

## Je suis le musicien (I Am the Music man)

### Overview Unit 13

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit children learn to discuss their musical preferences and to say which instruments they play, as well as describing what other people are playing. They learn an adaptation of the song 'I Am the Music Man'. Children look in detail at an orchestra and find out what some of the instruments are called. They work in groups to create a rap for a performance and explain what musical instrument they are going to play.		This unit provides further opportunities for children to ask and answer questions about themselves. They draw on language learnt in Units 8 and 10 to express personal opinions and preferences. They practise <i>J'aime</i> and <i>Je n'aime pas</i> . Children develop their knowledge of verbs by learning about <i>jouer</i> in both the present and future tense. Confidence in speaking should be improving by this stage, and children can enjoy using the language creatively within the context of a music contest.
<b>Prior Learning</b> It is helpful if children already know: <ul style="list-style-type: none"> <li>• <i>J'aime</i> and <i>Je n'aime pas</i></li> <li>• <i>Tu aimes ... ?</i></li> <li>• compound sentences with connectives <i>et</i> and <i>mais</i></li> <li>• some adjectives to express simple opinions</li> <li>• <i>Je voudrais</i></li> <li>• <i>-ique</i> as a common word ending</li> <li>• <i>qu</i> as the phoneme [k]</li> <li>• feminine agreement of adjectives</li> </ul>	<b>New Language Content</b> <ul style="list-style-type: none"> <li>• Expressing and qualifying opinions (about musical preferences)</li> <li>• Saying what you are playing (in the context of musical instruments)</li> <li>• Expressing future intentions (about playing a musical instrument)</li> <li>• <i>jouer</i> + <i>du, de la</i> (with a musical instrument)</li> <li>• Immediate future : <i>aller</i> + infinitive (<i>Je vais jouer, Je vais chanter</i>)</li> <li>• Phonic focus : revision of [k] <i>qu</i>, [ɛ] <i>ai</i>, [u] <i>ou</i> ; pronunciation of [ʀ] <i>-re</i> ending</li> </ul>	<b>End of Unit Activity</b> Children take part in a talent contest in groups, performing a rap and being interviewed. They share the judging and recording of the talent contest as well.
<b>Expectations:</b> At the end of this unit:		<b>Links to the New National Curriculum for KS2 Foreign Languages</b> <i>Where there is a specific focus within the objective, this is shown in bold.</i> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; ask and answer questions; <b>express opinions and respond to those of others; seek clarification and help.</b></li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Describe people, places, things and actions orally and <b>in writing.</b></li> <li>• Understand basic grammar appropriate to the language being studied, such as feminine, masculine and neuter forms and <b>the conjugation of high-frequency verbs</b>; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</li> </ul>
<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/ dislike; say which musical instrument they are or someone else is playing / going to play	
<i>Some children will not have made so much progress and will:</i>	respond with <i>oui/non</i> or single words to questions about whether they like different musical styles; respond with single words to questions about what they are playing	
<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; write sentences describing people playing instruments; talk about themselves/others using the future tense	

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#### Resources

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| <ul style="list-style-type: none"><li>Recorded extracts of four musical styles</li><li>Interactive whiteboard</li><li>Mini whiteboards</li><li>Text for <i>Je suis le musicien</i>. (Session 1)</li></ul> | <ul style="list-style-type: none"><li>Pictures or flashcards of musical instruments</li><li>Images of people playing instruments</li><li>Envelopes and word cards for conjugating <i>jouer</i> (Session 3)</li><li>Internet access</li></ul> | <ul style="list-style-type: none"><li>Lists of instruments in orchestra (Session 4)</li><li>Picture / diagram of orchestra (for each pair) Backing track / instruments for song or rap (Session 5) <i>Oui</i> and <i>non</i> voting cards for music contest judges (Session 6)</li><li>Digital camera</li></ul> |
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