

# CORSO CLIL IPRASE 2017-2018



## CLIL Module/Lesson Plan

**Title: Op Art**

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School	Istituto Comprensivo Trento Due					
School Grade	Primary <input checked="" type="checkbox"/>		Middle <input type="checkbox"/>		High <input type="checkbox"/>	
School Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>		3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Subject:	Art			Topic:	Op Art	
CLIL language	English <input checked="" type="checkbox"/>			Deutsch <input type="checkbox"/>		

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The English class teacher has been teaching English language, Art and Physical Education according to CLIL methodology in a third-year class with twenty-two students.</p> <p>The students attend the bilingual Italian-Austrian school so they are able to speak Italian and German, too.</p> <p>They have been studying Art and Physical Education in English since the first year of school for three hours a week.</p> <p>Attending a bilingual school, the students are used to working with different learning strategies, such as cooperative learning, pair and group work, peer and self-assessment and furthermore.</p> <p>As for the setting of the classroom, there are coloured desks, called 'islands', that can be combined in different ways to form circular or hexagonal shapes. Being structured in this way, the class allows the teacher and the students to freely move around during those activities which require it.</p> <p>Several objects are placed in the middle of each 'island' in suitable colored boxes. These school materials are bought by the students' families and have to be shared with everybody.</p> <p>All the students seem to be really involved in all the tasks introduced by the teacher. They show a keen interest in all curricular subjects and their relationships are quite good.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<b>Prior knowledge:</b> students know: primary and secondary colours, warm and cool colours, shapes, lines and patterns. <b>Communication</b> <b>Skills:</b> expressing ideas and opinion, discussing about the task, responding to and asking questions about subject content introducing new ideas, code switching. <b>Cognitive skills:</b> remembering, identifying, understanding, imagining, creating, evaluating. <b>Culture</b> Children learn about famous foreign artists and their most famous artworks. <b>Competencies:</b> Students learn how to create their own artworks.	<b>Vocabulary:</b> primary colours, red, yellow, blue; secondary colours green, purple, orange; warm colours, orange, red, yellow; cool colours, blue, green purple; shapes, oval, triangle, circle, square, diamond, hear, start; straight, curved, zigzag, vertical, parallel lines; patterns, checks, dots, stripes; Sheet, construction paper, tissue paper, scrap paper, pencils, felt-tip pen, crayon, glue, scissors; draw, colour, stick, cut, select, choose.  <b>Structures:</b> present simple, imperative, modal verbs.

Timetable fit	o Module	Module length
	o Lesson	Lesson length Op Art 1 hour

Description of teaching and learning strategies	Scaffolding Activate prior knowledge of the subject Brainstorming Pair and group work Use visuals artworks and virtual realia Talk about what students see Encourage listening and speaking Using some L1 for a specific purpose Paraphrasing Content Obligatory language Content Compatible Language Allow time for students to ask questions about the task Allow time to respond to questions (Wait time) Providing task support Monitoring learning Reviewing content and language Formative assessment Plenary
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## Overall Module Plan

Unit 1  Primary and secondary colours  Unit length 150 min	Lesson 1
	The colour wheel
	Lesson 2
	Colour the worksheet using only primary colours
	Lesson 3
	Colour the worksheet using only secondary colours
Unit 2  Warm and cool colours  Unit length 100 min	Lesson 1
	The difference between warm and cool colours
	Lesson 2
	Express your feelings with colours by drawing what you like
Unit 3  Shapes, lines patterns  Unit length 260 min	Lesson 1
	Oval, triangle, circle, square, rectangle, diamond, heart, star.
	Lesson 2
	Identify and colour shapes
	Lesson 3
	Lines and patterns
	Lesson 4
	Draw a landscape using lines and patterns
	Lesson 5
	Op Art

## CLIL Lesson Plan

Unit number 3	Lesson number 5	Title the Op Art
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
<b>1</b> Activating prior knowledge	10 min	Students will learn about the Op Art Movement. Students recognise the different shapes, lines and patterns. They are able to identify them. They will be aware of how to draw them.	Group the students into pair. Inform them that they will be taking turns to discuss what they know about shapes, lines and patterns and that later on they will have to draw them on scrap paper. They should now decide which student will begin first. Tell the students when to begin talking and drawing. After two minutes, instruct them to switch roles. At this point, the other partner begins talking and drawing. Divide the students into groups and invite them to share some of their responses. At the end of the activity a student of each group shares some of their responses with the entire class drawing them on the board.	<p><i>Skills</i></p> <div style="display: flex; gap: 5px;"> <div style="background-color: #90EE90; border: 1px solid black; padding: 2px 5px;">L</div> <div style="background-color: #90EE90; border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <p><i>Key vocabulary</i></p> <p>Oval, triangle, circle, square rectangle, diamond, heart, star; straight, curved, zigzag, vertical, parallel lines; checks, dots, stripes</p> <p><i>Communicative structures</i></p> <p><b>Teacher:</b> We are going to learn what the Op Art Movement is What shape/lines/patterns do you know? Can you draw it on the board? Is it.../Are they...? <b>Students:</b> I know... Yes, I can No, I can't Yes, it is/they are No, it isn't/ they aren't I think it is/they are...</p>	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ Pair work</li> <li>○ Group work</li> <li>○ Interaction between teacher and students</li> </ul>	Scrap paper and pencils, blackboard and chalk.	On-going assessment by observing: students can/can't share information in pair and group; they know/don't know lines, shapes and patterns; they can/can't draw... Peer assessment.

<p><b>2</b></p> <p>Show examples of Bridget Riley's Op Art artwork</p>	<p>10 min</p>	<p>Students will know something about a famous English artist.</p> <p>They will be able to observe how the painter uses lines, shapes and patterns to create an optical illusion that can play tricks with the eyes.</p> <p>They will be aware of the importance of main visual elements in Art</p>	<p>Present the Op artist Bridget Riley to the students and show them examples of her artworks.</p> <p>Ask the students questions about what they see. Interpret the effect of these paintings on their eyes. Discuss with them about the ways art plays tricks with their eyes.</p>	<p><i>Skills</i></p> <div data-bbox="981 124 1249 180"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p><i>Key vocabulary</i></p> <p>Lives, England, English artist, still living, large paintings, neutral colours black and white, visual elements, repetition, direction, artworks, paintings, creation, moving, rotating, stepping away, near, far, real, optical illusion, tricks with your eyes.</p> <p><i>Communicative structures</i></p> <p><b>Teacher:</b> Can you see any lines/shapes or patterns? Do you think that the painting seems moving? Is it real or is it an optical illusion? Are there any primary or secondary colours? Can you look at it for a long time? Why?</p> <p><b>Students:</b> Yes, I can No, I can't Yes, it does No, it doesn't Yes, there are some... No, there aren't any... Because of the parallel lines/shapes/patterns/colours.</p>	<ul style="list-style-type: none"> <li>o Whole class</li> <li>o Interaction between teacher and students</li> </ul>	<p>IWB, visuals art works and virtual realia.</p>	<p>Assess with questions students' knowledge of the content and language, and their communication skills.</p>
<p><b>3</b></p> <p>Create an Op Art drawing</p>	<p>30 min</p>	<p>Students know how to create their own Op Art drawing. They are able to</p>	<p>Invite the students to draw their own line creation by using a sheet of black construction paper and a</p>	<p><i>Skills</i></p> <div data-bbox="981 1326 1249 1382"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>	<ul style="list-style-type: none"> <li>o Whole class</li> <li>o Individual work</li> </ul>	<p>Sheets of black construction paper, scrap paper, white</p>	<p>On-going oral feedback. Assess how well the students are</p>

		<p>select the materials to design a pattern which will create an optical illusion. They are aware of identifying lines, shapes and patterns in a work of art.</p>	<p>piece of white chalk or a white pencil. They can practice making some curved lines on scrap paper before starting. Let them use the chalk or the pencil as they like. Encourage the students to work slowly and concentrated while drawing their lines, shapes and patterns. Give them the necessary time to ask questions about the task. Provide a task support for the students who may have some difficulties, such as allowing them to use examples of other students' artworks as effective models. Allow the students to use L1 to check if they have understood the task. When the students feel confident about their draft they will raise their hands and check with teacher if the drawing was done properly.</p>	<p><b>Key vocabulary</b></p> <p>Art drawing, sheet of black construction paper, scrap paper, white chalk, white pencil, draft, artwork, draw, work slowly, concentrate, more precise, be careful, well done.</p> <p><b>Communicative structures</b></p> <p><b>Teacher:</b> What visual elements would you use to draw? What do you use to draw? the pencil or the chalk? Why do you choose the pencil/chalk? The lines need to be more precise, be careful, please! Work slowly, please! You can have an idea of what to do by looking at your schoolmates' artwork. Raise your hand when you have finished your first draft, please! Well done! Good work!</p> <p><b>Students:</b> Can I use the white pencil/chalk? I like/ don't like the pencil/chalk. Are the lines precise teacher? Is it correct? Are these lines parallel? I am ready teacher! Can you see my draft, please? Can I start drawing on the black construction paper?</p>		<p>chalks, white pencils.</p>	<p>doing.</p>
<p><b>4</b> Reviewing work</p>	<p>10min</p>	<p>Students know what an Optical illusion is. They are</p>	<p>Ask the whole class some questions which might make them think about what they have learnt, what</p>	<p><i>Skills</i></p> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>	<p>o Whole class o Interaction between teacher and</p>	<p>Students' artworks.</p>	<p>Give oral feedback on how well students have done their</p>

		<p>successfully able to create an Op Art artwork.</p> <p>They are aware of how they have worked.</p>	<p>they liked or disliked, what they would like to learn in the next lesson and how they evaluate their work. Give your students time to formulate what they want to say.</p>	<p>Key vocabulary</p> <p>Art Movement, English artist, draw parallel lines, use, every, colours, difficult, precise, like, don't like, difficult, beautiful, funny, confused, paint.</p> <p>Communicative structures</p> <p><b>Teacher:</b> Today you have worked really well. Your paintings are really precise. What is Op Art? Who is Bridget Riley? What have you found difficult today? What do/don't you like about your artwork? Do you like your painting? Do you think your artwork plays a trick to your eyes? What would you like to do in the next lesson? <b>Students:</b> Thank you teacher. It is an Art Movement. She is an English Artist. I found it difficult to choose what to draw. I found it difficult to use chalk on the black construction. I like the effect of the white lines on my painting. I don't like my artwork because it is confused. Yes, I do. No, I don't. It is beautiful/funny. In the next lesson I would like to paint.</p>	<p>students</p>		<p>work.</p> <p>Plenary activity: encourage a discussion with the whole class to review what they have done and learnt.</p>
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*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.*

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