

CLIL Module Plan

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School	IC RIVA 1 - Scuola Primaria Nago-Torbole				
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	Art visual elements	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The school is located in the south of Trentino region, about 30 km southwest of Trento on the north shore of Lake Garda. The pupils have an average socio-cultural background and benefit of various opportunities to participate in extracurricular activities. The local economy is mainly based on tourism and small businesses. The tourist season generally lasts from March to October, negatively affecting some students' school attendance. The number of students per class is generally varying from 14 to 20 and can vary during the year due to the migratory flow. The class consists of 15 students (8 boys and 7 girls), one with Special Educational Needs. The learners' abilities and cognitive levels are quite heterogeneous: some pupils demonstrate a good learning autonomy; some others often require support and/or more time to complete tasks and assignments. The children are motivated, participative and dynamic. They approach new topics with enthusiasm and they like being actively engaged in practical activities. Despite the class showing a good participation and curiosity, it can be quite demanding in terms of classroom management due to an average short attention span, but above all to some students' disruptive behaviours. For this last reason, group work can be chaotic and they pupils demonstrate more confidence and concentration in performing individual tasks. The SEN student was diagnosed with both cognitive and behavioural difficulties: being often unable to focus on the proposed activities, he requires constant support from both the teacher and his peers. He is partially supported by a specialised teacher. One of the students speaks Albanian as native language, one Brazilian and one speaks English fluently. The class started studying English as curricular subject in the first grade with a lesson weekly. The CLIL methodology has been introduced during this school year in Art, Music and PE through English. The pupils also attend two English curricular lessons per week.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<ul style="list-style-type: none"> • Children are able to use basic art techniques and materials (e.g. painting, collage, coloured pencils, felt-tip pens, crayons, chalks...). • Students know how to follow operative instructions. • Children have basic manual skills but some students need to significantly develop accuracy. • Children know how to read a two-way table and play battleship. • Students have good observation skills. • Children know the primary colours and how to mix them to make the secondary ones. 	<ul style="list-style-type: none"> • Lexicon: colours, main school objects and some art materials, Easter vocabulary, opposite adjectives (small/big, short/long). • General classroom language • Language structures: What have you got? I've got + adjective + noun What do you see? I see... What is it? It's a...

Timetable fit	© Module	Length 8 lessons, 9 hours
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Description of teaching and learning strategies	<p>The main unit purpose is producing a variety of patterned Easter eggs to be used in an Easter eggs hunt during the curricular English lessons. Creating their own Easter eggs is an authentic meaningful activity which works as effective motivation to the children's learning. The first lesson introduces the new topic through group and pair activities promoting the students' interaction and communication and helping the students to familiarise with the vocabulary necessary for the following lessons. During the second lesson children learn by doing, practice and develop their manual skills. The session is organised in learning stations: students can work in small groups, practise different techniques and collaborate with their peers. This teaching strategy also allows the teacher to monitor different teams simultaneously and provide support where needed. Children experimenting difficulties with a specific technique have also the chance to work at their own pace and spend more time in completing that task, as well as fast finishers can move to a different work station before the set time and eventually act as tutors to their peers. Every lesson stage is supported by both language and content scaffolding:</p> <ul style="list-style-type: none"> • Language scaffolding consists in repetition drills, reformulation, simplification, modelling and effective questioning. To overcome problem caused by the basic level of the students' lexicon and grammar structures, code switching is also allowed during brainstorming and speaking activities. • Content scaffolding is mainly given through practically demonstrating the task execution, posters and visuals. The materials are designed to take into consideration the students' mixed abilities and they are suitable for differentiation and adaptation.
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Overall Module Plan

Unit: 1 Lines Unit length: 100 minutes	Lesson 1 What is a line?
	Lesson 2 Rainbow lines art
Unit: 2 Patterns Unit length: 150 minutes	Lesson 1 What is a pattern?
	Lesson 2 Pattern your Easter egg
Unit: 3 Lines and patterns Unit length: 100 minutes	Lesson 1 Decorate your bunny
Unit: 4 Shapes Unit length: 100 minutes	Lesson 1 What is a shape?
	Lesson 2 Shape your farm animal
Unit: 5 Create your Kandinsky Unit length: 100 minutes	Lesson 1 Create your Kandinsky

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	What is a line?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Rainbow lines art
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	What is a pattern?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	- To develop visual observation skills. - To identify different kind of patterns (stripes, zigzags, dots, waves). - To participate in the discussion.	- The teacher introduces the new topic "Today we learn about different patterns!" and asks the children to sit in a circle. The teacher places various cards on the floor. The cards represent four different patterns (stripes, zigzags, dots, waves). - BRAINSTORMING activity: The teacher asks to the class "What do you see?". The students freely answer by raising their arms. The children will more likely answer using L1 lexicon (example: puntini) and the teacher provides the corresponding English word "I see dots".	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pattern, dots, zigzags, stripes, waves.</p> <p>Communicative structures What do you see? I see dots/zigzags/stripes/waves.</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	Set of cards representing the 4 key patterns: each card shows a pattern and slightly differs from the others of the same kind for thickness, size and direction (e.g.: thick/thin stripes, vertical/horizontal stripes, etc..).	Formative assessment: observing the students' participation and listening to their answers.
L	S	R	W								

2	10 minutes	<p>- To divide/classify the cards into 4 groups and learn the key vocabulary. - To work as a group.</p>	<p>CLASSIFICATION ACTIVITY: - The children are asked to work together to divide the cards into groups "Can you divide the cards into groups?". - At first the teacher observes the pupils in their work without interfering and checks if they are able to complete the task. After 5 minutes the teacher stops the activity and asks them to show the 4 groups: dots, zigzags, stripes, waves. - In case of mistakes in categorising the cards the teacher can make questions to support the children in making corrections. The teacher, for instance, can take a wavy pattern wrongly placed in the stripes group and ask "What do you see? Are they stripes? Are they waves?". - When the task is completed the teacher matches the word cards to each group and repeats the key</p>	<p>Skills</p> <table border="1" data-bbox="1021 204 1411 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pattern, dots, zigzags, stripes, waves.</p> <p>Communicative structures What do you see? I see dots/zigzags/stripes/waves.</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 	<p>Patterns' flashcards and corresponding word cards (dots, zigzags, stripes, waves).</p>	<p>Ongoing assessment: observing and monitoring the pupils' interactions in working as a group and their ability to complete the activity.</p>
L	S	R	W								

		<p>vocabulary. - As additional activity: CHORAL REPETITION of the key vocabulary (the teacher points at different groups and children say the word aloud).</p>				
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3	10 minutes	<p>- To select a pattern, identify it and name it. - To develop observation skills and compare patterns. - To describe different patterns using opposite adjectives.</p>	<p>OBSERVATION AND SPEAKING ACTIVITY: The teacher asks the pupils to pick a card they like. The teacher chooses a dotted card and says "I've got dots. I've got big dots. What have you got?". Each student shows the card to his classmates and in turn answers to the question describing the pattern: "I've got...". When the pupils are confident in answering, the teacher makes further questions starting from known opposite adjectives (big/small) "You have got dots. Big or small dots?". The teacher can then pick two striped cards and introduce two new adjectives (thick/thin): "I've got thick stripes. Strisce spesse", "I've got thin stripes. Strisce sottili". "What have you got?". Direction adjectives can be also introduced based on the class response.</p>	<p>Skills</p> <table border="1" data-bbox="1021 165 1411 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Patterns: dots, zigzags, stripes, waves. - Opposite adjectives: big/small, thick/thin, vertical/horizontal/diagonal.</p> <p>Communicative structures What have you got? I've got+pattern; I've got+adjective+pattern. Big or small? Thick or thin?</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 checked="" type="checkbox"/> Individual work 	Patterns' flashcards.	Formative assessment: observing the students' accuracy in describing the chosen card.
L	S	R	W								

4	20	- To follow					- Summative
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instructions. - To draw different patterns and describe them. - To play battleship and identify coordinates on a two-way table.

BATTLESHIP ACTIVITY:
The teacher asks the pupils to return to their desks and chooses the pairs for the following activity. The pairs are selected based on the students' abilities. The SEN child is paired with a peer tutor and he is going to be closely supported by the teacher. The teacher shows the battleship grid and asks if they know how to play this game. The teacher gives the procedural instructions and then simulates it to make sure the students have a clear understanding. Each child is provided with two worksheets: - An empty grid where to draw 5 patterns (one for each pattern type and a mixed pattern of their choice). - An empty grid where to draw the mate's patterns. To each worksheet is added language scaffolding consisting of key vocabulary and speech bubbles to guide the

Skills

L	S	R	W
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Key vocabulary

Patterns: dots, zigzags, stripes, waves. Pencil and rubber.

Communicative structures

What pattern have you got in A1? I've got+pattern.

- Whole class
- Group work
- Pair work
- Individual work

- One A3 battleship worksheet as sample. - A scaffolding poster showing patterns and corresponding vocabulary. - Two A4 battleship worksheets for each student. - Language scaffolding posters and speech bubbles. - Pencil and rubber. - Battleship worksheets with no scaffolding for fast finishers.

assessment: teacher observing pairs' work and accuracy in both drawing and speaking. - Peers assessment: students listen to each others while playing. - Self assessment: at the end of the game, each child compares his own worksheet to his mate's to check mistakes.

			questioning activity (“What pattern have you got in A1? I've got...dots”). A possible extension activity for more skilled children: add adjectives to the description (“In A1 I've got small dots”).				
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5	5 minutes	To revise the key vocabulary.	The children stick the battleship worksheet to their exercise book to revise the key vocabulary. The teacher sticks the word cards to the blackboard, each student randomly picks a pattern from a box and sticks it below the corresponding word card.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Patterns: dots, zigzags, stripes, waves. Opposite adjectives: big/small, thick/thin, vertical/horizontal/diagonal.</p> <p>Communicative structures What have you got? I've got...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- Patterns' flashcards and corresponding word cards (dots, zigzags, stripes, waves). - Masking tape.	Observing the students' accuracy in matching the flashcard to the corresponding word card.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Pattern your Easter egg
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5-10 minutes	<ul style="list-style-type: none"> - To follow simple instructions. - To activate previous knowledge. 	<p>The lesson takes place in the art lab which has been organized in 4 different stations one for each pattern. On each station is placed a sample of the paper Easter Egg the students are going to decorate at that station: STATION 1 - STRIPED EGG made with coloured paper stripes STATION 2 - WAVY EGG made with woollen yarns STATION 3 and 4 - DOTTED and ZIGZAGS EGGS made with liquid paint. During the previous English curricular lessons (topics: Easter and prepositions of place) the teacher has already revealed that the class is going to create some Easter eggs to throw a Easter eggs hunt. "Today we decorate our Easter eggs! Let's go to the lab". Before moving to the art lab, the teacher asks the children to bring some materials: "Please bring your pencil rubber scissors and glue</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Classroom vocabulary: blackboard, chair, table, art lab... - School objects vocabulary: glue, pencil, rubber, scissors. - Subject specific vocabulary: pattern, dots, waves, stripes, zigzags. - Easter vocabulary.</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 	<p>Sample decorated paper eggs. Students' materials: glue, pencil, rubber, scissors. Blackboard.</p>	<p>Formative assessment: - monitoring the students as they follow operative instructions (what they need to bring, where to go, where to sit, etc.). - observing the students activating previous knowledge.</p>
L	S	R	W								

pen, rubber, scissors and glue stick". The class has been divided by the teacher in 4 teams of 3-4 children to avoid conflicts between some of them. Students' names and groups are written on the blackboard. T: "Group 1 please sit to station 1. Group 2..." Once each group sits around its station the teacher activates the key vocabulary learned in the previous lesson. Teacher shows to the class the first paper egg and asks to one student for each group: "What pattern have you got?" "I've got ...".

Communicative structures

Classroom language instructions: Please bring..., Let's go to the lab, Sit to station.., Be quiet, ... What pattern have you got? I've got...

2	5 minutes	<p>- To recognise materials and activate prior knowledge.</p> <p>- To familiarise with unknown vocabulary and chorally repeat new words.</p>	<p>On each station teacher has placed the necessary materials and present them to the class. Some of key vocabulary is unknown. Teacher shows each material to the class: "What is it?" Students: "It's a". When students answer in L1 due to unknown lexicon, the teacher provides them with L2 vocabulary and encourages its choral repetition : "Please repeat together. It's a" On each station the teacher shows a materials' poster and places it on the table.</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>- Paper egg. - School objects and art materials: glue, scissors, pencil, rubber, paint, paint brush, paper. - Other materials: cotton bud, cork stopper, fork, woollen yarn, plate, glass, newspaper . - Colours: red, yellow, blue, etc...</p> <p>Communicative structures</p> <p>What is it? It's a ... Please repeat together.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>Students' materials: a pencil, a rubber and a glue stick.</p> <p>Lab materials: plastic plates and glasses, newspapers, primary colours paint, paintbrushes, glue. Other materials: cotton buds, cork stoppers, forks, coloured woollen yarns. Materials' posters.</p>	<p>Formative assessment: observing the students' participation.</p>
L	S	R	W								

3	15 minutes	<p>- To observe the final product (a patterned paper egg) and related materials and deduct the decorating steps.</p>	<p>On each station, right after having presented the materials, the teacher shows the sample patterned egg and asks to deduct/guess how to decorate it. "How do you decorate it?". In this phase code switching is allowed because students don't have the necessary language structures and vocabulary to describe the process of decorating an egg step by step. The pupils may also try to practically show how to proceed and the teacher provides them with few simple basic repetitive instructions as per the below examples. - STATION 1 and 2: Cut the woollen yarn/paper stripes. Spread the glue on... Stick the woollen yarn/stipes to the egg. - STATION 3 and 4: - Take the paper egg. - Dip the cork/cotton bud/fork into the paint. - Decorate your egg. Finally, the teacher shows how to correctly decorate the egg for each station and the children observe.</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Paper egg. - School objects and art materials: glue, scissors, pencil, rubber, paint, paint brush, paper. - Other materials: cotton bud, cork stopper, fork, woollen yarn, plate, glass, newspaper . - Colours: red, yellow, blue, etc...</p> <p>Communicative structures How do you decorate it? Imperative tense instructions: - Cut the woollen yarn/paper stripes. - Spread the glue. - Stick the woollen yarn/stipes to the egg. - Take the paper egg. - Dip the cork/cotton bud/fork into the paint.</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>Students' materials: a pencil, a rubber and a glue stick. Lab materials: plastic plates and glasses, newspapers, a kitchen paper roll, primary colours paint, paintbrushes, glue. Other materials: cotton buds, cork stoppers, forks, coloured woollen yarns.</p>	<p>Formative assessment: - Observing the children's participation in the activity. - Listening to the children's ideas.</p>
L	S	R	W								

4	50 minutes	<ul style="list-style-type: none"> - To follow instructions. - To decorate a paper Easter egg using different techniques. - To decorate using creativity and imagination. 	<p>In each station the students decorate their paper egg following the teacher's previous instructions. The pupils are informed that every 10-15 minutes, at the teacher's whistle, each group needs to move to the following table and practice a different technique. The teacher monitors the groups movements and can make exceptions for fast finishers (being allowed to move earlier or to act as tutors to their peers) and for children experiencing difficulties with a specific technique (being allowed to stay longer in that specific working station). Children are encouraged to speak in English as much as possible and to use some new basic structures: - Can I have a paper egg? - Can I wash my hands? - Can you pass me the ...? When everyone has created at least 4 paper eggs using different techniques, the teacher asks to create a new paper egg using mixed techniques.</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1489 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <ul style="list-style-type: none"> - Paper egg. - School objects and art materials: glue, scissors, pencil, rubber, paint, paint brush, paper. - Other materials: cotton bud, cork stopper, fork, woollen yarn, plate, glass, newspaper . - Colours: red, yellow, blue, etc... <p>Communicative structures</p> <ul style="list-style-type: none"> - Can I have a paper egg? - Can I wash my hands? - Cut the woollen yarn/paper stripes. - Spread the glue. - Stick the woollen yarn/stipes to the egg. - Take the paper egg. - Dip the cork/cotton bud/fork into the paint. - Mix yellow and red. 	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 checked="" type="checkbox"/> Individual work 	<p>Students' materials: a pencil, a rubber and a glue stick.</p> <p>Lab materials: plastic plates and glasses, newspapers, a kitchen paper roll, primary colours paint, paintbrushes, glue. Other materials: cotton buds, cork stoppers, forks, coloured woollen yarns.</p>	<p>Ongoing assessment:</p> <ul style="list-style-type: none"> - Observing the students in practicing different techniques. - Observing students' interaction.
L	S	R	W								

5	5 minutes	<ul style="list-style-type: none"> - To follow operative instructions 	<p>Each student returns to his initial working station. The teacher asks the children to tidy up the room. In</p>	<p>Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class 		<p>Formative assessment:</p> <ul style="list-style-type: none"> Observing
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in tidying up the room. - To collaborate as a group to complete the task.

order to avoid further mess, the teacher firstly disposes of the liquid glue, the paintbrushes and the materials dipped in paint. Each group is responsible for his own station and the teacher gives the instructions supporting her explanation with mime and gestures: - Collect the woollen yarn/paper stipes. - Pick up the woollen yarn/paper stipes cuts out from the floor and the desk. - Collect the newspapers and throw them into the paper bin.

L	S	R	W
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Key vocabulary

- Paper egg. - School objects and art materials: glue, scissors, pencil, rubber, paint, paint brush, paper. - Classroom vocabulary: room, floor, desk, table, sink, bin - Other materials: cotton bud, cork stopper, fork, woollen yarn, plate, glass, newspaper .

Communicative structures

Imperative classroom instructions: - Tidy up the room. - Collect the woollen yarn/paper stipes. - Pick up the woollen yarn/paper stipes cuts out from the floor and the desk. - Collect the newspapers and throw them into the paper bin.

- Group work
- Pair work
- Individual work

the students following the instructions and working in groups.

6	15 minutes	<p>- To describe a pattern using known structures. - To revise previous knowledge.</p>	<p>Each child chooses one of his Easter eggs and shows it to the class. Then the student describes it using the given structures. The teachers provides scaffolding through modelling and effective questioning (E.g. Have you got stripes or waves? What colour? Are they big/small?).</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Patterns: dots, zigzags, stripes, waves. Opposite adjectives: big/small, thick/thin.</p> <p>Communicative structures I've got + colour + pattern (e.g.: I've got yellow and light blue stripes) I've got + size + colour + pattern I've got + thickness + colour + pattern.</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>Decoreted paper eggs. Blackboard.</p>	<p>Summative assessment: the teacher completes two assessmnet rubrics to evaluate both the students' art works and speaking skills in describing their work.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Decorate your bunny		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	What is a shape?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Shape your farm animal
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Create your Kandinsky
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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