

PRACTICE CASE No. 1. THE SONG

PROPOSE A SONG FOR THE ENGLISH CLASS IN ANY GRADE OF PRIMARY EDUCATION. DEVELOP IT.

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1. INTRODUCTION.

I am asked to suggest a song for my English classroom and develop it setting up the level. I will develop a learning situation called “The best song for our class” to find out what their favourite song is and practice it with the whole second-grade class. In this way I guarantee the interest and involvement of all my students.

Songs are used in the Primary classroom with the clear aim to teach language for communication although they are clear examples of non-communicative activities; I mean, we do not communicate through songs. However, songs promote speech improving different required language skills to learn a Foreign Language. In fact, songs let children approach to language rhythm and sonority improving their pronunciation in an easy and dynamic way.

But what it is really important is that songs offer many teaching and pedagogical benefits; I mean, songs together with chants and rhymes are a perfect link to contextualize language in the world and experience of our pupils. They provide variety and fun to the English class, two good motivating ingredients for learning.

2. LEGAL AND CURRICULAR FRAMEWORK.

Nationwide.

- Organic Law 2/2006, 3rd May, on Education (LOE) modified by Organic Law 3/2020, 29th December (LOMLOE).
- Royal Decree 157/2022, 1st March, which establishes the organization and minimum teachings of Primary Education.

Castilla-La Mancha.

- Decree 81/2022, 12th July, which sets up the planning and curriculum of Primary Education in the autonomous community of Castilla-La Mancha.
- Decree 85/2018, 20th November, which regulates the educational inclusion of students.
- Order 185/2022, 27th September, of the Ministry of Education, Culture and Sports, which regulates the evaluation in the Primary Education stage in the autonomous community of Castilla-La Mancha.

3. CONTEXTUALIZATION.

Title of the Learning Situation: The best song of our classroom.

Cycle and course: 2nd grade, 1st cycle.

Age: 7-8 years-old

Class group: 24 pupils with 3 students with learning difficulties towards English language and one Romanian student who does not get along well either with English language or Spanish one.

Venue: the classroom.

Connection with other areas: Artistic education (music and drama).

Timing: 3 sessions of 45 minutes each.

4. TEACHING DEVELOPMENT.

4.1. Objectives.

We contribute from the Foreign Language Area to the development of the **Primary Education objectives** set up in the article 7 of Decree 81/2022, 12th July; in this practice case objectives d) and f) are developed.

d) Know, understand and respect the different cultures and the differences between people, equal rights and opportunities for men and women, non-discrimination against people based on ethnicity, orientation or sexual identity, religion, beliefs, disability or other conditions.

f) Acquire in, at least one, foreign language the ability to communicate at a basic level that allows them to express and understand simple messages and operate in everyday activities approaching A1 level of the Common European Framework of Reference for Languages.

These objectives are specified into some **learning objectives** for this practice case:

1. To memorise, practice and perform suitable English songs for children.
2. To approach to rhythm and intonation of the English language through songs.
3. To promote some cultural awareness towards the English-speaking countries.

4.2. Key competences.

Although the English language area contributes to the development of all key competences, I will work on specifically on multilingual, digital and cultural awareness and expression competences.

4.3. Specific competences, basic knowledge and evaluation criteria.

Specific competence number 6:

6. Appreciate and respect linguistic, cultural and artistic diversity from the foreign language, identifying and valuing the differences and similarities between languages and cultures, to learn to manage intercultural situations.

This specific competence connects with the following Output Profile descriptors: CLC5, MC3, PSLLC1, PSLLC3, CC2, CC3, CCAE1.

Basic knowledge:

Multilingualism: Introduction to elementary strategies to identify and use linguistic units (lexis, morphosyntax, sound patterns, etc.) from the comparison of the languages and varieties that make up the personal linguistic repertoire.

Evaluation criterion:

6.2 Recognize and appreciate the linguistic and cultural diversity related to the foreign language, showing interest to know its elementary cultural and linguistic elements.

4.4. Learning and teaching activities of the learning situation

This Learning Situation is designed to find out what the favourite song of the second-grade class is. We will select, learn and perform it with the whole class. We will create some awareness towards the cultural aspects of the English Language. Now, I describe the planning of the three sessions with their activities and tasks.

FIRST SESSION:

Introducing the lesson:

In this part of the lesson, we greet our students and perform the calendar and weather routine. Then, we introduce the new learning situation "The best song for our class". The challenge for the class group as the name of the Learning Situation implies is to find out and agree the favourite English song for the second-grade class. For that reason, the teacher revises some small pieces of different English songs for children and makes some questions to the class group to introduce the Learning Situation and detect previous ideas; for instance: Do you like music? Do you like singing songs? What is your favourite song? Can you name one?

Development:

In this part, I work on the main activity of the lesson where the teacher sets up the target of this session: to choose the favourite song of every cooperative group. For that reason, the teacher divides the class group into six cooperative groups of four students each one. Every group has got a captain. The group needs to search the net and decide what their favourite song is. The teacher provides one tablet for every group and suggest some secure websites such as the one of Super Simple Learning. Children discuss which song is the favourite one for the group. They need to fill in one worksheet with the identification data of the song (title, author, topic, vocabulary, etc). They prepare the song to be presented to the rest of their classmates.

Ending the lesson:

Children tidy up and we all farewell.

SECOND SESSION:

Introducing the lesson:

We greet each other and follow the calendar and weather routine. The teacher explains that every group will present their favourite song on the interactive flat panel.

Development:

Every group presents their favourite song to the rest of the class on the interactive flat panel. They may show their songs in different ways for instance they can sing, dance or perform it using even special clothes or costumes. Every group votes their favourite song is with a punctuation from 1 to 5 (being 5 the best result). The winner song will be the best song of the second-grade class.

Ending the lesson:

The teacher plays the winner song on the interactive flat panel again. Children tidy-up and farewell.

THIRD SESSION:

Introducing the lesson:

The children and the teacher start the session with the calendar and weather routine. The teacher introduces the new vocabulary of the song selected in the previous session by the whole class with some electronic flashcards on the interactive whiteboard.

Development:

The teacher plays the song with lyrics on the interactive flat panel. Children can follow the lyrics and sing it. They may accompany it with actions thus they perform the song and enjoy it. The teacher explains that they need to make a poster to show the rest of the school which song and why is the best song of the second-grade class.

Ending the lesson:

Children fill in a self-evaluation form to value their experience in this Learning Situation. Children tidy up and say goodbye.

4.5. Methodology and resources.

When we talk about methodology we imply some methodological principles and a flexible use of time, space, groupings and resources with regard to the class activity. I will follow a communicative approach joined to the competency-based learning. I fulfil an active method where the student is at the centre of the class activity.

4.6. Catering for diversity.

I have planned reinforcement and extension activities to consolidate the contents planned. As a reinforcement activity I suggest to complete a crossword with some of the vocabulary of the song. To extend the activity, the teacher may propose to perform the song by every group. Children may vote the best performance. Even, they may act the song out to the rest of the school community.

4.7. Contribution with the school centre plans.

This Learning situation may be connected with the School centre plans such as the Reading, Digital and Equality and Coexistence plans.

4.8. Evaluation.

The assessment of any teaching intervention is fundamental. I believe in a concept of formative and continuous evaluation. My method is based on the direct observation of my students' participation in the different activities. Also, children will assess their experience through a self-evaluation form.

5. CONCLUSION.

The inclusion of songs in the English classroom is a motivating element on the development of it. Besides, songs offer us the chance to practice on pronunciation in a playful environment. Songs include useful vocabulary and structures to practice through them easily and give us the chance to extend English to other activities such as role-plays, dances, crafts and so on. Therefore, introducing songs in our English lessons must be something planned to cover our linguistic aims.

6. BIBLIOGRAPHY.

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