
Languages Unit of Work - Year 9 German

Language: German

Year Level: 9 Duration: 5 x 60-minute lessons

Unit title: Musik in meinem Leben

Curriculum Pathway & Level: German 7-10

Curriculum Design Focus Question: How can we support learners to express opinions about music, ask others about their preferences and negotiate a playlist for a celebration?

Overview

Description of teaching and learning unit	Cohort considerations
In this unit, students will be supported to: • Name music genres • State and ask for opinions about music • Give reasons for opinions • Negotiate a playlist for a planned celebration	• Students at year 9 are usually entering their third year of learning German, so have some basic knowledge of vocabulary, structures and functional language. • Motivation can vary a great deal by this level, so selecting topics which connect with students' personal worlds can assist in engaging them with language learning.

Key Language

Key words/phrases/structures to be introduced /reviewed in this unit

Music styles/genres	Opinions	Language to assist conversation flow
Was für Musik ist das? Popmusik Rockmusik klassische Musik Hip-Hop Rap-Musik Jazzmusik Tanzmusik Volksmusik Country-Musik	Hörst du gern....? Ich höre (nicht) gern... Sie ist cool / unterhaltsam / entspannend / nervig ./ langweilig / zu laut / zu leise Der Rhythmus ist toll . Die Melodien sind fantastisch . Die Texte sind super . Man kann gut dazu tanzen . Weil + subordinate clause	dazu Aber manchmal höre ich Hörst du auch? Spielst du auch...? Ich nicht! Ich auch! Ja, das stimmt. Nein, aber ich... Und du?

Curriculum Links: Victorian Curriculum 2.0: Languages –German 7-10 - Levels 9 and 10

<https://f10.vcaa.vic.edu.au/learning-areas/languages/german/curriculum-7-10-sequence?view=focus&level=9%E2%80%9310>

It is worth noting that this unit would be taught in the early stages of students being in this band.

Also, many elements of the content descriptors are touched on in this mini unit, but two have been chosen as foci.

<i>Strand</i>	<i>Sub-strand</i>	<i>Content Descriptions</i>	<i>Achievement Standard</i>
Communicate Meaning in German	<i>Interacting in German</i>	Students learn to: initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds VC2LG10CM01	Students initiate and sustain German to exchange and compare ideas and experiences about their own and others' personal worlds.
		Students learn to: use German language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LG10CM02	They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives.
		Students learn to: use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers VC2LG10CM03	They communicate using spoken and written language to collaborate, plan and reflect on activities and events.
	<i>Mediating meaning in and between languages</i>	Students learn to: interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LG10CM04	They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives.
		Students learn to: apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LG10CM05	They identify and evaluate information and respond in German or English, adjusting their language to convey meaning and to suit context, purpose and audience.
	<i>Creating text in German</i>	Students learn to: create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences VC2LG10CM06	They use structures and features of non-verbal, spoken and written German to create texts.

<i>Und erst andi ng Lan gua ge and Cult ure</i>	<i>Understanding systems of language</i>	Students learn to: apply features and conventions of spoken German to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts VC2LG10UL01	Students apply features and conventions of spoken German to enhance fluency.
		Students learn to: apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type VC2LG10UL02	They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality.
		Students learn to: reflect on and evaluate German texts, using metalanguage to discuss language structures and features VC2LG10UL03	They discuss the structures and features of German texts using metalanguage.
	<i>Understanding the interrelationship of language and culture</i>	Students learn to: reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LG10UL04	They reflect on their own language use and cultural identity, and draw on their experience of learning German, to discuss how this influences their ideas and ways of communicating.

Learning Sequence

Lesson 1

Learning Objectives We will learn: • to name music genres in German • to express in German which type(s) of music you like listening to	Success Criteria I can: • Name the music genre of a selection of songs on the German/Austria/Swiss music charts in German • I can tell others which styles of music I enjoy and which I don't
Review language • gern / nicht gern with verbs • Hobbys • Verb conjugation	New language Music styles/genres Popmusik, (pop music) Rockmusik, (rock music) klassische Musik, (classical music) Hip-Hop, (hip hop) Rap-Musik, (rap music) Jazzmusik, (Jazz music) Tanzmusik, (dance music) Volksmusik, (folk music) Country-Musik, (country music) Heavy Metal Musik (heavy metal music)

Lesson Elements

Stage 1 (10 mins)

Activate Prior Knowledge

Start the lesson with a mini whiteboard activity in response to the question: Was machst du gern in deiner Freizeit? (What do you like to do in your free time?)

Students might start by writing single words in German eg Sport, Netflix, Musik, Schwimmen

Encourage them to add in a sentence structure, using Ich + verb + gern, e.g., Ich spiele **gern** Tennis. Review the sentence structure with the adverb 'gern' if necessary.

Next, link to some of the student responses on whiteboards and form questions such as: Anna spielt gern Tennis. Spielt du gern Tennis? (Anna likes playing Tennis. Do you like playing Tennis?) This could continue to be done on whiteboards, and then students could be encouraged to answer orally. This will add in a review of using 'nicht gern'. Eg Nein, ich spiele nicht gern Tennis.

Introduce Learning Objectives

So today we are going to focus on one freetime activity which is very popular: MUSIK!

State the Learning objectives above.

Stage 2

Modelling & Demonstration (10 mins)

- Display flashcards of a series of music genres, such as: Popmusik, Rockmusik, klassische Musik, Hip-Hop, Rap-Musik, Jazzmusik, Tanzmusik, Volksmusik, Country-Musik.
- Ask students which words they can recognise and how, focusing on how cognates help us learn other languages.
- Practise the pronunciation of the new words - echo, then choral.
- Play a snippet of a German song, ideally one that will appeal to quite a few students. You could, for example, source contemporary music from the Goethe Institut's **Step into German** music site: <https://www.goethe.de/prj/stg/en/mus.html>. They have curated up-to-date chart hits here: <https://www.goethe.de/prj/stg/en/mus/cha.html>
Austrian charts: <https://austriancharts.at/charts/singles>

Swiss charts: <https://hitparade.ch/>

(Showing students that there is a lot of familiar English language music on the charts in Europe is also a great connection to their own personal world.)

- State your own opinion about the song as a model sentence.

Das ist Rap-Musik! Ich höre gern Rap-Musik.

Und ihr? Hört ihr gern RapMusik?

- Have students stand along a continuum in the room. One end for JA, one end for NEIN, in the middle MANCHMAL. Once they are standing, ask some to express their opinion in German. Ask at each end Hörst du gern Rap-Musik? Elicit answers: Ja, ich höre gern Rap-Musik or Nein, ich höre nicht gern Rap-Musik.
- Repeat continuum activity with other music genres. During the activity, also model the use of Lieblingsmusik (favourite music).
Eg. Rockmusik ist meine Lieblingsmusik.

Guided Practice (10 mins)

- Have students form small groups of 3-4.
- Write up the question starter: Hörst du gern.....?
- Present the students with a copy of the sentence builder: *Meinungen über Musik*. (see below) and have them focus in on just the shaded section.

Meinungen über Musik- Opinions about Music



Ich <u>höre</u> gern (I like listening to) Meine <u>Lieblingsmusik</u> <u>ist</u> (My favourite music is) Ich <u>spiele</u> (I <u>play</u>)	<u>Popmusik</u>, (pop music) <u>Rockmusik</u>, (rock music) <u>klassische</u> Musik, (classical music) <u>Hip-Hop</u>, (hip hop) <u>Rap-Musik</u>, (rap music)	<u>weil</u> (because)	sie <u>cool</u> <u>ist</u>. (it is cool) sie <u>unterhaltsam</u> <u>ist</u>. (it is entertaining) sie <u>entspannend</u> <u>ist</u>. (it is relaxing) der <u>Rhythmus</u> <u>toll</u> <u>ist</u>. (the rhythm is great.) die <u>Melodien</u> <u>fantastisch</u> <u>sind</u>. (the melodies are fantastic) die <u>Texte</u> <u>super</u> <u>sind</u>. (the lyrics are super.) man <u>gut</u> dazu <u>tanzen</u> <u>kann</u>. (it is good to dance to.)
Ich <u>höre</u> nicht <u>gern</u> (I don't like listening to) 	<u>Jazzmusik</u>, (Jazz music) <u>Tanzmusik</u>, (dance music) <u>Volksmusik</u>, (folk music) <u>Country-Musik</u>, (country music)		sie <u>nervig</u> <u>ist</u>. (it is annoying.) sie <u>langweilig</u> <u>ist</u>. (it is boring) sie zu <u>laut</u> <u>ist</u>. (it is too loud.) sie zu <u>leise</u> <u>ist</u>. (it is too quiet.) 

- Encourage students to ask each other in their groups whether they like certain types of music.
- Create a group tally for each type of music:

Musikrichtung	ja	nein	manchmal
Popmusik			
Klassische Musik			
Rockmusik			
Volksmusik			
Hip-Hop			
Heavy Metal			

- Share tallies

Independent Application (20 mins)

- Give students access to a playlist of German music, for example, from the Step Into German site <https://www.goethe.de/prj/stg/en/mus.html>, or put up a list on a Padlet.
- Students listen to snippets using headphones/earbuds and write sentences in German about each song:

Eg. <https://youtu.be/M-kIKqj-7Lo>

Für immer Frühling von Soffie ist Indie-Popmusik. Ich höre (nicht) gern Indie-Popmusik.

Stage 3 (5 mins)

Review & Reflect

- Ask some students to share some of their sentences from the playlist activity orally, or have them write on sticky notes and create collections on posters.
- Revisit learning objectives and check in on success criteria with a simple thumbs up/ thumbs down response.

Lesson 2

Learning Objectives We will learn: To give reasons for our music preferences in German	Success Criteria I can: Confidently add reasons for why I like certain music or not, when talking about songs/ pieces of music.
Review language Ich höre gern - nicht gern Music genres Word order with 'weil' (if this has not been covered previously, it could be replaced by 'denn', or a phase of explicit teaching could be added to notice the rule)	New language Note: some of the adjectives are likely to be familiar - eg cool, super, fantasitsch) Opinions eg: Sie ist cool. (it is cool) Sie ist unterhaltsam. (it is entertaining) Sie ist entspannend. (it is relaxing) Der Rhythmus ist toll. (The rhythm is great.) Die Melodien sind fantastisch. (The melodies are fantastic) Die Texte sind super. (The lyrics are super.) Man kann gut dazu tanzen. (it is good to dance to.) Sie ist nervig. (It is annoying.) Sie ist langweilig. (it is boring) Sie ist zu laut. (It is too loud.) Sie ist zu leise. (It is too quiet.)

Lesson Elements

Stage 1 (10 minutes)

Activate Prior Knowledge

Mini whiteboard activity - quiz new vocabulary and sentence chunks from lesson 1, and have them write answers on boards. While playing, have them choral pronunciation.

Introduce Learning Objectives

Today we will learn how to give reasons for our music preferences in German.

Stage 2

Modelling & Demonstration (15 minutes)

- Revisit sentence builder from lesson 1: Now we are going to start expanding our conversations about music to include reasons why we like particular genres of music. Which words or phrases in the second half of the sentence builder do you recognise?
- Choral the new sentence chunks.
- Ask what they notice about where the verb is placed. - Review (or introduce) weil as a subordinating conjunction.
- Play a snippet from another song. Ask Was für Musik ist das?
Model a response. (Beethoven's 5th: <https://youtu.be/fuPrcnplRx8?si=1s7FzTIAFAGqoOZk>) Eg. Ah, das ist klassische Musik. Ich höre nicht gern klassische Musik, weil sie langweilig ist.
- Have students ask each other in pairs: Hörst du gern klassische Musik? And answer using the sentence builder.

Guided Practice (15 minutes)

Play snippets of 3-5 songs. (These could be more German songs or even come from a list of music that the class likes) and repeat the process above in pairs or 3s:

- Was für Musik ist das?
- Name genre
- Say if they like or not, with a reason

Independent Application (10 minutes)

Sentence stealer activity (a la Gianfranco Conti)

- Project a list of 12 sentences that are formed using the familiar sentence builder.
- Each student receives FOUR cards or sticky notes and writes one of the 12 sentences on each card.
- The game consists of 'stealing' as many cards as possible from one's peer in the five minutes allocated, i.e. classmate 'X' will approach classmate 'Y' and read out from off the screen any four sentences; if a sentence that 'X' reads is on one of 'Y's' cards, 'X' will have the right to 'steal' that card. To make it more fun, students play rock, paper, scissors (repeating the three words aloud in German - Schere, Stein, Papier or Schnick, Schanck, Schnuck) - to win the right to guess.
- The person with the most cards at the end of 5 minutes wins!

Stage 3 (5 minutes)

Review & Reflect

Return to the success criteria and use 'Fist of 5' to gauge the following:

- I can give reasons in German for liking or not liking certain music
- I feel confident to say these sentences aloud

Lesson 3

Learning Objectives We will learn: • To read and draw inferences from German texts about other people's music preferences, using our sentence builder and other familiar language.	Success Criteria I can: • understand short texts in German and use the information to solve a puzzle • Use modelled texts to write my own German paragraph about a friend's music preferences.
Review language Music genres Opinion vocabulary gern / nicht gern weil	New language • Focus on third person verb forms

Lesson Elements

Stage 1 (10 minutes)

Activate Prior Knowledge

Start the lesson with a fun review of vocabulary and language chunks met in previous lessons. A game of Blooket, for example, is usually an engaging choice for teens and lends itself to reading practice.

<https://dashboard.blooket.com/set/68edc28d9063abcbd3d434e6>

If you play one round in classic mode, you can also include choraling of language as you go.

Introduce Learning Objectives

Today, we are going to focus on reading about the music preferences of others and making use of the information to solve a puzzle. In addition, we will write our own text based on the reading texts.

Stage 2

Modelling & Demonstration (10 minutes)

- Present a model text about music preferences:

Petra hört oft Musik. Sie hört sehr gern Popmusik, aber ihre Lieblingsmusik ist Rap-Musik, weil der Rhythmus fantastisch ist! Sie und ihre Freundinnen tanzen gern am Wochenende! Petra spielt auch Gitarre. Petra hört aber nicht gern Jazzmusik, weil sie langweilig ist.

- Ask students what they notice about verb forms in this text in comparison to the sentences about their own music preferences.
- Review verb conjugation with er/sie/es (he/she/it) and sie (they) if needed
- Remind students about reading for gist and making inferences if there is language in a text that might be unfamiliar.

Guided Practice (15 minutes)

Musik-Krimi (Music Mystery) logic reading activity. Students could work independently or in pairs.

Der Musik-Krimi

 Someone has secretly uploaded a playlist with their **favourite** music onto the class LMS! Noone is sure who made the playlist or why they chose the music. There are FIVE suspects 😊 Read the clues about each person and complete the table below about each person.

Verdächtige / Suspects

Lena • Max • Ben • Sofia • Tom

Musikrichtungen / Music styles

Popmusik • Rockmusik • Hip-Hop • Rap- Musik • klassische Musik • Jazzmusik • Tanzmusik

Hinweise / Clues

Hinweis 1: Lena

Lena hört gern Musik, weil sie entspannend ist. Sie hört weder Rockmusik noch Rap. Sie findet Jazz-Musik langweilig und tanzt nicht gern. Nach der Schule spielt sie Klavier. Ihre Lieblingsmusiker ist **Ludovico Einaudi**. Abends hört sie Musik in ihrem Zimmer.

Hinweis 2: Max

Max hört gern Musik, wenn der Rhythmus toll ist. Klassische Musik hört er nicht gern, und Popmusik findet er doof. Er spielt gern Fußball und tanzt oft. Seine Lieblingsband ist **Imagine Dragons**. Er hört gern Musik beim Sport.

Hinweis 3: Sofia

Sofias Lieblingsmusik ist Pop. Sie hört Musik gern, weil sie cool ist. Jazzmusik mag sie nicht. Ihre Lieblingssängerin ist **Taylor Swift**. Sie hört Musik oft mit Freundinnen und sie tanzen gern.

Hinweis 4: Ben

Ben hört nicht gern laute Musik. Er hört lieber ruhige, entspannende Musik. Sein Lieblingssänger ist **Ed Sheeran**. Er hört Musik gern abends zu Haus und spielt auch akustische Gitarre.

Hinweis 5: Tom

Tom hört gern Musik, weil man gut dazu tanzen kann. Popmusik hört er nicht gern. In seiner Freizeit tanzt er Hip-Hop. Sein Lieblingssänger ist **Drake**. Er hört Musik oft nach der Schule.

Detektiv-Raster / Detective Grid

Trage ✓ oder ✗ oder ? ein:



Die Playlist läuft im Klassenzimmer.

Kreuze ✓ an, was möglich ist, und ✗ , was nicht passt.

Name	Popmusik	Rockmusik	Hip-Hop	Rap-Musik	Klassische Musik	Jazzmusik	Tanzmusik
Lena							
Max							
Ben							
Sofia							
Tom							



Lösung – Solution

So who do you think is the most likely to have made the playlist? Why?

Challenge: Now try writing your solution with reasons in auf Deutsch!

Der Musik-Krimi – Lösungen- Solutions

✓ = mag diese Musik

x = mag diese Musik nicht

? = nicht eindeutig aus den Hinweisen

Lösungstabelle

Name	Pop	Rock	Hip-Hop	Rap	Klassik	Jazz	Tanz
Lena	x	x	x	x	✓	x	x
Max	x	✓	?	?	x	?	✓
Ben	✓	x	x	x	?	?	x

Sofia	✓	?	?	?	?	x	✓
Tom	x	?	✓	✓	?	?	✓

Begründungen - Reasoning

Lena: Ludovico Einaudi und Klavier spielen → klassische Musik. Sie mag weder Rock noch Rap, findet Jazz langweilig und tanzt nicht gern.

Max: Imagine Dragons → Rockmusik. Er tanzt gern und mag Rhythmus → Tanzmusik. Klassik und Pop lehnt er ab.

Ben: Mag ruhige Musik und Ed Sheeran → Pop. Laute Musik passt nicht → kein Rock, Hip-Hop, Rap oder Tanzmusik.

Sofia: Lieblingsmusik ist Pop (Taylor Swift). Sie tanzt gern → Tanzmusik. Jazz mag sie nicht.

Tom: Tanzt Hip-Hop, Lieblingssänger Drake → Hip-Hop und Rap. Pop lehnt er ab, Tanzmusik passt klar.

Independent Application (15 minutes)

Writing task

- Write a paragraph (4-5 sentences) about one of your friends' music preferences, using our activity texts as a model.
- This could be scaffolded as a cloze task for those who need it.

Stage 3 (10 minutes)

Review & Reflect

- Have students read their text aloud or swap texts with a buddy for peer feedback and review.
- Teacher could collect for feedback as well, if desired.
- Traffic light exit ticket responding to success criteria. Names on stickynotes. One traffic light for each success criterion
 - I was able to understand short texts in German and use the information to solve a puzzle

- Green - Felt confident
- Orange - mostly successful, but still need practice
- Red - found this very challenging and need support
- I used modelled texts to write my own German paragraph about a friend's music preferences.
 - Green - Felt confident
 - Orange - Went ok but still need practice
 - Red - very challenging and need support

Lesson 4

Learning Objectives We will learn: • To use the language we have learned to talk about music in a short conversation • To recognise words and phrases that can help a conversation connect and flow	Success Criteria I can: • Use the model conversation as the basis for a personalised chat about music preferences • Identify some language that helps make the conversation flow
Review language Music genres Opinions	New language dazu Aber manchmal höre ich Hörst du auch? Spielst du auch...? Ich nicht! Ich auch! Ja, das stimmt. Nein, aber ich... Und du?

Lesson Elements

Stage 1 (10 minutes)

Activate Prior Knowledge

Mini whiteboard activity to review vocab and language chunks from previous lessons.

Introduce Learning Objectives

Today we are going to get creative with the language we have learned so far in this topic to have a short conversation in German, noticing what helps to make a conversation flow.

Stage 2

Modelling & Demonstration (5 minutes)

Making text type explicit:

Project the text: **Was für Musik hörst du gern?** (see below) and briefly discuss what features make it clear this is a conversation/dialogue.

- Names down the left-hand side to indicate speaker
- Questions and responses
- Interaction
- Beginning (greeting), middle and end (suggestion for playing music together later)

Guided Practice (20 minutes)

Ein Stift, ein Würfel (One pen, one dice) Activity

- In pairs, students receive one dice and one pen. They also need to use their exercise book or a piece of blank paper each.
- Hand out the following text, which shows a conversation between two people talking about music preferences.
- When the game starts, the students have to take it in turns to try throwing a 6. When someone gets one, they take the pen and start copying the text into their book. Instruct them that it must be set out exactly the same (so like a dialogue - good for reinforcing text type), be accurate and legible.
- When the next person throws a 6, they take the pen and start writing in their own book until person A throws another 6. The activity continues until one person finishes writing, or a timer ends the game.

TEXT:

Was für Musik hörst du gern?

Anja: Hey Paul, was für Musik hörst du gern?

Paul: Hallo, Anja! Ich höre gern Popmusik und Hip-Hop. Meine Lieblingsmusik ist Popmusik, weil sie cool und unterhaltsam ist. Dazu ist der Rhythmus toll. Und du?

Anja: Ich höre auch gern Rockmusik und Tanzmusik. Meine Lieblingsmusik ist Tanzmusik, weil man gut dazu tanzen kann. Die Melodien sind fantastisch.

Paul: Hörst du auch klassische Musik?

Anja: Nein, ich höre nicht gern klassische Musik, weil sie altmodisch ist. Aber ich höre manchmal Jazzmusik, weil sie entspannend ist.

Paul: Ach, ich nicht! Ich finde Jazzmusik langweilig.

Anja: Aber du spielst Saxophon, oder?

Paul: Ja, das stimmt! Und auch Gitarre. Ich spiele in einer Band mit Freunden!

Anja: Das ist so cool!

Paul: Spielst du auch Musik?

Anja: Nein, aber ich singe gern.

Paul: Fantastisch! Ich auch! Vielleicht musizieren wir mal zusammen?

Anja: Tolle Idee!

- Next, work with the text to guide students through collecting some phrases, sentence starters and question starters which will support a flowing conversation

How did Paul and Anja say these in their conversation?

In addition	
But I sometimes listen to	
Do you also listen to...?	
Do you also play...?	
Oh I don't!	
Yes, that's true!	
No, but I...	
And you?	
What sort of Music...?	

Independent Application (15 minutes)

- Display a version of the text used above with some words and chunks highlighted in a different colour. Students should work in pairs to use the structure of the text to have a conversation, replacing original language with vocabulary of their choice from the sentence builder.
Most students should just work with the first half of the text.
- Extension: those who need a challenge could continue into the second half of the dialogue and consider how they could substitute language to reflect their own interests.

Was für Musik hörst du gern?

Anja: Hey Paul, was für Musik hörst du gern?

Paul: Hallo Anja! Ich höre gern Popmusik und Hip-Hop. Meine Lieblingsmusik ist Popmusik, weil sie cool und unterhaltsam ist. Dazu ist der Rhythmus toll. Und du?

Anja: Ich höre auch gern Rockmusik und Tanzmusik. Meine Lieblingsmusik ist Tanzmusik, weil man gut dazu tanzen kann. Die Melodien sind fantastisch.

Paul: Hörst du auch klassische Musik?

Anja: Nein, ich höre nicht gern klassische Musik, weil sie altmodisch ist. Aber ich höre manchmal Jazzmusik, weil sie entspannend ist.

Paul: Ach, ich nicht! Ich finde Jazzmusik langweilig.

Anja: Aber du spielst Saxophon, oder?

Paul: Ja, das stimmt! Und auch Gitarre. Ich spiele in einer Band mit Freunden!

Anja: Das ist so cool!

Paul: Spielst du auch Musik?

Anja: Nein, aber ich singe gern.

Paul: Fantastisch! Ich auch! Vielleicht musizieren wir mal zusammen?

Anja: Tolle Idee!

Stage 3 (10 minutes)

Review & Reflect

- Select a couple of pairs to perform their own version of the dialogue
- Revisit success criteria:

Fist of five feedback

- How well can you identify elements that help a conversation about music flow?
- How confident were you in replacing elements of the conversation to make it about you?

Lesson 5

Learning Objectives We will learn: • To create a conversation in German to select a playlist for a party	Success Criteria I can: • Use a range of the language from our unit about music to create a conversation with a partner in German
Review language Music genres Opinions Flow vocab/ chunks	New language

Lesson Elements

Stage 1 (5 minutes)

Activate Prior Knowledge

Think, Pair, Share: Revision oral activity where the teacher asks a question or makes a statement and the students respond individually, then in pairs, then some to the class.eg

- Was für Musik hörst du gern?
- Hörst du gern Rockmusik?
- Ich höre nicht gern Popmusik. Und du?
- Ich finde Heavy Metal zu laut. Und du?

Introduce Learning Objectives

Today, you are going to get creative with the language we have been practising around music. You will work in pairs to create a conversation to select a playlist for a party with your friends.

Stage 2

Modelling & Demonstration (10 minutes)

Listening activity:

Record a conversation such as this, which adds in specific artists to the dialogues from last lesson:

Party-Playlist mit Künstlern

Lena: Hey Tom, wir machen eine Party. Welche Musik kommt auf die Playlist?

Tom: Hallo Lena! Ich höre gern Popmusik. Ich mag Taylor Swift sehr gern.

Lena: Ja, ich auch! Taylor Swift ist toll. Ich höre auch gern Dua Lipa.

Tom: Oh ja! Dua Lipa ist super zum Tanzen.

Lena: Genau. Hörst du auch gern Ed Sheeran?

Tom: Ja, manchmal. Seine Musik ist leise.

Lena: Ja, das stimmt. Und für Tanzmusik mag ich David Guetta.

Tom: Cool! Ich auch. Hörst du auch Hip-Hop?

Lena: Oh, ich nicht! Aber ich höre manchmal Harry Styles.

Tom: Ja, Harry Styles ist Pop und Rock. Das passt gut.

Lena: Also für die Playlist: Taylor Swift, Dua Lipa, David Guetta und Harry Styles?

Tom: Ja, perfekt! Unsere Freunde lieben das.

Possible comprehension questions:

- Why are Lena and Tom discussing music?
- Which artist do they agree is good for dancing?
- Which type of music does Tom mention that Lena does not like?
- How do they think their friends will like the playlist?

Guided Practice (5 minutes)

Project a copy of the listening script.

- Identify elements for flow from last lesson
- Add to the list of 'flow' vocab together:
 - Oh ja!
 - Also
 - Genau
 - Ja, perfekt!

Independent Application (30 minutes)

This task brings together all the language practised over the past 4 lessons. It could be presented as an open-ended task

- You and a partner are planning a party with friends. Discuss your music preferences in German to create a playlist with music from 4 artists that you both agree on.
Write the script of the conversation in German.

OR

It could be a much more scaffolded task, depending on your students:

Meine Party-Playlist

Aufgabe 1: Wähle Künstler

You are having a party with friends

Choose 4 artists for your playlist. Here are some examples, but feel free to choose your own!

Popmusik ☐ Taylor Swift ☐ Dua Lipa ☐ Ed Sheeran ☐ Harry Styles	Tanzmusik ☐ David Guetta ☐ Calvin Harris ☐ Purple Disco Machine
--	---

Deutsche Popmusik ☐ Mark Forster ☐ LEA ☐ Nina Chuba	Rockmusik ☐ Imagine Dragons ☐ Linkin Park ☐ Wallow
--	---

Aufgabe 2: Sprich mit deinem Partner / deiner Partnerin

Use the sentence starters and speak German with your partner to discuss which artists you chose.

Ich höre gern _____.

Meine Lieblingsmusik ist _____.

Ich mag _____, weil sie / er gut ist.

Hörst du auch gern _____?

Ja, ich auch! / Oh, ich nicht!

Ich höre manchmal _____.

Und du?

Aufgabe 3: Schreib den Dialog

Now write the script of your conversation in German.

Aufgabe 4: Unsere Party-Playlist

Based on the conversation in activities 2 and 3 – write a list here for the party. All should be in agreement.

1. _____

2. _____

3. _____

4. _____

Extension Challenge

Welche Musik ist gut zum Tanzen?

Welche Musik ist leise?

Welche Musik mögen alle Freunde?

** These versions could also be used for differentiation within the class.

** Another option would be to have them record their conversation, rather than writing it.

Stage 3 (5 minutes)

Review & Reflect

Revisit success criteria - thumbs up / thumbs down

Written unit reflection/feedback- PMI chart

P _{luses}	M _{inuses}	I _{nteresting}
What did you love about this topic? What did you learn?	What did you find challenging? What would you change?	Any other interesting thoughts about the unit of work or your learning?

Assessment Notes:

While this topic touches on many content descriptors and parts of the achievement standard, I have focussed in on 2 areas, as shown below.

Students learn to:
initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds VC2LG10CM01

Students initiate and sustain German to exchange and compare ideas and experiences about their own and others' personal worlds.

Students learn to:
create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences VC2LG10CM06

They use structures and features of non-verbal, spoken and written German to create texts.

- Evidence can be collected from many of the formative activities throughout the mini unit for the first 'action' area.
- The task in the final lesson informs achievement of the second action, though evidence may still be used from earlier activities.

Student rubric

<i>Action</i>	<i>Working towards</i>	<i>Developing</i>	<i>Proficient</i>	<i>Advanced</i>	<i>Sophisticated</i>
<i>I can speak to others about the types of music I like and why.</i>	I can name a number of music genres in German.	I can name a number of music genres in German and use some simple adjectives to describe them.	I can respond in simple sentences when asked what type of music I like and dislike, using gern and nicht gern, as well as adding simple reasons using weil clauses.	I can interact with a partner to talk about the types of music we like and dislike, consistently using weil clauses and a variety of reasons and showing agreement or disagreement with my partner's ideas.	I can interact with a partner in an extended conversation to talk about the types of music we like and dislike, consistently using weil clauses and a variety of reasons and showing agreement or disagreement with my partner's ideas. In addition, I can add extra ideas related to music eg about instruments, singing, bands or the

					likes and dislikes of others.
<i>I can write a dialogue between friends about music preferences, supported by opinions and using accurate language and structures.</i>	I can adapt a simple model conversation between two people by swapping out music genres and simple opinion adjectives from the sentence builder.	I can use the sentence builder to find appropriate answers to questions in a conversation about music	I can create a simple conversation about music preferences using an appropriate dialogue layout, accurate use of gern and nicht gern, and weil clauses. I can also use some of the modelled phrases or sentence starters to help my conversation flow.	My conversation about music integrates vocabulary from a range of our class activities and consistently uses appropriate dialogue format and features, such as layout, linking vocabulary, and questions, creating a fluent dialogue.	My conversation about music preferences integrates not only the language practised in this topic, but also some structures and vocabulary from previous learning. My dialogue is fluent and accurate.