

CLIL Module Plan

Author(s)	Maria Gabriela Rodriguez - Mariachiara Schir				
School	Istituto Pavoniano Artigianelli				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Storia dell'arte	Topic	Art - First half of 19th century to first half of 20th century		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Students groups and classes in both educational institutions are rather heterogeneous as regards linguistic competences, both in their mother tongue and in the English and German language. Levels vary from class to class and we can generally say that in both schools involved they go from A1-2 (mainly in the first year) until B1 (in the second and third years) or even above (B2- C1) in the fifth year. Our educational institutions are both vocational schools, that is, they are mainly oriented to training students to become responsible professionals in their specific field of expertise. In the last few years, though, the curriculum has changed to cover more academic subjects like History, Maths, History of Art, English and German and is now offering the opportunity to complete the course of study with a final 5th year, that also prepares students to go on to further or academic education. In the previous years all groups involved have shown interest in CLIL modules, positively responding to the activities proposed, showing appreciation for a more active way of teaching and learning. The grade of proficiency in English in the fifth CAPES class, which contains students from both educational Institutions, is rather good, with 30% of students already certified at grade B2- C1 Trinity College London.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Students should: know and recognize the most important elements of visual grammar (i.e.: dot, line, shadow, surface); have a general knowledge of the movements and principal artists of all major art periods of the past, until the beginning of the XIX century from the previous school years; apply a method to describe and interpret a work of art from the previous school experiences; know how to produce an infographic, a poster, a mind map.	Fifth year students have a higher proficiency in English that brings to a B1 or B2 certification certification exams with Trinity College London. B2: 4 CONDITIONALS 3 FUTURES (-ING, GOING TO, WILL) SIMPLE PASSIVE RELATIVE CLAUSES REPORTED SPEECH USED TO PRESENT PERFECT CONTINUOUS PAST PERFECT (had taken) MODAL VERBS: should/ought to, could, you'd better, may/ might, I'm not sure CONNECTORS: because of, due to, even if, in spite of, unless, in other words, so to continue, for example

Timetable fit	☉ Module	Length 20 hours
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Description of teaching and learning strategies	Main methodological approaches are: Task-Based Learning, Project-Based Learning, Cooperative Learning. Choices and strategies to promote interaction and communication during the lesson involving students: pair work, group work, plenary share, activation of prior knowledge, brainstorming ideas and vocabulary.
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Overall Module Plan

Unit: 1 What is Art? Unit length: 2 hours	Lesson 1 Introduction “What is Art?”
Unit: 2 How can I describe a work of Art? Unit length: 5 hours	Lesson 1 Vocabulary
	Lesson 2 Describing an artwork
Unit: 3 What is the difference? Unit length: 3 hours and a half	Lesson 1 Compare and contrast: an example
	Lesson 2 Before and after the half of the 19th century
	Lesson 3 Testing
Unit: 4 Impressionism Unit length: 9 and a half	Lesson 1 Impressionism and post-impressionism
	Lesson 2 Testing

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Introduction “What is Art?”	
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1H	<p>The students: - hypothesize what is the purpose of Art to reflect on its value; - discuss and discover new meanings and knowledge about Art.</p>	<p>5 minutes Launch: teacher shows the slides “Is it Art?” and asks them to think about the question during the presentation. 10 minutes: the teacher asks to some students to summarize what do they think about it with their own words (speaking skills). 5 minutes: teacher divides the class in groups of three-four people and gives each group Worksheet 1 (see attached material). 20 minutes: students have to discuss about their opinions, finding a personal answer for the questions on the flashcard (speaking skills). 20 minutes: each group has to express their answers.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary All the structures that can be used to express opinions and discuss In my opinion... What do you think about it? Could you tell me? Which aspects are could you consider...? I don't think so. This isn't correct because... I suggest... It's an interesting idea but... I see your point but... </div> <div> Communicative structures Description of facts, communicating opinions, summing up information </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<p>Presentation (U1_A1_Presentation) and flashcard (U1_A1_flashcard)</p>	<p>The quality of the interactions of the students that wanted to participate to the discussion. See assessment and observation grids.</p>
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2	1H	<p>The students: - hypothesize what is the purpose of Art to reflect on its value; - discuss and discover new meanings and knowledge about Art.</p>	<p>5 minutes: teacher divides the class in the same groups of the previous lesson and gives each group a flashcard 2 (see attached material). 40 minutes: In groups, students read the different opinions about what art is. Then, they discuss. Finally, each group have to note one answer to the main question on a notebook and give reason to motivate it. 15 minutes In whole class students and teacher discuss and compare what they discovered from this activity and what they thought at the beginning. Teacher conserve the answers that each group have elaborated in a box that has to be conserved in class for the whole year.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary All the structures that can be used to express opinions and discuss In my opinion... What do you think about it? Could you tell me? Which aspects are could you consider...? I don't think so. This isn't correct because... I suggest... It's an interesting idea but... I see your point but... </div> <div> Communicative structures Description of facts, communicating opinions, summing up information </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	U1_L1-A2_All1 Flashcard 2 (opinions)	The quality of the interactions of the students that wanted to participate to the discussion. See assessment and observation grids.
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Vocabulary
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1H	Recognizing and classifying some terms and expressions related to art and to painting. Creating an initial vocabulary for CLIL art terminology. Explaining and sharing in plenary class all the terms and the expressions learned from the others.	15 minutes: Let’s start. Teacher asks what students did about art in the previous years (students comes from different school) and try to valorize the knowledges they have. 5 minutes: Vocabulary: each student write down the known words about art. 15 minutes: In pairs they have to compare their lists and complete them with words that they can find on the CLIL book. 25 minutes: In plenary class all the terms and the expressions are classify in groups (word about technic, movements, authors, art work description, etc.) and put in a common list. The list will be share with all the class using Classroom platform.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- CLIL book: P. Gherardelli, E. Wiley Harrison, Art History. CLIL from Impressionism to Contemporry Architecture, Zanichell, Bologna 2015 - Macmillan Online Dictionary U2_L1_A1_all1 Vocabulary list	Vocabulary that each pair created during the activity. See observation and assessment grids.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary Specific vocabulary related to art and general expression to describe something.											
				Communicative structures What does this term mean? Can you classify these words?							

2	1 hour and a half	The teaching objective for this activity is that the students follow a procedure to describe a work of art using the method that teacher explained	The students follow a procedure to describe a work of art using the method that teacher explain. The students distinguish between parts and discriminate different aspects to observe and describe a work of art in an organized way. 30 minutes: Students listen to the video: "Describing an artwork" and follow the procedure that it offers to describe a work of art. During the listening, they do the tasks that video proposes like individual work or in plenary class. 30 minutes: They share their products and check them in a discussion led by the teacher. 30 minutes: They deduce from the listening a method/procedure that could be use to analyze every work of art.	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div><div>Key vocabulary</div><div>Specific vocabulary related to art and general expression to describe something, particularly a work of art.</div></div><div><div>Communicative structures</div><div>Where is this element? What do you see? What is it the order to follow to give an organized description of a work of art?</div></div></div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input checked="" type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input checked="" type="checkbox"/> Individual work</div></div>	Video: link The video offers an idea about what is read a work of art, while the other material presents a procedure to describe a work of art and to develop a part of the visual analysis of a painting.	No formal assessment is required.
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Describing an artwork
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour and a half	The students follow a procedure to describe a work of art using the method that teacher explain. The students distinguish between parts and discriminate different aspects to observe and describe a work of art in an organized way.	15 minutes: Teacher remind a procedure learned at the previous lesson. 1 hour and 15 minutes: Each student describes a work of art that he chose, according to the procedure offered by the video. They can use internet to find information.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		No formal assessment is required.
				<div>L S R W</div>			
				Key vocabulary Specific vocabulary related to art and general expression to describe something.			
				Communicative structures Where is this element? What do you see? What is it the order to follow to give an organized description of a work of art?			

2	1 hour	The students follow a procedure to describe a work of art using the method that teacher explain. The students distinguish between parts and discriminate different aspects to observe and describe a work of art in an organized way.	1 hour: student present to the whole class the analysis they did.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		The description of a work of art that each student writes to apply the procedure offered by video. See assessment and observation grid.
				L S R W			
				Key vocabulary Specific vocabulary related to art and general expression to describe something			
				Communicative structures			

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Compare and contrast: an example
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1H	Student will be able to use a procedure to compare two different work of art, finding the analogies and differences between them. Moreover, students will be able to understand the innovations introduced in art in the middle of 19th Century.	10 minutes: teacher provide the flashcard and explain how to work. 15 minutes: students work in pair. Each student describe one picture on his own. 10 minutes: Students have to discuss with his pair about the analogies and differences between the two pictures and complete the Venn diagram that they have on the flashcard. 20 minutes: In pair they have to write a text using the instructions on the flashboard. 5 minutes: Teacher pick the the texts produced by the students.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	U3_L1_A1_All1 Flashcard Compare and contrast	The description of a work of art that each student writes to apply the procedure on the flashcard. The text that students produced together. See assessment and observation grids.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				Key vocabulary View the flashboard							
Communicative structures According to this method... In my opinion... What do you think about it? Which aspects did you decribe? I don't think so... This isn't correct because... I suggest... It's a good idea too											

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Before and after the half of the 19th century
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour and a half	Students will be able to understand the innovations introduced in art in the middle of 19th Century.	20 minutes: teacher remind the procedure that student used to compare and contrast at the previous lesson and verify the students' comprehension using one of their works. 10 minutes: teacher show the slides U3_A2_compare and contrast and ask students to use the same method to compare the first and the second image. Teacher try to help students to understand the main aspects of the topic. 40 minutes: students work in pair to complete the task. Teacher help each group. 20 minutes: 2 or 3 group show their work to the whole class. Teacher suggest how to improve the work.	Skills <div>L S R W</div> Key vocabulary Specific vocabulary related to art and general expression to describe something	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	U3_L2_A1_all1 slides1 compare and contrast	The presentation of a work that each student writes to apply the procedure offered by video. See assessment and observation grids.

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Testing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1H	Students will be able to understand the innovations introduced in art in the middle of 19th Century.	5 minutes: teacher explain how the class are going to work. 55 minutes: students use all the information, the vocabulary and the procedures that they learned to describe the artworks on the slide. Individual work.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	U3_L3_A1_All1 compare and contrast slides 2	The description of a work of art that each student writes to apply the procedure offered by video. See assessment and observation grids.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				Key vocabulary Specific vocabulary related to art and general expression to describe something							
Communicative structures											

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Impressionism and post-impressionism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 hour and a half	The students will explore how art changed its proposal during the Impressionist movement.	<p>15 minutes: Teacher turn students' attention to the painting "Impression, soleil levant" by Monet and have them come up with as many observations as they can about the painting. Students take turns contributing a new observation, one going after another without repeating anything that has already been said. Any student can contest another student's observation. Teacher see how many rounds the class can complete. 15 minutes: Teacher tell to the students the title of the work and ask them what they think it means. 30 minutes: Teacher explain the most important technical aspects of the Impressionist movement and ask to re-consider their initial opinion. 15 minutes: in pair students have to complete a list of the main characteristics of Impressionism, summarizing what has already been said. 15 minutes: each group read their own list to the class. Each student can complete his list.</p>	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Specific vocabulary about art. How to express ideas/opinions </div> <div> Communicative structures From my point fo view... In my opinion... Its seems like... I can see that... </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Image of "Impression, soleil levant" by Monet	No formal assessment is required
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2	1H	The students will explore how art changed its proposal during the Impressionist movement.	<p>15 minutes: Pair work. Students read the text in pag. 6 and 7 of the book ("Information point: The impressionists") which contain a general and brief description of this art movement and the biography of Monet and Renoir. 10 minutes: Students checks the list that they complete during the previous lesson and complete it if it is necessary. 10 minutes: Teacher shows the painting Bathers at La Grenouillere, painted by Claude Monet and asks students to answer to the following questions: What is in this picture? Which pictorial elements strike the viewer at the first glance? 15 minutes: Students read the text at page 4 and check their answers. 10 minutes: students complete exercise 6 and 7 in page 5 of the book.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Specific vocabulary about art. How to express ideas/opinions </div> <div> Communicative structures From my point fo view... In my opinion... Its seems like... I can see that... </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	CLIL book: P. Gherardelli, E. Wiley Harrison, Art History. CLIL from Impressionism to Contemporry Architecture, Zanichell, Bologna 2015	No formal assessment is required
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3	2H	The students will explore how art changed its proposal during the Post-Impressionist movement, founding analogies and differences between movements and authors.	30 MINUTES: Teacher explain the most important characteristics of Seurat, Van Gogh, Cezanne, Toulouse Lautrec and Gauguin art. 10 minutes: students read the brief text in page 12 of the book. 20 minutes: Teacher shows Bathers at Asnières by Seurat, Harvest: Le Pouldu by Paul Gauguin and Landscape with Poplars by Cezanne (page 12 e 13) and asks to the whole class to answer to this questions: 1- Can you identify a common style? 2- In which ways do they differ from the impressionist works? 10 minutes: students read the brief text in page 12 of the book. 20 minutes: group work. Teacher asks students to prepare a commentary of the paintings chosen using the expressions that they learned during the previous lessons. 30 minutes: When they have finished present the commentary to the classmates.	<div data-bbox="1128 92 1473 129"> Skills </div> <div data-bbox="1128 165 1473 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1128 245 1473 480"> Key vocabulary Specific vocabulary about art. How to express ideas/opinions. How to describe an artwork </div> <div data-bbox="1128 517 1473 751"> Communicative structures From my point of view... In my opinion... Its seems like... I can see that... </div>	<div data-bbox="1505 92 1682 376"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	-CLIL book: P. Gherardelli, E. Wiley Harrison, Art History. CLIL from Impressionism to Contemporary Architecture, Zanichelli, Bologna 2015 -images of the paintings	The commentary of the artwork of art that each student writes. See assessment and observation grids.
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4	1H	<p>The students:</p> <ol style="list-style-type: none"> Will explore how art changed its proposal during the Post-Impressionist movement, founding analogies and differences between movements and authors. Can make judgment and justify decisions. Can distinguish between parts, how they relate to each other and to the overall structure and purpose. 	<p>15 MINUTES: Teacher explain the activity. 15 minutes: teacher shows one of the better work had been produced previous year. Teacher divide students in groups and give some suggestions of terms and expressions that they can use.</p> <p>1H: Students read and study all they can found about Impressionism and post-impressionism</p> <p>2H: Students do the tasks indicated in the flashcard, putting elements together and creating an infographic.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary</div> <div>Communicative structures</div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<p>U4_L1_A1_All1 Example</p> <p>U4_L1_A1_All2 Flashcard</p>	<p>See observation and assessment grids.</p>
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5	2 hour and a half	Students can use information in a new way in order to illustrate the work that they did. Make judgments and justify decisions.	2h: Each group present his infographic in the whole class. During an exhibition in the whole class, each group explains his work and gives the reasons of his chose. At the end of the presentation of each group, the students criticize and evaluate their works. While each group listens to the presentation of an another group.	Skills	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		The exhibitions and presentations of each group. See observation and assessment grids.
				<div>L S R W</div>			
				Key vocabulary Specific terms and expressions related to art.			
				Communicative structures			

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Testing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	The students recognize and recall relevant knowledge from long- term memory. They can summarize, discriminate, classify and explain information about Impressionism and post-impressionism.	At the beginning, in two groups, the students play to quiz Kahoot, which allows them to learn and review in a funny and competitive way the aspects of the Impressionism and post-impressionism that they studied during the unit. This activity offers them the opportunity to verify their learning in order to construct their self-assessment. In a second time, each student answer to some questions that teacher gives them.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	U4_L2_A1_All1 Kahoot questions U4_L2_A1_All2 questions	Assessment concerns two types of products and activities. So, it will be evaluate the results that each student realizes during kahoot quiz and the answers that each student gives to the questions about the topic of the whole module.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary Specific terms and expressions related to Impressionism and post-impressionism.											
				Communicative structures							