cambiad el ritmo* (Change the Beat) with body percussion, eg hand claps/finger clicks. Select a phrase from the unit, eg *Me gus-ta la mú-si-ca*, which could be accompanied by a body percussion pattern of slap, clap, click, 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 ¡*Cambiad!* 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.
- 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.
- Extension: Children use a bilingual dictionary to look up the names of other instruments and produce a short glossary.
- The groups practise their raps and prepare for the interview and performance.

- join in a short conversation, asking and answering questions
- perform a rap with confidence and clarity

- Follow-up: Throughout the week, provide opportunities for children to practise their raps.
- Link with literacy work: The second activity links to work on using different question types in formal and informal contexts (year 5).

## End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- 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 to take.
- Stand in for the judges when it is their turn to perform.
- Each group nominates a photographer, who records or photographs the performance of their group.
- Each group is interviewed first and they then perform their rap.
- After each performance, the judges hold up *sí* or *no* voting cards. Record their responses and announce the winners at the end, if appropriate.

- join in a short conversation, asking and answering questions
- perform a rap with confidence and clarity

- Follow-up: Throughout the week, children evaluate each group's performance by stating two things that were good and suggesting one area for improvement.
- 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.