TASK: CREATING A GAME ABOUT THE MUSICAL TALE "PETER AND THE WOLF"

Italy – Roletto (eCLIL4You Comenius project)

Class involved and age of the students: class 3 (8-9 years old)

Teachers: class teacher + teacher of English

Time: 3 hours + 1 hour to prepare extra materials

Main aim: collecting information about habitats and animals of the partner countries

Content aims:
-   identify some musical instruments and their sounds
-   identify and match musical instruments to the characters of the story
-   plan games to be shared with the partner schools
-   perform the musical story through the body language

Language aims:
-   listen, identify and name instruments / characters/setting of the story
-   describe the personality of the characters
-   ask and answer questions from/to the foreign students
-   write instructions to play the games for the partner countries

Language skills:
-   listening for information
-   reading for information
-   interacting in L2 during the group work and the presentation to the class
-   writing short instructions for the games

Thinking skills:
-   predicting, making hypothesis
-   finding criteria to classify instruments
-   reading a text, selecting and collecting information in a table
-   organising and manipulating data to create games

Social skills:

-   working in a cooperative way
-   sharing ideas
-   finding an agreement for the success of the task
-   negotiating
-   reciprocal support

Strategies: placemat - jigsaw reading – project planning

Prior-Knowledge required:
Content: what an orchestra is – families of instruments (string, wind, percussion…)
Language: animal names – name of musical instruments – I can/I can't – action verbs – name of some feelings (brave, happy, sad, tired, angry..) – I'd like to/I think/I don't agree

Materials: pictures of instruments/characters/settings/families of instruments and their names; text of the story; illustration of the story; CD of the story; recording of individual sounds for each characters; LIM; ICT lab
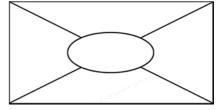
1. PRE_TASK

The class teacher and the teacher of English plan the activities together but work separately for most of the time, except for the presentation of the final games. They run different pre-task activities to introduce the task. The class teacher does the activities in Italian mainly and the teacher of English organises OTHER activities in English only.

1. Activating prior-knowledge:

- *(class teacher)*: **Placemat**. Students work in groups of four. Each group is given a placemat with the word "Orchestra" written in the middle. Each student has 5 minutes to think of instruments that are in an orchestra and draw or write them in their section on the placemat. Other ten minutes are given to each group to share ideas and then circle with the same colour all the instruments that they think belong to the same family. The teacher asks the groups to report about the work and supplies them with the correct terminology (string instruments…percussion….). Each group makes a poster about an instrument family by drawing or downloading pictures of instruments from the web.

- *(class teacher)*: **Peter and the wolf.** The students are given a worksheet with the pictures of some musical instruments. They listen to the story and draw the characters next to the instruments that perform the themes and discuss the relationship between characters and the instruments that represent them.

- *(teacher of English)* **What is it?** Students are divided into 4 groups, each group is given a different set of cards aimed to introduce and reinforce the language of the task. Students have to match pictures with names or descriptions. Group 1: characters/settings of the story; Group 2: characters and their descriptions; group 3: musical instruments ; group 4: instrument families. Each group has to play with their own cards and then move to another table. Students can check the solutions by turning the cards upside down (the cards that go together have the same symbol at the back). *The teacher sets the materials and observes- the students learn by themselves.*

- *(teacher of English)* **Jigsaw reading.** Students are divided into 4 groups. Members of each group have a number 1 to 4. The teacher prepares a short text about the story and splits it into 4 parts. All the numbers 1 are given the same piece of text as well as all the number 2, 3 and 4. The teacher asks all the students with the same number to gather together, read and understand the piece of text they have been given (students can support each other in comprehension). Then the students go back to their groups, glue the strips in the right place on a poster next to the corresponding illustrations. The students use the poster to collect information and fill in a table individually (story settings/story characters/ problem/solution)

- *(teacher of English)* **Peter and the wolf.** The teacher gives out pictures of the story characters and instruments (one per child). Students listen to the musical tale and when they hear their piece of music related to their pictures, they stand and say the name either of the instrument or the character.

TASK CYCLE *(teacher of English runs the activities- class teacher helps with preparation of materials)*

     i.   **Planning and creating a game related to the story to be exchanged with the partner schools.** Students work in groups of four. Each group has to agree upon a different game to be created by using the materials and data collected with the pre-task activities (We think/want/would like to make…a bingo, a video…a drama..). Each group informs the class about the planning. The teacher records the ideas from each group and asks the class to give advices about the development of each project.

     ii.   **Preparation of the game.** Each group has to decide upon the format and the materials required by the task. Then they create the game. The teacher provides technical support in the ICT lab, language support with language frames, picture word lists and any other material. These are the games each group has decided to make: **1.** a simple hypertext in which the partners have to match characters to musical instruments and in which to embed the sounds; **2.** a video in which the students wear masks and mime the characters of the story when they hear the corresponding sound. The partners have to guess the name of the characters they see performed (*students finish to colour the masks with the class teacher- the teacher video-records the play*) – **3.** A worksheet in which the partners have to match each character with its description – **4**. A "listening with key words" activity in which the partners have to fill in the blanks of the story text read by their teacher with the words that the students have taken away from it.

     iii.   **Presentation.** Each group presents its game by using the LIM and the groups have to try all the games . This allows to test them and verify if they work properly or some changes are required.

POST-TASK *(class teacher and teacher of English together)*

1. The teacher of English helps students to write down instructions for each game and gets them to reflect upon language use (chunks, communicative functions, etc.)

2. Self-evaluation: students are asked to write down WHAT they have learnt through the task – HOW they have worked individually and in group– WHAT they found difficult and WHY- Which skills they need to improve and HOW – WHAT else they would have liked to do.

3. Students are also asked to evaluate the games they have created from the point of view of the partners who will receive them.

4. Students are given another task: Can you create a 2 minutes musical story?

Le attività sono state realizzate nella prima quindicina di gennaio. Come sempre un sacco di lavoro per selezionare e preparare i materiali e…voilà i bambini se li sono divorati in un boccone!
La valutazione dell'esperienza è stata fatta attraverso l'osservazione degli alunni nello svolgimento delle attività, specialmente la comprensione e l' utilizzo spontaneo della lingua nonché lo svolgimento dei giochi creati in lingua inglese.
E' incredibile la facilità con la quale gli alunni ricordano il lessico e i contenuti acquisiti in contesti CLIL rispetto a quelli proposti dal libro di testo. Inoltre il task crea un'alta motivazione e coesione del gruppo.