

CLIL Module Plan

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School	Collegio Arcivescovile "Dame Inglesi"				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input 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	Arte		Topic	Expressionism	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Class group profile: class group is made up of 24 students, 9 boys and 15 girls. None of them has a migratory background, and no special needs learners are in the class group. One student grew up in United States, learning both English and Italian as mother tongue. Class group follows a specific CLIL-focused curriculum in Geography, Art, and Music since the first grade of middle school. Almost every student of the class group is still attending the same educational institution since the elementary school, where they followed a CLIL curriculum in many subjects. The learning space of the educational institution helps students' focus and teachers' care, with positive outcomes to students. That is reflected onto overall learning level: class group is totally able to shift from different learning levels, from remembering and understanding content tasks to evaluative and creative tasks, thanks also to being trained to use different methods of learning since elementary school. Behaviour of class group varies according to different factors, being overall cooperative: students prove constantly will to learn and to express their own opinions, which makes it really easy in terms of self and peer assessment of the activities. Teacher profile: the teacher works without co-teachers, dealing with art through the medium of English language. Class group profile language skills vary from CEFR B1 to B2.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	The module lies on the prior experiences in the subject. Students have been dealing with art and art history in English since the first grade of middle school. Prior knowledge useful for this module includes: elements of art, features of composition, main information about art movements, masterpieces and artists of Postimpressionism. Necessary skills include: the use of elements of art and different techniques in order to realize artworks, the ability of locate in chronological order artworks through analysis of style features. In terms of competences, students are required to be able to get the general message of an artwork through style and subject, understand art history as a reflection of mankind history.	Students can deal with language structures at a CEFR B1 to B2 level, thanks to the prior experiences led so far, which are necessary to follow this module. Knowledge: micro-language specific art vocabulary, expressing opinions. Grammmal structures: present simple and continuous, conditionals, modal verbs, prepositions.

Timetable fit	© Module	Length 6 units, 6 lessons (12 hours)
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Description of teaching and learning strategies	In order to apply the general concepts of CLIL methodology, the teacher structures the activities following the 4Cs (content, communication, cognition, culture), with a focus on both HOTS and LOTS. As a methodological approach, activities are led through the use of cooperative and project-based learning, splitting the class group into pairs or small groups on different activities, which include flipped classroom tasks and peer/self assessment. To promote interaction and communication throughout the activities, the teacher aims at promoting an interactive class setting: feedback is continuously required, paying attention to those students which are less keen on expressing their own opinion. Learning activities include different teaching tools such as worksheets, videos, presentations, creation of artworks, assessment rubrics. Content and language are scaffolded through the activation of prior knowledge, in order to recall language structures and contents studied previously, and through the use of specific language glossary. Content will be shown and analyzed through the use of IWB (pictures, schemes, videos). Despite being Expressionism a common thread through the units, each unit is aimed at creating a specific core around a trend of that art movement, helping creating both a general and specific view, thus not making it impossible to follow in case a student was absent on a previous lesson. Given that, the timing of the activities is intended to be flexible, allowing to satisfy students' curiosities or doubts. A final feedback is aimed at consolidating and checking expected learning outcomes, through a peer assessment rubric aimed at assessing the final group work.
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Overall Module Plan

<p>Unit: 1 Introduction Unit length: 1 lesson, 2 hours</p>	<p>Lesson 1 An introduction to Expressionism</p>
<p>Unit: 2 Edvard Munch Unit length: 1 lesson, 2 hours</p>	<p>Lesson 1 Edvard Munch, the lonely Expressionist</p>
<p>Unit: 3 Austrian Secession and Austrian Expressionism Unit length: 1 lesson, 2 hours</p>	<p>Lesson 1 From Austrian Secession to Austrian Expressionism</p>
<p>Unit: 4 German Expressionism: Die Brücke, Der Blaue Reiter Unit length: 1 lesson, 2 hours</p>	<p>Lesson 1 Expressionism in Germany: from Die Brücke to Der Blaue Reiter</p>
<p>Unit: 5 French Expressionism: Fauves and Henri Matisse Unit length: 1 lesson, 2 hours</p>	<p>Lesson 1 Expressionism in France: Fauves and the role of Henri Matisse</p>
<p>Unit: 6 Final task: an Expressionist exhibition Unit length: 1 lesson, 2 hours</p>	<p>Lesson 1 Organizing an exhibition on Expressionism</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	An introduction to Expressionism		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15 minutes	<p>- Recall main elements of late Postimpressionism;</p> <p>- Recognize stylistic features of postimpressionist artworks in opposition to academic artworks of the same period:</p> <p>- Discuss style and subjects of the artworks displayed.</p>	<p>Teacher introduces topic by showing on the IWB pictures related to academic paintings and pictures related to Van Gogh's, Gauguin's and Cézanne's artworks, asking students to elicit the differences between the works of art displayed.</p> <p>Students define and classify differences in terms of style, subject, adherence to academic canons.</p>	<p>Skills</p> <table border="1" data-bbox="972 165 1314 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Portrait, still life, landscape, loose/tight brushstrokes, perspective, shading, outline, advancing/receding colours, composition, visual weight, subject, likelihood</p> <p>Communicative structures Present tense sentences, description of a painting's surface. "In my opinion...", "I think that...", "I agree/disagree...", "In the top/bottom left/right corner..."</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>		<p>Formative assessment: teacher checks learners' interaction, suggesting and repeating examples of key vocabulary and language structures in order to reinforce concepts and provide scaffolding.</p>
L	S	R	W								

2	10 minutes	<p>- Identify and group artists and movements in relation to geographical areas of development; - Locate different areas of development of Expressionism; - Describe main stylistic features of Expressionism.</p>	<p>Teacher introduces topic by showing on IWB pictures of "The scream" by Munch and "Blue horse" by Marc, asking students to recognize common features. Then, discusses with students, through the use of presentation slides, about the main movements and style of Expressionism.</p>	<p>Skills</p> <table border="1" data-bbox="972 165 1317 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling.</p> <p>Communicative structures Past tense sentences, temporal connectives, comparatives, description of a painting's surface. "In my opinion...", "I think that...", "I agree/disagree...", "In the top/bottom left/right corner..."</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>	<ul style="list-style-type: none"> • Expressionism.pdf 	<p>Formative assessment: teacher checks understanding of content with questioning about the artists and trends mentioned.</p>
L	S	R	W								

3	20 minutes	<p>- Identify and group artists and movements in relation to geographical areas of development; - Locate different areas of development of Expressionism; - Recognise main stylistic features of Expressionism.</p>	<p>Teacher invites students to work in pairs, and hands them out a cloze test worksheet, which has to be completed. Task given aims at reinforcing and better defining content of previous activity.</p>	<p>Skills</p> <table border="1" data-bbox="972 164 1314 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling, unrefined, depth, label.</p> <p>Communicative structures Present tense/past simple sentences, comparatives.</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"> • Lesson 1 Cloze test Expressionism.odt 	<p>Formative assessment: teacher checks pairs' work, providing scaffolding and help when needed.</p>
L	S	R	W								

4	10 minutes	<p>- Identify and group artists and movements in relation to geographical areas of development; - Locate different areas of development of Expressionism; - Describe and define main stylistic features of Expressionism.</p>	<p>Teacher invites students, still in pairs, to read the text out loud, in order to let the class group discuss whether an answer is correct or not; when necessary, teacher stops and adds details or explanations.</p>	<p>Skills</p> <table border="1" data-bbox="972 165 1314 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling.</p> <p>Communicative structures Present/past simple sentences, "In my opinion...", "I think that...", "I agree/disagree..."</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>Formative assessment: teacher checks results from the discussion and from the cloze tests, which are withdrawn and assessed.</p>
L	S	R	W								

5	45 minutes	<p>- Create a brief guide to Expressionism (places of development and style features); - Apply content on a reality task; - Transform information about general concept of Expressionism.</p>	<p>Teacher organizes class group in pairs and hands out a worksheet on which students have to answer to a fictional foreign pen pal asking for information about Expressionism, by giving information about the different trends and style features of the movement.</p>	<p>Skills</p> <table border="1" data-bbox="972 165 1312 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Portrait, still life, landscape, loose/tight brushstrokes, perspective, volume, outline, advancing/receding colours, composition, visual weight, subject, likelihood, expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling, trend, movement.</p> <p>Communicative structures Present/past simple sentences, description of technical features, use of letter genre standards.</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>• Lesson 1 Letter.rtf</p>	<p>Formative assessment: teacher checks content, communication skills, use of key vocabulary, correct use of letter genre standards, collecting data from tests, which are withdrawn and assessed.</p>
L	S	R	W								

6	10 minutes	<p>- Recall the main elements of Expressionism (style features and places of development); - Reinforce and recap the relevant elements explained and discussed.</p>	<p>Teacher discusses with students in order to understand the content of their answers, the priority assigned to the information written, and the overall impression, paying attention to how they managed to report the elements required from the task.</p>	<p>Skills</p> <table border="1" data-bbox="972 165 1312 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Portrait, still life, landscape, loose/tight brushstrokes, perspective, depth, outline, advancing/receding colours, composition, visual weight, subject, likelihood, academic paintings, Postimpressionism</p> <p>Communicative structures "In my opinion...", "I think that...", "I agree/disagree...", "The aim of our work was to..."</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>Summative assessment: teacher withdraws the letters, assessing content, language structures, correct use of key vocabulary, relevance to the task given. Peer assessment: students are required to give ideas and opinions about other learners' work.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Edvard Munch, the lonely Expressionist
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 minutes	- Recall the elements of Expressionism seen so far.	Teacher proceed to discuss with class group about the previous lesson, its strenghts and weaknesses, through brainstorming and activation of prior knowledge.	<p>Skills</p> <table border="1" data-bbox="987 165 1330 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Portrait, still life, landscape, loose/tight brushstrokes, perspective, depth, outline, advancing/receding colours, composition, visual weight, subject, likelihood, unrealistic, rough</p> <p>Communicative structures Present/past simple tense sentences, description of technical features, comparatives, "In my opinion...", "I think that...", "I agree/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		Formative assessment: teacher checks ongoing students' participation, involvement, communication skills.
L	S	R	W								

2	20 minutes	<p>- Identify expressionist features in Munch's artworks; - Observe and report elements of the paintings; - Describe a picture in terms of composition, subject and style; - Work cooperatively in a small group environment.</p>	<p>Class group is split into groups of three students each; teacher hands out a worksheet with a picture of a Munch's painting, with data (title and date). Students are required to work in group to write a text about the subject and style of the painting shown.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures Present tense sentences, description of a painting's surface. "In my opinion...", "I think that...", "In the top/bottom left/right corner...", "The subject is..."</p>	<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"> • Lesson 2, Edvard Munch, the lonely Expressionist.pdf • Lesson 2 Munch worksheet.rtf 	<p>Formative assessment: teacher checks the groups' work, providing the necessary scaffolding if necessary and helping learners analyse the paintings.</p>
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3	25 minutes	<p>- Describe and communicate the results of a guided research to peers; - Define and identify common traits, similarities and differences in Munch's artworks.</p>	<p>Teacher shows presentation slides on IWB; students are called to expose the results of the previous activity. Students are invited to ask questions or expressing their point of view. At the end of the activity, teacher asks students to enlist the common elements of the paintings analysed in terms of subject and style, writing them down on the blackboard.</p>	<p>Skills</p> <table border="1" data-bbox="987 164 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Portrait, still life, landscape, loose/tight brushstrokes, perspective, shading, outline, advancing/receding colours, composition, visual weight, subject, likelihood, depth.</p> <p>Communicative structures Present tense sentences, description of a painting's surface. "In my opinion...", "I think that...", "I agree/disagree...", "In the top/bottom left/right corner...", "The subject is..."</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"> Lesson 2, Edvard Munch, the lonely Expressionist.pdf 	<p>Formative assessment: teacher assesses groups' performances in terms of key vocabulary, contents, analysis of the artwork given, cooperation of the group, while assessing class group's attention and involvement.</p>
L	S	R	W								

4	55 minutes	- Realize an artwork using Munch's pictorial language; - Describe and communicate own choices for the artwork realized.	Teacher invites students to think about the similarities and common traits of Munch's paintings, which have been written before on the blackboard, asking them to plan and realize their own painting in Munch's style. Once the activity is almost over, teacher asks student to write a short text on the back of the artwork, explaining which elements they borrowed from Munch's artworks, why, and what they wanted to express.	<p>Skills</p> <table border="1" data-bbox="987 164 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Portrait, still life, landscape, loose/tight brushstrokes, perspective, depth, outline, advancing/receding colours, composition, visual weight, subject, likelihood, shape, outline, depth, feeling.</p> <p>Communicative structures Present tense sentences, description of a painting's surface. "In my opinion...", "I think that...", "I agree/disagree...", "In the top/bottom left/right corner...", "My aim is to express..."</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"> Lesson 2, Edvard Munch, the lonely Expressionist.pdf 	Teacher assesses student observation skills, creativity, students' ability to communicate pictorially, use of key vocabulary and language structures.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	From Austrian Secession to Austrian Expressionism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	- Recall main elements of Expressionism; - Identify and organise important information about the life and the works of Gustav Klimt.	Teacher gives indication for the lesson, describing the phases and the activities and activating prior knowledge through questions and discussion about the previous lessons. Then, teacher divides class group in pairs and hands out strips of a text containing information about Gustav	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Decorative, academic, periodical, conservative, nontraditional, frieze, portrait, exhibition, Secession, gold leaf, ceiling, mosaics, icon</p> <p>Communicative structures Past tenses, temporal connectives, comparatives.</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"> Lesson 3 Klimt life and artworks.odt 	Formative assessment through feedback during activities and peer help under single if necessary and provide key vocabulary needed
L	S	R	W								

			<p>about Gustav Klimt's life and artworks, which have to be put in the right order. At the end of the activity, students are invited to check their work by reading together the text, while teacher shows pictures of the paintings mentioned in the article , in order to complete the activity with visual sources.</p>			
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2	35 minutes	<ul style="list-style-type: none"> - Identify the features and the elements of an artwork; - Interpret the elements of an artwork in a narrative way; - Create a poem from 	<p>Teacher shows presentation slides about Beethoven frieze, explaining the general concepts about the</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 Frieze, symphony, gold leaf, mosaic, tale, plaster, decorative, unrealistic, feeling, symbol, subject, outline, line, stanza, rhyme, rhythm</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Lesson 3 Beethoven Frieze a poem.pdf 	<p>Formi asses teach check stude work, provid them exam adequ</p>
L	S	R	W								

visual clues; -
Work
cooperatively
in a small
group
environment.

context and
the artwork.
Then, shows
the parts of
the artwork
again, while
playing bits of
Beethoven's
Ninth
symphony.
Teacher
divides class
group in pairs
and hands
them out
paper copies
of the slides
previously
showed,
asking
learners to
carefully
watch the
artwork and
create a
poem that
follows and
explains the
scenes
depicted. At
the end of the
activity,
students read
their poem
and class
group

Communicative structures

Poem genre text structure, present/past
simple tense sentences.

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struct
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While
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learn
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about
coope
betwe
stude
creati

			discusses about the pairs' performances.			
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3	15 minutes	<p>- Select the main elements in Schiele and Kokoschka life and artworks; - Compare similarities and differences inside a text concerning Schiele and Kokoschka; - Organise elements of style and lives of Schiele and Kokoschka into a grid.</p>	<p>Teacher recalls the main information about Gustav Klimt, explaining Klimt's legacy to younger artists. Then, hands out every student a worksheet containing a text about Egon Schiele and Oskar Kokoschka life and works, asking them to realize, on a separate sheet, a grid where to enlist difference and similarities of the artists involved.</p>	<p>Skills</p> <table border="1" data-bbox="880 368 1543 424"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Landscape, contour, deformation, cityscape, academy, arts and craft, design, oil painting, portrait, brushstroke.</p> <p>Communicative structures Past simple tense sentences.</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"> Lesson 3 Schiele and Kokoschka worksheet.rtf 	<p>Form: assesses teaching with works the effectiveness of core check student been distinct and c the tv findin simila and differ</p>
L	S	R	W								

4	35 minutes	<p>- Combine an existing artwork with personal ideas</p> <p>- Explain and argue personal choices in an artwork</p>	<p>Teacher introduces the activity, giving instructions. Students are required to look at some artworks by Egon Schiele and choose one. Then, they will receive a photocopy of the artwork chosen, which will be traced out on a blank paper sheet. The drawing obtained has then to be complete through wax pastels or watercolour, choosing a different palette from the original artwork and adding details if needed. Students will eventually</p>	<p>Skills</p> <table border="1" data-bbox="880 165 1541 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Portrait, loose/tight brushstrokes, outline, advancing/receding/cool/warm/complementary colours, composition, visual weight, subject, expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling.</p> <p>Communicative structures Present tense sentences, description of a painting's surface. "In my opinion...", "I think that...", "I agree/disagree...", "In the top/bottom left/right corner...", "I chose this feature because..."</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>Folder containing Schiele's artworks pictures, photocopies of the pictures.</p>	<p>Form: assesses teaching check ongoing student work asking to express their opinion and the choice provided if needed</p>
L	S	R	W								

		<p>write a short text on the back of the paper, justifying their own choices and adding an interpretation to their own artwork.</p>			
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CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Expressionism in Germany: from Die Brücke to Der Blaue Reiter		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 minutes	<p>- Discuss and interpret the meaning of a word related to Expressionism;</p> <p>- Support an opinion about the link between a word and an art movement;</p> <p>- Being able to share an opinion or hypothesis respecting and listening to peers.</p>	<p>Teacher recalls, through activating prior knowledge, the key artists and features of Expressionism, introducing the lesson topic.</p> <p>Then, by writing the word "bridge" on the blackboard, launches a brainstorming about the word, asking students to suggest links between the word and the features of Expressionism.</p>	<p>Skills</p> <table border="1" data-bbox="898 165 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling, portrait, still life, landscape, loose/tight brushstrokes, space, outline, advancing/receding colours, composition, visual weight, subject, likelihood</p> <p>Communicative structures Expressing opinion and hypothesis., present tense sentences, modal verbs. "In my opinion...", "I think that...", "it could mean/indicate..."</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		<p>Ongoing formative assesment: teacher checks participation, respect of rules, creativity of class group.</p>
L	S	R	W								

2	20 minutes	- Identify expressionist features in Kirchner's and Noldes's artworks; - Compare Kirchner's and Nolde's visual language, subjects, style.	Starting from the words suggested by students, teacher explains the most important features of Die Brücke art movement. Then, shows on IWB "Self-portrait as a soldier" by Ernst Ludwig Kirchner and "The Last Supper" by Emil Nolde, discussing with students about subjects, style and meaning of the artworks.	<p>Skills</p> <table border="1" data-bbox="898 165 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Self-portrait, alienation, primitivism, rough brushwork, likelihood, unrealistic, outline, visual weight, subject, figure, bright, dull.</p> <p>Communicative structures Present tense sentences, comparatives, description of a painting. "The subject is...", "Colors/brushstrokes/lines/shapes are...", "Visual weight is located on...", "Rhythm is given by..."</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	Pictures of "Self-portrait as a soldier" by Ernst Ludwig Kirchner and "Last supper" by Emil Nolde	Formative assessment: teacher checks participation, involvement and coherence in terms of content and key vocabulary throughout the activity.
L	S	R	W								

3	25 minutes	- Identify primitivist elements in Nolde's paintings; - Observe and interpret elements from ethnographic items,	Starting from the observation of "The Last Supper" by Emil Nolde, students are invited to discuss about the depiction of	<p>Skills</p> <table border="1" data-bbox="898 1197 1373 1243"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Primitivism, geometric, rough, proportion, dull, bright, unrealistic, unsettling, feeling.</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	Folder containing pictures of masks from ethnographic museums, picture of "The Last Supper" by Emil Nolde.	Formative assessment: teacher checks throughout the activity students' choices and asks them explanations
L	S	R	W								

combining them on an artwork in an expressionist style.

the faces of the characters. Then, teacher shows them a set of pictures depicting masks held in ethnographic museums, explaining about the role of primitivism on expressionist artists. After that, teacher hands out random photocopies of the pictures showed to students, which have to interpret them on a drawing in expressionist style. Students are required to justify their choice and provide a written interpretation of their artwork. Students are

Communicative structures

Present tense sentences, description of a painting. "The subject is...", "Colors/brushstrokes/lines/shapes are...", "Visual weight is located on...", "Rhythm is given by..."

if necessary, then withdraws artworks in order to assess creativity and observation.

			invited to complete their artwork home in order not to hurry.				
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4	20 minutes	- Identify the main features of Der Blaue Reiter; - Locate Der Blaue Reiter in its historical context; - Compare Franz Marc's and Vassilj Kandinskij's style and subjects.	Teacher introduces the topic explaining that Die Brücke was not the only expressionist group in Germany. Then, first hands out a worksheet to students to read and understand. Later, shows a video about the main elements and artists of Der Blaue Reiter. Students fill their worksheet in after watching the video.	Skills <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> L S R W </div> Key vocabulary Realistic, expressive, symbol, spirituality, composition, subject, painting, unrealistic.	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Video on Der Blaue Reiter, link	Formative assessment: teacher checks the activity, providing help if necessary, assessing understanding of contents once the activity is over.
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5	35 minutes	<p>- Classify and describe an artwork by Kandinskij or by Marc; - Assemble a text about an artwork by Kandinskij or by Marc starting from single answers; - Working cooperatively in small groups.</p>	<p>Teacher splits the class group in small teams of three students each. Then, hands out a picture of an artwork by Kandinskij or Marc, and a worksheet containing a set of questions to help them analyze the painting. Students are required to carefully watch the artwork and answer the questions; the answers have to be later assembled in a text and exposed to class group, while teacher shows the artworks on a presentation slides set.</p>	<p>Skills</p> <table border="1" data-bbox="898 165 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Force lines, visual weight, composition, outlines, light source, depth, shading, overlapping, contrast, harmony, shapes, colors, balance, symmetry.</p> <p>Communicative structures Present tense sentences, description of a painting. "The subject is...", "Colors/brushstrokes/lines/shapes are...", "Visual weight is located on...", "Rhythm is given by...", "In my opinion...", "I think that...", "I agree/disagree...", "In the top/bottom left/right corner..."</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"> • Lesson 4 Kandinskij Marc immagini.pptx • Lesson 4 Kandinskij Marc questions.docx 	<p>Ongoing formative assessment: teacher checks students' work, providing help about the interpretation of the elements of art, while assessing speaking skills and key vocabulary during presentation to peers.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Expressionism in France: Fauves and the role of Henri Matisse
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	- Identify the main elements of Fauvism; - Describe and interpret features of "Le bonheur de vivre" by Henri Matisse.	Teacher introduces the lesson's topic, while activating prior knowledge about the features of Expressionism. Then, by showing on IWB "Le bonheur de vivre" by Henri Matisse, teacher asks students to describe and give interpretations of the artwork. From the suggestions given by the students, teacher details further elements of Fauves movement.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Idyllic, naivety, brilliant, dreamy, unrealistic, Fauves, brushwork, simplification, Henri Matisse.</p> <p>Communicative structures Present tense sentences, description of a painting. "The subject is...", "Colors/brushstrokes/lines/shapes are...", "Visual weight is located on...", "Rhythm is given by...", "In my opinion...", "I think that...", "I agree/disagree...", "In the top/bottom left/right corner..."</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	Picture of "Le bonheur de vivre" by Henri Matisse.	Formative assessment: teacher involves students into discussion to check understanding of contents and fosters creative interpretation of the painting.
L	S	R	W								

2	15 minutes	<p>- Identify words connected with Fauves movement; - Recall and reinforce main elements of Fauves movement.</p>	<p>Teacher hands out a word cloud about Fauvism, asking students to identify and erase the words not connected with the topic. Then, proceeds by enlisting the right answers while reinforcing the general ideas and history of Fauves.</p>	<p>Skills</p> <table border="1" data-bbox="965 165 1442 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Idyllic, naivety, brilliant, dreamy, unrealistic, Fauves, brushwork, simplification.</p> <p>Communicative structures "I think the correct/wrong answers are...", "In my opinion this is coherent/fit because...", "I would not tell..."</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>	<p>• Lesson 5 Fauves word cloud.pdf</p>	<p>Self assessment: teacher asks students to report the proportion of correct and wrong answers on their worksheets, correcting their own work.</p>
L	S	R	W								
3	15 minutes	<p>- Understand features of Henri Matisse's cut-outs; - Identify and enlist Matisse's cut-outs subjects; - Taking note from a video on Matisse's cut-outs.</p>	<p>Introducing the figure of Henri Matisse, teacher recalls the elements of "Le bonheur de vivre", then explains how even in late years he went on producing artworks. After that, teacher shows on IWB a video about Matisse's late paper collage and cut-out works, asking students to take notes of the subjects chose by the artist.</p>	<p>Skills</p> <table border="1" data-bbox="965 785 1442 831"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Subject, composition, cut-out, paper collage, creativity, human figure.</p> <p>Communicative structures "Look at the video and find out...", "Take notes of the subjects you will see...", "I think that was/was not...", "I enjoyed that subject because..."</p>	L	S	R	W	<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>Video about Matisse's paper cut-outs, link</p>	<p>Formative assessment: teacher assesses understanding of task and observation skills checking the student's work.</p>
L	S	R	W								

4	45 minutes	<p>- Interpret an own cut-out in the style of Matisse; - Describe and support choices on own artwork; - Invent from previous example an artwork in Matisse's style.</p>	<p>Teacher asks students to realize a cut-out basing their work on Matisse's examples seen in the video of the previous activity. Students are also required to provide an interpretation about their choices in terms of subject, composition, colors.</p>	<p>Skills</p> <table border="1" data-bbox="965 165 1442 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cut-out, composition, force lines, visual weight, shapes, decorative.</p> <p>Communicative structures Present tense sentences, planning of an artwork. "The subject is...", "Colors/brushstrokes/lines/shapes are...", "Visual weight is located on...", "Rhythm is given by..." "How is that shaped?", "How do i organize my artwork?"</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>		<p>Self assessment: teacher questions learners about their own artwork, underlining their choices and helping them to reason on their artwork. Teacher assesses creativity, observation, coherence to examples given.</p>
L	S	R	W								

5	10 minutes	- Recall facts, ideas, concepts of Fauvism and Henri Matisse.	Teacher invites students to give feedback on the lesson, asking what hit them the most, what did they like, what did they learn.	<p>Skills</p> <table border="1" data-bbox="965 167 1442 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Idyllic, naivety, brilliant, dreamy, unrealistic, Fauves, brushwork, simplification.</p> <p>Communicative structures Present tense sentences, comparatives. "In my opinion...", "I think that...", "I agree/disagree...", "In the top/bottom left/right corner..."</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		Peer and formative assessment: students discuss understanding of contents, while teacher checks content, communication and use of key vocabulary.
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	1	Title	Organizing an exhibition on Expressionism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 minutes	<ul style="list-style-type: none"> - Recall elements and features of artists and trends of Expressionism; - List technical features and locate single artists and trends of Expressionism. 	<p>Teacher introduces lesson's topic, then proceeds by activating prior knowledge through a brainstorm about what has been done so far about Expressionism, focusing on place, trends, technical features, examples; activity is scaffolded through the use of presentation slides.</p>	<p>Skills</p> <table border="1" data-bbox="927 165 1400 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Portrait, still life, landscape, loose/tight brushstrokes, perspective, shading, outline, advancing/receding colours, composition, visual weight, subject, likelihood, depth, expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling, idyllic, naivety, brilliant, dreamy, unrealistic, Fauves, brushwork, simplification, decorative, academic, periodical, conservative, nontraditional, frieze, portrait, exhibition, Secession, bridge</p> <p>Communicative structures Present/past simple tense sentences, definition of features, comparatives. "In my opinion...", "I think that...", "I agree/disagree...", "I remember that...", I enjoyed..."</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Expressionism.pdf 	<p>Formative assessment teacher check correct use language structures, vocabulary content</p>
L	S	R	W								

2	50 minutes	<ul style="list-style-type: none"> - Organising and transforming 	<p>Teacher divides class group in pairs. Learners</p>	<p>Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class 	<ul style="list-style-type: none"> • Expressionism.pdf <p>Each pair works with a</p>	<p>Formative performance assessment</p>
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information about Expressionism through task-based learning; - Cooperating positively with other learners to create an exhibition; - Summarising information about artworks by expressionist artists.

are required to organize an exhibition about Expressionism for a fictional museum through a text based on explanation/letter genre; text should be addressed as a letter to the director of the museum, and must contain number of rooms involved, main topic for each room or for the whole exhibition, author and title of the artworks chosen, texts for the room's or artworks' labels. Artworks must not be the one on presentation slides, and there have to be links to high definition pictures.

L S R W

Key vocabulary

Portrait, still life, landscape, loose/tight brushstrokes, perspective, depth, volume, outline, advancing/receding colours, composition, visual weight, subject, likelihood, expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling, decorative, academic, periodical, conservative, nontraditional, frieze, portrait, exhibition, Secession, idyllic, naivety, brilliant, dreamy, unrealistic, Fauves, brushwork, simplification.

Communicative structures

Present/past simple tense sentences, description of a painting. "The subject is...", "Colors/brushstrokes/lines/shapes are...", "Visual weight is located on...", "Rhythm is given by...", "The painting dates back to...", "The artwork aims at expressing...", "In my opinion...", "I think that...", "I agree/disagree..."

- Group work
- Pair work
- Individual work

personal computer.

through observation and questioning

3	50 minutes	- Explain to class group methods and tools used to organize the exhibition - Justifying own choices on the exhibition organized - Assessing own and other learner's work	Teacher checks how the activity has been brought on, questioning learners whether they encountered obstacles or not. Then, hands out the assessment rubric and shows on IWB the files realized one at a time, asking the students who worked on it to illustrate and present their own exhibition, underlining the reasons for their choices. Learners not involved in the presentation are required to fill their own rubrics in. Once every pair has done their presentation, learners are invited to	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Portrait, still life, landscape, loose/tight brushstrokes, perspective, volume, outline, advancing/receding colours, composition, visual weight, subject, likelihood, expression, empathy, brushwork, rough, dull, bright, unrealistic, setting, feeling, decorative, academic, periodical, conservative, nontraditional, exhibition, Secession, label, caption. Communicative structures "In my opinion...", "I think that...", "I agree/disagree...", "The reasons for our choices are...", "We enjoyed...", "We had problems in..."	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"> Lesson 6 Exhibition assessment rubric.pdf 	Performan assessmer peer assessmer self assessmer Teacher checks content, communic skills, creativity, while learr focus on th own performan and on tho of the othe learners as well.
L	S	R	W								

		complete the rubric self- assessing their own presentation and work.			
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