

Je suis le musicien (I Am the Music Man)

4. At the orchestra

Prior Knowledge: It is helpful if children have an understanding of the grammatical concept of person

Objectives

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

Read carefully and show understanding of words, phrases and simple writing

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

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

Support

Some children may benefit from having a word list with images or a picture dictionary as opposed to a bilingual dictionary.

Extension

Children choose the correct name to describe the groups of instruments in an orchestra (*les cordes, les vents, les percussions*). How did they work this out? Which strategies did they use?

Children could produce a short glossary of musical instruments using a bilingual dictionary.

Main

Sing *Je suis le musicien* and invite children to volunteer to sing solo verses, with the rest of the class joining in with the '*Oui il / elle joue*' line and with the chorus of the instrument sound, e.g. *humpa humpa humpapa*.

Recap the present tense of *jouer* by doing the rap from the previous session.

Display (on the board or worksheets) 8 pictures of people playing various instruments, numbered 1-8. Show children 8 sentences (lettered a-h) and ask them to match the sentences to the pictures, for example *Elles jouent du violon*.

Explain that you are going to look in more detail at *la musique classique*. Display the word *orchestre* and ask children what they think it means. What do they notice about how it is spelt? Practise saying *orchestre* as a class and then ask children if they know any other words with this *-re* ending in French? Make a list on the board.

Visit the website of an orchestra from a French-speaking country, for example *l'Orchestre de Paris* (www.orchestredeparis.com). If possible, look at the different instruments that are played and listen to some extracts. Display a picture of an orchestra and ask children to point to and say the names in French of any instruments they can see. Give children, in pairs, a list of between 6-10 instruments you would find in an orchestra and a diagram or picture of the instruments in an orchestra. Tell them that they will be detectives and label the instruments with the correct word. When children have finished, discuss how they worked out which names were for which instruments.

You may like to give children bilingual dictionaries to use during this task. In this case, before starting the task, spend a few minutes recapping on how to use a bilingual dictionary and give children some practice words to look up.

When reading new words aloud, children may be unsure of how to pronounce them. Explain that they can ask you the question *Comment ça se prononce?* if they would like you to say the word for them. Practise the question as a class.

ICT opportunities: There are many interesting websites in French on this topic that you may like to refer to. By typing '*Les instruments de l'orchestre*' into an internet search engine you will find French school websites with work done by French children on this topic, as well as free musical extracts and images of orchestras and instruments.

Play extracts of different instruments and ask children to identify them. Use prompt questions for support, providing alternatives, e.g. *C'est le violon? Le piano? Le violoncelle?* or *Il joue du violon? Du piano? Du violoncelle? De la flûte?*

ICT Opportunities: You can find free musical extracts on the internet using the same search as above: *les instruments de l'orchestre*.

Remind children of the classroom language learned in Units 1 and 2 to ask someone to speak more loudly / slowly: *Parlez plus fort / moins vite*. Revise the adverbs learned in Unit 11 and used to conduct the class: *lentement / rapidement (vite), doucement / fort*. Agree on hand gestures that a conductor might make to signal these changes.

Sing *Je suis le musicien* again, asking a child to be the *chef d'orchestre* conducting the orchestra and using both hand gestures and commands (*plus fort, plus doucement* etc.) to direct the class.

Je suis le musicien (I Am the Music Man)

4. At the orchestra

Grammar	Grammar	Phonics focus	Phonics focus
<p><u>For teachers:</u></p> <p><i>jouer + du / de la / des</i></p> <p>The majority of French adverbs of manner end in <i>–ment</i> which is roughly equivalent to the English <i>–ly</i>. They are formed, as in English, from the adjective. The basic rules are as follows:</p> <p>If the adjective ends in a vowel, add <i>–ment</i>, e.g. <i>absolu – absolument</i> (absolute – absolutely), <i>poli – poliment</i> (polite – politely)</p> <p>If the adjective ends in a consonant, add <i>–ment</i> to the feminine form, e.g. <i>normale – normalement</i> (normal – normally), <i>douce – doucement</i> (soft – softly).</p> <p>There are a number of exceptions to these rules, including those adverbs which require an acute accent on the vowels preceding <i>–ment</i> (<i>énormément</i> - enormously), those which end in <i>–amment / –emment</i> (<i>apparemment</i> - apparently, <i>constamment</i> - constantly) and irregular adverbs such as <i>gentil – gentiment</i> (kindly).</p>	<p><u>For children:</u></p> <p><i>jouer + du / de la / des</i></p> <p>Present tense of <i>jouer</i></p>	<p><u>For teachers:</u></p> <p>[R] -re – <i>orchestre, septembre</i></p>	<p><u>For children:</u></p> <p>[R] -re – <i>orchestre, septembre</i></p>

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> say what somebody is playing read and understand sentences about people playing instruments name some of the instruments played in an orchestra 	<p><u>New National Curriculum Links</u></p> <p>MUSIC - Key Stage 2</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>ENGLISH</p> <p><u>Reading</u> – Years 3 - 4</p> <p>Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p> <p><u>Writing</u> – Years 3 - 4</p> <p>Pupils should be taught to use the first two or three letters of a word to check its spelling in a dictionary.</p>
<p><u>Throughout the week:</u></p> <p>Play children extracts of music and ask them to identify the instruments being played. Make a display in French of an orchestra and the different instruments. Ask children to write speech bubbles for the musicians saying what they are playing.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Images of people playing instruments Interactive whiteboard Internet access lists of instruments in orchestra (for each pair) picture / diagram of orchestra (for each pair)
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> This is a good opportunity for cross curricular teaching 	

Je suis le musicien (I Am the Music Man)

4. At the orchestra

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>l'orchestre</i>	orchestra	<i>l'orchestre</i>	orchestra
<i>le chef d'orchestre</i>	conductor	<i>le chef d'orchestre</i>	conductor
<i>le piano</i>	piano	<i>le piano</i>	piano
<i>le violon</i>	violin	<i>le violon</i>	violin
<i>le violoncelle</i>	cello	<i>le violoncelle</i>	cello
<i>le trombone</i>	trombone	<i>le trombone</i>	trombone
<i>la guitare</i>	guitar	<i>la guitare</i>	guitar
<i>la flûte</i>	flute	<i>la flûte</i>	flute
<i>la clarinette</i>	clarinet	<i>la clarinette</i>	clarinet
<i>la flûte à bec</i>	recorder	<i>la flûte à bec</i>	recorder
<i>la batterie</i>	drums	<i>la batterie</i>	drums
<i>la contrebasse</i>	double bass	<i>la contrebasse</i>	double bass
<i>les cordes</i>	strings (as in string instruments)	Extension :	Extension:
<i>les vents</i>	wind (as in wind instruments)	<i>les cordes</i>	strings (as in string instruments)
<i>les percussions</i>	percussion	<i>les vents</i>	wind (as in wind instruments)
<i>Comment ça se prononce ?</i>	How do you pronounce that?	<i>les percussions</i>	percussion
<i>plus fort / plus doucement</i>	more loudly / more softly	<i>Comment ça se prononce ?</i>	How do you pronounce that ?
<i>plus rapidement (vite) / plus lentement</i>	more quickly / more slowly	<i>plus fort / plus doucement</i>	more loudly / more softly
		<i>plus rapidement (vite) / plus lentement</i>	more quickly / more slowly