

# CLIL Module Plan

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<b>School</b>	M. K. Gandhi				
<b>School Grade</b>	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Arte	<b>Topic</b>	The 4 nature elements in art (water, earth, air, fire)		
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The personal and socio-cultural background of this class is very heterogenous. This class is composed by seven girls and thirteen boys. Moreover, most of the pupils have a migration background. There are three children with law 104 and four more children in the process of certification at the child neuropsychiatric services. The class therefore presents itself as a learning environment full of individual differences both at a learning and personal level. Given all these characteristics, the class is also very lively and challenging. Furthermore, the previous year this class had an other English teacher so I had to get know the children to understand the best ways of planning activities according to their specific needs.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>The children have acquired the following knowledge and competences in the previous school year of primary school, although it was quite unique due to distance learning: - basic knowledge about art elements (lines, texture, shapes, colours...); - familiarity with some painting techniques; - the child uses the space available in a manner consistent with the task assigned; - the child uses creatively art elements. Nevertheless all these knowledge and competences need to be reviewed and consolidated.</p>	<p>In view of the difficult situation of the previous year during which the children approached English for the first time (half of the year was spent in DAD), their knowledge, skills and competencies in English are quite low. That's why as a school policy has been decided to consider the second Year as a "first Year", focusing mainly on the orality of the language. The children have acquired the following knowledge and competences in the 1st Year, although all these has to be reviewed and consolidated: - basic listening and speaking skills; - basic vocabulary related art materials (colours, crayons..); - basic oral comprehension of simple orders (draw a circle, cut the paper...).</p>

<b>Timetable fit</b>	<p>☉ Module</p>	Length 16 hours
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<b>Description of teaching and learning strategies</b>	<p>The whole module plan is interdisciplinary and multi-sensory and involves the children in a journey of discovery of natural elements through art. The teacher proposes a series of different activities in order to stimulate enthusiasm and curiosity in the children, who will be the protagonists of their own learning and discovery process. Here is a list of some of the teaching-learning strategies used: - Collaborative and cooperative work (either in small groups, peers or in plenary); - storytelling; - multi-sensory approach; - interdisciplinary approach (connections with music, science, history...); - creative and concrete work; - individual work; - observation and guided reflection; - T.P.R; - musical and playful approach; - inductive approach; - different types of scaffolding.</p>
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# Overall Module Plan

<b>Unit: 1</b> Introduction: Let's start our journey! <b>Unit length:</b> 2 h	<b>Lesson 1</b> The four friends of the Earth
<b>Unit: 2</b> Water <b>Unit length:</b> 3 h	<b>Lesson 1</b> "Waterart": let's paint with water
	<b>Lesson 2</b> Let's play with Impressionism
<b>Unit: 3</b> Air <b>Unit length:</b> 3 h	<b>Lesson 1</b> Let's play with a bumblebee
	<b>Lesson 2</b> The Tale of Tsar Saltan
<b>Unit: 4</b> Earth <b>Unit length:</b> 3 h	<b>Lesson 1</b> Let's discover nature around us
	<b>Lesson 2</b> Art with nature
<b>Unit: 5</b> Fire <b>Unit length:</b> 3 h	<b>Lesson 1</b> Let's discover fire
	<b>Lesson 2</b> Let's visit a blacksmith workshop
	<b>Lesson 3</b> Art with charcoal

**Unit: 6**

Conclusion

**Unit length:** 2 h

**Lesson 1**

"We are going on an art-hunt"

**Lesson 2**

Welcome to our "Class Art Exhibition"

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	The four friends of the Earth
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40 minutes	The pupils will achieve the following learning outcomes: - understand a narrative story in English; - comprehend and understand some basic English words and chunks e.g "What's your name? My name is.../I am..." - recognize sounds related to	Creation of a storytelling, through which the pupils will learn about the various natural elements (personified by the characters in the story) without a direct description, but through the sounds they produce. The narrative frame will be that of a lonely planet that discovers within itself 4 elements that are fundamental for its own life and the life of others. Whenever a character enters the scene, he/she will be introduced by his/her sound instead of using his/her name. E.g. "the lady (water) (movement of the glasses with holes in the basin filled with water)" The 4	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - water, fire, earth, air, friend - Greetings: hello, good morning</p> <p><b>Communicative structures</b> - What's your name? - My name is ... / I am ... - I like ...</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"> <li>• U1_L1_ALL1.pdf</li> </ul> - Storytelling created by me entitled "Searching new sound friends" - Musical instruments for the story	At the end of the storytelling activity, in circle the teacher will ask the children whether they liked the story or not. Moreover each child will say which natural element he/she liked best saying a short sentence "I like + natural element
L	S	R	W								

related to nature elements; - discriminate timbre through active listening.

filled with water). The 4 sounds characterizing the 4 elements/characters will be the following: - Water = basin with punctured glasses, balloon with rice; - Fire = manipulation of crumpled leaves, paper, nylon; - Earth = Steps on dry leaves; - Air = "Ventofono", a self-made instrument with plastic bags cut to reproduce the sound of the wind. The children will have to listen and interact with the story, expressing their own hypothesis and ideas and repeating the most important words. The teacher will use different types of scaffolding such as gestures and realia, different vocal intonation and face expressions, asking the children to repeat the words and some chunks of the story.

element (fire, water, earth, air)". By doing this the teacher makes sure all the children have learned the 4 words related to natural elements.

2	20 minutes	<p>The pupils will achieve the following learning objectives: - recognize sounds related to elements; - discriminate timbre through active listening; - name the four nature elements correctly.</p>	<p>The teacher stands behind a black cloth and prepares the instruments needed to recreate the sounds of the elements. The children will have to try to guess the various sounds using their sense of hearing instead of their sense of sight, also trying to hypothesize the reason for their choices. The teacher will ask: "What is it?" and the children will have to answer "It's fire/air..." The teacher will also help the children with guiding questions, e.g. 'Why do you think the sound is fire?' Then also the children will have the chance to try to play the instruments in the "sounds' theater".</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1032 165 1368 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - fire, earth, water, air, sound, silence - why</p> <p><b>Communicative structures</b> What is it? It's ....</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<p>- black cloth for the "sounds' theater" - musical instruments</p>	<p>By doing the activity the teacher will take notes about the ability of children to listen actively matching the sound to the correct natural element. At the end of the activity the teacher will provide a formative feedback about the activity to the whole class. The teacher could also ask the pupils what they found difficult or easy by doing this short activity.</p>
L	S	R	W								

3	20 minutes	The pupils will achieve the following learning objectives: - discriminate timbre through active listening; - move according to auditory spatial orientation.	The pupils, blindfolded/eyes closed, will have to follow the sounds produced by the teacher using the various instruments, moving in space towards the direction of the sound they hear, and then saying out loud the name of the natural element. Afterwards, the children themselves can try to play the various instruments. A blindfolded child in the middle of a circle should move in the direction of the instruments played by his/her classmates saying the name of the natural element.	<p><b>Skills</b></p> <table border="1" data-bbox="1025 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - fire, water, air, earth</p> <p><b>Communicative structures</b> What is it? It's ....</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	Musical instruments related to the four nature elements.	The teacher will monitor the activity and the ability of the children to listen actively and respect each others.
L	S	R	W								

4	40 minutes	The students will achieve the following learning outcomes: - start developing self-awareness of their own learning process; - build a tool for assessing learning throughout the whole project.	The teacher will present to the whole class the "journey logbook", in which the pupils can write/draw down the activities to be carried out but also their personal reflections for the duration of the whole teaching project. This tool will therefore represent a constant reflection support which will allow the artistic learning process to be evaluated and self-assessed. The children will complete the two first pages with their own personal data (name, surname, age, class), drawing also a self-portrait. The children in the end will be free to decorate the cover of the logbook as they wish.	<p><b>Skills</b></p> <table border="1" data-bbox="1025 167 1370 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> journey, logbook, name, surname, age, class, self-portrait.</p> <p><b>Communicative structures</b> What's your name? My name is... What's your surname? My surname is...</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"> <li>• U1_L1_ALL2.pdf</li> </ul> <p>The "journey logbook" is just an example of logbook which can be personalized/changed according to the different needs of the class. Moreover the number of pages can be increased or reduced.</p>	This "journey logbook" is a tool which will allow the artistic learning process to be evaluated and self-assessed throughout the whole project.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	"Waterart": let's paint with water
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	15 minutes	The students will achieve the following learning outcomes: - identify different types of water, naming them though active listening; - reflect on the different water typologies and uses. - make hypothesis about how water can be used for painting.	The teacher proposes an activity to introduce the first nature element. The children, sitting in circle, will be asked to listen to music that reminds them of various types of water and their movement: - Aquarium of Saint Seans: calm water; - Rossini's Storm: rough water; - "Washboard" music: water for different uses. By means of guiding questions a brainstorming activity related to the possibility of painting with water will be carried out. Example questions: 'Can you paint with water? How? Using which medium?'	<p><b>Skills</b></p> <table border="1" data-bbox="987 164 1330 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> water, calm, fast/slow, rough, storm, aquarium, washboard, to paint.</p> <p><b>Communicative structures</b> The music is... fast/slow I like calm/rough water.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_ALL123.zip</li> </ul> <p>The soundtracks contained in the folder are the following: - Aquarium of Saint Seans: calm water; - Rossini's Storm: rough water; - "Washboard" music: water for different uses.</p>	In the end of this short activity the children will write on a new page of their "journey logbook" the word "water". Then, in pairs they will discuss about the different types of water listened before, telling each other what they liked or not. Each pair will also reflect about the possibility of painting with water. Then each child will draw on the page the type of water she/he liked the most.
L	S	R	W								

2	1 h and 15 minutes	The students will achieve the following	The teacher divides the class into small	<p><b>Skills</b></p>	<input checked="" type="checkbox"/> Whole class	Materials for the working stations:	While working in the different
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learning outcomes: - gain experience with different artistic techniques related to the use of water; - create their own "water-painting" experimenting different techniques; - understand how water can be useful in art; - social skills (group work, collaboration...).

groups (max 5 components) and explain the following activity. In the class environment will be prepared four "working stations" in which each group will discover a different "water-painting technique": - watercolour; - tempera; - painting with ice; - pipettes. Firstly, the teacher will explain and present to the whole class the various techniques, specifying the correct way to use them. Once the children have listened to the teacher's explanations, the children will be given a big white paper entitled "the water painting". This will be divided into four sections, each of which will contain a specific painting technique, so that each child will

L	S	R	W
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### Key vocabulary

watercolour, tempera, ice, pipettes, brush, colour

### Communicative structures

Can you help me please? Yes I can.

- Group work
- Pair work
- Individual work

watercolour, tempera, pipettes, ice, brushes, plates, colours...

stations the children could help each other, giving support and concrete help. Moreover, while working, the teacher will provide constant feedback. At the end of the lesson, sitting in circle, each group will tell to the class what they liked the most throughout the lesson, the difficulties encountered experimenting the different water techniques etc. The teacher will guide the reflection asking questions and providing scaffolding.

		<p>experience all the water techniques proposed. Each group will be assigned to a specific technique (corresponding to a station) with which to start their "water painting". Every 20 minutes each group will exchange workings stations. The teacher will provide constantly positive feedback to the children, monitoring giving scaffolding and help when needed.</p>			
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Let's play with Impressionism
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	30 minutes	<p>The students will achieve the following learning outcomes: - observe and describe a painting; - analyze the basic characteristics of a painting; - find similarities and differences between paintings; - approach the artistic current of the impressionists through an inductive way; - social skills (cooperation in pair).</p>	<p>The teacher will divide the class in pairs. Each pair will receive two games to solve: a odd one out game and a puzzle. These two games are meant to be activities through which the children will approach the Impressionist painting movement in an inductive way. In the "find the odd one out" each pair will decide which painting does not fit with the others and why. In the puzzle the children will have to solve it. Then each pair will tell to the whole class the solutions found and in plenary there will be a discussion about the different opinions of the children.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 164 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> painting, water, boat, sun, colours, odd one out</p> <p><b>Communicative structures</b> What can you see in the painting? I can see ... The odd one out is...</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>	<p>• U2_L2_ALL1.pdf</p> <p>Two games: find the odd one out and a puzzle.</p>	<p>During the final plenary discussion the teacher will give to each pair a formative positive feedback ("You worked well, I see you found all the differences, you observed deeply...").</p>
L	S	R	W								

2	30 minutes	<p>The students will achieve the following learning outcomes: - observe and describe a painting; - analyze the basic characteristics of a painting; - understand the basic characteristics of the art movement of Impressionism.</p>	<p>The teacher explains that all the painting belong to the an art movement called "Impressionism". Though a guided reflection the children will discover the peculiarities of the painting movement. The teacher then spreads out 21 cards on the floor. One at the time, each child will pick up a card representing a impressionist painting showing it to the whole class. The teacher will ask: "What can you see in the painting?" and the child will answer "I can see ...". The children will be free also to express themselves using L1 after the initial chunk "I can see...". The teacher then will tell the title and the author of the chosen painting. Afterwards, each child will stick his/her card on a new page of the journey logbook and draw a frame for it.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 165 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  painting, to see, Impressionism, colours, boat, nature simply vocabulary (tree, flower, sun, water, sea...), people.</p> <p><b>Communicative structures</b>  What can you see in the painting? I can see ...</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• U2_L2_ALL2.pdf</li> <li>• U2_L2_ALL3.pdf</li> </ul> <p>- 21 cards (one for each child of the class) with Impressionism paintings. - formative assessment rubric for the teacher.</p>	<p>The teacher will observe the ability of each child to observe a painting and to describe the basic elements of it, thanks to an assessment rubric (formative assessment for the teacher, see attachment U2_L2_ALL3).</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Let's play with a bumblebee
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	The students will achieve the following learning outcomes: - discriminate sounds through active and participatory listening; - associate melody to body movement.	The children will listen to two pieces of music: The Flight of the Bumblebee (Rimskij-Korsavov) and The Aviary (from the Animals' Carnival of Saint Saens). They will reflect together on the various types of air and their movement. The teacher will ask questions like "Is the music fast or slow?" The children will answer with the provided chunk "The music is ...". To support the activity the teacher could also ask to experience the music with body movement.	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> fast, slow, music, bumblebee, bird, fly, aviary.  <b>Communicative structures</b> The music is ... fast/slow.	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	1. <a href="#">link</a> (The Aviary, Saint Saens) 2. <a href="#">link</a> (The Flight of the Bumblebee, Rimskij-Korsakov)	
L	S	R	W								

2	15 minutes	The students will achieve the	The teacher proposes to the children to dance, with	<b>Skills</b> 	<input checked="" type="checkbox"/> Whole class	1. <a href="#">link</a> (The Flight of the Bumblebee,	The teacher during the brainstorming
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following learning outcomes: - discriminate sounds through active and participatory listening; - associate melody - graphic trait - body movement;

free movements, "The flight of the bumblebee" (first minute) observing the postures that are spontaneously made. The teacher will then ask the following questions during a moment of reflection in a circle: - "Does this music make you go very fast, quite fast or quite slowly?" (with gestures scaffolding) - "Did the music force you to stop sometimes? And to change movements?" Thanks to the guided reflection the children will understand that the protagonist of the music is indeed a bumblebee that flies really fast. Afterwards, the teacher will ask the children to draw on the personal logbook, while listening to the music, the course of the piece, thus showing the flight of the bumblebee, i.e. the direction of the melody. Finally, the drawings will be compared, common traits noted and differences explained.

L	S	R	W
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**Key vocabulary**

fast, quite, slow, to stop, to dance, bumblebee, to fly

**Communicative structures**

The music is fast/slow  
The music stops/goes on.

- Group work
- Pair work
- Individual work

Rimskij-Korsakov)

sessions will provide constant positive feedback and language scaffolding to the children, helping them to express their ideas with at least some words in English (fast, slow, birds, music, bumblebee...).

3	1 h and 15 minutes	The students will achieve the following learning outcomes: - get to know and experience a new painting technique using air (blowing straws); - build a self-made music instrument.	After agreeing on the type of animal depicted in the piece of music, the teacher shows the buzzing bumblebee. This is a self-made instrument that also the children will build, following the instructions of the teacher. The pupils will then draw their own bumblebee, colouring it with the technique of "blowing straws". This is an easy technique: the teacher explains how all they need to do is to sprinkle the paper with spots of tempera and then use the straw to blow to spread the colour. In this way we are going to use "air" to decorate out bumblebee. For the complete instructions see attachment U3_L1_ALL1.	<p><b>Skills</b></p> <table border="1" data-bbox="1019 167 1361 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> straw, to blow, air, bumblebee, to cut, to fold...</p> <p><b>Communicative structures</b> Colour the... cut the ... fold the ...</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"> <li>• U3_L1_ALL1.pdf</li> </ul> <p>Instructions for the teacher: how to build a buzzing bumblebee.</p>	The teacher will observe the whole artistic process of constructing the musical instrument, helping if necessary. Moreover at the end of the lesson the teacher will give each child an individual feedback about the work done, pointing out what he/she has done well and, if necessary, what she/he could have done more carefully (formative assessment).
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	The Tale of Tsar Saltan
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	The children will achieve the following learning outcomes: - listen to a storytelling and understand the storyline; - understand and remember some basic vocabulary of the story; - make hypothesis about the facts of the story.	The teacher tells the Russian Tale of Tsar Saltan through an interactive storytelling. The teacher will use different types of scaffolding such as gestures and realia, different vocal intonation and face expressions, asking the children to express their ideas and hypothesis and to repeat the words and some chunks of the story.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Basic vocabulary related to the story: Prince, princess, bumblebee, to marry, to travel, sea, boat, swan, wedding</p> <p><b>Communicative structures</b> What does .... mean? It means ... What do you think? I think... I agree/ I disagree</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"> <li>• U3_L2_ALL1.pdf</li> </ul> Readapted storytelling "The Tale of Tsar Saltan".	The teacher will monitor the ability of the children to listen actively and participate to the interactive storytelling (formative assessment).
L	S	R	W								

2	35 minutes	The children will achieve the following learning outcomes: - understand and remember the main events of a storyline; - dramatize a story segment<, - social skills (organization, decision making in group, cooperation...).	After the children have been told the story, they will be asked to reconstruct the main events of the story using the miniatures created by V. Bèlskij, a famous Russian librettist, and giving titles to each vignette. This activity will be carried out in small groups (of 4-5 children). Each group will have to discuss about the storyline and then decide a "scene/story sequence" to dramatize later in plenary.	<p><b>Skills</b></p> <table border="1" data-bbox="996 167 1341 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Basic vocabulary related to the story</p> <p><b>Communicative structures</b> The title of this illustration is ... "welcome to our theatre"</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input checked="" type="checkbox"/> Group work</li> <li><input checked="" type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• U3_L2_ALL2.pdf</li> </ul> <p>Miniatures to reconstruct the storyline of the Tale of Tsar Saltan</p>	At the end of the lesson the children will search a partner (not a member of the same previous group) to discuss with. Each pair will discuss about their "dramatization performance" giving each other feedback, suggestions and comments (peer and self-evaluation). Finally each child on his/her logbook will draw the sequence/scene of the story he/she liked the most.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Let's discover nature around us
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The children will achieve the following learning outcomes: - identify different and various natural materials; - reflect about the possibility to use nature elements in art.	In this first activity, the teacher organizes an outing to the surrounding area. The class will go to the school garden and, possibly also to the vegetable garden. The children will be asked to collect natural materials on the basis of some guidelines provided by the teacher: "What natural materials can we use in art? - How can we use found materials?" The aim is to collect material that can be used in art. The children, considering the teacher's suggestions, are free to collect the materials	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> nature vocabulary (leaf, flower, grass, stone...), to pick up/collect</p> <p><b>Communicative structures</b> What is it? It's a ...</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	- 21 plastic/paper little sacks to collect the materials.	At the end of the activity, once back in class, the children will show to the rest of the group the materials collected. Each child will have to show at least 3 things saying "this is a ..." . The teacher will help each child to say all the words correctly, giving his/her a positive formative
L	S	R	W								

			<p>collect the materials they find useful.</p> <p>Examples of materials (leaves, little branches, stones, grass, soil, berries, flowers, small fruits, aromatic herbs).</p> <p>The teacher will provide constant scaffolding asking "what is it? and helping the children to answer "it's a ...".</p>				formative feedback.
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2	1 h and 30 minutes	<p>The children will achieve the following learning outcomes: - identify different natural materials and reflect on their possible uses in art; - create an artwork using natural materials; - present an artwork, describing it and the process of its creation; - social skills (organization, time</p>	<p>The teacher will divide the class in little heterogeneous groups (4-5 components). Each group will have to create an artwork using the natural materials collected during the previous activity.</p> <p>Firstly, each group will have to share all the natural materials and decide a common idea for creating their artwork. The teacher will provide each group with a big piece of cupboard, vinyl glue, mortars, scissors, paintbrushes... The children during the group activity will have</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> natural materials, glue, scissors, mortars, paintbrush, to break, to stick, to create</p> <p><b>Communicative structures</b> Can you pass me ... please? Thank you</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• U4_L1_ALL1.pdf</p> <p>- Materials for the artwork: 4 big pieces of cupboard, at least 4 mortars and 8 scissors, several cups of vinyl glue, 21 paintbrushes + natural elements collected (leaves, stones, branches, grass...) - U4_L1_ALL1: final group-self assessment (scale from 1-10)</p>	<p>During the activity of presentation of the artworks each group will receive feedback from the rest of the class (peer-assessment) and also from the teacher (formative assessment). Each child will be free to give a positive feedback (saying what</p>
L	S	R	W								

management,  
decision  
making,  
collaboration...).

to interact to each other asking "Can you pass me (the glue) please?". Afterwards, each group will have to decide how to present their artwork to the rest of the class, giving it a title, preparing a story to tell etc. The teacher will give to each group constant feedback and help when necessary.

they liked, what they appreciated of the presentation, what they found a brilliant idea...) to the presenting group. Afterwards the teacher will give 10 minutes to each group to discuss once again about their "artwork" and how well they worked together. Each group will have to decide a smile/number in a scale from 1 to 10 (1-4: bad experience, 5-6 so so, 7-10 positive experience). This scale stands for



# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	2	<b>Title</b>	Art with nature
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The children will achieve the following learning outcomes: - identify and observe details in an artwork; - associate a detail to its corrected artwork; - know and reflect how the elements of the earth have also been used in the history of art; - social skills (collaboration in pairs)	The children will be offered an activity entitled "Detail Hunt". The activity, presented in a playful way, consists in finding the detail of an artwork made with or depicting natural elements. The children, in pairs, will be given several cards. The activity involves associating an artwork depicting a portrait with the card showing the missing detail of the work itself. In this way the children come into contact with works of art depicting natural materials and	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> detail painting, basic vocabulary related to fruits and vegetables</p> <p><b>Communicative structures</b> What can you see? I can see...</p>	L	S	R	W	<input checked="" 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"> <li>• U4_L2_ALL1.pdf</li> </ul> - flashcards for the "Detail Hunt" (see attachment U4_L2_ALL1)	During the activity in pairs the teacher will walk around the class, monitoring the activity, observing children, giving feedback and help (formative assessment).
L	S	R	W								

in pairs).

materials and develop a special attention to the search for detail. The works analysed will be those of: - Arcimboldo (1527-1593); - Klaus Enrique (Mexico, 1975): post-contemporary sculptor and photographer who bases his art on Arcimboldism as a means of expression; - Anna Tokarska (Poland, 1982): photographer and artist who has taken the aesthetics of Arcimboldo's still lifes in a hyper-realistic version. Afterwards in plenary the teacher will show the painting on the LIM, telling the title and the author of the artwork. The teacher will ask "What can you see in this artwork?" and the children will have to answer using the chunk "I can see...". The teacher then will guide a brainstorming

activities though which the children will identify the similarities in all these artists and artworks.

2	30 minutes	The children will achieve the following learning outcomes: - create an alternative vision of the constituent elements of the face; - make a self-portrait with fruit and vegetables.	The children in this activity will create their own "natural self-portrait" using the collage technique (already known by the children). Firstly the teacher will show, once again, the famous painting of Arcimboldo (see attachment). Then each child will receive one white sheet and two sheets with fruits and vegetables. He/she will have to cut fruits/vegetables out, colour them and create his/her own self-portrait. The teacher will walk around the class asking each child to say at least one fruit and one vegetable he/she likes (used in the artwork). The	<p><b>Skills</b></p> <table border="1" data-bbox="965 469 1312 517"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> some fruits and vegetables, self-portrait, collage.</p> <p><b>Communicative structures</b> I like ... and ... .</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"> <li>• U4_L2_ALL23456.zip</li> </ul> <p>- Arcimboldo example + sheets with fruits and vegetables</p>	At the end of the activity the children will have some time to draw on their personal logbook their favorite fruit and vegetable also used in the natural self-portrait. During this short individual moment, the teacher will walk around the class giving to each child a formative feedback about his/her artwork with fruits and
L	S	R	W								

teacher will tell him/her the two words in English. At the end of this activity each child will have to show his/her own portrait to the whole class saying "I like ... and ." The rest of the class will have to guess the meaning of the two words said.

vegetables.

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	1	<b>Title</b>	Let's discover fire
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The children will achieve the following learning outcomes: - discover how fire is used within the artistic context; - identify differences and similarities in paintings; - get to know some techniques related to fire or derived from it; - social skills	The teacher introduces the topic by proposing a reflection guided by a brainstorming activity aimed at discovering the use of fire in art. To stimulate reflection, the teacher will propose a group activity. The class will be divided into 5 groups. Each group will receive some works by artists who use techniques derived from fire: - group 1: will analyse some works by Ettore Pinelli, made with "fusaggine" technique; - group 2: will have works by David Kassan, made with charcoal; - group 3: will focus on some works by Bernard Aubertin, an artist who uses fire directly to create his works; - group 4:	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> fire, fumage, charcoal, technique, gray, black, main colour...</p> <p><b>Communicative structures</b> Which colours can you see? The main colour is... I can see...</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"> <li>• U5_L1_ALL1.pdf</li> <li>• U5_L1_ALL2.pdf</li> </ul>	The teacher will give each group a formative feedback on their discussion and observation work.
L	S	R	W								

social skills  
(cooperation  
in pairs).

create his works, group 4:  
will look at some works by  
Steven Spazuk, made using  
the fumage technique; -  
group 5: will focus on the  
works of Yves Klein, an  
artist who makes direct use  
of fire. To guide reflection  
and brainstorming, the  
groups will be provided  
with an observation sheet  
(for oral discussion)  
explained by the teacher.  
At the end of the  
exploration of the works,  
each group will report back  
to the rest of the class their  
observations and ideas.  
The teacher will then tell  
the titles of the artworks  
and the name of the  
artists. Throughout the  
activity the teacher will  
provide constant feedback  
to each workgroup.

2	30 minutes	<p>The students will achieve the following learning outcomes: - express their fears; - identify positive and negative aspects of fire; - reflect on the importance of fire in our life.</p>	<p>The teacher will guide a brainstorming session about the various types of fire that can exist (sparks, fire, fire in the kitchen, etc.). The children, in small groups, will be given images of fire that they will have to try to divide into "friend fire" and "enemy fire" sticking them on a poster. Each group will have to discuss about the advantages and disadvantages of fire and why we need it to live. Afterwards, each group will present to the class the poster created. At the end of this activity, in circle, each child will tell if fire scares him/her or not.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 164 1375 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> fire, friend, enemy, to burn, afraid.</p> <p><b>Communicative structures</b> I am afraid of... I am not afraid of...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work</p>	<p>• U5_L1_ALL3.pdf  - posters for each group.</p>	<p>At the end of the lesson each child will draw on his/her logbook the kind of fire he/she liked/disliked the most, drawing a smile representing the emotion felt (fear, happiness...).</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	2	<b>Title</b>	Let's visit a blacksmith workshop
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	1 h	<p>The children will achieve the following learning outcomes: - discover how fire is used within the artistic context; - discover the goldsmith profession; - understand how fire is needed to create everyday-life objects.</p>	<p>The teacher plans an excursion to a blacksmith's workshop. During this experience, the children will observe how fire can create art and everyday-life objects. The children will be asked to document the trip by drawing on their logbook something they particularly liked (a tool, an object...).</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1189 165 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> fire, goldsmith, objects, metals...</p> <p><b>Communicative structures</b> What can you see? I can see...</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<p>Once back in class the children in circle will share their impression telling what they liked the most during the outing to the blacksmith's workshop. The teacher will ask some questions to make sure that the children have understood the main points of the process (formative assessment).</p>
L	S	R	W							

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	3	<b>Title</b>	Art with charcoal
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	The children will achieve the following learning outcomes: - express emotions and fear; - use charcoal as tool for artistic expression.	The teacher proposes another reflection on the experience at the blacksmith's shop. The aim of this reflection is to bring out the emotions that the children felt during the outing, particularly when they saw the fire and its power. The children should then try to express the emotions they felt in a painting, using charcoal. Before drawing, the teacher will introduce the tool and the technique to be used.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> charcoal, cardboard, technique, fear, fire, to be afraid of...</p> <p><b>Communicative structures</b> How did you feel? I felt... I am afraid of... I am not afraid of...</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	- charcoal - cardboards	The teacher will assess the "charcoal painting" of each child according to some standards (consistency with the task, commitment, care, individual effort).
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	6	<b>Lesson number</b>	1	<b>Title</b>	"We are going on an art-hunt"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	The children will achieve the following learning outcomes: - identify particulars and details in an art exhibition; - contextualize knowledge acquired in class in a concrete "art-exhibition"; - social skills (cooperation in pairs).	The teacher organizes an outing to a nearby museum (e.g Mart), according to the art exhibitions of that period. The children will be divided in pairs and each pair will be assigned a specific nature element (fire, earth, water, air). Each pair will have to search that particular nature element and its characteristics in the various museum art works observed, taking notes on their personal logbook and asking the teacher to take photographs (if possible). Once back in class each couple will tell to the whole group what they found, their observations etc. The teacher will provide constant scaffolding and feedback not only during the visit but also in class.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> repetition of the basic vocabulary learned throughout the project.</p> <p><b>Communicative structures</b> What can you see? I can see...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		The teacher will observe the children throughout the process (during the museum's visit and in class) as a formative assessment. Afterwards the teacher will give a individual feedback to each child.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	6	<b>Lesson number</b>	2	<b>Title</b>	Welcome to our "Class Art Exhibition"		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	1 h	<p>The children will achieve the following learning outcomes: - design and create an art exhibition; - describe their artworks to others (children, parents...); - social and communication skills (cooperation, decision making...); - organisations skills.</p>	<p>For the "final celebration" at the end of the school year, the children set up an exhibition in the atrium, containing all the products they made during the project, enriched with their own description. The children will become museum experts, leading visitors (parents and children) through the exhibition and telling them about the artistic process behind the works.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1059 164 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Repetition of all the vocabulary learned throughout the project.</p> <p><b>Communicative structures</b> The title of this artwork is... This is... Welcome to out art exhibition!</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>- various materials needed for the art exhibition</p>	<p>As a sommative assessment the teacher will evaluate all the individual artworks made during the entire project. Moreover thanks to the numerous moments of reflection, brainstorming, feedback, it will be possible to take into considerations lot of observations. The final art exhibition will be a great opportunity to observe, once more, engagement and social skills (developed throughout the entire project). In the end each child will be asked to draw on a white paper the moment(s) he/she liked the most during the entire project. In circle then each child will show the drawing, describing it to the class.</p>
L	S	R	W								