Home-School Learning Collaboration – French



| Topics in this cycle: Ma vie en musique (My life in music) Taught: Module 3 of 5 | | Taught: Module 3 of 5 | Year Group: 9 |
|---|---|--|---|
| | Key knowledge/concep | ots to be learnt ('Tell me about') | Websites/blogs/YouTube links and further reading to deepen and consolidate learning |
| • | Point de Départ (Starting Point) o Giving your opinion about songs o Talking about the instruments that you (want to) play. | | Pronouncing words in French Pronouncing words in French - KS3 French - BBC Bitesize - BBC Bitesize |
| • | Qu'est-ce que tu écoutes ? (What do you listen to?) Discussing your musical preferences. Using the comparative with different types of music. De jeunes réfugies (About young refugees) Looking at music from the point of view of young refugees. Using the near future tense. Understanding & applying two tenses (present and near future) in one passage. | | Learn more about French musicians 10 French Musicians Everyone Needs to Know (theculturetrip.com) |
| • | | | Opinions in French Les Opinions: French opinions for primary schools - YouTube How to use the infinitive in French |
| | verbs. o Creating an extended wr La musique, c'est ma vie! (M o Understanding and answe | cert using the perfect tense with regular & irregular iting piece in the past tense. | Infinitives, modals and future tenses – KS3 French – BBC Bitesize - BBC Bitesize Using the past tense in French Perfect tense – KS3 French – BBC Bitesize - BBC Bitesize The Near Future Tense in French The simple future tense – 3rd level French – BBC Bitesize - BBC Bitesize Asking questions in French Question words - Asking questions in French - GCSE French Revision - AQA - BBC Bitesize |

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| Key Vocabulary and Definitions To Be Learnt | What Will The Assessment Look Like? | | |
|---|--|--|--|
| J'aime/Je n'aime pas la chanson parce que | I like/ don't like the song because | - Multiple choice and open-ended questions to | |
| Ma chanson préférée c'est | My favourite song is | test reading and/or listening skills. - Extended writing with pupils expected to recall vocabulary and structures within this module. | |
| Je /il/elle joue du piano/violon/clavier | I/he/she play(s) the piano/violin/keyboard | | |
| Je /il/elle joue de la batterie/ guitare | I/he/she play(s) the drums/the guitar | | |
| Le reggae/hip-hop/jazz/rap/techno | Reggae/Hip/Jazz/Rap/Techno | | |
| La musique classique/ traditionelle | Classical/traditional music | Family Learning Opportunities | |
| Un peu de tout / Toutes sortes de musique | A bit of everything / All sorts of music | - Discover some French speaking artists and | |
| Le rap est plus/moins original que le jazz | Rap is more/less original than jazz | listen together. Recommendations include Stromae, Maitre Gims & Louane. | |
| Je suis allé(é) au concert de Julien Doré | I went to a Julien Doré concert | - Create a fact file about a French artist. | |
| J'ai acheté un billet/ des souvenirs/un tee- shirt | I bought a ticket/ some souvenirs/ a t-shirt | | |
| J'ai pris beaucoup de photos | I took a lot of photos | how you got there, what the concert was like, what you did during it in French. - Devise a quiz on the key vocabulary and test each other with a tally to monitor progress. Award prizes for best performance and forfeits | |
| Qu'est-ce que tu aimes comme musique ? | What music do you like? | | |
| Qui est ton chanteur ou ta chanteuse préférée ? | Who is your favourite singer? | | |
| L'année prochaine | Next year | for worst! | |
| La semaine dernière | Last week | | |