

Language

Core language

Geige (f)	violin
Gitarre (f)	guitar
Klarinette (f)	clarinet
Saxophon (n)	saxophone
Klavier (n)	piano

<i>Ich höre gern ...</i>	I like listening to ...
<i>Ich höre nicht gern ...</i>	I don't like listening to ...
<i>Ich höre lieber ...</i>	I prefer listening to ...
<i>Die Musik / Sie ist großartig/ langweilig/furchtbar</i>	The music / It is brilliant/boring/ awful

<i>Ich werde singen</i>	I'm going to sing
<i>Ich werde (Gitarre) spielen</i>	I'm going to play the (guitar)

Additional language for this unit

<i>die Jazzmusik / der Jazz</i>	jazz music
<i>Reggaemusik</i>	reggae music
<i>Popmusik</i>	pop music
<i>Rapmusik</i>	rap music
<i>klassische Musik</i>	classical music
<i>Volksmusik</i>	folk music
<i>englische/deutsche/ amerikanische/ afrikanische Musik</i>	English/German/American/ African music

Additional language for teachers

<i>Was für Musik ist das?</i>	What kind of music is it?
<i>Was wirst du machen?</i>	What are you going to do?
<i>Es gibt ...</i>	There is ... / There are ...
<i>Hört ihr ...?</i>	Can you hear ...?
<i>Taktschläge</i>	beats
<i>Wechselt/Wechsle das Tempo</i>	Change (plural/singular) the beat
<i>Wieviele Taktschläge gibt es?</i>	How many beats are there (in the pattern)?
<i>Viel Glück!</i>	Good luck!

Unit 14 Ich bin der Musikant ('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 or song for a performance and explain which musical instrument they are going to play.

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 8 and 13, and express personal opinions and preferences. They practise using *gern* and *nicht gern*. 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:

- *gern / nicht gern / lieber*
- some adjectives to express simple opinions
- *Ich möchte ...*
- *Ich mag ...*

New language

- Expressing and qualifying opinions (about musical preferences)
- Expressing future intentions (about playing a musical instrument)
- Immediate future: *werden* + infinitive (eg *Ich werde (Gitarre) spielen*)
- Adjectives: feminine singular agreement

Resources

- Recorded extracts of four musical styles
- Pictures of six famous German-speaking people with speech bubbles indicating their musical preferences
- CDs as props to model a role play
- Conversation strips (for Section 3)
- A recorded extract of world music to which children can clap the beat
- Bilingual dictionaries
- Keyboard, CD or music software to play a rhythmic backing track
- Digital camera
- *ja* and *nein* 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; say which musical instrument they are going to play

some children will not have made so much progress and will:

respond with *ja/nein* or single words to questions about whether or not 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



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<p>Section 1. I am the Music Man</p> <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"> Ask children if they know any German musicians or composers. Introduce some by using images from the internet. Play children short extracts of four styles of music, eg jazz, reggae, pop, classical. After each one, teach children the name of the style, eg <i>Jazzmusik/Jazz</i>, <i>Reggaemusik</i>, <i>Popmusik</i>, <i>klassische Musik</i>. Play each piece again and children identify the style, eg <i>Das ist Popmusik</i>. (Alternatively, you may wish to substitute styles of music with current popular bands and singers.) Ask the class <i>Wer hört gern Popmusik?</i> (Who likes listening to pop music?) Count aloud the number of children. Repeat for the other types of music. You may want to do this as a listening activity, where children record their responses pictorially using smiling faces on individual worksheets. Ask individual children what music they like, eg <i>Hörst du gern Popmusik?</i> (Do you like listening to pop music?) Elicit replies with <i>Ja, ich höre gern ...</i> and <i>Nein, ich höre nicht gern ...</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. Revise use of <i>aber</i> (but) as a connective to join two simple sentences, eg <i>Ich höre gern Popmusik aber ich höre nicht gern Jazzmusik/Jazz</i> (I like listening to pop music but I don't like jazz), or <i>Ich höre gern Popmusik aber ich höre lieber Reggaemusik</i> (I like listening to pop music but I prefer reggae). Extension: Children use other expressions such as <i>Ich liebe / Ich hasse</i> (I love / I hate). 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>ja</i> or <i>nein</i>, eg <i>Gibt es / Hört ihr ein Saxophon, ein Klavier, eine Geige, eine Gitarre?</i> (Is there / Can you hear a saxophone, a piano, violin, guitar?) Listen to the other extracts and identify the instruments in the same way. Sing <i>Ich bin ein Musikant</i> to the tune of 'I am the Music Man'. Children mime the instruments. 	<ul style="list-style-type: none"> express likes and dislikes use the known phrases <i>gern</i> and <i>nicht gern</i> in a new context 	<ul style="list-style-type: none"> If your chosen musical extracts include vocals, ensure that these are in German. You can find the tune for 'I am the Music Man' on the internet. Words for the song <i>Ich bin ein Musikant</i>: <p><i>Ich bin ein Musikant, Ich komme aus Berlin, Und ich kann spielen. Was kannst du spielen? Ich spiele Klavier!</i></p> <p><i>Kla Kla Kla Kla Kla Klavier, Kla Klavier, Kla Klavier, Kla Kla Kla Kla Kla Klavier, Kla Kla Kla Klavier.</i></p> <p><i>Ich bin ein Musikant, Ich komme aus Berlin, Und ich kann spielen. Was kannst du spielen? Ich spiele Geige!</i></p> <p><i>Gei Gei Gei Gei Gei Geige, Gei Geige, Gei Geige, Gei Gei Gei Gei Gei Geige, Gei Gei Gei Geige.</i></p> <p><i>Ich bin ein Musikant, Ich komme aus Berlin, Und ich kann spielen. Was kannst du spielen? Ich spiele Klarinette!</i></p> <p><i>Klari Klari Klarinette, Klarinette, Klarinette, Klari Klari Klarinette, Klari Klarinette.</i></p> <p>(I am a music man and I come from Berlin And I know how to play, play the piano/violin/clarinet.)</p> Grammar point: When talking about playing musical instruments, the construction is simply <i>Ich spiele</i> and the relevant instrument, eg <i>Ich spiele Geige</i> (I play the violin). In the negative, this would be <i>Ich spiele nicht Geige</i>. 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 class display. Follow-up: Listen to examples of music from German-speaking countries.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Expressing opinions

- to understand and express simple opinions (O5.2)
 - to write words, phrases and short sentences using a reference (L5.3)
 - to understand and use negatives (KAL)
 - to use a dictionary or a word list (LLS)
- Revise names for different styles of music. Display letters A–D on the board and write the name of a style of music beside each letter, eg A – *klassische Musik*. Children write down numbers 1–4 on a mini-whiteboard. Play extracts of different styles of music and ask children to write down the appropriate letter. When answers are checked, children say the letter in German. (If you used current bands and singers in Section 1, children's responses will need to relate to these.)
 - Introduce the term *Volksmusik* and play some German folk music. Ask individual children *Hörst du gern Volksmusik?* (Do you like listening to folk music?) Elicit the reply *Ja, ich höre gern Volksmusik* and respond with *Sie ist super!* The class repeat the sentences *Ja, ich höre gern Volksmusik. Sie ist super!*
 - Display and then model two alternatives to *Sie ist super!* such as *Sie ist großartig!* *Sie ist fantastisch!* Practise the question and responses with the styles of music learnt in the previous section.
 - Ask *Wer hört nicht gern Volksmusik?* (Who doesn't like folk music?) Elicit the reply *Ich höre nicht gern Volksmusik* and respond with *Sie ist langweilig!* (It's boring!) The class repeat the sentences *Nein, ich höre nicht gern Volksmusik. Sie ist langweilig!*
 - Display and then model an alternative to *Sie ist langweilig!* such as *Sie ist furchtbar!* (It's awful!). Practise the question and responses with the styles of music learnt in Section 1.
 - In pairs, children practise asking and answering the question *Hörst du gern Jazzmusik/ Jazz?* etc.
 - Extension: Children listen to songs by German artists. Encourage them to comment on them in German. Reflect on the advantages and disadvantages of listening to songs in other languages.
 - Extension: Children use other known adjectives to express simple opinions.
 - Using a photograph or clip art image, show a picture of a famous person or character. The character should have a speech bubble indicating their musical preference, eg *Ich höre gern Popmusik aber ich höre lieber Rapmusik. Sie ist super!* Ask children what information they can elicit from the text and give them a minute to whisper to their talk partner before offering suggestions.
 - Show children a selection of six famous people or characters with speech bubbles as above. Read one of the speech bubbles to children and ask them to identify which character is speaking.
 - Extension: Children use adjectives to express simple opinions on other topics, eg *Spielst du gern Fußball? Ja, ich spiele gern Fußball! Fußball ist super!*

- use adjectives to express simple opinions
- identify a short spoken text by matching written phrases and sentences to what they hear

- Grammar point: When referring to music, use the pronoun *sie* (it) as *Musik* is feminine: *die Musik*.
- Follow-up: Throughout the week, children listen to and join in with the song *Ich bin ein Musikant*.
- Use a grid on the interactive whiteboard to demonstrate the structure of the sentence. Children already know graphics for *gern / nicht gern / lieber*. Introduce new graphics to represent new vocabulary: *langweilig, super, großartig, furchtbar*.
- Link with literacy work: The sixth activity links to asking relevant questions and listening to others.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Buying a CD

- to prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts (O5.1)
- to make simple sentences and short texts (L5.2)
- to compare symbols, objects or products which represent their own culture with those of another country (IU5.3)
- to integrate new language into previously learnt language (LLS)

- Choose a particular style of music and play, for comparison, some extracts from German-speaking countries and other countries around the world. In German, discuss the instruments heard and whether children like the music.
- Use this as an opportunity to introduce feminine agreement of adjectives, eg *englische/deutsche/amerikanische/afrikanische Musik*. Children can respond with *Ich höre (nicht) gern deutsche Musik. Sie ist ...*
- Revise simple opinions learnt in the previous section by playing an extended version of *Tic Tac Toe* (Noughts and Crosses). In the grid, display images representing musical styles/instruments with a cross or a tick next to each one, to indicate whether children should begin their sentence with *Ich höre gern* or *Ich höre nicht gern*.
- In preparation for a role play on buying a CD, revise *ich möchte*, *ich höre* 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: *Guten Tag!*
Child: *Guten Tag!*
Teacher: *Was möchten Sie?*
Child: *Ich möchte eine CD.*
Teacher: *Hören Sie gern klassische Musik?*
Child: *Nein, ich höre lieber Popmusik.*
Teacher: *Hier ist eine Popmusik CD. Bitte schön.*
Child: *Danke schön.*
- 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 the structures *Nein, ich höre nicht gern ... Ich höre lieber ...*
- Children practise the role play with a partner. Select one or two pairs to demonstrate to the class.
- Give pairs of children a written role play cut up into strips, with a line of dialogue on each strip. Children arrange the conversation strips to show a dialogue between two people and 'read' the conversation to each other, with one child reading the role of sales assistant and the other the customer.
- Extension: Children write a simple play script for a role play.

- join in a short conversation
- put a conversation into the correct sequence
- recognise how some aspects of music may be specific to a country or culture

- After modelling the role play, highlight the use of the *Sie* form of 'you'. Explain that German speakers consider it polite to use *Sie* when talking to people they don't know, such as shop assistants.
- When children discuss German adjectival endings, it might be useful to refer to the few we use in English, eg *Golden Wedding*, *olden times*, *Elizabethan England*.
- Explain to children that when they do a role play, it can sometimes be helpful to prompt their partner.
- Follow-up: Set up a CD/music shop area with pictures and posters where children can practise their role plays, varying these by playing different characters.
- Follow-up: Children research current popstars in a German-speaking country and compare these with English ones. As well as the internet, digital content providers may have items on popstars.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. The rhythm of the beat

- to recognise patterns in simple sentences (KAL)
- to develop accuracy in pronunciation and intonation (KAL)
- to use actions and rhymes to aid memorisation (LLS)
- to practise new language with a friend and outside the classroom (LLS)

- Children sing *Ich bin ein Musikant* (see Section 1) and clap the beat as they sing.
- Select the names of instruments from the song and clap the syllables. Give children the names of one or two additional instruments which have one, two, three or even four syllables and clap the syllables. Children select one instrument and create a chant with a body percussion accompaniment, eg *Trom-pe-te* = clap, click, click (with fingers). Children share their chants and put them together as a class. This performance could be enhanced by a conductor controlling the level of volume, eg *crescendo* (getting louder) and *diminuendo* (getting softer).
- Play an extract of some music from another part of the world and invite children to clap to the beat. Discuss differences in the cyclic patterns (beat) between this and the song they have just sung.
- Perform a cyclic pattern of three beats, eg clap, click, click, and encourage children to join in. Give them the signal to change the pattern by calling *Wechselt das Tempo* (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 *Zeigt mir Tempo Nummer eins* (Show me rhythm number one) and they demonstrate the first pattern. Ask them *Wieviele Taktschläge gibt es?* (How many beats are there?) Repeat with the other two patterns.
- Demonstrate putting words to the first pattern of three beats, eg *die Mu-sik*. Repeat with the other two patterns of five beats and eight beats, eg *Ich hö-re gern Pop. Ich hö-re lie-ber Jazz-mu-sik*. Number the syllables, eg *Ich* = 1, *hö* = 2, *re* = 3, *gern* = 4, *Pop* = 5. This will help children when they are building patterns of their own.
- 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. Some children may benefit from having a selection of phrases on a prompt sheet to help them expand the range of phrases they practise. How many different phrases can they write which fit their chosen pattern? The group or pair selects one of their phrases to use and performs a cyclic pattern. Children add body percussion to enhance their performance.
- Extension: Children explore fitting other known words and phrases to different rhythm patterns.

- use rhythm as an aid to memorisation

- Follow-up: Throughout the week, children sing *Ich bin ein Musikant* and make up more verses.
- Note that most western music is built on a cyclic pattern of four, whereas some music from other regions, eg some African music, is built on cyclic patterns with different numbers of beats.
- Follow-up: Throughout the week, practise creating new phrases to fit with other cyclic patterns.
- 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.
- Children will need their cyclic pattern phrases for the next lesson.
- Some children may need support in sustaining a cyclic pattern, so vary the difficulty of body percussion to take this into account. Provide them with some ideas for words and phrases with different numbers of syllables.

Learning objectives

Children should learn

Section 5. It's a rap!

- 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 plan and prepare – analyse what needs to be done to carry out a task (LLS)

Possible teaching activities

- 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 song or rap. They will need to choose a name for their group and will be interviewed by the judges.
- Explain that in the interview with the judges, children will be asked what they are going to be playing. Introduce the structure *Ich werde* + instrument + *spielen* by holding up a picture or miming and saying eg *Ich werde Gitarre spielen* (I'm going to play the guitar). Children listen and repeat. Continue with a number of different instruments. Introduce the phrase *Ich werde singen* (I'm going to sing) and practise as a whole class.
- Play *Futur oder Präsens?* (Future or Present?). This game works well when played in a large space. Say a number of sentences using either *Ich spiele ...* or *Ich werde spielen ...*, beginning with a sentence in the future, eg *Ich werde Klavier spielen*. Ask children to listen carefully and to step forward if the sentence is in the future and to remain where they are if it is in the present. See the *Teacher's guide* for additional activities for practising new language.
- Invite children, in their groups, to offer suggestions for the interview questions, using known language. Organise their questions into a simple interview, like the example shown below, and ask each group to nominate a spokesperson who will answer most of the questions. Include in the interview the question *Was wirst du machen?* (What are you going to do?) to elicit the response *Ich werde* + instrument + *spielen*, or *Ich werde singen*. Explain that every child in the group will need to give an answer to this particular question.
Teacher: *Guten Tag!*
Child: *Guten Tag!*
Teacher: *Wie heißt du?*
Child: *Ich heiße ...*
Teacher: *Und die Gruppe?*
Child: *Die ...*
Teacher: *Hörst du gern Popmusik?*
Child: *Ja, ich höre gern Popmusik. Sie ist super!*
Teacher: *Was wirst du machen?*
Child: *Ich werde Gitarre spielen.*
Teacher: *Viel Glück! Auf Wiedersehen!*
Child: *Danke. Auf Wiedersehen!*
- 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: Ask for three or four volunteers to say an *Ich werde* phrase. After each child has said their phrase, repeat what they have said, but using the name of the child and *wird* instead of *werde*, eg *Jade wird Gitarre spielen*. In their groups, children play a My Grandmother Went To Market-style memory game, where they say what instrument they are going to play and then go around the circle listing what the other children are going to play. For example, the first child might say *Ich werde singen*. The second child might then say *Ich werde Klavier spielen*. *Mark wird singen*. The third child might continue with *Ich werde Gitarre spielen*, *Jasmin wird Klavier spielen* und *Mark wird singen*, and so on.
- Ask children to revise their phrases from the previous section. They could use percussion or alternatively could 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. Invite a group to model one or two of their phrases from the previous section to their chosen backing.
- Each group creates its own song or rap, using words and phrases from this unit, including the immediate future tense, eg *Popmusik ist fantastisch! Ich werde singen, ich werde Gitarre spielen*.

Learning outcomes

Children

- join in a short conversation, asking and answering questions
- recall words, phrases and sentences to perform a rap

Points to note

- When working on activities in groups, ensure that groups are of mixed ability.
- Grammar point: The concept of the immediate future in German can be expressed using the construction *werden* + infinitive. Only the first and second person singular forms are used in this unit, eg *ich werde singen, du wirst singen*. For teachers wishing to extend their knowledge further, please see the table below.

<i>ich</i>	<i>werde</i>	<i>singen</i>
<i>du</i>	<i>wirst</i>	<i>singen</i>
<i>er/sie/es</i>	<i>wird</i>	<i>singen</i>
<i>wir</i>	<i>werden</i>	<i>singen</i>
<i>ihr</i>	<i>werdet</i>	<i>singen</i>
<i>sie</i>	<i>werden</i>	<i>singen</i>

- Follow-up: Throughout the week, practise interviews as a class and in groups.
- Follow-up: Children create posters advertising their groups, using language such as *Super! Cool! Klasse!*
- Link with literacy work: The fourth activity links to work on different question types in formal and informal contexts (year 5).
- Bear in mind that a backing track on a CD or keyboard drum machine is more likely to limit children's choice to three-, four- or eight-beat patterns.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Music contest

- 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)

- Lead a game of *Tempo wechseln* (Change the Beat) with body percussion, eg hand claps / finger clicks. Select a phrase from the unit, eg *Ich hö-re gern Pop*, which could be accompanied by a body percussion pattern of slap, clap, click, click, click. Repeat the pattern and encourage children to join in. When the majority of children are confident with the pattern, call out *Wechseln!* and change your pattern to a different one. How quickly can children change to copy the new pattern? Invite confident children to lead the game.
- 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 use a bilingual dictionary to look up the names of other instruments and produce a short glossary.
- The groups practise their raps and prepare for the interview and performance.

- join in a short conversation, asking and answering questions
- perform a rap with confidence and clarity

- Follow-up: Throughout the week, provide opportunities for children to practise their raps.
- Link with literacy work: The second activity links to work on using different question types in formal and informal contexts (year 5).

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- 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.
- Stand in for the judges when it is their turn to perform.
- Each group nominates a photographer, who records the performance of their group.
- Each group is interviewed first and they then perform their rap.
- After each performance, the judges hold up *ja* or *nein* voting cards. Record their responses and announce the winners at the end, if appropriate.

- join in a short conversation, asking and answering questions
- perform a rap with confidence and clarity

- 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.
- Follow-up: The show could be presented in an assembly, so that the class can demonstrate their learning.