

CLIL Module Plan

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School	Liceo Artistico Alessandro Vittoria, TN				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Altro - Visual Art (Discipline pittoriche - Progettazione)		Topic		How to design
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class is composed of 12 students (8 girls and 3 boys). Migrant background: there are two students who come from extra UE countries. Generally, they speak Italian, but at home, they use their mother tongue.</p> <p>Special Educational Needs: there are three students with special educational needs. Two of them are DSA and one has a 104 certification and needs to be supported during the lessons. As a group work, it is a little bit lazy, but with a vivacious intelligence, creative, that always needs to be motivated and guided to perform at their best in the various activities, especially in this difficult year where the pandemic situation made them almost inactive and discouraged.</p> <p>Moreover, lots of these students need to develop their self-esteem. They know how to work in a group because in this subject (Design in Visual Art/Painting) they usually work for a common aim: it could be a mural, a mosaic, an acrylic painting, sometimes required by an association or a private company. When they work in a team they are sociable, involved and curious. As a class, they embrace a lot of new art projects and are always driven to improve their competence. In contrast, when they work individually, some of them don't make their homework and are very absent-minded. They never have been studying in CLIL in High School, because in our Institut we start CLIL in the third year. So, this is the first year for every subject. The average CEFR level in English is an A2/B1. Anybody is very shy but they need to practice conversation and speaking. They are quite confident with the listening skill.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Students know the rules of the visual language and what are the elements of the composition. They are very keen on drawing, especially life drawing pictures because in the two years (biennium) they have learned how to copy an image and how to create volume through shadows with different techniques. They are also aware of the importance of perspective in Art, they know how to use texture and colors. Moreover, they can describe artwork and talk about personal reactions.	Students have a medium level of reading and speaking skills, but they only know few artistic terms in English. They have a low profile in writing, but good skills in listening. Grammar ability to reach during the third year: Present tenses; Past simple; Past continuous; Future forms: will / shall and going to; 1st and 2nd conditionals; Present perfect simple, Present perfect continuous; To describe, compare and contrast ideas; To express opinions; To take part in a discussion; Vocab and synonyms.

Timetable fit	© Module	Length 50 hours (of 50 minutes) - Number of tuition hours per week: 6
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Description of teaching and learning strategies	<p>This module is divided into three units and, especially for the U3, there are links to other curricular subjects such as Art Research Laboratory, IRC, Science, Chemistry, and English. The first module, "The creative process" (6 hours), is an introduction to all the projects students will face in this subject (Graphic and Painting Discipline). The second unit, "Crazy Shoes" (10 hours), is a practical activity to verify if students understood the main steps of the creative process (in particular, the passages copy-transform-combine). The third unit, "Strike like Banksy" (3 hours for a field trip + 31 hours in class) is the main practical project and is about the Street Art Movement and the actual issue of climate change. To motivate students by speaking English with enthusiasm the breakout of the lessons will be different and there will balance between theory and practice (even if the practice is the core of this subject). For that reason, the teacher tries to integrate language and content talking in English during the practical activities using ICT tools, such as PowerPoint presentations, Mentimeter, TeacherMade, EdPuzzle, Jigsaw Puzzle. The teacher will constantly support students during the practice work and invite them to take notes next to their sketches while drawing and constantly communicate among them giving suggestions, advice, asking for clarifications. There will be activated different strategies to make the lessons more pleasant. The lessons will predominantly follow the "activate prior knowledge/guide understanding/review" format and will privilege collaborative and cooperative learning with the purpose to develop communicative skills, without worrying too much about grammar mistakes. The assessment will be focused on communicative skills, cognitive skills, cooperation, and, last but not least, the attitude towards the project.</p>
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Overall Module Plan

Unit: 1 The creative process Unit length: 6h	Lesson 1 Introduction to the steps
	Lesson 2 Magic moments
	Lesson 3 The stages exercise
	Lesson 4 How to be creative
	Lesson 5 You are creative
	Lesson 6 Presentation
Unit: 2 Crazy Shoes Unit length: 10h	Lesson 1 Introduction
	Lesson 2 Shoes inspiration
	Lesson 3 Metamorphosis

Unit: 3

Strike like Banksy

Unit length: 34h

Lesson 1

The street art movement

Lesson 2

The art of transforming the city

Lesson 3

The climate change

Lesson 4

Let's get started

Lesson 5

Stencil

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Introduction to the steps
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20'	<p>Introduce Ss to the CLIL module and methodology; Identify the steps to make up a creative artwork and what a creative process is; Relate creativity & Logical thinking</p>	<p>Warming-up activity: T explains to the class the subject of the lesson. He/She connects his/her tablet to a screen projector and shows the PowerPoint: "The creative process" on the LIM. T asks Ss to think about a word that might define the topic of this unit, giving them the necessary wait time to start the topic. They can also draw a picture or take an object. In pairs, they reveal their idea and follow a quick class discussion for general comprehension. Consequently, Ss must imagine what are the 5 steps in an art project before the work could be considered finished.</p>	<p>Skills</p> <table border="1" data-bbox="1025 164 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Thumbnail sketches, Comprehensive, Craftmanship, Layout, Worthwhile</p> <p>Communicative structures Describe the creative process: I think...., I believe....., In my opinion....; Do you think it is logical? Why/why not?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U1_L1_ALL1_The steps.pptx</p> <p>U1_L1_ALL1_The steps_Presentation in PowerPoint (Slides: 1-7; 10-15)</p>	<p>Formative assessment: T observes how students are involved, what input they give to the activity and what is their background knowledge.</p>
L	S	R	W								

2	25'	<p>Have a brief practice activity about the first step of the creative process; Arouse interest through a learning by doing activities; Encourage Ss to share ideas, learning from each other</p>	<p>T returns to slide n. 8 of the "creative process" presentation and asks Ss to try to complete the first step of the creative process; the brainstorming step. The scheme is given to each S and represents the main structure to reflect on the beginning of a project. It is divided into three sectors: topic, words and drawings. The topic is "Street Art" and is, therefore, an approach to introduce unit n.3. Ss think about words related to street art movement and draw some sketches. In the last 5' they share their brainstorming with the class.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Tag, Wildstyle, Throw up, Crew, Free Walls</p> <p>Communicative structures How can I represent this word?; What is the first word I think related to "Street" and "Art"?; Look at my ideas; At first I think that...</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U1_L1_ALL1_The steps.pptx</p> <p>U1_L1_ALL1.pptx_The Steps (Slides 8-9); A worksheet with the scheme, pencils, black pen for sketches</p>	<p>Ongoing assessment: T observes how Ss are able to connect their ideas with simple words and the ability to connect them with drawings.</p>
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3	5'	Order and classify the five steps of a creative process; Remember what T has explained; Develop speaking skills.	In a group of three, T asks Ss to remember and get in order the five steps of an art project. In the group, each S explains one stage. T listens to the conversation in each group. In the end, T recaps the right order.	<p>Skills</p> <table border="1" data-bbox="1025 165 1361 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Brainstorming, Thumbnail, Comprehensive, Artwork, Evaluation</p> <p>Communicative structures What do you think about...?; In my opinion...; In stage number 3/4 etc. you...; Are you sure about this? / Connectives (first, next, then, after that, finally)</p>	L	S	R	W	<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"> • U1_L1_ALL1_The steps.pptx <p>U1_L1_All1_The steps (Slide n. 16) PowerPoint; a sheet and a pen to order the main steps.</p>	Peer assessment: T will make sure every group has understood the main steps of the topics. He/she transcribes on his/her notebook information about Ss's effort and speaking skills.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Magic moments
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15m	Activating Prior Knowledge: Learners complete a line chart about the topic.	Warm-up activity: Ss observe an empty line with different colors. T writes on Lim five words or short exclamations. In a group of four, Ss think about where they could put the labels on the color line. The color line is referred to the creative process. Then, Ss read individually the text about the five stages of the creative	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Deadline, Creative process, Infographics, Timeline</p> <p>Communicative structures What do you think about...?; In my opinion...; Look at the timetable; I agree/disagree because...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL2_The timetable.pdf • U1_L2_ALL3_Moments.pdf <p>The creative process timeline: link (for T); U1_L2_ALL2_The timetable.pdf - image adapted from Google: link U1_L2_ALL3_Moments.pdf</p>	Peer assessment: T observes how Ss interact with each other, the accuracy of the use of specific terms and their communicative skills.
L	S	R	W								

			<p>the creative process given by T, underlining the words they don't understand. The stages of "how to be creative" are not the same as the steps we have previously studied in lesson n. 1, but they are strictly connected.</p>			
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2	10m	Ss learn some basic vocabulary about the topic.	T connects his tablet to a screen projector and shares the document with the class. T explains to the Ss how to open the file on their tablet. Then she/he asks them to discuss the text and underline the unknown vocabulary. In the last 2m, T	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Sub-consciousness, Gather, Bubbling away, Self-criticism</p>	L	S	R	W	<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_ALL4_Stages.pdf <p>MENTIMETER - Word clouds: link U1_L2_ALL4_Stages.pdf shared with the class</p>	Formative assessment: T observes the attitude of Ss toward something new for them in the secondary school, because they've only had CLIL experience in the primary and middle school.
L	S	R	W								

asks them to write a word using the link of "Word cloud" prepared by him/her with the "Mentimeter" app. The question is: "How do you feel when you speak in English?" Ss answer with a word and the final result is a colored image composed of words, in which the size of each word indicates its frequency or importance. This is an introduction activity to break the ice and help Ss to build confidence and encourage them to speak more in English during this CLIL module.

Communicative structures

Activate lower order thinking skills: Could you help me?; What does this word mean?; Do you know the meaning of...?; What do you think about...?

3	20m	Learners start to reflect on the steps about the process design; Identify the five steps with pictures; Revisit content vocabulary.	Investigate - T sends Flashcards to the classroom which gives five labels about the definitions of the five stages. The definitions are an extension of the keywords seen in the previous activity. Ss are given a worksheet with jumbled sentences and pictures (ALL.5, p.2). They have to cut and paste the sentences and pictures together, in groups of four, following these steps: 1. put in order the five images; 2. give the definition and revise the order; 3. write	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Raw material, Processing, "Eureka" Moment, Wringer</p> <p>Communicative structures What happens if...?; In my opinion...; Can you associate...?; Look at the pictures...; / To hypothesise: We thing the word could be...because the picture represents...</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL5_Pictures and definitions.pdf <p>U1_L2_ALL5_Pictures and Definitions. pdf (the photo have been taken before Covid pandemic); Homework: link</p>	Formative assessment: T assesses Ss' knowledge about the topic and observes how Ss collaborate in a group.
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the keyword for each definition (Preparation, Incubation, Insight, Elaboration; Evaluation) without reading them on the previous worksheet. At the end of the exercise, T sends in "Classroom" the link to the Flashcard prepared in Quizlet and, as homework, Ss have the possibility to review the vocabulary and the definition of the lesson with the relative audio. Suggestion: this activity could be also done as a "Loop or domino games"; one learner read the definition

			on the first domino, the others look for the word it defines and who has the domino with the word which matches the definition, calls out the word.			
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4	5m	Review the exercise to see if all the steps are correct,encouraging dialogue between learners; Become familiar with the functional language so it is easier for Ss to focus on content language and tasks.	Ss give the definition and revise the order. T reads aloud the definition, revises the order and asks the whole group why the five-stage are so important. Ss are free to answer.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Preparation, Incubation, Illumination, Verification</p> <p>Communicative structures BICS - In my opinion...; Do you see what I'm getting at?; I'm with you whit this point; I'm afraid I don't agree / CALP for open questions at the end of the activity</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Expressing Opinions in English: Agreeing and Disagreeing from the website: link	Performance assessment: T observes the interaction between Ss and encourages them to speak English.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	The stages exercise		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20m	<p>Activating Prior Knowledge acquired in the previous lesson; Memorise; Ss should be able to predict the vocabulary necessary to describe the creative process and the relation between them.</p>	<p>T projects the pdf about the assignment on the digital whiteboard and asks Ss to focus on what the assignment could be. After a 2m. discussion, T explains the assignment: "Draw a line to connect the steps of the creative process on the right with the right definitions. Then, complete the text with the words below". So, the first exercise is about MATCHING and the second is about FILLING the gaps. When everybody has understood the exercise, T sends the link to complete the assignment on google classroom and invites Ss to take their own devices out (mobile phones, tablets, laptops) to start the test prepared with TeacherMade.</p>	<p>Skills</p> <table border="1" data-bbox="1025 167 1361 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Incubation, Evaluation, Elaboration, Insight, Preparation</p> <p>Communicative structures Can I switch on the computer/the projector?; Can you guess...; When you ready, you can start; Can we start?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> U1_L3_ALL6_The stages assignment.pdf <p>U1_L3_ALL6_The stages assignment pdf; Teacher Made link: link (enter with your name or a fictional name, it doesn't matter)</p>	<p>Ongoing assessment: T walks around and observes Ss, checking that Ss don't copy from the materials of the previous lessons, because they might remember and memorise.</p>
L	S	R	W								

2	30m	<p>Understand the kinds of thoughts an artist considers when he is just starting to embark on a new project; Gathering some honest feedback from creative people; Select information and summarise it effectively.</p>	<p>Ss watch the video on youtube: "How To Be Creative" until 4:10 m. two times, at first without subtitles and then with subtitles. The video is a little bit difficult, so it needs to be edited with some notes and questions. For that reason, T shares on google classroom the link about the video edited with Edpuzzle and invites Ss, in pairs, to answer the questions. T projects all the videos on the LIM.</p>	<p>Skills</p> <table border="1" data-bbox="1025 167 1361 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Collaboration, Conversation, Criticism, Copy, Transform, Combine</p> <p>Communicative structures Are you ready for an Art Adventure?; What is creativity?; Do you remember...?; What is the meaning of...?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L3_ALL7_How to be creative video.pdf <p>U1_L3_ALL7_How to be creative video pdf The Edpuzzles cutting without subtitles: link The original video with subtitles: "How to be creative" _link (until 4:10 minutes) The Edpuzzle video "How to be creative" edited by T: link A tablet or a personal device for each S</p>	<p>Ongoing assessment: T identifies ways to help learners develop the abilities to achieve their goals and how well the learners reflect on the topic.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	How to be creative
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15m	Memorizssome important vocabulary from the video: "How to be creative"; Comprehend specific terms; Increase Ss' technical vocabulary.	T shows Ss a PowerPoint where is written some important vocabulary from the video. At first, Ss should read a sentence from the video and have a look at the image to guess the word related to the context. In most of the slides, there is an empty space to help Ss to guess	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Capability, Pursue, Treshold, Craft, Endeavor, Nuanced, Carbon copy, Catch-all</p> <p>Communicative structures What is the word that defines this definition?; Do you know a synonyms of this word?; Look at the picture...; What does the picture represent?</p>	L	S	R	W	<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"> • U1_L4_ALL8_Vocabulary.pptx U3_L4_ALL8_Vocabulary ppt; An animated PowerPoint presentation projected on Lim by the T during the guess-game. A table draws by T on the board to assign the marks.	Formative assessment: T monitors Ss learning to provide feedback.
L	S	R	W								

to guess
the missing
word that
could be in
that gap and
in the proper
sentence
structure.
When T
clicks on the
slide,
appears the
right
vocabulary
with its
meaning.
The class is
divided into
three teams.
Each team
has to
choose a
name and a
sound to
reserve the
turn to say
the possible
answer. They
can find a
sound on
their mobile
phones or
they can
make up the
sound with
their voice.
After giving

the answer, if another group disagrees about it, has the possibility to make their sound and give the right vocabulary. Each right answer is 1 point, if a team makes a mistake it loses one point, if the team corrects the wrong answer of another team it is checked double (2 points). T writes on board the score for each team. If any group guess the vocabulary, T reads its meaning or

			gives a clue (like the "Hangman game") until a team guesses the word.			
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2	35m	Express their own opinion about which is the most difficult part and the best part of the creative process.	T shows an overview of what Ss should know. After the "Prezi Presentation" Ss are invited to express their own opinion about two matters: "Which is the most difficult part of the creative process?" and "The best part of the creative process is...". They must write briefly the stage and, most importantly,	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Teamwork, Most, Least, Worst</p> <p>Communicative structures I think...; I believe...; I feel...; In my opinion...; I would say...</p>	L	S	R	W	<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"> • U1_L4_ALL9_An overview.pptx <p>U1_L4_ALL9_Overview - Powerpoint shared in Google Drive + Prezi Animation link: link</p>	Ongoing feedback of subject content: At this point, Ss are starting to reflect deeply about their own creative process. Ss are encouraged to freely express their points of view. T observes how Ss are engaged with the topic and if they are able to connect their feelings with an appropriate
L	S	R	W								

find a picture that represents how they feel immerse in that precise moment. Ss are going to find the image surfing on the Internet. For doing this exercise, T shares a PowerPoint in Google Drive with the two questions and a short presentation about the issue. Each S has two slides where charges his opinion (a short thought) and the relative picture, so all the pupils can see what their classmates

and original picture.

		<p>classmates are writing and posting. During the lesson, T talks with each S and helps them in case of difficulties.</p>				
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CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	You are creative
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50m	Make a draw immerse in one of the creative process in a personal style and in the respect of the time given; Encourage Visual Analysis; Improve Hand-Eye Coordination; Increase Individual Confidence; Use of basic tools; Progress toward developing a	T asks Ss to draw themselves in one of the creative processes. The technique and the use of colours are free. They can also use symbolic colors. Ss should be able to understand how to sketch an efficient, original and communicative image in a lesson of only 50'. T prepares a table (ALL. 10) to share in	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Draw, Sketch, Outline, Cartoon, Skit, Delineate, Rough out</p> <p>Communicative structures What this drawing means?; What have you chose?; How do you decide between one or the other?; What is the hardest part to draw?; What is your process?</p>	<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"> • U1_L5_ALL10_VocabSketches.pdf <p>U1_L5_ALL10_VocabSketches pdf: each student draws a sketch and completes one sector of the table</p>	<p>Performance Assessment: T gives positive reinforcement. During the lesson, Ss talk in English and T communicates with each S, giving advice or ask to express what they have in mind. This is the observation of classroom performance to assess how well learners express themselves during a</p>

developing a personal style;
Explore the expressive possibilities of various artistic language,
Work in autonomy.

to share in Google Drive where each S, at home, will charge his sketch with the specific word and definition in one of the sectors of the table (in small size) so, in the next lesson, we can see all the sketches with their explanation in a general view.

using a practical task against criteria.

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Asses				
1	40m	Use slides and visual aids effectively; Use body language and tone of voice to enhance a presentation; Make eye contact with people in the room; Define feelings; Show some passions.	T prints the poster with all the sketches and definitions prepared by Ss in an A3 format to show it to all the class. The slide of the poster (ALL.10, slide 2) will also be projected on the interactive whiteboards (IWBs). Then, T asks volunteers to present the sketch, the stage	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Linking word, Topic, Introduction, Outline, Conclusion	L	S	R	W	<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_L5_ALL10_VocabSketches.pdf • U1_L6_ALL11_Self-assessment sheet.pdf All the sketches printed on a A3 poster (ALL10, slide 2); U1_L6_ALL11_Comparative self-assessment sheet pdf	Ss rec mark k on the enthus clarity, confide and at time, e contac creativ how to the skt technic and th origina their a It is a compa self-assess sheet (11) div three sector
L	S	R	W								

			<p>stage represented and the two images charged in Drive about the creative process difficulties and simplicities. Each S has 3m to present his work. If nobody wants to talk in public, T prepares some questions to encourage them. Ss are also allowed to participate with some curiosity or asking for clarifications.</p>	<p>Communicative structures Which one is the most significant stage of the creative process? Why?; Which one the phase that might be the most stressful? Why?; Which one is the phase that counts the least? Why?; Which phase do you like the best?</p>			<p>sector. assess Peer-assess and Te assess At first sheet i marke the classm (T asks to eval the compa plenar then fr the pr (self-assess and fir from tl teache</p>
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2	10m	Reflect on how to highlight good practice or aspects that would	T sends a CLIL Satisfaction Questionnaire by email. Ss complete this	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> • U1_L6_ALL12_SatisfactionQuestionnaire.png <p>QR code for CLIL Satisfaction questionnaire to summarise, amplify and reinforce the topic - see attachment U1_L6_ALL12 png You might also click on the link: link</p>	Self-assess learne reflect first ur decide
L	S	R	W								

benefit from development.

satisfaction questionnaire anonymously, answering some questions and choosing a scoring system: 1 = no, not at all; 2=no, not very much; 3= a little; 4= yes; 5 = yes, very much. In the end, the module generates automatically a pie chart that summarises the answers. Some illustrations and gifts will help Ss to grasp key points.

Key vocabulary

Questionnaire, Pie chart, Score system, Baffled, Puzzled

Communicative structures

Do you think the time dedicated to...?; Do you think you can...?; Was the language [...] difficult?; Were the teacher able to...?; Which part of the work...?

▣ Individual work

well th
lesson
and wl
aspect
and th
class, i
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Introduction
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35m	Encourage Ss to study abroad or, at least, to become more curious about different types of learning and practice; Develop questioning skills; Ask questions without fear of making grammar mistakes in a speaking conversation; Develop communicative fluency.	A fifth-year S will illustrate her artistic experience during her abroad exchange program at the “Worthing College” in England. Before starting the presentation, there will be a "hot seat" game: the abroad pupil sits at the front of the class in her role. Ss take turns to	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Abroad, Slow down, Graduation, Exchange programme</p> <p>Communicative structures Will studying abroad...?; Which is the best experience...? ; How did you decide...?; Is the school easiest or...?</p>	L	S	R	W	<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"> • U2_L1_ALL13_Interview.pdf U2_L1_ALL13_Interview pdf: presentation of an abroad experience (until p. 4)	Peer-assessment: a fifth-year S gives information to a third-year classmate about her experience. Ss could gather information by asking questions, decide between different already prepared questions or formulate new ones, develop the skills needed for
L	S	R	W								

turns to question the role in the hot seat. After discovering her purpose, pupils will ask her doubts, curiosities, etc. about her experience. After the presentation, Ss have two minutes to formulate and ask some questions. T projects on the LIM possible questions, so Ss can take inspiration from them or totally reformulate them; it depends on their curiosity.

needed for approaching a conversation.

How to make a hypothesis; T's introduction: presentation of the focus unit, description of the lessons and activities; Learning by gaming.

The abroad S will show and illustrate her artwork and will ask the class how they would have performed the same exercises, which one is their favorite, and which one they would like to realise. Finally, T invites the class to speculate about a possible new unit about shoes and the creative process. At first, to express their opinion, they must find the QR code hide in the classroom (not by

Skills

L	S	R	W
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Key vocabulary

Hypothesis, Prediction, Probable, Prognostication, Prevision

Communicative structures

If...then; Likely to; In my opinion... ; It's probable that we will, might, may; Highly likely; I thing will...

- Whole class
- Group work
- Pair work
- Individual work

- U2_L1_ALL13_Interview.pdf

U2_L1_ALL13 pdf (T shows the drawings of the abroad S) and the QR code at the end of the last pdf page; Alternatively - Menti's website_Q&A: [link](#)

Peer-assessment: be able to make a hypothesis, summarise the hypotheses. Ss feedback about understanding the aim of the unit.

chance
inside a shoe
that is
usually used
for the life
still
drawing).
After hearing
their
hypothesis,
the teacher
explains the
artistic
projects of
the chosen
work for the
class. It
won't be
exactly the
same as the
fifth-year S,
but it will
have the
starting
point in
common:
shoes! Then,
Ss listen to
T's
explanation.

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Shoes inspiration
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30m	<p>Gathering material; how to make a research about an artist and a specific topic/subject, read about the language of the artist; Social skills: interaction with T; understand what art shoes could be and what they can be represented for.</p>	<p>Research an artist to find out about their work. T gives the possibility to choose one of the shoes among four different artists: Vincent Van Gogh, Lisa Milroy, Andy Warhol and Lorraine Shemesh. Ss must look at the websites provided by T (or other internet sources) of the four artists that used shoes as subject matter. The interactive slides for each artist have some questions to help Ss to reflect on the topic. Before Ss design a shoe, T asks them to write down the names of types of shoes they like more.</p>	<p>Skills</p> <table border="1" data-bbox="949 165 1288 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Ballet shoes, Brogues, Clogs, Sandals, Slippers, Moccasins, High heels, Flats</p> <p>Communicative structures What do you think about...?; Why did you choose this...; / What the artist wanted to express?; It's a realistic style?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U2_L2_ALL14_Crazy shoes.pdf <p>U2_L2_ALL14 pdf_Crazy shoes with the link for the interactive presentation (until slide 8); ICT tools: Genially</p>	<p>Formative assessment: T monitors the individual work of Ss interacting whit each of them, trying to get motivation about their choices.</p>
L	S	R	W								

2	50m	<p>Demonstrate techniques in drawing and painting (how to use the</p>	<p>Recording from observation: select one of these artists (e.g Shemesh or Warhol); replicate</p>	<p>Skills</p> <table border="1" data-bbox="949 1394 1288 1439"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work</p>	<ul style="list-style-type: none"> • U2_L2_ALL14_Crazy shoes.pdf <p>U2_L2_ALL14_Crazy Shoes pdf or the link with the ICT</p>	<p>Formative assessment: T verify if Ss copy the picture very</p>
L	S	R	W								

chiaroscuro, the colours, how to copy the shape). They will improve observational skills through sketch copy practice. They will effectively describe objects using line, value, and pattern. They will understand how to render objects in light and shadow.

artist work in order to understand how it was produced; make one drawing of the selected picture paying attention to the proportion and colours. This must show detail and accuracy and demonstrate that Ss have looked at the artwork properly. In the end, Ss write about the work, they can answer the questions on the presentation or freely describe the reason for their choice, the technique, the use of colours and the meaning. During the work, S talks with his/her classmate who sits next to him/her and expresses his/her choice and motivation.

Key vocabulary

Arrangement; natural/artificial light; shading; background; throughout

Communicative structures

What should I do about this? / Look at my copy..., Do you like this? / How can I improve this particular? /Where does the light come from?

- ▣ Pair work
- ▣ Individual work

tool "Genially" (slide 05-09); Paper, colored and grey pencils with different grades, tablet or mobile phone, computers or projector to access lesson

closely, resulting in accurate observation of the original picture, if the copy is neat, paying attention to details and the use of learned chiaroscuro techniques. In the writing assessment T checks if Ss are able to identify keywords, if language is appropriate, concise and with some personal comment. Throughout the practice activity, T also listen to the conversation between the pairs.

3	80m	<p>Identify still life drawings; teach themselves how to draw a naturalistic still life following the main steps and using pencil on paper; demonstrate an understanding of perspective drawing. Ss will be able to demonstrate understanding of visual measuring through proper visual measuring and proper shading techniques.</p>	<p>Copy your own shoes. T asks Ss to use the paper and colored or pencils with different grades (HB-8B) to create their own still life drawing using their own shoes. Before starting, T invites learners, in group of four, to put in order the main steps to draw correctly a still life (5').</p>	<p>Skills</p> <table border="1" data-bbox="947 204 1290 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Still Life, Shape, Tone, Contrast, Surface, Three dimensional, Outline</p> <p>Communicative structures Why is it called Still Life?; Describing a process: First, then, next, finally; Present tense; How can graphite be used to demonstrate shadow and value?; How do you use visual measuring tool?; How do you portray highlights and shadows using only graphite?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U2_L2_ALL14_Crazy shoes.pdf <p>Life drawing steps_Mentimeter_Ranking: link U2_L2_ALL14_Crazy shoes: Edpuzzle: slide 10 (QRcode); watch, in order, slide 11-12-10 (exercise)</p>	<p>Formative assessment: T observes if Ss understood the passages to follow a still life painting; how pupils draw the shapes and proportions of the still life objects using line, how they render the three-dimensional form of the still life using tone.</p>
L	S	R	W								

4	90m	<p>Coherent thumbnails and sketches will demonstrate creative exploration and development of a unique visual vocabulary. Learners will be able to combine objects and construct shapes through a creative process: create, define, identify, interpret.</p>	<p>When all Ss have completed their still life drawings, they must make a symbiosis between the two shoes: the artist's shoe and their own. The symbiosis sketch is a combination of two different and unique languages. While sketching Ss should write their sensations, motivations, notes in general. T and Ss try to speak L2 all the time. It's like a curricular lesson, but all the classmates are invited to talk in English naturally, without fear of mistake.</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Symbiosis; Relationship; Combine objects; Compound shapes, to blend</p> <p>Communicative structures An action happening now: I'm using...; A changing situation: The shoes is getting...; A general truth: my shoes has laces...; Deduction: the drawing must/can't be...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>U2_L2_ALL14_Crazy Shoes (slide 13) - some examples of Ss drawings</p>	<p>Performance assessment: T observes the class, understands how well learners are able to combine two different shapes, and checks performance against criteria.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Metamorphosis
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25m	Increase interest and facilitate discussions among learners; Increase the knowledge about the learning process; Make associations and analogies between texts and images.	Viewing of the video “Abstract: The Art of Design” by Christoph Niemann edited by T. The video shows the attitude of a very creative person such as Christoph Niemann, an illustrator, graphic designer, and children’s book author. The video will stop at some important points...there will be notes or questions. Ss, in two groups of six, will answer, and T checks if the	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Abstraction, Design, Showing up, Experiencing art, Fearless, Pick me</p>	L	S	R	W	<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"> U2_L3_ALL15_Metamorphosis.pdf <p>Link to the video: link The video is edited with the ICT tool Edpuzzle, so it is cut and, sometimes, stops to point out something important and gives useful information. A tablet or a personal device is necessary for each group to answer the questions during the video; Genially_Crazy Shoes (Slide 14 - where there are written 5. Metamorphosis): link U2_L3_ALL15: pdf (Activity 1)</p>	Based assessment: the video makes it easy to give feedback, grade, analyze information. will make sure that they have achieved some goals by having them watch the video through some general questions. Ss also need to justify opinions, express thoughts and feelings.
L	S	R	W								

			<p>checks if the answer is correct. At the end of the documentary, T asks pupils some discussion questions (5m). The video will be uploaded on the classroom platform, so Ss could watch the entire video at home with subtitles.</p>	<p>Communicative structures DISCUSSION QUESTIONS: Did you learn anything from this video?; What is the message of this documentary?; Was there something you didn't understand about the clip?; What did you like best or least about this video?</p>		
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2	150m/3h	<p>Ss will show they can communicate using humor, symbolism, metaphor and irony. They will push the limits of their artistic abilities and explore a variety of media to find</p>	<p>Practical Activity/Learning by doing: T illustrates a series of pictures about how an object can become another thing. The link is strictly connected with the Surrealism movement. Ss have to gradually transform their</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Morphing, Value, Gradually, to get closer, Ink, Watercolor, Medium, Think outside the box</p>	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U2_L2_ALL14_Crazy shoes.pdf • U2_L3_ALL15_Metamorphosis.pdf • U2_L3_ALL16_BES.pdf <p>U2_L2_ALL14 (slides 15-16: "How to morph" - Slide 17 shows the work in the Laboratory of Research; another practical subject strictly connected with Visual Art); U2_L2_ALL15_Metamorphosis pdf (Activity 2); Materials: ink, watercolor, graphite pencils, pastel pencils, colored pencils, pens, brushes, sharpeners, erasers, papers; U2_L3_ALL16_BES: pdf for Ss with special needs (prepared by the</p>	<p>Formative assessment: give feedback to learners on their progress. T encourage learners to engage in a reflection about their works.</p>
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methods and materials that best suit their unique aesthetic and conceptual perspectives.

third shoes (the symbiosis) into another thing that is usually disconnected. Alternatively, pupils should take two unrelated visual objects (one of these must be their third shoes) and creatively join them together to create something new. During the activity, T mills around the class to ask questions that help Ss justify their ideas. Interdisciplinarity: the project has been developed in the Research Laboratory (Ss created 3D shoes that better represents them). In Science, they also have learned important information about recycling. For Ss with Special

Communicative structures

Questions that probe reasons, evidence, and causes; You might do this...; Could you explain me your intention?

support T of the class - for technical reasons the audio is not available)

			<p>Need: has been prepared a PowerPoint presentation for pupils with a 104 certification. Obviously, it was very personalised for the specific S in this class. The special ed T will often provide language structure for less able learners in general.</p>			
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3	10m	<p>Meta-cognitive time: review the project plan to see if all the necessary steps are included; Cooperate during task discussion, giving suggestions and tips to improve the performance. Be proud, honest and critical</p>	<p>Pair learners give two positive comments and one suggestion about how their partner can improve his/her work. At the end of the discussion, T invites Ss to write on the board positive and negative results. Finally, Ss fill in a checklist self-assessment about the unit.</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Task, Checklist, Learning objectives / outcomes, Achieve, Brief, Tips</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U2_L3_ALL17_Self evaluation.pdf <p>U2_L3_ALL17_Self-assessment pdf</p>	<p>Peer assessment: increase Ss talking time (STT) and reduce T talking time (TTT); Peer feedback. It provides insight into true comprehens and develop their judgment skills so they can define what is 'good' or 'bad' about their work</p>
L	S	R	W								

critical,
continuously
strive for
growth.

**Communicative
structures**

I usually,
frequently,
occasionally,
never; I tend
to...; While
conversing, I...;
When I'm
listening...;
When I discuss a
topic, I...; When I
give a person
feedback I...;
When I'm in a
group

their work.

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The street art movement
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10m	Jigsaw helps Ss learn cooperation as group members, helps build comprehension learning by using critical thinking and social skills to complete the assignment. Cognitive skills: predicting (predict, think about, guess, hypothesise).	Warm-up activity: T asks Ss to guess the task of Unit 3. T provides three images breaks into pieces and Ss, who are divided into three groups, have a tablet to solve the game and guess what the lesson is going to be about. They assemble the pieces together to complete the (jigsaw)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to puzzle: Mix up, Baffle/befuddle, Compose, Head-scratcher</p> <p>Communicative structures Creative (imagining): Use of modal verbs; Qs: What do you think the lesson will be about?; Can you guess the topic of the unit?; What is represented?</p>	L	S	R	W	<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_L1_ALL18_Banksy.pdf U3_L1_ALL18_Banksy (Activity 1) - Jigsawplanet: link (Group 1) link (Group 2) link (Group 3)	Peer-assessment: Recognise and understand the topic through an interactive slideshow; cooperate with the class to discover the topic; describe an image.
L	S	R	W								

			<p>jigsaw puzzle. The number of puzzles is three. Each group solve one puzzle and then share the image with the others groups, reading aloud their hypothesis.</p>			
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2	40m	<p>Understand the characteristics of the Street Art movement, what Muralism is; Distinguish Graffiti Art from Street Art; Identifying key content vocabulary. Individual reflection: highlight key subject vocabulary, answer some questions.</p>	<p>Learners collaborate on a project about environmental art. T wants to find out what they have already known about the subject. At first, Ss should make an individual reflection about what the Street Art Movement might be (2m), writing</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Counterculture, Scratch, Akin, Self-taught, to grab</p>	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL18_Banksy.pdf U3_L1_ALL18_Banksy: Activity 2 pdf Authentic material - Example of a Street Art mind-map: link</p>	<p>Comprehension assessment of the text: how to express general and personal opinions, the fluency in speaking; give examples, reasons; summarise the article.</p>
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down five words they know connected with the task. Then, through a mind-map, T asks to show facts and relationships about the Street Art Movement (Where, When, Who, Why, What). Next, Ss skim and scan the text given by T. Successively, in pairs, Ss highlight keywords and make notes about what they haven't understood. Finally, they answer orally the three questions and express their opinion.

Communicative structures

Language for mind-map: the 5 Wh question words; and, also, in addition, as well as, too; Pair work: What do you think...?; Do you agree that...; Use of present structure and reported speech - "She said (that) she liked..."; Connectors (and, but, or, because)

3	10m	<p>Grab information about Banksy and his technique; Have a look at some of his works; Understand the importance of doing art with the aim to communicate important messages.</p>	<p>T projects on the IWBs the video: “Banksy Artist or Vandal?” using the link with the ICT Ed puzzle, so the whole class is invited to answer some questions when the video stops automatically. In some cases, there are open questions. At the end of the video, in pairs, Ss answer four questions prepared by T. It's important that the discussion is with a different partner, so the classmate must not be</p>	<p>Skills</p> <table border="1" data-bbox="920 204 1207 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Exhibition, Countryside, Clever, Cheeky, Stencil, Vandalism</p> <p>Communicative structures Who is...?; What are...?; Where can you see...?; What can you say about...?; What's the advantage of...?; Can you stil see...?; What can you say about...?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL18_Banksy.pdf</p> <p>U3_L1_ALL18_Banksy pdf - Activity 3 with an Edpuzzle link: link</p>	<p>Feedback-Formative Assesment: T listens to the conversation among Ss and records some significant express opinions.</p>
L	S	R	W								

			the same as the previous lesson.			
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4	15m	<p>Show awareness of the affective power of visual arts and how the ambiguous language of Banksy can launch important messages; let Ss find inspiration from him, focuses on the bias, i.e. our tendency to be subjective when we weigh a situation or judge something; Become critical thinkers.</p>	<p>Ss watch two videos about the same performance of Banksy: "Snowflake". The first video is only with a background song, that has the same title as the artwork. At the end of the video, Ss are invited to discuss what the video might represent. In a second moment, the video is about news from a reporter that describes what is happened. Ss watch the video two times, the first without</p>	<p>Skills</p> <table border="1" data-bbox="920 316 1207 357"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Get a glimpse, to depict, Snowfall, Metal bin, Ash, to caption, Acrylic, Wash-off, Bonfire, Chimney, Vandalism, Come out, Owner</p> <p>Communicative structures Concrete thinking (defining): What do you think...?; What is the...?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL18_Banksy.pdf</p> <p>U3_L1_ALL18_Banksy pdf - Activity 4: ICT tool Edpuzzle: Snowflake1 -link (cutting the original video and adding a question) click on: JOIN OPEN CLASS to watch the edited video; Youtube video: Snowflake2 - link</p>	<p>Ongoing assessment: T increases learners' confidence in the target language, encourages hypothesising, interpreting, justifying answers or opinions, predicting, guessing from context.</p>
L	S	R	W								

		subtitles and the second with subtitles. Finally, make a comparison between their first impression and the real meaning of the artwork.				
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5	20m	<p>Understand what are the purposes Banksy would like to give through a strong political message in a unique stencil technique;</p> <p>Encouraging Ss to do what they love and what brings joy - that's an important aspect of our lives that so often gets overlooked and ignored.</p>	<p>Viewing of some works by "Banksy Exhibition 2009", Bristol Museum. Answer the questions: "What other characteristics of Banksy's work are shown in this video?" and "What links can we make between the artist's ideas?" Before doing it, Ss complete, individually, the worksheet edited with the Teacher Made tool to reflect Banky's messages (5-10m).</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Poverty, Hypocrisy, Boredom, Despair, Absurdity, Alienation</p> <p>Communicative structures Concrete thinking (defining): What is Banksy's message?; Abstract (finding patterns and connections): What links can we make between the artist's idea?</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U3_L1_ALL18_Banksy.pdf <p>U3_L1_ALL18_Banksy pdf - Activity 5: link - click on: JOIN OPEN CLASS to watch the edited video; Teacher Made (about Banky's purpose): link (Enter your name or ID below to start this assignment: write your name or a fictional name, it doesn't matter)</p>	<p>On-going assessment: T encourages communication skills to interpret facts and thoughts. Ss need to share ideas, take part in debates and then complete the writing exercise.</p>
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6	40m	<p>Develop Creative thinking/synthesis skills, support</p>	<p>In a group of three, make individual</p>	<p>Skills</p> <p>L S R W</p>	<p><input type="checkbox"/> Whole class</p>	<p>U3_L1_ALL18_Bannksy - Activity 6 pdf with a link to a website (How to analyse an</p>	<p>Performance assessment: T checks how Ss</p>
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speaking with visual analysis. Summarising: reporting the key points from a text with the facilitation of images. Cooperating with others: preparing a very synthetic group orally presentation (with the support of T's slides) about the assigned chapters.

comments on the videos analysed in the L2 language, producing thoughts from previous knowledge. In turn, each pupil speaks at least 2' and asks your teammates to take note of his/her mistakes (peer-correction). Then, T assigns an individual homework for an oral presentation: choice and comments a Banksy work in English (surfing on the Internet choose a Banksy work and try to comment on it in 2', recorded

Key vocabulary

Words to describe an artwork: Colour, Pictorial Space, Tone, Composition, Texture, Pattern, Mark making, Line, Contour line, Mood or atmosphere, Form and shape, Light, Viewpoint and pose, Subject matter, Style, Media, Size or Scale

Communicative structures

This painting looks just... ; How do you might describe...?; Why do you appreciate...?; 'I like this' or 'I don't like this' with an explanation

- Group work
- Pair work
- Individual work

artwork): [link](#) (skimming and scanning the text). On the webpage, there is a very useful video: "How to do visual (formal) analysis in art history" (to watch at home as homework) that explain some important keyword to describe a painting.

are able to communicate, analyse, describe, express opinions, share them with the group, transfer knowledge to others. T also facilitates Ss presentations.

and listened to check your pronunciation and grammar structure). Identify how the artist used verbal messages, colors, features and with what intention: if they were realistic, fantastic, controversial, ironic. Prepare a slideshow with the image chosen and some keywords that help you to present it.

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	The art of transforming the city
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50m	Have a general view about the Street Art Movement; Memorise important vocabulary about Street Art; Carry out the research about Banksy; Compare and contrast the Mona Lisa of Banksy and the Mona Lisa of Leonardo.	T divides the class into 5 groups (two with three Ss and three with two Ss) and projects her padlet about Street Art on the LIM. T creates groups, especially those composed of two pupils, paying attention to balance the abilities of each S. T explains the general outcomes to reach during the different activities. The first exercise is about reading	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The vocabulary at the end of each paragraph</p> <p>Communicative structures Use of lower order skills (LOTS) - describing, report: What...What...Which... ; Use of higher order skills (HOTS) - defining and comparing: Why do you think...; Is this like the...; If you were Banksy, what would you change and why?</p>	L	S	R	W	<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"> U3_L2_ALL19_The art of transforming the city.pdf <p>Padlet: link "The art of transforming the city with the group exercise in PowerPoint "</p> <p>Alternatively, U3_L2_ALL19_The art of transforming the city: pdf with the subdivision of groups and some tips (e.g the Banksy inspirations from other artists and the keyword each group has to use in their presentation) ICT Quizlet: link - Glossary of the main vocabulary use in Street Art (to study at home)</p>	Performance assessment: T evaluates the oral presentation (well structured, correct and comprehensive, comprehensible) and explanation (organise information, appropriate use of vocabulary, clear and exhaustive). The main focus of the assessment is the content while the language must be understandable, but not
L	S	R	W								

about reading and speaking. Each group has two captions to read about the topic: "The art of transforming the city". They must construct a discourse using the key vocabulary at the end of each paragraph (3m). After the oral presentation, the whole class, with T's support, read the last page "Compare and contrast" and answers the questions. Finally, T draws a Venn Diagram on the blackboard and Ss recap the information by filling in it with the differences and similarities the class has found between the two artworks.

but not necessarily perfect. Code-switching is accepted during the group activity (at the beginning to understand the context).

2	100m/2h	<p>Design an original and personal TAG; Be able to incorporate the principles of design in tag; Do some creative lettering; Learn a glossary of art techniques and practices.</p>	<p>Practical Activity (drawing and painting): create your TAG (your signature with a pseudonym). T asks learners to create their own tag or word in a font style that they will create using the elements and principles of design. Ss should also recap the vocabulary studied at home with the Quizlet prepared by the T with different types of TAG and write, next to their drawing, the connected vocabulary used. While Ss drawing T mills around and ask some questions or have a conversation with them.</p>	<p>Skills</p> <table border="1" data-bbox="920 204 1256 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Biancone, Blockbuster, Bubble style, Wild style, Outline, 2D - 3D style</p> <p>Communicative structures Which kind of balance did you use?; Tell/describe how you used... ; How do you feel about... ; Tell me what your "tag" stands for</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U3_L2_ALL20_Create a tag.pdf <p>link - (recap homework) U3_L2_ALL20_Create a tag pdf (the exercise and the rubric) link - create your tag - Ss will upload their tag on the T's padlet Materials: Washable Markers, Black Permanent Markers, Tratto Pen, Colored Pencils, Crayons, Pastels., Acrylic Paint (provide as many choices as you can manage), A3 sheets</p>	<p>Peer-assessment: critical thinking and analysis of their own work. Ss evaluate the tag of their classmates using the rubric at p. 2 (ALL19). T constantly monitors Ss' activity, facilitate content and cognition, supports Ss expressing their opinion and giving advice, if necessary.</p>
L	S	R	W								

3	3h	<p>To promote street art tours; to discover the local street art and the own city, with a view to openness and active participation. A field trip also develops cognitive, affective, and social skills: Ss learn things or understand them differently than in traditional classroom environments, they interact with each other and enjoy doing an experience.</p>	<p>T organises a field trip by contacting the "Alchemica" Association in Trento. "What a Wall" is an urban regeneration project and a real experiential trip in the city of Trento looking for the main sites where street art has taken place. Ss will make this experience riding for 20 km. with their bicycle or a rent bicycle provided by the cultural association. The guided tour will be in English. First of all, T shows the site's web page to the class, explains the purpose of the trip and what they will</p>	<p>Skills</p> <table border="1" data-bbox="920 204 1258 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Field trip, Guided tour, Riding a bicycle, to wonder</p> <p>Communicative structures What do you think if...?; Please kindly let me know your thoughts on... ; I'm wondering if you would give some suggestion; What is your first impression?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>link For the trip: A photo camera or a mobile phone, comfortable shoes, a raining coat. The snack will be provided by the association; For sketching and notes: a pencil and block paper (A4 format)</p>	<p>Observation of behavior of the class during experiential learning.</p>
L	S	R	W								

		<p>be doing. Then, ask for impressions and suggestions. All Ss will invite to take notes, sketches and photos. It's strictly advice to do it for the practical exercise they are going to carry out in class!</p>				
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4	100m/2h	<p>Reflect on strategies for collaboratively approaching art; Consolidate messages from previous lessons; Experiment with a variety of techniques, Makeup something original.</p>	<p>Practical activity: Ss must create a crew of four people, make up a character, deform body and face, adapt the position of the body to the space to decorate, think about an object or activity, tell a story, draw a background, adapt the size of the painting to the wall.</p>	<p>Skills</p> <table border="1" data-bbox="913 167 1263 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Activism, Mural, Community, Character</p> <p>Communicative structures What kinds of benefits might come from creating a community mural?; What is helpful and what is challenging about working with others to create a work of art?; How do you deform your features?; Are you all agree with the others?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U3_L2_ALL21_Like a real artist.pdf <p>U3_L2_ALL21_Like a real Street Artist pdf; Padlet: link Material: pencils, coloured markers, acrylic paint, brushes, paper (A2)</p>	<p>Peer assessment: T checks Ss' autonomy, the dynamics of the team as a whole, and the contributions of his/her teammates. Each crew member documents and evaluates his own contributions to the team (for this activity is only an oral reflection, no worksheet is necessary yet). Ss follow the instructions of T using their own ideas and creativity, asking questions, if necessary.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	The climate change
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30m	Activate prior knowledge; Integrate science and art education for creative climate change communication; Develop digital competence; Be aware of how contemporary art dealing with climate change.	T shares with Ss a "Teacher Made" link that shows the main Banky's paintings about a specific topic: "Climate change". Cross-curricular links: Pupils have just learned something about this actual issue because they've made some activities with Science and English	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary activated as prior knowledge, e.g: Environment, Global temperature rise, Ecosystem, Global warming, Fossil fuel, Climate change</p>	L	S	R	W	<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_L3_ALL22_Climate change.pdf • U3_L3_ALL22a_BanksyClimateChange.pdf <p>Teacher Made: link - fill in the gap, short answer, open questions, Yes/no - (enter with your name or a fictitious name, it doesn't matter); U3_L3_ALL22_ClimateChange (Activity 1) pdf; U3_L3_ALL22a_BanksyClimateChange pdf (if you prefer a Handout instead of "Teacher Made" - The answers can be checked using the answer sheet at the end of the worksheet); A tablet or a personal device</p>	<p>Objectives: To check the assignment has been sent and there are no communication mistakes/has been corrected in place</p>
L	S	R	W								

			<p>English teachers. Now the attention is focused on what Banksy has created, thinking about environmental problems. Ss should fill the worksheet prepared by T with a tablet or their personal mobile phone and send the answers. This activity could also be done as homework. The exercise consists of: fill in the gap, short answers, open questions, closed questions, multiple-choice.</p>	<p>Communicative structures What vocabulary do you remember about climate change?; How could you aswear to this open question?; What are the keywords for...?; Have you ever heard about the Stencil technique?</p>		
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2	30m	Be able to make a choice and support it; Interpret	Ss choose among a series of different	<p>Skills</p> <p>L S R W</p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U3_L3_ALL22_Climate change.pdf <p>U3_L3_ALL22_ClimateChange pdf (Activity 2); A tablet or personal devices</p>	<p>Perform asses T obser and li:</p>
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		<p>information; Give peer constructive feedback to improve someone's work; Editing; Give reasons for their own answers; Compare ideas with a peer.</p>	<p>Graffiti realised by some contemporary Street Artists and write a comment of one of the website pictures, searched with a tablet or a personal device. The link is given by the T. After the writing assessment, Ss exchange work with a response partner, checking possible mistakes and suggesting changes or expressing their opinion about the chosen work (2m in turn).</p>	<p>Key vocabulary From the website where Ss chooses the artworks: Social issues, Drain, Urbanization, Lock up, Trash, Cruelty, Pollution, Misunderstood, Deliver, Melt, Madness</p> <p>Communicative structures Why have you chosen...?; Why did you choose...?; In my opinion... ; I see what you're express, but... ; That's a valid point; I absolutely agree with you</p>	<p><input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>		<p>how S ideas partn writin</p>
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3	25m	Contextualizing; Note-taking;	T gives a text to read. Ss	Skills	<input checked="" type="checkbox"/> Whole class	• U3_L3_ALL22_Climate change.pdf	Forma asses
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locating information; Interpreting information; Activate processing knowledge, Use knowledge.

look at the whole text, scanning, read it, and underline key content vocabulary. Next, learners write down three facts about the climate change consequences they didn't already know. T, therefore, provides Ss a Mentimeter link to type with a laptop (They can also use their mobile phone) to access "Menti's" website and complete an activity: Multiple choice with an answer/picture to erase, Word Cloud. Discussion: summarise the main

L S R W

Key vocabulary

Existential risks, The historical record, Wipes out, Plagues, Doomsday, Doom and gloom, False alarm

Communicative structures

What is the purpose of the text?; Summarise or wrap up the main points; Is it too late to prevent...?; How can we prevent...?; What scares you the most?

- Group work
- Pair work
- Individual work

U3_L3_ALL22_Climate Change (Activity 3 - with keywords in bold font) pdf; ICT Tools: Mentimeter (Multiple choice, Word Cloud) [link](#) Tablet or personal devices

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			<p>the main points and reasoned conclusion. Pree-knowledge: in ECC (Civic and Citizenship Education) learners have used a cause-effect diagram, which showed the cause-effect network which leads to the effect of human's bad behavior towards the environment.</p>			
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4	50m	Identify the key concepts to carry on for the new activities; Gather ideas; Encourage Ss thinking and develop creative skills.	Brainstorm: T asks Ss to quickly think of ideas connected to the topic and make a Brainstorming about what we could do to slow down this devastating process. The	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The word search vocabulary</p>	L	S	R	W	<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_L3_ALL22_Climate change.pdf • U3_L3_ALL23_Thewordsearch.pdf <p>U3_L3_ALL22_Climate change (Activity 4) pdf; U3_L3_ALL23_Thewordsearch pdf; Colour pencils / Worksheet</p>	Forma asses T help reach learni goals. becom more confic with t topic are ge deal v
L	S	R	W								

Brainstorm should be like a drawing with some keywords. In fact, in this subject, is important that the thoughts are generated not only from written words but also from small related sketches. To help Ss in the activity, T prepared a word search game with the solutions, so Ss could select some words and represent them with their own language.

Communicative structures

Express wishes: I believe...; I hope...; I wish to change...; I will...; I will not...

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CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Let's get started
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	100m/2h	Experiment with art materials and techniques; Reflect on strategies for collaboratively approaching art; Convey community messages through an artwork.	"Can do" statement: T asks Ss to form a crew of Street Artist. Pupils will choose if the crew will be composed of the whole class or a group of them. At first, as a warm-up activity, each component of the crew shares the brainstorm of the previous lesson with their fellows. Consequently, T invites the crews to think about and create an A3 format sketch on the topic of climate change (free technique)	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Genre, Activist message, to convey, Challenge, Mock-up</p> <p>Communicative structures How can...?; What skills help... to communicate a message?; What makes...?; Why might a mural be...for expressing a message?; What messages do... convey?; How can you tell?; What do you like/not like about...?</p>	<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"> • U3_L4_ALL24_Let's get started.pdf <p>U3_L4_ALL24_Let's get started! pdf (Activity 1) Drawing pencils, colour markers, different types of pens, pencils grey grades, A3 paper (110 gr)</p>	Peer assessment: Ss work together to create a community artwork. T monitors the activity to make sure that each S has a voice in the creation of the plan and will be contributing something to the mural.

			<p>(tree technique), and add a description. A logo of the crew is also required. T advises learners to divide the group into specific roles: the designer of the mural, the logo creator, who selects the idea, who describes the work, who chooses the colors and techniques.</p>			
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2	400m/8h	<p>Activate Prior-knowledge strategies to design (The creative process steps); Identify and analyse a place where locate the mural; Create a setting; Increase the Ss' awareness of appropriate register so,</p>	<p>T recaps the creative process steps (U1) and, after Ss have drawn some sketches, he/she asks them to follow the design strategies to present the entire project: choice of the best sketch or commission of several elements in different sketches; enlarge</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Generate, Arrange, Draft, Placement, Ground</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • U3_L4_ALL24_Let's get started.pdf <p>U3_L4_ALL24_Let's get started pdf (Activity 2); All materials needed for drawing</p>	<p>Informal assessment: T thinks about the strength and weaknesses Ss are going to meet, with particular attention to their progress rather than setting an evaluation grid. At the end of this</p>
L	S	R	W								

		with practice and support, they can then communicate their ideas with confidence.	details; study the environment (the building or a particular of it); create a shape proportional to the wall; arrange the composition; consider foreground, middle ground, and background; draft the composition with the environment. The crew must think about a public space (or location) where the mural will take place. T suggests taking a photo of the site (by yourself or surfing the Internet).	<p>Communicative structures</p> <p>Does the process seem too complicated and unpredictable to begin? / How could you face up...? / How should a good design process start? / What is important during the...?</p>		lesson, T will ask them what was fun and what was challenging about working on that plan. Ss can express their opinion in L1 (first language) and T helps them to explain their knowledge in the second language. T observes what learning is taking place, helping them notice the features of language used in the subject.
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3	300m/6h	Create practical products: finalise the composition,	Interpreting data (with the previous Activity 2). Learners read about how to	<p>Skills</p> <p>L S R W</p>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> U3_L4_ALL24_Let's get started.pdf <p>U3_L4_ALL24 (Activity 3) pdf; Colour pencils and</p>	Performance assessment: T observes learners' necessities,
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calculate your color needs, mix and label the colours, end the project.

plan a design project (integrating the steps of Activity 2) and then work out how much time to spend at each stage of the project. T gives suggestions about time and guides them step by step. In this lesson, in particular, T invites Ss to carry on the project, analysing the colours. They have to finalise the composition, choose the colours, mix colours to create more than one option, select the best option, draw the definitive project in scale and in the environment chosen with particular attention to the shape and size of the wall on which

Key vocabulary

Finalise, Rough draft, Colour schemes, Calculate, Label, Strategy

Communicative structures

To activate higher order thinking skills: Do you think colours...?; Do you associate any colours with...?; How important colours...?; What colours have what effects? / GIVING ADVICE: should form

Individual work

markers, watercolours, acrylic painting, brushes, a painting palette, drawing paper (220 gr.) - A2 paper size, paper towel, a container for water

identifying ways to help them, developing the abilities to achieve the purpose of the task and possible barriers that could stop their creativity. T gives equal attention to all of the learners in the class. This involves encouraging quieter Ss to participate by asking them to contribute and ensuring that more enthusiastic pupils do not dominate. Attitudes to learning: ask for help when necessary. T accept some

			<p>take action. T provide a worksheet to enable learners to focus on essential information (ALL. 24). NB. It's only a project, the effective transfer of the draw to the wall could be elaborate in the Painting Laboratory. In the meanwhile, Ss mingle around the classroom and talk to each other to express their feelings or to give suggestions.</p>				L1 and translate.
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4	100m/2h	<p>Make a storyboard for a multimedia presentation on the stages the crew followed from the first sketches to the final result; Editing work.</p>	<p>T asks Ss to plan and write a draft of passages to describe a story, sometimes with speech and thought bubbles. Pree-knowledge: Ss have just written technical relations about a</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Template, Frames, Edit, Visual cues, Silhouette</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U3_L4_ALL24_Let's get started.pdf • U3_L4_ALL25_Teacher grid team work.pdf • U3_L4_ALL26_Students grid team work.pdf <p>U3_L4_ALL24_Let's get started pdf (Activity 4); U3_L4_ALL25_Teacher grid teamwork pdf; U3_L4_ALL26_Students grid</p>	<p>Summative group assessment: drawing boards will be collected and assessed by T. The following criteria will be used to</p>
L	S	R	W								

Cognitive skills:
evaluate their own work and the work of peers using given criteria.

project, in a discursive manner. Now the request is more challenging, because learners need support to plan how to write a sort of play script about the crew's artistic process. This also reduces the amount of writing and sentence levels. If the crew is too big, the T advises dividing the group into subgroups to think about the thirteen steps they've followed for the project. T gives a module structure to facilitate the storyboard layout, but Ss are free to use another panel size. Images and texts are both important. Afterward, each group is going to

Communicative structures

Direct speech for storyboard / Teacher's questions: How do you explain (apply)...?; Do you remember the stages of...?; What is the first step...?; What panel size...?

teamwork pdf; Colour markers and pencils

evaluate the work:
creativity and originality of the drawing;
the correct technique of drawing and accuracy;
oral description and motivation of the work. T uses a specific assessment grid for teamwork. Self-assessment: Ss evaluate the teamwork using a specific grid.

		check the work together to see if they've made any mistakes with the stages of the design process. Next, there will be an oral description of the work.				
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CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	Stencil
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25m	Identify the steps to create stencil art taking notes and using a flow chart.	This type of lesson could be done in the Painting Laboratory, or in accordance with the two subjects, which are strictly connected with each other. Usually, the Painting Laboratory is the consequence of the Projection's (Design) activity, because Ss realise what they have sketched. T shows two videos about the Stencil technique. The first one is a tutorial on creating a stencil. The second one is used by another Street Artist like Banksy: his name is	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Scratch, Iconic, Edge, Asset sheets, Masking tape, Scalpel, Layer, Label, Reference, Put aside, Registration marks, Canvas, Spray over</p> <p>Communicative structures Then, next, after that, later, eventually, finally</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L5_ALL27_Stencil.pdf U3_L5_ALL27_Stencil pdf (Activity 1); Video 1 from YouTube: How to Create Stencil Art Using Spray Paint Cans - UK Street Graffiti Banksy _ link Video 2 from YouTube: Graffiti - Blek Le Rat "King of Chicago" DIY Stencil Graffiti STREET Art _ link	Formative assessment monitors learning (observe and interact with learners: pair work in the classroom). Therefore, T provides clues for the next activity and gives suggestions to follow. T keeps careful records of Ss' progress and attitudes to learning.
L	S	R	W								

Banksy, his name is Blek Le Rat. Finally, the first video must be rewatched and Ss should take note of the materials needed to make a stencil and, in pairs, use a flow chart to show the order of the steps to follow and the possible, even if minimal, variations (eg. I use cardboard instead of the tracing paper). While doing the chart, learners could rewatch the video with their mobile phones with earphones.

2	100m/2h	How to simplify the work using the Stencil technique, fill the gap; Learning to learn	Art and craft activity: T asks Ss to transform the sketch on climate change they did in Lesson n. 4 in a Stencil. It's individual work, where they must simplify the image and use colours without shades. At the same time, they have to complete a text about what stencil art is and check the answers (at the end of the page). There are some clues in the text (usually, the first and the last letter of the word).	<p>Skills</p> <table border="1" data-bbox="958 165 1294 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Shade, Simplify, Clues, Trend</p> <p>Communicative structures What's a...?; What does ... do?; Who is ... for?; Which painting used the technique...?; Are stencils favored by street artist?</p>	L	S	R	W	<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"> • U3_L5_ALL27_Stencil.pdf <p>U3_L5_ALL27_Stencil pdf (Activity 2)</p>	Activity-based assessment learning by approach that focuses on the activity rather than the use of L to solve a problem, draw, paint, stencil. T puts learners at the centre of the process and interact with during the v
L	S	R	W								

3	5m	Understand the criteria T used to evaluate the whole module using the overall achievement of course objectives.	T delivers a rubric to each S and explains the specific point necessary to evaluate the CLIL artistic project (How to design), which includes the three units ("The creative process", "Crazy shoes", and "Strike like Banksy"). The	<p>Skills</p> <table border="1" data-bbox="958 1118 1294 1166"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<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_L6_ALL28_Rubric.pdf <p>U3_L6_ALL28_Rubric pdf: Specific Criteria Rubric for individual work</p>	Summative, assessment subject content language: it based on in work. This assessment given with the produced during the lessons eventually, home. It's a
L	S	R	W								

criteria consist of these points: communication, knowledge of topics, writing skills, personal elaboration and creativity, design procedure, technical operational skills, participation and cooperation, operational autonomy/respecting deadlines. T talks individually with each S to give further explanation and get an impression from them.

Key vocabulary

Communication, Knowledge, Writing, Elaboration, Design, Technical, Participation, Cooperation, Autonomy, Deadlines

Communicative structures

How do you handle with...? ; Are you satisfied with...?; What are you suppose to...?; Are you agree/disagree/partially agry with...; What have you learned?; Tell me about...; What questions do you have for me?

collection of learner's work over the time ("The creative process", "Creative Shoes" and like Banksy' show evidence their subject knowledge, and cognitive development leads to a specific qualification