

Je suis le musicien (I Am the Music Man)

6. Music contest

Prior Knowledge: It is helpful if children already are used to creating their own musical compositions and performing them in front of the class.

<p><u>Objectives</u></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>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.</p>	<p><u>Support</u></p> <p>For the second activity, some children may need to answer with phrases rather than whole sentences.</p> <p><u>Extension</u></p> <p>Confident children could lead the first activity.</p>	<p><u>Main</u></p> <p>Lead a game of Change the Beat (<i>Changez de Temps</i>) with body percussion, e.g. hand claps / finger clicks. Select a phrase from the unit, e.g. <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.</p> <p>Display a picture or flashcard of an instrument and say a phrase in the immediate future (first person), e.g. <i>je vais jouer du piano</i>. Continue with other images and encourage children to join in with you as you make <i>je vais jouer...</i> sentences for each one.</p> <p>Practise the question <i>Qu'est-ce que tu vas jouer?</i> as a class.</p> <p>Children work in pairs. They have a set of cards with pictures of instruments on them face down on the table. They take it in turns to ask the question <i>Qu'est-ce que tu vas jouer?</i> with the other person turning over the top card and saying the appropriate phrase, e.g. <i>je vais jouer de la flûte à bec</i>.</p> <p>As a class, practise the interview questions and responses from Session 5. Remind children that they nominated a spokesperson in the previous session who will answer most of the questions, but that everyone will need to say what they are going to play.</p> <p>The groups practise their raps and prepare for the interview and performance.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Immediate future tense of <i>jouer</i> (see Session 5).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Immediate future tense of <i>jouer</i> in first and second person.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>No specific focus.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No specific focus.</p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Use language creatively and independently • Perform a song or rap • Say what they are going to play 	<p><u>New National Curriculum Links</u></p> <p>Music – Key Stage 2</p> <p>Pupils should be taught to improvise and compose music using the inter-related dimensions of music separately and in combination</p>
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<p><u>Throughout the week:</u></p> <p>Give pupils the opportunity to practise their songs and raps.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Pictures or flashcards of musical instruments • Backing tracks / instruments for songs and raps • <i>Oui</i> and <i>non</i> voting cards for music contest judges • Digital camera
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Using rhythm and body percussion as in <i>Changez de Temps</i> (Change the Beat) is a helpful strategy for both practising and memorising new language. • While children are practising their interviews, encourage the group to correct each other's pronunciation and check with you if they are unsure. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Changez de temps !</i></p> <p><i>le saxophone</i></p> <p><i>le piano</i></p> <p><i>le violon</i></p> <p><i>le violoncelle</i></p> <p><i>le djembé</i></p> <p><i>le triangle</i></p> <p><i>la guitare</i></p> <p><i>la flûte</i></p> <p><i>la flûte à bec</i></p> <p><i>la clarinette</i></p> <p><i>la batterie</i></p> <p><i>la trompette</i></p> <p><i>la harpe</i></p> <p><i>les maracas</i></p> <p><i>Je vais jouer du/de la/des...</i></p> <p><i>Je vais jouer des maracas.</i></p> <p><i>Je vais chanter</i></p>	<p>Change the beat!</p> <p>the saxophone</p> <p>the piano</p> <p>the violin</p> <p>the cello</p> <p>the djembe</p> <p>the triangle</p> <p>the guitar</p> <p>the flute</p> <p>the recorder</p> <p>the clarinet</p> <p>drums (kit)</p> <p>the trumpet</p> <p>the harp</p> <p>the maracas</p> <p>I am going to play the...</p> <p>I am going to play the maracas.</p> <p>I am going to sing.</p>	<p><i>le saxophone</i></p> <p><i>le piano</i></p> <p><i>le violon</i></p> <p><i>le violoncelle</i></p> <p><i>le djembé</i></p> <p><i>le triangle</i></p> <p><i>la guitare</i></p> <p><i>la flûte</i></p> <p><i>la flûte à bec</i></p> <p><i>la clarinette</i></p> <p><i>la batterie</i></p> <p><i>la trompette</i></p> <p><i>la harpe</i></p> <p><i>Je vais jouer du/de la/des...</i></p> <p><i>Je vais jouer des maracas.</i></p> <p><i>Je vais chanter</i></p> <p><i>Qu'est-ce que tu vas faire ?</i></p>	<p>the saxophone</p> <p>the piano</p> <p>the violin</p> <p>the cello</p> <p>the djembe</p> <p>the triangle</p> <p>the guitar</p> <p>the flute</p> <p>the recorder</p> <p>the clarinet</p> <p>drums (kit)</p> <p>the trumpet</p> <p>the harp</p> <p>I am going to play the...</p> <p>I am going to play the maracas.</p> <p>I am going to sing.</p> <p>What are you going to do?</p>

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<p><i>Qu'est-ce que tu vas faire ?</i></p> <p><i>Comment tu t'appelles ? Je m'appelle...</i></p> <p><i>Et le groupe ?</i></p> <p><i>C'est quel style de musique ? C'est ...</i></p> <p><i>Tu aimes...?</i></p> <p><i>J'aime/ Je n'aime pas/ je préfère</i></p> <p><i>la musique jazz</i></p> <p><i>la musique reggae</i></p> <p><i>la musique pop</i></p> <p><i>la musique classique</i></p> <p><i>la musique folklorique</i></p> <p><i>C'est super/cool/ chouette/ génial!</i></p> <p><i>C'est nul/ affreux/ ennuyeux!</i></p> <p><i>Bonne chance</i></p> <p><i>Répétez s'il vous plaît.</i></p> <p><i>Parlez moins vite s'il vous plaît</i></p> <p><i>Je ne comprends pas.</i></p> <p><i>Encore une fois, s'il vous plaît.</i></p>	<p>What are you going to do?</p> <p>What's your name? My name is...</p> <p>And the group?</p> <p>What style of music is it? It's</p> <p>Do you like...?</p> <p>I like/I don't like/I prefer</p> <p>jazz music</p> <p>reggae music</p> <p>pop music</p> <p>classical music</p> <p>folk music</p> <p>It's super/ cool/ great/ brilliant!</p> <p>It's rubbish/ awful/ boring!</p> <p>Good luck</p> <p><i>Repeat, please.</i></p> <p><i>Speak more slowly please.</i></p> <p><i>I don't understand.</i></p> <p><i>One more time, please.</i></p>	<p><i>Comment tu t'appelles ? Je m'appelle...</i></p> <p><i>Et le groupe ?</i></p> <p><i>C'est quel style de musique ? C'est ...</i></p> <p><i>Tu aimes...?</i></p> <p><i>J'aime/ Je n'aime pas/ je préfère</i></p> <p><i>la musique jazz</i></p> <p><i>la musique reggae</i></p> <p><i>la musique pop</i></p> <p><i>la musique classique</i></p> <p><i>la musique folklorique</i></p> <p><i>C'est super/cool/ chouette/ génial!</i></p> <p><i>C'est nul/ affreux/ ennuyeux!</i></p> <p><i>Bonne chance</i></p> <p><i>Répétez s'il vous plaît.</i></p> <p><i>Parlez moins vite s'il vous plaît</i></p> <p><i>Je ne comprends pas.</i></p> <p><i>Encore une fois, s'il vous plaît.</i></p> <p>.</p>	<p>What's your name? My name is...</p> <p>And the group?</p> <p>What style of music is it? It's</p> <p>Do you like...?</p> <p>I like/I don't like/I prefer</p> <p>jazz music</p> <p>reggae music</p> <p>pop music</p> <p>classical music</p> <p>folk music</p> <p>It's super/ cool/ great/ brilliant!</p> <p>It's rubbish/ awful/ boring!</p> <p>Good luck</p> <p><i>Repeat, please.</i></p> <p><i>Speak more slowly please.</i></p> <p><i>I don't understand.</i></p> <p><i>One more time, please.</i></p>
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End of Unit Activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> To apply the knowledge, skills and understanding from this unit. 	<ul style="list-style-type: none"> 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. Each group nominates a photographer who records or photographs the performance of one group. Each group is interviewed first and they then perform their rap. 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. 	<ul style="list-style-type: none"> join in a short conversation, asking and answering questions perform a rap with confidence and clarity 	<ul style="list-style-type: none"> 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.