**Short term plan**: term 3

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| **Unit** 5: **Art and Music** | | | |
| **Teacher name:** | | **Assel Assankyzy** | |
| **Date:** | | **05.02.2024** | |
| **Grade: 3 Б** | | **Number present:** | **absent:** |
| **Lesson title** | My music | | |
| **Learning objectives** | 3.4.7.1 correctly write down more familiar frequently used words when performing writing activities under the guidance of a teacher  3.5.9.1 use the present tense (basic narrative, negative and interrogative forms) to describe what they like, their desires and habits, presenting facts  3.3.1.1 recognize, identify and sound with support a limited range of familiar words in simple sentences;  3.2.4.1 answer questions within a limited range of general and educational topics;  3.4.3.1 write short phrases describing people, places and objects;  3.4.1.1 compose, record and check with significant support short sentences on a limited range of personal, general and educational topics; | | |
| **Lesson objectives** | **Learners will be able to:**  - to explore other subject areas  - to distinguish different types of musical instruments and the sounds they make  - to talk about their favourite type of music. | | |
| Value links | the value of the lesson is to love music, in particular national music, like music performed on the dombra | | |
| **Plan** | | | |

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| Stages / Time | Teachers actions | Students actions | Assessment criteria | Resources |
| Beginning of the lesson  Warming-up    *Pre-learning*  *«Brainstorming» method* | **Organization moment :**  1.Greeting.  **Activity 1 “Say “Hello”**  **Instruction:**  - Listen and sing the song with the recoding  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warming up**  ***By collecting puzzles, students will determine the name of their groups***  ***Lead – In***  ***What’s in the box?***  Let the children touch with their hands and find what kind of musical instrument it is. | *.*  **The aim:** To develop pupils speaking skills and create friendly atmosphere  **Efficiency:** Having sung the song, they will be positive about the lesson.  *Students of the class are listed.*  *Students' attention is drawn to the lesson.*  • Learners remember previous lesson vocabulary  *Determines the topic and purpose of the lesson*  *Students say different words from the picture, puzzle*  *• Children feel with their hands and find what kind of musical instrument it is.* | The teacher to assess learners for their ability.  “Good job!  Well done!”  *Formative Assessment*  https://coolsen.ru/wp-content/uploads/2022/02/52-20220208_175523.png  *Good job!*  **Descriptor:**  *- can solve the puzzle*  **Assessment criteria**  - Learners have met the learning objectives if they can talk about musical instruments  **Descriptor:**  *Touch and find what is it* | *Song “Hello”*  *Adapted from:*  [*https://www.youtube.com/watch?v=tVlcKp3bWH8*](https://www.youtube.com/watch?v=tVlcKp3bWH8)  *worksheets*  *Pictures*  *Box with musical insrtuments* |
| Middle of the lesson  Presentation part. | **Unscramble the words**  • Give them pieces of papers with letters  **Listen to music and find the names of instruments on the walls of the classroom**  • Explain the activity. Allow the pupils some time to listen to music and find the words. Check the pupils’ answers.  **Work with text**  Give the children texts. Explain the task.  **Guess the melody**  • Explain the activity. Allow the pupils some time to listen to the music and find name of the song. Check the pupils’ answers.  **Karaoke time**  • Give the children a microphone, explain the karaoke task  **Conclusion** during the lesson some tasks differentiated by outcomes of the students and by their abilities. | Pupils listen and collect the words.  **ANSWERS:**  **Zhetygen**  **Guitar**  **Recorder**  **Teacher:** Yes. It’s drum, recorder etc.  **ANSWERS:**  recorder, drum, guitar, piano, tambourine, violin, kobyz, zhetygen, dombra.  Pupils read and find missing word.  My name is Lilly. I like playing the guitar. I play the guitar very well. But I don’t play the piano at all. When you play the guitar you *have to* **\_\_\_\_\_\_\_\_** it.  **ANSWERS:** pluck  Pupils listen to the music and find name of the song.  **ANSWERS**  Pyala, Sedaya noch’ etc.  Pupils sing songs following the words | **Descriptor:**  - find and collect  Total: 1 point  **Descriptor:**  **-** listen to the music and find the words  Total: 1 point  **Descriptor:**  **-** read and find the word  **Descriptor:**  **-** listen to the music and find name of the song  Total: 1 point  **Descriptor:**  - watch and sing  Total: 1 point | Описание: Описание: Картинки по запросу бас бармақ әдісі  Card  Worksheet  Worksheets  Pictures  Worksheets  Song performed by teacher on dombra  Videos on **YouTube** |
| End of the lesson | **FEEDBACK**  Learners provide feedback on what they have learned at the lesson.  **Ex:**  To write about their favourite musical instruments. | C:\Users\Evrika\Downloads\WhatsApp Image 2023-12-30 at 13.05.19.jpegC:\Users\Evrika\Downloads\WhatsApp Image 2023-12-30 at 13.05.19 (1).jpeg | | Poster Success  Описание: ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐ°Ð¿Ð°Ð»Ð°Ò ÑÐ¾ÑÐ¾ |