

Unit 14 – Sono un musicista (I Am the Music Man)

About the unit

In this unit children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song 'I Am the Music Man'. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap for a performance.

Where the unit fits in

This unit provides further opportunities for children to ask and answer questions about themselves. They draw on language learnt in Units 3 and 8 and express personal opinions and preferences. They practise *Mi piace* and *Non mi piace*. Confidence in speaking should be improving by this stage, and children can enjoy using the language creatively within the context of a music contest.

Prior learning

It is helpful if children already know:

- *Mi piace* and *Non mi piace*
- some adjectives to express simple opinions
- *lo vorrei*
- *-ca*, *-co* as a common word ending
- *ch-* as the phoneme /k/

New language

- Expressing and qualifying opinions (about musical preferences)
- Making simple statements (about musical instruments)
- Adjectives: used in metaphors
- *suonare il, la* (+ a musical instrument)
- Phonic focus: revision of the phoneme *ca - co* /ka/ /ko/;

Resources

- Recorded extracts of four musical genres
- A recorded extract of Italian music to which children can clap the beat
- Bilingual dictionaries
- CDs as props to model a role-play
- Keyboard, CD or music software to play a rhythmic backing track
- Digital camera
- *Si* and *No* voting cards for music contest judges

Links with other subjects

Primary framework for literacy: choose and combine words, images and other features for particular effects; plan and manage a group task over time using different levels of planning

Music: listen with attention to detail; internalise and recall sounds with increasing aural memory; analyse and compare sounds

Expectations

At the end of this unit

most children will: understand and use set phrases to talk about themselves and ask others simple personal information; say what musical styles they like and dislike

some children will not have made so much progress and will: respond with *Sì / No* or single words to questions about whether they like different musical styles

some children will have progressed further and will: give opinions about different musical styles; use the new structures to express opinions spontaneously and apply these to other contexts

Language

Core language

<i>Suoni il / la...?</i>	Do you play ...?
<i>Suono il contrabbasso / clarinetto / violino (m)</i>	I play the double-bass / piano / violin
<i>Suono la chitarra / zampogna batteria (f)...</i>	I play the guitar / bagpipe / drums
<i>È fantastico!</i>	It's brilliant!
<i>È noioso!</i>	It's boring!
<i>come</i>	like

Additional language for this unit

<i>la musica jazz</i>	jazz music
<i>la musica reggae</i>	reggae music
<i>la musica pop</i>	pop music
<i>la musica classica</i>	classical music
<i>la musica folk</i>	folk music
<i>un contrabbasso</i>	a double-bass
<i>un clarinetto</i>	a clarinet
<i>un violino</i>	a violin
<i>una chitarra</i>	a guitar
<i>una zampogna</i>	a bagpipe
<i>l'ocarina</i>	the ocarina

Additional language for teachers

<i>Che genere musicale è?</i>	What kind of music is it?
<i>C'è / ci sono...</i>	There is... / There are...
<i>Cambio</i>	Change (plural / singular) the beat
<i>Quanti tempi ci sono?</i>	How many beats can you count?
<i>Buona fortuna!</i>	Good luck!

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. I Am the Music Man			
<ul style="list-style-type: none"> to understand and express simple opinions (O5. 2) to listen attentively and understand more complex phrases and sentences (O5. 3) to understand and use negatives (KAL) to integrate new language into previously learnt language (LLS) 	<ul style="list-style-type: none"> Play children short extracts of four styles of music e.g., jazz, reggae, pop and classical. After each one, teach children the name of the style e.g., <i>la musica jazz, la musica reggae, la musica pop, la musica classica</i>. Play each piece again and children identify the style e.g., <i>È musica pop</i>. Ask the class <i>A chi piace la musica pop?</i> (Who likes pop music?) Count aloud the number of children. Repeat for the other types of music. Ask individual children what music they like e.g., <i>Ti piace la musica pop?</i> (Do you like pop music?) Elicit replies with <i>Mi piace ...</i> and <i>Non mi piace..</i> Allow some children to respond with single-word answers. Some may benefit from imagining a picture when they listen to the music and saying whether or not they like the picture. Recap use of <i>ma</i> (but) as a connective to join two simple sentences together e.g., <i>Mi piace la musica pop, ma non mi piace la musica classica</i>. Extension: Children use other known phrases such as <i>Preferisco... Detesto...</i> Listen to one of the extracts again and ask children to identify the style. Give them the names of some instruments they might have heard in the music and elicit <i>Sì</i> or <i>No</i> e.g., <i>C'è... un contrabbasso, un clarinetto, un violino, una chitarra, una zampogna, la batteria?</i> (Is there a saxophone? etc.) Invite children to play a game of Charades in which they take turns to mime playing an instrument. The class guess the instrument and ask <i>Tu suoni la chitarra?</i> (Do you play the guitar?) When the class guess correctly, the child replies <i>Sì, suono la chitarra</i>. Listen to the other extracts and identify the instruments in the same way. Sing 'O Martino io so suonare'. Children mime the instruments. 	<ul style="list-style-type: none"> express likes and dislikes use the known phrases <i>Mi piace</i> and <i>Non mi piace</i> in a new context 	<ul style="list-style-type: none"> If your chosen musical extracts include vocals, ensure that these are in Italian. Words for the song 'O Martino io so suonare' (tratto da <i>Oh che bel gioco</i>, Guerra Edizioni) <ul style="list-style-type: none"> <i>O Martino io so suonare. Che strumento sai suonare? So suonare il campanello. Come suona il campanello? Din din din fa il campanello</i> <i>O Martino io so suonare. Che strumento sai suonare? So suonare il tamburello. Come suona il tamburello? Tum tum fa il tamburello Din din din fa il campanello</i> <i>O Martino io so suonare. Che strumento sai suonare? So suonare il clarinetto. Come suona il clarinetto? Etto, etto fa il clarinetto Tum tum fa il tamburello Din din din fa il campanello.</i> <i>O Martino io so suonare. Che strumento sai suonare? So suonare la chitarra. Come suona la chitarra? Arra arra fa la chitarra, Etto, etto fa il clarinetto, Tum tum fa il tamburello, Din din din fa il campanello.</i> <i>O Martino io so suonare. Che strumento sai suonare? So suonare l'ocarina. Come suona l'ocarina? Ina ina fa l'ocarina, Arra arra fa la chitarra, Etto, etto fa il clarinetto,</i>

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			<p><i>Tum tum fa il tamburello, Din din din fa il campanello.</i></p> <p><i>O Martino io so suonare. Che strumento sai suonare? So suonare la zampogna. Come suona la zampogna? Ogna ogna fa zampogna, Ina ina fa l'ocarina, Arra arra fa la chitarra, Etto, etto fa il clarinetto, Tum tum fa il tamburello, Din din din fa il campanello.</i></p> <p><i>O Martino io so suonare. Che strumento sai suonare? So suonare il contrabbasso. Come suona il contrabbasso? Asso asso fa il contrabbasso, Ogna ogna fa zampogna, Ina ina fa l'ocarina, Arra arra fa la chitarra, Etto, etto fa il clarinetto, Tum tum fa il tamburello, Din din din fa il campanello.</i></p> <p>English version:</p> <p>Oh Martin, I can play Which instrument can you play? I can play the bell How does it sound the bell? Din din din the bell goes</p> <p>Oh Martin, I can play Which instrument can you play? I can play the bell How does it go the bell? Din din din goes the bell</p> <p>Oh Martin, I can play Which instrument can you play? I can play the tambourine How does it go the tambourine? Tum tum goes the tambourine Din din din goes the bell</p> <p>Oh Martin, I can play</p>

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			<p>Which instrument can you play? I can play the clarinet How does it go the clarinet? Et et goes the clarinet Tum tum goes the tambourine Din din din goes the bell</p> <p>Oh Martin, I can play Which instrument can you play? I can play the guitar How does it go the guitar? Ar ar goes the guitar Et et goes the clarinet Tum tum goes the tambourine Din din din goes the bell</p> <p>Oh Martin, I can play Which instrument can you play? I can play the ocarina How does it go the ocarina? Ina ina goes the ocarina Ar ar goes the guitar Et et goes the clarinet Tum tum goes the tambourine Din din din goes the bell</p> <p>Oh Martin, I can play Which instrument can you play? I can play the bagpipe How does it go the bagpipe? Pipe pipe goes the bagpipe Ina ina goes the ocarina Ar ar goes the guitar Et et goes the clarinet Tum tum goes the tambourine Din din din goes the bell</p> <p>Oh Martin, I can play Which instrument can you play? I can play the double bass How does it go the double bass? Bass bass goes the double bass Pipe pipe goes the bagpipe Ina ina goes the ocarina Ar ar goes the guitar Et et goes the clarinet Tum tum goes the tambourine Din din din goes the bell</p>

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			<ul style="list-style-type: none"> • Follow-up: Throughout the week, sing the song and encourage children to join in with the mimes and words for the instruments. • Follow-up: Children create pictures of the instruments for a display • Follow-up: Listen to examples of music from Italy.
Section 2. Expressing opinions			
<ul style="list-style-type: none"> • to understand and express simple opinions (O5. 2) • to write words, phrases and short sentences using a reference (L5. 3) • compare symbols, objects or products which represent their own culture with those of another country (IU5. 3) • to understand and use negative statements (KAL) • to use a dictionary or a word list (LLS) 	<ul style="list-style-type: none"> • Sing <i>O Martino io so suonare</i> (see Section 1) and encourage children to join in with <i>O Martino noi sappiamo suonare...</i> etc. • Introduce the term <i>folk</i> and ask children <i>Ti piace la musica folk?</i> (Do you like folk music?) Elicit the reply <i>Sì, mi piace la musica folk</i> and respond with <i>È fantastica!</i> The class repeat the sentences <i>Sì, mi piace la musica folk. È fantastica!</i> • Model two alternatives to <i>È fantastica!</i> such as <i>È bellissima!</i> (It's brilliant!) Practise the question and responses with the styles of music learnt in the previous session. • Ask <i>A chi non piace la musica folk?</i> (Who doesn't like folk music?) Elicit the reply <i>Non piace la musica folk</i> and respond with <i>È noiosa!</i> (it's boring!) The class repeat the sentences <i>No, non mi piace la musica folk. È noiosa!</i> • Model two alternatives to <i>È noiosa!</i> such as <i>È orribile!</i> (It's awful!) and <i>È brutta!</i> (It's awful!) Practise the question and responses with the styles of music learnt in the previous session. • In pairs, children practise asking and answering the question <i>Ti piace la musica jazz?</i>, etc. • Extension: Children listen to songs by Italian artists. Encourage them to comment on them in Italian. Reflect on the advantages / disadvantages of listening to songs in other languages. Children use other known adjectives to express simple opinions. • Display the written phrases <i>È noiosa / È orribile! È brutta!</i> Children write their own sentences and use a bilingual dictionary to check the spellings of the instruments. Some children may benefit from having a copy of the alphabet to help them access the dictionary. Others may benefit from being given a word bank rather than a dictionary. • Extension: Children use adjectives to express simple opinions on other topics e.g., <i>Ti piace il calcio? Sì mi piace il calcio, È fantastico !</i> 	<ul style="list-style-type: none"> • use adjectives to express simple opinions • select appropriate words and phrases to express simple written opinions 	<ul style="list-style-type: none"> • Follow-up: Throughout the week, children listen to and join in with <i>O Martino io so suonare</i>. • Use a grid on the interactive whiteboard to demonstrate the structure of the sentence. Children already know graphics for <i>Mi piace</i>, <i>Non mi piace</i> and <i>Preferisco</i>. Introduce new graphics to represent new vocabulary: <i>orribile</i>, <i>carino</i> and <i>noioso</i>. • Link with literacy work: The sixth activity links to asking relevant questions and listening to others. • Follow-up: Show the words <i>musica</i> and <i>folkloristico</i> and remind the children about <i>co- ca</i> representing the phoneme /k/. Ask them if they can remember any other words with <i>co</i> or <i>ca</i> in them (e.g. <i>fantastico</i>, <i>magico coniglio</i>, <i>colore</i>,.....).

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 3. Buying a CD			
<ul style="list-style-type: none"> to prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts (O5. 1) to compare symbols, objects or products which represent their own culture with those of another country (IU5. 3) to manipulate language by changing a single element in a sentence (KAL) to integrate new language into previously learnt language (LLS) 	<ul style="list-style-type: none"> Choose a particular style of music and, in English, compare some examples from England and Italy. Discuss the instruments heard and whether children like the music. Use this as an opportunity to revise agreement of feminine adjectives e.g., <i>la musica inglese, italiana, francese, americana, africana, europea</i>. Revise simple opinions learnt in the previous session. In preparation for a role-play on buying a CD, revise <i>Io vorrei</i> and practise the pronunciation of CD. The class agree on the type of music they would like to buy. Encourage individual children to respond to the following questions: Teacher: <i>Buongiorno</i> Child: <i>Buongiorno</i> Teacher: <i>Cosa desidera?</i> Child: <i>Vorrei un CD.</i> Teacher: <i>Le piace la musica classica?</i> Child: <i>No, preferisco la musica jazz.</i> Teacher: <i>Eccole della musica jazz.</i> Child: <i>Grazie</i> Invite two confident children to perform the role-play in front of the class. Repeat the activity with different choices of music. Extension: Children include in their role-play <i>No, non mi piace la musica jazz. Preferisco la musica pop</i> Children practise the role-play with a partner. Select one or two pairs to demonstrate to the class. 	<ul style="list-style-type: none"> join in a short conversation recognise how some aspects of music may be specific to a country or culture 	<ul style="list-style-type: none"> After modelling the role-play, highlight the use of the <i>Lei</i> form of 'you'. Explain that Italian speakers consider it polite to use <i>Lei</i> when talking to people they don't know, such as shop assistants. Follow-up: Practise <i>Cosa desidera lei?</i> and <i>Vorrei</i> and revise key phonemes by playing the <i>Io vorrei...</i> game from Units 8 and 12. Offer objects to the children, asking them <i>Lei desidera un...?</i> They respond with <i>Sì, vorrei un...</i> if that object fits the sound they are collecting. The objects could have a musical theme such as <i>piano, violino, chitarra, zampogna</i> to revise the phonemes <i>o /o/, chi /k/, r /r/, gn /ɲ/</i> and <i>l /l/</i>. Explain to children that when they do a role-play, it can sometimes be helpful to prompt their partner. Follow-up: Throughout the week, children perform their role-plays and vary these by playing different characters. Follow-up: Children research current popstars in Italy and compare these with English ones. As well as the internet, digital content providers may have items on popstars.
Section 4. The rhythm of the beat			
<ul style="list-style-type: none"> to understand and express simple opinions (O5. 2) to prepare a short presentation on a familiar topic (O5. 4) to understand and use 	<ul style="list-style-type: none"> Children sing <i>O Martino io so suonare</i> (see Section 1) and clap the beat as they sing. Play an extract of some Italian music and invite children to clap to the beat. Discuss differences in the cyclic patterns (beat) between this and the song they have just sung. 	<ul style="list-style-type: none"> use rhythm as an aid to memorisation 	<ul style="list-style-type: none"> Follow-up: Throughout the week, children sing <i>O Martino io so suonare</i> and make up more verses. Follow-up: Throughout the week, practise creating new phrases to fit with other cyclic patterns.

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negatives (KAL)	<ul style="list-style-type: none"> • Perform a cyclic pattern of three beats e.g., clap, click, click (fingers) and encourage children to join in. Give them the signal to change the pattern by calling <i>Cambio</i> (Change the beat). Change the three-beat pattern to a five-beat pattern and then to an eight-beat pattern. Encourage children to copy each pattern as quickly as possible. • Ask children <i>Mostrami il ritmo numero 1</i> (Show me rhythm number one) and they demonstrate the first pattern. Ask them <i>Quanti tempi potete contare?</i> (How many beats can you count?) Repeat with the two other patterns. • Demonstrate putting words to the first pattern of three beats e.g., <i>la mu-si-ca</i>. Repeat with the other two patterns of five beats and eight beats e.g., <i>Mi-pia-ce-il-pop; Pre-fe-ri-sco-la-mu-si-ca</i>. • Ask children to discuss their strategies for memorising new language. Introduce the idea that rhythm can be an aid to memorisation. • Children work in pairs or small groups. They choose a number of beats and words or phrases from this unit to fit the beat pattern. Display a selection of phrases on a prompt sheet to help them expand the range of phrases they practise. • Some children may need support in sustaining a cyclic pattern, so vary the difficulty of percussion to take this into account. Provide them with some ideas for words and phrases with different numbers of syllables. • Extension: Children explore fitting other known words and phrases to different rhythm patterns. 		<ul style="list-style-type: none"> • Follow-up: Children record their rhythms. They play them back to discuss and evaluate. They can record directly into a computer and play back immediately.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 5. It's a rap!			
<ul style="list-style-type: none"> to prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts (O5. 1) to prepare a short presentation on a familiar topic (O5. 4) to manipulate language by changing an element in a sentence (KAL) to plan and prepare – analyse what needs to be done to carry out a task (LLS) 	<ul style="list-style-type: none"> Tell children that at the end of this unit the class will be holding a music contest during which each group will have the opportunity to perform a rap. They will need to choose a name for their group and will be interviewed by the judges. Invite children in their groups to offer suggestions for the interview questions, using known language. Organise their questions into a simple interview and explain that each child in the group will have to make one response e.g., Teacher: <i>Buongiorno</i> Child: <i>Buongiorno</i> Teacher: <i>Come ti chiami?</i> Child: <i>Mi chiamo...</i> Teacher: <i>E il gruppo?</i> Child: <i>I / Le...</i> Teacher: <i>Ti piace la musica pop?</i> Child: <i>Sì, mi piace la musica pop. È fantastica!</i> Teacher: <i>Suoni il clarinetto?</i> Child: <i>No, suono la chitarra.</i> Teacher: <i>Buona fortuna, arrivederci!</i> Child: <i>Grazie, arrivederci !</i> Divide the class into two groups. The first group takes on the role of the judges and the second group takes on the role of the performers. They practise asking and answering the questions and then swap roles. Extension: Children use negative responses in the interview, such as <i>Non so suonare la chitarra.</i> Use a keyboard, a CD or music software to play a rhythmic backing track. Explain that this will be the backing track for the group performances. Model how to say some of the phrases from the interview above in time to the backing track. Each group creates its own rap, using words and phrases from this unit. 	<ul style="list-style-type: none"> join in a short conversation, asking and answering questions recall words, phrases and sentences to perform a rap 	<ul style="list-style-type: none"> When working on activities in groups, ensure that groups are of mixed ability. Follow-up: Throughout the week, practise interviews as a class and in groups. Follow-up: Children create posters advertising their groups and using language such as <i>È fantastico!</i> Link with literacy work: The second activity links to work on different question types in formal and informal contexts (year 5).

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Section 6. Music contest			
<ul style="list-style-type: none"> to prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts (O5. 1) to prepare a short presentation on a familiar topic (O5. 4) to manipulate language by changing a single element in a sentence (KAL) 	<ul style="list-style-type: none"> As a class, practise the interview questions and responses from Section 5. Allow groups to work out their own replies and divide the parts between them. Ensure that less confident children are given appropriate responses to say. Extension: Children may give more complex responses if they wish. The groups practise their raps and prepare for the interview and performance. 	<ul style="list-style-type: none"> join in a short conversation, asking and answering questions perform a rap with confidence and clarity 	<ul style="list-style-type: none"> Follow-up: Throughout the week, provide opportunities for children to practise their raps. Link with literacy work: The first activity links to work on using different question types in formal and informal contexts (year 5).
End-of-unit activities			
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> Each group nominates one child to be on the judging panel when their group is not performing. Give each judge a question to ask or response to initiate. Give less confident children an appropriate part to take. Stand in for the judges when it is their turn to perform. Each group nominates a photographer who records or photographs the performance of one group. Each group is interviewed first and they then perform their rap. After each performance, the judges hold up <i>Si</i> or <i>No</i> voting cards. Record their responses and announce the winners at the end, if appropriate. 	<ul style="list-style-type: none"> join in a short conversation, asking and answering questions perform a rap with confidence and clarity 	<ul style="list-style-type: none"> Follow-up: Throughout the week, children evaluate each group's performance by stating two things that were good and suggesting one area for improvement. Follow-up: Children use digital photographs or video clips of their performance to write an evaluation of their strengths and what they would like to improve. If the performances are recorded on video, you will also be able to identify any common errors of pronunciation or grammar and deal with them in a subsequent lesson.