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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 49** |

**UNIT 3: ARTS AND MUSIC**

**Right on (Page 57)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

**-** review some musical instruments.

- discuss the value of music appreciation

- create an image /a narrative for a piece of music.

- improve public speaking skills.

- develop presentation skills.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, critical thinking skills.

**1.3. Attributes**

- build their love of music.

- develop their patriotism, kindness, honesty and accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Label these pictures with appropriate musical instrument.  - Listen to the music extracts and match them to the musical instruments.  - Match the countries to their traditional musical instruments.  - Research online for information about a traditional musical instrument from their country or other countries.  - Prepare a poster.  - Give their presentations to the class.  - Give their opinions about statements.  - Choose a piece of music. Draw a picture or think of a story. Present it to the class. | **-** Ss’ answers.  **-** Ss’ answers.  - Ss’ answers.  **-** Ss’ answers.  - Ss’ poster.  - Ss’ answers/ presentation.  **-** Ss’ answers.  - Ss’ answers/ presentation. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic.

b. Content: musical instruments.

c. Expected outcomes: Ss can think about the topic and recall some musical instruments.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Label the pictures with the correct names of these musical instruments:**  Đàn Roland FR-4x **C:\Users\Admin\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2839AE6B.tmp C:\Users\Admin\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D43FEB1.tmp**  Vector Illustration Of Greek And Turkish Bouzouki Stock Illustration -  Download Image Now - iStock **C:\Users\Admin\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3F98C68D.tmp**  - Ask Ss to close their books and label the pictures.  - Ask Ss to open their book and check. | - Close their books and label the pictures.  - Open their book and check.  **Answer keys:** |

**B. Presentation: 10 minutes**

a. Objectives: to help Ss match musical extracts to musical instruments and match instruments to countries

b. Content: task 1.

c. Expected outcomes: Ss can know more about traditional instruments from other countries.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1:**  a) **Listen to the music extracts (1-5). Match them to the musical instruments (a-e) below.**  - Read out the list of musical instruments and make sure Ss are familiar with them and what they sound like.  - Play the recording.  - Check Ss’ answers (using the IWB).  **b) Match the countries (1-5) to their traditional musical instruments (a-e).**  - Play the recording again.  - Check Ss’ answers (using the IWB). | - Listen and match the extracts to the instruments.  ***Answer keys:***  1. b 2. e 3. a 4. d 5. c  - Listen and match the instruments to the countries.  ***Answer keys:***  1. b 2. d 3. e 4. a 5. c |

**C. Practice: 15 minutes**

a. Objectives: to help Ss develop research skills and public speaking skills.

b. Content: tasks 2, 3.

c. Expected outcomes: Ss can develop research skills and public speaking skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 2. Collect information about a traditional musical instrument in your country or other countries under the headings *name*, *type*, *description* and *other facts*. Create a poster.**  - Give Ss time to research online for information about a traditional musical instrument from their country or other countries. And prepare a poster. | **- R**esearch online for information about a traditional musical instrument from their country or other countries.  - Prepare a poster.  **Suggested answer:**  ***name:*** *đàn nguyệt (đàn kìm)*  ***type:*** *string instrument*  ***description:*** *a two stringed instrument, look like a guitar*  ***other facts:*** *The instrument’s Vietnamese name, đàn nguyệt, means “moon string instrument”* |
| **Task 3: Use the poster in Exercise 2 to give a presentation about a traditional musical instrument.**  - Give Ss time to prepare a presentation  - Ask various Ss to give their presentations to the class. | - Use the poster in Exercise 2 to give a presentation about a traditional musical instrument.  - Give their presentations to the class.  ***Suggested Answer:***  *“Where words fail, music speaks,” said Hans Christian Andersen. Look at this picture. Do you know what this instrument is? It’s the đàn nguyệt, a traditional Vietnamese string instrument.*  *The* đ*àn nguyệt is a two stringed instrument and it looks like a guitar. To play the* đ*àn nguyệt, you need to pluck the strings with a small plectrum or guitar pick. This takes a lot of skills because it only has two strings!* |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: task 4.

c. Expected outcomes: Ss can discuss the value of music appreciation and create an image /a narrative for a piece of music.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4. a) Read the statements. Which do you agree with? Which do you disagree with? Why? Discuss with your partner.**  ***1*** *Listening to music is a waste of time.*  ***2*** *Music helps people create stories without*  *words.*  ***3*** *Music helps people express their feelings.*  ***4*** *Music can bring people together.*  ***5*** *Music is just noise.*  - Give Ss time to read the list of statements and consider their answers.  - Then ask Ss to discuss their opinions with their partners.  - Elicit answers from Ss around the class.  **b) Choose a piece of music. Draw a picture or think of a story. Present it to the class.**  - Explain the task and give Ss time to consider their answers and complete the task.  - Ask various Ss to present the piece of music and their pictures/stories to the class. | - Read the list of statements and consider their answers.  - Discuss their opinions with their partners.  ***Suggested Answer Key***  *A: I completely disagree that listening to music is a waste of time and that music is just noise. I don’t know what I’d do if I didn’t have music.*  *B: I agree. I think that music can bring people together. I mean, that’s why people go to concerts.*  *A: Music definitely helps people express their feelings. I can cry if I hear a sad song, but a dance song can make me feel energetic and happy.*  *B: Yeah, me too.*  *­*- Choose a piece of music.  - Draw a picture or think of a story.  - Present it to the class.  ***- Ss’ own answers*** |

**E. Consolidation and homework assignments: 5 minutes**

**-** Review some words and phrases about musical instruments.

- Do the exercises in workbook on page 69.

- Prepare the next lesson: Progress Check (page 58).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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