

We are learning:

- the names of musical instruments
- to identify cognates
- to use the verb 'tocar' (to play)
- to use the verb 'gustar' (to like)



# Teacher notes

## Additional resources

Musical instruments.

## Activities

For the first few minutes of the lesson greet the children in a warm and friendly manner, asking them questions they should now be very familiar with:

- ¡hola! ¿qué tal? ¿cómo estás?
- ¿dónde vives?
- ¿qué hora es?

Introduce the lesson by using the phrase “**hoy vamos a aprender los instrumentos**” – “today we are going to learn about musical instruments”. Praise the children regularly throughout the lesson – **genial**, **excelente**, **muy bien**, **fantastico** etc...

Use **escuchad** and **repetid** to introduce the vocabulary – provide lots of opportunity for repetition. Click the words or pictures of musical instruments to hear the words. Click the red speaker symbol to hear the sound of the musical instruments. Ask the children “**¿cómo se escribe [the word]?**” – “how do you spell...[the word given]?”.

Remind the children about cognates – words that are similar in a foreign language to English, which helps us to remember vocabulary. There are many cognates for musical instruments – can the children identify any on the pages?

# Teacher notes

Remind the children of the concepts of masculine and feminine. Ask them to discuss with a partner which nouns are masculine and which are feminine. Discuss how the children decided to group the nouns – blue text indicates masculine nouns and pink text indicates feminine nouns.

The following two slides are maps that show where particular musical instruments are commonly used in the music of Central and South America and in Spain. Again, click the words or pictures of musical instruments to hear the words. Click the red speaker symbol to hear the sound of the musical instruments.

Use **escuchad** and **repetid** to introduce the vocabulary – associated with music. Again, provide lots of opportunity for repetition. Ask the children “¿cómo se escribe [the word]?” – “how do you spell...[the word given]?”.

# Teacher notes

Discuss the verb **tocar** (to play – an instrument) and explain that in Spanish the verb changes depending on the singular or plural person – first, second, third. Explain that in English the verb stays the same but only the person word changes. In Spanish both parts change – this is quite complicated so don't worry if the children don't fully understand at first. However this concept does need introducing as the questions and responses change depending on the question asked and the response required, for example “do you play the piano?”, “he plays the violin”, “I play the recorder”.

To make the verb negative, simply place **no** in front of the conjugation, for example:

- **No toco el piano** I do not play the piano
- **No toca la batería** He/she does not play the drumkit

| person                          |               | verb    |               | verb  |
|---------------------------------|---------------|---------|---------------|-------|
| 1 <sup>st</sup> person singular | yo            | toco    | I             | play  |
| 2 <sup>nd</sup> person singular | tú            | tocas   | you           | play  |
| 3 <sup>rd</sup> person singular | el / ella     | toca    | he / she / it | plays |
| 1 <sup>st</sup> person plural   | nosotros      | tocamos | we            | play  |
| 2 <sup>nd</sup> person plural   | vosotros      | tocáis  | you           | play  |
| 3 <sup>rd</sup> person plural   | ellos / ellas | tocan   | they          | play  |

# Teacher notes

Remind the children of using **me gusta** - I like - from previous units of work. **Gustar** is used in conjunction with the infinitive of **tocar** to say if you like to play a musical instrument. For example:

**Me gusta tocar el piano.** I like to play the piano.

Ask the children to work in partners, asking each other “¿te gusta tocar .. [an instrument]?” - “do you like to play [the piano, for example]?”. Check that the children use the correct question for the noun gender - **las** or **los**. They should respond with “**me gusta tocar los/las ...** [plural form of the instrument]” - “I like to play the castanets” - or use **no** to say they don't like to play an instrument. For example, “**no me gusta tocar la guitarra**” - “I don't like to play the guitar”. Click the ‘**Me gusta**’ text plus an image to create model sentences.

Ask a child “¿qué tocas?” - what do you play? They should respond with “**toco ...** [plus the name of an instrument]”. When the child has completed the phrase, they should then ask someone else in the class the same question and the other person must respond. Repeat this until all the children have taken a turn. If any of the children don't play an instrument (or if they do) then they can make up a phrase with any instrument.

Play **¿qué es?** - listen to the sound of an instrument by clicking a red speaker icon. Using the flashcard images or words, the children should hold up the correct instrument to match the sound. Expect a 100% response so you can assess understanding.

# Teacher notes

## Quiz

- Listen to the sound of a musical instrument and choose the correct word.
- Match the picture of a musical instrument to a word.

## Points to note

The verb **tocar** can mean 'to touch' or 'to play', depending upon the context. With musical instruments, the verb **tocar** is used, rather than **jugar**, which is the verb 'to play' (a game, for example).

If your school has a music room, use the labels from the resource pack to label the instruments/cupboards where the instruments are stored.

Feminine nouns that begin with a stressed "a-" or "ha-" sound in Spanish, such as **arpa** (harp), use the definite article **el**, or indefinite article **un** in the singular. This word may also be spelled "harpa."

# Teacher notes

## National Curriculum coverage

- **listen attentively to spoken language and show understanding by joining in and responding**
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- **speak in sentences, using familiar vocabulary, phrases and basic language structures**
- **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary**
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- **understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**

# los instrumentos instruments



la pandereta  
tambourine



el arpa  
harp



las castañuelas  
castanets



los timbales  
kettedrums



el trombón  
trombone



la batería  
drumkit

# los instrumentos instruments



el xilófono  
xylophone



el tambor  
drum



las flautas de Pan  
panpipes



el piano  
piano



el violín  
violin



la flauta dulce  
recorder

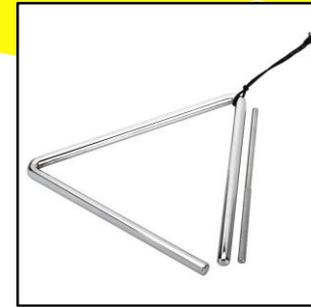
# los instrumentos instruments



la guitarra  
guitar



el saxafón  
saxophone



el triángulo  
triangle



las maracas  
maracas



la  
trompeta  
trumpet



la guitarra eléctrica  
recorder

# los instrumentos instruments



la corneta  
cornet



el clarinete  
clarinet



Central  
and South  
America





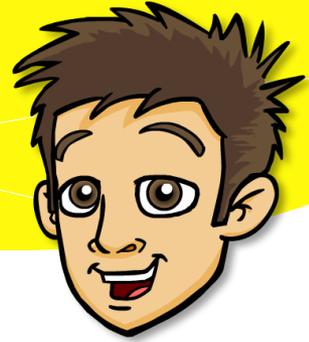
Spain



# vocabulario vocabulary

- una melodía
- un instrumento
- una orquesta
- la música
- el músico / la música
- la música jazz
- la música pop
- la música clásica
- a melody
- an instrument
- an orchestra
- music
- musician
- jazz
- pop
- classical music

# grámatica grammar



- el verbo 'tocar'

- yo toco

- tú tocas

- el / ella toca

- nosotros tocamos

- vosotros tocáis

- ellos / ellas tocan

- the verb 'to touch'

- I touch

- you touch

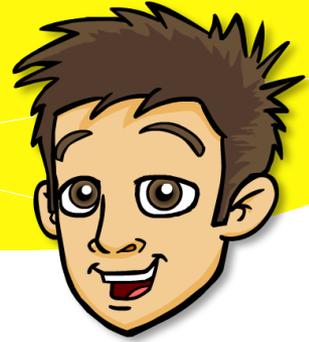
- he / she touches

- we touch

- you touch (plural)

- they touch (male / female)

# grámatica grammar



- el verbo 'tocar'

- the verb 'to touch'

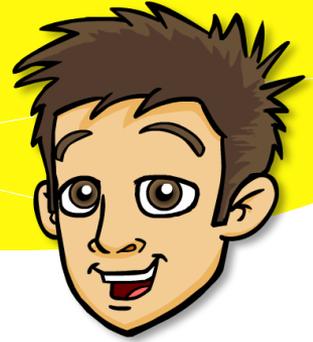
In Spanish, we use the verb **tocar** to say that we play a musical instrument. For example, we literally say 'I touch the piano' to say 'I play the piano'.

**Toco el piano.**

I play the piano.



# grámatica grammar



- el verbo 'tocar'
- el verbo 'gustar'
- the verb 'to touch'
- the verb 'to like'

To say that we like to play an instrument, we use the verb **gustar** (to like) with the infinitive of the verb **tocar**.

**Me gusta tocar el piano.**

I like to play the piano.



# Me gusta tocar... I like to play



me gusta tocar la/las ... el/los ...

I like to play ...

no me gusta tocar la/las ... el/los ... I don't like to play ...

# ¿qué tocas? what do you play?

Toco ...



# ¿Qué es? What is it?



 canción - song

Mi familia [mi familia], si señores [si señores], somos músicos de honores.  
Y tenemos [y tenemos], una orquesta [una orquesta], con muchas generaciones.  
Sí tú quieres [sí tú quieres], que te enseñe [que te enseñe], a tocar la melodía.  
Pues depende [pues depende], del instrumento [del instrumento], qué tú tengas ese día.

## CHORUS

Si toco la trompeta - TA RA TA RA TA RE TA

Si toco el clarinete - TE RE TE RE TE RE TE

Si toco el violín - TI RI TI RI TI RI

Si toco el tambor - RON RON RON

x2

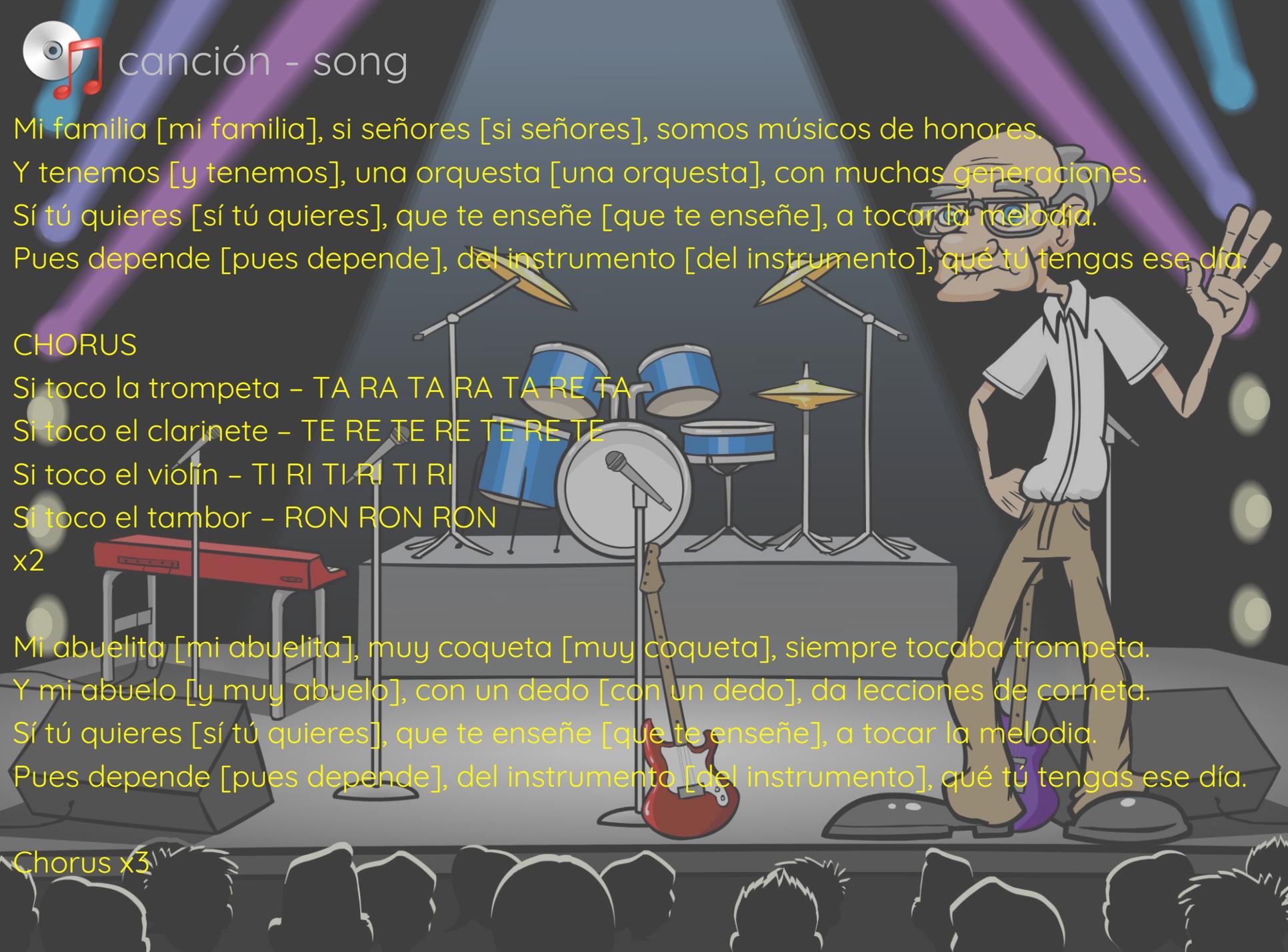
Mi abuelita [mi abuelita], muy coqueta [muy coqueta], siempre tocaba trompeta.

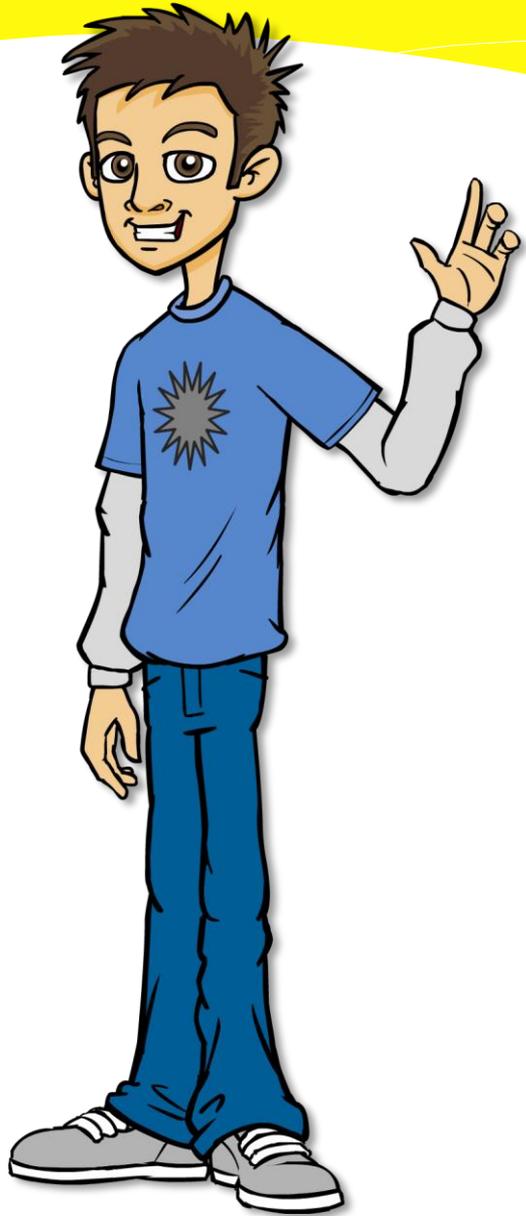
Y mi abuelo [y muy abuelo], con un dedo [con un dedo], da lecciones de corneta.

Sí tú quieres [sí tú quieres], que te enseñe [que te enseñe], a tocar la melodía.

Pues depende [pues depende], del instrumento [del instrumento], qué tú tengas ese día.

Chorus x3

A cartoon illustration of a stage performance. On the right, a man with glasses, wearing a white short-sleeved shirt and brown trousers, stands with his hands on his hips, gesturing with his right hand. In the center, a drum set with blue drums and yellow cymbals is set up on a grey platform. To the left of the drums is a red keyboard on a stand. A red electric guitar is leaning against the drum set. The background is dark with purple and blue spotlights. In the foreground, the silhouettes of an audience are visible.



¡Hasta pronto!