



CLIL LESSON PLAN

What sounds can we make?



LESSON OVERVIEW

Subject(s)	Creative Arts – Music
Age Group	7–10 years old
Duration	90 minutes or 2 x 45 minutes
CEFR Level	A1–A2



LEARNING OBJECTIVES

Content Objectives

Students will:

- explore sounds made by everyday objects,
- recognise differences in sound and rhythm (loud / quiet, fast / slow),
- create a simple musical instrument (shaker),
- experiment with rhythm using their own instrument.

Language Objectives

Vocabulary:

- language for describing sounds
- language for describing materials needed to make shakers (optional)
- functional language for describing preferences

Skills:

- reading: recognising words, reading short descriptions
- writing: producing word cards
- listening: following simple instructions, listening to peers' short descriptions



COMMUNICATION SKILLS

- Reading and writing – producing word cards.



- Listening – recognising sounds and rhythms, following simple instructions, listening to peers' short descriptions.
- Speaking – naming basic sound qualities, expressing preferences.

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Not a focus of this BICS lesson.

Language for Learning (BICS)

Language needed to understand and talk about lesson content:

- Sound vocabulary supported by listening, movement and visuals.
- Sentence frames displayed in the classroom: It sounds... • I can hear... • Listen!

Classroom and cooperation language supported by gestures and visuals:

- Look! • Here! • My turn / Your turn
- Understanding and following simple instructions.

The teacher consistently models pronunciation, stress and intonation, placing clear emphasis on key vocabulary and sentence frames to support fluency and comprehension.

Language Through Learning (not planned)

Different sounds children might produce or come across during the lesson, names of different types of instruments.

COGNITION

LOTS — Remembering, Understanding, Applying

- Listening to and recognising sounds,
- Matching sounds with adjectives,
- Copying simple rhythms.

HOTS — Analysing, Evaluating, Creating

- Choosing materials for the shaker,
- Deciding how to make a sound louder or quieter,
- Experimenting with rhythm and speed.



GUIDING QUESTIONS FOR TEACHERS

Pre-lesson and in-lesson self-reflection:

- Can students react to and recognise different sounds?
- Have I given them various samples of sounds to support their learning?
- Do students attempt to use the language introduced?
- Are all students actively involved?



CULTURE

- Creativity and self-expression through music,
- Recognising that everyday objects can be used to create music,
- Respect for different ideas and opinions on sounds and music,
- Collaboration and turn-taking,
- Building confidence in performing in front of others.



21ST-CENTURY SKILLS

BICS-Related Skills

Communication: Students name sound qualities (loud, quiet, fast, slow) and describe sounds with simple sentence frames ('It sounds ...', 'I can hear ...'), and present their shakers during the sound show and guided tour.

Collaboration: Students play their shakers in small groups during the sound show and work in groups of 4–5 during the guided tour, taking turns as guide and visitors.

Creativity: Students build their own shaker, choosing materials freely, and experiment with different sounds and rhythms.

Flexibility & Adaptability: In the Sound response game, students quickly adapt their sound to each new instruction, especially when two qualities are combined (e.g. slow and loud).

Social Skills: Students listen respectfully to peers' performances and react to different opinions on

CALP-Related Skills

Critical Thinking: Students compare what they hear and match sounds with adjectives, then use the Hear–Think–Wonder routine to listen to instruments and decide how they feel about them.

Problem-solving: Students work out how to make a sound louder or quieter and which filling (rice, sand, pasta, beans) gives the sound they want from their shaker.

Creativity (Academic): Students apply what they have learnt about sound qualities and rhythm to create and test their own instrument and simple rhythms.

Productivity & Accountability: Each student produces a set of word cards and a working shaker, and presents it to others using the lesson's target language.

Leadership & Responsibility: During the guided tour, one student in each group acts as the guide



sounds and music, building confidence in performing in front of others.

Time Management: Students finish their word cards and their shakers within the allocated time so they are ready for the listening activity and the sound show.

Initiative: In the optional variation of the sound cards activity, students take turns calling out a word and leading the rest of the class.

and is responsible for presenting the shakers to the visitors.



METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
10'	Warm-up Activities Listen & move: 5' Sound response game: 5'	Listen & move The teacher produces simple sounds using everyday objects (tapping, shaking, clapping). Students listen and respond with movement (freeze, clap, tap). The teacher models key words naturally: loud, quiet, fast, slow. <ul style="list-style-type: none"> • Loud sound → big movements • Quiet sound → small movements • Fast rhythm → fast movements • Slow rhythm → slow movements Assessing prior knowledge By observing the students, the teacher may assess their prior knowledge and skills – whether they are naturally sensitive to different sounds or whether they have experimented with making music or sounds with objects before. Sound response game The teacher says a sound quality, then adds a rhythm quality (e.g. loud, quiet, fast, slow, then loud and fast, slow and quiet, slow and loud etc.).	Chosen classroom objects.	—



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Students respond by producing a sound that matches the instruction.		
50'	Main Activities Vocabulary sound cards: 10' Let's listen!: 10' Let's make music!: 20–30'	Vocabulary sound cards Each student receives blank cards or small pieces of paper. Students write or draw one of the target words on each card: loud, quiet, fast, slow. Once the cards are ready, the teacher calls out a sound quality and/or produces the corresponding sound. Students hold up the correct card and/or produce a sound matching the word. Optional variation: students take turns calling out a word while the rest of the class responds with the card and sound. Let's listen! Students listen to short recordings or videos presented by the teacher and hold up their cards that describe the sounds they hear. Let's make music! Students create their own shakers using a bottle and materials of their choice (rice, sand, pasta, beans). They experiment with different sounds and rhythms. The teacher circulates and models language individually: <ul style="list-style-type: none"> • 'It makes a sound.' • 'It sounds loud.' • 'Listen!' 	Blank cards, markers/pens. <ul style="list-style-type: none"> • Videos or recordings with single musical instruments producing various simple sounds or rhythms. • Plastic bottles, rice, sand, pasta, beans. 	ChatGPT / Gemini search engine: To search for recordings or videos with single musical instruments producing various simple sounds or rhythms.
20'	Wrap-Up Reflection & Sharing Sharing & sound show: 10' Guided tour: 10'	Sharing & sound show Students play their shakers one by one or in small groups. They describe the sound using target vocabulary or sentence frames. Guided tour in a musical instruments exhibition The teacher divides the students into groups of 4–5. In each group one student is a guide, the others are tourists / visitors in a musical instruments exhibition. The groups participate in guided tours. There is one or more shakers on each desk; the guides guide their groups from desk to	Students' shakers.	—



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		desk and present the musical instruments (shakers) using the target language from the lesson.		
10'	Evaluation & Feedback	<p>Teacher Assessment (Observation)</p> <ul style="list-style-type: none"> • Recognising and reacting to different sounds and rhythms during the warm-up and the Sound response game. • Correct use of the target words (loud, quiet, fast, slow) when holding up sound cards and describing sounds. • Use of the sentence frames 'It sounds ...' and 'I can hear ...' when describing their own shaker and others' sounds. • Producing sounds and simple rhythms that match the instruction (e.g. slow and quiet, fast and loud). • Active participation and use of classroom language (Look! Here! My turn / Your turn) during group work, the sound show and the guided tour. <p>Student Self-Assessment</p> <p>Final reflection – a simplified Hear(See)–Think–Wonder routine. The teacher explains the meaning of the coloured cards: green = I like it, red = I don't like it, yellow = I want to know more about it, and models how to use them while watching and listening to different musical instruments. Students listen to short recordings or videos presented by the teacher and follow the routine:</p> <ul style="list-style-type: none"> • I hear: the students name the sound they hear. • I think: the students hold up green cards if they like the sound, red ones if they don't. • I wonder: the students hold up yellow cards if they want to know more about this particular sound or the instrument that makes this sound. 	<p>Coloured cards – green, red and yellow – a set of 3 cards per student.</p> <ul style="list-style-type: none"> • Videos or recordings with single musical instruments producing simple sounds or rhythms (might be the same as in the previous activity). 	<p>ChatGPT / Gemini search engine:</p> <p>To search for recordings or videos with single musical instruments producing various simple sounds or rhythms.</p>



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Teacher models language and supports students as needed.		

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