Lesson plan

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| **Unit of a long term plan Music and Film** | | | | | **School: 7, Rudny, Kostanay region** | | | |
| **Date:** | | | | | **Teacher name: Tazhenova Mariana Zhakparovna** | | | |
| **CLASS: 9** | | | | | **Number present:** | **absent:** | | |
| **Lesson title** | | | Glastonbury music festival | | | | | |
| **Learning objectives(s)** | | | 9.S2 ask complex questions to get information on a range of general and curricular topics  9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to** give some information on the topic “Glastonbury music festival” using active vocabulary in 4-5 sentences  **Most learners will be able to** discuss about the topic “Glastonbury music festival” using active vocabulary in 6-7 sentences  **Some learners will be able to** present specific information on the topic “Glastonbury music festival” using active vocabulary in 8-10 sentences | | | | | |
| **Assessment criteria** | | | Learners can speak on the topic “Glastonbury music festival” using active vocabulary | | | | | |
| **Values links** | | | Cooperation, respect each other's opinion, functional literacy | | | | | |
| **Cross-curricular links** | | | Music | | | | | |
| **Previous learning** | | | “Music and film” vocabulary | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Start  2 min.  2 min. | **Activity 1 –Creating positive atmosphere. (Forecasting strategy)**  **Task:** Identify the topic listening to music  Learners listen to the song and name the theme of the lesson.  **Activity 2 –Division into groups. (Random Choice)**  **Task:** Choose the picture.  D:\Users\User\Desktop\Курсы по ОБНОВЛЕНКЕ\Guitarist.pngKind spielt Schlagzeug â StockvektorÐÐ¸Ð¼Ð°Ñ ÐÑÐ´Ð°Ð¹Ð±ÐµÑÐ³ÐµÐ½: ÐÐ¾ÑÐ¾Ð²Ð¸Ð¼ Ð´ÑÑÑ Ñ Ð»ÐµÐ³ÐµÐ½Ð´Ð¾Ð¹ Ð¼Ð¸ÑÐ¾Ð²Ð¾Ð¹ Ð¼ÑÐ·ÑÐºÐ¸beginner keyboard  *Students are divided into groups of four. Each group chooses who is going to be the singer, the drummer, the guitar player or the keyboard player. Then all the drummers get together, all singers, and so on.* | | | | | | | [https://www.youtube.com/watch](https://www.youtube.com/watch?v=yd8jh9QYfEs)  [http://ru.coolclips.com](http://ru.coolclips.com/m/%D0%B2%D0%B5%D0%BA%D1%82%D0%BE%D1%80%D0%BE%D0%B2/peop0719/Guitar-Player/)  [https://de.depositphotos.com/9](https://de.depositphotos.com/97427596/stock-illustration-kid-plays-the-drums.html)  [https://24.kz/ru/news/culture/](https://24.kz/ru/news/culture/item/314845-dimash-kudajbergen-gotovim-duet-s-legendoj-mirovoj-muzyki)  [https://fireinsidemusic.com/](https://fireinsidemusic.com/best-beginner-keyboard/) |
| Middle  4 min.  3 min.  2 min.  4 min.  6 min.  2 min.  4 min.  8 min. | **Activity 1. Pre-reading. Discussion technology(“The basket”)**  **Task 1: Talk about the music you like in groups.**  *• what sort of music they like to listen to and why*  *• how they access music*  *• where they listen to music*  *• who their favourite musicians/ bands are*  Learners talk about the music they like in groups.  **Task 2: Discuss the following question in a group.**  • *How popular is* ***live music*** *in your country and are music festivals an important part of the culture?*  Learners discuss the following question in a group.  **Formative assessment:** “**Thank you” method.** Learners in each group gratitude their teammates for cooperation and explain why**.**  Example*:**I want to thank N because he/she helped me to answer the questions, to understand some words, to make up the sentences correctly.*  **Task 3**: **Match the words to their definitions.**   |  |  | | --- | --- | | **Word** | **Definition** | | 1. exponentially (adverb) | A. an abbreviated form of ‘wellington boots’, which are rubber boots worn in wet, muddy conditions | | 2. countless (adjective) | B. well known, or famous, usually for a positive reason | | 3. renowned (adjective) | C. describes the way in which something is growing or increasing very quickly | | 4. quagmire (noun) | D. the end or death of something | | 5. undeterred (adjective) | E. very many | | 6. wellies (noun – plural – informal) | F. not prevented from doing something, even though it may be difficult or problematic | | 7. demise (noun) | G. large in size, amount, degree or importance | | 8. substantial (adjective) | H. a soft, wet area of land, which you may sink into if you walk across it |   Learners match the words to their definitions.  **Criteria-based assessment: tick**   |  |  |  |  | | --- | --- | --- | --- | |  | **1-4** | **5-6** | **7-8** | | **I can match the words** |  |  |  |   **(Keys)** 1C, 2E , 3B, 4H, 5F, 6A, 7D, 8G  **Activity 2. Reading in a chain**  **Task 1.Read the text aloud one by one and answer the question:**  Glastonbury festival.  The first Glastonbury Festival took place in 1970 and was organised by Michael Eavis, who still runs the festival now on his farm in Somerset in the south-west of England. Michael charged people just £1 to enter, and the ticket included free milk from the farm. Only 1,500 people attended on that occasion, but this number has grown exponentially since then. In 2011, there were approximately 100 times more people in the crowd and tickets, which cost £195 each, sold out within 4 hours. The festival takes place almost every year in the last weekend of June and lasts for three days. Although it is best known for contemporary music, Glastonbury (or ‘Glaston’ as it is often called) is host to other performing arts such as dance, comedy and theatre. The festival site is now made up of distinct zones, each one providing something different to cater for the tastes of all those present. Countless famous British musicians have played at the festival, including Sir Paul McCartney, Oasis and Coldplay, however the festival also attracts international interest, and has seen headline acts in recent years such as the likes of Beyonce Knowles, Stevie Wonder and Jay-Z. The festival is renowned for being extremely muddy, and on many occasions, most notably in 1997, heavy rainfall turned the whole festival site into a quagmire. Glastonbury-goers remain undeterred, however, and are quite happy to boogie the festival away in their wellies. Because of the high demand for tickets, the festival has also been famous for ‘fencejumpers’. In 2000, when only 100,000 tickets were sold, about 250,000 people attended the event – many of whom jumped over the surrounding fence to gain entry. Security increased in 2002 and a ‘superfence’ was created to prevent people from entering without a ticket. In the same year, the new Pyramid Stage, graced by the presence of David Bowie, was welcomed back following its demise in 1994 when it burnt down just a week before the festival was to begin. The festival supports Fair Trade and has made substantial contributions to charity over the years. In 2003,over a million pounds was donated, and Greenpeace, Oxfam and WaterAid continue to be main beneficiaries. The next Glastonbury festival is set to take place in 2013, following a year off in 2012 to make way for the Olympics and give the farmland a chance to recover. Registration for tickets is already open.  • *Do you think this is an event you would like to go to? Why?*  Learners read the text aloud one by one and answer the question.  **Formative assessment:**  **“Fist of Five” strategy.**  Learners hold up one finger if they are still unsure of a topic and need to be provided with more information. If they are on their way to fully understanding, they might hold up three or four fingers. Students who have mastered the unit and are able to demonstrate their knowledge and understanding would hold up five fingers.  A glance around the classroom provides the teacher with information about student learning and allows to adapt the instruction accordingly. Activity 3. Dynamic pause. Song. Learners sing the song and dance on the music. Sing, Sing a Song **Singer sing a song *3x*  Sing a song Sing song Sing**  ***Chorus:* Sing, sing a song  For the sun is rising  Sing, sing a song  For the sun is shining Sing, sing a song For love and happiness  Sing, sing a song  Full of joy and tenderness   Make your life as it comes  Play your games by the rules  Let the sun be your guide  And your love be true   *Chorus*  Learn to look and to see  Things you knew before  Help your heart to be free  And you love more and more   *Chorus*  Sing a song for the gifts of life  Sing a song for the happy time  Sing a song for the one you love  And the whole world will be yours**  Learners sing the song and dance.  **Activity 4. Reading. Fill-in technology.**  **Task 1:** Find the numbers below in the text. Write a sentence to say what they refer to.   |  |  | | --- | --- | | 1,500 | The number of people who attended the first Glastonbury festival | | 100,000 |  | | 2013 |  | | 150,000 |  | | 4 |  | | 1970 |  | | 1997 |  | | 195 |  |   Learners find the numbers below in the text and write a sentence to say what they refer to.  **Task 2:** Ask the questions to complete the fact files. (work in groups) **Dialogue method (Making questions)**   |  |  | | --- | --- | | Festival name |  | | When it began |  | | Location |  | | When it takes place |  | | How often it happens |  | | How long it lasts for |  | | Price of ticket |  | | The sort of music played |  | | Famous artists |  | | Other attractions |  |   Learners ask the questions to complete the fact files.  **Criteria- based assessment “Tick”**  **Name:**   |  |  |  |  | | --- | --- | --- | --- | | **descriptors** | **4-5** | **6-7** | **8-10** | | **I can make up questions** |  |  |  | | **I can answer the questions** |  |  |  | | **Total points** |  |  |  | | | | | | | | Hand out  [file:///D:/Users/User/Deskto](file:///D:\Users\User\Desktop\%D0%9A%D1%83%D1%80%D1%81%D1%8B%20%D0%BF%D0%BE%20%D0%9E%D0%91%D0%9D%D0%9E%D0%92%D0%9B%D0%95%D0%9D%D0%9A%D0%95\Music%20is%20Great_worksheet%202_information_gap.pdf)  Hand out  [file:///D:/Users/User/Desktop](file:///D:\Users\User\Desktop\%D0%9A%D1%83%D1%80%D1%81%D1%8B%20%D0%BF%D0%BE%20%D0%9E%D0%91%D0%9D%D0%9E%D0%92%D0%9B%D0%95%D0%9D%D0%9A%D0%95\Music%20is%20Great_worksheet%202_information_gap.pdf)  <https://www.youtube.com/watch?v=Ks2WiAbLZMs>  ICT technology  Hand out  [file:///D:/Users/User/Desk](file:///D:\Users\User\Desktop\%D0%9A%D1%83%D1%80%D1%81%D1%8B%20%D0%BF%D0%BE%20%D0%9E%D0%91%D0%9D%D0%9E%D0%92%D0%9B%D0%95%D0%9D%D0%9A%D0%95\Music%20is%20Great_worksheet%202_information_gap.pdf) |
| End  3 min | **Reflection** – “**Reflection with proverb” method**  Learners select a proverb that (symbolically) represents the most important learning point of the lesson according to their opinion..  *There is no beauty but the beauty of action (Moroccan proverb)*  *For the benefit of the flowers, we water the thorns too. (Egyptian proverb)*  *You always learn a lot more when you lose than when you win. (African proverb)*  *Wealth if you can use it, comes to an end; learning, if you can use it, increases. (Swahili proverb)* | | | | | | | [file:///D:/Users/User/Desktop/Reflection%20methods.pdf](file:///D:\Users\User\Desktop\Reflection%20methods.pdf) |
| **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** | |
| Differentiation  by outcomes,  by abilities and  by tasks. | | | | Formative assessment: “Thank you” method  Criteria- based assessment “Tick”  Formative assessment: “Fist of Five” strategy  Reflection: “Reflection with proverb” method | | | Creating positive atmosphere – Listening to Music  Movements during the division into pairs.  Dynamic pause – Singing the song and dancing  Rules of classroom sitting  ICT- no more than 15 minutes | |
| **Reflection** | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | | |
|  | | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |