

Spanish Cultural Performance

Secondary

Resistiré

I will resist

Teacher's guide

Level: B2

Time: 55 minutes

Funded by:



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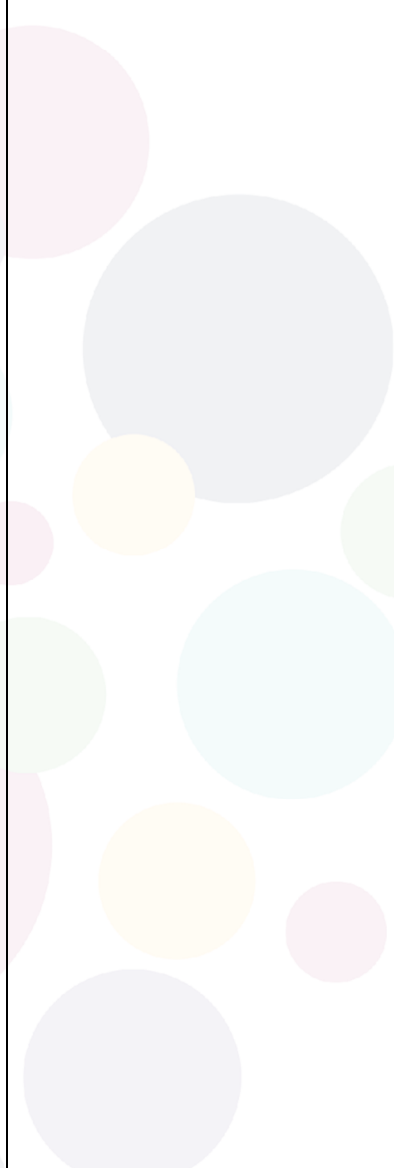
Spanish cultural performance - *Resistiré*

Learning objectives:

- Students will gain insight into the Spanish culture through a famous and important song during the pandemic of Covid-19.
- Students will demonstrate an understanding and appreciation of Spanish culture through the performance of a musical presentation.
- Students will work effectively as a whole class-group to sing and perform a Spanish song.

NOTE: This song can also be used to teach *presente de subjuntivo & futuro simple*.

Steps and time	Learning activities
Introduction Time: 5 mins.	Slides 1-3. The teacher welcomes students and introduces the lesson objectives: to learn a famous and important song in Spanish and perform it in front of an audience (assembly, school event, etc.).
Cultural input Time: 10 mins.	Slide 4. The teacher provides information about the song “Resistiré” and emphasizes the importance of this song in Spanish culture during the pandemic of Covid-19.
Song “Resistiré” Time: 40 mins.	Slide 5. Listen to the song for the first time. Slides 6-8. <ul style="list-style-type: none"> - The teacher will review the vocabulary. - The students will work in groups of 4 to guess the meaning of the stanza the teacher tells them. Each stanza has a number (1-8). Stanzas that are repeated have several numbers. There are two different options to work with the lyrics of the song. Option A (worksheet 1) - Each group receives a card with the stanza in Spanish and its meaning in English, but the lines are disorganised and the students need to put them in order. Option B (worksheet 2) – Each group receives all the cards with the different stanzas in Spanish and all the cards with the different stanzas in English. They need to

	<p>figure out which stanza in English corresponds to which stanza in Spanish.</p> <ul style="list-style-type: none"> - The teacher can see the meaning of the lyrics in worksheet 3 organised and disorganised. - The teacher distributes the lyrics of the song “Resistiré” to the students (worksheet 4). - Share as a whole group the meaning of each stanza. - The students can write the meaning of each line in their worksheet. <p>Slide 9.</p> <ul style="list-style-type: none"> - Listen to the song for the second time, now with the lyrics. - Practice singing the song together, focusing on pronunciation and rhythm. <p>Slide 10-11.</p> <ul style="list-style-type: none"> - Assign roles per stanza, each student needs to have at least one line. The teacher can write a number in each line to make the distribution of each line easier. <p>Slide 9.</p> <ul style="list-style-type: none"> - Practice the song with each student singing his / her line. <p>Slide 12</p> <ul style="list-style-type: none"> - The teacher explains that during the pandemic, many schools created their own version of this song. - The students listen and watch the versions of 4 different schools. <p>Slides 13-14</p> <ul style="list-style-type: none"> - The teacher encourages the students to create the class’s own version of the song “Resistiré” or another Spanish song.
<p>Quiz</p> <p>Time: 10 mins.</p>	<p>Slides 15-21</p> <ul style="list-style-type: none"> - The teacher hands out whiteboards to the students. - The teacher asks the question on the slide and the students answer it on their whiteboard. This can be done individually, in pairs or in groups of 4, as the teacher considers better.

	<ul style="list-style-type: none"> - This activity can be done during the same lesson or in another lesson. It is really useful to review the importance of this song in Spanish culture.
<p>Music festival</p> <p>Time: as long as needed depending on the difficulty of the song, rehearsals, number of songs in the performance, etc.</p>	<ul style="list-style-type: none"> - After having distributed the lines of each stanza to the students, they need to practice in other sessions and/or in music class towards performing the song “Resistiré” or other songs selected/assigned at a school event: assembly, parents’ evening, etc. Teacher can research other songs from Hispanic countries which have represented a change: culturally, politically, etc. and encourage students to perform those and/or present why those songs were important to the specific country.