



# Spanish Unit 14 Yo soy músico ('I am the Music Man')

Unit title (Topic/Theme): **14 Yo soy músico ('I am the Music Man')** Class / Yr Group: *year 5* Length of unit: **6 Weeks** Start date:

<b>So what do you want pupils to learn in this unit?</b> Objectives for the unit – what will you see and hear by the end?	<b>Core Activities / Pupils' Challenge</b>
<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Responding to a song in French</li></ul> <p><b>Function / Notion</b></p> <ul style="list-style-type: none"><li>• Expressing and qualifying opinions (about musical preferences)</li><li>• Expressing future intentions (about playing a musical instrument)</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• tocar + el/la/los/las (with a musical instrument)</li><li>• Immediate future: ir a + infinitive (Voy a tocar; Voy a cantar)</li></ul>	<p><b>Core Language</b></p> <ul style="list-style-type: none"><li>• un saxofón</li><li>• un piano</li><li>• un violín</li><li>• un clarinete</li><li>• una guitarra</li><li>• una trompeta</li><li>• la batería</li><li>• las castañuelas (f pl)</li><li>• Voy a tocar el/la ...</li><li>• Voy a cantar</li><li>• ¡Es fantástico!</li><li>• ¡Es malísimo/horrible/ aburrido!</li></ul> <p><b>Phonic Focus</b></p> <ul style="list-style-type: none"><li>• Syllable stress</li></ul> <p><b>Outline of Core Lesson Activities</b></p> <p>In this unit children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song 'I am the Music Man'. Children explore rhythm and use this as a strategy for remembering and practicing new language. They work in groups to create a rap or song for a performance and explain what musical instrument they are going to play.</p> <p><b>What will they will achieve / present at the end of the unit?</b></p> <p><b>most children will:</b></p> <p>understand and use set phrases to talk about themselves and ask others simple personal information; say what musical styles they like and dislike; say which musical instrument they are going to play</p> <p><b>some children will not have made so much progress and will:</b></p> <p>respond with <i>Si and No</i> r single words to questions about whether they like different musical styles</p> <p><b>some children will have progressed further and will:</b></p> <p>give opinions about different musical styles; use the new structures to express opinions spontaneously and apply these to other contexts</p>



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Language		Additional language for this unit	
<b>Core language</b>			
<i>¿Tocas ...?</i>	Do you play?	<i>la música jazz / el jazz</i>	jazz music
<i>Toco el saxofón, el piano, el violín, el clarinete (m)</i>	I play the saxophone, piano, violin, clarinet	<i>la música reggae</i>	reggae music
<i>Toco la guitarra, la batería (f)</i>	I play the guitar, drums	<i>la música pop</i>	pop music
<i>Toco las castañuelas (fp)</i>	I play the castanets	<i>la música clásica</i>	classical music
		<i>la música folclórica</i>	folk music
<i>¡Es genial!</i>	It's brilliant	<i>un saxofón</i>	a saxophone
<i>¡Es horrible/aburrido!</i>	It's awful/boring	<i>un piano</i>	a piano
		<i>un violín</i>	a violin
<i>como</i>	like	<i>una guitarra</i>	a guitar
		<i>un clarinete</i>	a clarinet
		<i>la batería</i>	the drums
		<b>Additional language for teachers</b>	
		<i>¿Qué tipo de música es?</i>	What kind of music is it?
		<i>Hay ...</i>	There is ... / There are ...
		<i>Cambia/Cambiad el ritmo</i>	Change (plural/singular) the beat
		<i>¿Cuántos ritmos/tiempos hay?</i>	How many beats are there (in the pattern)?



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Lesson	Learning Outcomes
I am the music man	<ul style="list-style-type: none"> <li>express likes and dislikes</li> <li>use the known <i>phrases Me gusta(n)</i> and <i>No me gusta(n)</i> in a new context</li> </ul>
Expressing Opinions	<ul style="list-style-type: none"> <li>use adjectives to express simple opinions</li> <li>select appropriate words and phrases to express simple written opinions</li> <li>Sing <i>Yo soy músico</i> and encourage children to join in with <i>Somos músicos y venimos de Madrid</i>, etc.</li> <li>Introduce the term <i>folclórico</i> and ask children <i>¿Te gusta la música folclórica?</i> (Do you like folk music?) Elicit the reply <i>Sí, me gusta la música folclórica</i> and respond with <i>¡Es genial!</i></li> </ul>
Buying a CD	<ul style="list-style-type: none"> <li>join in a short conversation</li> <li>recognise how some aspects of music may be specific to a country or culture</li> <li>revise <i>Me gustaría</i> and practise the pronunciation of <i>CD</i>. The class agree on the type of music they would like to buy. Encourage individual children to respond to the following questions: Teacher: <i>¡Buenos días!</i> Child: <i>¡Buenos días!</i> Teacher: <i>¿Qué quieres?</i> Child: <i>Me gustaría comprar un CD.</i> Teacher: <i>¿Te gusta la música clásica?</i> Child: <i>No, prefiero el jazz / la música jazz.</i> Teacher: <i>Aquí está el jazz / la música jazz.</i> Child: <i>Gracias.</i></li> </ul>
The rhythm of the beat	<ul style="list-style-type: none"> <li>use rhythm as an aid to memorisation</li> </ul>
Its rap	<ul style="list-style-type: none"> <li>join in a short conversation, asking and answering questions</li> <li>recall words, phrases and sentences to perform a rap</li> </ul>
Music Contest	<ul style="list-style-type: none"> <li>join in a short conversation, asking and answering questions</li> <li>perform a rap with confidence and clarity</li> </ul>