

Presentación de la Narrativa 8:
We Play It Better Together



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Converging Grounds

Narrativa 8

We play it better together

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1. ¿Qué es Converging Grounds?

El Plan Distrital de Segunda Lengua de la Secretaría de Educación del Distrito (SED) ha diseñado tres líneas estratégicas para 2018. La línea de Ambientes de Aprendizaje busca apoyar y acompañar a los colegios del sistema educativo del Distrito para impactar en las prácticas docentes y fortalecer el nivel de lengua en docentes y estudiantes. Dentro de esta línea *Converging Grounds* o “Áreas Convergentes” surge como una estrategia de la SED, en alianza con el British Council, para generar un ambiente de inmersión comunicativa y cultural sostenible en las IED de Bogotá, a través de diversos medios, herramientas y escenarios cuya instrumentalización busca generar experiencias significativas en las IED.

La implementación de esta estrategia extracurricular y transmedia, por medio de recursos mixtos y de la interacción con agentes culturales (este papel puede ser asumido por el docente), tiene el objetivo de poner a los estudiantes en contacto con otras culturas, al tiempo que conocen y valoran la propia. Así, a través del uso de narrativas (historias) e interacciones entre agentes culturales (este papel puede ser asumido por el docente) y estudiantes, *Converging Grounds* propende por la activación de saberes previos, la generación de conexiones con áreas de interés particulares y el fomento de nuevas experiencias de uso de la lengua y de conocimientos interculturales.

1.1 ¿Cómo se generará la inmersión durante la estrategia?

La inmersión se genera a partir de 4 ejes temáticos que determinarán su aporte cultural: teatro y cine, música, deportes y tecnología. Cada eje se desarrolla en narrativas con los siguientes componentes:

- Un eje temático general: contexto en el que se alojan todos los contenidos básicos y las actividades de las tres fases alimentando el desarrollo de la narrativa.
- Una temática específica: historia que se construye a partir de un conjunto de actividades en tres fases distintas.
- Fases: etapas en las que se desarrollan las narrativas propuestas.

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- Una temática específica: historia que se construye a partir de un conjunto de actividades en tres fases distintas.
- Fases: etapas en las que se desarrollan las narrativas propuestas.

1. Storytelling: campaña de expectativa de la narrativa en las IED a cargo de los docentes de inglés.

2. Storyliving: desarrollo de diferentes actividades relacionadas con la narrativa, a través de la interacción con agentes culturales (este papel puede ser asumido por el docente), para fomentar la comunicación en la segunda lengua y la presentación de aspectos culturales de interés para los estudiantes. En las narrativas 1 y 2, se incluyen actividades específicas por nivel (A1, A2, B1) a manera de guía para los docentes. A partir de la narrativa 3, los docentes pueden producir materiales por nivel con base en las sugerencias extraídas del MCER.

3. Mediación digital: actividades dispuestas en la página de Red Académica de la SED que permiten a los estudiantes conocer los desenlaces de las historias, a través del desarrollo de las tareas allí dispuestas a manera de ejercicios de práctica y cierre de las narrativas.

Durante la Narrativa, se realizará una campaña de expectativa en la fase de Storytelling con afiches proporcionados por el convenio entre la SED y el British Council, junto con una actividad en clase en la que estudiantes y docentes se familiarizan con el tema de la narrativa. Luego, en la fase de Storyliving, los estudiantes interactúan con agentes culturales o docentes según el caso.

1.2 Participantes y Roles

La estrategia involucrará tanto a miembros de la comunidad educativa, como a personal del British Council. Los siguientes son los roles de los participantes en cada fase de la narrativa:

Fase	Rol	Funciones
Fase 1: Storytelling	Personal British Council	<ul style="list-style-type: none"> Divulgar información sobre la estrategia y la narrativa. Proporcionar materiales e instrucciones para asegurar la efectividad de la campaña de expectativa.
	Directivos docentes IED	<ul style="list-style-type: none"> Familiarizarse con la estrategia y mantener contacto con personal del British Council y docentes para garantizar los espacios para la campaña de expectativa.
	Docentes IED	<ul style="list-style-type: none"> Colaborar con el personal del British Council para la instalación y funcionamiento de la campaña de expectativa. Realizar una actividad de preparación indicada en una guía proporcionada por el British Council para preparar a los estudiantes para la fase 2.
	Estudiantes	<ul style="list-style-type: none"> Participar en la campaña de expectativa y actividades de preparación para la fase 2.
Fase 2: Storyliving	Directivos docentes y docentes IED	<ul style="list-style-type: none"> Apoyar la logística, a través de la asignación de espacios y recursos para el desarrollo de la fase <i>Storyliving</i> en la IED.
	Agentes culturales (papel que puede ser desempeñado por el docente)	<ul style="list-style-type: none"> Implementar las acciones consideradas para la preparación, ejecución y cierre de la fase <i>Storyliving</i> en las IED. Liderar el desarrollo de actividades culturales <i>in-situ</i> de acuerdo con los lineamientos diseñados para la estrategia.
Fase 3: Mediación digital	Estudiantes	<ul style="list-style-type: none"> Participar en la práctica por medio de actividades interactivas en Red Académica de la SED.
	Docentes IED	<ul style="list-style-type: none"> Proporcionar información sobre la ubicación de los ejercicios (páginas web) y promover la práctica en ellos.

Tabla 1. Participantes de la Narrativa 8

1.3 Personajes de la Narrativa 8

Los siguientes son los personajes que están incluidos durante el desarrollo de esta narrativa:

	Personaje	Descripción
	<p>Fabián</p>	<p>Docente de música de 30 años de edad y contextura media. De piel media, tiene barba, ojos verdes y cabello color cobrizo. Quiere motivar a sus estudiantes para que participen en un festival intercolegiado de música.</p>
	<p>Felipe</p>	<p>Estudiante de 17 años, pelo castaño, ojos azules y piel media, que descubrió un teclado en el colegio, y con ayuda del profesor Fabián, está aprendiendo a sacarle sus mejores melodías.</p>
	<p>Isabella</p>	<p>Estudiante de 16 años, pelo rojo largo, de piel blanca que canta en un coro en las tardes. Es la voz de la banda creada para participar en el festival de música.</p>
	<p>Rodrigo</p>	<p>Estudiante de aproximadamente 16 años, de pelo rubio y ojos azules, piel blanca, toca la trompeta con su papá que es músico.</p>
	<p>Santiago</p>	<p>Estudiante de aproximadamente 17 años, pelo y ojos castaños, que está aprendiendo a tocar la guitarra eléctrica porque quiere tener su propia banda.</p>
	<p>Danna</p>	<p>Estudiante de aproximadamente 15 años, pelo morado y corto, gafas color amarillo, piel blanca, a quien le gusta el rock y tocar la batería en sus ratos libres.</p>

Tabla 2. Personajes de la Narrativa 8

Por medio de esta narrativa el estudiante activará sus saberes lingüísticos previos sobre familias de instrumentos y ritmos musicales en Colombia.

2. Fases de la Narrativa 8

Cada narrativa tendrá tres fases: *Storytelling*, *Storyliving* y *mediación digital*. A continuación, se explicará cómo se trabajarán estas fases en la Narrativa 8.

1

Storytelling

La institución educativa recibirá un set de 5 afiches.

Cada pieza muestra un personaje de la narrativa quien interpreta una familia de instrumentos distinta.

Se espera que con la ayuda de los afiches los estudiantes se familiaricen con los personajes, las familias y algunos instrumentos musicales con los que se trabajará en el *Storyliving*.

2

Storyliving

Para la Narrativa 8, se presentan Rodrigo, Santiago, Danna, Isabella y Felipe ante los participantes de la jornada. Ellos son un grupo de estudiantes de la misma institución que les cuentan a los participantes que están inscritos en el festival intercolegiado de la canción. Además, dirán con qué canción van a participar y cómo está montada. A continuación, los agentes invitan a los participantes a recorrer las estaciones para que también puedan decidir qué canción llevar al festival.

3

Mediación digital

La fase digital de la narrativa 8, permitirá que los estudiantes hagan un repaso de los temas tratados durante las fases anteriores. Los protagonistas, con ayuda de los estudiantes que ingresan a la mediación digital, completan su inscripción al festival intercolegiado de música.

Gráfica 1. Fases de la Narrativa 8

3. ¿Cómo se implementará la Fase *Storytelling*?

En la fase *Storytelling*, los estudiantes vivirán una experiencia de acercamiento a la historia que desarrolla la narrativa. La institución educativa recibirá un set de cinco piezas gráficas (afiches) que servirán de contextualización para la historia que se desarrollará a través de las tres fases del ciclo transmedia propuesto. Este set servirá como campaña de expectativa para las actividades a desarrollar durante el *Storyliving*, por lo cual se recomienda que los afiches queden distribuidos en toda la IED, y en lugares visibles para los estudiantes.

Junto con las piezas gráficas se distribuirá una guía con la que los docentes de las IED participantes de la estrategia reforzarán la campaña de expectativa. El propósito de la guía es que los docentes lleven al aula una práctica pedagógica que les permita a los estudiantes conocer un poco más acerca de la narrativa, y se preparen para las actividades del *Storyliving*. Esta práctica pedagógica tendrá una duración aproximada de 30 minutos, y se propone que, adicionalmente, los docentes recorran la IED con los estudiantes para observar los afiches, motivándolos a discutir a propósito de la información contenida en los mismos.

El tipo de actividades que pueden acompañar el momento de *Storytelling* son aquellas que permitan a los estudiantes: expandir el contexto de la inmersión, activar saberes previos, relacionar con experiencias pasadas, evocar experiencias similares y elaborar lluvias de ideas.

3.1 Instrumentos de la Narrativa 8

Los instrumentos para llevar a cabo la narrativa son los siguientes: 5 afiches alusivos a la narrativa que se entregarán a las IED para ambientar la fase 1.

Cada afiche representa una forma de comunicación y contiene los elementos relacionados a continuación:



Local Schools' Music Festival
I transmit energy with my guitar.

CONVERGING Grounds

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BOGOTÁ MEJOR PARA TODOS

Local Schools' Music Festival
Drums mark rhythm, melody and harmony.

CONVERGING Grounds

BRITISH COUNCIL

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ALCALDIA MAYOR DE BOGOTÁ D.C.

BOGOTÁ MEJOR PARA TODOS

Local Schools' Music Festival
Let me play a solo!

CONVERGING Grounds

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BOGOTÁ MEJOR PARA TODOS

3.2 Guía para docentes Fase Storytelling

We Play It Better Together



Dear teacher,





I am Danna, and these are my friends Felipe, Isabella, Rodrigo and Santiago. Our teacher, Fabián, is convincing us to participate in a music festival with other schools, and to do so, we need to choose a song and, maybe, some instruments to play. We will try to be part of the event. We will also talk to other students at school, and try to persuade them to participate too.

Your students can help us with the decision by learning more about musical instruments. Join us!

Step 1 - Pair students up and have them complete the box below, brainstorming as many instruments as they can in a minute. The instruments must have the characteristic expressed in each box.

Step 2 - Have two pairs work in groups, and compare their answers. Ask them to complete the boxes with the words they do not have, if any. Give them one minute to share that information.

Step 3 - As a group, complete the chart and see how many different instruments can complete each box.

Strings 	Wind 
Percussion 	Keyboard 

Step 4- Distribute the exercise below; one for each student. Give them 5-7 minutes to complete it.

Me and Music

Instructions: Answer the following questions about music and how you feel about it.

e.g. Do you like listening to music? - **Yes, I love listening to music.**

- What is your favourite instrument?

- Can you play an instrument?

- What does music mean to you?

- Do you agree with Shakespeare that *music is the food of love*? Yes/ No Why?

Step 5 - When completed, ask students randomly to share their answers to each question. Have them come to a conclusion according to the answers given.

Step 6 - Extra practice. If you have some time during the lesson, or for homework, have students complete the following exercises:

1. The following words have their letters scrambled. Organise them to put them in their correct form and write the word on the line.

Instrument families	
RSTGISN	_____
DSNIW	_____
DMUSR	_____
OERAYKBD	_____
EVIOC	_____
OOWD	_____
OWB	_____
YKE	_____
NLVIOI	_____
TUMERPT	_____

2. Write the correct number in front of each word.



- | | | |
|-----------------------|------------------|-----------------|
| Clarinet _____ | Guitar _____ | Piano _____ |
| French horn _____ | Drum set _____ | Violin _____ |
| Electric guitar _____ | Tambourine _____ | Harp _____ |
| Trumpet _____ | Maracas _____ | Mandolin _____ |
| Bass _____ | Saxophone _____ | Xylophone _____ |

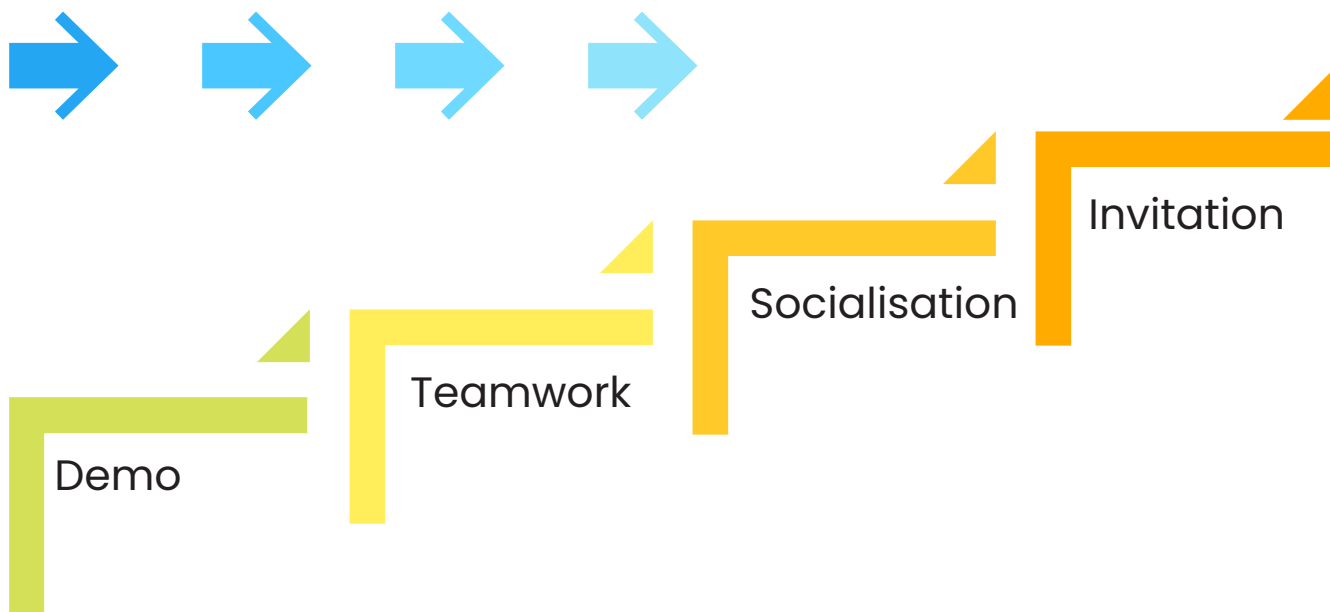
Ideas for Teachers

- Do a walking tour around the school, or the area where the posters are exhibited, and help students to gather important information by taking notes on the ideas that come to them. They can write words or phrases. Encourage your students to do it in English.
- On the spot, or while walking back to the classroom, ask them about their notes, and go further asking them more questions according to their answers. You can even have students ask each other questions.
- When pairing students up, try to have students of different levels/learning styles work together.
- Set a timer for the one-minute activity to control time better. You can do this exercise as a competition, having them put all pencils down when the time is up.
- Teach or review vocabulary and expressions related to technology and giving / receiving instructions.

All levels	Vocabulary: Strings, percussion, winds, keyboard (all related to musical families).
A1	<p>Questions: "Do you like listening to music? What is your favourite instrument?"</p> <p>Answers: "Yes, I like music." "No, I don't like music."</p> <p>Tenses: Present simple (likes and dislikes).</p>
A2	<p>Questions: What is your favourite instrument? Can you play any instrument?</p> <p>Answers: My favourite instrument is the _____. Yes, I can play the _____. No, I can't play any instruments.</p> <p>Tenses: Present simple, can for abilities.</p>
B1	<p>Questions: What does music mean to you? Do you agree with Shakespeare that <i>music is the food of love</i>? Yes/ no. Why?</p> <p>Answers: To me music means _____. I agree with Shakespeare because _____. I don't agree with Shakespeare because _____.</p> <p>Tenses: Present simple (expressing agreement and disagreement).</p>

4. ¿Cómo se implementará la fase *Storyliving*?

En la fase de *Storyliving* los asistentes experimentarán situaciones que requieren interacción entre ellos y con los agentes culturales. Aquí se espera que, por medio de estrategias de colaboración y liderazgo, los asistentes logren resolver problemas específicos que varían en complejidad y elaboración según su nivel de inglés.



En primera instancia, los agentes culturales harán una puesta en escena (*demo*) que servirá como ambientación de la jornada. Se espera que esta actividad ilustre el contexto de la narrativa y motive a todos a participar en las actividades del día. Seguidamente, los asistentes serán ubicados en grupos de 7 a 10 integrantes, dependiendo de la cantidad de participantes (*teamwork*). Cada equipo visitará varias estaciones resolviendo problemas y ganando incentivos.

Los agentes culturales se ubicarán en 5 estaciones distribuidas a lo largo del lugar destinado en la institución educativa para la actividad. Cada grupo de estudiantes deberá visitar las distintas estaciones con el fin de completar un reto de 15 minutos de duración. La complejidad de los retos varía dependiendo del nivel de inglés del estudiante o grupo. Los docentes serán contactados con antelación para acordar el material que se debe utilizar; el concepto del maestro le indicará a la persona a cargo de la inmersión el material que debe preparar: A1, A2 o B1 y en casos excepcionales, se incluirá material mixto, es decir, de dos niveles distintos. La resolución satisfactoria de cada tarea le permitirá al grupo obtener incentivos pequeños que los llevarán a obtener un premio más grande al final del trabajo por estaciones.

El día cerrará con la socialización de los logros obtenidos y el reconocimiento a los desempeños destacados (*socialisation*). En una corta ceremonia se hará mención de los participantes y/o equipos que se destacaron durante las actividades por distintas razones.

Finalmente, se invitará a la comunidad a hacer parte de la experiencia de mediación digital que se propone para la culminación del ciclo de cada narrativa (*invitation*).

4.1 Guía de Implementación *Storyliving*

Demo

Para la Narrativa 8, se presenta el profesor de música, Fabián y un grupo de estudiantes: Danna, Felipe, Rodrigo, Isabella, Santiago. El profesor quiere motivar a este grupo de estudiantes para que participen en un festival intercolegiado de música para el que deben escoger una canción y unos instrumentos, además de preparar una puesta en escena. Al final de cada estación van a recibir unas ideas para elegir la canción con la que van a participar y los instrumentos musicales con los que van a interpretar la misma.

Fabián: (Mumbling a popular song, kind of distracted passing by. Notices the presence of the audience) Oh, hi, there! Sorry I didn't notice you were there! Listen: have you heard this song? (Sings a piece of the song he was mumbling out loud. Waits for participants to say yes/no). OK, OK. You know? I have a group of students that are very talented, and I want them to apply to play in a music festival (pointing out one of the posters used in storytelling) that a friend of mine from another school is organising. Do you think it is a good idea to have a music competition? (Show one of the posters to the audience to have a reference of the festival. Wait for audience's answers). Would you like to participate too? (Wait for audience's answers). So, I will ask my friend if he can send an invitation to this school. Look, here they come! (Rodrigo, Santiago, Danna, Felipe and Isabella come in talking among themselves.) My musicians! Hi guys! Have you decided to participate in the festival? I already told my friend you are going to.

Danna: Wow teacher! It's complicated because we don't have time to practise. And my friends here like horrible music.

Felipe: Danna, come on, we know you love competitions and to show how good you are with drums. Don't worry teacher, if Danna doesn't want to, I'll ask my friend Julio to help us. Because the rest of us want to go there and win the big prize! Right, guys?

All but Danna (using different expressions at the same time): Yes! Sure! Why not?

Danna: Wowowowow, OK! I'll do it.

Rodrigo: Thanks, Danna! Now we are a band! (All laugh)

Fabián: Fantastic! I knew I could count on you!

Isabella: Teacher, we need to look for a song, instruments, a place to rehearse. We don't have much time! Oh my gosh!

Santiago: Right! Look, can't they help us to decide what to do? (Looking at the audience) Can you? (Asking the audience and waiting for answers)

Fabián: Sure they can! They will go around 5 stations to discover more about music and musical instruments, and we'll see what they suggest to us at the end of the circuit. Have fun! See you later! (Saying good-bye to the audience, teacher leaves)

Danna: Ok, guys see you around, I'm going to start practicing on my drums, and maybe I will bring some new percussion instruments. (Danna leaves, waving her hand to the audience)

Santiago: Uh, Danna, you are giving me some ideas. I will check, too, and maybe I can use a ukulele or even a tiple this time. Rodri, come with me and help me to find out what other instruments we can play for the festival.

Rodrigo: No, man, I am happy with my trumpet. But I can help you. Wait, maybe I could build my own trumpet, does that sound good?

Santiago: Sure! Let's see what else we can do. Bye Isa, bye Felipe!

Rodrigo: Cool, let's go. Bye guys. Let's meet later ok?

(Santiago and Rodrigo leave chatting and saying good-bye to the audience)

Isabella: Well, I guess I'm leaving too. I will ask my choir teacher for some exercises to prepare my voice for the festival. Are you staying Felipe?

Felipe: No! I am not staying here by myself! I'll go with you and find some piano scores to practise.

Isabella: OK, let's go then (looking toward the audience). And you, join us while we find out what we can do to participate in the festival. Visit us at our stations.

(Isabella and Felipe leave.)

Teamwork

Una vez termina el demo, la persona a cargo de la actividad dará instrucciones detalladas sobre el trabajo por estaciones, tiempos y rotación de los equipos. A continuación, los estudiantes rotarán por cada una de las cinco estaciones propuestas para la jornada y completarán el mapa de navegación. Cada estación tiene información que le permitirá al grupo de estudiantes definir con qué canción y qué instrumentos van a participar en el festival intercolegiado de la canción.

Socialisation

La totalidad de los participantes se reúnen en el lugar donde se realizó el demo (inicio del *storyliving*). La persona a cargo de esta actividad pregunta si recolectaron la información de cada estación, cómo les pareció, y pasan a hacer la votación para elegir la canción con la que el grupo de estudiantes de la narrativa participaría en el festival. Luego, con los instrumentos encontrados en cada estación la interpretarán con ayuda de una pista de fondo.

Invitation

Los estudiantes verán por medio de las actividades propuestas en la mediación digital la conclusión del trabajo realizado y descubrirán si los estudiantes se inscriben al festival intercolegiado de la canción.

4.2 Teamwork – Estaciones Narrativa 8

We Play It Better Together

Name of the station: Percussion musical family

Participants: 3 groups of 5-7 students.

Timing: 15 min.

Key themes: Percussion family.

Overview: Students are going to get to know about the percussion family and some Colombian rhythms according to each region.

Aim: Participants perform a set of movements to represent a typical Colombian percussion rhythm.

Layout: Posters showing body percussion movements and recycling materials to craft an instrument.

Materials:

- Instrument posters.
- Command posters.
- Materials such as: Plastic bottles, rubber bands, glue, tape and balloons, wood sticks.
- Speaker.
- Colombian rhythms (music).


Setting: Location with a desk where the materials can be placed; so students can use the materials for the activity.

Clue/reward: Students will receive a percussion instrument for the final performance.


Introductory character script: Danna is a student.

(Looking very excited and pretending to play drums with background music) ...Hi guys! My name is Danna. I am a student in Mr. Fabian's class, and I love playing drums. I enjoy practicing drums in my free time. Do you like Colombian music? Because I am practising some rhythms like salsa, cumbia, and mapalé with my drums. Let's see how you do it. It's very easy!

Methodology:

Time	What	Step-by-step	Materials
0:00 – 2:00 min.	Welcome students & present the character.	<ol style="list-style-type: none"> 1. Start by organising the students, thereby facilitating classroom management during the activity. 2. Check maps and be sure there are 3 groups of students. <p>Then, if you are female, ask the students if they remember your name and what your favourite instrument was to check attention during the demo. According to the answers reinforce the information with the script.</p> <p>If you are male, tell participants you are Danna's best friend and you love playing drums as well. Describe the above mentioned questions.</p> <ol style="list-style-type: none"> 3. Finally, ask students for some examples of percussion instruments and if any of them know how to play any percussion musical instrument. 	
2:00 – 5:00 min.	Introduction of the activity	<ol style="list-style-type: none"> 1. Say you like playing drums, but recently you learned how to do body percussion. With the visual aid, explain the body percussion commands. <div style="text-align: center;"> <p>Body Percussion Activities</p>  <p>Clap Pat Snap</p> </div> <p>Then, challenge the students to follow the beat pattern. The beat pattern can be following the "Boom, snap, clap hand game"¹</p> <p>BOOM SNAP CLAP</p> <p>BOOM BOOM SNAP CLAP SNAP BOOM SNAP CLAP</p> <p>BOOM BOOM SNAP CLAP SHHH</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>BEAT PATTERN #1</p> <ul style="list-style-type: none"> Pat (knees) Clap hands Right hand to partner's Right hand Clap hands Left hand to partner's Left hand Clap hands Pat Partner Hands Clap hands </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>BEAT PATTERN #2</p> <ul style="list-style-type: none"> Pat (knees) Clap hands Pat (knees) Pat partner hands (repeat) </div> </div>	<p>Poster with body percussion command and beat patterns.</p> <ul style="list-style-type: none"> ▪ Clap your hands ▪ Snap your fingers ▪ Hit your chest ▪ Pat your knees ▪ Stomp your feet

¹ Boom Snap Clap Hand Game retrieved from: https://www.youtube.com/watch?v=IBSteR_0vdQ

5:00 – 7:00 min.	Introduction of the activity	<p>To perform this activity, challenge the students by saying the following words:</p> <ul style="list-style-type: none"> ▪ Fast – Slow ▪ Speed up ▪ Quiet – Loud ▪ Follow the rhythm <p>The beat pattern can be shortened according to the level of the students.</p> <p>Perform the activity for better comprehension.</p>	
7:00 – 11:00 min.	Instructions for the activity	<p>1. As soon as the commands are cleared, say what you like about Colombian rhythms and ask students:</p> <ul style="list-style-type: none"> ▪ Do you know about any famous musical rhythms from Colombia? ▪ After the answers, explain to students (with the visual aid) that traditional Colombian music can be divided into four distinct zones: The Atlantic (Caribbean) coast, the Pacific coast, the Andean region, and the Eastern Plains².  <p>2. Then, students will listen to 5 different Colombian rhythms (10-20 seconds per song), and they will guess the region's name according to the rhythm or the name of the tune.</p> <ul style="list-style-type: none"> ▪ Caribbean (Atlantic) Cumbia, Mapalé or Vallenato ▪ The Pacific coast: Currulao or Contradanza. ▪ Andean region: Pasillo, Guabina or Sanjuanero. ▪ Eastern Plains: Galerón or Joropo. <p>3. Finally, challenge students to reproduce any of the rhythms listened to previously by doing body percussion (suggested rhythms Mapalé or Joropo).</p>	<ul style="list-style-type: none"> ▪ Poster with a map of Colombian regions ▪ Speaker ▪ 5 Colombian rhythms (one per region) ▪ Suggested links for audios: <p>https://www.senalmemoria.co/articulos/las-5-cumbias-mas-colombianas</p> <p>http://solar.physics.montana.edu/munoz/AboutMe/ColombianMusic/NaturalRegions/Pacifico/Espanol_Currulao.html</p> <p>http://www.mp3genteflow.tk/descargar/garz%C3%B3n-guabina-chiquinquire%C3%Blabambuco</p>

² Retrieved from: <https://colombia-sa.com/musica/musica-in.html>

10:00 – 14:00 min.	Closing	<ol style="list-style-type: none"> 1. Provide the students with recycling materials so that they can craft handmade drums (one or two depending on the resources). For this activity, give the students the instructions step by step, and they will follow them. 2. Because not all the students are going to be working on this at the same time, choose some students in each group and provide them with materials to create the decoration for the drums (that can be pasted on later on). <p>Recommendation: check the videos suggested below in advance, to decide which one works better for your class. Once you decide, make sure you prepare the material needed to be ready for completing the activity.</p> <p>Suggested drum-making videos:</p> <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=eOvuiVcdDJM ▪ https://www.youtube.com/watch?v=rdXzS75OCsg ▪ https://www.youtube.com/watch?v=-COHnyFTOnc 	<ul style="list-style-type: none"> ▪ Recycling materials according to the selected video ▪ Lesson plan with the instructions for making the drums ▪ Sheet or projection with the instructions for the drum crafting
14:00 – 15:00 min.	Invitation	<p>Invite the students to work on their final performance. Also remind them that the ultimate song choice for the music festival is going to be made by them. Finally, highlight the role of music as a source of friendship and unity.</p>	

Vocabulary and expressions:

A1	Percussion instruments, clap your hands, hit your chest, pat your knees, recycling materials, can, fast, slow, quiet, loud.
A2	Body percussion, lids, balloon, speed up, follow the rhythm, listen to the beat.
B1	Keep the pace, have a rhythmic motion, snap your fingers, cover, pitch, can we make a melodious tune?

Review and Conclusions

If you have enough time, give students more vocabulary related to percussion instruments (e.g. cymbals).

Materials

- Interaction poster.
- Poster with expressions.

We Play It Better Together

“Boom, snap, clap hand game”
BOOM SNAP CLAP
BOOM BOOM SNAP CLAP SNAP
BOOM SNAP CLAP
BOOM BOOM SNAP CLAP SHHH
- Fast – Slow
- Speed up
- Quiet – Loud
https://www.youtube.com/watch?v=IBSteR_0vdQ

Clap
Pat
shap

Vocabulary
A1: - Clap your hands
- Hit your chest
A2: - Pat your knees
- Snap your fingers
B1: Stomp your feet
- Follow the rhythm

Logos: BRITISH COUNCIL, Plan Districtal Lengua, ALCALDÍA MAYOR DE BOGOTÁ D.C., BOGOTÁ MEJOR PARA TODOS

Vocabulary
A1: Percussion instruments, clap your hands, hit your chest, pat your knees, recycling materials, can, fast, slow, quiet, loud
A2: Body percussion, lids, balloon, speed up, follow the rhythm, listen to the beat
B1: Keep the pace, have a rhythmic motion, snap your fingers, cover, pitch, can we make a melodious tune?

Logos: BRITISH COUNCIL, Plan Districtal Lengua, ALCALDÍA MAYOR DE BOGOTÁ D.C., BOGOTÁ MEJOR PARA TODOS

Name of the station: Strings musical family

Participants: 3 groups of 5-7 students.

Timing: 15 min.

Key themes: Strings family.

Overview: Students are going to get to know about string instruments and specifically some Colombian string instruments.

Aim: Participants identify the sound of several string instruments and learn vocabulary related to music and instruments.

Layout: Posters displaying wind instruments, sheets of paper to complete the activities proposed and recycling material to craft an instrument.

Materials:

- Posters displaying string instruments.
- Poster memory game.
- Speaker.
- Famous songs played on string instruments.
- Board.
- Markers.
- Recycling materials to craft an instrument.

Setting: Location with a desk where materials can be placed; so students can use the material for the activity.

Clue/reward: Students will receive a string instrument for the final performance.

Introductory Character script: Santiago is another of teacher Fabian’s students.

(Looking very happy and mimicking the playing of a guitar with background music) ... What’s up guys? I am Santiago. I am learning to play the electric guitar because I want to start a band. We will see which band is the best in the song festival. See you later!

Methodology:

Time	What	Step-by-step	Materials
0:00–2:00 min.	Welcome students & present the character	<p>Start by organising the students to facilitate classroom management during the activity. Check maps and be sure there are three groups of students.</p> <p>Then, if you are male, ask the students if they remember your name and what your favourite instrument was to check attention during the demo. According to the answers, reinforce the information with the script.</p> <p>If you are female, tell participants you are Santiago’s sister and you take part in his band.</p>	
2:00–5:00 min.	Introduction of the activity	<p>Ask students some examples of string instruments and if any of them know how to play any of such instruments. Then, students will listen to the tune of the instruments, and with the visual aid, they will try to identify the sound of each one.</p> <p>Instruments: electro-acoustic guitar, harp, violin, ukulele, and cello.</p>	<ul style="list-style-type: none"> ▪ Poster with some string instruments (image - names) ▪ Speaker and instrument sounds.

5:00–10:00 min.	Instructions for the activity	<p>Play some film soundtracks, and challenge your students to identify both the film and the instrument which is played (2-3 according to the time handled).</p> <p>Suggested soundtracks:</p> <ul style="list-style-type: none"> ▪ Pirates of the Caribbean; ukulele: https://www.youtube.com/watch?v=24el6drbsJg ▪ Game of Thrones; cello: https://www.youtube.com/watch?v=Jr_3mUGOacl ▪ Disney's Frozen; violin: https://www.youtube.com/watch?v=vbsCQgAdwd4 ▪ Coco, Remember Me; guitar: https://www.youtube.com/watch?v=OOHvuRiwcyg ▪ Under the Sea; harp: https://www.youtube.com/watch?v=3D6MS2NqDco <p>Then, say <i>"because I like string instruments, I wanted to know some of the famous ones in Colombia, but I imagine that... I'll need your help (students' help) to discover them."</i> Show students the poster and tell them that they will play a memory game on the poster.</p>	<ul style="list-style-type: none"> ▪ Board ▪ Markers ▪ speaker ▪ Films soundtrack recording ▪ Memory game poster: pictures of the Colombian string instruments; names of the instruments; vocabulary related to string instruments.
6:00–10:00 min.	Instructions for the activity	<p>Explain how to play it:</p> <ol style="list-style-type: none"> 1. Pair students up. If there is an odd number, put students in groups of three. 2. Show the poster one minute for students to memorise the information on it. 3. Place the poster face-down. 4. Ask pairs to take a piece of paper and a pen/pencil to write the words in alphabetical order. Give them one (1) minute to complete the task. 5. Share answers to check which pair got the order right. <p>Instruments for the memory game: violin -cello -harp -guitar -tiple -bandola requinto -cuatro</p>	<p>Answer:</p> <ul style="list-style-type: none"> ▪ bandola ▪ cello ▪ cuatro ▪ guitar ▪ harp ▪ requinto ▪ tiple ▪ violin
11:00–14:00 min.	Closing	<p>Provide the students with recycling materials so that they can craft a handmade guitar (one or two depending on the resources).</p> <p>For this activity, give the students the instructions step by step, and they will follow them. Because each group will create one guitar, each student will have a responsibility during the creation of the instrument. Provide them with materials to create the instrument and its decoration (which can be pasted on it later on).</p>	

11:00–14:00 min.	Closing	<p>Recommendation: Check the videos suggested below in advance to decide which one works better for your class. Once you have decided, make sure you prepare the material needed to be ready to complete the activity.</p> <p>Suggested guitar craft videos:</p> <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=wHGIUHYEdb0 ▪ https://www.youtube.com/watch?v=pFfBrCyHfWs 	<ul style="list-style-type: none"> ▪ Recycling materials according to the selected video ▪ Lesson plan with the instructions for making the guitar ▪ Sheet or projection with the instructions for the guitar crafting
14:00–15:00 min.	Invitation	<p>Invite the students to work on their final performance. Remind them that the ultimate choice for the music festival song is going to be made by them. Finally, highlight the role of music as a source of friendship and unity.</p>	

Vocabulary expressions:

A1	String instruments, electro-acoustic guitar, harp, violin, ukulele, cello, string, metal, bow, wood, notes, musical figures, tone, pass me the glue, please; can I have the tape?, recycling materials.
A2	Is that really a whole tone?, half tone, quarter tone, eighth tone, film soundtrack, Do we have a box of cereal?, empty, is there any nylon thread?
B1	All the vibration is on the rubber band, it needs to be tightened enough, sheet, grip, to rub.

Review and Conclusions

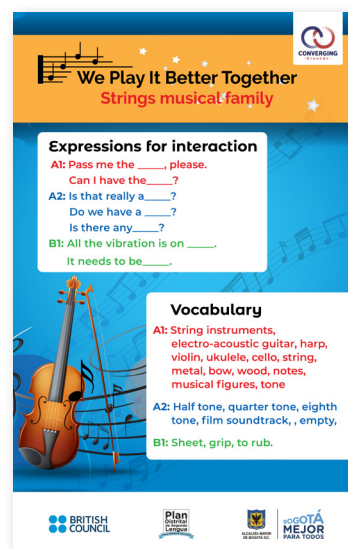
If you have enough time, play some typical Colombian songs using the string instruments mentioned above to have students identify the sound of the instruments.

Materials

Poster for interaction



Poster with expressions



We Play It Better Together

Name of the station: Winds

Participants: 3 groups of 5-7 students.

Timing: 15 min.

Key themes: Wind instruments family.

Overview: Students are going to get to know about wind instruments and some Colombian instruments according to each region.

Aim: Participants identify the regions of Colombia and place an instrument in each one of them. Students also answer questions through a Jeopardy game to learn about music.

Layout: Tables where material can be displayed, posters and images on a wall.

Materials:

- Map of Colombia.
- Images of wind instruments as tokens for the map.
- Speaker.
- Sounds of typical wind instruments from Colombia.
- Recycling materials to craft a trumpet.

Setting: Location with a desk where materials can be placed; so students can use the material for the activity.

Clue/reward: Students will receive a wind instrument for the final performance.

Introductory character script: Rodrigo is another student in teacher Fabian's class. [Looking very enthusiastic and pretending to play a trumpet using background music] ... Hi there! I am Rodrigo but people call me Rodri. I am so proud because my father, who is a musician, taught me how to play the trumpet. We practise every day. Can you play it better than me? We'll see in the song festival.

Methodology:

Time	What	Step-by-step	Materials
0:00 - 1:00 min.	Welcome students	Welcome the students by asking if any of them knows how to play a wind musical instrument. Be sure there are 3 groups of students.	
1:00 - 3:00 min.	Present the character	If you are male, present your script and perform the character. If you are female, tell students you are a friend of Rodrigo, who practises the trumpet every day, and would love to participate in the festival. Additionally, you can mention that Rodri's father is a trumpet player as well.	

3:00 – 5:00 min.	Introduction of the activity	<p>Say that you have participated in the Festival before and you played the trumpet. Following that, show the students the posters of the wind instruments with their respective names. After that, ask the students questions related to wind instruments from Colombia.</p> <ul style="list-style-type: none"> ▪ What kind of wind instruments do you know about? ▪ What are the most famous wind instruments in Colombia? ▪ Do you know of any melodies that these kinds of instruments play? 	Posters with wind instruments.
5:00 – 11:00 min.	Jeopardy	<p>The students participate in Jeopardy (a game in which there are 3 categories, and a series of questions with a point value). If a student answers correctly, he/she is going to be awarded with one point. It is suggested 2-3 rounds of this game are played.</p> <ul style="list-style-type: none"> ▪ Guess the instrument: The students must identify an instrument based on images, descriptions or miming. ▪ Musical Trivia: The students must guess the genre of a song based on melodies that contain sounds of wind instruments. ▪ Let's see how much you know about your country: The students must place a Colombian wind instrument according to the geographical region on the map of Colombia. 	<ul style="list-style-type: none"> ▪ Map of Colombia divided into regions ▪ Speaker ▪ Examples of Colombian music that contains wind instruments ▪ Images of wind instruments
11:00 – 14:00 min.	The trumpet	<p>Provide the students with recycling materials so that they can craft a handmade trumpet. For this activity, give the students the instructions step by step and they will follow them.</p> <p>Because each group will create one trumpet, each student will have a responsibility during the creation of the craft. Provide them with materials to create the instrument and its decoration (that can be pasted on later).</p> <p>Choose some students in each group and provide them with materials to create decoration for the trumpet (that can be pasted on later).</p> <p>Recommendation: Check the videos suggested below in advance to decide which one works better for your class. Once you have decided, make sure you prepare the material needed to complete the activity.</p>	<p>Image bank: https://www.researchgate.net/profile/Nicolas_Hazzi/publication/269632084/figure/fig1/AS:392071849496582@1470488621972/Map-of-the-natural-regions-of-Colombia.png</p> <p>Trumpet crafting: https://www.youtube.com/watch?v=TaeaB53ev3E</p>

14:00 - 15:00 min.	Invitation	Invite students to work on their final performance to participate in the festival. Also remind them that the ultimate choice for the music festival song is going to be made by them. Finally, highlight the role of music as a source of friendship and unity.	
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Vocabulary and expressions:

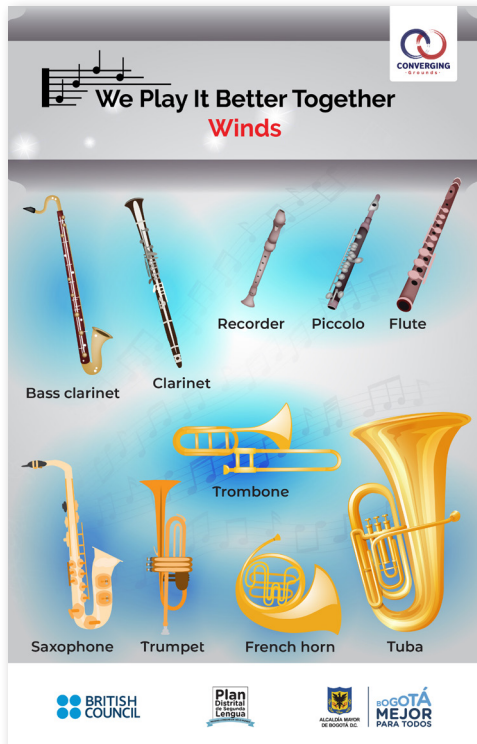
A1	Wind instruments, trumpet, musical genres, melody, category, country, Colombian regions, guess, description, you have to mime, what does trivia mean?, map, recycling materials, balloon, I know _____, I don't know _____.
A2	Can you play well the flute/ trumpet?, saxophone, clarinet, what does the oboe/ tuba sound like?, gaita, bagpipe, accordion, how much, round, a famous instrument might be _____, Yes, I do _____, No, I don't _____.
B1	You don't know how to use a reed, do you?, whistle, blow, tune, bass, acoustic, flat, that is a solo performance, isn't it? , straw.

Review and Conclusions

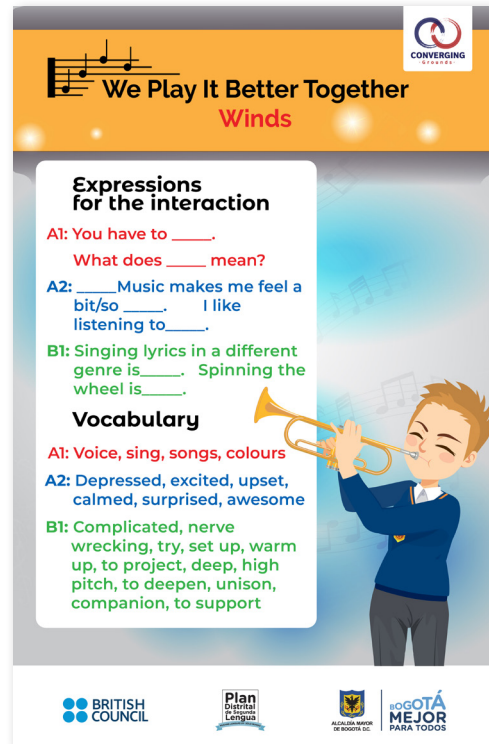
If you have enough time, ask students if they have participated in a festival or have attended one. Get them to give reasons for participating in this event and highlight that young people need to discover their talents and start working on a career from an early age.

Materials

Poster for interaction



Poster with expressions



We Play It Better Together

Name of the station: Voice

Participants: 3 groups of 5-7 students.

Timing: 15 min.

Key themes: The voice.

Overview: Students are going to get to about some Colombian singers according to each region of the country.

Aim: Participants sing famous songs in specific styles to practice their pronunciation skills. They also express their feelings towards certain songs.

Layout: Pictures of famous Colombian singers, twister board, posters with famous song lyrics, images of emojis expressing feelings.

Materials:

- Twister board.
- Posters of Colombian singers and feelings.
- Famous song lyrics.

Setting: Location with a desk where the material can be placed; so students can use the materials for the activity.

Clue/reward: A handmade microphone for the final performance.

Introductory character script: Isabella is a student in teacher Fabián's class.

(Looking very happy and lip syncing with background music) ...Hello guys! My name is Isabella but people call me Isa. Do you like singing? Because I love it! I sing in a famous choir and I'm looking for new talents. So ... I hope to find a new singer in this song festival. Try to do your best!

Methodology:

Time	What	Step-by-step	Materials
0:00 - 1:00 min.	Welcome students	Welcome the students by asking them if they like to sing, and what type of music is their favourite when it comes to singing.	
1:00 - 3:00 min.	Present the character	If you are female, present your script and perform the character. If you are male, tell students you are Isabella's friend. Explain that she <i>sings in a famous choir and she's looking for new talents to participate in the song festival.</i>	

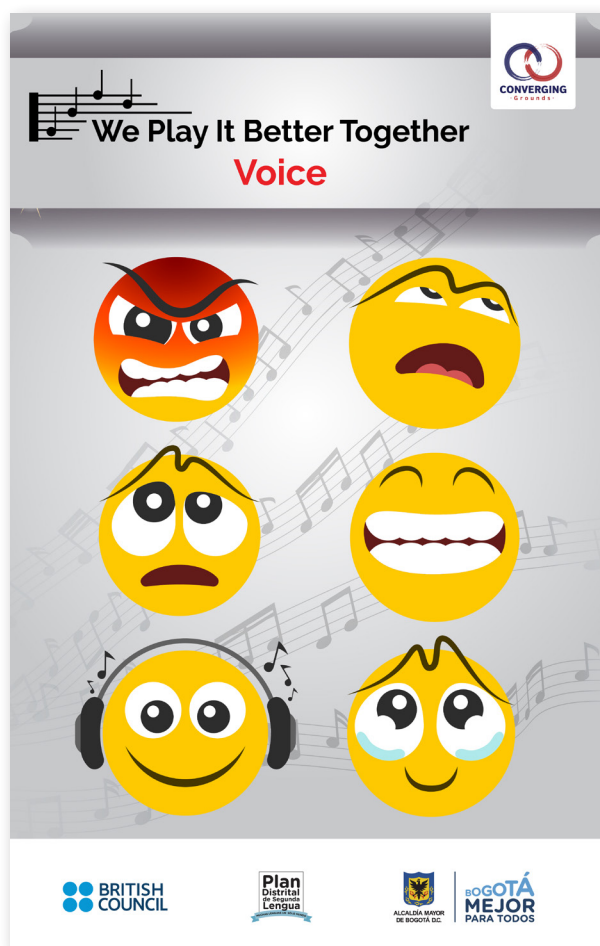
3:00 – 5:00 min.	Introduction of the activity	<p>Ask the students the following questions:</p> <ul style="list-style-type: none"> ▪ What does music make you feel? (Adjectives: reacciones de emociones) ▪ Have you ever participated in a music contest? / Have you ever...? ▪ Do you like singing karaoke? How often do you do it? ▪ Do you sing while taking a bath? ▪ Do you play any musical instruments? / Would you like to? ▪ What kind of songs do you like to sing? <p>In order to help the students to answer these questions, point out the posters with the emojis expressing feelings.</p>	Posters with emojis expressing feelings
5:00 – 8:00 min.	Warming up the voice.	<p>Ask the students to repeat a series of exercises aimed at warming up the voice before singing. The students are going to perform these exercises group by group and they will see who is best.</p>	<p>Vocal warm up guide: https://www.youtube.com/watch?v=YCLyAmXtpfY</p>
8:00 – 14:00 min.	Voice twister.	<p>The students participate in a voice twister game. In the conventional twister game there are two categories: Colour and part of the body. For this game those categories will be Song and Genre.</p> <p>Suggestion: The following genres can be chosen: ballad, rock, rap, reggaeton. For the songs prefer recent / the latest hits in English and probably some in Spanish, but they will definitely recognise and know the lyrics. This is to be planned in advance.</p> <p>The students spin the wheel in which there are 6 songs and 4 genres. According to the result, the student is going to sing the song in the respective genre. Example: "We will rock you" as if it were a romantic ballad.</p> <p>For this game one or more students can participate by singing the same song at the same time.</p> <p>3-4 rounds for this game are suggested.</p>	<ul style="list-style-type: none"> ▪ Voice Twister spinner ▪ Speaker ▪ Lyrics of famous songs <p>Image bank: http://www.superteachertools.us/spinner/</p> <p>This is used as a reference to create the spinner for the twister. The link can also be used directly by following the instructions it contains.</p>
14:00 – 15:00 min.	Invitation	<p>Invite students to work on their final performance for the music festival. At the final performance there can be more than one singer. At the end, highlight the role of music in peace; the lyrics of a song can change lives.</p>	

Vocabulary and expressions:

A1	Voice, sing, songs, music makes me feel happy/sad/angry/relaxed, confused, what musical genre do you like?, colours, spin the spinner!, Yes, I did _____, No, I didn't _____, Yes, I do _____, No, I don't _____, I like to listen to _____, I like to sing _____.
A2	(_____) music makes me feel a bit/so ...depressed, excited, upset, calmed, surprised, awesome, I like listening to _____, I like singing _____, I prefer listening to _____.
B1	Singing lyrics in a different genre is complicated/easy/funny/difficult, spinning the wheel is nerve-wracking try, set up, warm up, to project, deep, high pitch, to deepen, unison, companion, to support.

Materials

Poster with expressions



Poster for interaction



We Play It Better Together

Name of the station: Keyboard musical family

Participants: 3 groups of 5-7 students

Timing: 15 min.

Key themes: The piano.

Overview: Students are going to get to know the piano and learn how to read music.

Aim: Participants understand basic music concepts while practising the pronunciation of certain words divided into syllables. They also play a simple song on a digital piano.

Layout: Pictures of music pentagrams and music figures. Posters with words divided into syllables for the activity and piano images.

Materials:

- Pictures of music pentagrams.
- Posters with words divided into syllables.
- Digital piano (if possible).
- Printed piano.
- *Happy birthday* music sheet.

Setting: Location with a desk where materials can be placed; so students can use the material for the activity.














Clue/reward: Printed piano for the final performance.

Introductory character script: Felipe is another student in teacher Fabian’s class.

(Looking very excited and pretending to play the piano with background music)... How are you doing guys? I am Felipe and my favourite instrument is the piano. My music teacher discovered that I was a prodigy. So, I decided to develop my talent. I enjoy composing music. We’ll discover how to do it to win this festival. See you there!

Methodology:

Time	What	Step-by-step	Materials
0:00 – 2:00 min.	Welcome students & present the character	<p>Start by organising the students to facilitate classroom management during the activity. Check maps and be sure there are 3 groups of students.</p> <p>Then, if you are male, pretend to play your instrument and ask students what the station is about. Then ask the “Who am I?” to check attention during the demo. According to the answers reinforce the information with the script.</p> <p>If you are female, tell participants you are Felipe’s friend and he is teaching you how to play the piano.</p>	<ul style="list-style-type: none"> ▪ 1 piece of paper and pencil per group, ▪ timer


2:00 – 5:00 min.	Introduction of the activity	<ol style="list-style-type: none"> 1. Ask students to say some names of famous musicians that used to play or play the piano. 2. To make students aware of Colombian music, highlight the importance of the accordion by telling them <i>“in Colombia there is an instrument that is part of the keyboard family”</i>. And ask them the name of the main instrument in Vallenato music. 																					
5:00 – 13:00 min.	Instructions for the activity	<ol style="list-style-type: none"> 1. With the visual aid, show the students the figures used in music and explain the duration of each one of them. This duration is given in beats with sounds (clapping or saying the rhythm with a word “Ta” could help [This exercise is called sight-singing]³). e.g. <table border="1" data-bbox="625 808 1144 1102"> <thead> <tr> <th>Note</th> <th>Name</th> <th>Beats</th> <th>Word</th> </tr> </thead> <tbody> <tr> <td></td> <td>Whole note</td> <td>4 beats</td> <td>To’oo’oo’oo</td> </tr> <tr> <td></td> <td>Half note</td> <td>2 beats</td> <td>Ta-ah</td> </tr> <tr> <td></td> <td>Quarter note</td> <td>1 beat</td> <td>Ta</td> </tr> <tr> <td></td> <td>Eighth note</td> <td>½ beat</td> <td>Ti – Ti</td> </tr> </tbody> </table> 2. After that, use the staff poster to ask students to follow the beats or read rhythms of the musical staff according to the previous explanation. <div data-bbox="641 1291 1136 1438"> <p>4 beats in a measure</p>  <p>4 quarters = 2 halves = 1 whole = 2 quarters + four eighths = and so on A quarter note gets one beat</p> </div> <p>** (Ta - Ta - Ta- Ta) ; (Ta-ah, Ta-ah); (To’oo’oo’oo); (Ta, Ti-Ti; Ta, Ti-Ti)</p> 3. Then, show students one word from the posters (music) and then, explain that it has 2 syllables. Then, explain that each syllable corresponds to one beat from the music figures. In this case, the word MUSIC would be displayed with 1 half note, as it has 2 beats. 	Note	Name	Beats	Word		Whole note	4 beats	To’oo’oo’oo		Half note	2 beats	Ta-ah		Quarter note	1 beat	Ta		Eighth note	½ beat	Ti – Ti	<ul style="list-style-type: none"> ▪ Poster with musical figures ▪ Poster with the musical staff ▪ Posters displaying words
Note	Name	Beats	Word																				
	Whole note	4 beats	To’oo’oo’oo																				
	Half note	2 beats	Ta-ah																				
	Quarter note	1 beat	Ta																				
	Eighth note	½ beat	Ti – Ti																				

3 For further information:

How to Read Music - Episode 4: Counting and Clapping: <https://www.youtube.com/watch?v=7Bt1BF1PC2k> [video]

Introduction to Rhythm Reading: Stage One: <https://www.youtube.com/watch?v=4vZ5mlfZlgk>

Introduction to Rhythm Reading: Stage two: <https://www.youtube.com/watch?v=cHad-l5AJT0&t=49s>

6:00 - 13:00 min.	Instructions for the activity	<p>Once everybody understands the dynamic of the activity, show the students a set of words, the students must indicate which figure corresponds to each word⁴</p> 																									
13:00 - 15:00 min.	Closing	<p>The words can be handled according to the student's level.</p> <p>Recommendation: Check the videos suggested below in advance to decide which one works better for your class. Once you have decided, make sure you prepare the material needed to be ready to complete the activity.</p> <table border="1" data-bbox="613 1073 1159 1623"> <thead> <tr> <th>Word</th> <th>Syllables</th> <th>Musical Figure</th> </tr> </thead> <tbody> <tr> <td>Piano</td> <td>2</td> <td></td> </tr> <tr> <td>String</td> <td>1</td> <td></td> </tr> <tr> <td>Friendship</td> <td>2</td> <td></td> </tr> <tr> <td>Song</td> <td>1</td> <td></td> </tr> <tr> <td>Festival</td> <td>3</td> <td></td> </tr> <tr> <td>Celebration</td> <td>4</td> <td></td> </tr> <tr> <td>Colombia</td> <td>3</td> <td></td> </tr> </tbody> </table> <p>Give a printed piano to the students and decoration materials so they can personalise it for the final performance. Finally, remind them that music can be good for your health and develops are endless intelligence; the benefits of music are endless.</p>	Word	Syllables	Musical Figure	Piano	2		String	1		Friendship	2		Song	1		Festival	3		Celebration	4		Colombia	3		<ul style="list-style-type: none"> ▪ Printed piano ▪ https://www.teachingideas.co.uk/sites/default/files/musickeyboardlarge.pdf
Word	Syllables	Musical Figure																									
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Celebration	4																										
Colombia	3																										

⁴ Activity adapted from: <https://aliciamagdalenawordpress.com/2015/05/05/rhythm-words-reading-the-musical-figures-exercises>

Vocabulary and expressions:

A1	Keyboard, piano, what note is that one?, feel the beat, follow the rhythm, musical figure, song, syllables.
A2	Could you please explain what beat is?, piano keyboard, is that a whole tone/half tone/quarter tone/eighth tone?
B1	Musical stave, key, musical clef, how does the pentagram work?, pace, movement, it must be interesting/boring to play, is that louder/ smoother than _____, sight-singing.

Review and conclusions

If you have enough time, teach the students how to play Happy Birthday with the printed piano and challenge them to do it perfectly to see which team has the student / child prodigy. For further information see the video: https://www.youtube.com/watch?v=5nSdseM_aYY

Materials

Poster with expressions

We Play It Better Together
Keyboard musical family

Note	Name	Beat
	Whole note	4 Beats
	Half note	2 Beats
	Quarter note	1 Beat
	Eighth note	1/2 Beat
	Sixteenth note	1/4 Beat

Logos: BRITISH COUNCIL, Plan Distrital de Lengua, ALCALDÍA MAJOR DE BOGOTÁ D.C., BOGOTÁ MEJOR PARA TODOS

Poster for interaction

We Play It Better Together
Keyboard musical family

Expressions for interaction

A1: What ___ is that one?
Feel the ___.





A2: Could you please explain what ___ is?
Is that a ___ tone?

B1: How does the ___ work?,
It must be ___ to interpret.
Is that ___ than ___.

Vocabulary

A1: Keyboard, piano, musical figure, song, syllables
A2: piano keyboard
B1: Musical stave, key, musical clef, pace, movement

Logos: BRITISH COUNCIL, Plan Distrital de Lengua, ALCALDÍA MAJOR DE BOGOTÁ D.C., BOGOTÁ MEJOR PARA TODOS

Note	Name	Beats	Word
	Whole note	4 beats	To'oo'oo'oo
	Half note	2 beats	Ta-ah
	Quarter note	1 beat	Ta
	Eighth note	½ beat	Ti – Ti

- Musical staff: <https://www.earmaster.com/images/book/m10956/m10956.id232103.png>

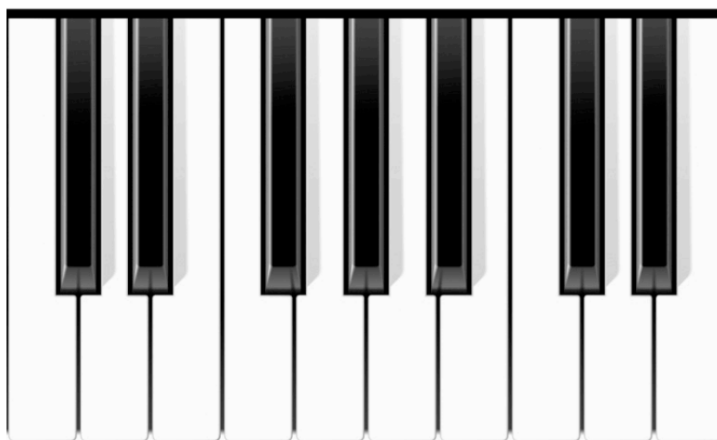
4 beats in a measure



4 quarters = 2 halves = 1 whole = 2 quarters + four eighths = and so on

A quarter note gets one beat

- Printed piano: <https://www.teachingideas.co.uk/sites/default/files/musickeyboardlarge.pdf>



5. ¿Cómo se implementará la fase de Mediación digital?

El componente de mediación digital es la tercera y última fase del ciclo transmedia de cada narrativa. Consiste en actividades interactivas dispuestas en Red Académica que le permiten a los estudiantes llegar a un desenlace de la historia sobre la cual trata la narrativa a través del desarrollo de las tareas allí dispuestas. Este momento se plantea como ejercicios de práctica estrechamente relacionados con las actividades planteadas en la fase de *Storytelling* y, en especial, de las estaciones en la fase del *Storyliving*.

Se espera que el componente de mediación digital se desarrolle en las instituciones. Este trabajo deberá ser guiado por los docentes de inglés en una sesión de una hora académica por narrativa. Se sugiere que antes de iniciar con el trabajo en este componente, el docente realice una recapitulación de la narrativa y ejercicios de predicción u opinión sobre cómo creen los estudiantes que terminará o se resolverá la historia desarrollada en la narrativa.

5.1 ¿Cuáles son los componentes de la Mediación digital?

Cada mediación digital incluye 4 etapas, en las cuales habrá 1 o más diapositivas. A continuación se describe cada etapa.

Etapa	Descripción
Contextualización	Bienvenida al estudiante. Incluye el nombre de la narrativa y los personajes que intervendrán en ella. 1 a 3 diapositivas.
Práctica	Ejercicios interactivos en los que los estudiantes deberán usar los conocimientos adquiridos durante las fases de <i>Storytelling</i> y <i>Storyliving</i> . Se presentan actividades por cada nivel A1, A2 y B1 del MCER. 3 diapositivas por nivel del MCER.
Cierre	Resumen de cómo se concluye o resuelve la historia desarrollada durante la narrativa. 1 diapositiva.
Invitación	Invitación a seguir participando de las actividades de <i>Converging Grounds</i> . 1 diapositiva.

Tabla 1. Momentos de la mediación digital

Contextualización e instrucción (arrastrar, completar, etc.)

Conteo de dispositivas

The image shows a digital practice slide titled "Slide 5/14". It features a registration form for a "Schools Music Festival". The form is divided into two main sections: "Options" and "Registration Format".

Options	
Guabina	Name of the band: <input type="text"/>
Guitar, trumpet, keyboards, drums	Number of members: <input type="text"/>
14 - 17 years old	Instruments: <input type="text"/>
5	Category: <input type="text"/>
The Pre-columbian Stones	Rhythm: <input type="text"/>

Below the form is a green "Send" button. At the bottom of the slide, there are logos for "BRITISH COUNCIL", "CONVERGING GROUND", "Plan Digital Lengua", and "BOGOTÁ MEJOR PARA TODOS".

Botón de verificación

Flecha de navegación

Imagen 1. Partes de la diapositiva de práctica

5.2 Recursos de la mediación digital de esta Narrativa

Para acceder a los recursos de esta narrativa, debe acceder a la siguiente dirección:

<https://www.redacademica.edu.co/noticias/conoce-y-explora-converging-grounds>

También puede acceder usando el siguiente código QR.



6. Ficha Técnica para We play it better together

Narrativa	We play it better together
Objetivo Comunicativo	Los estudiantes describen experiencias, eventos y situaciones de su entorno de manera clara y sencilla.
Objetivo lingüístico	Los estudiantes comprenden temas e información general de un texto corto y sencillo, oral o escrito, comparten con sus compañeros las ideas dentro del mismo al reconocer información específica relacionada con objetos, personas y acciones cuando le son familiares.
Componente intercultural	Los estudiantes reconocen aspectos básicos con referencia a la música y la manera como se crea a partir de la unión de diferentes instrumentos musicales.
Recordatorio- MCER Y DBA	<p>A1:</p> <p>MCER: Comprende instrucciones básicas o participa en conversaciones básicas sobre temas previsible. Entiende anuncios, instrucciones o información básica. Puede diligenciar formatos sencillos, y escribir notas que incluyen tiempos, fechas y lugares.</p> <p>DBA: Comprende instrucciones relacionadas con las actividades y tareas de la clase, la escuela y su comunidad y expresa de manera escrita y oral lo que entiende de estas.</p> <p>A2:</p> <p>MCER: Expone opiniones o solicitudes sencillas en un contexto familiar. Comprende información directa dentro de un área conocida, tal como sobre productos y anuncios, y textos o reportes sencillos sobre un tema conocido. Puede diligenciar formatos y escribir cartas o postales sencillas relacionadas con información personal.</p> <p>DBA: Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave. Por ejemplo, después de leer un texto corto, comparte con sus compañeros ideas sobre el tema.</p> <p>B1:</p> <p>MCER: Expresa sus opiniones sobre asuntos abstractos/culturales de manera limitada, da consejos sobre un área conocida, y entiende instrucciones o anuncios públicos. Comprende información y artículos habituales, y el significado general de información no habitual dentro de un área familiar. Puede escribir cartas o tomar notas sobre asuntos familiares o previsible.</p> <p>DBA: Reconoce información específica relacionada con objetos, personas y acciones cuando le son conocidos y le hablan de manera pausada. Para esto, puede llegar a requerir de ayudas visuales tales como imágenes o textos.</p>



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