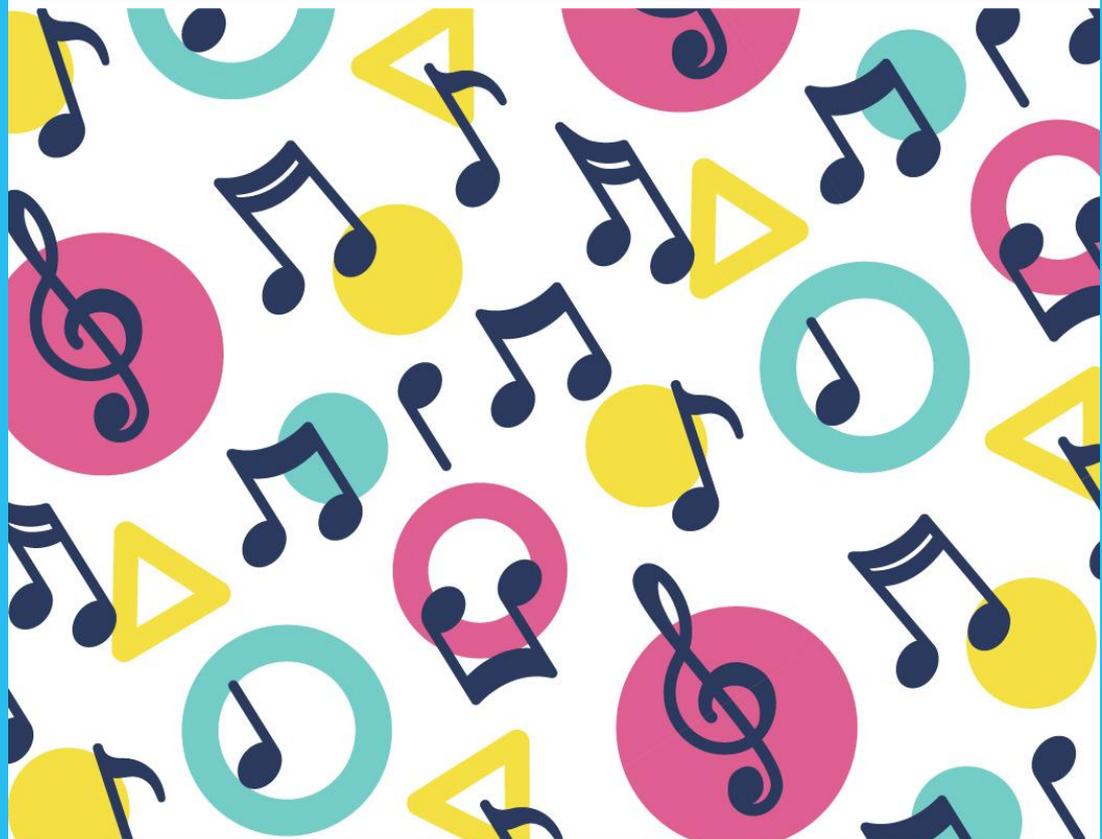


# MUSIC

*October - November -  
December 2023*

Healthy Sound Environment  
Science

1<sup>st</sup> Form





# ▷ SECUENCIAS DIDÁCTICAS PRIMARIAS BILINGÜES

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# OBJETIVOS

## OBJETIVOS DE APRENDIZAJE DE MÚSICA VINCULADOS CON INGLÉS

- ❑ Desarrollar curiosidad por las producciones del grupo y de la comunidad escolar.
- ❑ Identificar sonidos del entorno, voces e instrumentos musicales.
- ❑ Comunicar y expresar a través de los gestos, la voz y el movimiento corporal.
- ❑ Identificar danzas, canciones y juegos infantiles.
- ❑ Vincular las diferentes manifestaciones musicales con diversas épocas y lugares.
- ❑ Escuchar sonidos del entorno social y natural e imitarlos con la voz, diferentes materiales e instrumentos adecuados.



# OBJETIVOS

## OBJETIVOS DE APRENDIZAJE DE INGLÉS VINCULADOS CON MUSICA/MUSIC

- ❑ Comprender consignas dadas por el/la docente, reconociendo palabras y expresiones muy sencillas usadas habitualmente.
- ❑ Comprender palabras y frases simples que permitan la contextualización (acercarse a las culturas de procedencia de la música, estilos, épocas, intérpretes, etc.).
- ❑ Utilizar expresiones y/o frases sencillas para describir imágenes y situaciones relacionadas con las áreas temáticas tratadas para manifestar su interés, emociones, impresiones.
- ❑ Interactuar de manera muy breve y sencilla, en situaciones propias del contexto escolar, con la ayuda del/de la docente.



# CONTENIDOS

## BLOQUE

### | CONTEXTUALIZACIÓN

El contexto Sonoro

(Octubre - Noviembre - Diciembre)

- Detección de sonidos que perjudican la salud auditiva.

## ALCANCES

(Octubre- Noviembre - Diciembre)

- Diferencia entre cantar fuerte y gritar. Beneficios para la salud física y social de un ambiente sonoro de tranquilidad.



# ORIENTACIONES PARA LA ENSEÑANZA

**Antes de comenzar la tarea de planificar la clase de Música, es sumamente importante considerar detenidamente tres aspectos:**

- ❑ El para qué de la música en la educación primaria bilingüe;
- ❑ El qué enseñar y fundamentalmente el cómo;
- ❑ Con qué recursos presentar los contenidos y conducir su desarrollo para su internalización.

En primer lugar, es necesario reflexionar acerca de la finalidad de la música en la Educación Primaria Bilingüe. Y la conclusión sería que para dar oportunidad a los/as niños/as de una educación integral y para pensar la música en inglés como una forma de estructurar el pensamiento y la comunicación en diferentes áreas del conocimiento, es necesaria la habilidad de expresar sentimientos, impresiones, pareceres acerca de lo escuchado o producido y establecer relaciones, ordenando, distinguiendo y clasificando elementos específicos de la música.

# ORIENTACIONES PARA LA ENSEÑANZA

Las intervenciones docentes pueden acompañar estas propuestas, a modo de preguntas orientadoras o ejes sobre los cuales mantener conversaciones.

## POR EJEMPLO

*¿A quién le gustó esta obra? ¿Les parece alegre o triste? ¿Para qué podríamos usar esta canción? ¿Para dormir a un bebé o para bailar? Si bailamos con esta canción, ¿qué movimientos podemos usar? ¿Saltos o mantenernos en equilibrio? Pensemos en un día de lluvia, ¿los truenos suenan antes o junto con la lluvia? Juan piensa que antes, ¿alguien piensa algo diferente?*

Traje un cuento sobre este tema, leamoslo y luego volveremos a conversar.

*¿Y si sonorizamos la parte del cuento en la que aparece la gran tormenta?*



## HEALTHY SOUND ENVIRONMENT - Shout or sing loud?

### CONTENT

- ❑ Sounds around us. The importance of a healthy sound environment. The difference between shout and sing loud.

### COGNITION

- ❑ Listen, identify, classify and describe sounds.

### CULTURE

- ❑ Sounds and noises around the world.

### COMMUNICATION

- ❑ **Communication:** Use of adjectives to describe sounds. Express likes/ dislikes and preferences.
- ❑ **Lexical items:** pleasant- unpleasant- quiet- noisy- high- low- continuous- intermittent- soft- melodic- loud- explosive.



### NOISES ARE UNWANTED OR UNPLEASANT SOUNDS - BRAINSTORMING

**Teachers will ask students the following questions among others:**

- ▣ What sounds do you usually hear at school? What are their source?*
- ▣ Do you like all the sounds you usually hear at school? What sounds don't you like?*
- ▣ Do we make any sounds? When? When is it important/ necessary to be quiet?...*



Ts will write Ss ideas on the board.  
Ts will write with a different colour  
the sounds most of Ss don't like.

## PRE READING

Working with paratext and anticipating what the story is about.

Look at the cover of the book, who is Noah? Can you describe Noah?

Think, why is Noah so noisy?

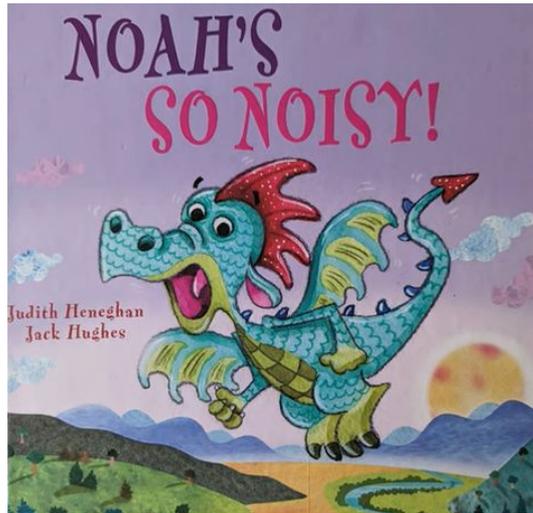
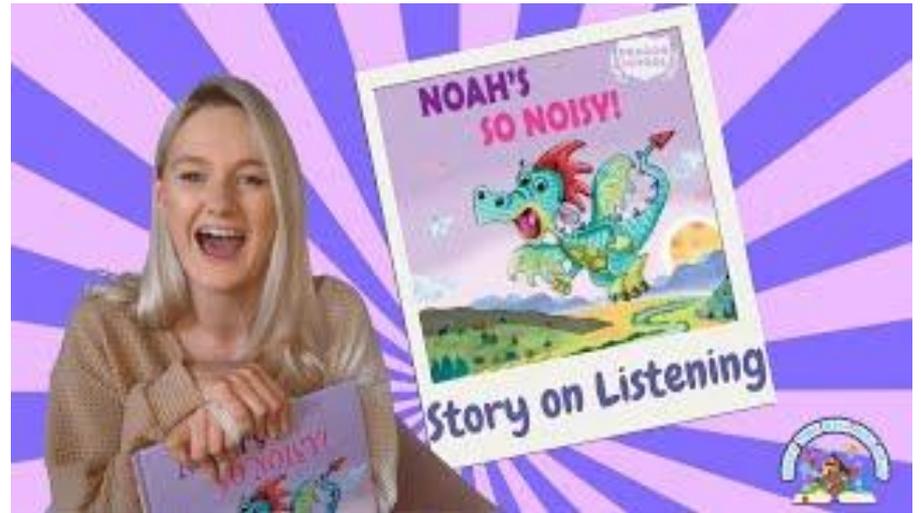


Image from the video



<https://youtu.be/2zhctiQDWsq>

Video 19-09-2023

## WHILE READING

**Making it comprehensible. Oral work.** Teachers will play the video. Then they will stop it, read and mime if necessary. Students will choose the right option.



When Noah walked through the forest, he always **clapped his hands- stamped his feet.**



When Noah crashed through the bushes, all the birds **sing-squawk.**



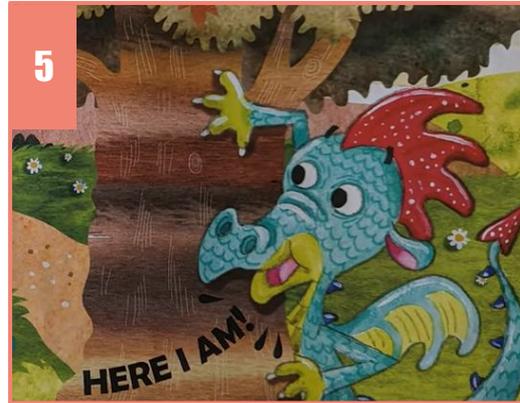
Noah roared very **loudly- softly.**

## WHILE READING

Making it comprehensible. Oral work.



When Noah and his friends played sleeping dragons, he **flapped his wings- laughed**.



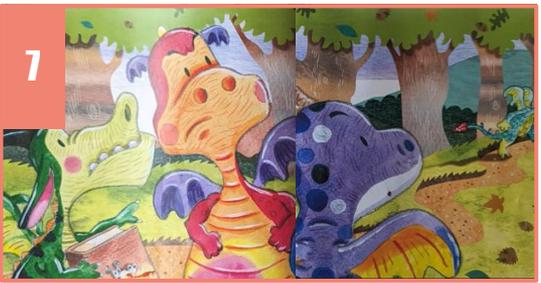
When Noah and his friends played hide-and- seek, he **kept quiet- shouted**.



When his friends read stories, he was very **noisy- quiet**.

# WHILE READING

Making it comprehensible. Oral work.



Noah's friends were very **happy- angry**.



Noah was very **happy- sad**.



Noah wanted to listen to the story so he decided to be **quiet- noisy**.



Noah listened to the story and **stood** still as a statue- **moved** his wings.

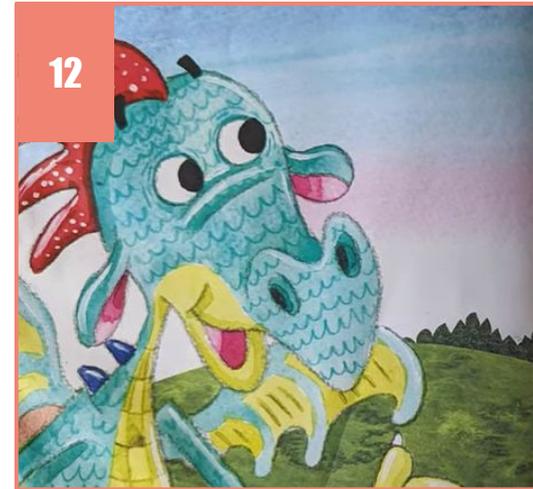
Images from the video

## WHILE READING

Making it comprehensible. Oral work.



Noah's friends were **surprised- sad** because Noah was **quiet- noisy**.



Noah was sorry for being so noisy and promised to listen to the story quietly....

**THE END**

Images from the video

## POST READING TASK

### **ORAL WORK:** Ts will ask Ss these questions among others

- ❑ Do you like the story? What is your favourite part of it?
- ❑ Is Noah noisy at the beginning of the story?
- ❑ Can you mime Noah's actions? Can you make the sounds he makes in the story?
- ❑ Do Noah's friends like "noisy" Noah?
- ❑ Is Noah noisy at the end of the story?
- ❑ How do you feel when Noah is noisy?

## POST READING TASK

Let's draw... When are you noisy? When are you quiet?

NOISY OR QUIET?	
NOISY	QUIET



## NOISES AND SOUNDS AT SCHOOL - Noises are unpleasant sounds

### LISTEN AND MATCH...

Ts will make Ss listen to the audio and Ss will identify the sound sources ....Then Ts will ask Ss .... Do you like this sound?... Is it a pleasant sound? Is it an unpleasant sound?

<https://youtu.be/zvH6RYlyxCU>

<https://youtu.be/AP5fBSgR1s8>

<https://youtu.be/lqVN7VCrBMq>

<https://youtu.be/dHuCAuwUH58>

<https://youtu.be/04YW65zQ8r0>

<https://youtu.be/4gbeiqaoBEo>

Links 19-09-2023



Children talking, shouting and laughing



Children drawing



Writing on the board



Rubber erasing



Knock on the door



Bell ringing

Images from Pixabay



## SOUND OR NOISES?

Ts will make Ss listen to the audio and Ss will identify the sound sources ....Then Ts will ask Ss .... Do you like this sound?... Is it a pleasant sound? Is it an unpleasant sound?

<https://youtu.be/dPQUY-0tsbQ>

<https://youtu.be/YmiKOxKpluc>

<https://youtu.be/79I5QOZJJrq>

<https://youtu.be/lqsKdHoE-Vc>

<https://youtu.be/MpeSnvFjLQ8>

<https://youtu.be/P1QU8JL5aHA>

<https://youtu.be/fTZDOAsscJU>

<https://youtu.be/3Y9j48jF32o>

<https://youtu.be/yc-3anmzqhk>

<https://youtu.be/ZM60QYhuEkQ>

Videos 21-09-2023

### PLEASANT SOUNDS



### UNPLEASANT SOUNDS (NOISES)



*Ts will ask Ss...Do you like noises? Do noises hurt? What do you do when you hear an unpleasant sound? What problems can cause unpleasant sounds to people and animals?*

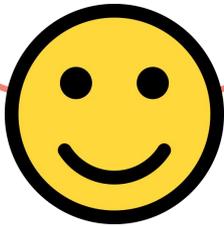
Images from Pixabay



*Teachers will make students listen to the audio and students will identify the sound sources....*

**Then teacher will ask students:**

- Do you like this sound?
- Is it a pleasant sound?
- Is it an unpleasant sound?



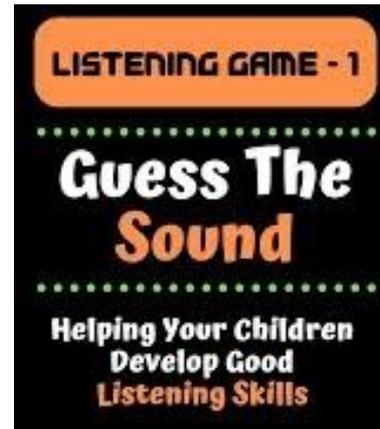


## DESCRIBING SOUND AND NOISES



Ts will make Ss listen to the audio and ask questions about some of the sounds they hear (*Can you guess the sound? Is it a loud/soft....sound?*) Then Ss will guess the other sounds and describe them.

Remember that noises are unpleasant sounds



<https://www.youtube.com/watch?v=pbxFOxz9c1q>



## EXTRA RESOURCES



<https://www.youtube.com/watch?v=U-btSLpuybU>



<https://www.youtube.com/watch?v=n1m4h79JZso>



## CULTURE: SOUND AND NOISES AROUND THE WORLD

**Antarctic Circle. The sound of massive icebergs splitting.**

<https://youtu.be/OBN56wL35IQ>

**England: soccer match. Fans celebrating.**

<https://youtu.be/Jvmmkx1dtmA>

**Africa: Gabon. Rainforest.**

<https://youtu.be/QPivYjhPxMQ>

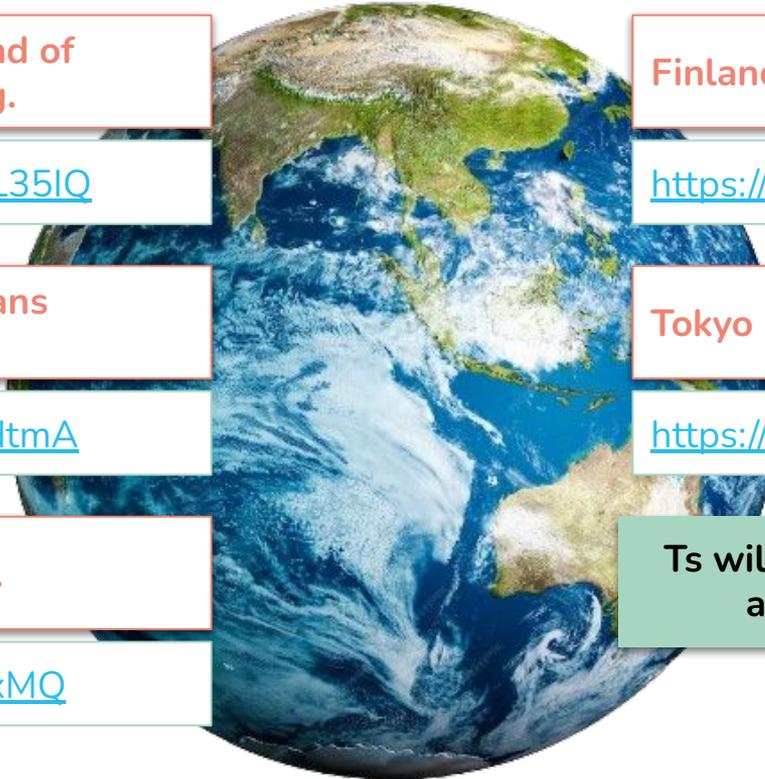
**Finland: Northern lights.**

<https://youtu.be/HIhiNcXLvxE>

**Tokyo**

<https://youtu.be/gNfo5VAd6OQ>

**Ts will make Ss listen to the audio and describe the sounds.**





## SHOUT OR SING LOUD?

Music is the art of arranging and combining sounds to create harmonious melody.



**TEACHERS WILL ASK STUDENTS TO LOOK AT THE PICTURES AND ASK QUESTIONS ABOUT THEM.**

Look at the man and his microphone....*Is the man shouting or singing loud? How does he look? Is it good for his voice? Is it good for other people when someone shouts?*

Look at the woman... *Is she shouting or singing loud? How does she look?*

**ABOUT YOU.** *How do you feel when you shout? Is shouting good for your voice?*



## THE SOUND OF READING

MUSIC IS THE ART OF ARRANGING AND COMBINING SOUNDS TO CREATE HARMONIOUS MELODY.

This is Bella. She is a singer. She sings loud so everybody can listen to her and enjoy her music.



<https://www.youtube.com/watch?v=wKoSUh2dd3A>

**STUDENTS WILL WATCH AND LISTEN TO THE VIDEO. THEN TEACHERS WILL ASK.**

*Do you like the song?*

*What are the seven musical notes?*

*Can you solfege with Bella? Let's do it/ Let's learn with her....*



MUSIC IS THE ART OF ARRANGING AND COMBINING SOUNDS TO CREATE HARMONIOUS MELODY.



<https://www.youtube.com/watch?v=wKoSUh2dd3A>

Video 21-09-2023

## Do- Re- Mi *Sound of Music*

Let's start at the very beginning  
A very good place to start  
When you read you began with A-B-C  
When you sing you begin with do-re-mi  
Do-re-mi, do-re-mi  
[María]  
Do-re-mi-fa-so-la-ti  
(Let's see if I can make it easy)  
Doe, a deer, a female deer  
Ray, a drop of golden sun  
Me, a name I call myself  
Far, a long, long way to run  
Sew, a needle pulling thread  
La, a note to follow Sew  
La, a note to follow Sew  
Tea, a drink with jam and bread  
That will bring us back to Do (oh-oh-oh)

Ts will teach Ss the lyrics of this song. If possible Ss will sing it with the Music Education teacher.



## THINK AND ANSWER- 1, 2 or 3 shorts



1) I can describe my feelings when listening to the story.

---



2) I can answer questions about the story.

---



3) I can identify sounds and noises.

---



4) I can describe sounds and noises.

---



5) I can explain the problems noises can cause.



## MUSIC

- ❑ Can students identify the differences between sounds and noises?
- ❑ Can describe characteristics of sounds and noises?
- ❑ Can students mention the problems that noises may cause?



Image from Pixabay

## ENGLISH

- ❑ Can your students understand different instructions?
- ❑ Can they understand specific vocabulary related to the topics they have been working with?
- ❑ Can they talk about their personal opinion/feelings related to the texts/images/games they worked with?
- ❑ Can they explain in their own words what they have been learning about?
- ❑ Can they interact in English using classroom language and everyday expressions?