

Project Planner: Language Futures

Project name: I am the Music Man

Subject(s): MFL and Music Half term project

1. Project Summary

What are your pupils going to do, and why are they doing it?

- Pupils will learn to say whether or not they like different types of music
- Pupils will learn to use simple adjectives to say why they like/do not like different types of music
- Pupils will practise the above question and answers in the 4 skill areas
- Pupils will see video clips of “I am the Music Man” being performed to give them ideas about their own performance
- Pupils will compare the words of “I am the Music Man” in English with the TL version
- Pupils will learn some musical instruments in the TL and say whether or not they play an instrument
- Pupils will work in groups to prepare their own version of how the song is to be performed to an audience
- Pupils will decide on a group name and the role that each member will play
- Pupils will choose interviewer and interviewee questions and answers, which will revise previous learning, and practise them in the 4 skill areas
- Pupils will decide on props they will need for their performance
- Pupils will perform their version of the song and be confident in their replies to the interviewer
- All pupils will peer assess each group’s performance, which will be videoed.
- Pupils will consolidate previous and new learning in the TL creatively within a meaningful context
- Pupils will improve their confidence and language learning skills

2. Essential Questions

An essential question should inspire pupils, require them to conduct serious research, and relate to a real world issue

How will you ensure that all aspects of this project are effectively carried out? Remember that the end result must be a well rehearsed performance where the performers are able to partake confidently in a simple interview and song in the target language.

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3. Products

What do you want pupils to do/write/create/build?

- Pupils will engage in a discussion on music likes and dislikes and say whether or not they play a musical instrument
- Pupils will revise previous learning and produce questions and answers in the 4 skills for the interview
- Pupils will work together creatively in a group
- Pupils will respond to an interviewer about personal information and perform their role in “I am the Music Man” confidently in the TL

4. Learning Goals

What do you want pupils to learn?

Identify the **curriculum content** that pupils will learn in this project. In their foreign language:

- a) Pupils will be able to partake in an interview and perform a song in the context of a music contest.
- b) Pupils will be able to use previously learnt and new language to produce questions and answers for an interview.
- c) Pupils will be able to talk in question and answer form about their music likes and dislikes, using the 1st and 2nd person singular plus adjectives, exchange greetings and give personal information, including about whether or not they play a musical instrument.
- d) Pupils will be able to sing a few lines from a TL version of “I am the Music Man” with confidence.

Identify key **skills** pupils will learn in this project. List only those skills you plan to assess.

- a) Pupils will work in groups and negotiate roles
- b) Pupils will be able to access different text types
- c) Pupils will produce questions and answers for an interview in the 4 skill areas
- d) Pupils will be able to memorise key texts
- e) Pupils will be able to perform to an audience

5. Timeline/Milestones

List the key dates and important milestones for this project (e.g. check-ins, critique sessions, deadlines for drafts and specific product components)

Week 1

Show one or two YouTube clips of "I am the Music Man"

<http://www.youtube.com/watch?v=FTZZjemferM> or

<http://www.youtube.com/watch?v=kb9GVPf5Nbc> or

<http://www.youtube.com/watch?v=oiQ6HgbsmNs> or

<http://www.youtube.com/watch?v=M5EKqI9ge5o> in English so pupils learn/are reminded of the

words, the tune and how the song can be sung/performed:

I am the music man, And I come from down your way^[1] and I can play!"

What can you play?"

I play the piano!"

Pia-pia-pia-no, pia-no, pia-no; pia-pia-pia-no, pia-pia-no", etc.

Teacher tells pupils they will be learning the song in TL and presenting their own versions of it in groups at the end of the project in an "X Factor" type contest.

Teacher asks pupils what type of music they think "I am the Music Man is", and after suggestions are given, says "That is folk music" in TL and places text card of that on board. Teacher then asks pupils for other types of music they know, and chooses 4 that he/she introduces in TL (e.g. pop, classical, rock, R+B) and places text cards for those on board too. Sound clips of examples of the 4 types of music played for pupils to identify and link to text cards.

Teacher asks individual pupils in TL if they like a particular type of music and elicits replies "I like" "I do not like" and "I prefer".

Pupils brainstorm/are introduced to positive and negative adjectives to extend their opinions of types of music, e.g. I like pop music. It is fantastic/I do not like classical music. It is boring. Extend by use of connectives "but" and "because" and "What is your favourite music?"

Week 2

Teacher introduces 6 musical instruments – "it is a..." - in TL with picture flashcards/real instruments – before showing word cards - which pupils chorus and practise with games. Each instrument can be sung in TL as above in – "it is a piano - pia-pia-pia no" - to prepare for the version of song pupils will be performing.

Teacher asks individual pupils a new question – "do you play...?" + a certain instrument – and elicits answers "(Yes) I play..." or "(No) I do not play an instrument".

Teacher shows words to the song in TL, which in F/G/S replaces "And I come from down your way" with "I come from Paris/Berlin/Madrid", but which then continues in the same simple way as in the English version. Pupils sing – miming each instrument.

Pupils in groups decide which instruments they will have in their version of the song, who will "play" each one and agree on a group name.

Week 3

Pupils in groups decide how they will perform the song, e.g. each member singing solo and the others singing "What can you play?", miming the instruments, holding up picture flashcards, holding



real instruments, doing actions, dancing, turning the song into a rap, etc. and also who the spokesperson in the interview will be at the start of the performance.

Teacher observes to see how effective the group work is and intervenes where necessary,

Week 4

Pupils decide on questions that their teacher will ask the spokesperson and each member before the performance and prepare them in TL, e.g. What is your name? How are you? How old are you? What is the name of the group? (to spokesperson) What instrument do you play? Do you like classical music? What is your favourite music? etc. and on other words that will be used, e.g. greetings. Pupils decide what props will be needed for the performance.

Week 5

Pupils have a dress rehearsal of their interviews and performance in their groups. All groups are told of the peer criteria that will be used to judge each other's performance. Invitations will be prepared and sent out to invitees in TL.

Week 6

The group performances take place in the chosen venue with teachers, mentors and other staff members and are videoed. After each group performance, the other groups hold up simple score cards featuring e.g. a number, yes/no, smiley/sad face for the "X-Factor" element of the project. A peer tick box assessment sheet is filled in next lesson.

6. Personalisation

Say how you will personalise the project, especially for individual pupils who will need specialised support

Pupils will work in groups of 4 or 6, unless there are fewer pupils studying a language together. The group will decide on the roles of each person, depending on their level of expertise and/or confidence

The mentors will work with each group, supporting their learning and assisting with pronunciation

Since differentiation will be by outcome, each pupil will have the chance to show what she/he can do at their own level.

7. Exhibition venue and plan

The exhibition venue will be for the final performances, which will be videoed. These will take place in a suitable venue in school. Invitations will be produced in the target language(s) beforehand and sent to the SLT, mentors, parents and key staff, or alternatively, Year 5-6 children from feeder primary schools. There will be mentor/teacher and peer assessment.

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8. Resources

The following websites are suggested for aspects of the project work:

www.linguascope.com many schools subscribe to this. Languages covered include French, Spanish and Italian

www.languagesonline.org.uk good for vocabulary and grammar in French, Spanish and Italian

www.bbc.co.uk/languages good for basic steps in Spanish, Italian and Chinese and good for basic listening activities

<http://www.bbc.co.uk/schools/primarylanguages/> French, Spanish and Mandarin primary curriculum resources. French and Spanish have a section on musical instruments

www.masteranylanguage.com topic vocabulary and grammar for Chinese, Italian and Spanish

www.wordreference.com a good online dictionary for many languages

www.ielanguages.com an excellent array of phrase banks for many languages, particularly in Italian and Spanish

www.busuu.com a range of multimedia resources for lots of languages.

<http://www.ukgermanconnection.org/kids-home-uk> German – stories, songs, quizzes, musical instruments and more

9. Assessment Criteria

How will you be assessing each of your learning goals you identified?

Curriculum content: The proposed assessment criteria to be used for this content section is the Common European Framework of Reference for Languages (CEF)

- a) CEF Listening A1/A2
- b) CEF Reading A1/A2
- c) CEF Spoken Interaction A1/A2 Spoken Production A1
- d) CEF Writing A1/A2

Skills:

- a) Observation by mentor/teacher and self-reflection by pupils
- b) Monitoring by mentor/teacher that all props are prepared/available, pupils know song words and their roles and that pupils know the interview questions and answers
- c) Assessed at and after the final performance by teachers, mentors and peers.

Suggested assessment formats

Curriculum content: the Common European Framework of Reference for Languages (CEF)

Skills:

Peer assessment - Please tick the most appropriate category and give your reasons

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Notes, feedback, advice, comments
How do you think that the group works together? Please give an example						
Does every member of the group contribute enough?						
Are props used effectively?						
How smooth is the delivery of the dialogue?						
Do the characters make you believe in them/make you laugh?						
Are gesture and intonation used effectively?						
Give one suggestion about how the performance could have been improved						

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