



CLIL LESSON PLAN

Identifying Music Genres



LESSON OVERVIEW

Subject(s)	Music · History
Age Group	11–14 years old
Duration	45–90 minutes
CEFR Level	A2+ / B1



LEARNING OBJECTIVES

Content Objectives

- recognise key features of three music genres: classical music, jazz, electronic dance music and optionally film music,
- identify instruments and sound characteristics,
- classify music excerpts using clear criteria,
- justify their classification using evidence.

Language Objectives

Vocabulary:

- language for characterising music, musical instruments (rhythm, beat, tempo, melody, high sounds, low sounds, electronic sounds, live instruments, improvisation, piano, violin, drums, saxophone, trumpet)
- functional language for offering justification ('I think this music is ... because...', 'The use of ___ shows that...', 'This genre doesn't use ___', 'One characteristic feature is...')

Skills:

- Listening – understanding teacher modelling and peer presentations
- Speaking – explaining classification decisions
- Reading – short feature descriptions
- Writing – short justification sentences



COMMUNICATION SKILLS



- Listening – understanding teacher modelling and peer presentations.
- Speaking – explaining classification decisions.
- Reading – short feature descriptions.
- Writing – short justification sentences.

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Academic vocabulary for characterising music genres: live instruments, orchestra or piano, clear melody, electronic sounds, saxophone, trumpet, rhythm, beat.

Language for Learning (BICS)

Classroom and cooperation language supported by gestures and visuals:

- 'I agree / I disagree' • 'Let's check' • 'What do you think?' • 'Maybe it belongs to...'

Language Through Learning (not planned)

Emerging descriptive language during discussion.



COGNITION

LOTS — Remembering, Understanding, Applying

Students:

- Identify instruments,
- Recognise strong beat,
- Recognise differences between electronic and live sounds.

e.g. Can you identify strong beat in this recording?

HOTS — Analysing, Evaluating, Creating

Students:

- Classify music excerpts,
- Justify genre with evidence,
- Compare two genres,
- Explain differences.

e.g. Can you explain why this fragment belongs to jazz genre?



GUIDING QUESTIONS FOR TEACHERS



Pre-lesson and in-lesson self-reflection:

- Which features help students distinguish between music genres?
- Are students using evidence or only opinions?
- Can they explain their reasoning clearly?
- Are they applying vocabulary accurately?

CULTURE

Context & Citizenship:

- Understanding that music reflects culture, history and technology,
- Discussing how technology influences modern music.

Intercultural Awareness:

- How does music sound different in different cultures or periods?
- How does music express emotions in different ways?

Life Skills:

- Collaboration,
- Decision-making,
- Justifying opinions.

★ 21ST-CENTURY SKILLS

BICS-Related Skills

Communication: Students describe what they hear and explain classification decisions using sentence frames ('I think this music is ... because...'), and present their strongest evidence in the wrap-up.

Collaboration: Students work in small groups to sort six excerpts and to complete the Music Detectives Report, agreeing on a shared decision and justification.

Flexibility & Adaptability: When classifying, students reconsider their first impression in light of a peer's evidence or the teacher's probing questions, and stronger groups adapt the same tools to the 'challenge genre' of film music.

CALP-Related Skills

Critical Thinking: Students distinguish between evidence and opinion and justify their classification with musical features rather than personal taste.

Analytical Reasoning: Using the Music Detectives Report, students analyse rhythm, tempo, instruments and live vs electronic sounds step by step before drawing a conclusion about the genre.

Creativity (Structured and Evidence-Based): Stronger groups apply the same criteria to film music, a genre that combines features of others, and explain its similarities and differences with classical music.

Social & Cross-Cultural Skills: Students use cooperation language (I agree / I disagree, What do you think?) to discuss different views respectfully, and reflect on how music sounds and expresses emotions differently across cultures and periods.

Time Management: Groups complete the classification and the step-by-step worksheet within the allocated time, so that they are ready for the short presentation in the wrap-up.

Information Literacy: Students select the most relevant information from what they hear and identify the strongest evidence that supports their classification.

Media & ICT Literacy: Students access recordings via links shared in a group chat, shared drive or Padlet, using mobile phones or tablets, and discuss how technology influences modern music.

Productivity & Accountability: Each group produces a completed worksheet and a short oral justification that includes at least two academic vocabulary items.

Leadership & Responsibility: Within each group, students share responsibility for listening, writing and presenting; the presenting student is accountable for delivering a clear, evidence-based justification.

Entrepreneurship: Groups take the initiative to choose and present their strongest piece of evidence persuasively, convincing the class that their conclusion is right.

METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
5-10'	Warm-up Activities	<p>Noticing</p> <p>The teacher plays three different recordings, one from each genre: classical music, jazz and electronic music. Students answer simple noticing questions, such as: 'Do you hear live instruments or electronic sounds?' 'Is the rhythm strong or soft?' 'Do you hear an orchestra, a saxophone, drums or a synthesiser?' Key vocabulary items (e.g. rhythm, beat, orchestra, electronic sounds, melody, fast/slow, high/low sounds) are introduced through short listening examples and simple visual support (slides with instrument names and pictures).</p>	<p>Four recordings characteristic for each genre (three recordings for 'Noticing' activity – one from each genre, one for 'Guided Modelling'), examples to choose from:</p> <p>Classical music:</p> <ul style="list-style-type: none"> • Beethoven – Für Elise • Ludwig van Beethoven – Symphony No. 5 <p>Jazz:</p>	<p>ChatGPT / Gemini:</p> <p>Searching for example recordings.</p>



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>Students are encouraged to focus on listening and noticing features without pressure to use the new words immediately.</p> <p>Guided Modelling</p> <p>The teacher analyses one short music recording aloud using sentence frames, modelling how to describe musical features and justify genre classification. For example:</p> <ul style="list-style-type: none"> 'I can hear live instruments, especially the piano and violin. The rhythm is quite slow and calm. There are no electronic sounds. I think it is classical music because it uses an orchestra and acoustic instruments.' <p>or</p> <ul style="list-style-type: none"> 'I can hear a strong beat and electronic sounds. The music is fast and energetic. I do not hear an orchestra. I think it is electronic dance music because of the synthesiser and the strong rhythm.' <p>Students repeat key phrases and ask for clarification if needed.</p> <p>The teacher presents a simple comparison chart with the three genres (Classical, Jazz, Electronic Dance Music) and their characteristic features (instruments, rhythm, tempo, type of sound, what is NOT present).</p> <p>*For stronger groups, the teacher may introduce a short additional example of film music as a 'challenge genre'. Students listen to a short extract and analyse it using the same sentence frames. The teacher guides them to notice that film music often uses an orchestra (like classical music), but is created to support a story, create atmosphere and express emotions. Students compare it with classical music and discuss similarities and differences. The teacher highlights that film music</p>	<ul style="list-style-type: none"> Miles Davis & Charlie Parker – A Night In Tunisia Louis Armstrong – What a Wonderful World <p>Electronic music:</p> <ul style="list-style-type: none"> Avicii – Levels David Guetta – Titanium <p>Film music:</p> <ul style="list-style-type: none"> Hans Zimmer – Pirates of the Caribbean Theme John Williams – Star Wars Main Theme Howard Shore – The Lord of the Rings Theme John Williams – Harry Potter Theme <p>Mobile phones / tablets.</p>	



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		combines elements of different genres and is connected to media and storytelling.		
15–30'	Main Activities Group Classification: 10' Music Detectives: 15–20'	Group Classification Students work in small groups and listen to six short excerpts (two from each genre). They sort the excerpts into three groups based on musical features such as rhythm, instruments, beat, and use of electronic sounds. Students must justify their classification using at least two academic vocabulary items from the lesson (e.g. beat, tempo, electronic sounds, improvisation). The teacher circulates, asking probing questions such as: 'What evidence supports your choice?' and 'What is different from the other genre?' Music Detectives – Evidence-Based Analysis Each group receives one music excerpt for deeper analysis using the 'Music Detectives Report' worksheet. Students analyse musical features step by step (rhythm, tempo, instruments, electronic vs live sounds) before deciding the genre. They must identify their strongest evidence and prepare a short oral justification. Detailed worksheets (standard and scaffolded versions) are provided in the appendix.	Six recordings, two for each genre, examples to choose from: Classical music: <ul style="list-style-type: none"> • Wolfgang Amadeus Mozart – Eine kleine Nachtmusik • Antonio Vivaldi – The Four Seasons Jazz: <ul style="list-style-type: none"> • Dave Brubeck – Take Five • Miles Davis – So What Electronic music: <ul style="list-style-type: none"> • Calvin Harris – Summer • Martin Garrix – Animals The links can be shared in a group chat, on a shared drive, or for example via the Padlet app. 'Music Detectives Report' worksheets – two versions available depending on the students' level (see Appendix).	—
5–10'	Wrap-Up Reflection & Sharing	Presentations Selected groups present one final detective conclusion, focusing on their strongest piece of evidence. Each presentation must include at least one sentence using 'because' and one academic vocabulary word (e.g. strong beat, live instruments, electronic sounds). Summary The teacher summarises key learning by eliciting from students:	—	—



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none"> • 'What helps us recognise classical music?' • 'How is jazz different from electronic music?' • 'What is the role of electronic sounds?' <p>Exit reflection Students complete a short exit reflection (oral or written):</p> <ul style="list-style-type: none"> • 'One feature of electronic music is...' • 'Jazz is different from classical music because...' • 'Today I learned that music genres can be recognised by ____' 		
5–10'	Evaluation & Feedback	<p>Teacher Assessment (Observation) The teacher observes:</p> <ul style="list-style-type: none"> • Correct classification • Use of key vocabulary • Ability to justify with evidence • Participation in discussion <p>Student Self-Assessment Students complete a quick checklist:</p> <ul style="list-style-type: none"> • I used at least two academic vocabulary items. • I explained my choice using 'because'. • I used evidence from the music to support my answer. • I can recognise at least one key feature of each genre. <p>Peer Feedback In pairs, students share one justification sentence and give simple feedback:</p> <ul style="list-style-type: none"> • Is the explanation clear? • Is there evidence? • Is academic vocabulary used correctly? <p>Sentence frames for peer response:</p> <ul style="list-style-type: none"> • 'Your explanation is clear because...' • 'You could add more evidence about...' 	Self-assessment checklist.	—



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APPENDIX – STUDENT WORKSHEETS

Music Detectives – Student Worksheet Version 1 (without scaffolding)

Step 1 – Listen and notice

Listen to the recording.

1. Rhythm & beat

Is there a strong beat?

☐ Yes ☐ No

2. Instruments

What instruments can you hear?

Are they live instruments or electronic sounds?

3. Tempo

Is the tempo fast, slow, or changing?

4. Melody

Is there a clear melody?

☐ Yes ☐ No

Step 2 – Analyse the evidence

Write 2–3 sentences describing important features.

Use these words if possible:

rhythm – beat – tempo – melody – electronic sounds – live instruments – improvisation

Step 3 – Conclusion

This recording belongs to:

☐ Classical ☐ Jazz ☐ Electronic music

Justify your answer. Use sentence starters:

- I think this music is _____ because _____.
- The strongest evidence is _____.
- The use of ... shows ...

Write 3–4 sentences:



Music Detectives – Student Worksheet Version 2 (scaffolded)

Step 1 – What can you hear?

1. Beat

- ☐ Strong and repetitive ☐ Soft or not very strong

2. Instruments

- ☐ I hear piano / violin / orchestra
☐ I hear saxophone / trumpet
☐ I hear electronic sounds

The music uses _____ (live instruments / electronic sounds).

3. Tempo

- ☐ Fast ☐ Slow ☐ Changing

Step 2 – Your analysis

Use the words:

rhythm – beat – melody – orchestra – piano – drums – saxophone – electronic sounds – fast – slow – energetic – calm

Complete the sentences:

The music has a strong _____.

The rhythm is _____.

I can hear _____.

I cannot hear _____.

The music sounds _____ because _____.

I think this genre is _____ because _____.

Step 3 – Make a decision

This music is:

- ☐ Classical ☐ Jazz ☐ Electronic music

Your justification

Complete the paragraph:

This music is _____.

I think this because it has _____.

The use of _____ shows that it is _____.

Step 4 – Check your language

Did you:

- ☐ Use at least 2 vocabulary words? ☐ Use “because”? ☐ Explain your choice clearly?