

Je suis le musicien (I am the music man)

2. What do you play?

Prior Knowledge: It is helpful if children can recall names in French for different styles of music.

Objectives

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.

Describe people, places, things and actions orally and **in writing**.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Support

When writing their own sentences on mini-whiteboards, children could work in mixed-ability pairs.

Extension

Give children a list of other musical instruments and ask them to write sentences using *je joue* and *du / de la / des*.

Main

Sing *Je suis le musicien* (see Session 1 for text).

Revise the different types of music by playing extracts of each and asking children to tell you what type of music it is, giving alternatives, e.g. *C'est de la musique classique ou de la musique jazz? C'est de la musique classique*. Ask individuals whether they like the music or not and encourage them to reply with a longer *mais* sentence, e.g. *Oui, j'aime la musique classique mais je préfère la musique pop*.

Using flashcards or other visuals, teach the names of 6 instruments, e.g. *le piano, le violon, le trombone, la guitare, la flûte à bec, la batterie*. Children listen to and repeat the names in a variety of pitches / tones. Play games to reinforce the new language, e.g. a guessing game - you hide the cards and ask children to guess which card is on top.

Display the names of the instruments. Ask children to tell you what they notice. Are they similar to or different from English? Play extracts of music and ask children to listen carefully and tell their partners when they hear one of the instruments, e.g. *C'est le piano!* Invite children to tell the class which instruments they heard during each extract.

Say the phrase *Je joue* and ask children to repeat. Practise the [u] *ou* sound and invite children to suggest other words they know containing this sound, e.g. *coucou, kangourou* from Unit 11.

Mime playing one of the instruments and tell children *Je joue du piano*. Repeat with a number of different instruments. What do children notice about the language? Has something about the instruments changed? Explain that when you are talking about playing an instrument, you need to use *du / de la / des* instead of *le / la / les*.

If appropriate at this point for your class, you may want to discuss the fact that when talking about playing a sport, *jouer au / à la* is used, whereas when talking about playing music, *du / de la / des* is used.

Invite children to play *Répétez si c'est bon*. Mime playing an instrument and say, e.g. *Je joue du violon*. If the sentence you say matches your mime, children repeat. If not, they stay silent. Next, invite a child to lead the game.

Display images and/or the names of the instruments on the board and ask children to help you sort the words into different categories *du* and *de la*. Show how *le piano* changes to *du piano* and *la batterie* changes to *de la batterie*.

ICT Opportunities: Using the drag and drop facility on the interactive whiteboard can make sorting the words very clear. You can also change the colour of the font according to whether the word is masculine or feminine.

Model writing a sentence using the words on the board, e.g. *Je joue de la batterie*. Ask children to write their own sentences on mini-whiteboards and share them.

Play charades. Ask a child to mime playing an instrument and ask *Tu joues* e.g. *du piano?* When you have guessed correctly, the child says, *Oui, je joue du piano*. In order to model the question a number of times you can make a number of guesses. Invite another child to mime and this time, see if another class member can make a guess using *Tu joues...?* Repeat as often as is appropriate.

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Grammar <u>For teachers:</u> 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>	Grammar <u>For children:</u> No specific focus	Phonics focus <u>For teachers:</u> When saying phrases like <i>tu joues</i> , it can be easy to confuse the sounds [y] u and [u] ou. [y] u – <i>tu, flûte</i> [u] ou – <i>jouer, je joue, tu joues</i>	Phonics focus <u>For children:</u> [u] ou – <i>je joue</i>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> Name 6 instruments Say what they are playing / what they play Use the partitive article (singular) correctly when talking about which instrument they play 	<u>New National Curriculum Links</u> Music – 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. Listen with attention to detail and recall sounds with increasing aural memory.
<u>Throughout the week</u> Play charades with musical instruments.	<u>Resources</u> <ul style="list-style-type: none"> Text for <i>Je suis le musicien</i>. Flashcards / images of instruments Extracts of different types of music Interactive whiteboard Mini-whiteboards
<u>Teaching Tips</u> <ul style="list-style-type: none"> Use mnemonics to help children remember tricky words, for example, ask children to imagine battering a drum kit to remember <i>la batterie</i> (drums). This is one of the trickier nouns because in French it is singular as opposed to plural. Children will enjoy coming up with their own strategies for memorising language. 	

<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 de la musique classique ou de la musique jazz ?</i> <i>C'est :</i> <i>de la musique jazz</i>	What style of music is this? Is it classical music or jazz? It's: jazz music	<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>	It's: jazz music reggae music pop music classical music

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<i>de la musique reggae</i>	reggae music	<i>du rap / le rap</i>	rap
<i>de la musique pop</i>	pop music		
<i>de la musique classique</i>	classical music	<i>le piano</i>	piano
<i>du rap / le rap</i>	rap	<i>le violon</i>	violin
		<i>le trombone</i>	trombone
<i>Tu aimes la musique ex. classique?</i>	Do you like e.g. classical music?	<i>la guitare</i>	guitar
		<i>la flûte à bec</i>	recorder
<i>Écoutez</i>	Listen	<i>la batterie</i>	drums
<i>C'est quel instrument ?</i>	Which instrument is it?		
		<i>Je joue du...</i>	<i>I play / I am playing...</i>
<i>le piano</i>	piano	<i>piano</i>	<i>the piano</i>
<i>le violon</i>	violin	<i>violin</i>	<i>the violin</i>
<i>le trombone</i>	trombone	<i>trombone</i>	<i>the trombone</i>
<i>la guitare</i>	guitar	<i>Je joue de la ...</i>	<i>I play / I am playing...</i>
<i>la flûte à bec</i>	recorder	<i>guitare</i>	<i>the guitar</i>
<i>la batterie</i>	drums	<i>flûte à bec</i>	<i>the recorder</i>
		<i>batterie</i>	<i>the drums</i>
<i>Je joue du...</i>	<i>I play / I am playing...</i>		
<i>piano</i>	<i>the piano</i>		
<i>violin</i>	<i>the violin</i>		
<i>trombone</i>	<i>the trombone</i>		
<i>Je joue de la ...</i>	<i>I play / I am playing...</i>		
<i>guitare</i>	<i>the guitar</i>		
<i>flûte à bec</i>	<i>the recorder</i>		
<i>batterie</i>	<i>the drums</i>		
<i>Tu joues du / de la / des... ?</i>	<i>Are you playing...?</i>		
<i>Répétez si c'est bon</i>	<i>Repeat if it's right</i>		