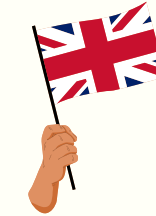


La asignatura de Música en la Enseñanza Bilingüe

Competencia específica 1
Analizar obras de diferentes épocas y culturas,
identificando sus principales rasgos estilísticos y
estableciendo relaciones con su **contexto...**

Presentamos el contenido en inglés... nos centramos en el **vocabulario técnico específico** con estructuras gramaticales ya conocidas.



Presentamos el contenido en español y nos focalizamos en alguna **estructura gramatical** en inglés que sea interesante del tema. La utilizamos junto al vocabulario necesario para interiorizarla.

Empleamos **material audiovisual** en inglés y practicamos un listening guiado (Actividad sobre un vídeo divulgativo, entrevista con artistas, etc...)



Competencia específica 2
Explorar las posibilidades expresivas de diferentes técnicas musicales y dancísticas, a través de actividades de improvisación...

Competencia específica 3
Interpretar piezas musicales
y dancísticas...



Cantamos canciones en lengua inglesa

o... creamos actividades propias...

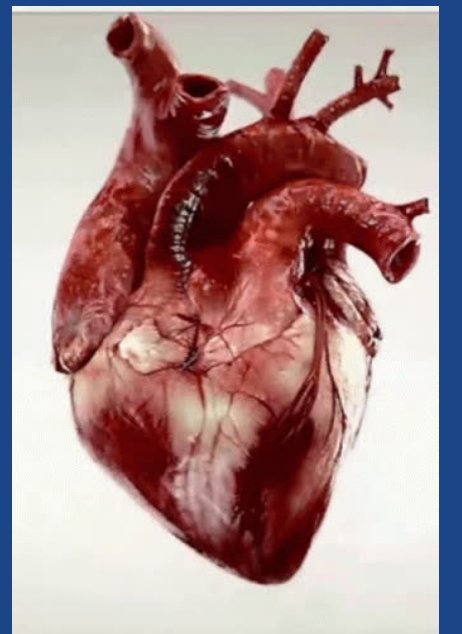
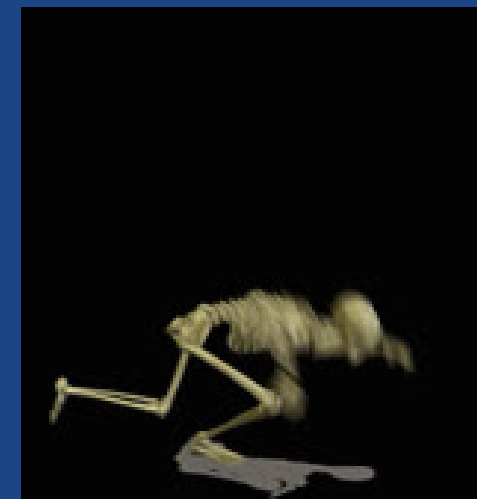
Competencia específica 4

Crear propuestas artístico-musicales, empleando la voz, el cuerpo, instrumentos musicales y herramientas tecnológicas, para potenciar la creatividad e identificar oportunidades de desarrollo personal, social, académico y profesional.

Interpretamos repertorio relacionado y creamos un espectáculo en torno a efemérides de cultura anglosajona... **Concierto de Halloween.**



Scary Sounds



Scary SOUNDS

nº Heartbeat

nº Breathing of a monster

nº Thunder

nº Footsteps in the forest

nº Skeleton rattling

nº Screams of terror

nº Bats

nº Whistling wind

nº Voice of a zombie

nº Evil laughs

nº Squeak of a door opening

nº Guillotine



WHISTLING WIND



BREATHING OF A MONSTER



SCREAMS OF TERROR



SKELETON RATTLING

SKELETON RATTLING



FOOTSTEPS IN THE FOREST



DESCRIBING SOUNDS

QUALITIES OF SOUND

SOUND/NOISE

What's the **PITCH** of this sound? It is high/low.

What's the **DURATION** of this sound? It is long/short.

What's the **INTENSITY** of this sound? It is loud/soft.

What's the **TIMBRE** of this sound? It is long/short. It's an animal/human/instrumental/supernatural? sound.



COMPARISONS

Which sound is higher/longer/louder...??

SCARY SOUNDS

Fecha: Octubre

Nivel: 1º-2º ESO

Temporalización: 1 h.

Recursos:

Ficha

Presentación

Reproductor de

audio/imagen

¿Qué trabajamos de MÚSICA?

Escucha activa

conciencia sonora

sonido-ruido-silencio

Cualidades del sonido-ruido

¿Qué trabajamos de INGLÉS?

Vocabulario sobre tipos de ruidos

Adjetivos

Vocabulario de emociones

Comparaciones

Contexto cultural

Actividad TIPO que puede servir para...

cualquier PAISAJE SONORO y el VOCABLUARIO derivado de éste.

Podemos completar la actividad con...

INTERPRETACIÓN VOCAL de
REPERTORIO MUSICAL relacionado

AUDICIÓN de BANDAS SONORAS

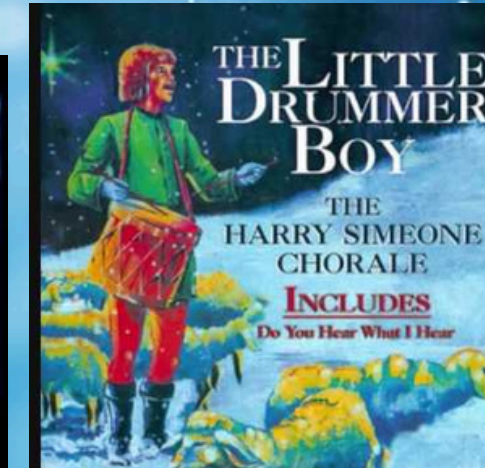


*Christmas
Song
Bingo*

ENJOY THE MAGIC OF CH



For when they
placed it
on his
head



Christmas Song Bingo

En esta [web](#) puedes introducir el título de las canciones que hayas seleccionado y generar hasta 30 tarjetas de bingo de forma gratuita.

Las de esta actividad están [aquí](#)



Use any 16 of these song titles to fill in your BINGO card

- You're a mean one, Mr. Grinch
- Santa Claus Lane
- Little Drummer Boy
- Frosty the Snowman
- Up on the housetop
- Mary's boy child
- Jingle bell rock
- All I want for Christmas
- I saw mommy kissing Santa Claus
- Grandma got run over by a reindeer
- Where are you Christmas?
- Let it Snow
- Carol of the bells - Christmas song
- Blue Christmas
- Rocking around the Christmas tree
- Rudolf the rednosed reindeer

CHRISTMAS BINGO

Fecha: diciembre

Nivel: 1º-2º ESO

Temporalización: 1-2 h.

Recursos:
Tarjetas de Bingo
Presentación
Reproductor de
audio/imagen

¿Qué trabajamos de MÚSICA?

Escucha, identificación y memoria musical

Géneros y estilo musicales

Artistas e intérpretes internacionales.

Tradiciones musicales de otras culturas.

¿Qué trabajamos de INGLÉS?

Vocabulario navidad

Comprensión auditiva

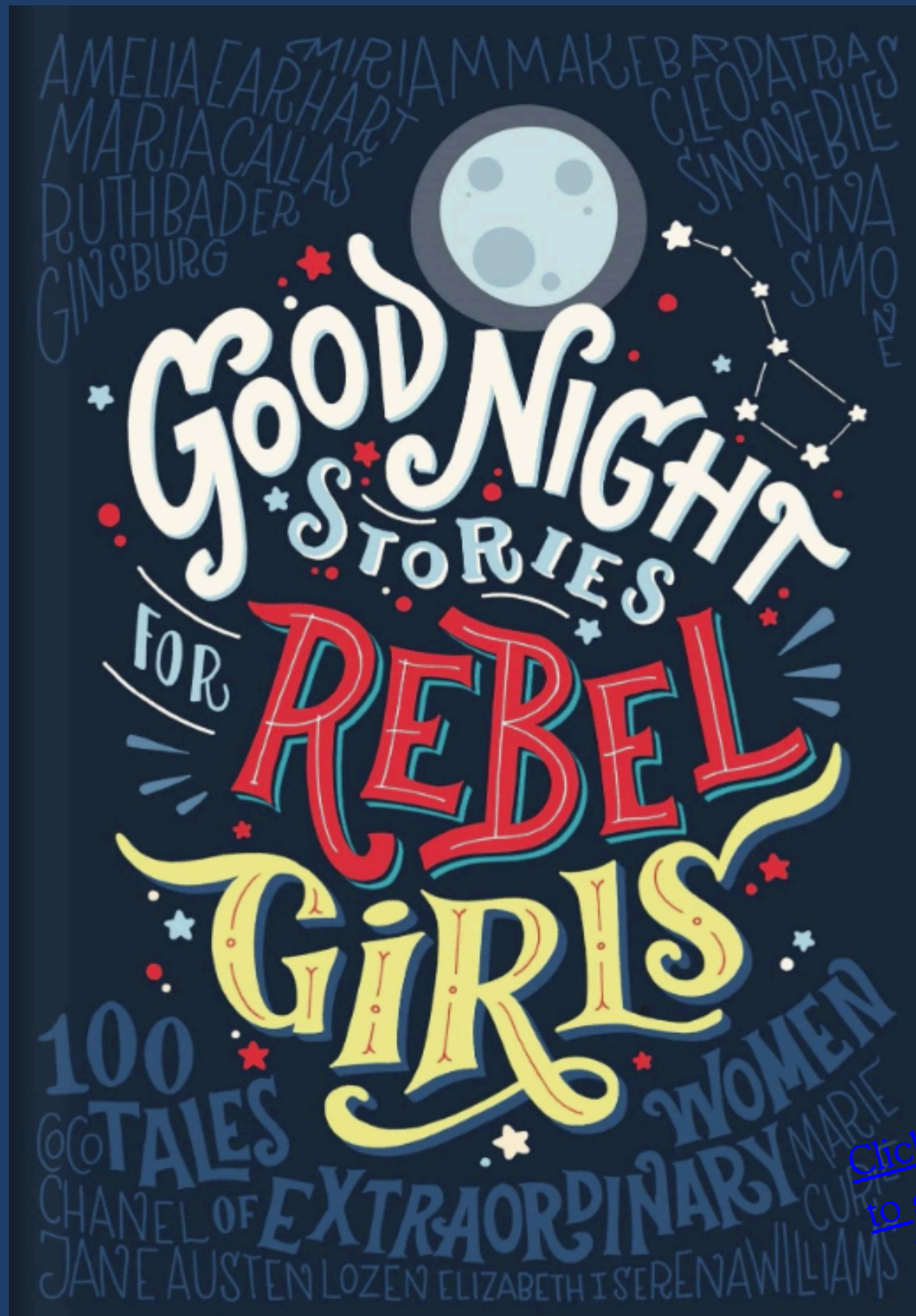
Actividad TIPO que puede servir para...

cualquier SELECCIÓN de AUDICIONES que
queremos trabajar

Podemos completar la actividad con...

ESTILOS MUSICALES (tradicional,
clásicos, jazz, pop...)

INTERPRETACIÓN VOCAL de
REPERTORIO MUSICAL relacionado



10 Stories for 10 **MUSIC REBEL GIRLS**

ALICIA ALONSO

JOAN JETT

MARIA CALLAS

MELBA LISTON

MILLO CASTRO

MIRIAM MAKEBA

MISTY COPELAND

NINA SIMONE

SONITA ALIZADEH

XIAN ZHANG

“WHO IS SHE?” GAME

KAHOOT

Azahara Ruiz Franco
Macarena Navas Muñoz
M^a Clarines Valenciano
Pérez

[Click here
to get the
book](#)

MIRIAM MAKEBA

1. What was happening in South Africa years ago?
2. What was the name of that cruel system?
3. What did she like to do at church?
4. What was the name of the all-female band?
5. What was her most successful song?
6. What happened to her when she left the country and why?
7. What did people call her?

Music vocabulary

Choir

To rehearse/
rehearsal

Glossary

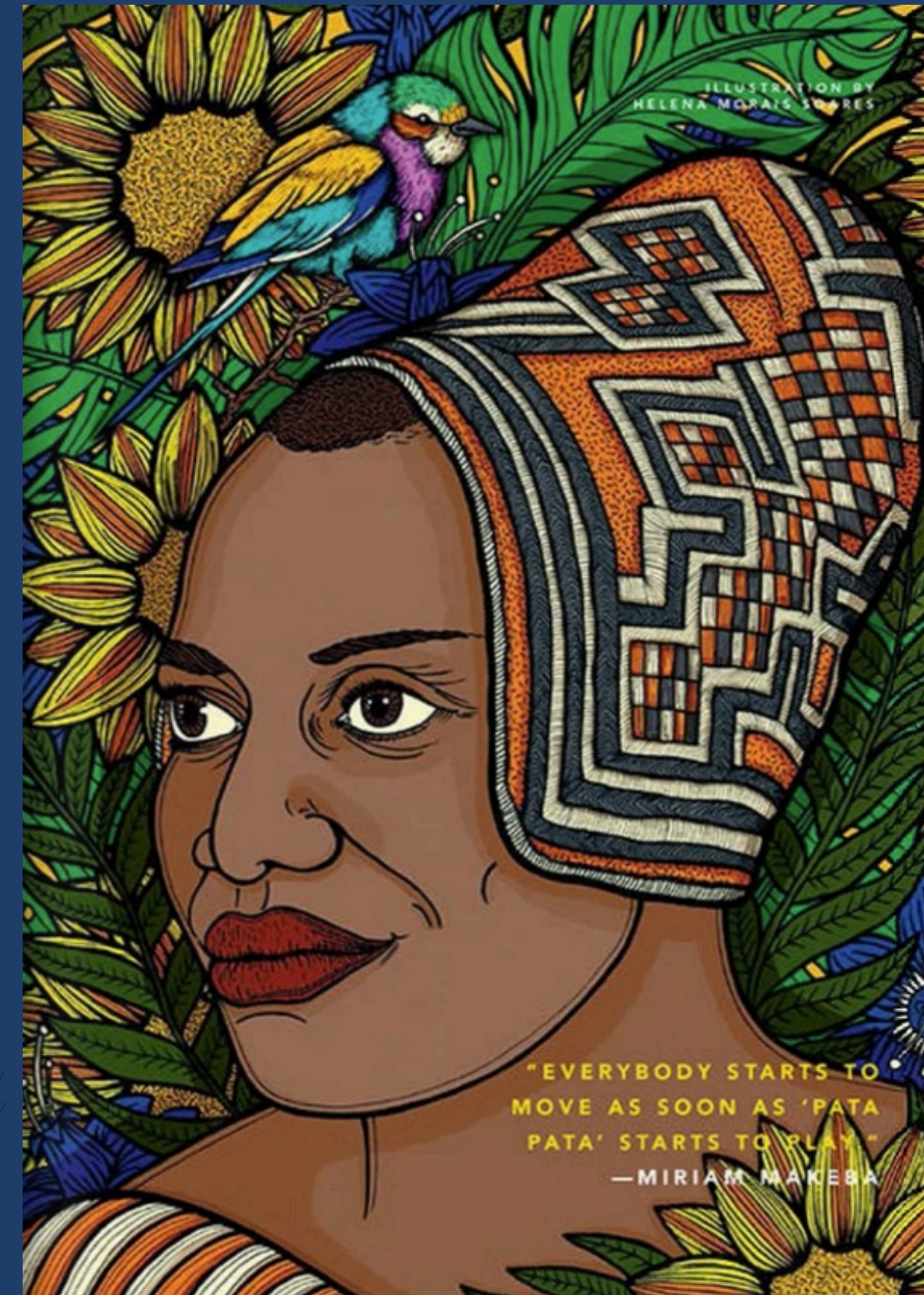
Apartheid

Used to

Take away

Allowed

[Click here
to listen](#)



MIRIAM MAKEBA

GoodNightStories ^{for} **REBEL**
GIRLS

1st-2nd ESO

1.-Look for the irregular past verbs and write the infinitive:

2.-Find expressions that means:

- *To romance*
- *To share moments with*
- *To represent*
- *To hide or move secretly*

4th ESO

Look for the passive voice sentences and turn them into active voice:

- People were treated →
- Apartheid was finally crushed →
- She was allowed →

1. Underline the relative pronouns in the text and identify if they refer to a person or an object. (who – person / which or what → object)

2. Join the sentences using a relative pronoun.

1. In this world came a little girl. She loved to sing.
2. The song was called “Pata Pata”. It was her biggest hit.
3. She sang about life in South Africa. That brought her joy.

NINA SIMONE

1. What did Nina use to do when she went to church with her mother?
2. Who paid for her first piano lessons?
3. What studies did she pay for?
4. Why did she refuse to start playing at her first concert?
5. What was it that she couldn't stand?
6. What did Nina want to convey to the Black community through her songs?
7. According to Nina, what did prejudice cause in the feelings of Black people?

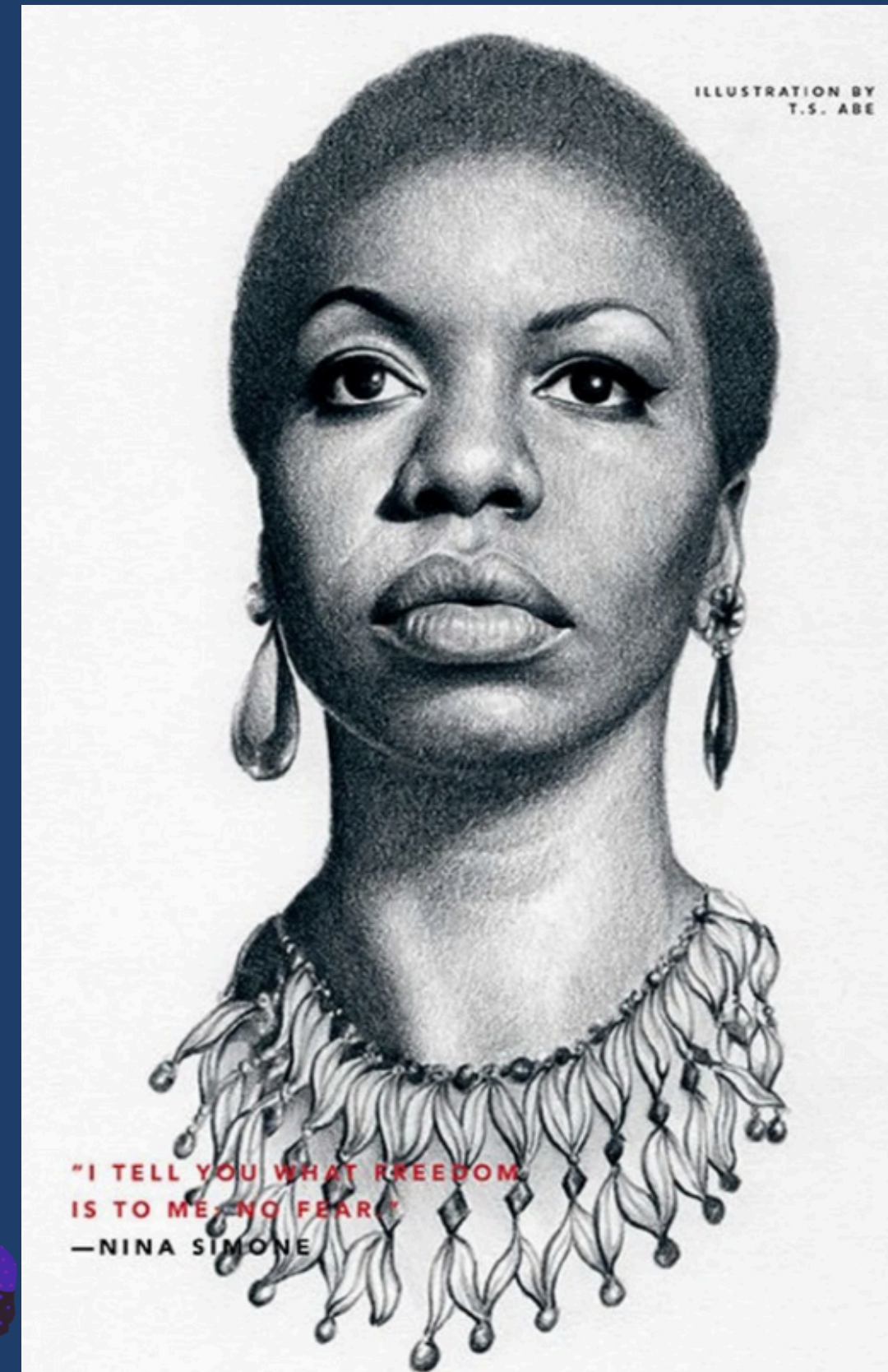
Music vocabulary

Jazz

Glossary

Selfdoubt

[Click here to listen](#)



NINA SIMONE

1st-2nd ESO

Find these adjectives:

gifted, proud, unnoticed, committed, hardworking, talented, free, hurt, angry, good, famous.

HOW WAS NINA?

S	U	O	U	H	X	M	H	X	B	V	Y	T	W
Q	F	Q	Z	L	W	D	U	H	G	J	F	A	H
C	O	M	M	I	T	E	D	W	N	U	J	L	A
F	C	M	C	O	B	N	M	J	A	O	G	E	R
A	C	G	A	N	G	R	Y	L	B	O	M	N	D
M	M	I	I	L	O	T	X	A	T	V	J	T	W
O	A	F	U	M	B	G	P	J	F	R	E	E	O
U	P	T	Y	G	A	R	R	W	Q	C	X	D	R
S	S	E	N	T	V	W	W	G	A	O	W	W	K
J	M	D	N	J	E	D	L	Y	J	A	S	I	I
U	N	N	O	T	I	C	E	D	X	G	G	S	N
M	E	T	G	O	O	D	I	Y	B	Z	X	D	G
K	P	R	O	U	D	Z	P	K	H	Z	E	I	G
F	N	H	U	R	T	W	K	E	N	B	W	J	K

4th ESO

Complete the crossword:

The crossword puzzle grid consists of 14 rows and 14 columns. The starting points for the clues are as follows:

- 1: Row 1, Column 6
- 3: Row 1, Column 8
- 4: Row 6, Column 8
- 5: Row 6, Column 1
- 6: Row 8, Column 1

Across:

- The power to do things that need physical or mental effort.
- A natural ability to do something well, especially in art, music, sport or study.
- feeling of happiness and satisfaction because you have done something well or achieved something.

Down:

- An unfair opinion about someone or something formed without enough information.
- The belief that some people are better or worse than others because of their race or skin colour.
- The feeling you have when you are afraid or worried about something dangerous or unknown.
- A very strong feeling of love or enthusiasm for something.

MISTY COPELAND

1. Where was she born?
2. What was her job?
3. What was her first work? And her last?
4. Why was the audience surprised?
5. What happened to her the night she danced as prima ballerina?
6. What did she do after the surgery?
7. What was her childhood like?

Music vocabulary

Leading role
The Firebird
Swan Lake
Prima ballerina

Glossary

Transfixed
Soared
Earn a living



MISTY COPELAND

GoodNightStories ^{for} REBEL
GIRLS

1st-2nd ESO

1.-Look for the superlatives and comparatives, write them in the right column and match them with their synonyms:

- *Most popular*
- *More stylish*
- *More difficult*

4th ESO

Look for the verbs in past past perfect tense and complete these sentences:

Dance - never think - hurt - imagine - achieve - find - be in pain

- After the injury, she realized she _____ herself badly during the game.
- She _____ for years before the accident.
- She _____ she would dance again.
- Nobody _____ her success.
- Dance _____ her again.
- She _____ her dream.
- She _____ for weeks before finally seeing a doctor.

SONITA ALIZADEH

1. What did her parents do when she was 10 years old?
2. What did Sonita want?
3. What did her parents need the money for?
4. Where did her family live and what happened in that place?
5. What did she want to be and what was she refusing to be?
6. What was the name of her song and where did she release it?
7. What was the scholarship she won for?
8. What was Sonita fed up with?

Music vocabulary

Rapper

Glossary

Scholarship

[Click here
to listen
to...](#)



SONITA ALIZADEH

1st-2nd ESO

Look for and underline the phrasal verbs that are synonyms of:

- *to look after someone or something*
- *to force someone to go into a situation (often bad or dangerous) in exchange for money*
- *to fail or not happen as planned*
- *to start suddenly (war, fire, disease, violence, etc.)*
- *to make someone leave a place, usually to go somewhere else*
- *to write something on paper so you remember it*
- *to become husband and wife*

4th ESO

Complete these sentences using the modal verbs in the text:

- *In Afghanistan, girls _____ obey their parents if they decide to marry them.*
- *In Afghanistan, poor people _____ sell their daughters to get money.*
- *In Afghanistan, married girls _____ do what their adult husbands say.*

WHO IS SHE?

ALICIA ALONSO
1921-2019
CUBA



CLASSICAL DANCER

MELBA LISTON
1926-1999
USA



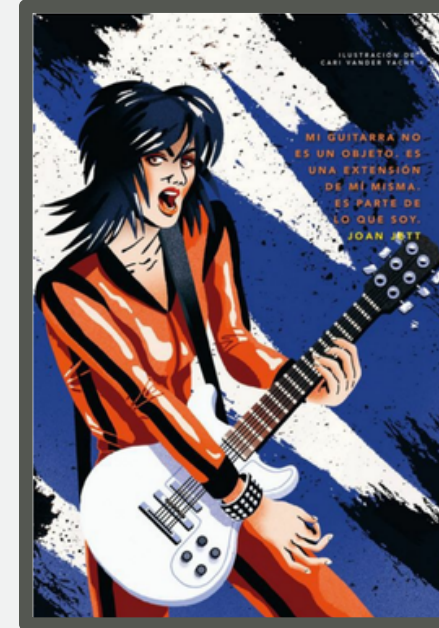
TROMBONIST

SONITA ALIZADEH
1996
AFGHANISTAN



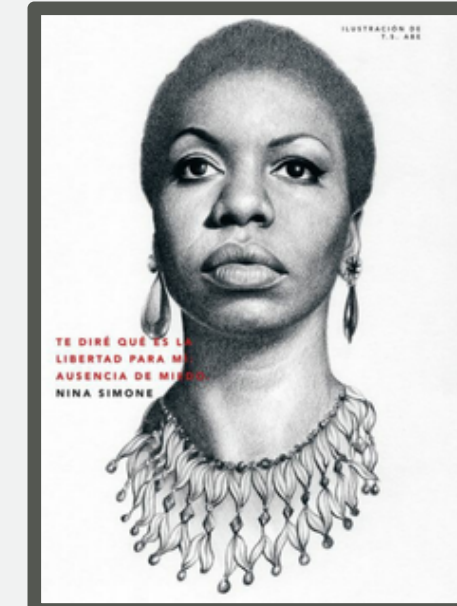
RAP SINGER

JOAN JETT
1958-
USA



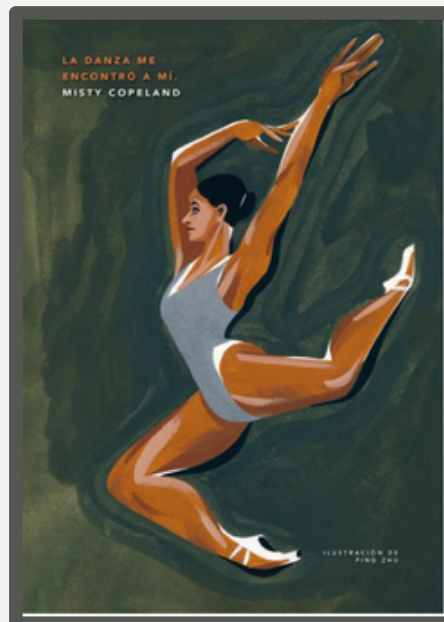
PUNK SINGER

NINA SIMONE
1933-2003
USA



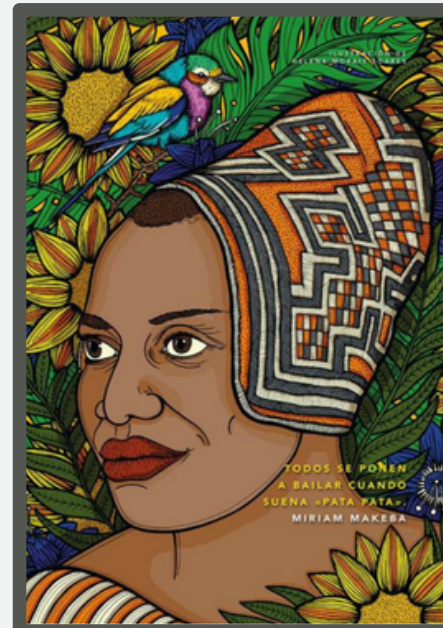
SINGER

MISTY COPELAND
1982
USA



CLASSICAL DANCER

MIRIAM MAKEBA
1932-2008
SOUTHAFRICA



SINGER

XIAN ZHANG
1973
CHINA



CONDUCTOR

MARÍA CALLAS
1923-1977
GREEK



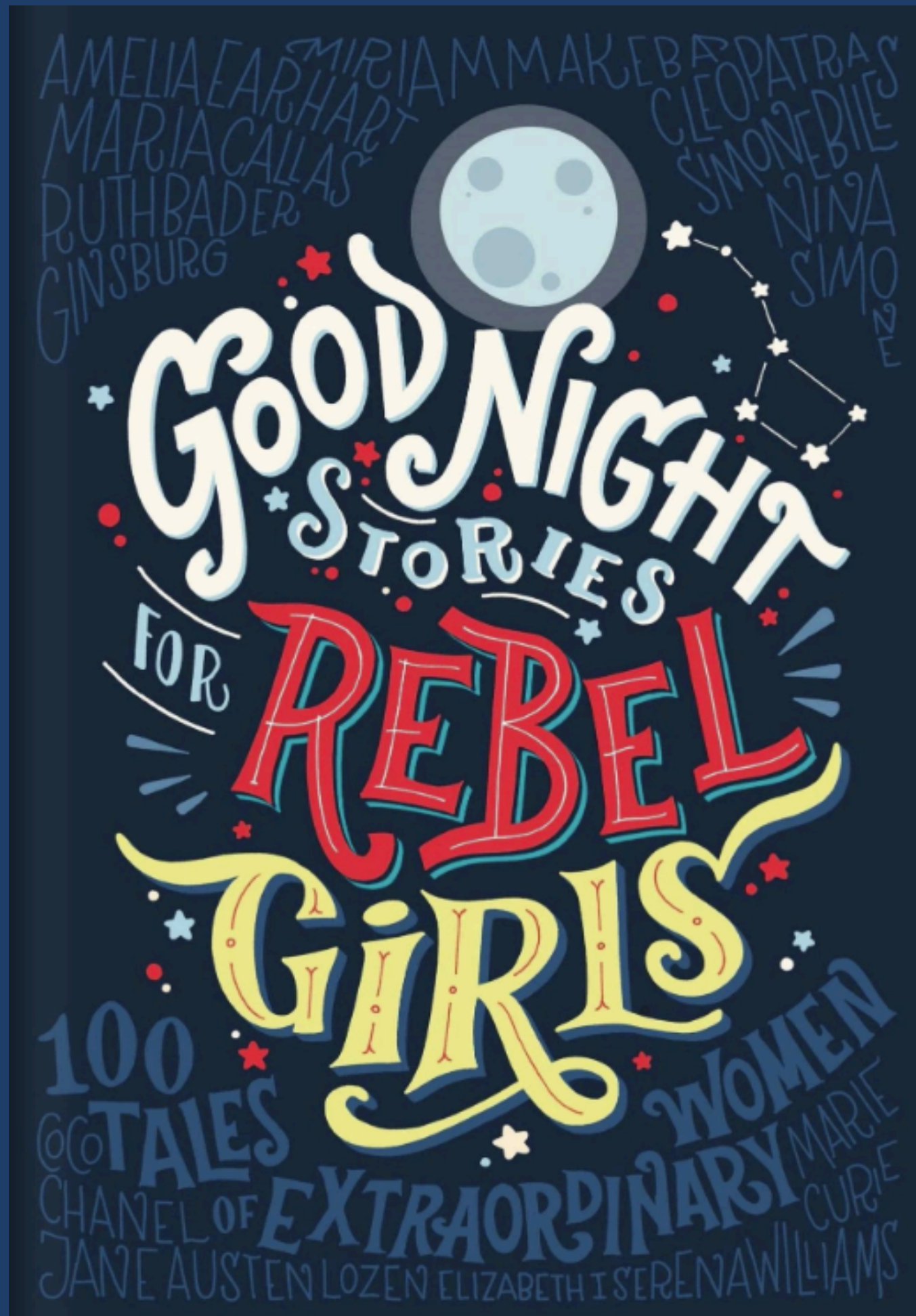
OPERA SINGER

MILLO CASTRO
CIRCA 1922
CUBA



PERCUSSIONIST

from the book "Good night stories for rebel girls"



Únete en www.kahoot.it
o con la app de Kahoot!

PIN de juego:
987 2701



(recurso en español)

Good Night Stories for **REBEL** GIRLS

Fecha: Enero-Febrero
Nivel: 1º-2º y 4º ESO
Temporalización: 10 h.

Recursos:
Good Night Stories for
Rebel Girls ebook
Ficha
Reproductor multimedia

¿Qué trabajamos de MÚSICA?

Artistas e intérpretes internacionales

Mitos, estereotipos y roles de género transmitidos a
través de la música y la danza

Géneros y estilo musicales y dancísticos

Escucha, identificación y memoria musical

También nos sirve para...

PLAN LECTOR

¿Qué trabajamos de INGLÉS?

Comprensión lectora

Gramática (comparaciones, pasado
simple, phrasal verbs, modales...)

Podemos completar la actividad con...

ENFOQUE INTERDISCIPLINAR

... con **INGLÉS, HISTORIA**

... el resto de materias que se sumen a
leer el libro

Playlist



CRAZY INSTRUMENTS!



Jaw Harp



Didgeridoo



Singing,
Ringing Tree



Sea Harp



Laser Harp



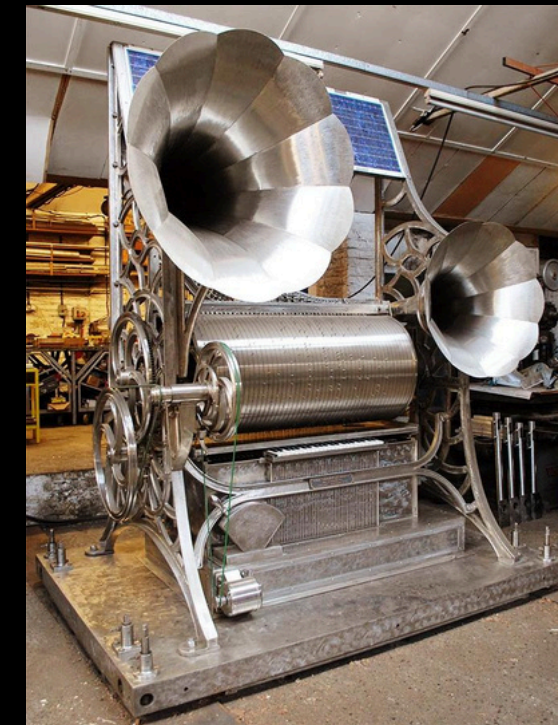
Hydraulaphone



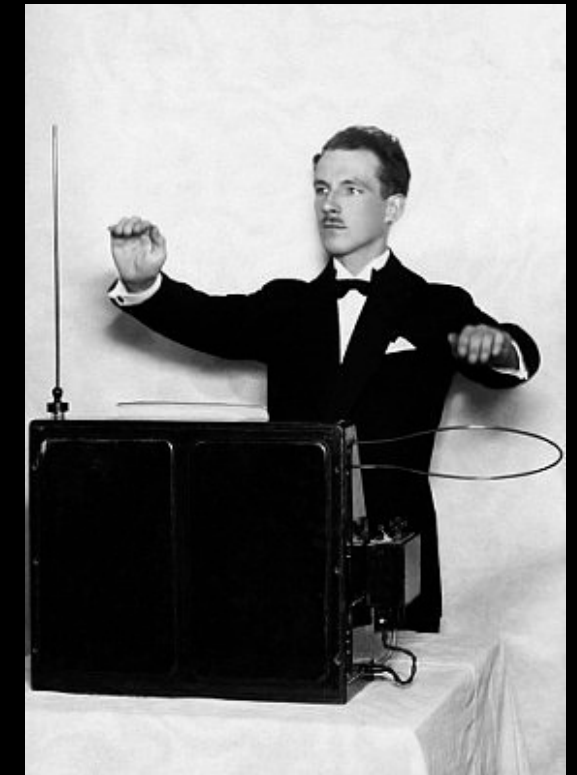
Zeusaphone



Pikasso Guitar



Sharpsichord



Theremin

3. The Singing, Ringing Tree

Lancashire,
England



2006



7. Zeusaphone



Tesla Coil



6. Hydraulophone



5. Laser Harp



Electronic "Instrument"



Jean-Michel Jarre

- 1.- Describimos en inglés los instrumentos seleccionados.
- 2.- Escuchamos uno a uno cómo suenan y observamos el funcionamiento.
- 3.- Creamos un ejercicio de comprensión escrita
- 4.- Hacemos una última escucha “a ciegas” para adivinar el instrumento.

CRAZY INSTRUMENTS!

The Jaw sharp

An instrument tuned to one note that uses the vibration of your mouth and _____ to make a twanging sound.

The didgeridoo

An _____ wind instrument played with your mouth that has low and long distinctive sounds.

The singing, ringing tree

A series of stacked pipes of different sizes that use the wind to make sounds that change according to the direction of the _____ .

The sea organ

An instrument located in Croatia made up of steps and tubes that used the oceans _____ to make sounds.

The laser harp

An electronic instrument that makes different sounds by blocking a series of _____ beams.

Hydraulophone

An instrument that releases _____ from holes and makes different sounds when you cover them.

Zeusaphone

An instrument that uses electricity to make different sounds. The name comes from the Greek god, _____ that rules the sky.

Pikasso guitar

An _____ shaped guitar composed of 4 necks, 2 sound holes, and 42 strings. Its name is inspired by Pablo Picasso who's paintings had odd shapes.

Sharpsichord

A solar-powered music box with a rotating cylinder and over 11,000 pins that pluck strings to make _____ sounds.

Theremin

An instrument that uses two metal rods to make an electromagnetic field. When you move your hands above it it creates different sounds. It is the only instrument you can play without _____ it.

Crazy INSTRUMENTS!

Fecha:

Nivel: 1°-2°

Temporalización: 1-2 h.

Recursos:

Presentación

Ficha

Reproductor multimedia

¿Qué trabajamos de MÚSICA?

Conocemos diferentes formas de producir sonido

Conocemos sonido de origen natural

Escucha, identificación y memoria musical

Sonido-ruído.

¿Qué trabajamos de INGLÉS?

Comprensión auditiva

Lectora

Vocabulario específico

Actividad TIPO que puede servir para...

buscar en la “singularidad” y “lo extraordinario”

una forma de enganchar al alumnado

Podemos completar la actividad con...

relacionarlo con otros planes y programas como:

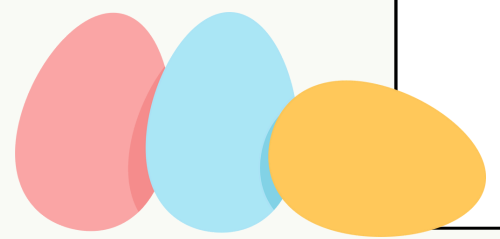
-STEAM

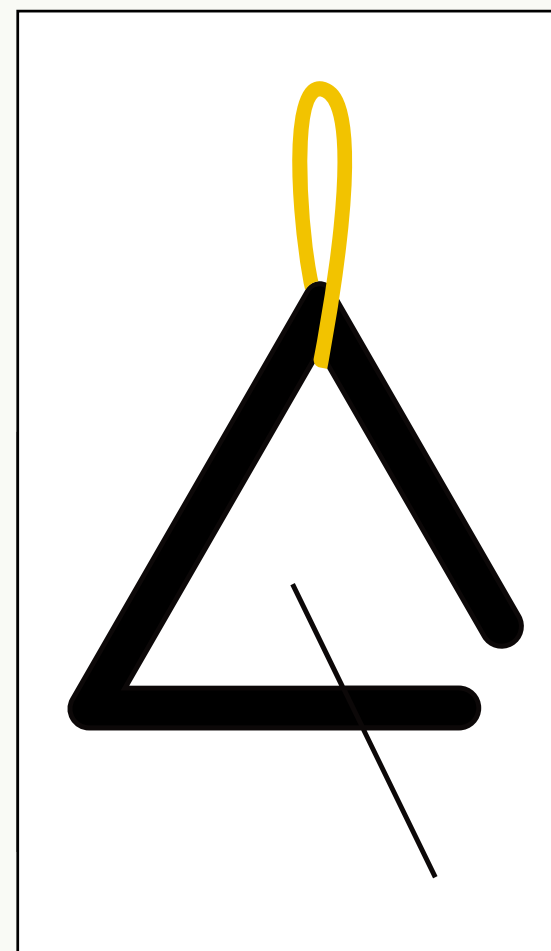
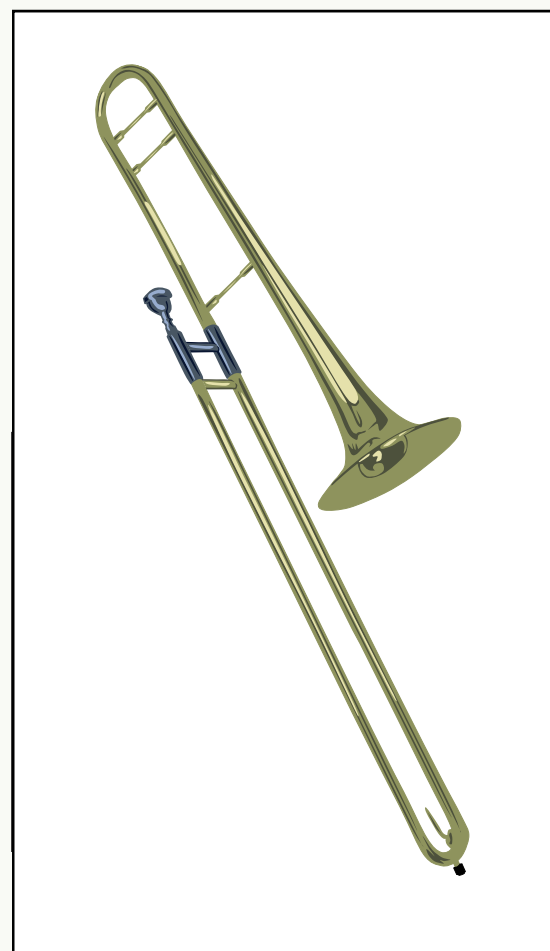
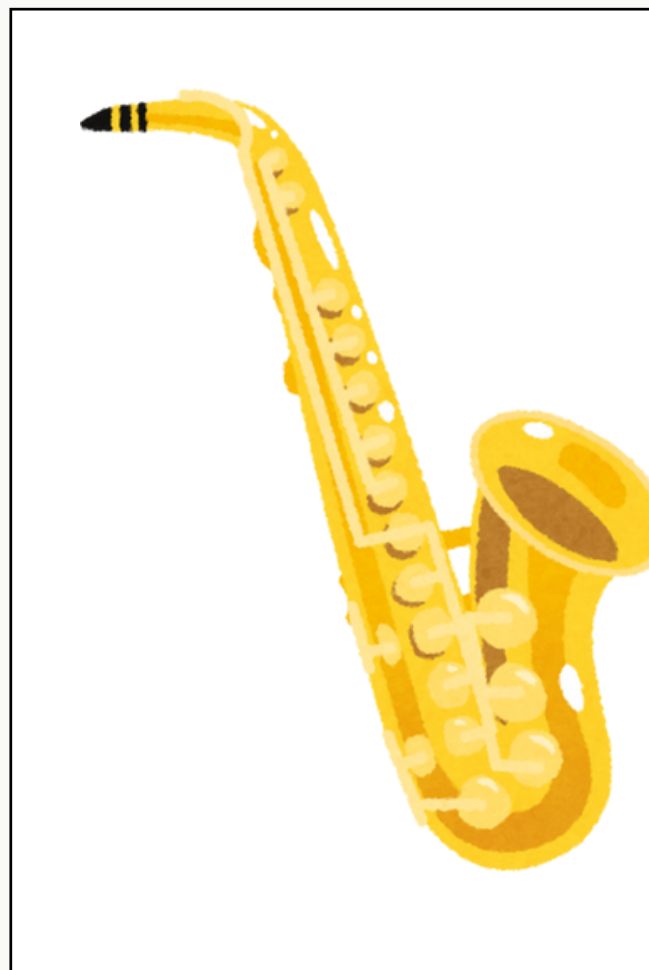
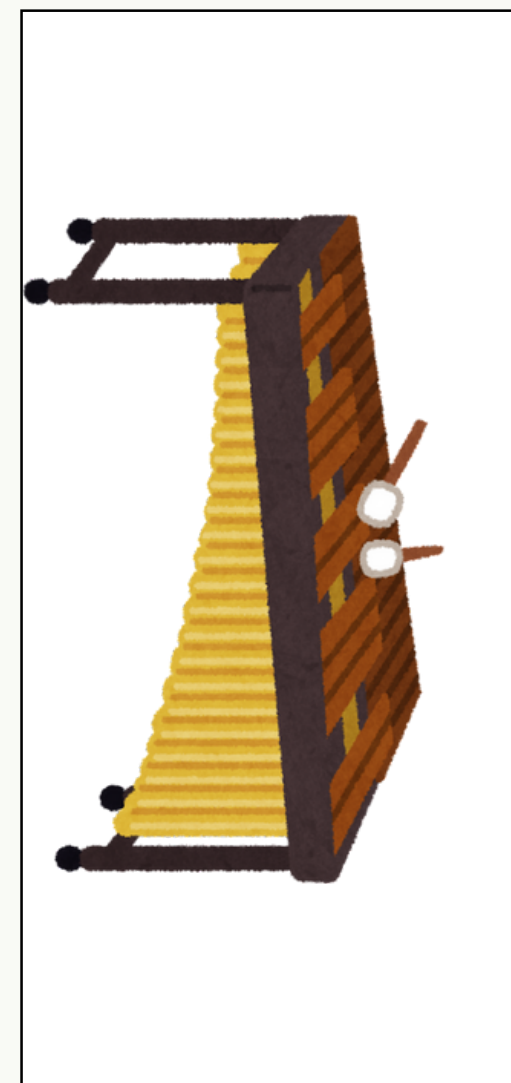
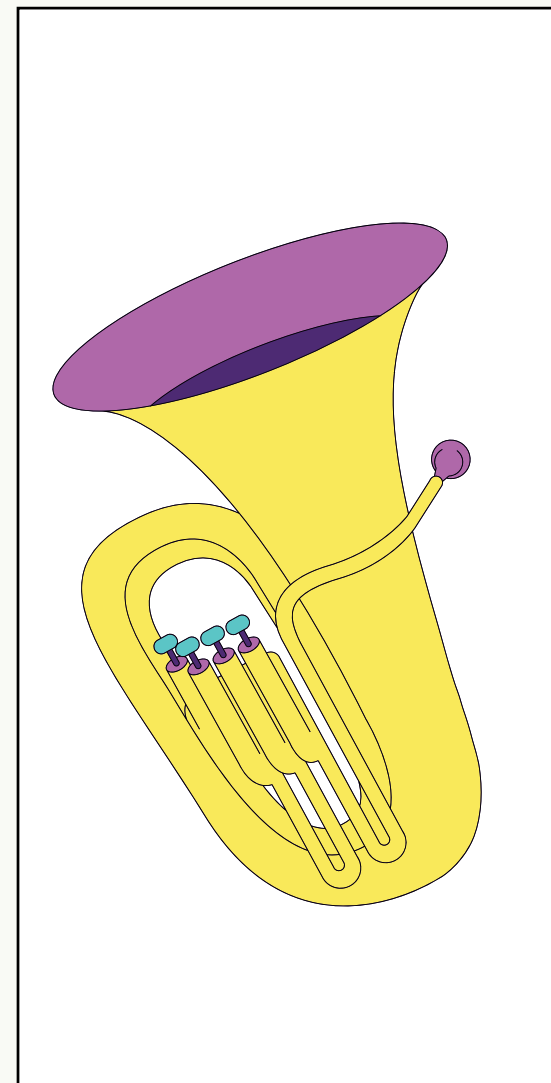
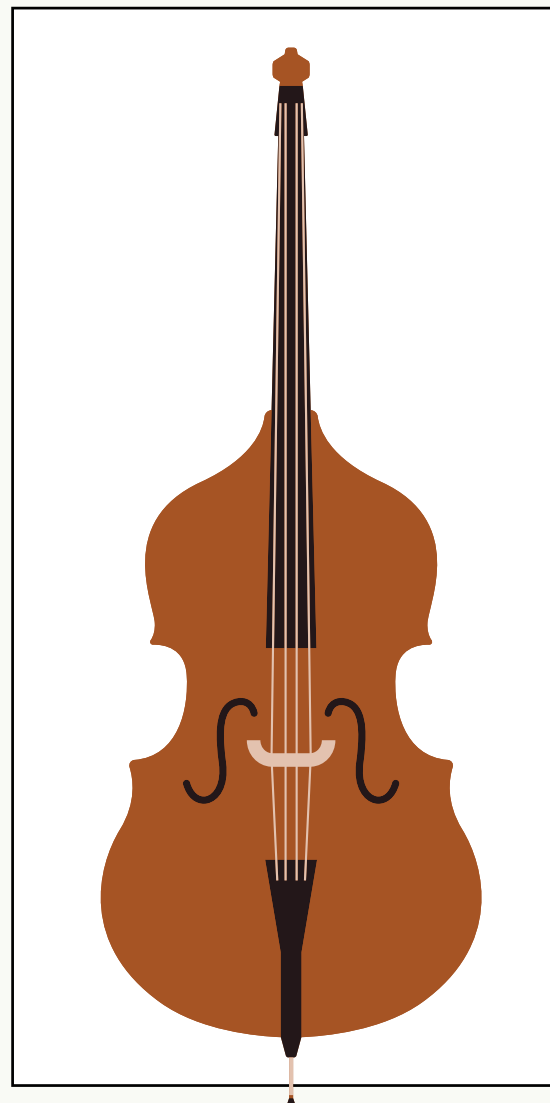
-Pensamiento matemático...

Easter Egg Hunt

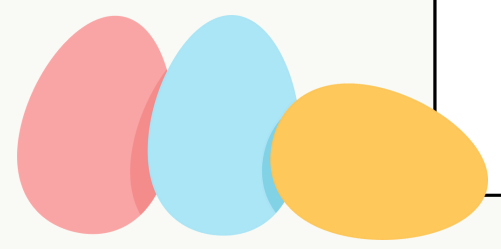


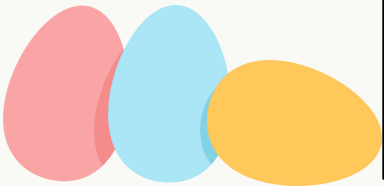
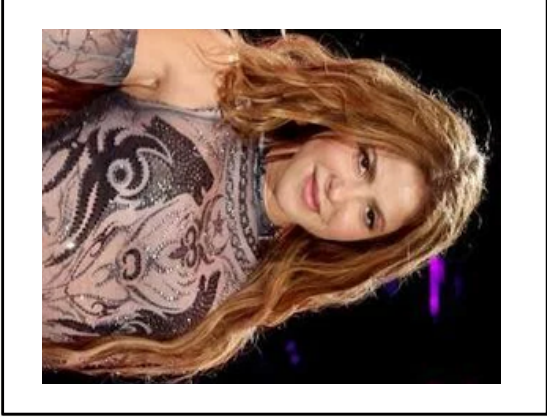
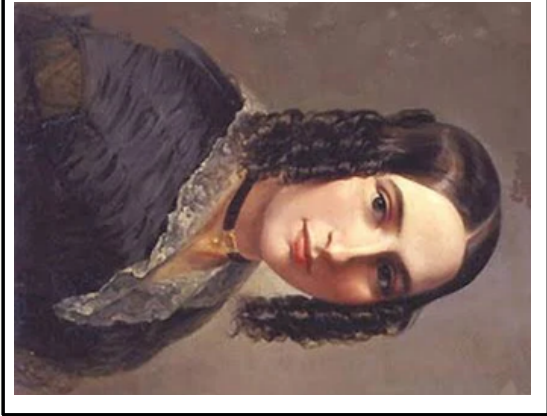
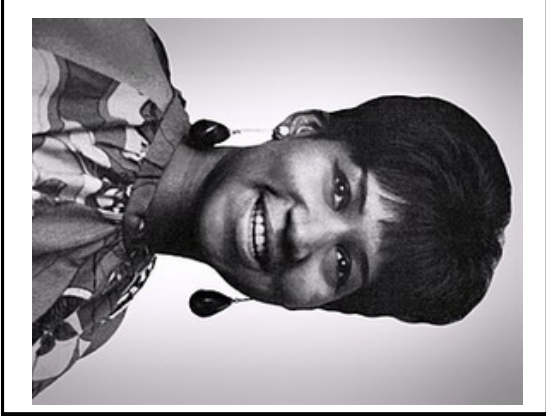
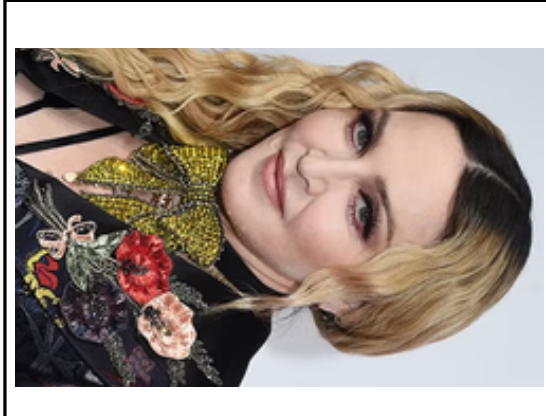
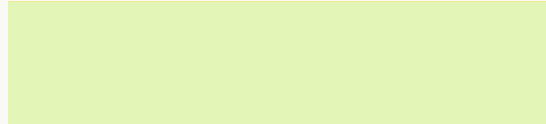
violin	xylophone	double bass	tuba	oboe
bassoon	clarinet	French horn	timpani	conductor
flute	saxophone	trumpet	drums	orchestra
cello	piccolo	trombone	triangle	bass drum



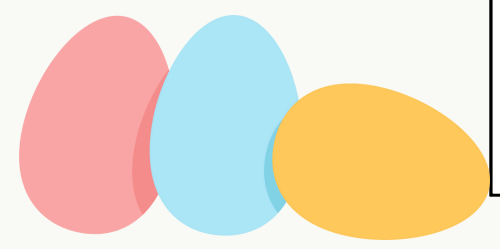


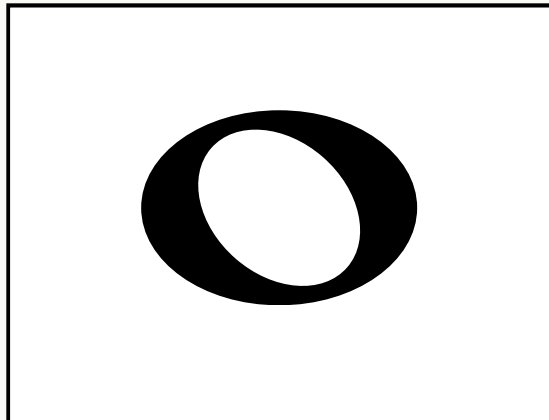
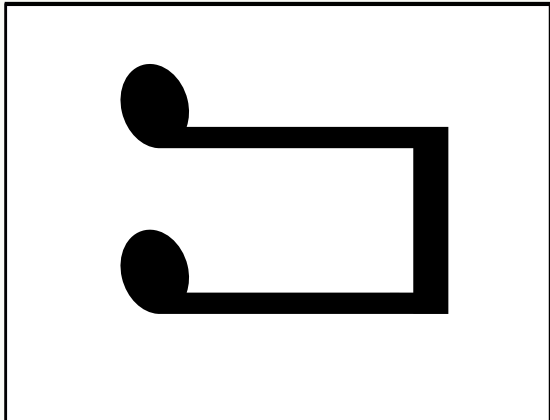
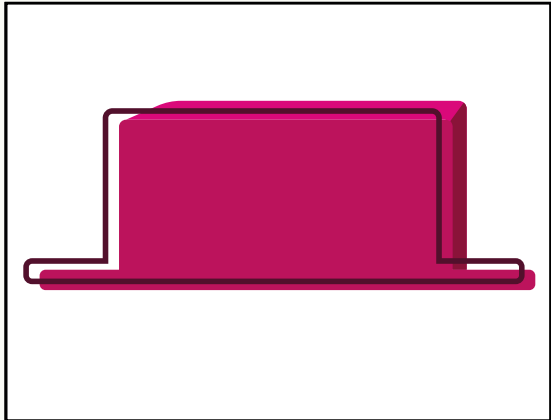
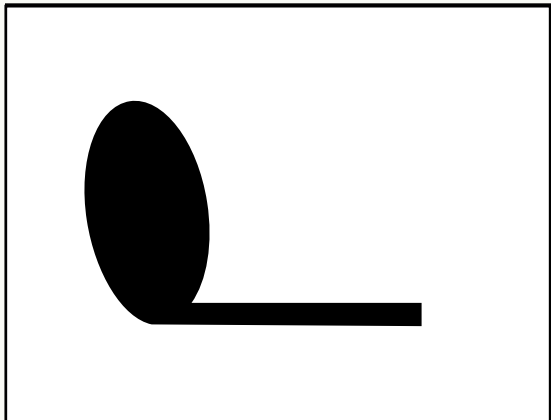
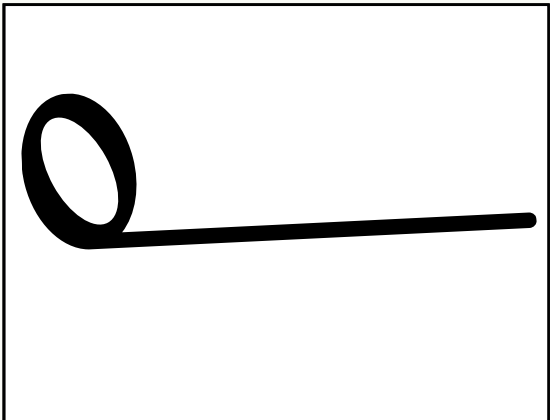
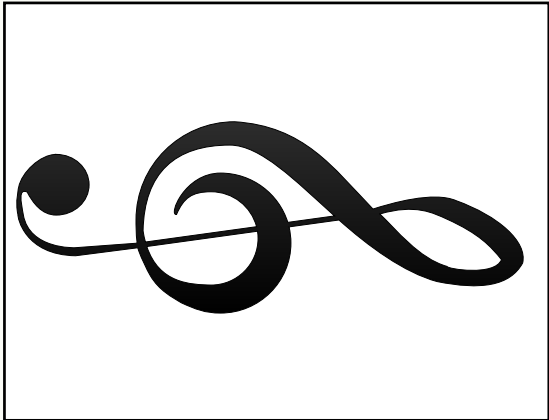
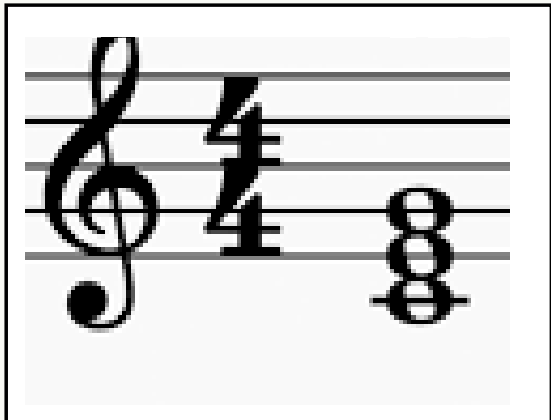
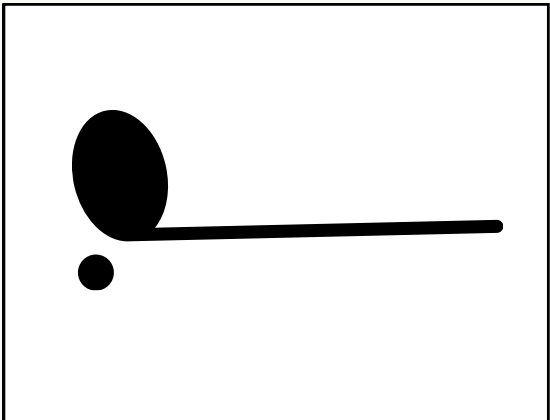
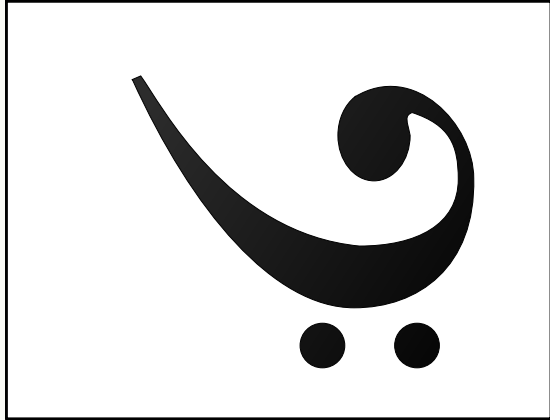
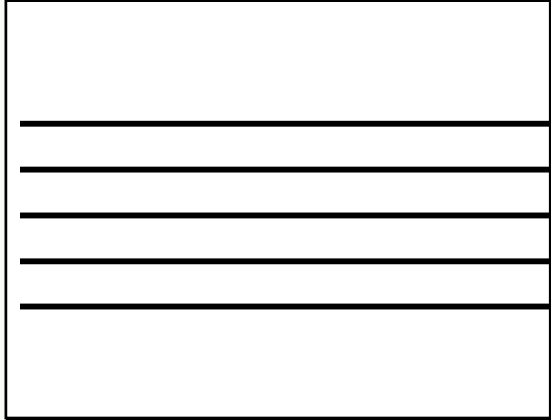
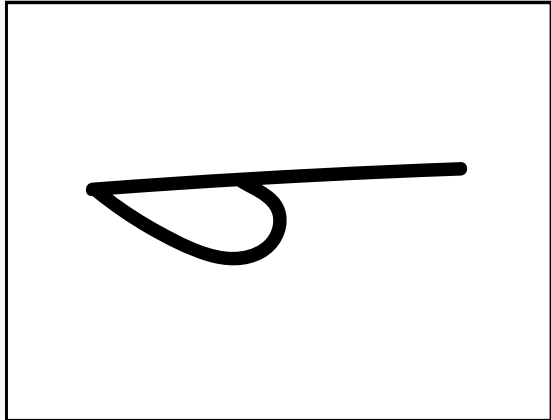
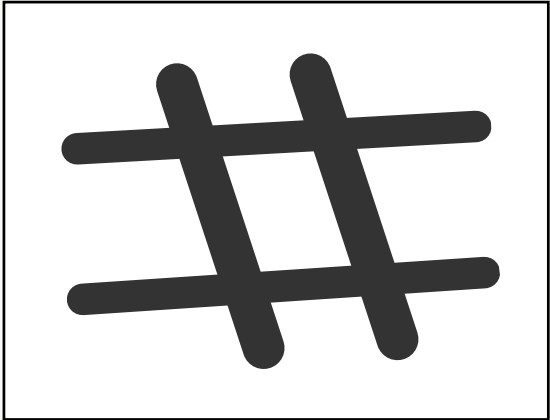
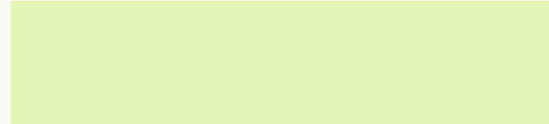
Michael Jackson	J.S. Bach	Karol G	Taylor Swift	Madonna
Louis Armstrong	Beatles	Aretha Franklin	Vicente Amigo	Sara Baras
Camarón	Ed Sheeran	Rosalía	Fanny Mendelssohn	Bud Bunny
Beethoven	Mozart	Alejandro Sanz	Shakira	Estrella Morente





baton	Rolling Stones	Paco de Lucía	AC/DC	Clara Schumann
sharp	flat	staff	bass cleff	escale
dotted note	G (note)	chord	C (note)	trebble cleff
half note	quarter note	half rest	eighth notes	whole note





EASTER EGG HUNT

Fecha: Abril
Nivel: 1º-2ºy 4º ESO
Temporalización: 1h.

Recursos
Tarjetas de papel
impresas
Huevos de pascua de
plástico

¿Qué trabajamos de MÚSICA?

Artistas e intérpretes nacionales internacionales

Signos de lenguaje musical

Instrumentos musicales

¿Qué trabajamos de INGLÉS?

Interacción oral entre el alumnado

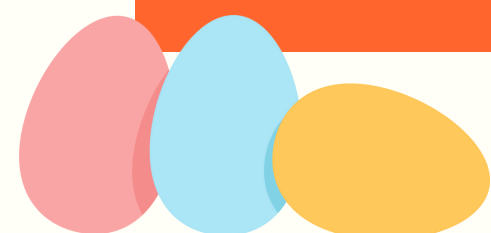
Contexto cultural

También aplicable a...

Cualquier VOCABULARIO que queramos
repasar

Podemos completar la actividad con...

ENFOQUE INTERDISCIPLINAR





BILINGUAL TEAM



Azahara Ruiz Franco

Profesora de Música

Coordinadora de Programa Bilingüe

I.E.S. Puente de Alcolea

aruifra150t@g.educaand.es

