

CORSO CLIL IPRASE 2017-2018



CLIL Module/Lesson Plan

Title: Analysis of the painting by Eugène Delacroix “The Liberty Leading the People”

Author	Flaminia Barbato				
School	Liceo “F.Filzi”, Rovereto (Trento)				
School Grade	Primary <input type="checkbox"/>		Middle <input type="checkbox"/>		High <input checked="" type="checkbox"/> X
School Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/> X
Subject :	Art History CLIL		Topic:	Analysis of Eugène Delacroix’ painting “The Liberty Leading the people”.	
CLIL language	English <input checked="" type="checkbox"/> X			Deutsch <input type="checkbox"/>	

Personal and social-cultural preconditions of all people involved	The class is composed of 21 Italian students of a fifth class attending a High School in Human Sciences. The students are very motivated to learn and to improve their knowledge of art history and their level of English. The teacher is an Italian Art Historian with a C1 level of English adopting the CLIL methodology (Hard CLIL) in all her lessons. The average level of English of the class is B1 with some exceptions having a B2 level or an A2 level.
--	---

Students’ prior knowledge, skills, competencies	Subject	Language
	-The main characteristics of Romanticism; -Eugène Delacroix’ biography; -Historical context of 1830’s in France.	-Use of past simple; -Vocabulary of painting in art: brushstroke, canvas, foreground, middle-distance, background, light, etc.

Timetable fit	○ Module	Module length : The lesson is part of a series of 9 lessons of 50 minutes on different artists of Romanticism.
	○ Lesson	Lesson length : 50 minutes

Description of teaching and learning strategies	-Group work activity (by combining people with different English levels in the groups); -Time-based listening activity inspired by the book by S. Deller and C. Price <i>Teaching Other Subjects Through English (CLIL)</i> , Oxford University Press, 2007; -Cloze test; -Projected image of the painting “The Liberty Leading the People” by Delacroix on the IWB as a scaffolding.
--	--

Overall Module Plan

<p>Unit 1</p> <p>ROMANTICISM</p> <p>Unit length 9 hours</p>	<p>Lesson 1 The tenets of Romanticism</p> <p>Lesson 2 Eugène Delacroix’ biography</p> <p style="background-color: yellow;">Lesson 3 Eugène Delacroix’ “The Liberty Leading the People”</p> <p>Lesson 4 Caspar David Friedrich’s biography</p> <p>Lesson 5 Caspar David Friedrich’s “The Wanderer above a sea of mist”</p> <p>Lesson 6 J.W.M. Turner’s “The Fighting Temeraire”</p> <p>Lesson 7 J.W.M. Turner’s biography</p> <p>Lesson 8 John Constable’s “The Hay Wain”</p> <p>Lesson 9 John Constable’s biography</p>
<p>Unit 2</p> <p>-----</p> <p>Unit length</p>	<p>Lesson 1</p> <hr/> <p>Lesson 2</p>
<p>Unit 3</p> <p>-----</p> <p>Unit length</p>	<p>Lesson 1</p> <hr/> <p>Lesson 2</p> <hr/> <p>Lesson 3</p> <hr/> <p>Lesson 4</p>

CLIL Lesson Plan

Unit number: 1	Lesson number: 3	Title: Analysis of the painting by Eugène Delacroix “The Liberty Leading the People”
----------------	------------------	--

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5'	To make students understand the task of the activity.	<p>Teacher explains to the class what the exercise consists of. She tells the students that she is going to read a text about “The Liberty Leading the People” by Delacroix.</p> <p>Students are asked in the first listening to just listen to the text the teacher is going to read without writing anything and to take notes of the key-words or meaningful sentences they can identify just during the second listening. After the listening time she will divide the class in 5 groups and will ask the students to complete a cloze test about the painting. Teacher tells the students that the projected image of the artwork can be used as a support over all the lesson.</p>	<p><i>Skills</i></p> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin: 0 auto;">L</div> <p><i>Key vocabulary</i> Listening, taking notes, key-words.</p> <p><i>Communicative structures</i> “Does it make sense?”</p>	<ul style="list-style-type: none"> ○ Whole class 	IWB (Interactive White Board) with the projection of the Hand-out n°1 (image of the painting by Delacroix “The Liberty Leading the People”).	Oral assessment

2	5'(first listening)+5'(second listening)	To know one of the most representative artworks by Eugène Delacroix and to identify the key-words of a descriptive text on a painting using listening skills.	Teacher reads the first time a text about the painting by Delacroix “The Liberty Leading the People” and students just listen without taking notes. After the first listening, teacher reads again the text and the students try to focus on the most significant sentences and key-words by writing them on a A4 sheet of paper. When the teacher has finished, she divides the class in 4 groups of four people and in 1 group of five people.	<p><i>Skills</i></p> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">L</div> <p><i>Key vocabulary</i> Liberty, Paris, painting, glorious days, Notre-Dame, guards, barricade, foreground, background, etc.</p> <p><i>Communicative structures</i> “I am going to read this text about...”</p>	<ul style="list-style-type: none"> ○ Individual work 	Hand-out n°2 (Teacher’s worksheet with the completed text about “The Liberty Leading the People”); white A4 sheets, pens.	Formative assessment
3	20'	To complete a cloze test on a famous painting by Delacroix.	Teacher gives every group the cloze test on the painting by Delacroix and asks each group to compare quickly the different notes and to find out the missing words from the context of the text and from the information taken previously. They can't ask teacher for any help but they can send a messenger from their group to another group if they need to compare some identified words or if they have any doubt.	<p><i>Skills</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">W</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">R</div> </div> <p><i>Key vocabulary</i> July Revolution, 1830, uprising, littered with the dead, on closer inspection, etc.</p> <p><i>Communicative structures</i> “Look at the image on the IWB while completing the cloze test”.</p>	<ul style="list-style-type: none"> ○ Group work 	Hand-out n°3 (Worksheets with a cloze test on “The Liberty Leading the People”), pens.	Peer assessment

4	15'	To check if the cloze test has been completed properly.	Teacher asks groups to take turns reading the text by providing the missing words they have identified in the cloze test. All the groups compare and share their answers while the teacher mediates. When the activity is finished, the teacher distributes the complete version of the text to each student.	<p><i>Skills</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> </div> <p><i>Key vocabulary</i> Phrygian cap, ruler, to stride, to mimic, half-naked, allegory, economic ladder, top hat, insurgents, cobblestones, beret, etc.</p> <p><i>Communicative structures</i> “Group n°..., can you please read which words you found out in the first paragraph?” “Do you all agree with the answers given by the group n°....?”</p>	o Whole class	Hand-out n°3 (Worksheets with a cloze test on “The Liberty Leading the People”), pens and Hand-out n°2 at the end of the activity.	Formative assessment
---	-----	---	---	---	---------------	---	----------------------

Lesson Plan Template realizzato a partire da materiale IPRASE precedentemente elaborato e riadattato con il coordinamento di Ludowica Dal Lago, in collaborazione con l'esperta CLIL Manuela Perini e la consulenza della docente Emanuela Atz per la versione in lingua tedesca.

Questa iniziativa è realizzata nell'ambito del Programma operativo FSE 2014 – 2020 della Provincia Autonoma di Trento grazie al sostegno finanziario del Fondo Sociale Europeo, dello Stato italiano e della Provincia Autonoma di Trento

La Commissione Europea e la Provincia Autonoma di Trento declinano ogni responsabilità sull'uso che potrà essere fatto delle informazioni contenute nei presenti materiali.

