

**CLIL LESSON PLAN FOR SUBJECT:** DRAMA/SCIENCE **DEVELOPER:** Saskia Menting

**TOPIC:** the voice, an expressive instrument

**GLOBAL GOAL:** Learners will become familiar with the functioning of their voice and begin to use it consciously

**AGE OF STUDENTS:** 9-10

**LEVEL:** A2

**TIMING:** 90 min.

Aims	
<ul style="list-style-type: none"> <li>SS will have a first approach to the main parts of the human body that are necessary for the genesis of voice and sound</li> <li>SS will make practical experience about anatomical processes</li> <li>SS will explore the potential of their voice</li> <li>SS will be introduced to phonetics</li> </ul>	
TEACHING OBJECTIVES (What I plan to teach)	
<b>Content</b>	
<ul style="list-style-type: none"> <li>Introducing anatomical processes of voice formation</li> <li>Expressing and imitating noises and sounds with the human voice</li> <li>Approach to phonetic elocution</li> </ul>	
<b>Cognition</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>Recognize body parts and use them consciously</li> <li>Transform heard noises and sounds into voice</li> </ul>	<ul style="list-style-type: none"> <li>phonetics in different languages.</li> </ul>
Language and Communication	
<b>Language of learning</b>	<b>Language for learning</b>
<ul style="list-style-type: none"> <li><b>key vocabulary:</b> lungs, trachea, larynx, vocal cords, vibration, articulators (<i>tongue, palate, lips, cheeks, front teeth</i>), onomatopoeia, sound, noise, loud, quiet</li> </ul>	<ul style="list-style-type: none"> <li>Expressing and interpreting emotions varying the voice quality</li> <li>Analyzing the genesis of voice and sound</li> <li>Describing a situation</li> <li>Facilitating a group discussion</li> </ul>
LEARNING OUTCOMES (What learners will be able to do by the end of the lesson/s)	

**By the end of the unit, the learners will be able to:**

- Have a basic understanding of the anatomical process of functioning of the voice
- Use vocabulary related the anatomical parts of functioning of the voice
- Recognize onomatopoeic words
- Have basic awareness of phonetic processes

#### **Assessment Methods/Tools**

Teacher, peer- and self-assessment processes will be used to assess how well learners assimilated:

- story-improvisation with sounds and noises by learners for their classmates
- worksheet