



Generalitat de Catalunya
Departament d'Ensenyament

CLIL TASKS: WHO IS WHO? KNOWING BAROQUE MUSIC



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Generació Plurilingüe (GEP)

Year 1

2018-2019

Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019





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TASK 1.

WHO IS WHO? KNOWING EACH OTHER THROUGH MUSIC

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GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	Who is who? Knowing each other through music
Course / year / age	2nd / 4 th
Timing	2h
Collaboration with	
Short description of the session/s	<p>1st session: Our songs – Working in groups, the students choose songs they love and justify their choice.</p> <p>Activity 1 - Step 1 – Choose your favorite song: Every student chooses a song and justify his/her choice. Presents the task using a Google Form, without telling anyone the song chosen.</p> <p>Activity 1 - Step 2 – Justify our song: Each group has to justify their choice.</p> <p>2nd session: Who is who? – The students listen to the songs chosen, analyze them and make their bet on which group has chosen the song.</p> <p>Activity 2 - Listen and analyze the music: who is who?: Listen to the songs chosen in the classroom and express personal opinion filling in a Listening Card (working individually and in group). After the listening, every group makes their bet on who has chosen the song.</p>
<i>The descriptions of the activities below should contain:</i>	



1. *type of input,*
2. *questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement*
3. *dynamic instructions with collaborative and cooperative activities,*
4. *materials used.*

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Activity 1

Activity 1 - Step 1: - Our songs (choose the favorite one): In groups of 4 students (done with Instant Classroom), each one chooses a song. The teacher explains who to choose it:

- Each student has to propose 2-3 songs he/she loves, writing the titles and the artists in a piece of paper, individually (5')
- After that, they share to the group the proposals (10'). They have a sheet with some clues to decide their song:
 - First of all they have to identify any coincidences: if there's any match, then they already have the group's song!
 - If there are't coincidences, then they have to achieve consensus: they may remove the song's someone doesn't like at all and choose by election the favorite song. Then, they have the group's song!

Inputs

- Spoken – teacher's explanation (with repetition and non verbal language)
- Visual inputs – visual support in students' sheet (like / dislike)
- Linguistic – basic instructions of the activity in student's sheet

Questions

- In this part of the activity there're not specific questions

Collaborative and cooperative activities

- The sheet used assure both the individual and the group contribution

Material

- ICT tools – Instant Classroom
- Computers (1-2 for group)
- Earphones (at least 2 for group)

Link to support materials:



- [Activity 1](#)
- [Substitution tables](#)
- [Writing sentences templates](#)

Activity 2

Activity 1 – Step 2: Our songs (justify our choice): with the same groups, they have now to justify their choice. Using student's sheet, they have to follow the next steps (using 1-2-4 cooperative structure):

- (1) In 5' each student has to write his/her opinion in a paper
- (2) The next 7', they have to discuss in pairs and decide the best argumentation using the previous two
- (4) the next 10' they have to discuss in group and create the definitive argumentation

Inputs

- Spoken – teacher's explanation (with repetition and non verbal language)
- Visual inputs – visual support in students' sheet (like / dislike)
- Linguistic – substitution table for expressing musical opinion
- Audio

Questions

- The questions used are referred to the music analysis, so they're not explicit but implicit (easily identifiable elements) or referential.

Collaborative and cooperative activities

- 1-2-4 cooperative structure: (1) in 7' each student has to write his/her opinion in a paper (using substitution table); (2) the next 7', they have to discuss in pairs and decide the best argumentation using the previous two; (4) the next 10' they have to discuss in group and create the definitive argumentation

Material

- ICT tools – Instant Classroom
- Computers (1-2 for group)
- Earphones (at least 2 for group)



Link to support materials:

- [Substitution tables](#)
- [Writing sentences templates](#)

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Activity 3

Activity 2. - Listen and analyze the music: who is who?: Listen to the songs chosen by the groups and express personal opinion:

- Listen carefully while each student individually fill in a Listening Card, identifying the main characteristics of the song.
- Share with the group (the same as session 1) the results of the audition analysis and make a bet: who has chosen this music?. Use the “pencil in the middle” cooperative structure: they put all the pencils in the middle of the table, until everyone has expressed his/her opinion (in order –form 1 to 4- and respecting speaking turn): *I think the X group has chosen this song because...* After that, they write their bet.
- And repeat again with all the songs.
- Finally, share their bets on the blackboard and count the matches!

Inputs

- Audio
- Spoken – teacher’s explanation (with repetition and non verbal language)
- Visual inputs – visual support in students’ sheet (Substitution table)
- Linguistic – substitution table for expressing musical opinion

Questions

- The questions used are referred to the music analysis, so they’re not explicit but implicit (easily identifiable elements) or mostly referential (they need to activate their previous knowledge).

Collaborative and cooperative activities

- “Pencil in the middle” cooperative structure.

Material

- Digital blackboard



	<p>Link to support materials:</p> <ul style="list-style-type: none">• Activity 2• Listening cards• Substitution tables
In terms of academic content, what are the students learning and what are they learning to do?	<p>The students are learning to:</p> <ul style="list-style-type: none">• Develop audition skills: listen carefully and identify the musical elements worked previously• Analyze music elements through audition• Express and argue the musical opinion
In terms of language, what are the students practicing or learning to do?	<p>The students are learning to:</p> <ul style="list-style-type: none">• Describe music using specific vocabulary• Express and argue their personal opinion
In what way is this lesson plan a good example of what we learnt in the GEP course session?	<p>I think I apply the main ideas learned in GEP course sessions:</p> <ul style="list-style-type: none">• Using CLIL to help students to improve both music contents and language skills.• Selecting different types of inputs to give the students more opportunities to improve their knowledge.• Making texts comprehensible• Regarding different intelligences (artistic, linguistic, interpersonal...), different types of activities (in Bloom's taxonomy)• Using different ICT tools practiced in the course.• Using cooperative learning strategies
Other important information	
ANNEXES (materials, handout, pictures... if	<p>Students' worksheet:</p> <ul style="list-style-type: none">• Who is who? – Session 1



not possible to include in the activity section.)

- Who is who? – Session 2

Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	YES
2. The input presented is used to help learners understand ideas and construct meaning	YES
3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	YES
4. Students are helped in some way to understand , i.e. input is made comprehensible	YES
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	YES
6. The input and activities presented cater to multiple intelligences	YES



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7. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	?
8. A variety of collaborative learning strategies are used throughout the session.	YES
9. At least one of the activities presented requires cooperation among students.	YES
10. Students are explicitly taught how to work in groups (or pairs).	YES
11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	YES
12. At least one ICT tool is used to promote digital collaborative learning .	?



WHO IS WHO?

KNOWING EACH OTHER THROUGH THE MUSIC

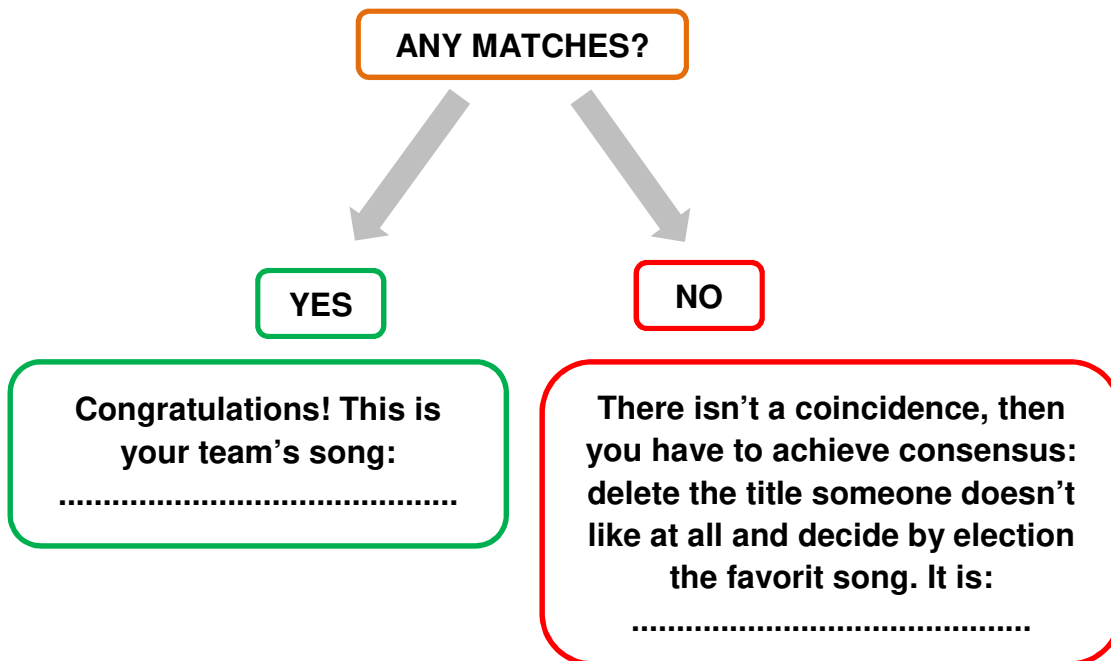
ACTIVITY 1 – OUR SONG

Step 1 – Choose the favorite one

In groups of 4, choose a song:

- Take a piece of paper and, individually, propose 2-3 songs you love, writing the titles and the artists.
- Share the proposals with the group using this sheet (each student classify all the songs, searching matches):

Students	I like the most	I like	So so	I don't like at all



Step 2 – Justify your choice

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Explain why do you like this one:

2.1. Individually, make sentences using the substitution tables:

I like I choose	this music this song	because it makes me because I think because I really like because I like very much	feel happy feel good feel sad feel angry feel...
			it's boring it's noisy it's funny it's nice it's....
			this singer this group this musical style this kind of music this...

What I like the most of What I prefer of What I want to share of	this song is this artist is this group is this musical style is this kind of music	its rhythm its melody its harmony the musical instruments it use his/her voice the topic the lyrics the message ...
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If it's needed, you also can use vocabulary cards (ask for them to your teacher).

(1 – individual) Write your sentences:

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>





2.2. In pairs, read the individual sentences, choose the main information and write new sentences resuming each personal contribution:

(2 – pairs) Write your sentences:

.....
.....
.....
.....
.....

2.3. In group, read the pair sentences, choose the main information and write new sentences resuming each pair contribution:

(4 – group) Write your sentences:

.....
.....
.....
.....
.....




WHO IS WHO?

KNOWING EACH OTHER THROUGH THE MUSIC

ACTIVITY 2 – LISTEN AND ANALYZE THE MUSIC: WHO CHOOSE IT?

Step 1 – Listen carefully to the music: its melody, its rhythm, the lyrics, the voices, the instruments...

WHAT TO DO / ALLOWED 	Listen carefully Watch the video-clip Sing the song in low voice (if you know it!) Respect your mates choices Show interest in all music (even if you don't like it) Write in your notebook the ideas or the questions you can share Ask or comment after the audition
WHAT TO AVOID /FORBIDEN 	Difficult the audition with noises Comment in high voice while music is running Shout or sing in high voice Make offensive comments Don't be aware when you don't like the music Tell the others our choice!

To remember everything you can tell about music, you can watch this [PREZI: 7 elements of music.](#)



Step 2 – Express your opinion filling in the Listening Card (one for each song):

- Use correlative numbers to distinguish every audition
- Teacher may lead you the title and the name of the artist/group
- You can use the **substitution tables** to express your opinion about the song in the “Comment” field
- Finally, make your bet: who do you think choose the song?

LISTENING CARD		Song number	1
Song number			
Title			
Artist / group			
Country / continent			
Language			
Comment <i>(use substitution tables)</i>			
Who choose it? <i>(make your bet)</i>	Name	Right	Wrong

LISTENING CARD		Song number	2
Song number			
Title			
Artist / group			
Country / continent			
Language			
Comment <i>(use substitution tables)</i>			
Who choose it? <i>(make your bet)</i>	Name	Right	Wrong



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LISTENING CARD		Song number	3
Song number			
Title			
Artist / group			
Country / continent			
Language			
Comment (use substitution tables)			
Who choose it? (make your bet)	Name	Right	Wrong

LISTENING CARD		Song number	4
Song number			
Title			
Artist / group			
Country / continent			
Language			
Comment (use substitution tables)			
Who choose it? (make your bet)	Name	Right	Wrong



SUBSTITUTION TABLES:

I like I don't like I think	this music this song	because it makes me feel because I think it's because I really like because I like very much is	Happy good sad angry ...
			Boring noisy funny nice
			this singer this group this musical style this kind of music ...

What I like the most of What I prefer of	this song is this artist is this group is this musical style is this kind of music is	its rhythm its melody its harmony the musical instruments it use his/her voice the topic the lyrics the message ...
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Step 3 – Who wins the bet? After some attempts, the responsible must confess!
 Tick in your Listening Card if you've made the bet right or wrong.





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TASK 2.

KNOWING BAROQUE MUSIC

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GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	KNOWING BAROQUE MUSIC
Author	Marta Casas Castañé
Course / year / age	2nd ESO
Number of sessions	2 sessions
Collaboration with...	English department (language review)
Main objectives of the sessions	<ul style="list-style-type: none">• To know Baroque Music: timeline, main characteristics and main composers.• To relate and apply previous knowledge.• To read comprehensively and write using new vocabulary and knowledge.• To ask and answer questions about the topic studied.
Short description of the sessions	<p>Session 1 – Previous knowledge and reading</p> <ul style="list-style-type: none">• Preparing the activity: making groups• Knowing Baroque Music – Step 1: activate previous knowledge using different vocabulary materials• Knowing Baroque Music – Step 2: read and understand the text <p>Session 2 – Writing and assessing</p> <ul style="list-style-type: none">• Knowing Baroque Music – Step 3: asking questions• Knowing Baroque Music – Step 4: answering questions



	<ul style="list-style-type: none"> • Consolidating the knowledge – quizizz game
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<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. collaborative and cooperative activities instructions (including the timing and the language support) 2. type of support, 3. readings and writings planned, 4. assessment tools 5. materials used 		Timing
S E S S I O N 1	Activity 1 Preparing the activity <ul style="list-style-type: none"> • Create basis groups of 4 people and distribute letters (A-B-C-D) to create 4 groups of experts to develop the next activity. • Each expert group has a different support material. 	10'
	Activity 2 Knowing Baroque Music - Step 1 - Activate previous knowledge: (before reading) <ul style="list-style-type: none"> • Each group of experts should use one specific material to activate previous knowledge: <ul style="list-style-type: none"> ○ Group A – Timeline jigsaw: which periods we know previously? – The students have to order the timeline using a template, as it was a jigsaw (link) ○ Group B – Mindmap: classify and order the vocabulary cards in a mindmap (link). The students can use a poster with some concepts as a support (link) ○ Group C - Vocabulary cards: find synonyms and opposites (link) ○ Group D – Match the images: match sentences and images about the main Baroque composers. (link) 	25'



		<ul style="list-style-type: none">• Everyone comes back to their basis group and share the activity done.	
	Activity 3	<p>Knowing Baroque Music – Step 2 – Read and understand the text: (during reading)</p> <ul style="list-style-type: none">• Remembering the previous activity, each basis group read the text, distributing different roles (as in experts groups):<ul style="list-style-type: none">○ A – read the text D○ B and C – clarify○ D – summarize• The next paragraphs follow the same order: B – read / C & D – clarify / A – summarize; etc. They can use a template to support the team work. <p>(Text link) (Team work support – reading template)</p>	25'
S E S S I O N 2	Activity 4	<p>Knowing Baroque Music – Step 3 – Asking questions: (after reading)</p> <ul style="list-style-type: none">• After remembering the text, each basis group write 4 questions to share with the others. Using the asking questions template as a support, distribute the roles for each question as in the example:<ul style="list-style-type: none">○ B ask a question○ C write the question○ D & A help• Change the roles each time• They can use a scaffolding to ask questions <p>(Team work support – asking questions template) (Scaffolding – asking questions)</p>	25'
	Activity 5	<p>Knowing Baroque Music – Step 4 – Answering questions: (after reading)</p> <ul style="list-style-type: none">• Each basis group ask their questions to the others: one by one; each group to the group in its right hand.• Each student into basis group has to read at least one question.	25'



	<ul style="list-style-type: none"> • The group answering has to discuss and achieve a consensus before giving their answer. • If the answer is right, the new group asks its own question to the next one. If the answer is wrong, the next group has the chance to answer. • The teacher takes note of the punctuation achieved by each group. 	
Activity 6	<p>Knowing Baroque Music – Consolidating the knowledge</p> <ul style="list-style-type: none"> • We finish the activity with a “Quizizz” game <p>(Quizizz game link)</p>	10'
In terms of academic content, what are the students learning and what are they learning to do?	<p>The students are learning:</p> <ul style="list-style-type: none"> • The main characteristics of Baroque Music • The main composers of Baroque period. <p>And the students are also learning to:</p> <ul style="list-style-type: none"> • Work in groups: assuming responsibilities autonomously, cooperating, sharing knowledges, asking for and giving help... • Use support materials to read and write. 	
In terms of language, what are the students practicing or learning to do?	<p>The students are learning:</p> <ul style="list-style-type: none"> • The basic musical vocabulary and Baroque music main concepts in English. <p>The students are also learning to:</p> <ul style="list-style-type: none"> • Ask and answer questions • Ask for help 	
In what way is this lesson	<p>I think I apply the main ideas learned in GEP course sessions:</p> <ul style="list-style-type: none"> • Using CLIL to help students to improve both music contents and language skills. 	



plan a good example of what we learnt in the GEP course session?	<ul style="list-style-type: none">• Selecting different types of inputs to give the students more opportunities to improve their knowledge.• Making texts comprehensible• Readings and writings planning• Regarding different intelligences (artistic, linguistic, interpersonal...), different types of activities (in Bloom's taxonomy)• Using different ICT tools practiced in the course.• Using cooperative learning strategies	
Other important information		
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p>STUDENTS' WORKSHEET:</p> <ul style="list-style-type: none">• STEP 1 INSTRUCTIONS• TEXT: What is Baroque Music? <p>VOCABULARY SUPPORT AND MATERIALS:</p> <ul style="list-style-type: none">• Timeline• Vocabulary carts – Mindmap• Vocabulary support – Poster• Vocabulary support – Synonymes and opposites• Vocabulary support – Questions scaffolding <p>TEAM WORK SUPPORTS:</p> <ul style="list-style-type: none">• Team work support - Reading template• Team work support - Asking question template	



Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	YES
2. Before-, during- and after- reading activities are prepared.	YES
3. The materials use visuals to support comprehension.	YES
4. The writing process takes place in joint collaboration with the teacher (modelling)	YES
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	YES
6. The teacher uses different strategies to help students throughout the process of reading and writing	YES
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	YES



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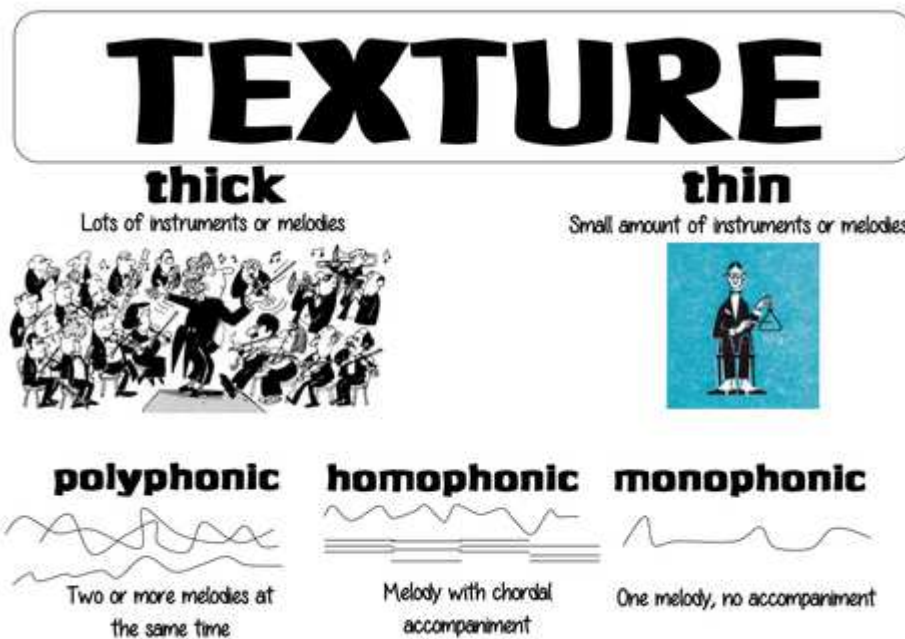
8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	YES
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	YES



GROUP B – MINDMAP

Order and classify the next concepts creating a mindmap. The poster below can help you.

COUNTERPOINT	HARMONY	POLYPHONY
MONODY	VOCAL MUSIC	INSTRUMENTAL MUSIC
TEXTURE	TYPES OF MUSIC	HOMOPHONY





GROUP C – SYNONYMS AND OPPOSITES

Classify the next vocabulary cards in synonyms and opposites:

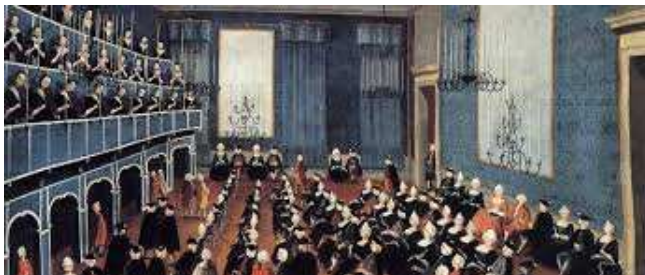
<p>FORTE</p> 	<p>PIANO</p> 	<p>“SOLO”</p> 
<p>ENSEMBLE</p> 	<p>LOUD</p> 	<p>SOFT</p> 
<p>GROUP</p> 	<p>ALONE</p> 	<p>“STILE MODERNO”</p>
<p>“STILE ANTICO”</p>	<p>SINGLE VOICE</p> 	<p>CHOIR</p> 
<p>SOLOIST INSTRUMENT</p> 	<p>ORCHESTRA</p> 	



GROUP D – MATCH THE IMAGES

Match the sentences with the images below:

ANTONIO VIVALDI	HE WAS FROM...
HE LIVED IN THE CITY OF...	HE WORKED TEACHING MUSIC TO...
HE COMPOSED 4 CONCERTOS CALLED...	





JOHAN SEBASTIAN BACH	HE WAS FROM...
HE COMPOSED MUSIC FOR DIFFERENT INSTRUMENTS...	AND FOR DIFFERENT ENSEMBLES:...





GEORGE FRIEDRIC HAENDEL

HE WAS FROM GERMANY, BUT LIVED IN...

HE COMPOSED MUSIC FOR...



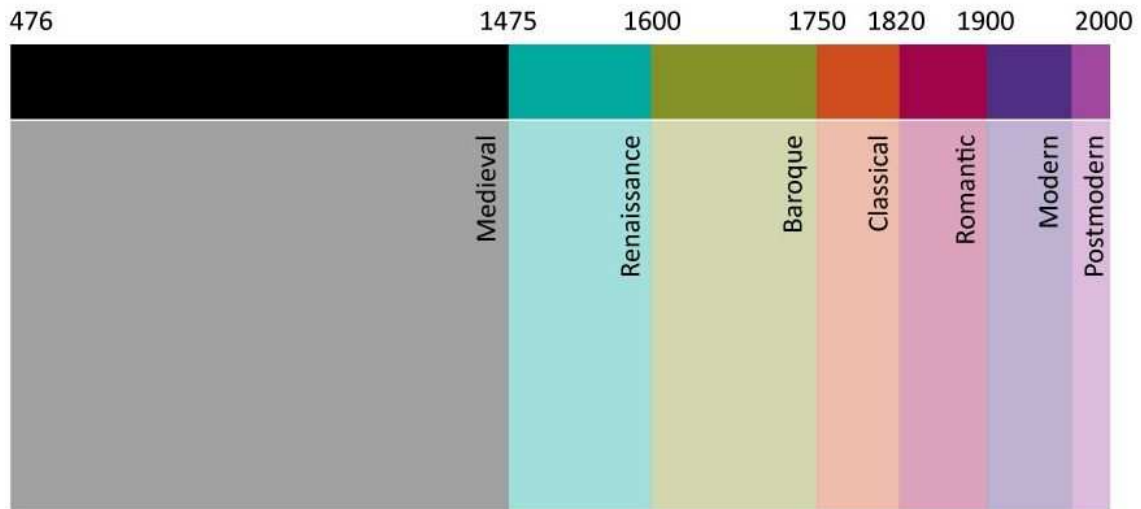


TEXT: KNOWING BAROQUE MUSIC

READING D

Baroque Music is a style of European Classical Music from about 1600 to 1750. The Baroque era followed the Renaissance period (approx. 1400-1600) and preceded the Classical era (1750-1820).

MUSICAL PERIODS TIMELINE



READING A

This era is notable for the development of **harmony**, the emergence of **instrumental music** (and the orchestra) and the appearance of **opera**.

Contrast is also an important ingredient in a Baroque composition. The differences between loud (*forte*) and soft (*piano*), *solo* and ensemble (as in the concerto), different instruments and timbres... all play an important role in many Baroque compositions

READING B

In the Baroque period there were two different styles:

- **“Stile antico”** – continuing the polyphonic style from Renaissance, specially in sacred music. **Counterpoint** (two or more independent lines of music played simultaneously, in other words “note against note”, from Latin *punctus contra punctum*) reached a high level of development in the Baroque era, especially the music of J.S. Bach
- **“Stile moderno”** – using accompanied monody: a single voice (or a soloist instrument) with a simplified accompaniment, using usually the **basso continuo** (a method of musical notation in which the melody and bass line are written out and the harmonic filler indicated in a type of shorthand). This style is more used in secular music, specially in opera.



READING C

There are several well-known composers of baroque music, such as Vivaldi, Bach, Haendel and many more.

Antonio Vivaldi (1679-1741)

Italian composer. Although he was a priest (called "il prete rosso" -the red priest- because of his red hair), because of his health, he worked as musician in the Ospedale della Pietà, a home for illegitimate daughters of Venetian noblemen. Many of Vivaldi's works were written for these talented girls: almost 500 concertos (included the famous Four Seasons), 46 sinfonias, 73 sonatas, etc.



Johan Sebastian Bach (1685-1750)

German composer and organist. He composed a great deal of instrumental music, for organ and many other instruments (Brandenburg Concertos, Suites for solo cello...). But also vocal music: several cantatas, the St. John and St. Matthew Passions... Although he wasn't so famous during his life, he is considered the counterpoint master. After his dead, the most important composers still studied Bach's compositions, and in 19th century began the true revival of Bach's works.



George Friedric Haendel (1685-1759)

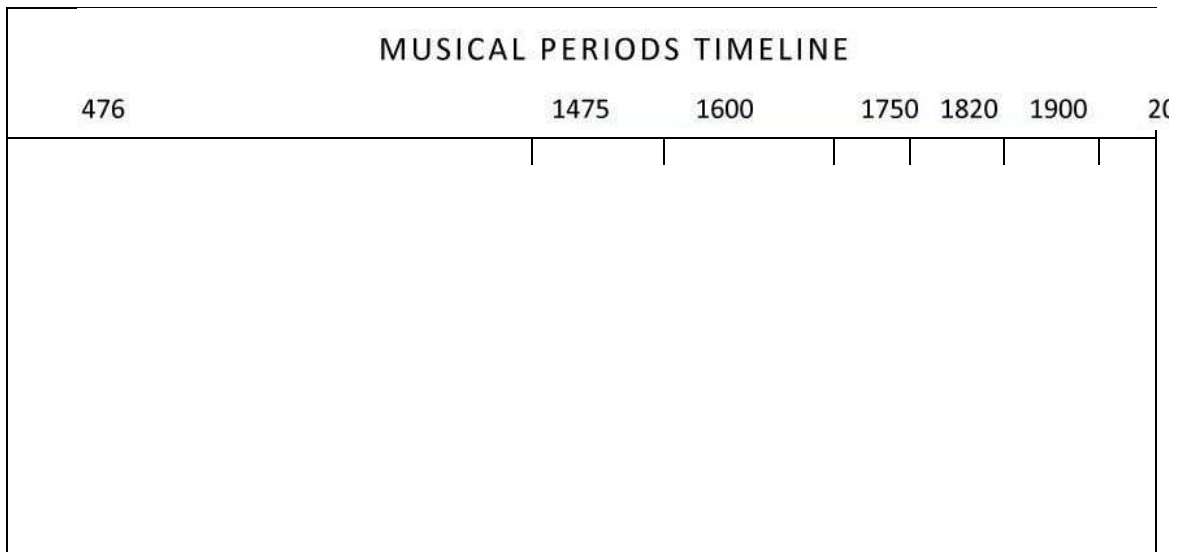
Haendel (or Händel) was born in Germany but travelled to Italy and finally moved to London where he remained for the rest of his life. Haendel composed several operas, a lot of oratorios (vocal sacred music such as the Messiah) and a lot of instrumental music (including Water Music and Music for Royal Fireworks) still performed today.





VOCABULARY SUPPORT AND MATERIALS

1. TIMELINE TEMPLATE



2. VOCABULARY SUPPORT - POSTER

TEXTURE

thick
Lots of instruments or melodies

thin
Small amount of instruments or melodies

polyphonic
Two or more melodies at the same time

homophonic
Melody with chordal accompaniment

monophonic
One melody, no accompaniment



3. VOCABULARY SUPPORT - QUESTIONS SCAFFOLDING

HOW WHEN WHAT WHY WHO WHOM WHOSE	IS / ARE DO / DOES DID WAS / WERE	... ?	
WHAT WHICH	MUSIC COMPOSER PERIOD ...	IS / ARE DO / DOES DID WAS / WERE	...?
WHEN WHY	THIS MUSIC THIS COMPOSER THIS PERIOD?



TEAM WORK SUPPORT

4. TEAM GROUP SUPPORT - READING TEMPLATE

	READ A PARAGRAPH	ASK QUESTIONS, CLARIFY	SUMARIZE
D	A	B, C	D
A	B	C, D	A
B	C	D, A	B
C	D	A, B	C

5. TEAM GROUP SUPPORT - ASKING QUESTIONS TEMPLATE

	ASK A QUESTION	WRITE THE QUESTION	HELP
1	B	C	D, A
2	C	D	A, B
3	D	A	B, C
4	A	B	C, D