

MUSIC: MODULE OUTLINE

Field: Leisure and Recreation **Band:** Lower Secondary



Purpose

Students identify and describe some aspects of popular music, such as style and theme. They comment on the role of music in their lives and express their reactions to some music and musical performers.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage.

Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1, 5.2, 5.3, 6.1, 6.2, 6.3](#)

Composing [5.4, 5.5, 5.6, 6.4, 6.5, 6.6](#)

Some students could be in either the beginner or elementary stages of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1, 3.2, 3.3, 4.1, 4.2, 4.3](#)

Composing [3.4, 3.5, 3.6, 4.4, 4.5, 4.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the students' current needs.

Sociocultural understanding

Students become aware of the music and performers popular with people their own age in **target culture**.

Functions and language elements

- **comparing:** structures for comparatives and superlatives
- **describing and asking about routines and procedures:** music listening habits, quiz format
- **describing and asking about activities and events:** rock concert reviews
- **describing people and things:** performers, mood, theme, lively, thought provoking, gentle
- **expressing feelings:** happy, sad, lonely, bored, tired, stressed, cool
- **expressing opinions:** I think that ... , I believe that ...
- **expressing wants:** I need, I would like, I prefer
- **greetings:** welcome, good morning/afternoon/evening
- **giving reasons:** because ...
- **identifying people and things:** music styles, themes, moods, instruments, performers
- **identifying when:** years, dates, days; adverbs of frequency; sequence; while ...
- **introducing**
- **expressing likes and dislikes:** I like, I don't like

Assessment strategy

In Unit 1, [Task 3](#) and [Task 5](#) the teacher can record

anecdotal observations of oral interactions in the survey and quizzes. At what [level](#) can students use language to talk about likes and dislikes in music?

In Unit 1, [Task 7](#) and [Task 8](#) and in Unit 2, [Task 6](#) the teacher can collect samples of written work and record performance notes on speaking. At what [level](#) can students use language to write or talk about preferences in music and for a concert?

In Unit 2, [Task 3](#) the teacher can record and analyse anecdotal observations of students' oral interactions. At what [level](#) can students use language to talk about personal details?

In Unit 2, [Task 4](#) the teacher can assess students' reading abilities and collect samples of written work. At what [level](#) can students comprehend language which provides personal details?

Sample units

Two work units are provided for this module:



[Unit 1: Music in my life](#)



[Unit 2: A rock concert](#)

MUSIC IN MY LIFE: UNIT OVERVIEW

Aim

Students describe elements of music and their reactions to and opinions about its place in their lives.



Orientating tasks

- 1 Identify styles and instruments in sample songs and music. Represent the mood or reaction to the music in freeze frames.
- 2 Identify common themes communicated in music and report on favourite songs and their themes.



Enhancing tasks

- 3 Survey the class to determine music habits and students' preferences.
- 4 Express, in written, graphic and oral form the role of music in students' lives.
- 5 Match songs with performers and fit them on a timeline. Prepare a music quiz based on names of songs, performers and time of release.

- 6 Listen to and evaluate current popular **target country** songs. Sing one or more in Karaoke style. (Optional task dependent on music availability.)

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising tasks

- 7 (For beginners) Present and describe favourite songs. Make a time capsule of these songs.
- 8 (For elementary or lower intermediate students) Prepare and present radio shows of songs requested and dedicated to friends.

A ROCK CONCERT: UNIT OVERVIEW

Aim

Students examine qualities of star performers and review their performances.



Orientating task

- 1 Listen to a narration of a rock concert and respond to questions about it.



Enhancing tasks

- 2 Survey opinions about star quality and graph the results. Compare with class opinions.
- 3 Read role cards describing **target country** performers and assume a role in interviews and social interactions.
- 4 Match profiles with international performers. Write profiles of favourite performers for a music magazine.
- 5 Select a concert from an entertainment guide and review it.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 6 Prepare a promotional package for a rock star about to go on tour. Write a review for one of the concerts.