

**Helburu didaktikoak**

**Ebaluazio adierazleak**

1. To identify the basic elements of music and the most relevant musical genres by analysing texts created using different codes (music extracts, images, written texts).

- 1.1. The student has identified the musical genre when he/she listens to different pieces of music or looks at pictures showing different genres. e.g. Opera, Heavy Metal, etc.
- 1.2. The student has classified musical instruments into different types; e.g. aerophone, idiophone...
- 1.3. The student has identified the basic elements of music when reading a definition.

2. To produce a written description of a musical instrument, using given structures and basic related vocabulary correctly.

- 2.1. The student has described musical instruments including information e.g. where they come from, what they are made of, how they are played, etc.
- 2.2. The student has described instruments using expressions, e.g. "It is an (...) idiophone instrument. It comes from Africa. It is made of wood. It is played with the fingers."

3. To describe the profile of a music group by organizing the information according to categories given and using ICT techniques for communication.

- 3.1. The student has identified the different types of musical groupings. E.g. a choir, an orchestra,...
- 3.2. The student has written a biography of a musical group including information about the band's genre, what they do, etc. using the correct tenses, pronouns and time expressions.

4. To justify (orally and in written form) personal opinions on musical performances, using music criteria and the appropriate linguistic resources.

- 4.1. The student has classified positive and negative adjectives
- 4.2. The student has given opinions about musical performances by using different types of adjectives, for instance amazing, boring...
- 4.3. The student has given opinions about musical performances by using different opinion expressions. e.g. "I think your performance was..."
- 4.4. The student has used knowledge of music and musical performance to give reasons why a performance is good or bad. e.g. "You didn't sing in tune", etc."

5. To show a good attitude in class and interest towards the subject

- 5.1. The student has collaborated with others responsibly and respectfully in class tasks which require pair or group work.
- 5.2. The student has done the homework, participate in class and make an effort to communicate in English.

6. To acquire the required grammar items for this project

- 6.2. Verb tenses:
  - to be (Present Simple)
  - present simple (affirmative, negative)
  - word order
- 6.3. Irregular Verbs: 10 verbs (basic verbs)