|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 5: Creativity** | | **School: 83** | | | | |
| **Date:** | | **Teacher name: Spanbetova M. A.** | | | | |
| **Grade: 5** | | **Number present:** | | | **Number absent:** | |
| **Theme of the lesson:** | ***Music 1***  ***Musical instruments and types of music.*** | | | | | |
| **Learning objectives** | 5.L4 understand the main points of supported extended talk on a range of general and curricular topics  5. S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5 UE 3. use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.C9 use imagination to express thoughts, ideas, experiences and feelings | | | | | |
| **Lesson**  **objectives** | **Learners will be able to:**  -identify the main points of genres of music from the video;  -use the musical instruments terms in speech; | | | | | |
| **Assessment criteria** | -find out about instruments and types of music;  **-**operate the terms of the musical instruments at a sentence level. | | | | | |
| **Previous learning** | Art | | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | **Learners’ activities** | **Evaluation** | | **Resources** |
| Start  5 min | 1.Greeting.  2. Organization moment.  Listen and repeat.  T plays the audios and Ss should repeat.  What is the theme of the lesson?  **Activity “ Numbers speak”**  What did you understand from this video?  Is music necessary in our life?  Do you remember kinds of music and musical instruments?  Differentiation question for more able student:  Do you think that music can change your lives? Why ?  **Revision of grammar** | | Learners divide into groups with the pictures of violin and piano.  Learners answer | *Verbal evaluation* | | Excel |
| Middle  Task1  Task2  Task3 | **T gives Ss pictures of musical instruments. Ss should match the types of music to the musical instruments.**  **Descriptors** : A  Say simple sentences using instruments.  Grammar : The degrees of adjectives  Make up sentences and compare the using the degrees of adjectives  Group “ Violin” compare guitar and dombra  group “ Piano” will compare violin and kobyz  Teacher encourages more able learners to help those students who need some help.  **T gives a list with names of people and musical instruments. Ss should match the people to the instruments they play. There are two extra instruments you do not need to use.**  **T presents Kazakh musical instruments and asks Ss to make a dialogue. Present it to the class. Ss can use given pattern as a model in their speech.** | | A learner  -watch the video and learn new words  -match the types of music with instruments.  Learners  A learner  -listen to the topic  -match correctly  A learner  -make a dialogue  -present it to the class. | *Individual*  Group work  S-S  S-Cl | | By learning styles:  Learn new vocabulary based on audio and video.  By task:  Some learners explain their choice.  By support: supported through modelling, checking questions. |
| End  5 min | FEEDBACK  Listen to the sounds of Kazakhmusical instruments and name them.  Home task: learn the new words and grammar theme  **Saying goodbye** | | Learners reflect on the level of difficulty of the lesson. | *Self-assessment* | | Board |