

CLIL Module Plan

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School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Arte	Topic	Human Body Representation		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>More and more frequently, in primary school classes there are objective difficulties, personal suffering, multiple languages and conditions that do not allow the pupils to be treated in a consistent and fair way. According to national statistics, within each class there are: - pupils with visual, intellectual, hearing and motor disabilities; - pupils with specific learning disabilities; - foreign students who struggle to interact and accept requests in L2; - students with visual-spatial difficulties; - pupils from situations of socio-cultural disadvantage. This teaching plan has been developed and adapted to take into consideration the makeup of the class.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	The students are able to: - use pencils, scissors and glue; - follow instructions if accompanied by visual aids; - work in pairs and in small groups; - ask for explanations, if needed.	The pupils know the names of the colours (blue, yellow, green, red, orange, pink) Pupils know communication structures “What is this? This is...”, “What can you see? I can see...” “Can you repeat please?”

Timetable fit	<input checked="" type="radio"/> Module	Length 3 lessons - 300 minutes
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Description of teaching and learning strategies

Art is a practical subject in which the student's learning is focused on activities (learning by doing), interaction with the world and the manipulation of objects. One of the strengths of this approach is to make the student the protagonist of his/her own learning through intuition, initiative and creativity. The planned activities and materials allow the teacher to work on the skill of "acquiring self-awareness" and "gradually overcoming stereotypes" through the body map and the parts of the face. Each lesson has the same structure: - the warm-up phase, which aims to create a calm environment to encourage learning through a daily routine; - the assessment phase, which allows the teacher to assess the students' prior knowledge and encourage learning by discovering the new topic; - the practical phase, during which the activity is carried out individually, in pairs or in small groups; - the final phase, which is mainly aimed at processing what was presented or assimilated during the activity. Working in pairs or in small groups allows all students to actively participate in the activities proposed. Each activity also has a support part (scaffolding) that can be used by the students if necessary. Considering the type of subject and the age of the students, the assessment is predominantly formative: the teacher observes the students during all the activities and at the end the teacher proposes a self-assessment to make the students the protagonist in the learning process. The teacher can also use a assessment rubric to assess students at the end of the module (assessment rubric.pdf)

Overall Module Plan

Unit: 1 The face Unit length: 300 minutes (100 minutes per lesson)	Lesson 1 Parts of the face
	Lesson 2 From shapes to face
	Lesson 3 From fruits and vegetables to face

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Parts of the face
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Know: - numbers from one to five; - words related to orientation. Be able to: - create a daily routine to learn vocabulary related to greetings and courtesy phrases; - create a calm environment for learning; - observe using senses. Be aware: - that the lesson is starting.	The teacher greets the children by saying "Good morning" and the children repeat in chorus. Then the teacher makes movements with his hands and arms counting to five and saying "right" and "left". The children must remain silent and then repeat the teacher's movements and words At the end of the hand exercise, the teacher asks "How are you?" and the children respond in turns.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary one, two, three, four, five, right, left</p> <p>Communicative structures Good morning How are you? I'm fine, well, very well, unwell.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative assessment: the teacher observes participation in the activity
L	S	R	W								

2	15 minutes	<p>Know: - names of the parts of the face. Be able to: - use prior knowledge and known vocabulary on the topic; - develop observation skill starting from a drawing; - identify and understand parts of the face; - guess from a specific context. Be aware: - that faces can be made of information.</p>	<p>To introduce the topic and assess the students' prior knowledge, the teacher uses a brainstorming activity. The teacher shows a power point slide and asks the students "What is this?" "What can you see?". Initially the image displayed is small and then is enlarged to reveal the words describing the parts of the face hidden inside. Learners are encouraged to speak about the topic. They might use also L1 and the teacher can translate, if appropriate.</p>	<p>Skills</p> <table border="1" data-bbox="1167 165 1505 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary hair, eye, eyebrow, ear, mouth, chin, nose, cheek, neck, face</p> <p>Communicative structures What is this? What can you see? I can see...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• 1.1 Intro.ppt</p> <p>Powerpoint slide with a special drawing of a face (1.1 Intro.ppt)</p>	<p>Formative assessment: the teacher observes participation and interaction during the activity</p>
L	S	R	W								

3	15 minutes	<p>Know: - names of the parts of the face. Be able to: - develop observation skills starting from a drawing; - learn the meaning of the parts of the face; - be able to identify the parts of the face. Be aware: - that the names of the parts of the face can be learned by imitation.</p>	<p>The teacher shows on the interactive whiteboard, with the help of powerpoint, every single element of the face and asks the children to repeat them aloud. The students also have to indicate with their hands the part of the face named on their own face.</p>	<p>Skills</p> <table border="1" data-bbox="1167 877 1505 924"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary hair, eye, eyebrow, ear, mouth, chin, nose, cheek, neck, face</p> <p>Communicative structures What is this? What can you see? I can see...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• 1.1 Intro.ppt</p> <p>Powerpoint slide with a special drawing of a face (1.1 Intro.ppt)</p>	<p>Formative assessment: the teacher observes participation and interaction during the activity</p>
L	S	R	W								

4	25 minutes	<p>Know: - names of the parts of the face. Be able to: - develop observation skill starting from a drawing; - process knowledge from a drawing; - learn the meaning of the words naming the parts of the face; - identify the parts of the face; - organise information from a drawing to a table; - cooperate with others. Be aware: - that it is important to categorize information</p>	<p>Work in pairs. The teacher gives out two cards: the first is the face with the names of the parts, the second is a table to complete. The teacher asks the pupils to complete the table by inserting the words for the parts of the face with the help of the drawing in which the words are hidden.</p>	<p>Skills</p> <table border="1" data-bbox="1167 165 1505 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary hair, eye, eyebrow, ear, mouth, chin, nose, cheek, neck, face</p> <p>Communicative structures What is this? What can you see? I can see...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • 1.2 Face.pdf • 1.3 Parts of the face.pdf <p>Two cards per child to glue and complete in the notebook - 1.3 parts of the face.pdf - 1.2 face.pdf</p>	<p>Formative assessment: the teacher observes participation and interaction during the pair work. The teacher also observes the ability to complete the activity in the notebook.</p>
L	S	R	W								

5	25 minutes	<p>Know: - names of the parts of the face. Be able to: - learn the meaning of the words naming the parts of the face; - identify parts of the face; - cooperate with others. Be aware: - that you can learn the names of parts of the face playing with classmates.</p>	<p>Small group work – 4 students. To learn and remember the words for the parts of the face, the teacher suggests a memory game to be played in a small group of 4 students. When a student manages to form the image-word pair, his/her partner asks "What is this?" and the student replies "This is the..." followed by the specific words. If the pupils don't remember the word they can read it. If necessary, students can consult the table previously compiled in the notebook.</p>	<p>Skills</p> <table border="1" data-bbox="1167 877 1505 924"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary hair, eye, eyebrow, ear, mouth, chin, nose, cheek, neck, face</p> <p>Communicative structures What is this? This is the...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • 1.4 Memory.pdf <p>Memory game (1.4 Memory.pdf)</p>	<p>Formative assessment: the teacher observes participation and interaction during the activity</p>
L	S	R	W								

6	15 minutes	<p>Know: - names of the parts of the face. Be able to: - use the communicative structures; - summarise the key vocabulary ; - use what has been learnt; Be aware: - of your own learning.</p>	<p>To conclude the lesson and review the vocabulary introduced, the teacher asks the students to indicate something new that they learned during the lesson. "Tell me one new thing you learned today" As an answer, the students can use the sentence "I found out that this is..." followed by a key word they have learned.</p>	<p>Skills</p> <table border="1" data-bbox="1167 165 1505 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary hair, eye, eyebrow, ear, mouth, chin, nose, cheek, neck, face</p> <p>Communicative structures Tell me one new thing you learned today I found out that this is...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>Scaffolding: Key vocabulary in the notebook</p>	<p>Formative assessment: the teacher observes the use of specific vocabulary</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	From shapes to face
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Know: - numbers from one to five; - words related to orientation. Be able to: - create a daily routine to learn vocabulary related to greetings and courtesy phrases; - create a calm environment for learning; - observe using senses. Be aware: - that the lesson is starting.	The teacher greets the children by saying "Good morning" and the children repeat in chorus. Then the teacher makes movements with his hands and arms counting to five and saying "right" and "left". The children must remain silent and then repeat the teacher's movements and words At the end of the hand exercise, the teacher asks "How are you?" and the children respond in turns.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary one, two, three, four, five, right, left Communicative structures Good morning How are you? I'm fine, well, very well, unwell.	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative assessment: the teacher observes participation in the activity
L	S	R	W								

2	15 minutes	<p>Know: - names of colours; - names of shapes. Be able to:</p> <ul style="list-style-type: none"> - use prior knowledge and known vocabulary on the topic; - develop observation skill starting from a drawing; - identify and name the shapes; - guess from context. <p>Be aware: - that this information can be learned by discovery.</p>	<p>To introduce the topic, the teacher suggests a game. The children sit in a circle and the teacher puts a cardboard box in the middle. Inside there are 20 shapes (5 triangles, 5 circles, 5 rectangles, 5 squares) of different colours. Each child takes a picture out of the box and the teacher asks "What is it?". The teacher describes the figure "This is a (colour) rectangle/triangle/square/circle". The children repeat in chorus.</p>	<p>Skills</p> <table border="1" data-bbox="1151 165 1491 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revisited: blue, yellow, green, red, orange, pink New: triangle, circle, square, rectangle</p> <p>Communicative structures What is this? This is a...</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 2.1 Shapes.pdf <p>Shapes to cut out (2.1 Shapes.pdf file) and a cardboard box</p>	<p>Formative assessment: the teacher observes participation and interaction during the activity</p>
L	S	R	W								

3	20 minutes	<p>Know: - names of colours; - names of shapes. Be able to:</p> <ul style="list-style-type: none"> - learn and associate the type of shapes with the specific vocabulary; - review prior knowledge (the colours); - cooperate with others. 	<p>Small group work – 4 or 5 students. The teacher divides the class into 5 groups and gives each child a sheet. On the sheet there are 6 different shapes which must be coloured following the instructions given. Once finished, the children cut out the individual shapes. To support and facilitate the recognition of the shapes, the teacher projects the shapes on the interactive whiteboard with the relative name and the colours that are requested.</p>	<p>Skills</p> <table border="1" data-bbox="1149 156 1494 212"> <tr> <td>L</td> <td>S</td> <td style="background-color: black; color: white;">R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revisited: blue, yellow, green, red, orange, pink New: triangle, circle, square, rectangle</p> <p>Communicative structures</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 2.2 Shapes for groups.pdf • 2.3 Shapes and colours.pdf <p>Sheets with shapes to colour and cut out (2.2 Shapes for groups.pdf) Scaffolding: 2.3 Shapes and colours.pdf to show on the interactive whiteboard</p>	<p>Formative assessment: the teacher observes participation and interaction during the group work. The teacher also observes the ability to complete the activity</p>
L	S	R	W								

4	40 minutes	<p>Know: - names of colours; - names of shapes. Be able to:</p> <ul style="list-style-type: none"> - learn and associate the type of shapes with the specific vocabulary; - review prior knowledge (colours and parts of the face); - cooperate with others. Be aware: - that faces can be made of shapes. 	<p>Small group work – 4 or 5 students – same as the previous activity. The children in each group share and join the shapes they have coloured and cut out. Each group creates a poster which represents a strange face. During the activity, the children talk to each other, associating the words for the parts of the face with the shapes. Example: “The mouth is a triangle”</p>	<p>Skills</p> <table border="1" data-bbox="1149 927 1494 983"> <tr> <td>L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revisited: blue, yellow, green, red, orange, pink New: triangle, circle, square, rectangle</p> <p>Communicative structures This is a...</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<p>White posters and previously coloured and cut out shapes</p>	<p>Formative assessment: the teacher observes participation and interaction during the activity</p>
L	S	R	W								

5	20 minutes	<p>Know: - names of colours; - names of shapes. Be able to:</p> <ul style="list-style-type: none"> - use the key vocabulary related to shapes, colours and parts of the face. Be aware: - that to achieve a team result you need to collaborate; - that faces can be made of shapes. 	<p>Each group shows their poster to the class. Each child in the group explains a feature of the face using the vocabulary relating to the parts of the face and that relating to shapes. Learners are encouraged to speak about the topic. They might use also L1 and the teacher can translate.</p>	<p>Skills</p> <table border="1" data-bbox="1149 204 1494 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revisited: blue, yellow, green, red, orange, pink, mouth, eye, hair, ear, nose New: triangle, circle, square, rectangle</p> <p>Communicative structures This is a... The (part of the face) is a (shape or colour+shape)</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 2.4 Poster.pdf <p>Posters with strange faces (see example 2.4 Poster.pdf)</p>	<p>Formative assessment: the teacher observes the use of specific vocabulary and communicative structure</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	From fruits and vegetables to face
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Know: - numbers from one to five; - words related to orientation. Be able to: - create a daily routine to learn vocabulary related to greetings and courtesy phrases; - create a calm environment for learning; - observe using senses. Be aware: - that the lesson is starting.	The teacher greets the children by saying "Good morning" and the children repeat in chorus. Then the teacher makes movements with his hands and arms counting to five and saying "right" and "left". The children must remain silent and then repeat the teacher's movements and words. At the end of the hand exercise, the teacher asks "How are you?" and the children respond in turns.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary one, two, three, four, five, right, left</p> <p>Communicative structures Good morning How are you? I'm fine, well, very well, unwell.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative assessment: the teacher observes participation in the activity
L	S	R	W								

2	20 minutes	<p>Know: - names of fruits and vegetables. Be able to: - make predictions; - observe and explain thoughts; - process knowledge from a drawing. Be aware: - that faces can be made of objects.</p>	<p>To introduce the topic and assess the students' prior knowledge, the teacher uses a brainstorming activity. The teacher shows the power point slide, the Arcimboldo's painting, and asks the students "What can you see?". Learners are encouraged to speak about the topic. They might use also L1 and the teacher can translate, if appropriate. At the end, the teacher shows fruits and vegetables in the painting and the students repeat the specific words aloud.</p>	<p>Skills</p> <table border="1" data-bbox="1099 165 1435 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary pear, grapes, cherry, banana, apple, salad, courgette, peas, aubergine, carrot</p> <p>Communicative structures What can you see? I can see...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• 3.1 Intro.ppt</p> <p>Powerpoint slide with Arcimboldo's painting and types of fruit and vegetables (3.1 Intro.ppt)</p>	<p>Formative assessment: the teacher observes participation and interaction during the activity</p>
L	S	R	W								
3	35 minutes	<p>Know: - names of fruit and vegetables. Be able to: - draw a self-portrait in a creative way; - use knowledge to create. Be aware: - of yourself and your face image.</p>	<p>The teacher asks the students to create their self-portraits using the fruits and vegetables analyzed in the previous activity as parts of the face.</p>	<p>Skills</p> <table border="1" data-bbox="1099 877 1435 924"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary pear, grapes, cherries, banana, apple, lettuce, courgette, peas, aubergine, carrot</p> <p>Communicative structures What is this? This is...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• 3.1 Intro.ppt</p> <p>White sheets and the last slide of the file 3.1 Intro.ppt to show the elements to use</p>	<p>Formative assessment: the teacher observes whether the student follows the instructions given</p>
L	S	R	W								

4	20 minutes	<p>Know: - names of fruit and vegetables; - names of the parts of the face. Be able to: - review prior knowledge; - associate prior knowledge with new knowledge; - work in pairs. Be aware: - that faces can be made of objects.</p>	<p>The teacher gives the children an identity card to be completed with their self-portrait. The pupils work in pairs: each child guesses the type of fruit and vegetables that their partner used for the various parts of the face.</p>	<p>Skills</p> <table border="1" data-bbox="1093 165 1438 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revisited: hair, eye, eyebrow, ear, mouth, chin, nose, cheek, neck, face New: pear, grapes, cherries, banana, apple, lettuce, courgette, peas, aubergine, carrot</p> <p>Communicative structures The (part of the face) is (fruit or vegetable)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 3.1 Intro.ppt • 3.2 Identity card.pdf <p>3.2 Identity card.pdf Scaffolding: the last slide of the file 3.1 Intro.ppt to show the names of fruits and vegetables</p>	<p>Formative assessment: the teacher observes participation and interaction during the pair work. The teacher also observes the ability to complete the activity.</p>
L	S	R	W								

5	20 minutes	<p>Know: - the specific vocabulary learned during the module. Be able to: - think about the topics discussed; - observe and records findings. Be aware: - of your own learning.</p>	<p>To conclude the module, the teacher gives a self-assessment sheet to stick in the notebook. The students complete it and then compare it in class. Learners are encouraged to write and speak about the topic. They might use also L1 and the teacher can translate, if appropriate.</p>	<p>Skills</p> <table border="1" data-bbox="1099 167 1435 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revisited: hair, eye, eyebrow, ear, mouth, chin, nose, cheek, neck, face New: pear, grapes, cherry, banana, apple, salad, courgette, peas, aubergine, carrot</p> <p>Communicative structures I found out that...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• self-assessment.pdf Self-assessment.pdf</p>	<p>Formative assessment: the teacher observes the use of specific vocabulary and communicative structure</p>
L	S	R	W								