



LESSON PLAN

Theme 8 - Session 1 (of 2)

Tips and Tricks for your Club Session

- Go over pronunciation help
- Have all your material laid out and ready to use
- Think of engaging gestures, routines and rituals to build a sense of togetherness and to aid repetition of vocabulary
- Keep it positive - model correct use of language, instead of correcting mistakes
- Have fun and incorporate play and movement as much as possible
- Go on a language discovery journey with the pupils - display curiosity

Objective

To be able to recall words for musical instruments. To be able to talk about music preferences and which musical instrument you play or would like to play.

German Words/Phrases Learning Goals

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| • Wie findest du den Song? | How do you find the song? |
| • Ich finde ihn klasse! | I think it's great! |
| • Nicht meine Musik. | Not my kind of music. |
| • Ich weiß nicht. | I don't know. |
| • Es geht so. | It's okay. |
| • Nee, eher nicht so cool. | Nah, not really that cool. |
| • der Ohrwurm | a song stuck in the head |
| • Spielst du ein Instrument? | Do you play an instrument? |
| • Ja, ich spiele ein Instrument. | Yes, I play an instrument. |
| • Nein, ich spiele kein Instrument. | No, I don't play an instrument. |
| • Welches Instrument spielst du? | Which instrument do you play? |
| • Ich spiele XXX. | I play the XXX. |
| • Welches Instrument würdest du gern lernen und spielen? | Which instrument would you like to learn and play? |
| • Ich würde gern XXX lernen. | I would like to learn the XXX. |
| • das Klavier | the piano |
| • die Gitarre | the guitar |
| • die Querflöte | the flute |
| • die Bockflöte | the recorder |
| • das Schlagzeug | the drums |
| • die Geige | the violin |
| • die Orgel | the organ |
| • das Saxophon | the saxophone |
| • die Mundharmonika | the harmonica |
| • die Trompete | the trumpet |
| • die Bassgitarre | the bass guitar |
| • das Cello | the cello |
| • das Keyboard | the keyboard |
| • der Dudelsack | the bagpipes |
| • die Klarinette | the clarinet |

Materials

- Access to the GImagine Award platform (instructions on how to use the platform and find the materials can be found on a separate instruction sheet)
- A digital tablet or computer for each child, alternatively one for two children
- Interactive whiteboard/screen
- One sheet of paper/ notebook for each pupil
- One pen/pencil for each pupil
- A ball or a small object (pen, ruler)
- The handout "Umfrage Musik"



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
3 min	Whole group	The pupils deduce today's topic.	<p>Play the video once and ask the pupils what the video is about. Ask the pupils what they think they will learn today.</p>	<ul style="list-style-type: none"> German starter course on the GImagine Award platform: The first stage "Bist du ein Swiftie?" of step 1 in the tenth module "Hey, sag mal, bist du ein Swiftie? On stage: Music" Interactive whiteboard/screen 	<p>Wir schauen uns das Video an. – Let's watch the video.</p> <p>Was ist das Thema heute? – What is the theme today?</p>
5 min	Whole group, then in pairs	The pupils can express opinions about a German song.	<p>Tell the pupils that they are going to watch a German music video and then work in pairs to ask each other how they found the song.</p> <p>Play the music video once.</p> <p>Afterwards, write the question and possible answers on the whiteboard:</p> <ul style="list-style-type: none"> Wie findest du den Song? – How do you find the song? Ich finde ihn klasse! – I think it's great! Ein super Song, aber nicht meine Musik. – A great song, but not my kind of music. Hhm, ich weiß nicht. – Hm, I don't know. Es geht so. – It's okay. Nee, eher nicht so cool. – Nah, not really that cool. 	<ul style="list-style-type: none"> German starter course on the GImagine Award platform: The fifth stage "Wie gefällt dir der Song?" of step 1 in the tenth module "Hey, sag mal, bist du ein Swiftie? On stage: Music" Interactive whiteboard/screen 	<p>Wir hören ein deutsches Lied und danach machen wir Dialoge. – Let's listen to a German song and afterwards do dialogues.</p> <p>Hier ist das Lied. – Here is the song.</p> <p>Jetzt machen wir Dialoge. – Now let's do dialogues.</p> <p>Wir arbeiten in Paaren. – Let's work in pairs.</p> <p>Hier ist die Frage und die möglichen Antworten. – Here is the question and the possible answers.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			Make sure to do an example with one of the pupils, modelling correct pronunciation before they begin.		Ein Beispiel. – One example.
2 min	Whole group	The pupils can understand the concept of having an „Ohrwurm“.	<p>Play the video once and ask the pupils what they have understood.</p> <p>Let the pupils guess what “Ohrwurm” could mean. Explain or translate the words “Ohr” and “Wurm” if the pupils don’t know the meaning. Explain that “Ohrwurm” is a song or sound that gets stuck in your head.</p> <p>Ask the pupils if anybody has an “Ohrwurm” at the moment.</p>	<ul style="list-style-type: none"> • German starter course on the GImagine Award platform: The first stage “Ohrwürmer” of step 2 in the tenth module “Hey, sag mal, bist du ein Swiftie? On stage: Music” • Interactive whiteboard/screen 	<p>Wir schauen uns das Video an. – Let’s watch the video.</p> <p>Was ist ein Ohrwurm? – What does the word “Ohrwurm” mean?</p> <p>Hat jemand hier im Moment ein Ohrwurm? Welchen? – Does anybody here have an “Ohrwurm” at the moment? Which one?</p>
10 min	In pairs	The pupils can answer questions about music preferences.	<p>Give out the handout “Umfrage Musik”.</p> <p>Tell the pupils that they are going to stand up and do a survey about music preferences with as many people as possible.</p> <p>They will ask each other 3 questions and write an “x” next to the answers received.</p> <p>At the end, they will count the answers and present the results.</p> <p>Do an example, modelling correct pronunciation for the pupils before they begin.</p>	<ul style="list-style-type: none"> • The handout „Umfrage Musik“ • One pen/pencil for each pupil 	<p>Wir stehen auf und machen eine Umfrage über Musik. – Let’s stand up and do a survey about music.</p> <p>Wir fragen so viele Personen wie möglich. – Let’s ask as many people as possible.</p> <p>Es gibt drei Fragen. – There are 3 questions.</p> <p>Wir schreiben eine „x“ für jede Antwort. – Let’s mark each answer with an „x“.</p> <p>Am Ende zählen wir die Antworten. – At the end we will count up the results.</p> <p>Ein Beispiel. – One example.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 min	Whole group	The pupils can understand and correctly pronounce musical instrument vocabulary.	<p>Play the video once and practise the pronunciation of the new vocabulary.</p> <p>You can mime playing each instrument and ask the pupils to do the same when they repeat the words.</p> <ul style="list-style-type: none"> das Klavier – the piano die Gitarre – the guitar die Querflöte – the flute die Bockflöte – the recorder das Schlagzeug – the drums die Geige – the violin 	<ul style="list-style-type: none"> German starter course on the GImagine Award platform: The first stage “Instrumente auf Deutsch” of step 3 in the tenth module “Hey, sag mal, bist du ein Swiftie? On stage: Music” Interactive whiteboard/screen 	<p>Wir schauen uns das Video an. – Let’s watch the video.</p> <p>Wir wiederholen. – Let’s repeat.</p> <p>Wir machen eine Bewegung zum Instrument. – Let’s mime playing the instrument.</p>
5 min	In pairs	The pupils can understand and correctly pronounce more musical instrument vocabulary.	<p>Tell the pupils that they are going to work in pairs to learn more instrument vocabulary by choosing the correct pictures.</p> <p>They can also listen to and practise the correct pronunciation.</p> <ul style="list-style-type: none"> das Saxophon – the saxophone die Orgel – the organ die Mundharmonika – the harmonica die Trompete – the trumpet die Geige – the violin die Bassgitarre – the bass guitar das Cello – the cello das Keyboard – the keyboard der Dudelsack – the bagpipes die Klarinette – the clarinet 	<ul style="list-style-type: none"> German starter course on the GImagine Award platform: The second stage “Noch mehr Instrumente” of step 3 in the tenth module “Hey, sag mal, bist du ein Swiftie? On stage: Music” A digital tablet or computer for each pair 	<p>Wir lernen mehr Instrumente. – Let’s learn more instruments.</p> <p>Wir arbeiten in Paaren. – Let’s work in pairs.</p> <p>Wir wählen das richtige Bild. – Let’s choose the correct picture.</p> <p>Wir wiederholen die richtige Aussprache der Instrumente. – Let’s repeat the correct pronunciation of the instruments.</p>
5 min	In pairs	The pupils can talk about instruments	Tell the pupils that they are now going to perform a dialogue.	<ul style="list-style-type: none"> Interactive whiteboard/screen 	Wir machen Dialoge. – Let’s do dialogues.



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
		they play or would like to play.	<p>Write the three questions and example answers on the whiteboard:</p> <ul style="list-style-type: none"> • Spielst du ein Instrument? – Do you play an instrument? • Ja, ich spiele ein Instrument. / Nein, ich spiele kein Instrument – Yes, I play an instrument. / No, I don't play an instrument. • Welches Instrument spielst du? – Which instrument do you play? • Ich spiele (das Klavier). – I play (the piano). • Welches Instrument würdest du gern lernen und spielen? – Which instrument would you like to learn and play? • Ich würde du gern (die Gitarre) lernen und spielen. – I would like to learn and play (the guitar). <p>Do an example for the pupils.</p>		<p>Es gibt drei Fragen. – There are 3 questions.</p> <p>Wir fragen und antworten – Let's ask and answer.</p> <p>Ein Beispiel. – One example.</p>
8 min	In pairs	The pupils can correctly spell musical instrument vocabulary in German.	Tell the pupils that they are going to work in pairs to revise and practise the correct spelling of the musical instruments they have learnt today.	<ul style="list-style-type: none"> • German starter course on the Gimagine Award platform: The second stage "Wortschatz: Musikinstrumente" of Spotlight in the tenth module "Hey, sag mal, bist du ein 	<p>Wir wiederholen die Musikinstrumente. – Let's revise the musical instruments!</p> <p>Wir machen ein Kreuzworträtsel in Paaren. – Let's do a crossword in pairs!</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
				<p>Swiftie? On stage: Music”</p> <ul style="list-style-type: none"> • A digital tablet or computer for each pair 	
2 min	Whole group	The pupils can say goodbye in German.	<p>Recap what the pupils have achieved in the session, focussing on the key learning points.</p> <p>You could throw a ball or small object to pupils, asking them key questions from the session and see if they can answer them in German without using their notes.</p> <p>Congratulate all pupils on their work and then dismiss them in German.</p>	<ul style="list-style-type: none"> • Interactive whiteboard/screen • A ball or a small object (pen, ruler) 	<p>Wir haben viel gelernt. – We’ve learnt a lot!</p> <p>Toll gemacht. – Well done!</p> <p>Tschüss. – Bye.</p> <p>Auf wiedersehen. – Goodbye.</p>



Handout „Umfrage Musik“

<p>Frage 1: Welches Musikgenre hörst du am liebsten? (What is your favourite genre of music?)</p>	<p>Frage 2: Welchen dieser Songs magst du am meisten? (Which of these songs do you like the most?)</p>	<p>Frage 3: Bei welcher Musik entspannst du dich normalerweise? (What music do you usually relax to?)</p>
<ul style="list-style-type: none"> ○ Pop ○ Rock ○ Hip-Hop ○ Rap ○ R&B ○ Klassik ○ Metal ○ Techno ○ Indie ○ Blues and Gospel ○ Country ○ Jazz 	<ul style="list-style-type: none"> ○ "Shape of You" von Ed Sheeran ○ "Bohemian Rhapsody" von Queen ○ "Sicko Mode" von Travis Scott ○ "Cruel Summer" von Taylor Swift ○ keinen davon (none of them) 	<ul style="list-style-type: none"> ○ bei akustischer Gitarrenmusik (acoustic guitar music) ○ bei klassischer Musik (classical music) ○ bei chilligen Elektrosounds (chill electronic sounds) ○ bei Reggae (reggae) ○ bei keiner davon (none of them)