

CLIL Module Plan

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School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle			<input checked="" 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	Storia dell'arte		Topic		How to read a work of art			
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch				

Personal and social-cultural preconditions of all people involved	<p>Student 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. In previous years, all groups involved have shown interest in CLIL modules, positively responding to the activities proposed and showing appreciation for a more active way of teaching and learning. In terms of commitment to learning and motivation they are very different and slightly less motivated than technical or grammar school students, because their main goal is to get trained and find a job.</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)	Students prior knowledge, skills and competences are related to B1 level. B1 Zero and first conditional 2 futures (will - going to) Past simple/continuous Present perfect Present perfect vs past simple Modal verbs (must, have to, need to, don't have to) Infinitive of purpose

Timetable fit	<input checked="" type="radio"/> Module	Length 20 hours
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Description of teaching and learning strategies	<p>Methodological approaches: 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, jigsaw poster work (Museumgang), activation of prior knowledge, brainstorming ideas and vocabulary. The students, during the lesson of the module, have to use ICT technologies in order to develop the competences that the activities consider and a part of assessment is made according to observation and assessment grids that teachers use through all the lessons.</p>
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Overall Module Plan

Unit: 1 Let's read and listen to a work of art Unit length: 4 hours and a half	Lesson 1 Starry night
	Lesson 2 Skill of describing
Unit: 2 Method to read a work of art Unit length: 8 hours	Lesson 1 Did you get it right?
	Lesson 2 Van Gogh's paintings
	Lesson 3 Going deeper into the analysis
Unit: 3 Reading a work of art Unit length: 7 hours and a half	Lesson 1 Byzantine art 1
	Lesson 2 Byzantine art 2
	Lesson 3 Exhibition to whole class
	Lesson 4 Final assessment and feedback

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Starry night
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30 minutes	Hypothesize the relationship between art and what it means to read and listen to a work of art. The students discuss and discover new meanings and knowledge.	Teacher introduces the CLIL module and offers to students this driving question: What does it mean for us to READ a work of art? How can we LISTEN TO what the artist is trying to say? Teacher and students discuss what these questions ask.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Terms related to art and to a written or oral test (read a work of art, listen to a work of art)	<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"> U1_L1_ALL1.pptx A presentation to explain the module and to give driving questions to students.	The quality of the interactions of the students that wanted to participate in the discussion. See assessment and observation grids.

2	1 hour and a half	The students discuss what they think about reading a text and a painting. They justify and support their decisions. The students compare different points of view and distinguish between two types of reading.	In groups, students read a text from "Luncheon of the Boating" (2007) written by Susan Vreeland, which tells about a painting by Renoir, or the same painting by Pierre-Auguste Renoir in the 1880 -1882. Then, they discuss and try to construct the meaning of the text or painting. The students answer the same questions and note them in a notebook. These questions are about the different ways to read a text or painting and what the artists, in their opinions, wanted to communicate to the readers or to the audience. In whole class they discuss and compare what they discovered from this activity to what they thought at the beginning.	<div data-bbox="1014 132 1355 167">Skills</div> <div data-bbox="1014 204 1355 248"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1014 288 1355 483"> Key vocabulary Vocabulary related to speaking about the reading of a text or describing a painting. </div> <div data-bbox="1014 523 1355 1034"> Communicative structures In my opinion... I think that... Reading a text means..., while reading a painting... The technique of the painter to communicate his emotions or ideas is based on... The author of the book used other instruments, which are... </div>	<div data-bbox="1388 132 1559 416"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div data-bbox="1653 132 1926 248"> <ul style="list-style-type: none"> • U1_L1_ALL2.docx • U1_L1_ALL3.docx • U1_L1_ALL4.docx </div> <div data-bbox="1597 276 1912 427"> The material concerns a work sheet that the students produce in small groups. </div>	The answers of the groups to the questions on the work sheets. The quality of the interactions. See observation and assessment grids.
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3	1 hour	Construct meaning from listening activity. Recognize and classify some terms and expressions related to art and to painting. Create a vocabulary for CLIL art terminology. Explain and share in plenary class all the terms and the expressions. Follow a procedure.	In plenary class, students listen to the song "Starry night", by Don McLean. During the listening activity they try to construct the meaning of the song related to art and to the topic of this CLIL module. In pairs, they try to identify 15 words in the song that they listened to (5 verbs, 5 nouns and 5 adjectives) that relate to art and painting and they write them on post-its. They have a plenary check, because they stick their post-its in the correct column on the wall. They will remain there as classroom vocabulary for CLIL art terminology.	<div data-bbox="1014 92 1099 124">Skills</div> <div data-bbox="1014 165 1355 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1014 247 1258 279">Key vocabulary</div> <div data-bbox="1014 288 1319 395">Vocabulary related to the description of a work of art</div> <div data-bbox="1014 442 1258 510">Communicative structures</div> <div data-bbox="1014 520 1346 751"> <p>Could you tell me? What do you think about? In my opinion... What does this term mean? Can you classify these words?</p> </div>	<div data-bbox="1388 92 1509 161"> <input checked="" type="checkbox"/> Whole class </div> <div data-bbox="1388 172 1509 240"> <input type="checkbox"/> Group work </div> <div data-bbox="1388 252 1554 284"> <input checked="" type="checkbox"/> Pair work </div> <div data-bbox="1388 295 1559 371"> <input checked="" type="checkbox"/> Individual work </div>	<div data-bbox="1653 92 1924 209"> <ul style="list-style-type: none"> • U1_L1_ALL5.pptx • U1_L1_ALL6.docx • U1_L1_ALL7.docx </div> <div data-bbox="1597 231 1910 826"> <p>In these materials there are a presentation of the activities that the students have to do, the link to the song: "Starry night", by Don McLean and the scripts of the song, in order to identify the different types of words (verbs, nouns and adjectives) to create a class vocabulary.</p> </div>	Vocabulary that each pair created during the activity. See observation and assessment grids.
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Skill of describing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	The students follow a procedure and describe a work of art using the information that they learn from a video. They can use this information to describe a work of art they like. The students distinguish between parts and discriminate different aspects of observing and describing a work of art in an organized way.	Students listen to the video: "The skill of describing" and follow the procedure that it offers to describe a work of art. During the listening, they do the tasks the video proposes like individual work or in plenary class. They share their products and check them in a discussion led by the teacher. Each student describes a work of art that he chose, according to the procedure offered by the video.	Skills	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div><div>• U1_L2_ALL1.pptx</div><div>• U1_L2_ALL2.docx</div></div> <div>The video offers an idea about what reading a work of art is, 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.</div>	The description of a work of art that each student writes to apply the procedure offered by video: "The skill of describing". See assessment and observation grids.
				L S R W			
				Key vocabulary			
				Communicative structures			

2	30 minutes	The students reflect and verify their knowledge and competences.	Students answer the question: Did this activity help you understand what it really means to read a work of art? In whole class, the students reflect and compare their opinions.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Terms related to art and expressions to describe a work of art. Bics - Calp </div> <div> Communicative structures In my opinion... For me, reading a work of art means... </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL3.pptx 	The answers that the students give to the final question of the lesson. See observation and assessment grids.
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Did you get it right?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	The students explain, compare and criticize their descriptions with that of other classmates. The students defend and judge their work and that of other students.	Each student explains his description to the class or small groups and compares it with that of a friend. In whole class, students defend their work and judge all the analyses. In class, there's an interaction in which the teacher tries to moderate the discussion.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U2_L1_ALL1.pptx	The analysis that students make and the presentations to the whole class. 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 Vocabulary related to art and the description of a work of art.							
Communicative structures According to this method... In my opinion... What do you think about it? Which aspects are analyzed in a good way? I don't think so This isn't correct because... I suggest... It's a good idea to											

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Van Gogh's paintings
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	3 hours	<p>The students can construct oral, written and graphic messages. They can distinguish between parts, how they relate to each other and to the overall structure and purpose. The students put elements together to form a functional whole to create a new product.</p>	<p>During the listening of video: "Van Gogh: Paintings", students, in small groups, choose one work of art ("Starry night", 1889; "Still-Life with Fritillaries", 1887; "The Sower", 1888; "Sunflowers", 1888; "Olive trees", 1889) which that video analyzes and write their presentations from video in their notebooks. These will be the captions of the paintings that the students will draw. The group searches on the internet for an image of the painting that they chose, which will be the model for their paintings. Each student makes his Van Gogh painting. During this drawing activity, the students, in order to breathe the atmosphere and deeply feel the influence of Van Gogh, can see the video: "Famous Vincent Van Gogh Paintings" which shows the most important and meaningful paintings of this artist.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary The specific terms that the video uses to analyze the paintings of Van Gogh. </div> <div> Communicative structures All the expressions and structures to tell about painting: the description of colours, technique, expressive instruments,... </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U2_L2_ALL1.docx • U2_L2_ALL2.docx <p>The video describes some paintings of Van Gogh and offers a valid support to understand and interpret the technique of this painter.</p> </div>	<p>The written text that each group produces from the video about the painting by Van Gogh that they chose. The interactions and the use of the language in the groups. See observation and assessment grids.</p>
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Going deeper into the analysis
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hours	The students can use information in a new way. Put elements together to create some products to describe different aspects of a work of art (a painting or a sculpture). Classify information.	Teacher explains to students that analyzing a work of art doesn't only mean describing it, but also to give the reader/listener a good idea of what it looks like. When we describe a work of art, we also want to describe the style and the mood that it portrays, as well as express our opinions. Students divide into groups and the teacher assigns each group a series of strips which allow them to describe different aspects of a sculpture (i.e. "Apollo and Daphne" of G.L. Bernini) or a painting (i.e. "The Birth of Venus" of S. Botticelli) and some suggestions of terms and expressions that they can	Skills <div>L S R W</div> Key vocabulary Specific terms and expressions related to art and to the analysis of a work of art.	<input checked="" 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"> • U2_L3_ALL1.pptx • U2_L3_ALL2.docx • U2_L3_ALL3.jpg • U2_L3_ALL4.jpeg The materials concern some suggestions to describe a work of art: aspects we can describe, terms and expressions that we can use and two images of the sculpture of G.L. Bernini, "Apollo and Daphne" and of S. Botticelli, "The Birth of Venus".	

		<p>expressions that they can use. Students do the tasks indicated in each stick for the sculpture made by Bernini and the painting of Botticelli. Each group reads and explains to the whole class his analysis and gives valid arguments to support his ideas. In jigsaw groups, students answer to this final question: Have you learnt something more about how to describe a work of art in detail?</p>				
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2	2 hours	Classify information. Suggest valid solutions. The students can recognize, memorize and recall relevant knowledge from long-term memory.	In class there are 10 posters on the wall which propose the different levels of the method to read a work of art. The students, in groups, put their strips of paper with the developed analysis under the right level. Teacher gives 15 minutes to the groups to study the different levels. In groups, the students play a quiz game about the levels and information that each level asks to examine in depth.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Specific terms to analyze a work of art and the terms to indicate the levels of the analysis of a work of art. Communicative structures Passive tense: this sculpture was made by... This painting is safeguarded in... It was made in...	<input checked="" 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"> • U2_L3_ALL5.pdf The material proposes the method to read a work of art that the student have to study to give an organized and complete analysis of a work of art.	The interactions between the students guided by teacher. See observation grid.
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CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Byzantine art 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hours	The students put elements together and create an analysis of a new work of art. 1. Can make judgements and justify decisions. 2. Can distinguish between parts, how they relate to each other and to the overall structure and purpose.	Students, in groups, apply the method of reading a work of art that they studied in the previous lesson to analyze two Byzantine works of art: "Justinian and his court" and "Theodora and her court".	Skills	<div><input type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div><div>• U3_L1_ALL1.jpg</div><div>• U3_L1_ALL2.jpg</div><div>• U3_L1_ALL3.docx</div><div>• U3_L1_ALL4.pdf</div></div><div>These materials deal with Byzantine art and offer some information about the mosaic of San Vitale Basilic: "Justinian and his court" and "Theodora and her court".</div></div>	The analysis that each group creates. See observation and assessment grid. Scaffolding will be provided by the teacher and it will be functional to the different activities.
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			
				Key vocabulary Specific terms and expressions to read a work of art.			
				Communicative structures When and where was it made? Where can you find it? Commissioned by... What can you see? The principal lines of the paintings are... The colours are... The brush strokes are...			

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Byzantine art 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hours	The students put elements together and create an analysis of a new work of art. 1. Can make judgements and justify decisions. 2. Can distinguish between parts, how they relate to each other and to the overall structure and purpose.	Students, in groups, apply the method of reading a work of art that they studied in the previous lessons to analyze two Byzantine works of art, mosaics: "Justinian and his court" and "Theodora and her court".	Skills <div>L S R W</div> Key vocabulary Specific terms and expressions to read a work of art. Terms and vocabulary related to Byzantine art.	<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"> • U3_L2_ALL1.jpg • U3_L2_ALL2.jpg • U3_L2_ALL3.docx • U3_L2_ALL4.pdf These materials deal with Byzantine art and offer some information about the mosaic of San Vitale Basilic: "Justinian an his court" and "Theodora and her court".	The analysis that each group creates. See observation and assessment grids. Scaffolding will be provided by the teacher and it will be functional to the different activities.

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Exhibition to whole class
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour and half	Students can use information in a new way in order to illustrate the work of art that they analyzed. Follow a procedure that they studied. Make judgments and justify decisions.	During an exhibition to the whole class, each group explains their analysis and gives the reasons of their choice. At the end of the presentation by each group, the students criticize and evaluate their work and those made by other groups.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U3_L3_ALL1.pdf	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 and to the analysis of a work of art.			
				Communicative structures			

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Final assessment and feedback
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hours	1. Judge and justify decisions. 2. Distinguish between parts, how they relate to each other and to the overall structure and purpose.	The students put elements together and create an analysis of a new work of art. In an individual activity, each student follows the method to read a painting, a sculpture or an architecture, that they studied and analyze a work of art they like.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none">• U3_L4_ALL1.docx• U3_L4_ALL2.docx <p>These materials concern a task for the final assessment, an assessment and observation grid to be modified according to the different tasks throughout the module.</p>	The text that each student produces following the method that they learned.				
				<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 art and to the analysis of a work of art.							
Communicative structures When and where was it realized... Where can you find it? Commissioned by... What can you see? Which are pre-iconographic and iconographic analysis?											