



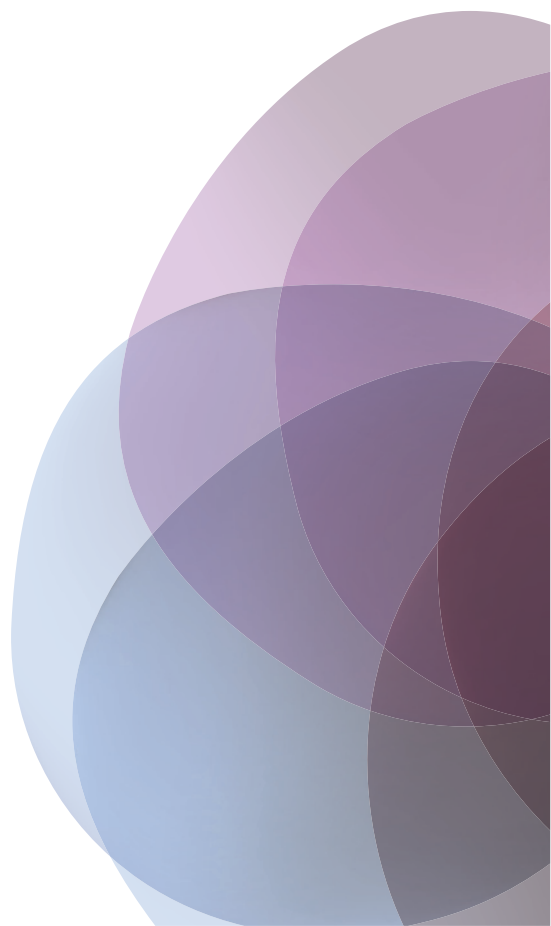
Educación Artística

Primaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Comic. I want to be a great...
NIVEL LINGÜÍSTICO SEGÚN MCER	A1.2
IDIOMA	Inglés
ÁREA / MATERIA	Música-inglés
NÚCLEO TEMÁTICO	Instrumentos de la orquesta
GUIÓN TEMÁTICO	Introducción al conocimiento de algunos instrumentos de la orquesta como motivación para iniciarse en el estudio de alguno de ellos.
FORMATO	Documento de Word
CORRESPONDENCIA CURRICULAR	5º y 6º de 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"> - Conocer algunos instrumentos de la orquesta - Reconocer los diferentes timbres, familias y situación en la orquesta <p>Cultural y artística</p> <ul style="list-style-type: none"> - Apreciar la música clásica y conocer algunas obras y autores <p>Social y ciudadana</p> <ul style="list-style-type: none"> - Valorar y apreciar la audición de un concierto - Tratamiento de la información y competencia digital - Buscar información sobre instrumentos y orquesta utilizando el ordenador <p>Comunicación lingüística</p> <ul style="list-style-type: none"> - Conocer, adquirir, ampliar y aplicar el vocabulario del tema - Expresarse en inglés representando un dramatización <p>Aprender a aprender</p> <ul style="list-style-type: none"> - Realizar tareas de comunicación con los demás entendiéndose en Inglés <p>Autonomía e iniciativa personal y competencia emocional</p> <ul style="list-style-type: none"> - Disfrutar oyendo un instrumento - Valorar saber tocar un instrumento musical
OBSERVACIONES	Algunas 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. Otras imágenes han sido creadas especialmente para la unidad por la autora.

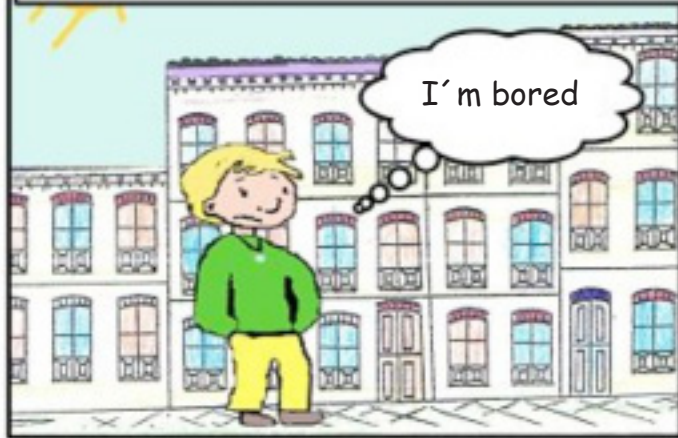
Tabla de programación AICLE

OBJETIVO DE ETAPA	Comunicarse a través de medios de expresión verbal, corporal, visual, plástica, musical y matemática, desarrollando el razonamiento lógico, verbal y matemático, así como la sensibilidad estética, la creatividad y la capacidad para disfrutar las obras de arte y las manifestaciones artísticas.		
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Identificación de algunos instrumentos de la orquesta - Reconocimiento de las características de algunos instrumentos 		
TEMA	Instrumentos musicales. <ul style="list-style-type: none"> - El aprendizaje de un instrumento musical, rasgos generales - La orquesta, y familias de instrumentos - La música clásica para los niños y niñas 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Expresar preferencias en relación con los instrumentos de la orquesta - Expresar diferencias entre los instrumentos sus timbres, maneras de tocar, o producir sonido - Comparar y clasificar instrumentos por diferentes criterios 		
TAREAS	<ul style="list-style-type: none"> - Dramatización de una narración - Posters - Composición de un cómic 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Expresar el orden de una secuencia -Expresar preferencias 	ESTRUCTURAS I'm playing the... I want to... I want to be... Who is playing Which is the biggest.	LÉXICO: Violin violinist.. Names of instruments and player. Hit, blow rub sit
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Expresar sus preferencias con respecto a aprender a tocar un instrumento. - Participar en un teatro leído sobre el tema. 		

I want to be a great...



Alex wants to play with his friends.



I'm going to Nacho's house.



Come on. Let's play!

I can't. I'm playing the piano.

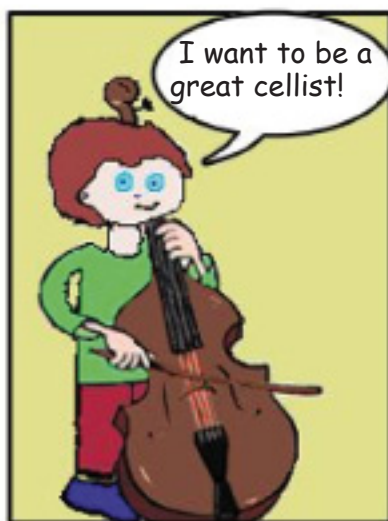
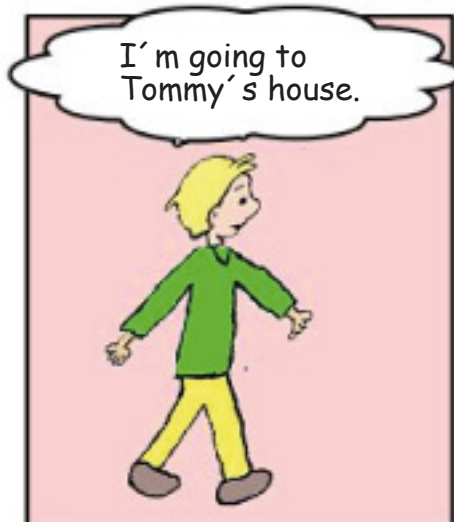


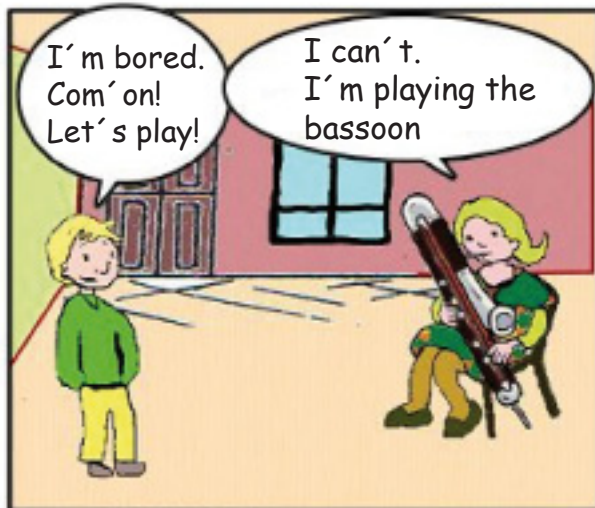
I want to be a great pianist!



I'm going to Rita's house.







Write down the correct answer in the box



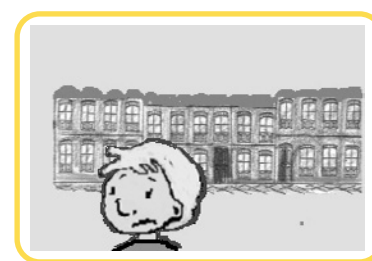
1. I'm going to get back home.
2. I want to be a great percussionist.
3. I'm bored.



1. I'm playing the drums.
2. I'm playing the bassoon.
3. I want to play in the park.



1. I want to be a great cellist.
2. I want to be a great violinist.
3. I want to play the drums.



1. I'm bored.
2. I want to be a great bassoonist.
3. I'm going to Rita's house.

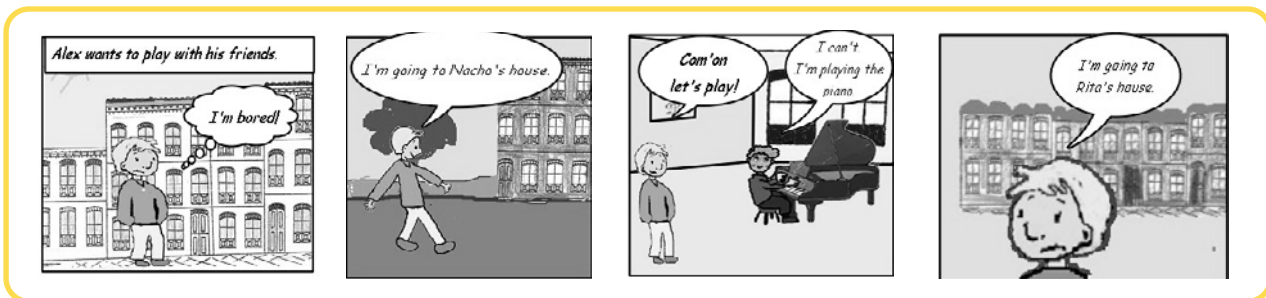
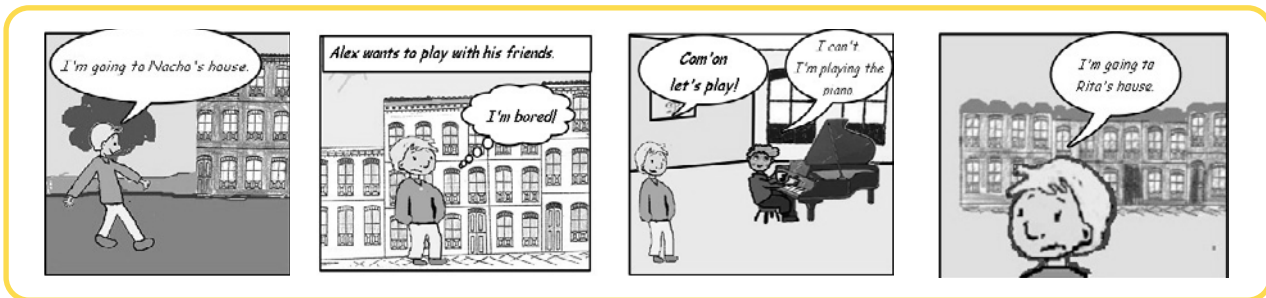
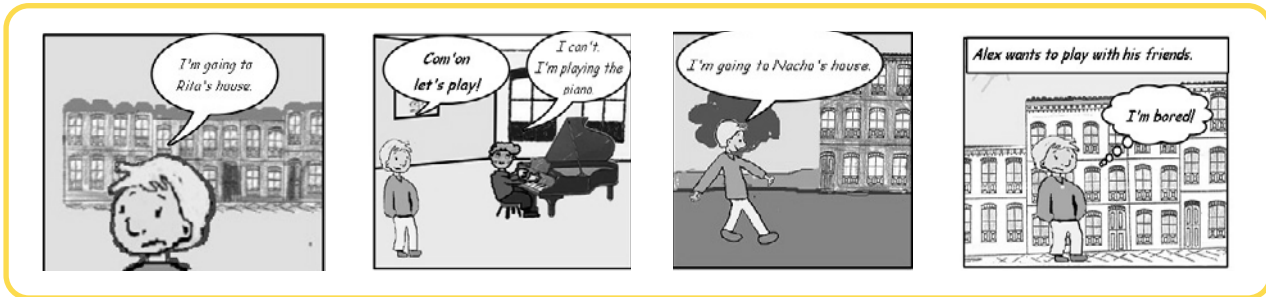


1. I'm bored.
2. I'm going to Tommy's house.
3. I have a great idea.



1. I can't.
2. I'm going to the park.
3. I'm playing the piano.

Colour in the cartoon strip in the correct order.



1. Match the text to the picture



I'm playing the drum.
I want to be a great
percussionist.



I can't.
I'm playing the piano.



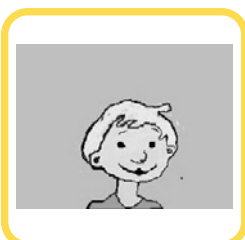
I have a great idea.



I'm bored. I'm going
to Tommy's house.



I want to be a
great bassoonist.



I'm playing the
violin.

2. Make phrases with the names in boxes



Alex
Nacho
Rita
Tommy
Slby

is
playing

the bassoon.
the violin.
the piano.
the cello.
the drum.

3. Find the families. Color the instrument and its family the same color.

piano

violin

drums

cello

string

wind

percussion

keyboard

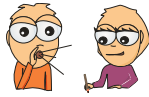
bassoon

4. Fill the chart with the names.



Children	Instruments	Players	Family Instruments
Alex			
Nacho			
Rita			
Tommy			
Silby			

5. Make phrases

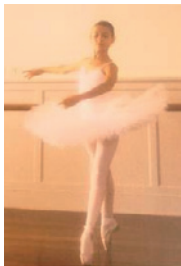


be
a great
I want to

violinist
dancer
percussionist
singer









6. Draw or paste a picture of a boy or girl for each bubble.

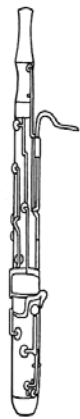
I want to be a great football player.

I want to be a great doctor.

7. Listen to the instruments Name them. Colour them in.



brown red black orange grey



--	--	--	--	--

8. Identify the instruments and colour them in using the same colour as above.

It is a keyboard instrument.

It's the lowest of the woodwind family.

It looks like a violin but bigger.

The player hits it to make sounds.

The player hits the keys to make sounds.

The player blows through a pipe to make sounds.

The player places the instrument between the legs.

It is the smallest member of the string family.

It has black and white keys.

It plays the highest notes of its family.

It is a percussion instrument made of metal and membrane.

9. Write the sentences in the correct order



of the player.

on the shoulder

The violin sits

the biggest of

It's

the woodwind family.

in the orchestra.

is the longest instrument

The piano

10. Play game with your partner. Guess.



Who play the violin in the comic?

What instrument is Tommy playing?

It's a woodwind instrument.

What's the name of the pianist?

Who play the bassoon in the comic?

What instrument is Alex playing?

It is a percussion instrument.

Which is the biggest instrument?

11. Work in group. Make a poster about your favourite instruments.

You need:

- A big piece of paper.
- Pictures of instruments
- Crayons
- Glue
- An English dictionary

My favourite instrument is the PIANO

It is the biggest instrument in the orchestra.

It is a keyboard instrument.

In the orchestra it sits on the left behind the violins.

Composers:
Chopin
Schumann
Liszt

It has 88 keys.

A piano player is a pianist.









It is a romantic instrument.

It has many strings inside which are hit with small hammers to make sounds.

12. Role play. Act out the story with your friends.

Characters	Lines	Narrator and sound effects
Alex (Wandering around)	I'm bored.	Alex wants to play with his friends.
	I'm going to Nacho's house	
		Sound: Piano At Nacho's house.
Alex	Come on. Let's play.	
Nacho (Playing the piano and looking at him)	I can't. I'm playing the piano. I want to be a great pianist.	
Alex (A bit disappointed)	I'm going to Rita's house.	
Alex	Come on Rita, Let's play outside.	Sound: Violin At Rita's house
Rita (Playing the violin)	I can't. I'm playing the violin. I want to be a great violinist.	
Alex (looking more disappointed)	I'm going to Tommy's house.	
		Sound: cello At Tommy's house.
Alex	Let's play football in the park.	
Tommy (playing the cello)	Sorry Alex. I can't I'm playing the cello. I want to be a great cellist.	
Alex (looking much more disappointed)	I'm going to Silby's house	
		Sound: bassoon At Silby's house.
Alex (looking stunned at her)	Let's play for a while.	
Silby (Sitting down and playing the bassoon)	Sorry Alex. I can't. I'm playing the bassoon. I want to be a great bassoonist.	
		Alex thought and thought. He said...
Alex (thoughtful)	I'm going to go back home. I have a great idea.	
		Sound: drum kit At Alex's house.
Alex (playing the drums and looking really happy)	I'm playing the drums. want to be a great percussionist.	
		And that's all, friends

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.			