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SONGS AS A TOOL IN CLIL

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ABSTRACT

The use of songs as a didactic resource in language teaching has proven to be highly effective in enhancing student engagement, promoting vocabulary and structure acquisition, and strengthening pronunciation and student bonding. The results of this study provide valuable insights that inform future instructional design, support targeted interventions and bring up a positive and inclusive learning environment. Collaboration and active student participation, along with the promotion of debate and logical thinking skills, are key aspects for achieving meaningful learning. While areas for improvement, such as creating a collaborative and equitable environment, need to be addressed, using songs as an educational tool has the potential to drive student success and ignite their passion for lifelong learning.

KEY WORDS: CLIL, songs, learning process, music, tool and engagement.

RESUMEN

El uso de canciones como recurso didáctico en la enseñanza de idiomas ha demostrado ser altamente efectivo para mejorar el compromiso de los estudiantes, fomentar la adquisición de vocabulario y estructuras, y fortalecer la pronunciación y el vínculo entre los estudiantes. Los resultados de este estudio proporcionan valiosos conocimientos que informan el diseño instruccional futuro, respaldan intervenciones específicas y promueven un entorno de aprendizaje positivo e inclusivo. La colaboración y la participación activa de los estudiantes, así como la promoción de habilidades de debate y pensamiento lógico, son aspectos clave para lograr un aprendizaje significativo. Si bien se deben abordar áreas de mejora, como la creación de un entorno colaborativo y equitativo, el uso de canciones como herramienta educativa tiene el potencial de impulsar el éxito de los estudiantes y su pasión por el aprendizaje a lo largo de su vida.

PALABRAS CLAVE: AICLE, canciones, proceso de aprendizaje, música, herramienta e involucración.

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1. INTRODUCTION

In our rapidly evolving world, traditional teaching methods alone may not fully meet the needs of today's learners. Students are seeking more interactive and immersive learning experiences that cater to their individual interests and learning styles. By incorporating songs into our teaching approach, we can tap into the inherent appeal of music and provide a platform for students to actively participate and engage with the material.

By integrating songs into our curriculum, we recognise the unique ability of music to captivate students' attention and create an emotional connection to the content being taught. Songs have the power to stimulate memory and facilitate information retention, making them an invaluable resource for enhancing language acquisition and subject comprehension.

Moreover, songs have a universal appeal that transcends language barriers and cultural boundaries. By selecting songs from different genres and cultures, we can expose students to diverse perspectives and foster a sense of global citizenship. Through the exploration of lyrics, students can gain insight into different cultures, develop empathy and broaden their horizons.

This project goes beyond the mere integration of songs into the curriculum. It aims to create a vibrant and interactive learning environment where students can collaborate, express their creativity and develop critical thinking skills. By designing activities that involve analysing lyrics, composing original songs and engaging in discussions, we encourage students to think deeply, reflect on the underlying messages and apply their knowledge to real-life situations.

Furthermore, the integration of songs promotes a positive and inclusive classroom culture. Music has the power to bring people together, fostering a sense of community and creating shared experiences among students. By encouraging collaboration and collective creativity, we aim to strengthen social bonds and cultivate an atmosphere of support and respect.

2. JUSTIFICATION

In order to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all as the Sustaineble Development Goals (SDGs) establish in the fourth objective, there are some aspects to bare in mind. Governments can be asked to prioritise education in policies and practises, being a great opportunity for teacher being updated on methodologies as they enable teachers to meet students' needs, enhance their instructional strategies, promote language development, foster 21st-century skills, as teacher training on ICT (Information and Communication Technology), and embrace innovation. It empowers teachers to provide more meaningful and effective learning experiences, preparing students for success in an ever-changing world.

Songs are versatile, they serve as a potent stimulus that possesses the capacity to be adapted to diferrent ages groups, educational levels and individual needs. Although, this intervention has been organised according to a specific grade level, this could be implemented and adapted in any levels. It is easy to get a real emotional connection between the learner and the subject meant to be learnt. Hence, the students deeply adquire and want to get the new knowledge taught.

3. THEORETICAL FRAMEWORK
3.1. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

Learning a second foreign language expands your horizons, breaks down barriers and allows to engage more fully with the global community. It opens doors to new opportunities, experiences, and connections that can enrich your personal and professional life. These was known first by the Roman Empire, as they recognised its value as a means to connect with people from different language groups and expand their economic and culture influence. It can be said that it can trace its roots back then, being improved by the British Empire and, nowadays, with globalisation it is all over the place.

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Marsh, 2001). CLIL is a system with a dual methodology in which teachers design and deliver lessons that incorporate both content and language objectives. Not only does it involve teaching academic subjects, such as science, history, or mathematics, but it

also teaches English, which is typically a language that students are learning as a second foreign language.

It cannot be taught in the same way as we did it in the mother tongue, it goes beyond traditional language learning methods by providing students with meaningful and authentic language use in real-world contexts, as they engage with subject-specific concepts, materials, and tasks. Transitioning from a bulimic learning (Pérez Cañado, 2012), an education paradigm centered on the memorization of content through English.

In accordance with this, we must bare in mind that it is all about discourse rather than vocabulary. CLIL is not about teaching words in English, but teaching functions. It must be brought the focus on literacy, by making students express their ideas, opinions, and understanding of the content subject in the target language, stimulate communicative competence.

Therefore, CLIL should target 4C's framework (DoCoyle, 2010) which aims to enhance language learking and promote effective communication skills The 4C's stand for content, communication, cognition and culture. Content refers to the knowledge students should learn, communication addresses to language outcomes, cognition deals with the Learning and thinking process and culture "nurtures an appreciation of oneself and the potential for understanding and appreciating others" (Ellison, 2019, p. 249).

Moreover, there is a fifth C which belongs to the Spanish framework, 'compentence', it has been added due to how the Learning process has been developing throughout the years until the XXI century, the digital era. Nowadays, it is hugely important to analyse and diagnose in complex situations; to act in flexible, sensible and creative ways; to value reflectively and formulate consequent proposals; to use and communicate knowledge in a critical and creative way; live in a deocracy in heterogeneous human groups; and to act autonomously and construct their vital project. Thus, it is needed to dive into a curriculum based on problems or situations (Pérez Gómez; Schank), instead an discipline-based one.

In order to demonstrate that a successful CLIL approach, it requieres the utilisation of cooperative methodologies (Casal, 2016; Fernández-Vega, 2016; Boix Vilella, 2020; Castillo-Rodríguez, 2022), the use of Project-Based-Learning (PBL) methodologies (Torrescusa Asensio, 2018; Moreno Fernández, 2019; Martínez Garrido, 2021), the use of ICT (Espinar & García, 2016; Candel et al., 2020; Nieto, 2020) and interdisciplinary perspectives (Pérez- Murillo et al., 2017; Arrabal, 2018; Marín- Ramos, 2019).

In addition, teachers should use various instructional strategies (Lewis, 2012), such as analysing the previous knowledge, learning key words before the introduction of the topic, using motivation context, transforming difficult tasks into easier tasks, fostering participation and interactive activities and maintaining a high degree of organisation, so as to contextualise and understand the learning process.

3.2. MUSIC AND SONGS IN EDUCATION

Music is an inherent aspect that we have the capacity to identify even right before birth. It has had a profound influence on human beings in terms of emotional expression, social connection, well-being and health, cognitive stimulation, brain development, and shaping cultural identity. Music is an universal language that unites us and affects us emotionally, socially, and cognitively.

However, the importance of music and arts in Primary School education has sometimes been overlooked. In many educational systems, there is a strong focus on subjects such as matemathics, science or language arts, which are deemed essential for academic success. Hence, it has lead to a limited time and resources dedicated to these.

Likewise, teachers may not have received sufficient training or have the necessary skills to integrate music effectively into their teaching practises. This can result in not understanding the potential benefits of songs in Primary School in children development and in a limited qualified number of music educators.

Arne Duncan (2010) postulated that "The arts can help students become tenacious, team-oriented problem-solvers who are confident and able to think creatively.". Songs offer a dynamic and engaging approach to education. They can support language acquisition, enrich creativity, enhance learning in various subjects, and contribute to social-emotional development. By harnessing the power of music and songs, educators can create an enriching and holistic learning environment for students.

One of the main advantages of using songs in education is their ability to facilitate language acquisition. Whether in the native language or in a foreign language, songs provide opportunities for students to practice vocabulary, grammar, pronunciation, and intonation in a fun and memorable way. The rhythm, melody, and repetition found in songs can aid in memorisation and retention of language elements.

Songs also have the power to stimulate creativity and imagination. Through the use of descriptive and figurative language, songs can paint vivid pictures and evoke emotions. This can inspire students to express themselves creatively through writing, drawing, or performing their own songs. Additionally, songs can be a source of inspiration for storytelling, poetry, and other forms of artistic expression.

Furthermore, songs can support the learning of various subjects by presenting information in an engaging and memorable manner, offering the ability to enhance reasoning, interpreting and transfering ideas and processes, thereby facilitating self-directed Learning and the acquisition of new knowledge (Gardner, 1991).

In subjects like social science or history, songs can narrate significant events, introduce important figures, and convey the social and cultural context of different time periods. In science, songs can explain complex concepts, scientific processes, and facts in a simplified and accessible manner. Similarly, in mathematics, songs can reinforce numerical concepts, formulas, and patterns.

In terms of social and emotional development, songs can promote positive values, social skills, and emotional well-being. They can address topics like empathy, friendship, diversity, and self-expression, fostering a sense of community and promoting emotional intelligence among students.

To effectively utilise songs in education, educators can select age-appropriate and relevant songs that align with the curriculum objectives. They can create activities that involve listening, singing, analysing lyrics, discussing themes, and creating related projects. Technology tools, such as multimedia presentations or online resources, can enhance the integration of songs into the learning experience.

3.3. MUSIC IN CLIL

According to Campbell (2001), the learning process of any student can undergo evolution and enhancement through the utilisation of rhythm, sound and musical interpretation. Thus, these elements serve as potent tools in facilitating the process of learning.

An article (Martínez, P., 2016) reveals that regarding musical processing, early studies identified the brain's musical function in the right hemisphere. However, subsequent

research has shown that music is processed throughout the entire brain. Further exploration of the topic has revealed distinct musical activities occurring in both hemispheres. As potential inquiries, the search for information regarding specific brain injuries and their impact on musical processing is proposed.

As a result, music exerts a direct or indirect influence on information retention, attention and concentration, as well as on the comprehensive development of the individual. It becomes a valuable instrument for the teaching and learning process, promoting meaningful acquisition of knowledge.

It should be noted that, despite the numerous benefits of songs, as students progress through their education, the use of songs tends to become less prominent. However, it is important to recognise that a song can be performed by individuals of all musical backgrounds, as music is an open and inclusive language. Regardless of their musical knowledge, anyone can engage with and enjoy a song.

Its universal appeal and accessibility make it a powerful tool for promoting connection, promoting cultural understanding and enhancing the learning experience for students of diverse backgrounds and abilities. By incorporating songs into the educational setting, educators can create a more inclusive and engaging learning environment that embraces the power of music as a means of communication, expression, and learning.

In a CLIL context, teaching is seen as a continuous process of research, where educators constantly reflect on their practises, explore innovative approaches, and adapt their methods to meet the diverse needs of students. These permits exploring the use of songs as resources which permits children acquiere an active role, feeling motivated (Reeve and Williamnson, 1987) and involved in their own learning process.

Integrating learning with real-life experiences enhances its sense and significance, enabling students to make connections between theoretical concepts and practical applications. Songs are toos for exhange, promoting student socialisation and meaningful learning. When singing, especially when composing songs, words are internalised more easily. Additionally, when accompanied by melody, the value of the words is enriched.

As they choose the songs and how they will be approached in classroom, such as creating alternative lyrics, incorporating choreography, translating them, students are transformed into active and engaged participants in the learning process as mentioned previously.

Hence, following a plural and a flexible methodology which acknowledges the diverse learning styles and preferences of students, providing them with multiple pathways to acquire knowledge and demonstrate their understanding. Moreover, personalising learning through metacognition and self-regulated learning empowers students to take ownership of their educational journey and develop essential skills for lifelong learning aswell.

In CLIL, collaboration and empathy play a vital role in creating a supportive and inclusive learning environment, where students can learn from and with their peers, fostering social and emotional development. As it is going to be shown in this document, rewriting songs enriches collaborative group teams, the appropiate situation to be done.

As CLIL postulates, when applying all these in subjects, such as social science or history, as this document shows, subject-specific literacy goes beyond the acquisition of factual knowledge, emphasising the development of critical thinking, analytical skills, and effective communication within a particular discipline. Aswell as discourse, it takes precedence over mere memorisation of vocabulary, as students engage in meaningful conversations, debates, and analysis, enhancing their language proficiency and higher-order thinking skills.

Merino (2008) points out that songs are material of great originality and usefulness in the teaching of various languages. However, is not only that, but they also enhance cultural understanding, as they reflect the cultural heritage and traditions of different cultures. By engaging with songs from different cultures, students can develop an understanding and appreciation for the linguistic and musical diversity of the world. Furthermore, songs can serve as vehicles for storytelling and the transmission of cultural narratives. They often recount historical events, legends, and folklore, providing students with glimpses into the cultural heritage and values of a community. Through songs, students can learn about important figures, events, and social issues that have shaped different cultures.

4. LEARNING SITUATION PROPOSAL

4.1. METHODOLOGY

To address the learning outcomes of the curriculum, it will be necessary to implement a variety of learning situations that are contextualised, functional, motivating and rewarding, tailored to the chronological age of the students. Providing the necessary material and personal support, to the greatest extent possible, will allow students to achieve the proposed objectives and progressively acquire the competencies that will be developed throughout their lives. We must ensure that they succeed in performing the tasks assigned to improve their self-esteem and increase their desire to learn, while developing their ability to act, make choices, and make increasingly autonomous decisions.

The role of the educator assumes a paramount significance that should be duly acknowledged. It is a dynamic role that can adapt and evolve according to the specific circumstances within a session or the designated role one finds oneself in. Generally speaking, their position is situated outside the immediate student community, enabling them to maintain a higher degree of oversight and discern pertinent aspects of the group.

However, there are instances where the educator's position will shift internally, actively engaging with the students in various events. Their function may oscillate between two roles contingent upon the chosen assessment methodology, thereby allowing for flexibility based on the exigencies of the moment. Throughout the teaching and learning process, the educator must exhibit continuous presence, assuming the dual role of a guiding reference and a facilitator of effective learning.

Among other type of methodology that are going to be mentioned throughout this document and put into practise during the intervention, the Project-Based Learning (PBL) is one of them. This methodology consists of carrying out a project as a dynamic and motivating way for students to learn content. PBL has its origins in the work of John Dewey (1897) who published *My Pedagogical Creed,* which focused on the importance of '*learning by doing*'.

It begins with a question or situation that triggers interest, which in this case would be the questions that belong to each group *"Who were the Catholic Monarchs?", "What happened during the Age of Discovery", "Who were the Hapsburgs?", "Who were the Bourbons?"* and *"What artistic styles appeared in the Early Modern Age?".* Based on this

questions, students will carry out the searching information process in their online book with the aim of acquiring the most important content needed to create a song, so they consolidate knowledge about the corresponding perior, until they reach the final product, in which they will represent what they have learnt in an artistic way and, thus, become more aware of the knowledge they have assimilated.

Children learn much better when they create and manipulate or operate with different materials as challenges which is an important aspect in the CLIL approach (Ortiz and Finardi, 2015).

Likewise, another methodology bared in mind is Cooperative Learning, the above methodology implies a great effort on the part of the teams in order to achieve the final product, so it is necessary to define the roles of each member of the group, so that the individual work and the synergy of these efforts in the collective work is positively valued by both the students and the teaching staff.

This methodology was developed, in 1990, by the Johnson Brothers, whose main aim with this method held five principles: positive interdependence among pupils, face-to-face interaction, individual and group accountability, social skills (interpersonal, social and collaborative skills), and group processing. The roles to be determined are:

- Leader, who makes sure that every voice is heard and focuses work around the learning task
- Recorder, who compiles group members' ideas on collaborative graphic organiser.
- Time keeper, who encourages the group to stay on task and announces when time is halfway through and when time is nearly up.
- Presenter, who presents the group's finished work to the class.
- Errand monitor, who briefly leaves the group to get supplies or to request help from the teacher when group members agree that they do not have the resources to solve the problem.

In order to organise and categorise educational goals and objectives, it has been followed Bloom's Taxonomy (1956). It organises objectives into six levels, ranging from the most basic level of knowledge and understanding to the highest level of critical thinking and problem-solving. It is often used as a guide for designing curriculum and assessment tools, as well as for identifying the level of understanding and skill that students have achieved.

- Lesson 1: we could the activities done located on the 'remember' stage, as the resource we are utilising is a video in which students will make an effort to remember facts, processes, schemes, methods, etc., without elaborating a product or giving it a concrete use later on.

- Lesson 2: in this lesson, the activities carried out would be ranked in several stages, 'remember', 'understand', 'apply', 'analyse' and 'evaluate'. As they will be involved in a debate these are the reasons why they are applied: 'remembering' because the students would need to recall information and facts related to the topic of the debate; 'understanding' as they would need to understand the key concepts and ideas related to the topic, as well as the different perspectives and arguments presented by their classmates; 'applying' because they would need to apply their knowledge and understanding of the topic to construct arguments and counterarguments in the debate; 'analysing' as they would need to analyse the arguments and evidence presented by their classmates, and consider the logical connections and relationships between different ideas; 'evaluating' because they would need to evaluate the arguments and evidence presented by their classmates, and make judgments about their strength and relevance to the topic.

- Rest of the lessons: This last activity requires the highest level of critical thinking and problem-solving, 'creating'. The students could use the information learned to create their own podcast, where they can express their own perspectives and ideas.

There are two different types of languages proficiency taken into account, which were developed by Jim Cummins (2000), a Canadian educational psychologist.

- BICS (Basic Interpersonal Communication Skills) refers to the ability to use language for social and conversational purposes. It includes the ability to understand and use language in everyday, face-to-face interactions, and it is often considered the "surface level" of language proficiency. BICS is typically acquired relatively quickly, usually within a couple of years of exposure to the language.

- CALP (Cognitive Academic Language Proficiency) refers to the ability to use language for academic and cognitive purposes. It includes the ability to understand and use language for academic tasks such as reading, writing, and problem-solving, and it is often considered the "deep level" of language proficiency. CALP is typically acquired more slowly, and can take several years of exposure and instruction to develop. According to Cummins, BICS and CALP are not separate and distinct, but

they build on each other and they are interdependent. While BICS is necessary to communicate in social settings, CALP is necessary to succeed in academic settings.

It is important to bare in mind the previous and new vocabulary and structures:

Vocabulary

- <u>Previous:</u> Christian kingdoms, Muslim kingdoms, al-Andalus, the Reconquista, coronation, interrogated, Kingdom of Portugal, Kingdom of Granada, Kingdom of Castilla, Kingdom of Aragón, Kingsdom of Castilla, Kingdom of Navarra, explorers, discovered, Asia, bigger, faster, Christopher Columbus, Niña, Pinta, Santa Maria, Philippines, conquistadors, Aztec, Inca, compass, King of Portugal, Armada, war, expansión, continents, richest territories, Peru, provinces, modernise, Ancient Greek, Roman art, religious and Golden Age.
- <u>New</u>: Catholic Monarchs, Fernando of Aragon, Isabel of Castilla, succession, expelled, conversos, Spanish Inquisition, punished, Jews, Alfonso of Portugal, throne, Age of Discovery, silk, spices, Constantinople, Ferdinand Magellan, 1519, Juan Sebastian Elcano, Hernán Cortés, Francisco Pizarro, Hapsburg, Carlos I, Felipe II, Holy Roman Empire, Juana, Ottoman Empire, dynasty, Favourites, moriscos, Thirty Years', Conde-duque de Olivares, Felipe III, Felipe IV, Carlos II, viceroyalties, viceroy, New Spain, Felipe V, Carlos III, War of Spanish Succession, Treaty of Utrecht, centralised, Ley Sálica, Enlightenment intelectual, ignorance, superstitions, Baroque, Renaissance, Michelangelo and Herrerian.

Structures

- <u>Previous:</u> past tenses, expressing comparatives, needed to, wanted to, could/couldn't and sequencing (first, next, finally, etc.)
- <u>New</u>: language to define vocabulary (a person who, a place where, a thing which) and expressing contrast.

Along with everything already mentioned, the approach provided by Vygotsky (2012) has been also followed thorously during the intervention. This approach called Zone of proximal development consists of the range of abilities that pupils are able to perform with the help of the teacher's guidance, prior to the autonomy stage, where they acquire

the skills and knowledge through continuous practice until they manage to do it on their own.

In order to achieve this aim, the following method has been selected to ensure that the progression is gradual and respectful towards our students' learning path, strengths and weaknesses, as well as their own perception about their learning process.

It must not be forgotten the teaching method stipulated by the Johnsons Brothers in 1976, Scaffolding. It is a teaching method that provides support for students in order to help them acquire new skills and knowledge. The idea behind scaffolding is that as students become more proficient in a task or concept, the level of support provided by the teacher gradually decreases. This allows students to gradually take on more responsibility for their own learning, and to become more independent learners. Regarding the resources applied within the methodologies which have been selected:

- Usage of scaffolding techniques: previous knowledge.
- Selection and adaptation of the content: vocabulary and expressions. Teachers will make the effort of applying cognates, so as to facilitate the comprehension of the most difficult words to understand.
- Exploration and discovery by the students.
- Visualisation techniques: miming, facial expressions, gestures, etc.
- Frequent check on comprehension: rephrasing or paraphrasing, synonyms, support language and pupils' answers with visuals or gestures (e.g. flashcards or mime)
- Attitude of flexibility and patience towards pupils' learning path.
- Being a bridge between what they can say and what they want to say.
- Providing time to respond.
- Code-switching: explaining definitions in order to give an idea of the concept, saying the missing word in Spanish as long as they repeat its version in the target language (English), use of filler words (well, uhhh, like…).
- Oral or written repetition of ideas in order to stimulate self-correction.

It must be bared in mind that there is a part that will have to meet some minimum requirements related to the subject of Arts and Music, so the coordination of the teachers of the respective subjects will be necessary in order to agree on a joint evaluation of the lesson. In this case, I am the teacher of both subjects, so it will not be necessary.

4.2. CONTEXT

This Learning situation is thought for a Content and Language Integrated Learning (CLIL) lesson, more specifically, for a Science class. It will be held in the fifth grade of Primary school from CPEIPS Luther King Arafo, a high performance, private school situated in the outskirts of Arafo.

The school has been running the CLIL programme for years and it is developed since kindergarten. Due to this scenario, students are completely used to this best-fit methodology– for language teaching and learning in a multilingual Europe, until now.

The two class groups are formed by twenty-two students in 5thA and nineteen in 5thB, to a total of fourty one children whose academic performance is very good. On the one hand, they are very involved and responsible, and, on the other hand, there are students who require support from time to time.

4.3. LEARNING SITUATION

Learning situations are interactive tasks designed to achieve specific learning objectives, where students collaborate to solve real-life challenges. These tasks allow students to apply their language skills beyond the classroom, contribute their ideas and knowledge and conduct independent research. Learning situations are a vital component of competency-based Learning (Chomsky, 1965), integrating various skills such as teamwork, digital literacy and students' creativity and initiative.

They also encourage students to reflect on real-world issues and questions they may encounter outside the classroom, such as environmental concerns, intercultural understanding, and community relationships. This connection to real-life topics motivates students by linking their studies to their genuine interests and allowing them to express their ideas in another language, fostering their participation in broader conversations. Ultimately, Learning situations enhance the meaningfulness and engagement of students' learning experiences.

The curricular justification of this learning situation takes into account the LOMLOE requirements as in this academic year it has been implemented in the odd-numbered

grades of Primary Education. These curricular elements are the specific competences, the assessment criteria, the key knowledges and the key competences. They provide vital information for the planning and development of this intervention. These elements contribute to the cohesion of the sessions design presented in this work, which is intended for the Science subject targeting fifth grade of Primary Education.

4.3.1. SPECIFIC COMPETENCES

They are those skills that students should be able to demonstrate in activities or situations that require basic knowledge of each subject. Specific competences serve as a connection between the student's desired outcomes and the basic knowledge of the subjects and evaluation criteria. The specific competencies in each subject, which are common across all stages, have a purposeful nature. Their achievement in each stage is determined by the evaluation criteria established for each competency.

The ones selected from Science's curriculum and utilised in this learning situation are the followings:

- Specific Competence 1. Use digital devices and resources safely, responsibly, and efficiently to search for information, communicate, work individually, in teams, and online, and to modify and create digital content according to the digital needs of the educational context.
- Specific Competence 2. Pose and respond to simple scientific questions using different techniques, tools, and models of scientific thinking to interpret and explain facts and phenomena occurring in the natural, social, and cultural environment.
- Specific Competence 4. Acquire knowledge and awareness of one's own body, as well as one's own and others' emotions and feelings, applying scientific knowledge to develop healthy habits and achieve physical, emotional, and social well-being.
- Specific Competence 7. Observe, understand, and interpret continuities and changes in the social and cultural environment, analysing causal, simultaneous, and sequential relationships to explain and evaluate the relationships between different elements and events.

4.3.2. ASSESSMENT CRITERIA

They are references that indicate the expected levels of performance in students in the situations or activities to which the specific competencies of each subject area refer at a given moment in their learning process. They serve as benchmarks for evaluating both the knowledge specific to the subject areas and the degree of development and acquisition of the specific and key competencies.

The assessment criteria worked along the lessons are the ones enunciated below:

1.1. Use digital devices and resources safely for educational purposes. Know how to search for information, communicate effectively and work individually, in groups and using social networks. Recreate and create simple digital content.

2.1. Ask questions and make reasoned predictions about the natural, social and cultural world, showing and maintaining curiosity.

2.2. Search, select and contrast information from different safe and reliable sources. Use criteria to analyse the trust worthiness of sources, acquire basic scientific vocabulary and use it in research related to the natural, social and cultural world.

2.3. Design and conduct guided experiments, use different methods of investigation and follow instructions as required. Use appropriate equipmentand devices safely, make precise measurements and observations recording them correctly.

2.4. Suggest possible answers to proposed questions by analysing and interpreting information from results obtained. Evaluate the validity of posible solutions, comparing them to predictions made previously.

2.5. Present the results of investigations adapting themessage and format to the target audience. Use scientific vocabulary to explain the steps followed.

4.1. Demonstrate a positive attitude towards society. Identify their own emotions and those of others, to establish healthy relationships. Reflect on the use of technology and managing free time.

7.1. Analyse the causes, consequences andsimultaneous events that happened in different social and cultural groups from the Middle Ages to the present day. Order events chronologically.

7.2. Identify relevant people, social groups and ways ofliving within societies from the Middle Ages to the present day, including gender perspectives. Identify social characteristics in different historical periods and order them chronologically.

4.3.3. KEY KNOWLEDGES

They are the knowledge, the skills, and the attitudes that constitute the specific contents of an area and whose learning is necessary for the acquisition of specific competencies. The key knowledges carried out are the followings:

A. SCIENTIFIC CULTURE

- Stages of scientific research (observation, formulation of questions and predictions, planning and conducting experiments, collection and analysis of information and data, communication of results...).

- Appropriate instruments and devices for making accurate observations and measurements according to the needs of the research.

- Basic scientific vocabulary related to different investigations.

- Promotion of curiosity, initiative, perseverance, and a sense of responsibility in conducting various research activities.

- Guidelines that promote adequate emotional and social health: sleep hygiene, prevention and consequences of drug use (legal and illegal), healthy management of leisure and free time, connection with nature, proper use of digital devices, strategies to promote healthy social relationships, and brings up care for individuals.

B. TECHNOLOGY AND DIGITALISATION

- Devices and digital resources according to the needs of the educational context.

- Strategies for safe and efficient information search on the internet (assessment, discrimination, selection, organisation, and intellectual property).

- Strategies for data collection, storage, and representation to facilitate understanding and analysis.

- Basic rules of safety and privacy for internet browsing and protecting the personal digital learning environment.

- Restricted and secure digital resources and platforms for communication with others. Digital etiquette, basic rules of courtesy and respect, and strategies for resolving issues in digital communication.

- Strategies to promote physical and mental digital well-being. Recognition of risks associated with inappropriate and unsafe use of digital technologies (excessive screen time, cyberbullying, technological dependence, access to inappropriate content, etc.) and action strategies.

C. SOCIETIES AND TERRITORIES

- Historical sources: classification and use of different sources (oral, written, heritage). Topics of relevance in history (Middle Ages, Modern Age, and Contemporary Age), the role played by historical subjects (individuals and collectives), events, and processes.

- Medieval, modern, and contemporary artistic and cultural expressions and their historical contextualisation from a gender perspective. The function of art and culture in the medieval, modern, and contemporary world.

- Natural and cultural heritage as a good and resource; its use, care, and conservation.

4.3.4. KEY COMPETENCES

The Key Competences encompass a variety of abilities, understanding, mindsets and conduct that will equip children with lifelong skills applicable outside the classroom. They extend beyond the educational setting, as they are crucial for individual growth, social integration, active participation in society and achieving career success.

There are eight Key Competences stipulated and those that reflect what will be carried out in the classroom are described below:

- <u>Linguistic communication competence</u>: it involves consciously activating the comprehensive range of abilities, knowledge, and attitudes that empower students to discern, articulate, generate, comprehend, and interpret emotions, realities, perspectives, ideas and principles through verbal and written means, presented in visual, auditory, and multimedia formats, across diverse contexts and for various purposes.

  In this learning situation, students will interpret sources in order to dive into our history. Understanding is a key skill students they will develop throughout the lessons while reading, interpreting, describing, identifying, linking and answering questions about these historical moments. Furthermore, they have to use the information to create a song and during this process, they have to express their ideas, thoughts and opinions. Being comfortable exchanging information like this will create a more constructive and supportive environment in the classroom.

- <u>Plurilingual competence</u>: it involves employing different languages in a fitting and effectively manner the purposes of learning and communication.

  This competence is applied throughout the academic year, and so along the lessons.

- <u>Mathematical, Science, Technology and Engineering (STEM) competence</u>: it encompasses the use of scientific methods, mathematical reasoning and representation, and engineering principles to comprehend and interact with the world, while demonstrating a strong commitment to responsible and sustainable practises.

  Among understanding and interpreting different types of texts as mentioned previosuly, students will have to manipulate diagrams, tables and graphs, aswell as drawing conclusions using the information they find.

- Digital competence: it entails a consciuos, risponsible and critical use of digital technologies in a secure, healthy and sustainable way, both for educational purposes and within profesional and societal context.

  These lessons provide the tools and the resource of knowledge for a safe environment. They also provide the opportunity to teach about how it would be the responsible and appropiate use of digital resources and apps, as they will use their iPads for having access to BlinkLearning (repository of online books, the main source of information), Teams (repository of the songs and online team group), Pages/Notes (lyrics) and Canva (app to create and present the lyrics of the song).

- Personal, social and learning to learn competence: it refers to the ability to engage in self-reflection, effectively manage time and information, collaborate constructively with others, maintain resilience and manage lifelong learning.

  Throughout the lessons students will be able to evaluate their own progress, to recognise their own limitations, identifying topics that need more work and seek, aswell as their weaknesses and highlights, and ask for help if necessary. At the end, they have freedom to show what they have learned in the unit through a song they create with their personal effort.

- Citizenship competence: it refers to the capacity to assume the role of responsible citizens and actively engage in social and civic life, grounded in an understanding of social, economic, legal and political principles and structures. It also involves being knowledgeable about global events, actively promoting sustainability and striving towards global citizenship.

- Entrepreneurship competence: this competence emphasises being creative and taking initiative, fostering ideas becoming valuable outcomes that benefits others. It involves thinking outside the box, exploring and taking risks to create innovative solutions that have a positive impact on individuals and society as a whole by inspiring others to take bold actions.

- Cultural awareness and expression competence: this competence is about appreciating and respecting diverse forms of expression and communication

found in different cultures and artistic expressions. It is also about exploring and expressing thier own ideas and feelings connected to the society we live in. By understanding and valuing different perspectives and artistic forms, we can enhance creativity and sense of belonging.

It involves knowing how ideas and meaning are transmitted in a culture, for example the reasons why the major religion in Spain nowadays is Catholicism, how our gastronomy is intrinsically linked to the foods that were brought from the Americas, why Spanish culture was also widespread in the Americas, how culture and ideas travel across the world ensures that students understand the cultural implications of historical events and which were the main, most influential artists and writers that lived during the Golden Age.

4.3.5. SESSIONS

	WHAT HAPPENED IN THE EARLY MODERN SPAIN?			
Time	**Procedure/development** **(sequence of exercises/activities)**	**Productions** **Evidences**	**Teaching aids and resources**	**Interaction**
1 session of 45 min.	The aim of this first session is to introduce the new unit which will bring the focus along the learning situation. Hence, the previous knowledge will be tested by watching a video titled "What do you know about your world?" (ANNEX I). This video can be found in their class book "CLIL World" which students have online Access to it by Blink Learning app. Then, students will watch the video again, but this time they will do it by using EdPuzzle (ANNEX II). Now, it has got several questions throughout the video which must be answered individually. Once the time for answering the questions is up, the video will be replayed and stopped at the points where the answers are indicated. Finally, students will then be asked to debate about the video, the teacher will guide it by asking questions about the contrast between Spain in the past and in the present (religion,	Observation notes we take from the first time pupils visualise the video. Response to the questions through EdPuzzle. Observation notes we take from the debate.	TV. iPads. Blink Learning. Class book. EdPuzzle video.	<u>Grouping:</u> big group and individual. <u>Types of interaction:</u> teacher-student exploratory talk, right answerism, student-student talk when working in groups and adaptation of abstract explanations through daily-based language and similarities found in their closest environment.

	gastronomy, culture, travelling, art, literature, etc.).			
2 sessions of 45 min.	In this session, the teacher will present the unit challenge and the steps they will need to follow. In groups, they have to rewrite the lyrics of the song they choose by explaining the topic they have been assigned (ANNEX III). Plus, they will sing it to the rest of the class accompanied by a presentation created in Canva. It must be taken into account that, from the previous term, students have been already organised into three groups in which were intentionally set by their performance in class and their level of difficulty when acquiring and internalising content. - Student 1: those who struggles the most. - Student 2: students who have some difficulties. - Student 3: children who hardly have obstacles. They will form groups of five or six components with the condition of being at least one student 1, one student 2 and one student 3, and there cannot be more than one student 3. Likewise, they will be choose a role to follow along the lessons: leader, recorder, time keeper, presenter and errand monitor. Once the groups have been organised and the different subheadings of the unit distributed, each group will follow the three stages of the holistic approach by reading their part of the	Observation notes we take from the brainstorming and debate. Summary.	iPads. Blink Learning Class book.	Grouping: big group, small groups of 4-5 people and individuals. Types of interaction: teacher-student exploratory talk, right answerism, student-student talk when working in groups and adaptation of abstract explanations through daily-based language and similarities found in their closest environment.

	unit, Goh *et al*. (2012), Burns (2012), Cenoz *et al*. (2015). - Pre-reading strategy: by skimming the text and by observing the visual elements on the two pages, they will debate what it is about. - Reading strategy: they will observe the different parts of the text and try and identify its parts and summarising the information. They will work together in order to achieve it. - Re-reading: they will use what they have read as a reference to create their song.			
7 sessions of 45 min.	Before they start elaborating the lyrics of the song, they must choose the song that will be used to sing the final product. The teacher will upload in Teams both the songs, with and without lyrics so they can switch between them in order to their preferences. The teacher will be monitoring them, taking notes, checking their progress, making them questions about what their are doing at the moment, solving doubts, helping and guiding them.	Observation notes taken from their progress. Lyrics (in the iPad).	iPads. Blink Learning. Class book. Apps used to type the lyrics: Pages or Notes. Teams (access to the song chosen with and without lyrics).	Grouping: small groups of 5-6 people. Types of interaction: teacher-student exploratory talk, right answerism, student-student talk when working in groups and adaptation of abstract explanations through daily-based language and similarities found in their closest environment.

1 session of 45 min.	After the songs have been finished, the teacher will tell the students to create a presentation of the lyrics by using Canva. They must choose a template, edit it in order to make it looks according to the topic they are presenting in the song.	Lyrics presentation (Canva).	iPads. Canva. Apps used to type the lyrics: Pages or Notes.	<u>Grouping:</u> small groups of 5-6 people. <u>Types of interaction:</u> teacher-student exploratory talk, right answerism, student-student talk when working in groups and adaptation of abstract explanations through daily-based language and similarities found in their closest environment.
4 sessions of 45 min.	Students will rehearse several times. And right before they present the song and showing in the TV the lyrics to the rest of the students, each group will give a brief explanation of what is their song about- guided by the teacher. This kind of summary will put all children into context before they listen to the songs (ANNEX IV). Furthermore, after each group finishes, they will be given instan and oral feedback from their classmates, telling them the highlights and aspects to improve. Presentations (ANNEX V).	Presentation. Lyrics presentation (Canva). Students' feedback. Observation notes taken throughout the lessons.	TV. iPads. Speakers. Teams (where the songs are located).	<u>Grouping:</u> small groups of 5-6 people and big group. <u>Types of interaction:</u> teacher-student exploratory talk, right answerism, student-student talk when working in groups and adaptation of abstract explanations through daily-based language and similarities found in their closest environment.

| 1 session of 45 min. | Students will be given three documents which must be filled with the intention of assessing the performance of their team-mates, the one made by themselves and another one to give their opinion about the lessons (ANNEX VI). They will be completed in L1 because we are merely asking them for their ideas, instead of wanting them to demonstrate content to be evaluated.

from the previous term, students have been already organised into three groups in which were intentionally set by their performance in class and their level of difficulty when acquiring and internalising content.

In order to have a kind of portfolio with online tasks assigned, such as videos, online photocopies, projects, etc., the teacher has already created in the first term a personal and individual folder for each student in Photos app. Hence, they will utilise these folders to share the documents whenever they finish.

The Canva presentations of the lyrics are asked to be uploaded in the same way. | Three assessments documents. | iPads.

Photos app. | <u>Grouping:</u> individual.

<u>Types of interaction:</u> teacher-student exploratory talk, right answerism, student-student talk when working in groups and adaptation of abstract explanations through daily-based language and similarities found in their closest environment. |

4.4. ASSESSMENT

The assessment followed is the continuous assessment which is an approach to learning that incorporates both formal and informal into everyday classroom activities. It involves an ongoing exchange of information between teachers and students to support learning and improve performance. Students demonstrate their knowledge and skills as they learn, receiving specific feedback to guide their progress.

Continuous assessment also encourages self-assessment and peer assessment, deepening students' understanding of their own learning and promoting collaboration. It is important to highlight students' achievements and provide feedback on areas for improvement. Students are given opportunities to act on feedback, bridging the gap between their current performance and desired outcomes.

The assessment developed in this work is intended for students and the teacher, in order to assess their work and effort. The evaluation was conducted with a total of fourty-one students and a teacher, the tutor from fifth A graders, in this case, it was me.

4.4.1. TEACHER RUBRICS

The rubrics (ANNEX VII) filled out by the teacher includes different attributes that are associated with a scoring scale. Responses will be based on the degree of alignment with the descriptors, with a score of one indicating complete agreement ("excelente"), a score of two reflecting agreement ("bien" or "satisfactorio"), a score of three indicating slight disagreement ("mal"), and finally, a score of four demonstrating complete disagreement ("mejorable"). In these docuemnts, the teacher will assess three different aspects: the research phase, the musical part, and the artistic part.

4.4.2. STUDENT RUBRICS

As mentioned earlier, the students will fill out three rubrics individually. They follow the same pattern as the rubrics intended for the teacher, as their scoring is similar. However, unlike those rubrics, these ones include open-ended questions where the students will develop their response, providing information that will allow us to assess the extent to which the proposed objective has been achieved. Additionally, it is

indicated whether the activity has motivated them or if it has sparked their interest in learning more about the world around us. In these docuemnts, the teacher will assess three different aspects: the performance of their team-mates, the one made by themselves and the project.

5. RESULTS

In this section, the interpretation of data and results of the center are developed after the study and analysis of the rubrics provided to the participating members. Likewise, graphs will be attached that present relevant content found in the evaluation to visually support the extraction of information regarding what has worked or what hasn't.

The sessions have been conducted at Luther King Arafo CPEIPS in the corresponding fifth grade courses, where they were carried out with two groups of twenty-two and nineteen students. The interpretation of data and results focuses on each of the questions formulated to assess and comment on the provided responses.

It must be bared in mind that in the process of filling the rubrics there were students that did not come to class. Therefore, this would explain the decrease of number of answers comparing it to the number of marks.

Final content marks percentage
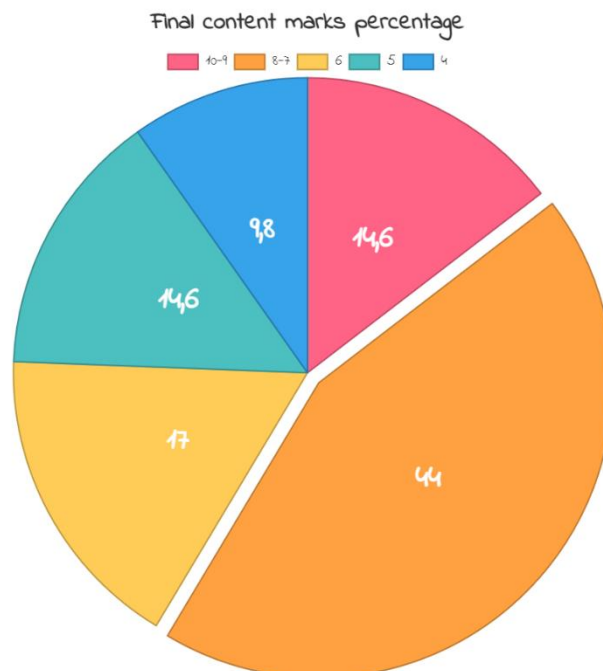
Before I begin explaining the rubrics thoroughly, it must be said that I have used only the grades for the content of the assignment, those related to the Science subject, and not the grades for the other subjects because we are dealing with the findings in the context of CLIL. However, it is remarkable to note that the grades have a directly proportional relationship in the other subjects, i.e., the students got similar grades in the other subjects due to the outcome of the project. If they did well in the content of the project, it was most likely the same in the artistic area.

At first sight, the marks have been very positive as more than half of the students have a seven or more. The highest percentage belongs to students whose marks go from seven to eight. Hence, the majority of the students demonstrate a high level of adquisition of the knowledge learnt in this learning situation. However, it is rought to see that almost 25% of the children got a five or less scoring. But, the optimistic of this percentage, is that only the 10% of the students did not pass.

Analysis of the rubric regarding the social task

¿Te ha gustado la tarea social?

Muy poco   Poco   Mucho   Bastante
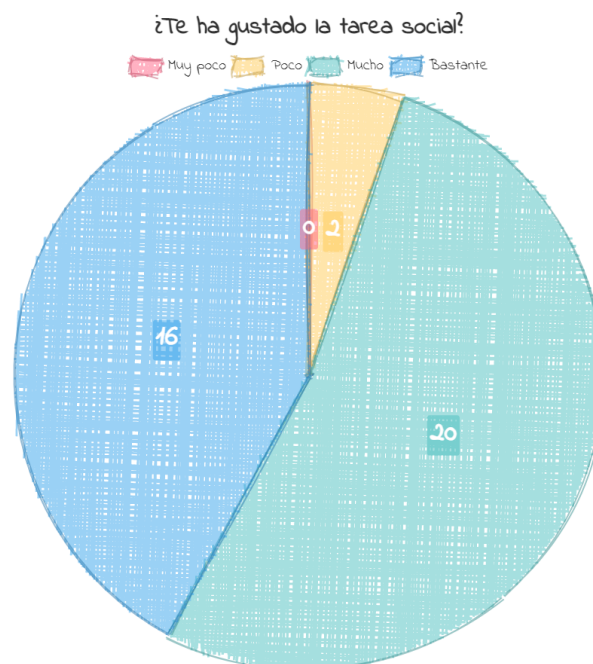
Firstly, we can observe that the majority of students have expressed a high level of interest in the social task carried out during the sessions, as 36 out of 38 students enjoyed the task, with a significant number indicating that they liked it a lot. The reason behind this

response can be attributed to the entertainment and enjoyment provided by this activity, as well as the promotion of learning from a selfless perspective.

¿Te ha parecido interesante crear una canción con tus compañeros?

Muy poco   Poco   Mucho   Bastante
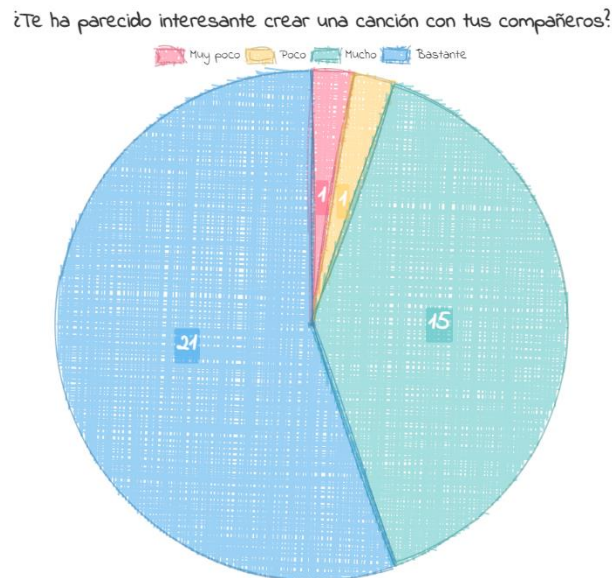
Secondly, we find that creating a song greatly appeals to them, with a significant number indicating that they found it very interesting as 36 out of 38 could tell. However, there were a couple of students who had a different perception, with one finding it uninteresting and another not finding it interesting at all. This demonstrates that songs are a resource that generates a positive impact, as they consider them part of their leisure time, leading to laughter and enjoyment. At the same time, we can appreciate that songs have a frequent appeal from an early age.

¿Has necesitado más tiempo para elaborar la tarea?

Muy poco   Poco   Mucho   Bastante
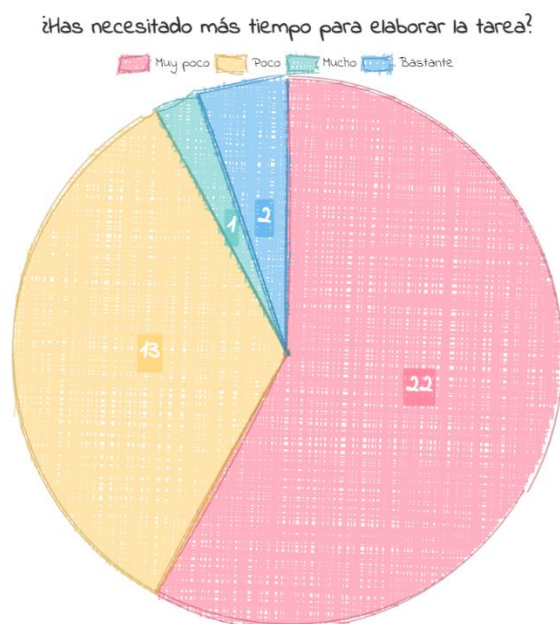
Thirdly, we can observe that the majority of students, 35 out of 38, feel that they needed either a little more time or very little time to complete the task. However, there are a couple of students who express that they required considerably more time or a lot of time. This suggests that the task was generally manageable and did not require an excessive amount of time from most students.

Overall, it has been important to consider the varying needs and abilities of students when designing tasks or assignments, and to provide appropriate accommodations or adjustments to ensure that all students can successfully complete the task within a reasonable timeframe. That is why monitoring their progress, so it is known if they need more time than the expected. We have to bare in mind to be flexible and concerned about their needs.

¿Te has sentido satisfecho del trabajo que has realizado en grupo?

Muy poco   Poco   Mucho   Bastante

1   3   17   16
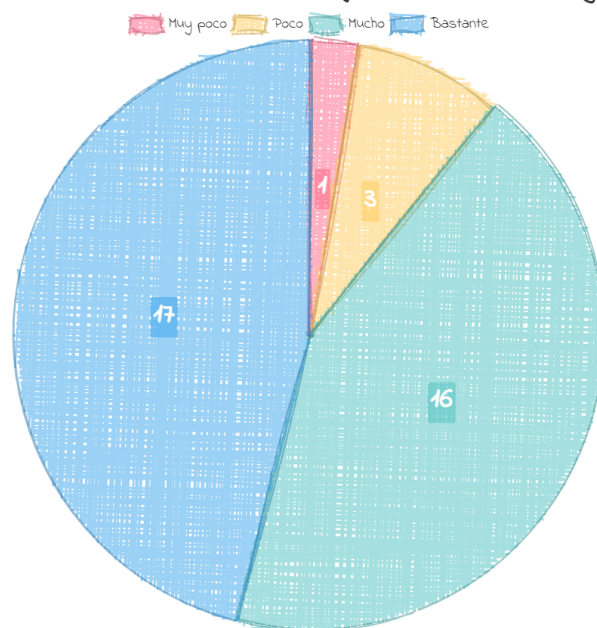
Based on the given data in this graph, these numbers indicate that a significant portion of the students found the group work experience fulfilling and met their expectations. This suggests that the collaborative efforts and outcomes of the group work were generally positive.

The high number of students who felt very satisfied is particularly noteworthy. Their positive feedback highlights the success of the group work in achieving its objectives, fostering effective teamwork, and providing a meaningful learning experience. It may

have contributed the effective communication, promoting shared responsibility, and facilitating opportunities for creativity and critical thinking.

However, there are also some students who feel dissatisfied with the work they have done. It would be important to further investigate the reasons behind the dissatisfaction and address any concerns or issues raised by the students to improve future group work experiences.

¿Has necesitado algún material que no hayas tenido en clase?

Muy poco · Poco · Mucho · Bastante
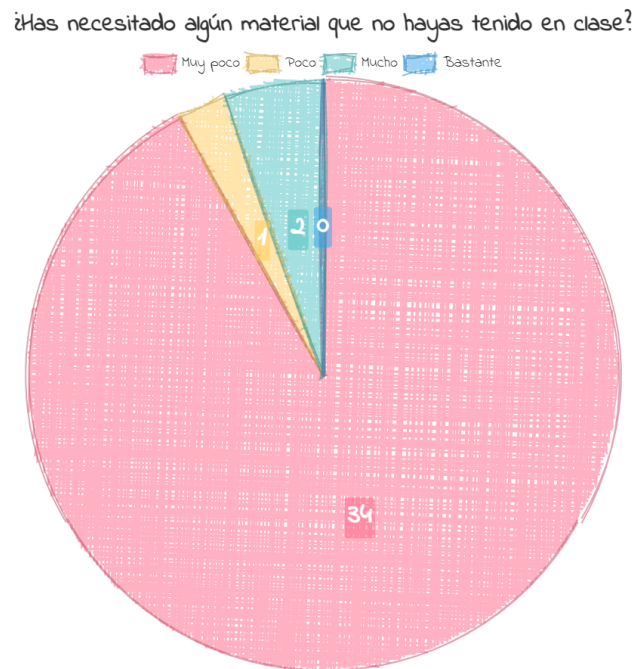
These numbers indicate that the materials provided in class were generally sufficient for the students to complete the task or activity. The fact that the vast majority of students did not express a significant need for additional materials is a positive indicator of effective preparation and resource availability.

The low number of students who reported needing materials a little suggests that, overall, the necessary resources were adequately provided. This can be seen as a success in terms of instructional planning and ensuring that students have access to the materials required for their learning.

The absence of any students reporting a significant need for additional materials is a positive outcome. It indicates that the classroom environment was well-equipped, and the instructional resources provided were suitable for the task at hand.

These results highlight the effectiveness of the instructional preparation and resource management, which contributed to a smooth learning experience for the students. It also suggests that the students were able to work with the available materials and successfully complete the assigned task without feeling limited by any material constraints.

¿qué se te ha dado mejor?
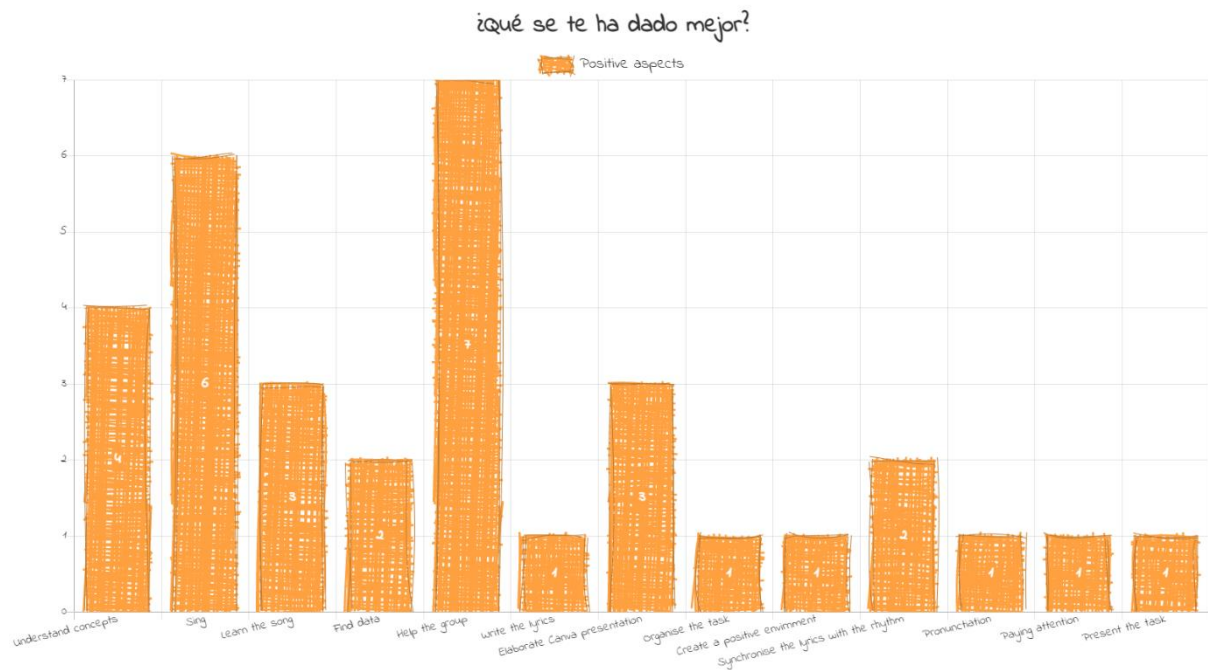
The responses provide valuable insights into the strengths and abilities of the students in various areas, which can greatly contribute to future collaborative projects and personal development. By recognising and harnessing these strengths, the group can capitalise on the unique abilities of its members, resulting in more successful and impactful outcomes. It must be taken into account that there were six children who didn't reply this question.

The presence of a variety of different answers can lead to valuable discussions and the exploration of alternative approaches, ultimately leading to better outcomes. This range of answers are crucial for several reasons, it reflects the diverse skills, talents and perspectives within the group; it also promotes a more comprehensive approach to problem-solving and task execution; it allows for multiple perspectives and solutions to be considered, fostering creativity and innovation within the group which promotes a supportive and inclusive environment where their contributions are validated and encouraging active participation. Hence, this brings up a sense of belonging and

motivation within the group, as individuals feel valued for their unique skills and perspectives.

Additionally, different answers help to highlight areas for growth and improvement within the team. By identifying contrasting responses, it becomes evident where individuals may need additional support or development. This information can guide targeted training or coaching efforts to enhance the overall capabilities of the group.

According to the graph, seven students mention excelling at collaborating by helping the group and proposing ideas. This signifies their strong teamwork and innovative thinking. Their willingness to actively contribute to group discussions and offer valuable suggestions can promote a collaborative environment and lead to more creative and successful outcomes.

Furthermore, six students indicate that they excelled at singing, which showcases a shared enjoyment and sense of fun that comes with this musical activity while they express themselves through the song and embracing the joy of singing together. This can create an engaging atmosphere within the group.

Moreover, four students mention being good at understanding concepts, indicating a widespread aptitude for comprehending ideas. This can facilitate efficient learning and effective communication within the group, enhancing their overall understanding and knowledge base.

Besides, three students mention that creating presentations in Canva is what they were good at, showcasing their proficiency in utilising visual design tools. This indicates that they are able to create visually appealing presentations, which can enhance the group's ability to effectively convey information.

Aswell, we can observe that three students excelled at learning song lyrics, ensuring polished performances, while a couple of students values their researching information skills and gathering relevant information, contibuting valuable insights to the group's project. Other students states their abilities to syncronise the lyrics with the rhythm providing capability to maintain timing and coordination in perdormance.

Finally, other positive aspects shown in the graph are being good at writing engaging lyrics, at organising the work, structuring and managing tasks efficiently, at generating a positivr atmosphere, fostering a supportive environment within the group, excelling at paying attention, focusing and observing details carefully and at preseting, suggesting their confidence anc competence in deliverin information effectively.

¿Qué te ha parecido lo más complicado?
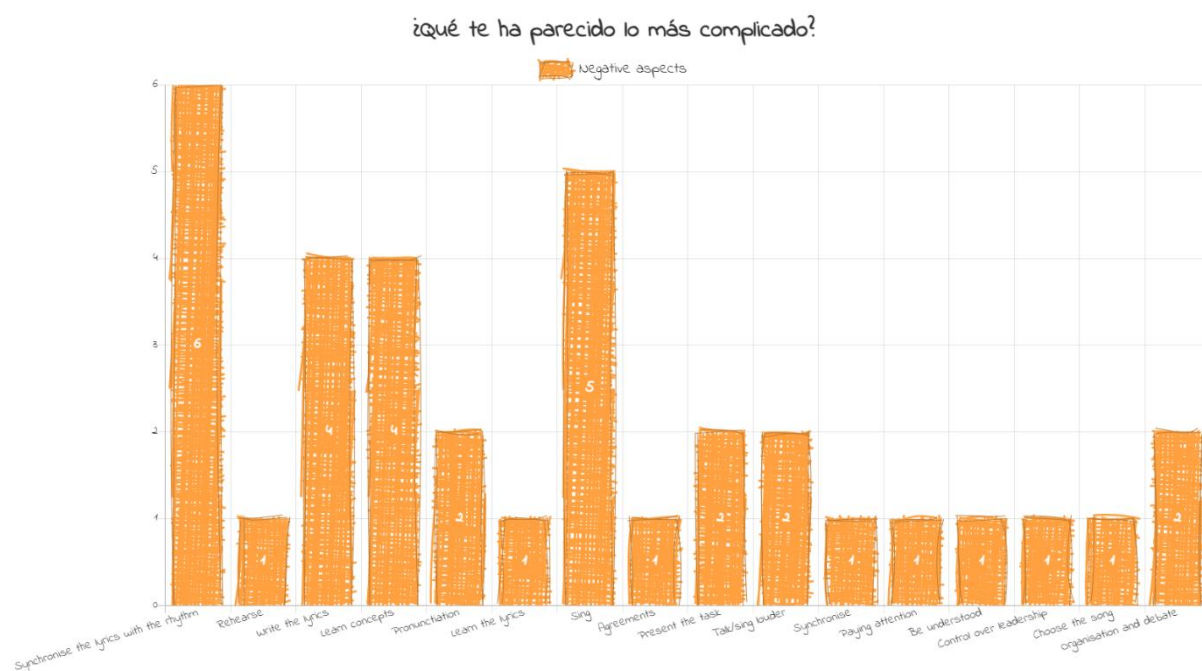
We can observe the most challenging aspects for students while performing the task. Hence, these difficulties faced require additional attention and support by addressing these challenges through targeted guidance and practise in order to improve in future tasks. It must be taken into account that there were six children who didn't reply this question.

It is important that there are a lot of different answers because it provides a more comprehensive and diverse perspective on the task at hand. When multiple responses are offered, it indicates that they have approached the task from various angles and that they have unique strengths, challenges and perspectives.

Having a wide range of answers allows for a more thorough understanding of the task's complexities and the students' individual experiences. It helps identify patterns, common difficulties, and areas of strength among the students. This information can be used to tailor support and interventions to address specific needs and enhance overall learning and performance. It also challenges them to think beyond their initial assumptions and expand their understanding. It encourages them to explore new strategies, techniques, and ideas that they may not have considered before.

According to graph, five students find singing to be a challenge. This highlights their difficulties in following the rhythm and feeling self-conscious about their performance. It underscores the importance of receiving more training and building their self-confidence in any circumstances.

Moreover, four students mention that both writing the song lyrics and understanding the concepts were challenging for them. This suggests their difficulties in expressing their ideas effectively through lyrics and comprehending the underlying concepts of the task. It would be needed further support in these areas to enhance their skills.

Furthermore, two students find pronunciation, presenting the task, speaking/singing loudly, as well as organising and debating, to be more complicated. This indicates their challenges in effectively communicating their ideas and participating in group discussions. It emphasises the importance of developing communication skills and creating a supportive environment for open dialogue.

Lastly, some students mention struggling with rehearsing, learning the song lyrics, reaching agreements, synchronising with others, paying attention, being understood, controlling their leadership and selecting the song. This highlights their difficulties across multiple aspects of the task, indicating the need for individualised attention and support to overcome these challenges.

¿Te has sentido cómodo realizando la tarea?
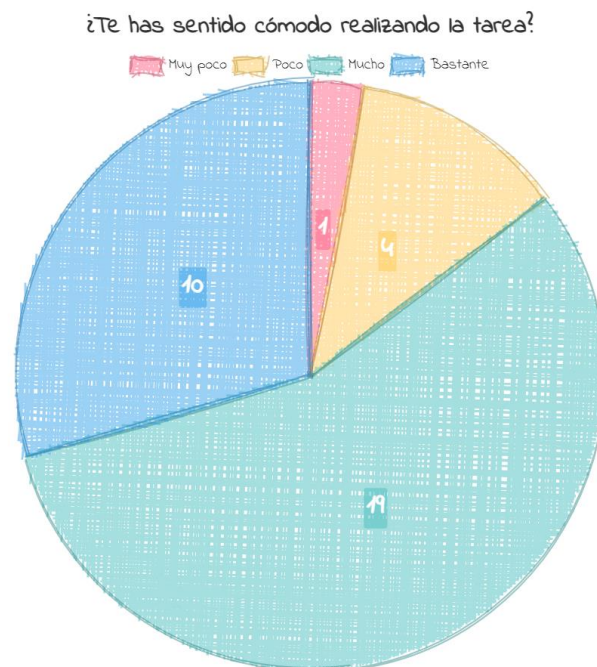
We can find that a significant portion of the students had a positive experience and felt at ease while completing the task. This suggests that the learning environment, instructions, and task design were effective in creating a comfortable and supportive atmosphere for the students.

The high number of students who felt very comfortable is particularly noteworthy. Their positive feedback highlights the success of the learning environment and instructional approach in promoting a sense of comfort and ease during the task, reducing anxiety, and promoting a positive learning experience.

Besides, these can serve as motivation and encouragement for future tasks and activities. Celebrating their comfort and positive experiences can contribute to a positive classroom climate, further enhancing student engagement and overall satisfaction.

¿Qué has aprendido durante todas estas sesiones?
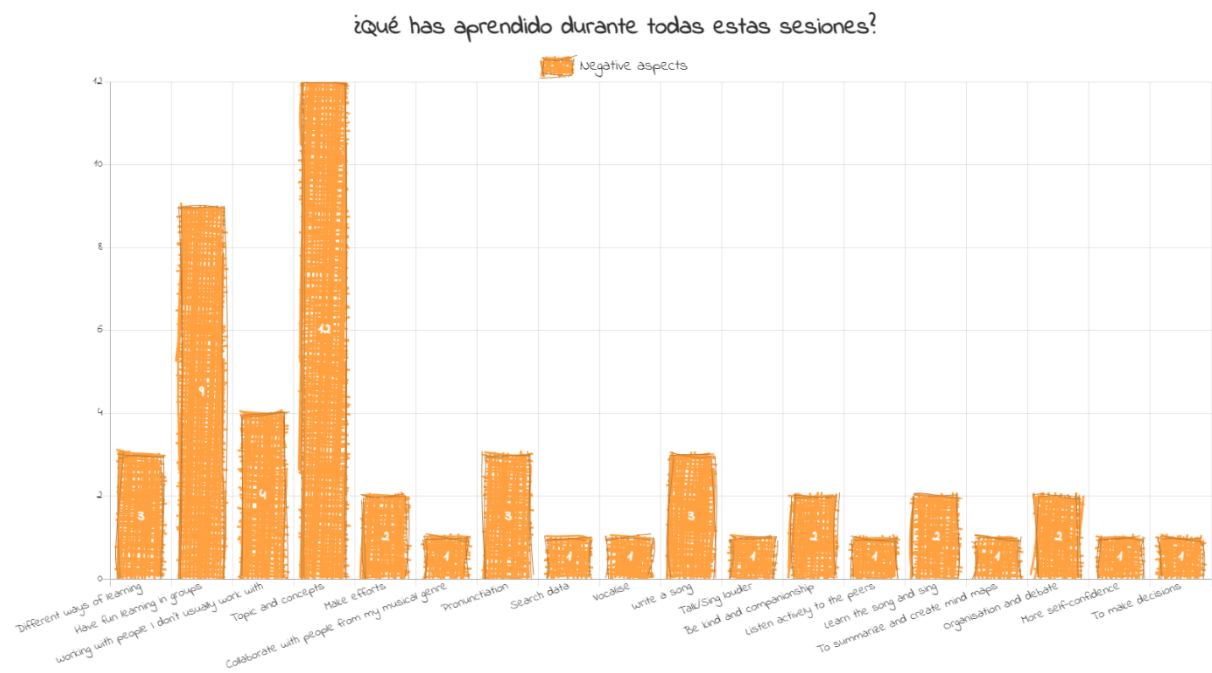
In this graph are shown the students' answers, who were asked to evaluate what they have learned throughought the sessions. We can observe that students have achieved significant learning outcomes across various areas. They have expanded their knowledge, developed social and collaborative skills, discovered different learning approaches, enhanced linguistic and creative abilities, and demonstrated personal growth and self-improvement. These findings emphasise the effectiveness of the teaching methods and the positive impact of creating an engaging learning environment.

Firstly, twelve students express that they have learned many concepts related to the corresponding topic. This highlights their increased knowledge and understanding of the subject matter, indicating the effectiveness of the learning process.

Additionally, nine students mention that they can have fun while learning in groups. This suggests that collaborative learning environments foster an enjoyable and engaging experience, enhancing their overall learning outcomes.

Moreover, four students comment that they have learned to work with people they don't usually collaborate with. This indicates the development of their interpersonal skills and the ability to adapt and collaborate effectively in diverse team settings.

Furthermore, several students indicate various specific learnings. Some have discovered that there are different ways of learning, improving their awareness of individual learning preferences. Others have learned to pronounce new words and write a song, showcasing their development in linguistic and creative abilities.

Besides, there are students who have learned to put in more effort, to be kind to their peers, to organise and engage in debates, as well as memorising and singing the song. These achievements demonstrate personal growth in terms of dedication, social skills, teamwork and artistic expression.

Lastly, a small group of students mention interesting and important aspects, such as the value of connecting with peers who share similar musical interests to facilitate the learning process and enhance enjoyment; the acquisition of skills such as information research, vocalisation, speaking/singing louder, the active listening to their peers, summarising, creating mind maps, gaining confidence and making decisions.

¿Qué cambiarías o mejorarías para el siguiente trabajo?
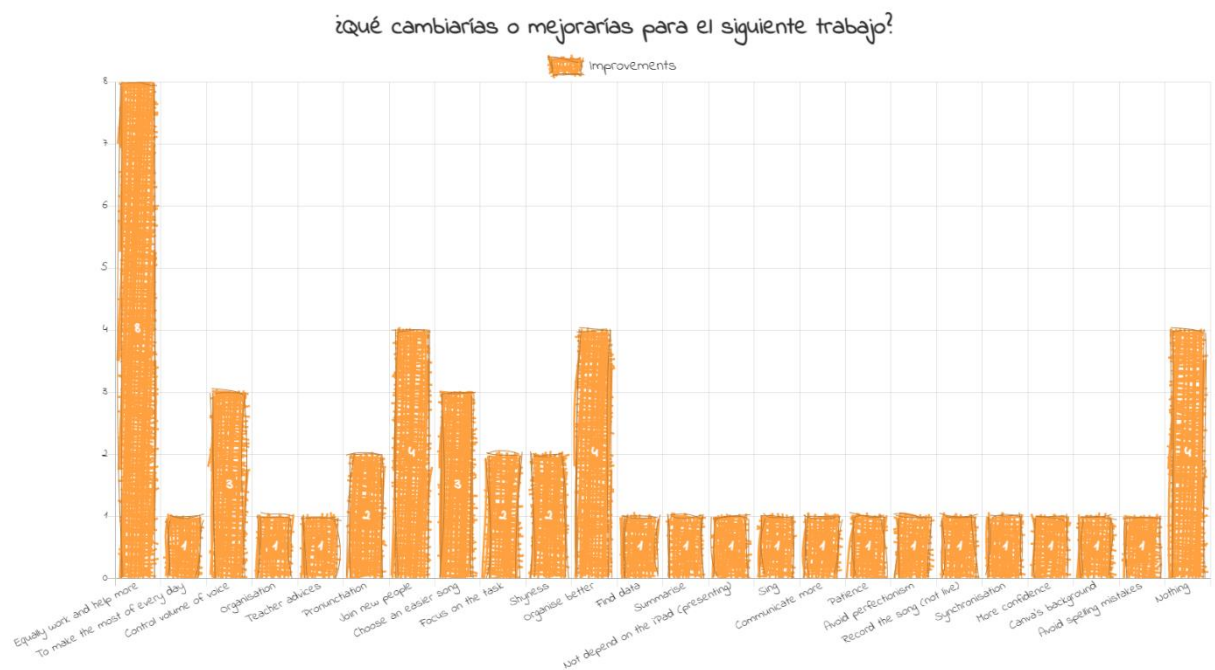
In this graph we can find what they would change or improve for the next project. The different answers bring diversity of perspectives, experiences and opinions. These individual perspectives are unique insights based on their own learning experiences.

Firstly, eight students agree that everyone should work equally and help each other more. This highlights the importance of teamwork and equal contribution within the group. It suggests that fostering a collaborative environment where everyone actively participates can lead to better outcomes.

Many students express the desire to relive the experience of working with individuals they don't typically collaborate with. This indicates the positive impact of diversity and cross-team collaboration, bringing up new perspectives and enriching the learning process.

Furthermore, students mention several areas they would like to improve. These include better organisation, controlling the volume of their voice, and selecting an easier song. These suggestions reflect a desire for more efficient planning, regulation of their voice and a more manageable challenge for future projects.

Additionally, there are other interesting aspects mentioned by students, some express the need to maximise their time and improve concentration and emphasising the importance of focus and time management. Others, mention improving their organisation skills, information research and summarisation, based on the teacher's advices. These insights highlight the value of implementing effective strategies and utilising guidance to enhance their project work.

Moreover, some students consider it beneficial to work on their shyness, confidence, communication with the group and patience, among other personal qualities. These aspirations for personal growth and development indicate an awareness of areas that can be improved to enhance their collaboration skills.

¿Tu maestra te ha ayudado cuando le has necesitado?
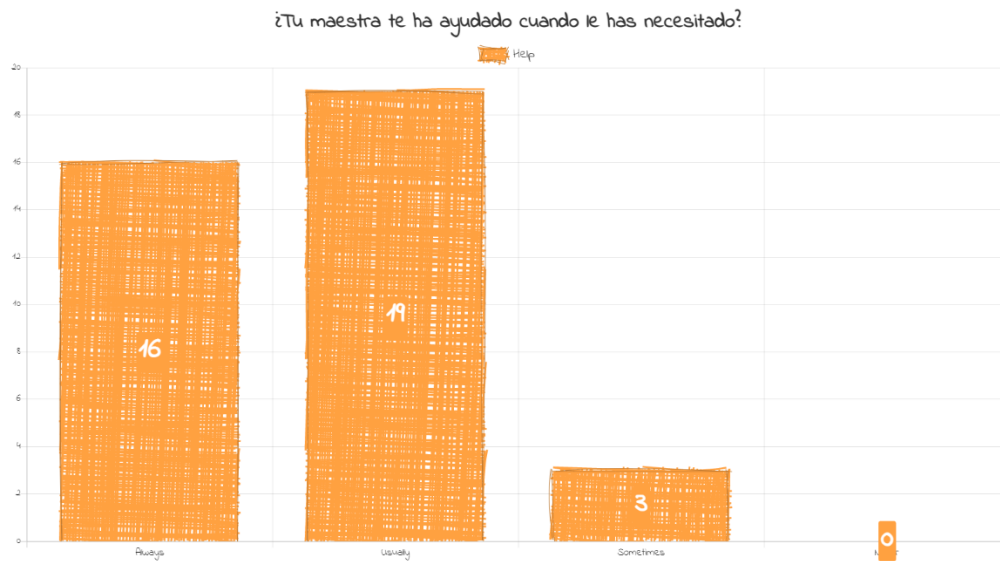
These numbers indicate the teacher's assistance given to the students. The majority of the students, nineteen in total, agree that it is very common for the teacher to provide them with help. This suggests that the teacher is actively involved in supporting and assisting the students in their learning journey. This level of consistent assistance can contribute to a positive and supportive classroom environment.

Furthermore, sixteen students express that the teacher has always helped them with anything they needed. This indicates a high level of trust and reliance on the teacher's support. The students feel confident that they can approach the teacher for assistance, and they believe that their needs will be addressed promptly and effectively. However, it is noteworthy that a couple of students mentioned that they have only been helped by the teacher on some occasions.

Mi meta para el próximo trabajo es...
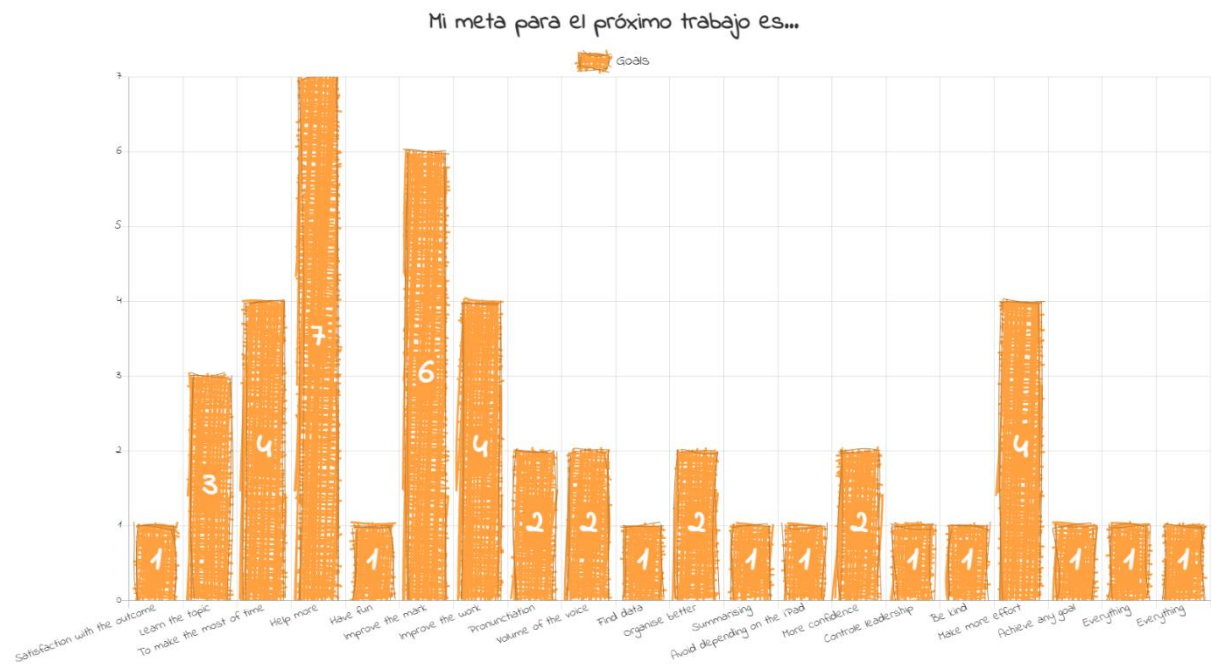
The students' goals for the next project are found in this graph. The results indicate a combination of collaborative aspirations, academic ambitions, personal development objectives, and the desire for satisfaction and enjoyment. Recognising and supporting these individual goals can contribute to a positive and motivating learning environment, fostering growth and achievement among the students.

Seven students express the goal of helping more. This indicates a desire to contribute actively to group work and support their peers. It reflects a sense of responsibility and teamwork among the students, as they recognise the importance of collaboration and offering assistance to achieve collective success.

Six students indicate that they would like to improve their grades. This demonstrates their motivation to enhance their performance and achieve better academic outcomes. It highlights their commitment to personal growth and a desire to excel in their work.

Some students mention the goals of maximising their time and putting in more effort. This suggests a recognition of the importance of time management and dedicating sufficient effort to their tasks. It reflects a mindset of working diligently and efficiently to achieve better results.

Others mention goals such as learning more about the subject, improving pronunciation, regulating their voice volume during presentations, better organisation, and gaining more confidence. These goals reflect a focus on individual skill development and self-improvement. They demonstrate a desire to enhance specific areas of knowledge, communication, and personal growth.

Additionally, aspects like feeling satisfied with the results, having fun, improving information search and summarisation skills, among others, are also mentioned as goals. These reflect a holistic approach to learning, where students prioritise not only academic achievements but also personal fulfillment, enjoyment, and the development of essential skills.

**<u>Analysis of the rubric for students regarding the self-evaluation</u>**

He intentado llegar a acuerdos utilizando el debate y el razonamiento

Muy poco   Poco   Mucho   Bastante

1   2   10   25
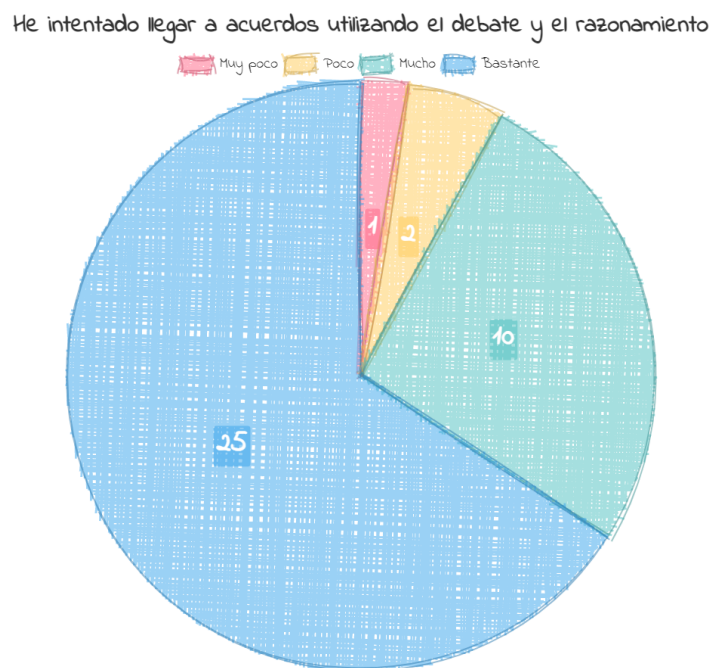
These numbers indicate that a significant number of students actively engaged in the process of using debate and reasoning to reach agreements. This suggests that the students recognised the value of constructive discussions and logical thinking in finding common ground.

The high number of students who reported trying it quite comfortably or a lot is particularly encouraging. It highlights the success of promoting open-mindedness, critical thinking and effective communication skills within the learning environment.

It is important to acknowledge and build upon these positive aspects of the students' efforts to reach agreements. Their engagement in the process reflects a willingness to listen to others' perspectives, consider different viewpoints, and work collaboratively towards finding solutions.

Furthermore, these can be a reason of motivation and encouragement for future discussions and debates. Celebrating their efforts and highlighting the positive outcomes of using debate and reasoning can generate a positive classroom climate, further promoting constructive dialogue and effective problem-solving skills.

He cumplido con la tarea

Muy poco   Poco   Mucho   Bastante
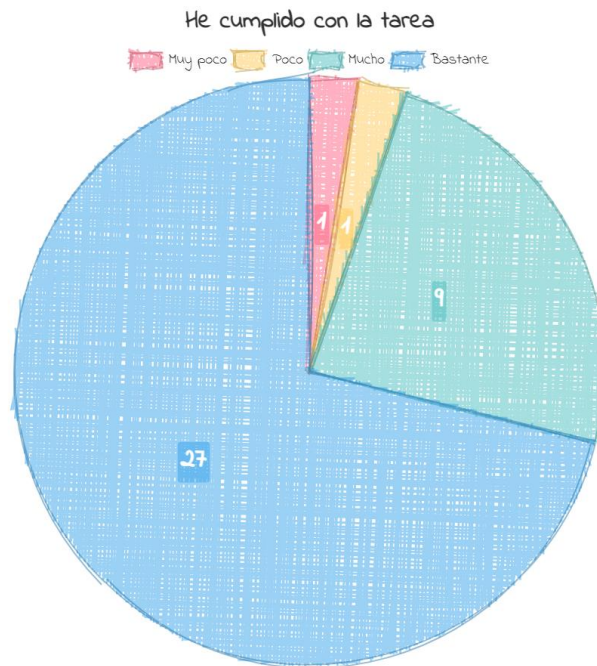
We can find that the majority of students believe that they have successfully fulfilled the task. The graph indicates that a significant number of students feel confident in their ability to complete the task and meet the required objectives. Their belief in their accomplishment suggests that they have demonstrated competence and understanding in the assigned task.

The high number of students who believe they have achieved the task to a considerable or great extent is particularly encouraging. It highlights their perceived success in fulfilling the task's requirements and indicates that they have met or exceeded expectations, contributing to a positive learning environment and further motivate them to continue performing well in future tasks.

Additionally, these can serve as encouragement for others. Sharing the success stories and strategies employed by these students can inspire and guide their peers to also achieve task fulfillment.

He cooperado con el grupo

Muy poco   Poco   Mucho   Bastante
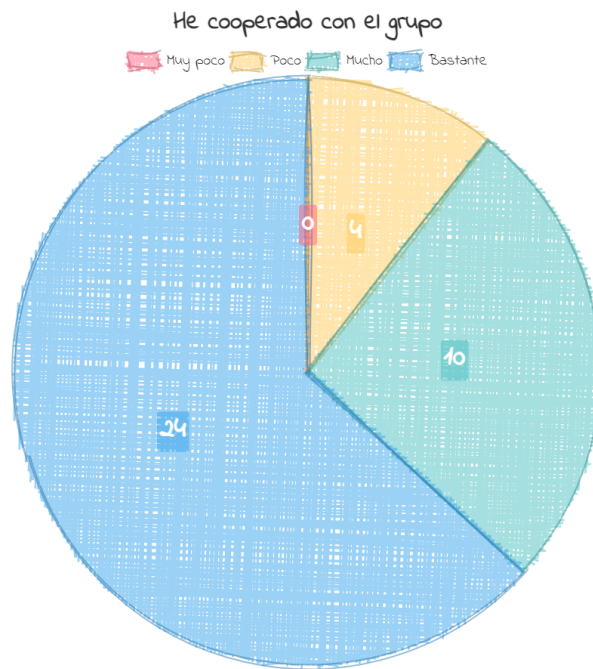
We can observe that the majority of students believe that they have cooperated with the group. It suggests that a significant number of students recognise their active participation and contribution to the group's cooperative efforts. Their belief in their level of cooperation suggests that they have engaged in collaborative interactions, shared responsibilities, and worked towards common goals.

The high number of students who believe they have cooperated to a considerable or great extent is particularly encouraging. It highlights the success of fostering a cooperative environment, promoting teamwork and facilitating effective communication within the group.

It is crucial to recognise and bolster these favorable aspects of the students' perception of cooperation. Celebrating their cooperative mindset and behaviors can further enhance their collaborative skills and contribute to a positive group dynamic.

Moreover, the positive feedback from these students can be an inspiration and motivation for their peers. Sharing the success stories and highlighting the benefits of cooperation can encourage other students to actively engage in cooperative activities and contribute to group endeavors.

He escuchado activamente con compresión y empatía

Muy poco   Poco   Mucho   Bastante
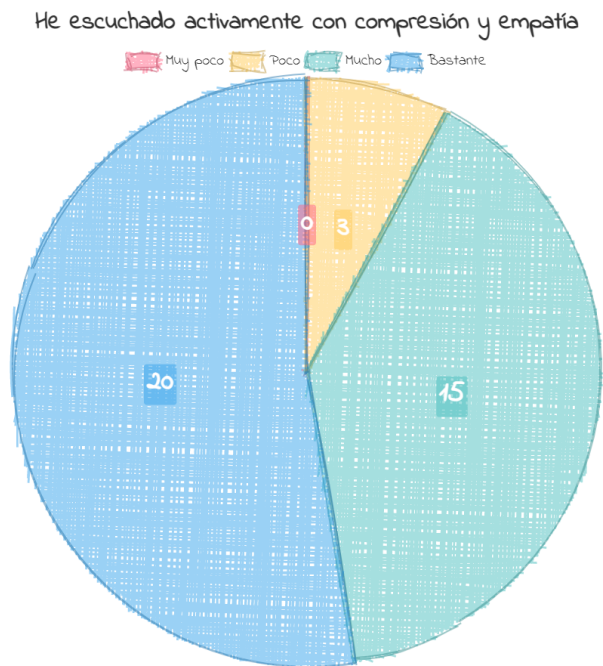
This graph shows the majority of students believe that they have actively listened with comprehension and empathy, implying that their efforts to actively engage in listening with understanding and empathy. Their belief in their active listening skills suggests that they have demonstrated the ability to attentively process information, show empathy towards others' perspectives, and foster effective communication.

The high number of students who believe they have actively listened to a considerable or great extent is particularly encouraging. It highlights their commitment to being attentive listeners and their capacity to understand and empathise with others. These can emphasise the value of comprehension and empathy can further enhance their communication abilities and contribute to a positive and respectful classroom environment.

Additionally, the positive feedback from these students can inspire their peers to adopt similar listening behaviors. Sharing success stories and highlighting the positive outcomes of active listening can motivate others to engage more effectively in listening activities.

Analysis of the rubric regarding the peer assessment

Participa en la toma de decisiones y acuerdos del equipo

Muy poco   Poco   Mucho   Bastante
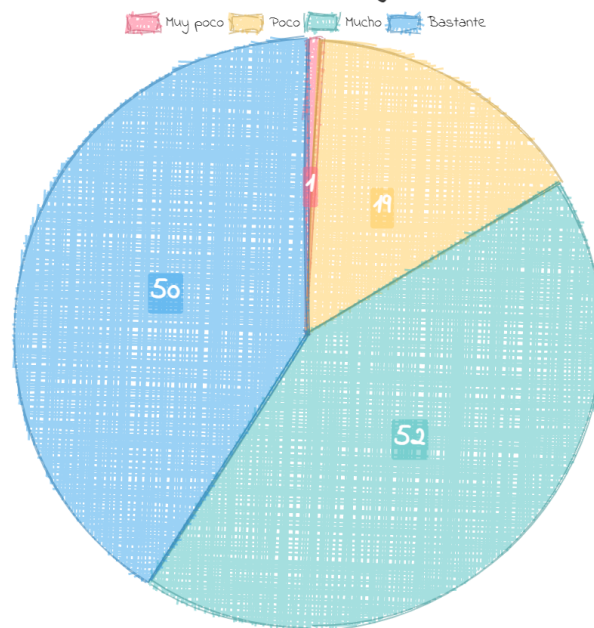
The graph shows that the majority of students believ that their group members have actively participated in decisión-making and team agreements. a significant number of students perceive their group members as actively engaging in the process of decision-making and reaching agreements. Their evaluation suggests that their peers have contributed to the collective decision-making process and have actively collaborated in establishing agreements within the team.

The high number of students who believe that their peers have participated to a significant or great extent is particularly encouraging. It reflects a positive perception of their group members' involvement and commitment to the decision-making process and team agreements.

It is important to acknowledge and celebrate these positive aspects of peer evaluation, recognising and highlighting the active participation of group members in decision-making and agreements can foster a sense of ownership and collaboration within the team. Besides, the positive feedback from the students regarding their peers' participation can serve as motivation for the entire group. It can encourage other students to actively contribute to the decision-making process and engage in meaningful discussions to reach agreements.
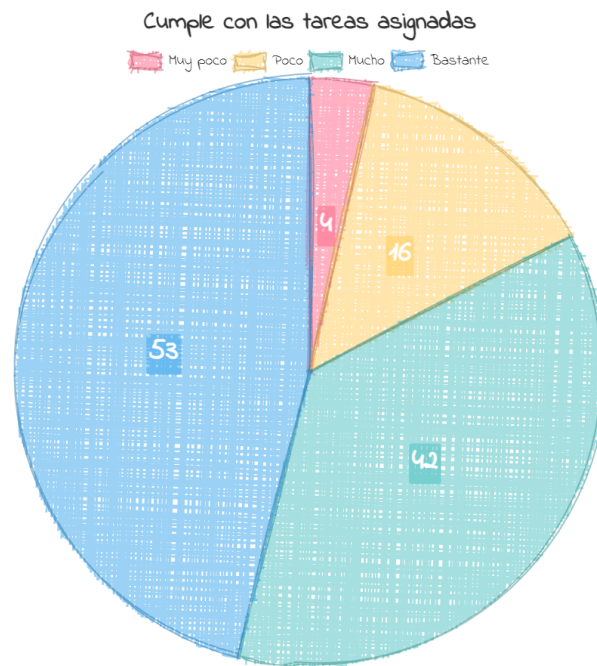
Cumple con las tareas asignadas

Muy poco   Poco   Mucho   Bastante

These numbers indicate that a significant number of students perceive their group members as fulfilling their assigned tasks. Their evaluation suggests that their peers have demonstrated a satisfactory level of completion and responsibility in carrying out their designated responsibilities within the group.

The high number of students who believe that their peers have fulfilled the tasks to a significant or great extent is encouraging. It reflects a positive perception of their group members' commitment and effectiveness in meeting the assigned tasks. These can promote a sense of accountability and mutual trust within the team.

Furthermore, the positive feedback from the students regarding their peers' task completion can serve as motivation for the entire group. It can encourage other students to meet their responsibilities and contribute actively to the group's objectives.

Participa en todas las partes realizadas por el grupo

Muy poco   Poco   Mucho   Bastante

4   10   52   57
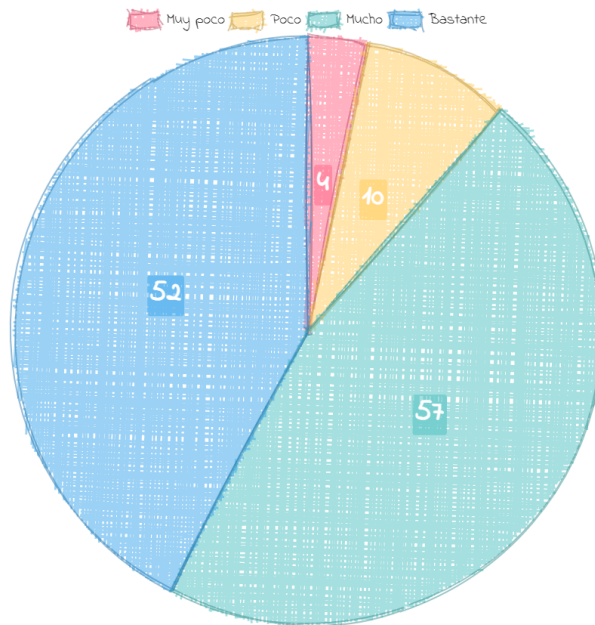
The majority of students believe that their group members have actively participated in all the parts carried out by the group. Perceiveing their group members as actively contributing to all aspects of the group's work. Their evaluation suggests that their peers have been actively involved and engaged in all the different components or tasks undertaken by the group.

It is shown that having participated to a significant or great extent is encouraging. It demonstrates a positive perception of their group members' commitment and involvement in all the parts or components of the group's work, fostering a sense of collaboration, shared responsibility, and a holistic approach to achieving the group's objectives; inspiring and motivating other group members, and encouraging them to actively contribute and engage in various tasks or components of the group's work.

Apoya a los compañeros que lo necesitan

Muy poco · Poco · Mucho · Bastante

5 · 10 · 52 · 53
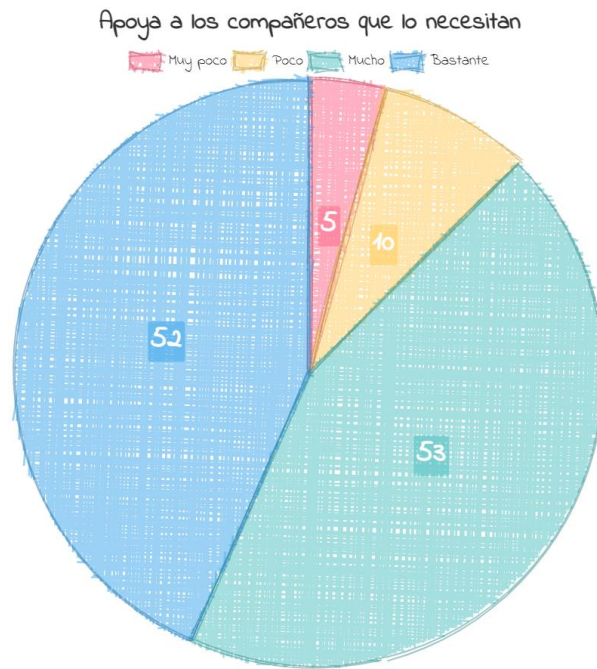
We can find that the majority of students believe that their group members have provided support to those who needed it, suggesting that their peers have demonstrated a considerable level of support and willingness to help those in need within the group.

These reflects a positive perception of their group members' empathy, compassion, and willingness to lend a helping hand to their classmates, fostering a supportive and inclusive group environment, where students feel comfortable seeking assistance and collaborating with their peers.

Ayudó a generar un ambiente positivo y colaborar

Muy poco · Poco · Mucho · Bastante

6 · 18 · 41 · 58
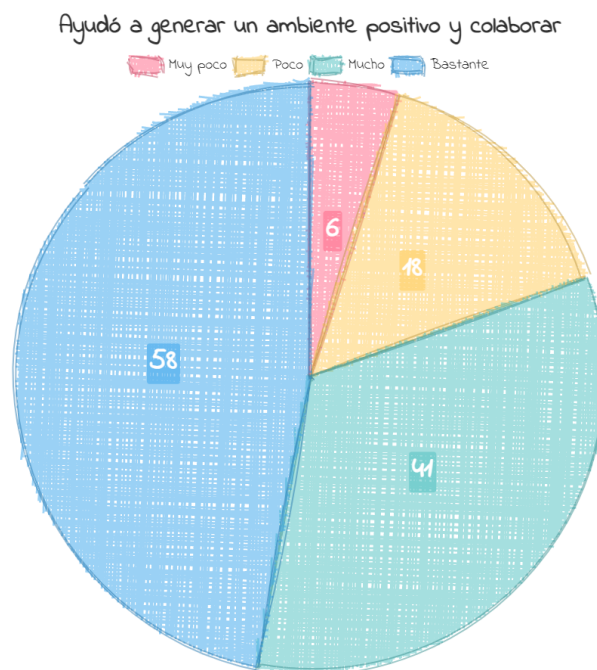
It is shown that while a majority of students believe that their group members have created a positive and collaborative environment, there are some students who perceive a lack of contribution in this regard.

These numbers indicate that there is a portion of students who feel that their group members have not effectively contributed to creating a positive and collaborative environment. It suggests that there may be room for improvement in terms of fostering a more supportive and cooperative group dynamic.

Furthermore, it is crucial to provide support and guidance to those students who feel that their peers have made minimal effort in generating a positive and collaborative atmosphere. By addressing their concerns and offering opportunities for open communication and constructive feedback, it may be possible to promote a more inclusive and supportive group environment.
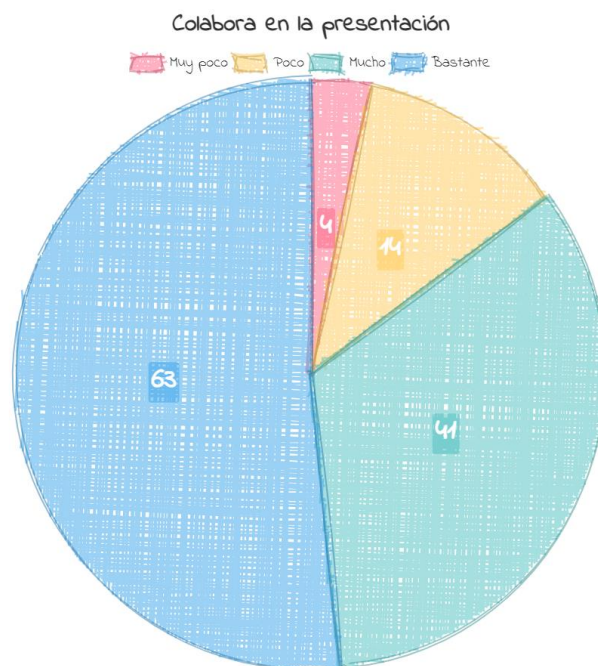
Colabora en la presentación

Muy poco   Poco   Mucho   Bastante

We can observe that the majority of students believe that their group members have actively contributed to the presentation. Their evaluation suggests that their peers have played a substantial role in the planning, preparation, and delivery of the presentation. These reflect a positive perception of their group members' efforts to work together, share responsibilities, and effectively communicate ideas.

It is important to highlight the contributions of group members in the presentation can further strengthen teamwork and foster a sense of achievement and pride among the students. However, it is worth noting that a portion of students feel that their peers have made limited contributions to the presentation. There are 14 students who believe that their peers have done so to a small extent, and 4 students perceive very little effort in collaboration.

These negative evaluations should be taken into account as opportunities for improvement. It may be necessary to address the concerns raised by these students, provide support, and encourage greater participation and collaboration among group members. By addressing any existing issues and promoting effective teamwork, it is possible to enhance the overall quality and success of the presentation.

Respeta la palabra de los compañeros

Muy poco   Poco   Mucho   Bastante
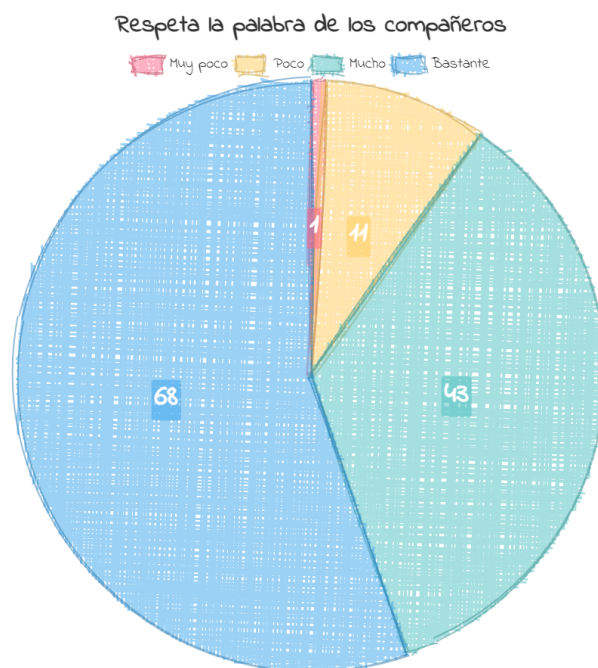
Finally, the majority of students believe that their group members have respected each other's input and opinions during group discussions, suggesting that there is a culture of respect and open communication within the group. These demonstarte a positive dynamic where students feel heard and acknowledged, fostering a supportive and inclusive learning environment.

Appreciating the efforts of group members to respect each other's perspectives can further strengthen teamwork and collaboration. However, it is important to notice that a portion of students feel that their peers have shown limited respect for others' input. There are

eleven students who believe that their peers have done so to a small extent, and one student perceives very little effort in respecting the word of their peers.

Apart from all these results, I would like to argue that, as previously mentioned, when students are engaged in interactive and stimulating activities, their interest and curiosity are ignited. This curiosity serves as a driving force that compels them to explore and seek out additional information related to the topic at hand. As they dive deeper into their research, they become more knowledgeable about the subject and develop a deeper understanding.

Furthermore, the opportunity to share their findings and insights in the classroom setting promotes active participation and collaboration among students. It creates a dynamic learning environment where students can exchange ideas, perspectives and information. This sharing of knowledge not only enhances their own understanding, but also exposes them to diverse viewpoints and alternative approaches to the subject matter.

The process of searching for information, evaluating its relevance and presenting it to their peers fosters critical thinking skills and encourages students to take ownership of their learning. They become active contributors to the classroom discussions, sharing their unique perspectives and engaging in thoughtful debates.

At the beginning of these sessions, we have had the opportunity to dedicate part of a session to a presentation prepared by one of the students, which serves as a way to review previously learned content. The presentation focuses on the ancestor of this student, who is called Lucas Ochoa de Aldai, who was a soldier that participated in *La Reconquista* (1492) (ANNEX VIII).

6. CONCLUSIONS

The analysis of the rubrics results provide valuable insights into student engagement, strengths, challenges and aspirations. These findings can inform future instructional design, support targeted interventions and stimulate a positive and inclusive learning environment. By leveraging these insights and implementing appropriate changes, teachers can create a learning experiences that meet the diverse needs of students, promotes their growth and development, and ultimately empowers them to achieve success.

Although the samples used in this study are limited, it is important to note that the results obtained are remarkably clear and consistent. While generalisations should be made cautiously, the findings provide valuable insights and allow for some preliminary

conclusions to be drawn. The clarity of the results suggests that there is a strong indication of a significant relationship or effect being observed.

After developing this learning situation with children in a school, I can affirm that songs are a valuable didactic resource for content taught in a foreign lenguage. When students sing these songs, they acquire a foreign language while having fun, releasing stress and improving the bond between them. Due to its catchy rhythm and easy-to-remember melodies, students unconsciously acquire a wide range of content, aswell as vocabulary, structures and they improve their pronunciation.

A result not collected in the rubrics that demonstrate what I have already mentioned, is that during break times, it was common to hear them unconsciously humming and singing the songs worked in class, not only the ones they have created, but also those that were being created by their classmates. A fun fact is that you could also sometimes tell that some teachers and students from other courses were humming them.

Being capable of comprehending the lyrics of songs and being able to continue singing them generates a profound sense of satisfaction and empowerment among students. Additionally, when students acquire knowledge through songs, they learn in context rather than in isolation.

There could be seen a causality between the students showing high interest and enjoyment in the task and those who have higher marks. Likewise, we can see a relation between the lowest marks and the children that did not felt supported or did not felt comfortable developing the task, etc. Thus, the engaging activities directly influence to the active participation of students in the process of learning and in their interest on the subject.

On another note, it is curious to see that similar questions asked differently about the task could get such different results, for example when it was asked if they liked the task, it was not the same as asking the same question but focusing on the engaging part, in this case, the creation of a song. This emphasises being done collaboratively gathering and working along with their classmates. A majority of the children answered that they excelled the most was helping the group and, secondly, the fun part, singing together.

Furthermore, students actively engaged in using debate and reasoning, showing the value of constructive discussions and logical thinking. Students reported feeling comfortable with these skills, indicating the success of promoting open-mindedness and effective communication. Acknowledging and building upon these positive aspects can foster a positive classroom climate and encourage further engagement. Students believed they

successfully fulfilled the assigned task, demonstrating competence and understanding. These is assessed in the peer and self-evaluation rubrics.

However, there are areas where improvements can be made, particularly in creating a positive and collaborative environment and ensuring equal contributions in presentations, as they indicated in the rubrics. Addressing these concerns, the teacher must be more aware of the correct development of the roles of each student.

Finally, the integration of songs as a pedagogical tool has proven to be a powerful catalyst for student engagement, language acquisition, and overall enjoyment of the learning process. By recognising the value of music in education and harnessing its potential, educators can unlock new avenues for student growth, encourage meaningful connections and create inclusive learning environments that empower students to reach their full potential. As we continue to explore innovative approaches to teaching and learning, let us not underestimate the transformative power of music and its ability to ignite a lifelong love for learning in our students.

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ANNEXES

- **ANNEX I:** the video shown to students in the first lessons to check the previous knoledge titled "What do you know about your world?".

  https://drive.google.com/file/d/1WIFpwtg0eXK3NkTVeoCc1MD6x2bXujy-/view?usp=sharing

- **ANNEX II:** the video edited with EdPuzzle in order to answer the questions indicated throughout it.

  https://edpuzzle.com/assignments/647a7a28c34cbb431df48d89/watch

- **ANNEX III:** the topics from the science book.

Who were the Catholic Monarchs?

In 1469, Fernando of Aragón and Isabel of Castilla got married. They were later known as the **Catholic Monarchs**.

The Catholic Monarchs

The Catholic Monarchs were Isabel of Castilla and Fernando of Aragón. Isabel was born in 1451 in Madrigal de las Altas Torres (Crown of Castilla). One year later, Fernando was born in Sos (Crown of Aragón) in 1452. Isabel and Fernando got married in 1469. At that time, the King of Castilla was Isabel's brother, Enrique. He named Isabel as his **heir** to the kingdom, so when he died in 1474, Isabel became queen. However, Enrique's daughter also claimed the throne, which led to a war of succession that lasted for several years. Isabel was finally successful and five years after her coronation, Fernando became king of Aragón. The two monarchs completed the Reconquista in 1492. Later, they added the Canary Islands (1496) and the Kingdom of Navarra to their territories. They also incorporated some territories in North Africa (Melilla) and the Kingdom of Napoles. Isabel died at the age of 53 in 1504, and Fernando lived until he was 64.

1. How old were Isabel of Castilla and Fernando of Aragón when they got married?

2. Work in pairs. Describe what's happening in each picture.

3. Listen. Answer the questions in your notebook. 023
   a. What were the main roles of women in this period?
   b. Who were women dependent on?
   c. Name a powerful woman in England in this period?

4. Copy and complete the table. Then, answer the questions.

Year	Facts about the Catholic Monarchs
1469	
	Enrique, king of Castilla, died.
1474	
	Fernando became king of Aragón.
1492	
	They conquered the Canary Islands.
1504	
	Fernando died.

a. For how many years was Isabel queen?
b. For how many years was Fernando king?
c. Which year appears twice in the table?
d. When did they conquer the Canary Islands?
e. Which year marked the end of the Reconquista?
f. Who became a monarch first?

The Spanish Inquisition

Fernando and Isabel established the **Inquisition** in 1478. The Inquisition interrogated and punished people who weren't Christians. Sometimes, they tortured and killed them. Fernando and Isabel also **expelled** the Jews from Spain. The Spanish Jews who adopted the Christian religion were called **conversos**.

5. Work in pairs. Discuss why you think some Spanish Jews became conversos.

I think they became conversos because ...

I agree with you because ...

At home If you were a powerful monarch, what new rule would you introduce? Design a poster for the new rule.
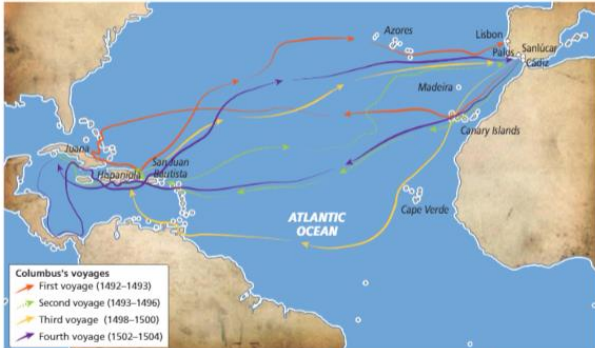
100   101

What happened during the Age of Discovery?

During the Early Modern Age, many European **explorers** went on voyages to distant lands. They **discovered** new territories and conquered them, colonising the people who lived there. This is why this period is called the **Age of Discovery**.

In the Middle Ages, many Europeans began to buy **silk** and **spices** from **Asia**. However after the Turks conquered **Constantinople** in **1453**, trade with Asia became more difficult. Europeans believed that you could get to Asia by sailing west. In addition, by the end of the 15th century ships became **bigger** and **faster**. There was also a new navigation tool called the **compass**.

Christopher Columbus

On 3 August 1492, **Christopher Columbus** left the port of Palos in Spain with three ships: the **Niña**, the **Pinta** and the **Santa Maria**.

Columbus's voyages
- First voyage (1492–1493)
- Second voyage (1493–1496)
- Third voyage (1498–1500)
- Fourth voyage (1502–1504)

1. Look at the interactive map and answer the questions.
   a. On which journey did Christopher Columbus visit mainland America for the first time?
   b. How many years did Christopher Columbus spend in the Americas on his second journey?
   c. Which continent did Christopher Columbus think he was travelling to?
   d. What were the three ships on his first journey called?

WOW Christopher Columbus asked Portugal, England and France to finance his voyages before he asked the Catholic Monarchs. All three countries said no!

Ferdinand Magellan and Juan Sebastián Elcano

Ferdinand Magellan was born in Portugal but lived in Spain. In **1519**, he left Spain with several ships and 265 sailors and crossed the Atlantic Ocean. He then sailed around South America and was the first person to cross the Pacific Ocean. He discovered the **Philippines**, where he died in battle. **Juan Sebastián Elcano** led the expedition back to Spain, but unfortunately only one ship and 18 sailors arrived back in Spain.

2. Which bodies of water did Ferdinand Magellan sail across?

The first conquistadors

After Columbus went on his first voyage, the Spanish conquered the Caribbean islands. Then, the conquest of the continent began. **Hernán Cortés** and **Francisco Pizarro** were **conquistadors**. Cortés conquered some Mayan cities and then the **Aztec empire**. The conquest ended in 1521. Pizarro sailed from Panama city to the Inca empire with 180 soldiers. They took the **Inca** emperor prisoner and conquered the Incas. This conquest ended in 1533, but Pizarro conquered Cuzco one year later.

- Aztecs
- Mayans
- Incas
- Hernán Cortés' voyage (1519 - 1521)
- Fransisco Pizarro's voyage (1532 - 1533)

3. Answer the questions.
   a. What were the three empires of the Americas before the conquest?
   b. Who were the first conquistadors?
   c. How long did each conquest last?

At home Explore a new place, such as a new park. Then, write about your experience.

Who were the Hapsburgs?

In the 16th and 17th centuries, Spain was ruled by the **Hapsburg dynasty**. **Carlos I** and **Felipe II** were the most important Hapsburg kings.

The most important kings of the Hapsburg dynasty	1516	**Carlos I** • He was born in Ghent, Belgium and was the grandson of the Catholic Monarchs and the Emperor of the **Holy Roman Empire**. • He couldn't speak Spanish, so he gave foreign nobles important positions in his court. • The nobles increased taxes. This caused a rebellion in Castilla. • The rebels declared **Juana**, Carlos I's mother, Queen of Castilla. • He fought many battles against the French and the Turkish **Ottoman Empire**.
	1556	**Felipe II** • He became **King of Portugal** in 1580. • He won the battles of San Quintín (France) against France and the battle of Lepanto (Mediterranean Sea near Greece) against the Ottoman Empire. • He sent the **Armada** to invade England, but it was defeated in 1588.
The 'lesser Hapsburgs'	1598	**Felipe III** • He had no interest in his duties as king and delegated his power to nobles who ruled in his place. These nobles were called **favourites**. • He expelled the **moriscos** (Muslims forced to convert to Christianity) from Spain.
	1621	**Felipe IV** • He was defeated in the **Thirty Years' War**. • **Count-Duke of Olivares** governed as prime minister. • He lost the **Kingdom of Portugal**.
	1665	**Carlos II** • He became king at the age of four. • He delegated his power to his mother and favourites. • He had no children.
	1700	**End of Hapsburg rule**

1. Work in pairs. Ask and answer questions about the table of Hapsburg kings.

Which king couldn't speak Spanish?

Carlos I

The Spanish Empire

In the 16th century, Spain became the largest empire in the world, with territories in five continents. The expansion of the empire was possible because it was one of the richest countries in Europe. Gold and silver from the Americas financed the empire.

Possessions of:
- Carlos I
- Felipe II
- both
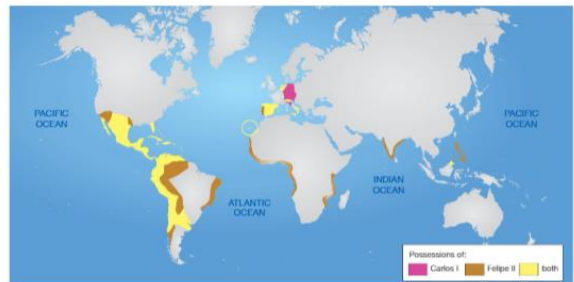
2. Look at the map and answer the questions in your notebook.
   a. In which five continents did Spain have territories?
   b. Which king controlled the most territories?

3. Work in groups. Research on the Internet to find five types of food which came from the Americas.

The viceroyalties in the Americas

In the 16th and 17th centuries, the Spanish territories in the Americas were divided into two **viceroyalties** called **New Spain** and **Peru**. In each viceroyalty, there was a **viceroy**.

Viceroyalty of New Spain
Viceroyalty of Peru

4. Look at the map and answer the questions in your notebook.
   a. What were the capital cities of the two viceroyalties?
   b. Name two countries that occupy part of these lands today.
   c. Why do you think the territories in the Americas were divided into viceroyalties?
   d. What do you think were the duties of a viceroy?
   e. Has Spain got any viceroyalties today?

At home Have a look in your kitchen. Is there any food that is native to the Americas?

Who were the Bourbons? 🔊

In the 18th century, Spain was ruled by the **Bourbon dynasty**. **Felipe V** and **Carlos III** were the most important Bourbon kings.

1 ▶ **Watch.** How were Felipe V and Carlos III very different kings? ✓

The War of the Spanish Succession

Carlos II died in 1700 with no heir. This marked the end of the Hapsburg dynasty. France and the Crown of Castilla wanted Philip, Duke of Anjou to become king, but the Austrian Empire and the Crown of Aragón didn't want a French king. Other European countries thought that if France and Spain united under one monarch, they would become too powerful. For this reason, the **War of the Spanish Succession** began in 1701. This war ended in **1713** with the **Treaties of Utrecht**. Philip, Duke of Anjou became **Felipe V**, the first Bourbon king of Spain, but Spain lost some of its lands in Europe.

The War of the Spanish Succession

2 📶 **Research on the Internet.** ✓
   a. Where's Utrecht?
   b. Name a territory that Spain gave to Britain.
   c. Name a territory that Spain gave to the Duke of Savoy.

The Bourbon kings

Spain had four kings in the 18th century: Felipe V, Fernando VI, Carlos III and Carlos IV. The two most important kings during this period were Felipe V (1700-1746) and Carlos III (1759-1788).

King **Felipe V** ruled with absolute power, so he was the only one who made all the decisions. He **centralised** the government. and eliminated all the local institutions to consolidate his rule. He declared Spanish the only official language and introduced a new law called the *Ley Sálica*, which prohibited women from becoming queen. Felipe V also divided Spain into provinces.

3 🔊 **Answer the questions in pairs.** ✓
   a. How is the Spain of Felipe V's reign different to the Spain of today?
   b. What's the one similarity between the Spain of Felipe V's reign and the Spain of today?

🔊

Carlos III ruled Spain in the second half of the 18th century and he was a very different king to Felipe V. He wanted to **modernise** Spain and improve the lives of the Spanish people. He chose efficient ministers that helped him to improve Spain's cities, roads, education, agriculture, industry and trade. He built public hospitals in the cities and introduced street lighting, rubbish collection services, streets paved with cobblestones and a sewage network.

4 Use a dictionary to find the definition of these words in your notebook. ✓

   cobblestones   sewage

The Enlightenment

In the 18th century, a cultural and intellectual movement developed in Europe called the **Enlightenment**. The ultimate goal was to end the darkness of the Middle Ages, which was caused by ignorance and superstition.

The Enlightenment **influenced** many European monarchs who wanted to modernise their countries. Carlos III modernised Spain's cities and made them more beautiful. He built new buildings and monuments in Madrid during his reign.

5 Listen to the podcast. Copy and complete the sentences in your notebook. 🔊 024 ✓
   a. _____ used to house the National History Cabinet. Then, Carlos III's grandson decided to use it as a new Royal Museum of Paintings and Sculptures.
   b. _____ was named after Cybele, a Phrygian goddess.
   c. A medieval wall surrounded the city of Madrid, with monumental gates. One of them was _____. The name comes from the old road that connected Madrid to the city of Alcalá.
   d. _____ was dedicated to exhibiting plants and teaching botany. It used to be on the banks of the Manzanares River but Carlos III ordered the garden to be moved to its current location.
   e. The sculpture in the centre of _____ represents Neptune, the god of water in Roman mythology.
   f. Carlos built the _____ hospital because the hospital founded by Felipe II didn't meet the city's needs.

🏠 **At home** Are there any buildings or monuments from the Age of Enlightenment near your home?

What artistic styles appeared in the Early Modern Age? 🔊

During the period of the Catholic Monarchs and the Hapsburg dynasty, new artistic styles appeared in Europe called the **Renaissance** and **Baroque** Art.

1 ▶ **Watch.** Can you name any artists from the Early Modern Age? ✓

The Renaissance

The Renaissance began in Italy in the 15th century and later spread to Spain. It was inspired by **Ancient Greek** and **Roman** art. Renaissance artists wanted to express classical beauty. **Michelangelo** was a famous Renaissance painter. One of his most famous works was the ceiling of the **Sistine Chapel**. Other Italian painters of this period were **Leonardo da Vinci** and **Rafael**.

2 📶 **Research on the Internet to find out the origin of the word *Renaissance*.** ✓

Renaissance architecture appeared in Spain in the 16th century. The elaborate and decorative style called **Plateresque** is an example of this. You can see it on many buildings from the beginning of the 16th century.

Salamanca University

In the second half of the 16th century, buildings were characterised by a simpler and more classical style. The name of this stage of Renaissance architecture is **Herrerian**.

The Monastery of El Escorial

3 What's the Renaissance style of the two buildings below? Explain your reasoning. ✓

a.

b.

🔊 WOW
The Renaissance period started in Italy because it was a rich country, therefore people were able to spend money on art and music.

🔊

The Baroque

The Baroque style began in Italy in the 17th century and later spread to Spain. It was inspired by Ancient Greek and Roman Art, like the Renaissance. However, Baroque artists mixed light and shadows while Baroque architecture used lots of curved lines and decoration. Most Baroque buildings are religious.

Cathedral of Murcia

The Church of Saint Louis of France, Sevilla

4 🔊 **Work in pairs. Describe the inside of the Church of Saint Louis of France. Focus on the shapes, colours and lighting.** ✓

The Golden Age

During the 16th and 17th centuries, when Spain was an empire, there were many great artists and writers in Spain. We call this period Spain's **Golden Age**.

5 🔊 **Work in pairs. Choose a famous writer or artist from the Golden Age. Ask questions to find out who your classmate's famous person is.** ✓

Did he/she live in the 16th century? Was he/she a writer? Did he/she write plays?
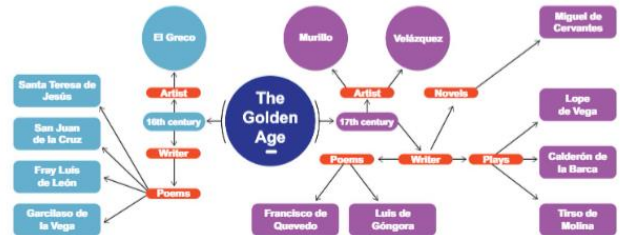
🏠 **At home** Visit your local library and see if you can find books by a 16th or 17th century writer.

- **ANNEX IV:** some songs created by the students.

  https://drive.google.com/file/d/10KYHO47syKqjXx5u5jaW5Qu_UbegbkQG/view?usp=sharing

  https://drive.google.com/file/d/1_65wYd8p-HVu87DPjnaMK4OvnHjtcT6/view?usp=sharing

  https://drive.google.com/file/d/1c631sVR_vTos0itxqw92QRqduZWAOoZt/view?usp=sharing

  https://drive.google.com/file/d/1OnoCe6r0OafUSMMtQRSxRDh8DSk31zUy/view?usp=sharing

- **ANNEX V:** the lyrics of the songs (presentation using Canva).

The Catholic Monarchs

BY: DANIELA, SHAY, PAULA AND HUGO

The Catholic Monarchs were Isabel of Castilla and Fernando of Aragón, and Fernando of Aragón. Isabel was born in 1451 in Madrigal de las Altas Torres (Crown of Castilla). One year later Fernando was born in Sos (Crown of Aragón) in 1452. Isabel and Fernando got married in 1469.

He named Isabel as his heir to the kingdom, so when he died in 1474 ,Isabel became queen.

The two monarchs completed the reconquista in 1492. They also incorporated some territories in North Africa (Melilla) and the kingdom of Napoles. Isabel died at the age of 53 in 1504, and Fernando lived until he was 64.

The Catholic monarchs were Isabel of Castilla and Fernando of Aragón, and Fernando of Aragón.

Fernando and Isabel established the Inquisition in 1478, in 1478. The Inquisition interrogated and punished people who weren't Christians. Fernando and Isabel also expelled the Jews from Spain, the Jews from Spain.

LLVLM (ROSALIA)

-In the 16th and 17th centuries, Spain was ruled by hapsburg dynasty (carlota).

Carlos I he was born in Belgium, he couldn't speak Spanish, so he have foreign nobles important positions in his court(jimena)

Felipe II He become the king of Portugal

He won the battles of san quintin and the battle of lepanto

He sent the Armada to invade England (pablo)

Felipe lll He had no interest in his duties as a king and delegated his power to nobles who ruled in his place. These nobles were called favourites. He expelled the moriscos (cecilia)

Felipe IV Thirty years war, count-duke of Olivares governed as a prime minister, he lost kingdom of Portugal (catlota)

Carlos II age of four (jimena)

In the 16th century, Spain became the largest empire in the world (carlota)

with territories in five continets. The expansion of the empire was possible (jimena)

because it was one of the richest countries in Europe. (cecilia)

gold and silver from the Americas financed the empire (pablo)

In the 16th and 17th centuries, the Spanish territories in the Americas were divided into two viceroyalties called new Sapin and Peru. In each viceroyalty, there was a viceroy and a dish from Ameriaca are Nachos with ccheese (carlota)

In the 16th and 17th centuaries, Spain was ruled by the hapsburg dynasty. Carlos I and Felipe II were the most important Hapsburg dynasty(todos)

WHO WERE THE BOURBONS?

Before the bourbouns ruled
were a group of kings
that are called hapsburgs dynasty
The war of the spanish succession,
began in the one thousand,
seven hundred and one,
Carlos 2 died in the one thousand seven hundred, with no heir.
This war ended, in the seventeen thirteen, with the treaties of Utrecht

Felipe 5

He centralised the government.
and eliminated all the local institutions to
consolidate his rule. He declared Spanish
the only official language and introduced
a new law called the Ley Sálica, which
stopped women from becoming queen,
Felipe V also divided Spain into provinces
Carlos III ruled Spain in the second half of the 18th century and he was
a very different king to Felipe V. He wanted to modernise Spain and improve the
lives of the Spanish people.

The Enlightenment

In the 18th century, a cultural and intellectual movement, developed in Europe,
called the
Enlightenment,
influenced many European, monarchs who wanted to modernise their countries.
Carlos III, modernised Spain's cities and made them more beautiful. He built new
buildings and
monuments, in Madrid during his reign
They both died in different times, and Felipe 5 started to rule in the one thousand
seven hundredand died in the one thousand seven hundred, fourty six, and
Carlos 3 started to rule in the one thousend seven houndre and fifty nine
,died in the one thousand, eighty eight
And then it all ended
But there where more kings.

By Carlota, Pablo ,Paula and Dani.

DON'T STOP ME NOW (REMIX)

WHO WERE THE CATHOLIC MONARCHS?
I DON'T KNOW IT YET
CAN YOU TELL ME ALL ABOUT THEM, PLEASE?
WHO WERE THE CATHOLIC MONARCHS?
I DON'T KNOW IT
I DON'T KNOW IT
CAN YOU TELL ME?
CAN YOU TELL ME?

THEY WERE ISABEL AND FERNANDO. ISABEL WAS BORN IN MADRIGAL 1451
AND FERNANDO IN SOS 1452.

ISABEL HAD A BROTHER WHO WAS A KING AND HE NAMED ISABEL HEIR
TO THE KINGDOM. HE DIED IN 1474, ISABEL BECAME QUEEN. HOWEVER,
ISABEL DEFEATED ENRIQUE'S DAUGHTER.

ISABEL MADE THE INQUISITION WHO CONSISTED IN INTERROGATE ALL
THE PEOPLE AND THEN WHEN THEY KNEW WHO WERE CHRISTIANS THEY
PUNISHED THEM.

I'M DIEGO, I WOULD CHANGE THAT WHEN SOMEONE OPPOSED
CHRISTIANITY THEY KILLED THE CHRISTIAN PERSON.

I'M LUCÍA, I WOLD CHANGE SUCH PAINFUL TORTURES FOR A LITTLE
LOOSER ONES OR ELSE I WOULD REMOVE THEM.

I'M AITOR, I WOULD CHANGE THE RULES THEY HAD AND ALSO ELIMINATE
ALL THE WARS THAT THEY HAD

CATHOLIC
CATHOLIC   x4
MONARCH

WHO WERE THE CATHOLIC MONARCHS?
I DON'T KNOW IT YET
CAN YOU TELL ME ALL ABOUT THEM, PLEASE?

THIS IS THE HISTORY OF THE CATHOLIC MONARCH
DO YOU NOW IT NOW ?

Flowers

(Miley Cyrus)

During the
Early Moooooodern Age
many Europeans
explored
and went
to different distant lands :
Yeah

This is why
this period
is called the Age of Discovery.

In the Middle Ages,
many Europeans
began to buy silk
and spices from Asia.
However after the Turks : Yeah
conquered Constantinople
in 1453, in the 15th.

trade with Asia became more
difficult

On the third
of August
in the 1492,
Christopher
Columbus
left the port of Palos in Spain
with the three ships:
la Niña, la Pinta
and the ship of la Santa Maria.

In the Middle Ages,
many Europeans
began to buy silk
and spices from Asia.
However after the Turks : Yeah
conquered Constantinople
in 1453, in the 15th.

Magellan was the
first person to cross the
Pacific Ocean and the Philippines
lands.

Hernán Cortés
and Francisco Pizarro
were conquistadors

Cortés conquered
some Mayan cities
and then the Aztec empire

In the Middle Ages,
many Europeans
began to buy silk
and spices from Asia.
However after the Turks: Yeah
conquered Constantinople
in the 1453 x2 in the 15 th

Pizarro sailed
from Panama city to the
Inca empire
with one hundred and eighty
soldiers.

This conquest
ended in 1533, Pizarro conquered
Cuzco one year later.

La la la ra la la la la,

la la la ra li la,

la la la la la la,

la ra la la la la,

la la la la la ra la li la.

Early Modern Age,

style appered.

They were,

Renaissance and Baroque Art.

We are going to talk,

about the art,

and don't forget the architecture.

Hey guys,

Renaissance and Baroque art,

were inspired,

by Ancient Greek and Roman art.

Main different between,

both styles were,

artists wanted to express,

yeeeeeh.

Renaissance artists expressed,

classical beauty in their works.

While baroque artists mixed,

shadows and lights, and lights, and lights.

Early Modern Age,

style appered.

They were,

Renaissance and Baroque Art.

We are going to talk,

about the art,

and don't forget the architecture.

Early Modern Age,

Early Modern Ageeeee,

Style appered,

whoaaaaaah,

Whoaaaaaah,

mmmmmmmmmmmmmmm.

Oh no the artists of the Renaissance,

Michelangelo, Leonardo da Vinci and Rafael.

Of course!!!

Yeeeeeeh.

The architecture starts,

Baroque style,

religous was.

But in the Renaissance

two style find,

Plateresque and Herrain.

It's time to finish the song,

with the Golden Age,

there were many great,

artists and writers.

This is our song,

Thank you for listening.

Made by: Lucía, Dani, Carlotta and César.
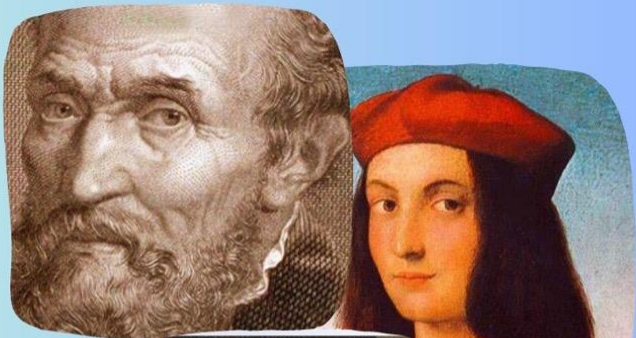
- **ANNEX VI:** the three documents given with the intention of assessing the performance of their team-mates, the one made by themselves and the one to give their opinion about the task/lesson.
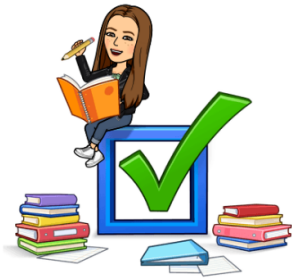
¿Qué te ha parecido la tarea social?

	Muy poco	Poco	Mucho	Bastante
¿Te ha gustado la tarea social?				
¿Te ha parecido interesante crear una canción con tus compañeras/os?				
¿Has necesitado más tiempo para elaborar la tarea?				
¿Te has sentido satisfecho del trabajo que has realizado en grupo?				
¿Has necesitado algún material que no hayas tenido en clase?				
¿Qué crees que se te ha dado mejor? ¿Qué te ha parecido lo más complicado?				
¿Te has sentido cómodo realizando la tarea?				
¿Qué has aprendido durante todas estas sesiones?				
¿Qué cambiarías o mejorarías para el siguiente trabajo?				
¿Tu maestra te ha ayudado cuando le has necesitado?				
Mi meta para el próximo trabajo es...				
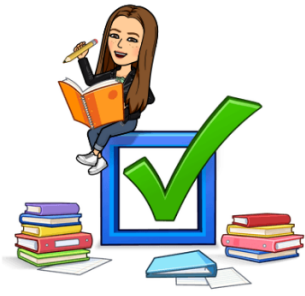
Coevalución

Usa diferentes colores para indicar el compañero al que te refieres

|	1 Muy poco	2 Poco	3 Mucho	4 Bastante
Participa en la toma de decisiones y acuerdos del equipo.				
Cumple con las tareas asignadas.				
Participa en todas las partes realizadas por el equipo.				
Apoya a los compañeros que lo necesitan.				
Colabora en la presentación.				
Ayudó a generar un ambiente positivo y colaborador (trata con respeto, es amable, ofrece ayuda, etc.).				
Respeta la palabra de los compañeros.				
¿Qué crees que se le ha dado mejor a tu compañero? ¿Qué le ha parecido lo más complicado?				
¿Qué consejos le darías a tu compañero para el próximo trabajo?				
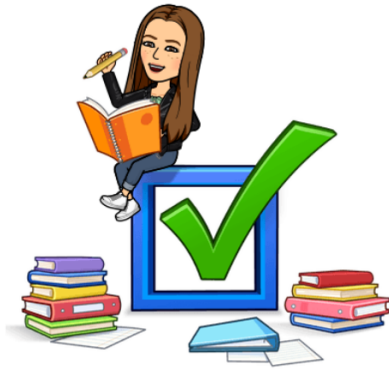
Diana de autoevaluación

Valora los aspectos coloreando o marcando cada anillo de los círculos.
1.- No estoy de acuerdo.
2.- Estoy algo de acuerdo.
3.- Estoy poco de acuerdo.
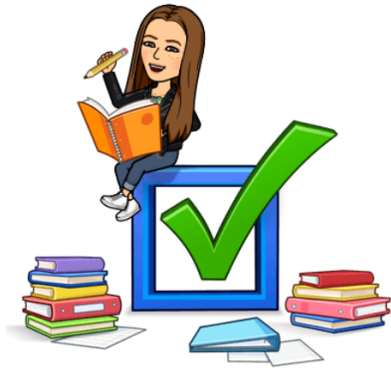**4.-** Estoy totalmente de acuerdo.

HE INTENTADO LLEGAR A ACUERDOS UTILIZANDO EL DEBATE Y EL RAZONAMIENTO

HE CUMPLIDO CON LA TAREA

HE ESCUCHADO ACTIVAMENTE, CON COMPRENSIÓN Y EMPATÍA

HE COOPERADO CON EL GRUPO
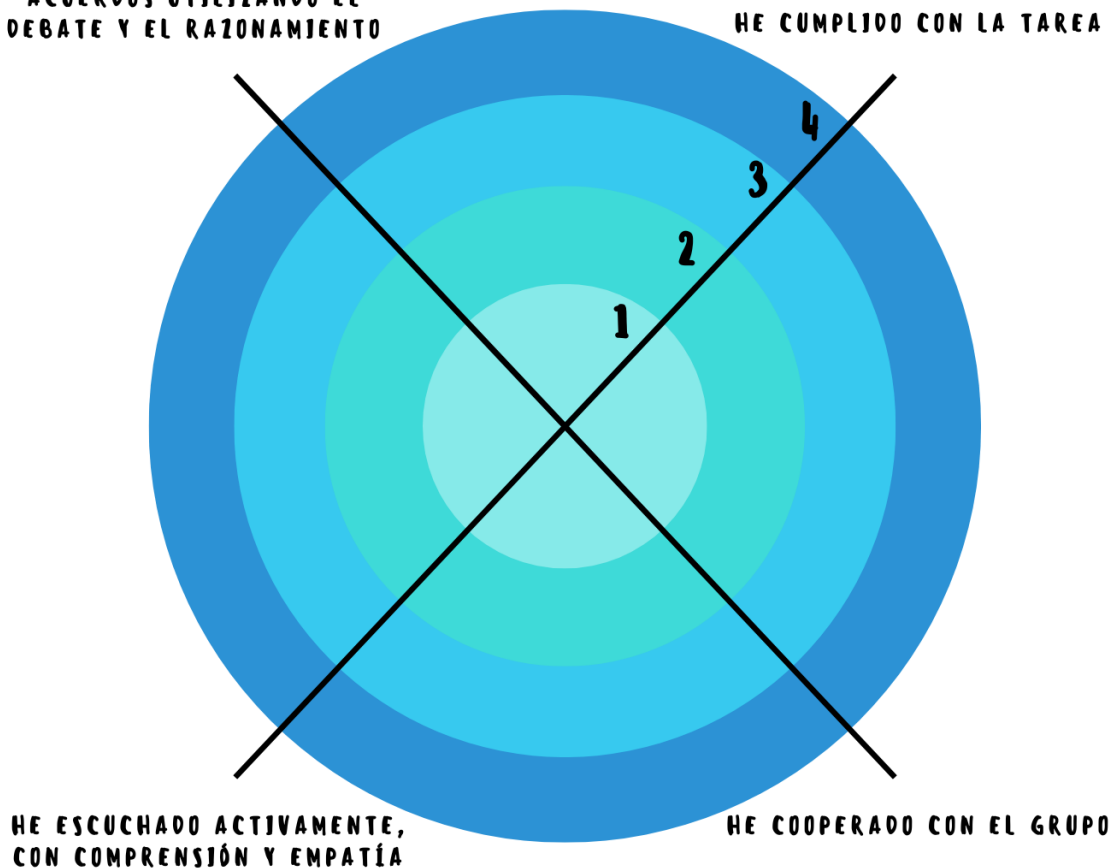
- **ANNEX VII:** the three documents filled by the teacher.

Fase de investigación

	1 Excelente	**2** Satisfactorio	**3** Mejorable
Selección de la fuente	Tiene en cuenta distintos criterios para evaluar si la fuente o el apartado de la misma es pertinente con la información que busca.	Nombra al menos algún criterio para la selección de la fuente en función de la información que busca.	No tiene en cuenta ningún criterio y hace la selección de la fuente de forma aleatoria.
Selección de la información	Pone en marcha estrategias de lectura para la búsqueda y selecciona pertinentemente la información que necesita.	Selecciona de forma difusa la información que busca.	No pone en marcha ningún tipo de estrategia y presenta muchas dificultades para la selección de la información que busca.
Recogida de información	Traduce la información a sus propias palabras demostrando comprensión de la misma.	Recoge la información al pie de la letra aunque demuestra cierta comprensión de lo que está recogiendo.	Recoge al pie de la letra información no pertinente o no la comprende
Seguimiento de la puesta en común	Es capaz de identificar la información ya compartida, la selecciona en su formulario y participa activamente de la puesta en común.	Tiene dificultades para identificar la información ya compartida, aunque va siguiendo el hilo de la puesta en común.	Presenta dificultades para identificar la información ya compartida y no además no sigue el hilo de la puesta en común.
Trabajo colaborativo	Muestra respeto a las ideas de los demás, contribuye al trabajo en grupo y participa en los debates.	Muestra respeto a las ideas de los demás y contribuye al trabajo en grupo.	Muestra respeto a las ideas de los demás.
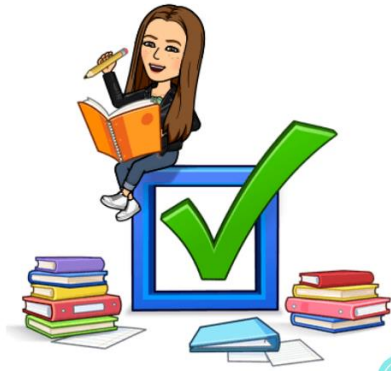
# Song

	1 Excelente	2 Satisfactorio	3 Mejorable	4 Insuficiente
Información general (4 puntos)	Aporta gran cantidad de información correcta y precisa sobre el tema desarrollado de forma ordenada y con total cohesión. (1)	Aporta múltiples datos correctos y precisos sobre el tema desarrollado parcialmente ordenado y con cierta cohesión. (0,5)	Aporta algunos datos sobe el tema desarrollado. (0,3)	Aporta datos vinculados a otro tema.
Estructura (2 puntos)	Analiza e identifica todas las partes que componen la estructura de la canción de forma clara y concisa. (1'5)	Demuestra cierto análisis e identifica la gran parte de la estructura de la canción. (1)	Identifica algunas de las partes de a¡la canción. (0,5)	Identifica una estructura que difiere de la propia canción.
Relación de los conceptos (3 puntos)	Los contenidos tienen un orden lógico, son claros y concisos. (2)	Los contenidos presentan cierto orden lógico, con cierta claridad y precisión. (1)	Algunos de los contenidos se presentan de manera desordenada, con algo de claridad y precisión. (0'5)	Los contenidos presentan una ausencia de orden, claridad y precisión.
Ortografía (1 puntos)	Apenas presenta faltas de ortografía. (1)	Contiene ciertas faltas de ortografía. (0'75)	Contiene múltiples faltas de ortografía. (0'5)	Contiene una gran cantidad de faltas de ortografía.
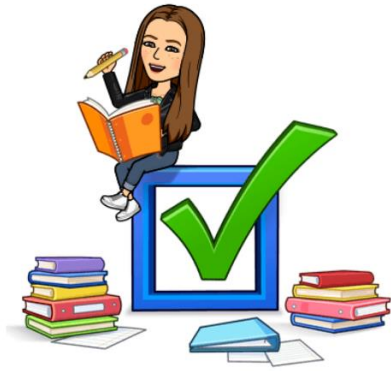
Lyrics presentation

	1 Excelente	2 Bien	3 Regular	4 Mal
Presentación atractiva y original con título llamativo.				
Espacio bien distribuido.				
Respeta los márgenes.				
Fuente clara y legible, cuyo tamaño es adecuado.				
Fondo que contrasta con el color de la fuente.				
Uso de stickers/fotos relacionados con el tema.				
Contenido del apartado correspondiente.				
Los contenidos se presentan en un orden lógico.				
Ortografía.				

- **ANNEX VIII:** the student's presentation about his ancestor, Lucas Ochoa de Aldai.

https://drive.google.com/file/d/1UJ3MS2uYotE9yCZtt5dfFsivmRXTSvKw/view?usp=sharing