



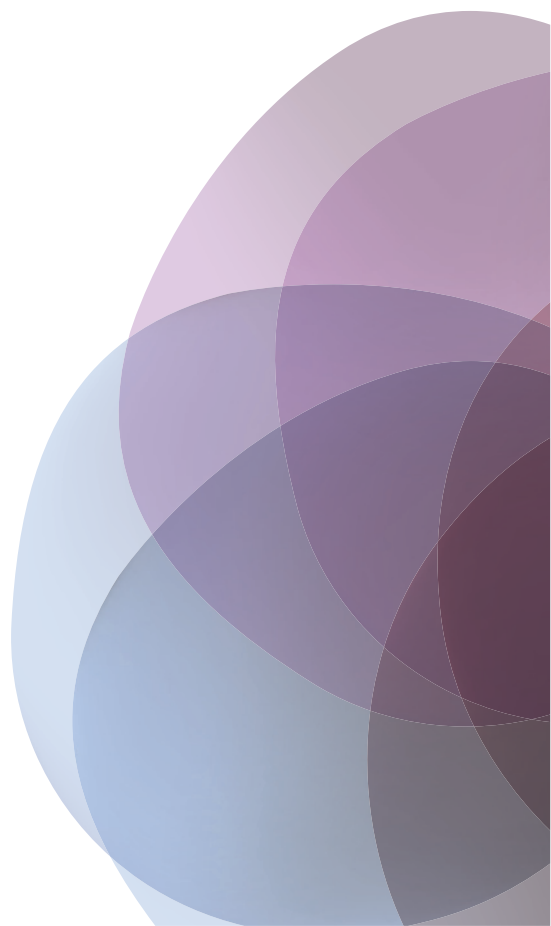
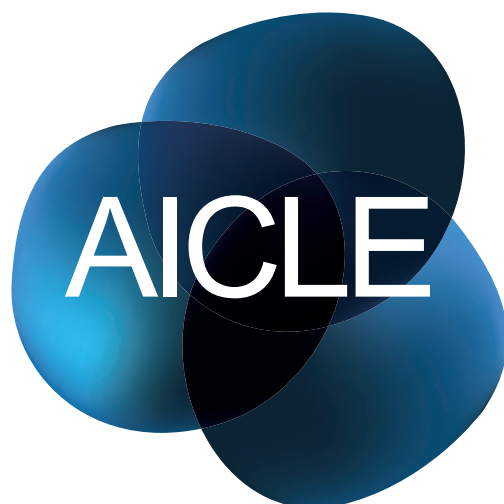
Educación Artística

Primaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Percussion Instruments at the School
NIVEL LINGÜÍSTICO SEGÚN MCER	A1.1
IDIOMA	Inglés
ÁREA / MATERIA	Música-inglés
NÚCLEO TEMÁTICO	Los instrumentos de pequeña percusión.
GUIÓN TEMÁTICO	Los instrumentos de percusión escolar teniendo en cuenta su clasificación por materiales de que están hechos y su timbre.
FORMATO	Pdf.
CORRESPONDENCIA CURRICULAR	1º de Educación Primaria
AUTORÍA	Carmen Maldonado
TEMPORALIZACIÓN APROXIMADA	5 ó 6 sesiones.
COMPETENCIAS BÁSICAS	<p>Conocimiento e interacción con el mundo físico:</p> <ul style="list-style-type: none"> - Reconocer el timbre de distintos instrumentos - Identificar los materiales de que están hechos y sus timbre <p>Comunicación lingüística:</p> <ul style="list-style-type: none"> - Leer y escuchar los nombres de los distintos instrumentos - Nombrar los instrumentos y sus cualidades - Formar frases por escrito con ayuda de etiquetas identificando sus nombres cualidades y materiales <p>Tratamiento de la información y competencia digital:</p> <ul style="list-style-type: none"> - Interactuar con programas de reconocimiento de sonidos y repetición de ritmos con ellos <p>Aprender a aprender:</p> <ul style="list-style-type: none"> - Organizar la información sobre los instrumentos - Explorar distintos timbres y ritmos <p>Autonomía e iniciativa personal y competencia emocional: Interpretar libremente esquemas rítmicos sencillos para los demás</p>
OBSERVACIONES	Todas las imágenes utilizadas en la unidad están bajo la licencia "Creative commons" o bajo la licencia de documentación libre GNU. Algunas de ellas han sido modificadas.

Tabla de programación AICLE

OBJETIVOS DE ETAPA	<ul style="list-style-type: none"> - Identificar sonidos y ruidos del entorno - Diferenciar instrumentos de percusión - Conocer la clasificación de los instrumentos - Apreiciar los sonidos agradables y controlar la contaminación acústica - Reconocer alturas y timbres de los instrumentos 									
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Clasificación de los instrumentos de percusión - Timbres y alturas - Denominación de los instrumentos - Los materiales de que están hechos los instrumentos - Interpretación de sencillos ritmos utilizando los instrumentos - Escucha activa ante la interpretación de otros 									
TEMA	<p>Los instrumentos de percusión Diferentes timbres de los instrumentos Materiales de que están fabricados los instrumentos</p>									
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Nombrar los diferentes instrumentos de percusión - Explicar en frases sencillas el instrumento que tocan - Explicar en frases sencillas el material de que están hechos los instrumentos - Identificar a la familia que pertenecen - Componer frases con sentido utilizando etiquetas con palabras y alocuciones 									
TAREAS	<ul style="list-style-type: none"> - Juegos de memorización - Juegos de reconocimiento - Fabricar flashcards 									
CONTENIDOS LINGÜÍSTICOS	<table border="0"> <tr> <td data-bbox="539 1397 737 1429">FUNCIONES:</td> <td data-bbox="762 1397 890 1460">ESTRUC- TURAS:</td> <td data-bbox="1024 1397 1136 1429">LÉXICO:</td> </tr> <tr> <td data-bbox="539 1464 737 1554">-Identificar nombres en una lista</td> <td data-bbox="762 1464 890 1554">It's a ... It's a pair of It's made of</td> <td data-bbox="1024 1429 1385 1491">The names of the instruments. Skin, wood, metal plastic.</td> </tr> <tr> <td data-bbox="539 1594 737 1684">-Preguntar los nombres de objetos</td> <td></td> <td></td> </tr> </table>	FUNCIONES:	ESTRUC- TURAS:	LÉXICO:	-Identificar nombres en una lista	It's a ... It's a pair of It's made of	The names of the instruments. Skin, wood, metal plastic.	-Preguntar los nombres de objetos		
FUNCIONES:	ESTRUC- TURAS:	LÉXICO:								
-Identificar nombres en una lista	It's a ... It's a pair of It's made of	The names of the instruments. Skin, wood, metal plastic.								
-Preguntar los nombres de objetos										
CRITERIOS DE EVALUACIÓN	<p>Formar frases con sentido sobre los diferentes instrumentos, definiéndolos a través del material que los componen y la familia a la que pertenecen</p>									

1. PERCUSSION INSTRUMENTS AT SCHOOL

1. Look at the instruments



What is it?
It's a triangle.

Triangle



What is it?
It's a drum.

Drum



What is it?
It's a pair of claves.

Claves



2. Point to the instrument that is played.

Listen to the...

Drum



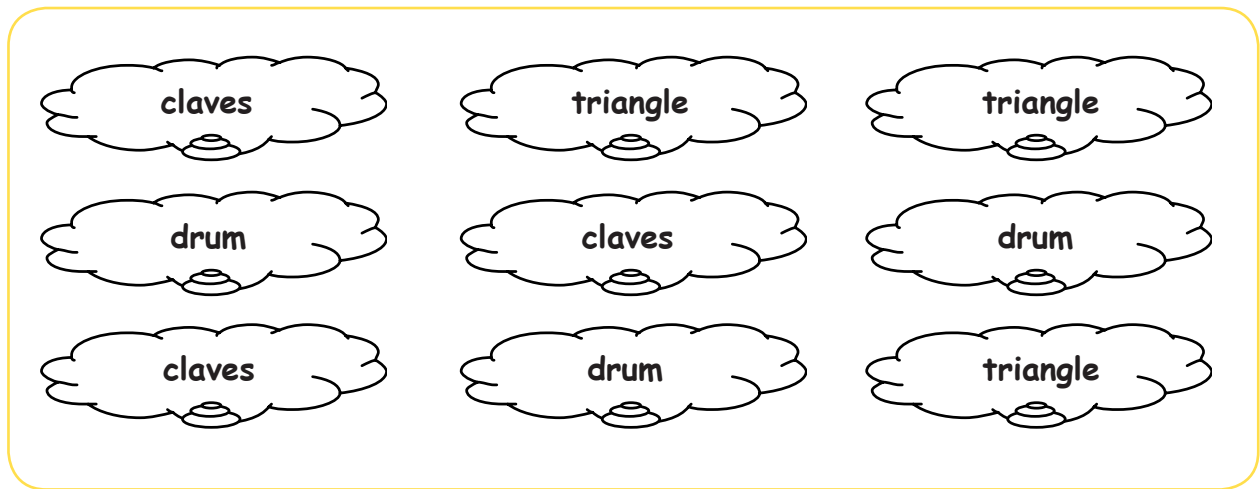
Claves



Triangle



3. Colour in



4. Unscramble the letters. Write the name.

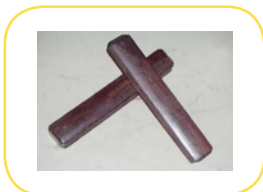


murd (5)

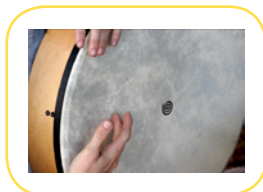
rigleant (8)

vlaesc (6)

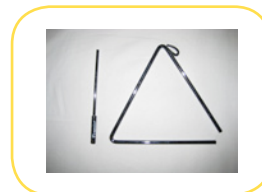
5. Complete the names



cl...v...s



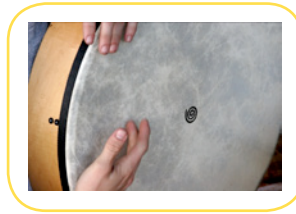
dr....m



tr... angl...

Choose the name.

6. Tick the names of the picture ✓



Drum ✓

Claves

Drum

Claves

Triangle

7. Tick the names of the picture ✓



Triangle

Drum

Claves

Drum

Triangle

8. Tick the names of the picture ✓



Drum

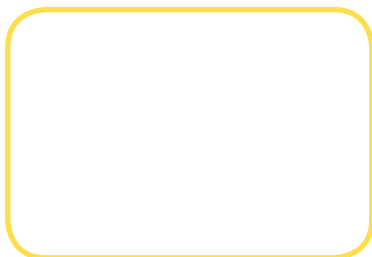
Triangle

Drum

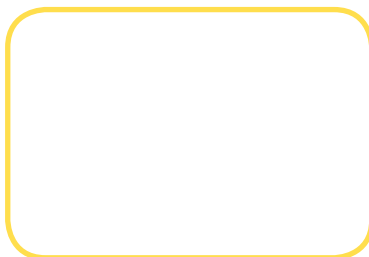
Claves

Claves

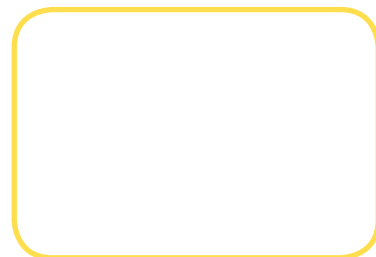
9. Draw



a drum

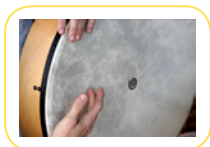
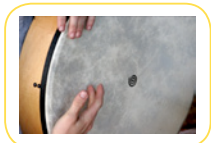


the claves



a triangle

10. Match the instruments



11. Match the names

Drum

Triangle

Clave

Drum

Triangle

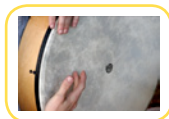
Clave

12. Match

It's a triangle



It's a pair of claves



It's a drum



13. Look at the examples. Order the sentences.



It's

a pair of

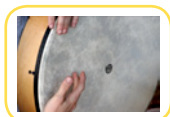
claves



a

triangle

It's



drum

It's

a

14. Write the sentences in the correct box.

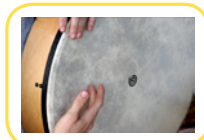


It's a triangle

It's a drum

It's a pair of

Listen





2. PERCUSSION INSTRUMENTS AT SCHOOL

15. Look at the instruments



What is it?
It's a tambourine.

Tambourine



What is it?
It's a wood-block.

Wood-block



What is it?
It's a pair of cymbals.

Cymbals



16. Point to the instrument that is playing.

Listen to the ...

Wood-block



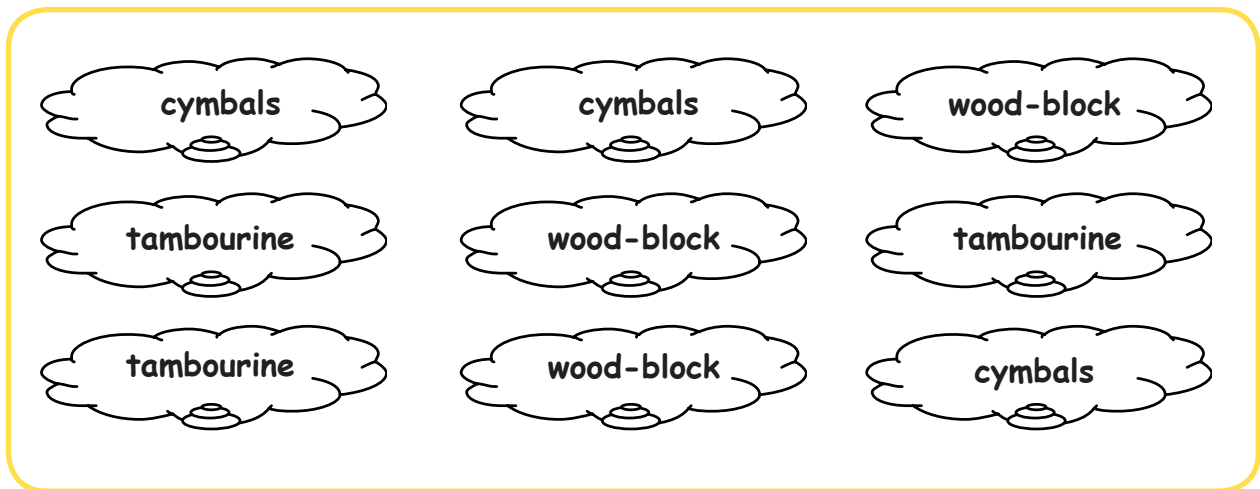
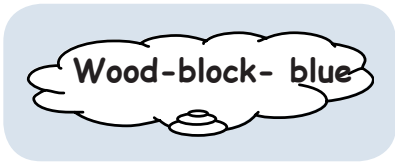
Cymbals



Tambourine



17. Colour in



18. Unscramble the letters. Write the names.

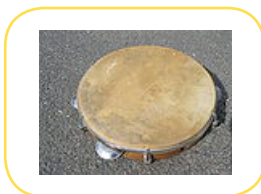


rineubomta (10)

baycmis (7)

oowd-olbck (4-5)

19. Complete the names



t...mb...ur...ne



c...mb...ls



w...od-bl...ck

20. Tick the name of the picture ✓

Wood-block ✓

Cymbals

Tambourine

Wood-block

Tambourine



21. Tick the name of the picture ✓

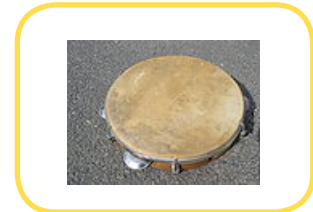
Cymbals

Tambourine

Wood-block

Tambourine

Cymbals



22. Tick the name of the picture ✓

Cymbals

Cymbals

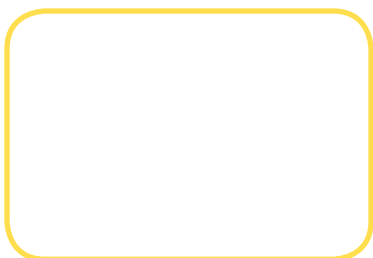
Wood-block

Tambourine

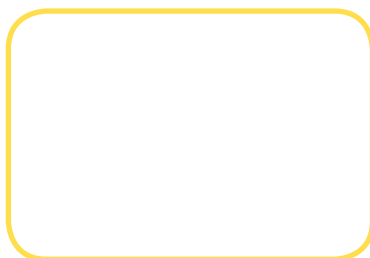
Cymbals



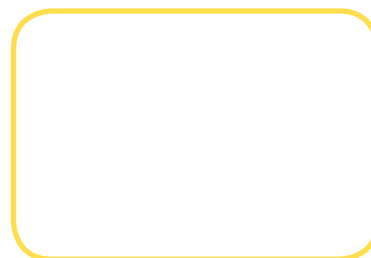
23. Draw



the cymbals



a tambourine



a wood-block

24. Match

It's a tambourine

It's a pair of cymbals

It's a wood-block



25. Make sentences



cymbals

tambourine

It's a

It's a

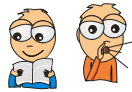
wood-block

It's a pair of

3. PERCUSSION INSTRUMENTS AT SCHOOL

26. Look at the instruments



What is it?
It's a xylophone.

Xylophone



What is it?
It's a big drum.

Big drum



What is it?
It's a pair of maracas.

Maracas



27. Point to the instrument that is playing.

Listen to the ...

Big drum



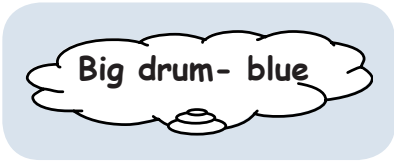
Maracas



Xylophone



28. Colour in



maracas	Big drum	xylophone
maracas	xylophone	Big drum
Big drum	maracas	xylophone

29. Unscramble the letters. Write the names

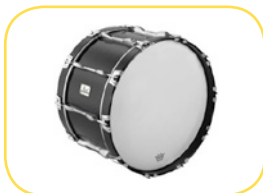


acasmra (7)

lopoheyxn (9)

igb-rudm (3-4)

30. Complete the names



b..g dr...m






m...r...c...s



x...l...ph...n...

31. Choose the name. Colour it in.

		
Cymbals	Tambourine	Wood-block
Xylophone	Drum	Cymbals
Drum	Claves	Maracas
Maracas	Big drum	Claves

		
Cymbals	Maracas	Maracas
Big drum	Claves	Claves
Tambourine	Cymbals	Drum
Wood-block	Xylophone	Xylophone

32. Draw



a pair of maracas



a big drum



a xylophone

33. Cut out the flash cards and make phrases



a

It's

triangle

listen

drum

a pair of

claves



a

It's

big drum

dance

xylophone

a pair of

maracas



a

It's

tambourine

sing

cymbals

a pair of

wood-block

34. Make phrases with the flash cards and read them.



Large empty rounded rectangle for writing a sentence.

Small empty rounded rectangle for a word.

Small empty rounded rectangle for a word.

Small empty rounded rectangle for a word.

Large empty rounded rectangle for writing a sentence.

Small empty rounded rectangle for a word.

Small empty rounded rectangle for a word.

Small empty rounded rectangle for a word.

Large empty rounded rectangle for writing a sentence.

Small empty rounded rectangle for a word.

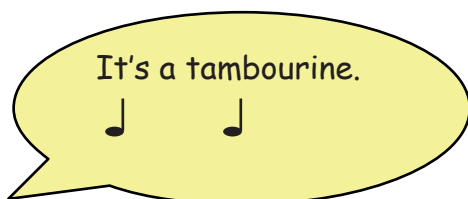
Small empty rounded rectangle for a word.

Small empty rounded rectangle for a word.

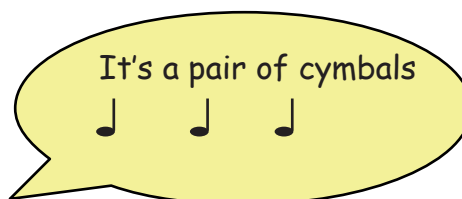
LET'S PLAY THE INSTRUMENTS. **Teacher attention**

Use the flashcards to make sentences and do the evaluation. Some tip to use the instruments.

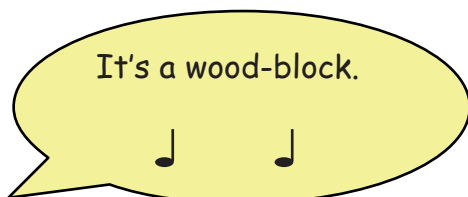
Play the tambourine.
Say:



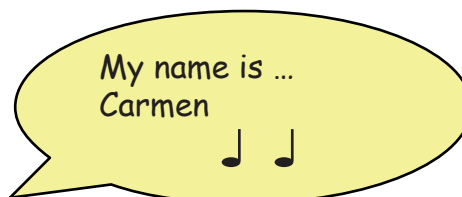
Play the cymbals.
Say:



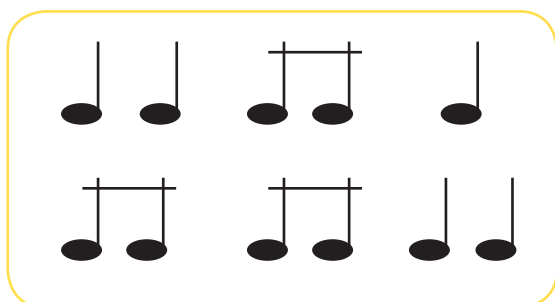
Play the wood-block.
Say:



Play the instruments.
Say your name:











Play some rhythm pattern
with each instrument.



Sing a song playing the instruments.

Hello, hello.
One two three.
The wheels on the bus.
The weather song.
The body song.
Head, Shoulder.
If you're happy.

Self assessment. Tick your progress in this unit.

		!	?	!
				
	I can recognize words and expressions related to the content of the lesson.			
	I can understand the most important information in the texts in the lesson			
	I can speak about different themes in the lesson.			
	I can talk to my classmates about the lesson topics.			
	I can write short texts about the lesson topics.			