DIDACTIC UNIT: MUSIC

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CONTENIDO:

Esta unidad didáctica de la especialidad de inglés está destinada a alumnos de 1º ESO. Debido a la materia de la que se trata, el trabajo está elaborado en su totalidad en lengua inglesa. Consta de varios apartados en los que cabe destacar la importancia de las nuevas tecnologías (ICTs), la división de los contenidos en los diferentes apartados establecidos por el Real Decreto 1631/2006, del 29 de diciembre y por los distintos decretos autonómicos, así como nuevos conceptos emergentes en educación como es el caso de las competencias básicas.

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1. **<u>Introduction</u>**

Didactic unit is defined as the third level of development of the curriculum that

determines the didactic objectives, evaluation criteria, contents, resources and

teaching-learning activities for a course year.

Our unit's frame of reference is the teaching programme developed for the academic

year 2007/2008, for the first course of CSE and English subject. At the same time, this programme is based on the main following legislation:

- Spanish constitution, article 27 which establishes the right to education

- Education Act 2/2006, May 3rd, LOE

- Royal Decree 1631/2006, December the 29th, which establishes the minimum requirements for CSE

- Decree 25/2007, March 19th which establishes the minimum requirements for CSE in this autonomous region, Navarra.

2. **Methodology**

Pedagogic methods in Compulsory Secondary Education will be adapted to the characteristics of the pupils, they will favour the capacity to learn by themselves and to work in group promoting creativity and dynamism, and they will integrate the resources of the information and communication technologies in the learning.

We will promote the necessary steps in order to develop activities that stimulate the interest and habit of reading and the capacity to express themselves in public. Moreover, the Council of Europe establishes a **Common European Reference Frame** for the learning of foreign language: the learner must be able to carry out several communicative tasks to develop the communicative competence in a certain language. To achieve this purpose it is necessary the communicative competence, with its diversity of strategies and different discursive and linguistic skills, so the language must be used in a contextualized way.

To achieve these targets, we will carry out a great deal of **activity types**(in accordance to Tyler and Wheeler) in order to attend our students' diversity and individuality: activities of introduction and motivation, of evaluation of the previous knowledge, activities to develop the contents, to consolidate, to recuperate, to wide their knowledge or to evaluate.

The interaction is also a very relevant factor in learning because it makes easier the development of socializing and it has also positive effects in the intellectual development, as well as in the motivation of the students. Depending on the activity, they will work individually, in small or in a large **group**.

With respect to the **organization of the space**, it also will be related to the activity we were dealing with in that moment; basically they will be sit in queues but the organization must be flexible so that in some situations they will form a U form to see everyone's face, or get up and walk along the class.

As **resources** we must enumerate the usual course book, activity book, the notebook, blackboard and chalk, charts, posters…but also the **technological ones.**

All these resources are flexible and varied, so they can be adapted to the level of the student with special necessities. It helps us to develop the contents established by law, serve as a guide in the educative action and allow a motivating and plural kind of learning.

To sum up, the learning must be significant (based on the previous knowledge and useful in everyday life), constructive, cooperative with the students, integrating, globalizing but at the same time specialized.

a. **ICTs**

Resources connected to this field used in class are: the tape or cd recorder, tv and video or DVD, the portable computer and digital cannon, some computer programs (Interactive Oxford pocket, Basic English grammar..) and web pages very useful in the teaching of some aspects of grammar and vocabulary.

Nowadays, ICTs belong to the real world of our students and are a need for their future as far as education and future incorporation to active life is concerned. We only have to think that most of the information they have comes from channels like the Internet. Moreover, resources are part of the learning process, which must be functional and meaningful. Thus,

its use is an element to create interest in our student and help them to take more active participation in the learning-teaching process.

3. **Title**

Our didactic unit is entitled: "Music is great"

4. **Contents organisation and timing**

It is the fourth unit of the third term, so the fourteenth unit of the academic year. It consists of six lessons in which we will develop all the aims, contents and evaluation necessary for the development of the corresponding capacities in our pupils

5. **Objectives**

The objectives are the goals we intend to reach within the teaching-learning process, expressed in terms of capacities that the students must have acquired at the end of this process. They are developed taking as reference such the aims of the stage as the aims of the subject, both of them recorded in our teaching programme and, of course, included within the framework of the different legislation previously mentioned.

- To respect the way of speaking and pronunciation of the rest of the mates.
- To understand and show understanding of a dialogue of informal character in the past
- To summarize the dialogue we are dealing with
- To listen a text and show understanding
- To transform past simple affirmative sentences into negative and interrogative
- To complete a text with the correct form of the verb in the past (affirmative, negative or interrogative)
- To comment about the types of music and the one they like most

6. **Contents**

Element of the curriculum that constitutes the direct object of learning for the students, the indispensable means to get the development of capacities. Contents of this unit are divided in different sections according to the division which appears in the Decree 25/2007, March 19th

Section 1: Listening, speaking and communication

- Conversation in which the student make use of the interrogative and negative forms

Section 2: Reading and writing

- Written description of past events

Section 3: Reflection on the language

Functions of the language and grammar

- Past simple of regular verbs: negative and interrogative
- Contractions and short answers with "did"
- Some irregular verbs

Vocabulary

- Types of music
- Musical instruments
- Describing past events

Phonetics

- Pronunciation of some irregular verbs

Section 4: Social and cultural aspects

- Instruments around the world
- The Beatles

7. **Evaluation criteria**

Section 1. Listening, speaking and communication

- To be able to carry out a brief conversation about actions happened in the past.

Section 2. Reading and writing.

- To create texts about actions happened in the past, using the correct form of the verbal forms

Section 3. Reflection of the language

- To know and to classify some of the most usual irregular verbs, in their forms of present and past

- Demonstrate enough knowledge of the situational vocabulary of the unit in order to generate correct sentences

- Show understanding of the working of past simple tense in English

Section 4. Social and cultural aspects.

- Being able to recognize some of the Beatles songs and have a general knowledge of the group: number of the members, their names, where they were from…

8. **Key competences**

Following the European Union recommendations, Key Competences are now introduced in the CSE official curriculum. Competences are defined as a combination of knowledge, skills and attitudes appropriate to a particular situation. In this unit we will develop the following competences:

- Linguistic competence: learning of negative/interrogative forms of past tense

- Data processing and digital competence: visiting teacher's web and doing exercises and games

- <u>Interpersonal, social and civic competence</u>: conversation and interaction with their mates in English using the past form

- <u>Cultural and artistic</u>. Knowledge of "The Beatles", history and songs

- <u>Autonomy and personal initiative</u>: realization of a self-evaluation to level their improvement in this unit.

9. **Assesment criteria**

All the aspects of the teaching-learning process will be valued like for example:

The Expression, both oral and written, we understand that this criterion is essential since its important role as transmitter and receptor of the socioeducative information .

The oral expression will be evaluated thanks to the interventions of the students in class when being encouraged to carry out the commended different activities

The written tests will have a value of 60%, they will be evaluated both the grammar and vocabulary of the unit, as well as the written expression and the reading comprehension.

The attitude, the interest and the participation will have a weight in the final qualification of

20%. We will take as essential aspects of the evaluation process the participation level in the activities, the interest, the responsibility and the attitude towards the work in team.

We will analyze the class activities, valuing the grade of creativity and adaptation to the proposed objective, the activities of great group, valuing the participation level and its quality. The other 20% will go dedicated to the daily work, homework, notebook..

10. **Activities**

The activities we present for this didactic unit must have the following characteristics:

    a. They have to be adapted the students' typology and to the internal relationships inside the group

    b. We have to take into account the different rhythms of learning

    c. The activities must help to wake up the interest sand make easier the understanding

    d. It will be an element of cohesion in the group

    e. They will make easier the relationship between the learning and the reality: functional learning

Regarding these features we will carry out activities such as:

Motivation activities: Talking about music, their previous weekend, famous people and pop stars..

Previous learning activities: Explanation by one of the students of past simple affirmative form.

Development activities: Grammar exercises, filling gaps, relation exercises...

Consolidation activities: Those activities carried out in the computer room as a means of consolidation and motivation because they attract the student a lot.

Relation/summative activities: Written and spoken description of past events. Poster of musical instruments.

Widening activities: Optional sheets for fast learners

Evaluation activities: Self evaluation sheet

Written test

11. **<u>Attention to diversity</u>**

Following Gardner's Multiple Intelligence theory, the same learning task may be not appropriate for all of our students. That's why we will offer the most possible variety of materials, contents and learning techniques. We will carry out a great deal of **activity types** in order to attend our students' diversity and individuality: activities of introduction and motivation, of evaluation of the previous knowledge, activities to develop the contents, to consolidate, to recuperate, to widen their knowledge or to evaluate.

The way we **distribute our class** for the different activities is another mean for caring for our students' diversity. Nevertheless, teaching a class as a whole group, getting students to get on their own, or having them perform tasks in pairs or groups all have their advantages and disadvantages; each is more or less appropriate for different activities.

Timing is different depending on the level and also on the students' learning rhythm; we will have extra sheets with activities for fast-learners in order that they do not feel bored while waiting for their mates to finish.