

TEACHING GUIDE

DETAILS OF THE SUBJECT

Title: **MÚSICA, PLÁSTICA Y DRAMATIZACIÓN COMO RECURSOS DIDÁCTICOS EN LENGUA EXTRANJERA (INGLÉS)**

Code: 100860

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 4

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform: Moodle

TEACHER INFORMATION

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REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

There are no prerequisites required.

Recommendations

Students are expected to have knowledge and skills, and use a language for communication at a B1 level with reference to the Common European Framework of Reference for Languages (CEF).

According to the CEF, the abilities related to B1 level are:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

OBJECTIVES

Consider songs as fundamental resources for teaching and learning English and be able to use search strategies along with techniques of exploitation in class of the most suitable songs for Primary Education. (CM7.10, CM7.9, C10, C2, CU1)

Acknowledge the importance of art and craft in the development of creativity, manual dexterity and appreciation of students' aesthetic and cultural values, as well as a tool of linguistic communication when used as a teaching resource. (CM7.10, CM7.9, C10, C2, CU1)

Promote reading and writing habits leading to enjoy literary works as bearers of aesthetic, cultural and ethical values, and adapt or create literary works that can be used as resources for teaching English. (CM7.6, CM7.2, CM7.9)

Know important literary works intended for children and put into practice techniques to understand and analyze them. (CM7.2)



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Know and develop teaching resources to present the contents of the Primary Education and to evaluate their acquisition. (CM7.10, CE2)

Develop the ability to analyze the process of teaching and learning, and, as a consequence design, plan and evaluate activities that meet children's needs and likes; if necessary, in collaboration with other professionals and taking into account the diversity of origin and languages of students in the current school. (C2, CM7.10, CM7.8)

Be able to self-manage their learning taking responsibility for it. (CE10)

Show willingness in teamwork, acting in concert with the team and taking responsibility for the outcome. (C10)

Show reading comprehension ability when dealing with texts related to various scientific, social and cultural issues. (CE3, CU1)

Improve communication skills through reinforcement of previous knowledge and acquisition of new elements of vocabulary, grammar and use of language. (CM7.9)

Demonstrate sensitivity to cultural differences as factors contributing to the mutual enrichment, both individual and social. (C11)

Know how to choose and use audiovisual information that contributes to the development of civic values and to the appreciation of cultural wealth in all its various forms. (C11)

SKILLS

CU1	Accredit the use and mastery of a foreign language.
CE2	Design, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals of the school .
CE10	Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and foster them in students.
CE11	Knowledge of and ability to apply information and communication technologies in the classroom. Ability to selectively distinguish audiovisual information that contributes to learning, civic education and cultural wealth.
CM7.2	Acquire literary training and knowledge of childrens literature.
CM7.6	Foster reading and encourage writing.
CM7.8	Address language learning situations in multilingual contexts.
CM7.9	Oral and written expression in a foreign language.
CM7.10	Develop and evaluate curricular content through appropriate teaching resources and foster the appropriate competences in students.

CONTENT

1. Theory contents

1. Theory

Unit 1: L2 as an instrument of communication.

FUNCTIONS

- 1: Expressing ability can, could, be able to, manage to, succeed in.
- 2: Asking for, granting and refusing permission: can, could, may, might, be allowed to.
- 3: Expressing obligation and necessity: must, have to, have got to.
- 4: Prohibition: mustn't.
- 5: Expressing absence of obligation: don't have to, don't need to, haven't got to, needn't. Needn't have, didn't need to.
- 6: Obligation and advice: should, ought to, had better, be supposed to, shall.

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- 7: Expressing possibility: may, might, could.
- 8: Expressing probability: should, ought to.
- 9: Deduction, speculation: must, can't.
- 10: Making, granting, and refusing requests: can, could, may, will, would, would you mind.
- 11: Offers: will, shall, can, could, would. Accepting and refusing offers.
- 12: Making suggestions: shall, let's, why don't we, how/what about, can, could.
- 13: Refusing: won't, wouldn't.
- 14: Habits: used to, will, would.

SPEAKING AND WRITING

- 1. Narrating anecdotes and events.
- 2. Giving opinions. Expressing agreement and disagreement. Giving arguments and counter-arguments. Giving reasons.
- 3. Requesting and giving information.
- 4. Making, accepting and declining invitations. Giving excuses. Showing sympathy or surprise.
- 5. Complaining. Criticizing. Blaming. Apologising. Responding to apologies.
- 6. Giving compliments. Giving praise. Showing appreciation. Responding to a compliment. Thanking. Responding to thanks.
- 7. Phone calls.

Unit 2: Multisensory approaches and learning styles in foreign language teaching.

VAKOG. Howard Gardner's theory of multiple intelligences. The eight intelligences in relation to music, art and craft and drama.

Unit 3: Music.

Benefits of using songs in the foreign language class. Songs, rhymes and chants: definition and classification. Corpus of songs in L2. Adaptation and song writing.

Unit 4: Art and craft.

Reasons to use craft activities in the foreign language class. The making of crafts: specific language. Crafts related to specific festivities. Crafts related to topics of teaching. Communicative activities based on handicrafts.

Unit 5: Drama.

Drama as a methodological resource in foreign language teaching. Types of drama activities. Adaptation of stories. Creating and staging drama activities.

2. Practical contents

2. Practice



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Benefits of using songs in the foreign language class. Songs, rhymes and chants: definition and classification. Corpus of songs in L2. Adaptation and song writing.

Unit 4: Art and craft.

Reasons to use craft activities in the foreign language class. The making of crafts: specific language. Crafts related to specific festivities. Crafts related to topics of teaching. Communicative activities based on handicrafts.

Unit 5. Drama.

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METHODOLOGY

Clarifications

The methodology of this course is fully practical, cooperative and communicative, with activities taking place mainly in the classroom. Each student will draw up their own manual of the subject.

Face-to-face activities

Activity	Total
Assessment activities	6
Text analysis	4
Drama activities	8
Group presentation	7
Lectures	9
Make handicrafts	8
Projects	10
Teaching and singing songs	8
Total hours:	60

Not on-site activities

Activity	Total
Finding information	20
Bibliographic consultations	10
Exercises	20
Self-study	20
Group work	20
Total hours:	90

WORK MATERIALS FOR STUDENTS

Dossier
Exercises and problems

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EVALUATION

Tools	Percentage
Exams	20%
Oral presentations	20%
Portfolios	25%
Group work	15%
Assignments and projects	20%

Period of validity for partial qualifications: 5/10. The portfolio and the oral test are valid during the calls of the academic year. The other instruments are valid only in the first call. Students with pending subject will take a written exam (30%); if they failed the oral exam or the portfolio

Clarifications:

Part-time students, students with disabilities and special needs students will be evaluated with the same evaluation instruments as their peers. In a personal interview specific details about the submission of some assignments will be agreed on. Some days of attendance must be scheduled for the oral test and other class activities.

BIBLIOGRAPHY

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Puchta, H., Gerngross, G. and Devitt, M. (2012). Get on Stage. Innsbruck: Helbling Languages.

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2. Further reading:

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The methodological strategies and the evaluation system contemplated in this Teaching Guide will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.