CLIL Module Plan

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School Grade	○ Primary		○ Middle		◉ High
School Year	○ 1	○ 2	○ 3	◉ 4	○ 5
Subject	Arte	**Topic**	Graphic design and product design		
CLIL Language	◉ English		○ Deutsch		

Personal and social-cultural preconditions of all people involved	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. 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. In terms of commitment to learning and motivation they are very different and slightly less motivated than technical or grammar school students, because thane main goal is to get trained and find a job

Students' prior knowledge, skills, competencies	**Subject**	**Language**
	Students should know and recognize the most important elements of visual grammar and graphic design.	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

Timetable fit	◉ Module	Length 20

Description of teaching and learning strategies	Methodological approaches (for example Task-Based Learning, Project-Based Learning, Cooperative Learning, Flipped Classroom, etc) Choices and strategies to promote interaction and communication during the lesson involving students, work in pairs.

Overall Module Plan

Unit: 1	**Lesson 1**
Unit 1	Can a box tell a story? 1h
Unit length: h 20	**Lesson 2**
	Moodboard 1,30h
	Lesson 3
	Positive and negative 3h
	Lesson 4
	In Edinburgh 4h
	Lesson 5
	Coming back and collecting ideas 1h
	Lesson 6
	work in progress 1,30h
	Lesson 7
	Vocabulary for the presentation 1h
	Lesson 8
	Project development 2h
	Lesson 9
	Final presentation 5h

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Can a box tell a story? 1h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 0,20 h | Listen to the teachers and read istructions about graphic-work. Social skills: interaction with the teacher | Teacher introduces the CLIL module and explains the project using a slideshow. The project is to design and create a product that tells about the Students' experience in Edinburgh. They spent 2 weeks at Edinburgh College earlier in January - February and worked with Scottish students on a brief that was then submitted to YCN for a design competition. Every student should create an object which tells his or her personal experience. It should contain imagines and short texts in L2. The object should not be a booklet or anything of the kind, but something original and creative. Social skills: interaction with the teacher | **Skills**

 L S R W

 Key vocabulary
 free time, hobbies, travel, relationship

 Communicative structures
 What do you think about...? What do you expect... ? I would like to... Asking questions Why did you choose this... | ▣ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | • U1_L1_ALL1.pdf

 Slide 1_Can a box tell a story? | No formal assessment is necessary. |

2	0,20 h		The teacher writes the word "Edinburgh" on the board, students must do a brainstorming to find words connected to the topic. Each student has to actively participate in this stage because brainstorming helps to stimulate their creativity and to enrich their personal project. Read the instructions. Active participation. Social skills: collaboration, group work.	**Skills** L S R W **Key vocabulary** free time, hobbies, travel, relasionship **Communicative structures** Common BICS, everyday words, technical word.	☑ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U1_L1_ALL2.docx • U1_L1_ALL4.pdf The brainstorming list Mindmap software	The content and type of activities developed during the lesson. See grid.
3	0,20 h		Students must collect words in subject areas. During this phase, the student enriches his or her specific vocabulary that can lead to a richer project. The teachers also check this work and asks why the student has chosen those specific categories while walking around the classroom. Collecting ideas, organizing the information. Finding new wards from other students or the teachers.	**Skills** L S R W **Key vocabulary** free time, hobbies, travel, relasionship **Communicative structures** Could you explain why you...	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U1_L1_ALL3.docx Papers Pens post it An observation sheet	The teacher collects these observation sheets and at the and of the whole activity assesses the participants.

CLIL Lesson Plan

Unit number		1	Lesson number		2	Title	Moodboard 1,30h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0,30 h	What a moodboard is and what it can be used for.	Using slides and examples, Teachers shows what a moodboard is and what it is used for.	**Skills** ☒ L ☐ S ☒ R ☐ W **Key vocabulary** free time, hobbies, travel, relasionship **Communicative structures** Did you...? Can you please exemplify...? What can you use...for...?	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U1_L1_ALL5.jpg • U1_L2_ALL4.jpg • U1_L2_ALL3.jpg Slide Pictures Social media (Pinterest)	The teachers ask questions to verify the understanding of the concept, exemplifing with more concrete instances, if necessary.

| 2 | 1 h | | Students look for good examples on the web or elsewhere and attempt to create their own moodboard. Create a moodboard. Do research online or in a magazine. | **Skills**

| L | S | **R** | **W** |

Key vocabulary
free time, hobbies, travel, relasionship

Communicative structures
Where did you find...? how long...? Why did you choose this? What is the impression you want to give? I chose this because... My idea is to... I've never thought about this... Teh reason why I included this is... | ☐ Whole class
☐ Group work
☐ Pair work
◉ Individual work | • U1_L2_ALL4.docx

Laptop Magazines | The teachers monitor the individual work of students interacting whit each oh them and trying to make them motivate their choices. |

CLIL Lesson Plan

Unit number		1	Lesson number		3	Title	Positive and negative 3h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1h	In pairs find weaknesses and strengths of the partner's moodboard/idea.	Students analyze the moodboards and the ideas with your partner, then make a list of "positive" and "negative" points and share between partners the considerations and then, in a plenary moment, share their considerations with the whole class.	**Skills** ▣ L ▣ S ▣ R ☐ W **Key vocabulary** free time, hobbies, travel, relasionship **Communicative structures** In my opinion you should... What about adding...? Bloom's taxonomy language for analyzing higher order thinking skills	☐ Whole class ☐ Group work ▣ Pair work ☐ Individual work	Papers, pencils, laptop...	The analysis that each student produces.

| 2 | 1h | Adjust their moodboard. | The student, based on his or her partner's suggestions adds or deletes elements on their moodboard. | **Skills**

L　S　**R**　**W**

Key vocabulary
free time, hobbies, travel, relasionship

Communicative structures | ☐ Whole class
☐ Group work
☐ Pair work
☑ Individual work | laptop and paper. | No assessment required to see observation grids for students' work |
| 3 | 1h | Discussion and report back language for reporting, reported speech. | The students discuss among each other and with their teachers about ideas and the work done in class so far. | **Skills**

L　**S**　R　W

Key vocabulary
free time, hobbies, travel, relasionship

Communicative structures
What did you change/add...? How long did you...? I found out that... I like/didn't like... I don't see thet point... | ☑ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L3_ALL1.jpg

Moodboard, projector. | The teachers will evaluate the moodboards and the students' ability to talk about their work. |

CLIL Lesson Plan

Unit number		1	Lesson number		4	Title	In Edinburgh 4h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 h	The objective of the teacher is that students do research. Ask for opinions. Collect material. Interaction with people should get the students to communicate in a natural way.	Students collect materials for the product: take pictures around the city, ask people questions about their culture, traditions and their city.	**Skills** `L` `S` `R` `W` **Key vocabulary** food, city, weather... **Communicative structures** Do you like...? Tell me about...? Where are you from...? How long have you...?	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work		

| 2 | 2h | The teacher's objective is that they collect data and ideas. Exchange material, information, and ideas. | Students exchange and share with other pairs what they've collected around the city and create a list of the most important points. | **Skills** L S R W **Key vocabulary** **Communicative structures** What did you learn about...? How did you get them to...? Can I have this...? | ☐ Whole class
▣ Group work
▣ Pair work
☐ Individual work | • U1_L4_ALL1.docx

Laptop, material for bricolage. | No assessment required. See observation grid. |

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Coming back and collecting ideas 1h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0,30 h	The teaching objective is that students build in that product what they learned in Edinburgh.	The final exchange of ideas and material collected in Edinburg; adding them to the project.	**Skills** L | S | **R** | **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U1_L5_ALL1.docx All the material from the trip and laptop.	No assessment required.

| 2 | 0,30 h | Dealing with feedback | Students and teachers give a feedback and tips about the lists and how to improve them | **Skills**

 L S R W

 Key vocabulary

 Communicative structures
 Ask questions Give reasons | ☑ Whole class
 ☐ Group work
 ☑ Pair work
 ☐ Individual work | | Observe how students interact and support their own ideas. |

CLIL Lesson Plan

Unit number		1	Lesson number		6	Title	work in progress 1,30h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1,30 h	Development of the product.	Students work on their product, teachers go around asking questions and discussing the work that is being done. One teacher helps students with the language, the other one on technical aspects (graphic).	**Skills** L S R W **Key vocabulary** **Communicative structures** I suggest that... How do you say...? Can I help you...? Why did you...	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U1_L6_ALL1.docx The material of personal project.	The language teacher marks errors in her evaluation record.

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	Vocabulary for the presentation 1h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0,20 h	Brainstorming.	Students brainstorm useful words and expressions for creating a good presentation. The teachers write all the words on the board and everybody creates his or her mindmaps.	**Skills** L S R W **Key vocabulary** **Communicative structures** What words come to mind when…? How do you say…?	◉ Whole class ☐ Group work ☐ Pair work ☐ Individual work	Board, pencil, markers, paper, laptop.	No assessment required.

2	0,40 h	Common vocabulary list or bank.	Everybody shares and motivates their choices with the rest of the class. Afterward, everybody adds to their own mindmap and try to use the outcome for their presentation.	**Skills**	☑ Whole class	Mindmap, paper, laptop.	The language teacher marks the usage of the vocabulary.
				L S R W	☑ Group work		
				Key vocabulary	☐ Pair work		
				Communicative structures Why did you chose this...? Would you like to use...?	☐ Individual work		

CLIL Lesson Plan

Unit number		1	Lesson number		8	Title	Project development 2h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 h		Students work on the project with the help of their teachers.	**Skills** L S **R** **W** **Key vocabulary** **Communicative structures** Have you finished...? Can you show me...?	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work		

CLIL Lesson Plan

Unit number		1	Lesson number		9	Title	Final presentation 5h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	3 h	Presentations the different projects.	Students present the product using slides, videos, illustrations and so on to explain the product and the necessary steps to create it. the rest of the class listens to the presentation and writes down a short comment and takes notes a the grid provided.	**Skills** **L** **S** R **W** **Key vocabulary** **Communicative structures**	▣ Whole class ☐ Group work ☐ Pair work ▣ Individual work	• U1_L9_ALL1.docx • U1_L9_ALL2.JPG • U1_L9_ALL3.JPG • U1_L9_ALL4.JPG • U1_L9_ALL5.JPG • U1_L9_ALL6.JPG • U1_L9_ALL7.JPG • U1_L9_ALL8.JPG • U1_L9_ALL9.JPG • U1_L9_ALL10.docx Presentation, video, slideshow, the final product.	Both teachers write short feedback to each student and mark their work.

| 2 | 2 h | Dealing with a feedback positive and negative. | Teachers give feedback and discuss with the students the final product. Both teachers communicate and explain the grade. | **Skills**

| L | S | R | W |

Key vocabulary

Communicative structures
Why did you…? Are you happy with the…? What do you think…? | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L9_ALL1.docx
• U1_L9_ALL10.docx | Checking the connection and the relevance of the product to the experience. |