

CLIL Module Plan

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School	IC TRENTO 2 - SSPG di COGNOLA				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Arte	Topic	THE ART OF ANCIENT EGYPT		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>This CLIL Module Plan is for the class 1 of the middle school. Student group profile: the class consists of 20 young students, all italian mother tongue, no one certified Special Educational Needs, the English Level is about A1. Teacher profile: I'm the main Teacher. I'm a beginner in CLIL teaching and I'm very motivated.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>During this module we will focus on the art of Ancient Egypt and how the Egyptian drew using canon of proportions. The learners treated this subject in history in Italian. The learners may be slow to start the brainstorm, therefore the teacher need to give some input information to help them. The learners may be unsure of some keywords in the reading text, therefore the teacher will be done a prior classwork task, ex. matching words they need with images.</p>	<p>Skills: provide support to move from BICS towards CLAP. Vocabulary: the learners studied the subject only in Italian, this isn't the first art lesson for the class so they already know the drawing basic language, about the human body only few of them know some specific words in english because they used them in the primary school during the gym activities. Grammar structure: present simple, present continuous, past simple and future simple for explanations, to express opinions or to take part in a discussion; Imperative form for instructions.</p>

Timetable fit	☉ Module	Length Length 4 school hours (50 min each)
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Description of teaching and learning strategies	<p>The CLIL Module Plan has both theoretical and practical activities. It's structured in 2 units: - introduction and analysis of the topic; - focus on the technique of representation and artwork creation. Methodological approach: Cooperative learning, encourage group work using collaborative approach and peer feedback; Think-pair-share; The 4 Cs; Learning pyramid; HOTS and LOTS. ICT Learning Tools and LIM to introduce the topic, give instructions, watching video or images and visualized activities. Practical activities: the learning by doing approach has the purpose of encourage participation of the students, give time to ask questions, encourage interactive listening and speaking, give positive feedback and encourage self-reflection on the activity.</p>
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Overall Module Plan

Unit: 1 Art in Ancient Egypt Unit length: 2 hour	Lesson 1 Introduction
	Lesson 2 Read and listen
	Lesson 3 Questioning
Unit: 2 Draw like an Egyptian Unit length: 2 hour	Lesson 1 Read and listen
	Lesson 2 How to draw

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Introduction
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20	At the end of the lesson students will be able to recognize the main word of the topic and draw a word cloud to show them.	The teacher introduces the topic with a question "What do you know about Egypt?", then introduces a brainstorming activity about what students already knows about the topic. Using the ITC tool "word cloud generator", we write on the LIM all the words that learners know about the topic and generate a word cloud. Each learner copies the main words into their notebook and creates their own word cloud. This activity give to learners positive feedback and encourage self-reflection on the activity.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Thieves, Egypt, camels, cat, pharaoh, pyramid, Giza, Luxor, Nile, Cleopatra, mummy, sarcophagus, hieroglyphs, tomb, Tutankhamun, curse, discovery, slaves, Moses, sphinx, Alexandria, library, Isis, Osiris, Sharm El Sheikh, Red Sea, ancient, embalming, temple, desert, Cairo, valley of the kings, Horus, museum.</p> <p>Communicative structures Could you tell me? What do you know about...? I know... I remember...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_A1_01 what i already know about egypt.pdf • U1_L1_A1_02 Egypt Word Cloud.pdf <p>LIM link notebook</p>	Initial evaluation to assess the degree of knowledge regarding this topic.
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Read and listen
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	At the end of the lesson students will have the topic's scaffolding they need.	Learners have to match the word and the images.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pharaoh, Temple, Pyramid, Sphinx, Funeral mask, Relief</p> <p>Communicative structures Can you match the different words with...? Look at the images...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_A1_01the word you need_ancient egypt.pdf worksheets	Formative assessment
L	S	R	W								

2	30	<p>The students will know, can locate and put on a timeline the art period of Ancient Egypt. The students can describe the style and the main artworks of this period.</p>	<p>The teacher asks the students to listen and read a text. Once done, the teacher asks the students to answer the questions given.</p>	<p>Skills</p> <table border="1" data-bbox="1025 167 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words of the previous activity and alabaster, ivory, limestone, basalt.</p> <p>Communicative structures Most of Egyptian art was based on what subject? The Egyptian art was based on... What can we learn about the Egyptians from their art? We can learn... Why are so many Ancient Egyptian paintings preserved after thousands of years? So many Ancient Egyptian paintings are preserved because... What happened to most of the art that was hidden in Egyptian tombs? To most of the hidden art happened...</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"> • U1_L2_A2_01 ancient egypt art history.pdf • U1_L2_A2_02 Test Quiz - Ancient Egypt Art History.pdf • U1_L2_A2_01 ancient egypt art history.zip <p>LIM worksheets audio</p>	<p>formative assessment</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Questioning
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20	The students will be able to create wh- questions about the images and the texts studied. The students can work in groups cooperatively.	The teacher divides the class into 5 groups. Each group work together to write Wh- questions. The students use the text from the previous activity to help them. The teacher roams the groups assisting if help is needed.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Who? What? Where? When? Why?</p> <p>Communicative structures Have you finished writing the questions? Make sure you get the right question.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_A3_01 groupwork_Wh-questions.pdf LIM worksheets	Ongoing assessment. The teacher values the group work and fills out the Teacher rubric.
L	S	R	W								

2	20	The students will reinforce their abilities to ask and answer Wh- questions about the art of Ancient Egypt in different levels of difficulty.	The groups ask and answer Wh- questions to each other and score points of the group in a worksheet.	<p>Skills</p> <table border="1" data-bbox="936 167 1279 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words learned in the previous activities.</p> <p>Communicative structures Do you know...? Can you tell me...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_A3_02 groupwork_POINTS.pdf <p>LIM worksheets</p>	Peer assessment. Teacher fills out the Teacher rubric.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Read and listen
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20	At the end of the lesson students will have the topic's scaffolding they need.	The teacher with the help of the students summarizes the topic of the last lesson. The teacher introduces the topic with a question "What do you know about the human body?", then introduces a brainstorming activity about what students already knows about the topic.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary eye; navel; knee; leg; heel; hip; shoulder; neck; hand; nose; tooth; toe; waist; elbow; foot; arm; mouth; chest; hair; bottom; back ear; closed fist</p> <p>Communicative structures Look at the images... Could you tell me? Do you know...?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> U2_L1_A1_01 WHAT DO YOU KNOW ABOUT HUMAN BODY.pdf LIM worksheets	Initial evaluation to assess the degree of knowledge regarding this topic.
L	S	R	W								

2	20	At the end of the lesson students will know the way that ancient egyptian artists used for representing the human figures.	The teacher introduces the topic of the lesson, which is "Egyptian canon of proportions". The teacher asks the students to watch and listen to a video, the teacher to help the students puts english subtitles to the video. Once done, the teacher asks the students to fill in the gaps in the words.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary canon, proportion, perspective, grid, scale.</p> <p>Communicative structures Watch the video Could you tell me? What do you think about...? Do you know...?</p>	<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"> • U2_L1_A2_01 video_The egyptian canon of proportions.pdf • U2_L1_A2_02 FILL IN THE GAPS WITH THE WORDS BELOW.pdf <p>LIM video: link worksheets</p>	formative assessment
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	How to draw
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60	The students will be able to draw egyptian figures using the egyptian canon of proportion.	The students use what they learned from the previous activities to help them to draw an egyptian figure. The teacher roams in the classroom assisting if help is needed: correct proportions; respect of the instructions; creativity.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary canon, proportion, perspective, grid, scale, watercolours, plastic cup, sheet of paper, pencil, coloured pencils, brush, ruler glue, scissors.</p> <p>Communicative structures I can't do, I like, I hate, Do you think it is too difficult? Try this... Can you help me... I want to draw... How can I draw...</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"> U2_L2_A1_01 DRAW LIKE AN EGYPTIAN USING CANON OF HUMAN PROPORTION.pdf LIM	Summative assessment
L	S	R	W								