CORSO CLIL IPRASE 2017-2018

CLIL Module/Lesson Plan

Title

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School Grade	Primary ☐	Middle ☐	High ☐		
School Year	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Subject :	ART	**Topic: PAUL GAUGUIN'S PAINTINGS**			
CLIL language	English ☐	Deutsch ☐			

Personal and social-cultural preconditions of all people involved	**Group of learners** There are 20 students in the class; a student has PEP (Personal Education Plan) for foreign students but, in spite of her difficulty in understanding some topics, she always demonstrates interest and enthusiastically takes part in the lessons. Another student has PEP as well, because of his difficulty in writing by hand; he usually does tasks by pc during the lessons in class. **Student group profile** Average CEFR Level: A2. A few students have a language level higher than A2, but in general the class does not demonstrate confidence with speaking English and many students have some difficulties in understanding it as well. The teacher, therefore, must use basic vocabulary to communicate in English to allow everybody to take part actively in the lessons. Most students are used to asking and answering questions. Other students do not interact much and so it is necessary to keep on trying to make them talk. However, the class usually pays attention to the lessons and demonstrates willingness and active participation. **Learning space** The classroom is quite large; it has a blackboard and a whiteboard; the desks are quite small and there is not enough space to draw or paint on them in a comfortable way. Therefore, art activity lessons are given in the workshop classroom downstairs. **Teaching team profile** The Art teacher has just begun giving CLIL lessons. The co-teacher has attended a CLIL course in German in the past and studied English as well; she works as assistant in all CLIL classes at the school.

	Subject	Language
Students' prior knowledge, skills, competencies	The students know the basic concepts of colours - primary , secondary and complementary colours - and are able to recognise and to mix them. In addition, they have studied the perspective (as a topic of Renaissance Art) and know some ways to create depth in a landscape painting (e.g. previous activity inspired by Caspar David Friedrich, a Romantic painter). In the last lessons they have learned about some Van Gogh's artworks.	Present Past simple Comparatives To make short sentences

Timetable fit	○ Module	
	○ Lesson	110 min. (2 hours)

Description of teaching and learning strategies	• Create a positive classroom environment. Students are invited to sit in pairs (a desk for each pair). • Encourage collaborative work. Students sitting next to each other form a couple to compare ideas and share their opinions before answering the teacher's questions. In the "Activity 2" two pairs form a team to create the Gauguin's biography flow chart. • Reviewing/repeating topics: at the start of the lesson to refer to work done in the previous lesson, at the end of the lesson to summarise and consolidate what has been taught. • Introduction: explain the learning goal of the lesson, talk about what learners are going to hear, and remind it in each step of the lesson. • On-going questioning to encourage dialogue with learners and develop classroom language; use of open questions (*What do you think? What do these paintings have in common?...)* to develop higher order thinking skills. • Support and encouragement: teacher keeps on moving around the classroom and encourages learners to express either their opinion and to collaborate with each other. If somebody does not understand some word, they are encouraged to raise their hand and ask for clarification; if necessary, the teacher uses code-switching to communicate. • On-going oral feedback on how well learners are doing tasks. • Use of data visualizations (flow chart, map, schemes) to select key content words, to link new words and concepts, to help learners focus on the main content. • Watching a brief video, then comparing some impressions about the content • Create a wordcloud together using some key words about what students saw. • Introduce the topic of the next lesson to engage learners.

Overall Module Plan

Unit 1 Post- Impressionism: Van Gogh and Gauguin ---------- Unit length 4 lessons (110 min. each)	Lesson 1 Introduction to Post-Impressionism. Vincent Van Gogh's biography and paintings.
	Lesson 2 Brief analysis of Van Gogh's *Vase of fifteen sunflowers* (1888). Art activity inspired by the S*unflowers* series by Van Gogh
	Lesson 3 **Paul Gauguin's biography and paintings.**
	Lesson 4 Brief analysis of *The sacred mountain* (1892). Art activity inspired by Paul Gauguin's landscape paintings.

CLIL Lesson Plan

Unit number 1	Lesson number 3	Title **Gauguin's biography and paintings**

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1 "Friends in Art" Brainstorming and Warm up activity Introducing the content of the lesson by connecting it to the previous lessons.	25 min.	To make connections between people, places, ideas. To recognise and describe the main features of the style of an artist. To recall content language from the previous lessons and use it by discussing and answering to questions.	Activate prior knowledge (10 min.): teacher begins by showing a presentation containing some paintings by Van Gogh that learners already know and makes questions about them. *Vase with fifteen sunflowers* by Van Gogh (1888). Teacher reminds the friendship between Van Gogh and Paul Gauguin (they lived together for some time in Arles). *The yellow house* by van Gogh*, Van Gogh painting sunflowers* by Gauguin.	*Skills* R S W Reading the words in the presentation and understand their meaning. Speaking: answering the questions and giving/comparing opinions. Writing some notes on the notebook.	○ *Whole class* ○ *Pair work*	Short presentation about Van Gogh and Gauguin's friendship with some pictures and a short text containing key words. A worksheet (photocopy) for each pair of students.	Watch the presentation and answer the questions in it. Choose with your partner the most suitable adjectives to describe Van Gogh and Gauguin's self-portraits, then compare your answers with the others.

			Looking at paintings that Van Gogh and Gauguin did in Arles about the same subject (*Madame Ginoux*) as an example of the influence between the artists. Work in pairs (about 10 min.): comparison between two self-portraits by Van Gogh e Gauguin. Each pair of students has a photocopy with some adjectives to choose for describing each painting. Brief discussion (5/10 min.) about learners' opinions on the pictures described by the list of adjectives. The end of the story of Van Gogh and Gauguin in Arles, *Self-portrait with bandaged ear* (1889) by Van Gogh.	*Key vocabulary* Types of artworks: still-life, portrait. Painting technique and style; oil on canvas. In the paintings he represented.. The painting depicts… Heavy, thick, materic brushstrokes Vibrant, intense colours Flat, smooth surface Black outline Simplified shapes *Communicative structures* Simple past to talk about paintings and artists' biography Present tense to describe paintings. Some adjectives in their comparative form to compare and contrast paintings (*thicker, simpler, flatter*).			

2 **Around the world with Paul Gauguin**	30 min.	To develop learners' memory by reading, dictating, listening and writing skills. To connect facts, dates and places. To realize the influence of different cultures on an artist's work. To create a biography flow chart.	The text about Gauguin's biography has been divided into 14 parts, each on a sheet. Each sheet is marked with a number which identifies its position in the biography flow chart. Stick the sheets all over the classroom walls, far enough away so that students can not see the words from where they are sitting. Students work in a team consisting of two pairs of students (combine two existing pairs of them): A+B, C+D. In each pair there is the seeker (A or C) and the writer (B or D). Each pair (A+B and C+D) must have a sheet of paper with a blank biography flow chart on it (there are only the numbers of each	*Skills* R S L W Reading the text and understand the meaning. Speaking: dictate the text to the partner. Listening and understanding the dictation. Writing the text into the flow chart in the right order.	○ *Pair work* ○ *Group work*	A glossary containing some words about Gauguin's biography. Pieces of paper with dates and information from Gauguin's biography. Scotch tape to stick them on the wall Two photocopies with blank Gauguin's biography flow chart (for A and B seekers) that C-D writers have to fill. A world map showing the major stages in Gauguin's life and different countries where the artist lived. https://www.thinglink.com/scene/1046691353158746115 A brief biography (the same as in the flow chart) to share with students in Google classroom.	Put events into the right sequence together with the partners, by sharing information and collaborating for group work.

			part) and a pen. First partner (A or C) walks around in the classroom to find (one by one) all pieces of the text, goes back to the partner (B or D) and dictates them to the partner. Shouting out the text is not allowed nor speaking in Italian. If students forget the text they have read on the wall, they must go back to the wall and read the piece again. The partners work together to put the parts of the text into the correct order and fill the biography flow chart. The group (A+B+C+D) that fills the flow chart first is the winner. There could be a little prize for the winning team, such as some candies. At the end of the activity the filled flow chart is displayed on the LIM and discussed with the class using a world map to review the main topics.	*Key vocabulary* To move to To escape from To commit yourself to Civilization Sailor Formal training To take part in *Communicative structures* Simple past to talk about paintings and artists' biography Some sequencing words (initially, after that, then, later, eventually,..) during the final discussion.			

3 Gauguin's artwork	20 min.	To revisit and consolidate some topics about Gauguin's biography; to use some new words and expressions.	Review and consolidate some topics about Gauguin's biography by watching a video cropped with Edpuzzle. Introduce Gauguin's artwork by asking questions about some paintings showed in the video. Use some specific adjectives and expressions to describe the major characteristics (shapes, colours, mood) of the paintings.	*Skills* L S R Listening and reading the words in the video and understanding their meaning. Speaking: answering the questions and giving/comparing opinions; reusing some words from the previous activity. *Key vocabulary* Imagery To inspire Vivid, intense, vibrant, contrasting, bright, complementary colours The mood of a painting Relaxed, calm atmosphere Dark outline	○ Whole class	Short video cropped with Edpuzzle, containing some pictures of Gauguin's most famous paintings https://edpuzzle.com/media/5ae485acfb93dc40da46a5af	Watch the video and answer the questions in it. Choose some adjectives and expressions to discuss about some Gauguin's paintings.

				Communicative structures Simple past to talk about paintings and artists' biography Present tense to describe paintings.			
4 Describing Gauguin's paintings	30/35 min.	To identify the influence from different cultures and source of inspiration in Gauguin's paintings. To develop observation and interpretation skills. To describe and interpret the main characteristics of an artwork.	Teacher shows a brief presentation to make learners realize how Gauguin was influenced by many cultures. Teacher shows a painting (*Tahitian landscape*, 1891) by Gauguin and ask students to comment it. Teacher encourages learners to take notes and reminds the words and expressions they learned in the Activity 1. Finally each pair of	*Skills* R S W Reading the words in the presentation and understand their meaning. Speaking: answering the questions, discussing with the partner to choose the right adjectives and to compare opinions. Writing some notes on the notebook.	○ Whole class ○ Pair work	A presentation about how Gauguin's art was influenced by many cultures. A wordcloud made with Worditout.com https://worditout.com/word-cloud/2990987 A picture adapted with Thinglink https://www.thinglink.com/scene/1036649049500942339	Choose in pairs some adjectives and expressions for a Gauguin's wordcloud.

			students writes down some adjectives and expressions to describe the painting by themselves and to create a collective Gauguin's wordcloud. Teacher shows the picture of the painting on Thinglink and briefly explains the subject, the main characteristics and the connection to Japanese prints. Teacher asks students for the words and expressions they chose, then he writes them on the blackboard. Finally he shows an example of wordcloud on the LIM.	*Key vocabulary* Colours: bright intense vibrant contrasting unnatural complementary Subject: primitive landscape tropical paradise Way to paint: simplified shape flat surface dark outline overlapped surfaces *Communicative structures* Passive form *(Gauguin was inspired by…,; they were exported, ..)* Present tense to describe paintings.			

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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