

## Je suis le musicien (I am the Music Man)

### 1. I am the Music Man

**Prior Knowledge:** It is helpful if children are familiar with different genres of music.

#### Objectives

Engage in conversations; ask and answer questions; **express opinions and respond to those of others**; seek clarification and help.

Listen attentively to spoken language and show understanding by joining in and responding.

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and **the conjugation of high-frequency verbs**; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

#### Support

Some children may benefit from a visual prompt connected to each type of music.

In the third activity, allow some children to respond with single-word answers.

Some children may need a word bank as support in the writing activity. Alternatively, you could provide a gap-fill sheet.

#### Extension

In the fourth and fifth activities, children could use other known opinion phrases such as *J'aime... mais je préfère ... / J'adore... mais je déteste ...*

#### Main

Play children short extracts of four styles of music, e.g. jazz, reggae, pop and classical. After each one, teach children the name of the style, e.g. *la musique jazz, la musique reggae, la musique pop, la musique classique*. Play each piece again and children identify the style, e.g. *C'est de la musique pop*.

Ask the class *Qui aime la musique pop?* (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.

Highlight the sound [ik] *ique* in *musique* and ask which other words children know with this ending, e.g. *fantastique, magnifique, magique*. Collect suggestions on the board and read through them as a class. Ask children if they can think of any other words which include the [k] *qu* phoneme, e.g. *qui, quinze, quarante, cinquante*. Add these to the board in a separate column.

Ask individual children what music they like, e.g. *Tu aimes la musique pop?* (Do you like pop music?) Elicit replies with *J'aime ...* and *Je n'aime pas ...*

ICT opportunities: Present images of different musical genres in a slideshow with embedded sound clips for children to listen to.

Recap use of *mais* (but) as a connective to join two simple sentences together, e.g. *J'aime la musique pop mais je n'aime pas la musique classique*.

ICT opportunities: Create a bank of opinion phrases on the interactive whiteboard and drag and drop them into position to make example sentences using the connective *mais*. You may want to use images of famous musicians as prompts for the opinions.

Revise the [ɛ] *ai* sound in *j'aime* and *mais* by saying the sound in different pitches and tones and asking children to listen and repeat. Then display a list of words containing the [ɛ] *ai* phoneme and ask children to join you in reading them aloud, e.g. *aimer, maison, baissez, taisez-vous, mai*.

Ask children to work on whiteboards and write their own sentences like the ones above using *mais*. Give children key language on the board, but encourage them to write as much from memory as possible.

Sing *Je suis le musicien* to the tune of 'I Am the Music Man'.

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<b>Grammar</b> <u>For teachers:</u> <p>When asking what type of music can be heard, the answer is given using the partitive article, e.g. <i>C'est <b>de la</b> musique pop.</i></p> <p>When talking about playing musical instruments the construction is <i>jouer + du</i> (for masculine nouns) or <i>de la</i> (for feminine nouns), e.g. <i>je joue du piano, tu joues de la clarinette.</i></p>	<b>Grammar</b> <u>For children :</u> <p>No specific focus</p>	<b>Phonics focus</b> <u>For teachers:</u> <p><i>Jazz</i> is pronounced with a [dʒ] 'j' as in English as opposed to the soft [ʒ] j in <i>Bonjour.</i></p>	<b>Phonics focus</b> <u>For children:</u> <p>[k] qu – <i>musique, qui, quinze</i></p> <p>[ɛ] ai – <i>aimer, mais</i></p>
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<b><u>Learning Outcomes</u></b> Children can: <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>	<b><u>New National Curriculum Links</u></b> <b>Music</b> – Key Stage 2 Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
<b><u>Throughout the week</u></b> Listen to different pieces of music and ask children to tell you which style of music it is and if they like it or not, e.g. <i>C'est quel style de musique? Tu aimes la musique...?</i>	<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>Recorded extracts of four musical styles</li> <li>Interactive whiteboard</li> <li>Mini whiteboards</li> <li>Words for the song <i>Je suis un musicien</i>:</li> </ul> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>Je suis un musicien et j'aime la musique</i>  <i>Et je joue (oui, il joue !)</i>  <i>Du piano</i>  <i>Pia-pia-piano, piano, piano</i>  <i>Pia-pia-piano, pia-piano.</i></p> <p><i>Je suis un musicien et j'aime la musique</i>  <i>Et je joue (oui, il joue !)</i>  <i>Du trombone</i>  <i>Humpa humpa humpapa, humpapa, humpapa</i>  <i>Humpa humpa humpapa, Humpa, humpapa</i></p> </div> <div style="width: 45%;"> <p><i>Je suis un musicien et j'aime la musique</i>  <i>Et je joue (oui, il joue !)</i>  <i>Du violon</i>  <i>Vio-vio-violon, violon, violon,</i>  <i>Vio-vio-violon, Vio-violon.</i></p> <p><i>Je suis un musicien et j'aime la musique</i>  <i>Et je joue (oui, il joue !)</i>  <i>De la batterie</i>  <i>Batte-batte-batterie, batterie, batterie</i>  <i>Batte-batte-batterie, Batte-batterie</i></p> </div> </div>
<b><u>Teaching Tips</u></b> <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>The English translation is as follows:            I am a musician and I love music            And I play (oh yes he plays!)            The piano / trombone / violin / drums, etc.)</li> </ul>	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>C'est quel style de musique ?</i> <i>C'est :</i> <i>de la musique jazz</i> <i>de la musique reggae</i> <i>de la musique pop</i> <i>de la musique classique</i> <i>du rap / le rap</i>  <i>Qui aime la musique (pop) ?</i> <i>Tu aimes la musique (pop) ?</i>  <i>mais</i> <i>e.g. J'aime la musique pop, mais je n'aime pas la musique classique.</i>  <i>Nous allons chanter...</i> <i>Faites/Fais un geste pour...</i>	What style of music is this? It's: jazz music reggae music pop music classical music rap  Who likes (pop) music? Do you like (pop) music?  but e.g. I like pop music, but I don't like classical music  We're going to sing... Do an action for...	<i>C'est de la musique (pop).</i> <i>J'aime la musique (pop).</i> <i>Je n'aime pas la musique (pop).</i>  <i>mais</i> <i>e.g. J'aime la musique pop mais je n'aime pas la musique classique.</i>	It's (pop) music. I like (pop) music. I don't like (pop) music.  but e.g. I like pop music but I don't like classical music