

## Lesson plan : face shapes and contouring techniques

<b>School</b>	<input type="checkbox"/> Primary	<input type="checkbox"/> Middle	<input checked="" type="checkbox"/> High		
<b>Year / Class</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Subject : English Beauty</b>	<b>Topic: Face shapes and contouring</b>				
<b>CLIL language</b>	<b>English</b>				

<b>Teacher / Teaching team profile</b>	Teacher's role:	<input checked="" type="checkbox"/> Main Teacher	Subject taught: Beauty Therapy
		<input type="checkbox"/> Co-teacher	
		<input type="checkbox"/> Other: _____	
	Teacher's role:	<input type="checkbox"/> Main Teacher	Subject taught:
		<input type="checkbox"/> Co-teacher	
		<input type="checkbox"/> Other: _____	_____

<b>Student group profile (general)</b>	CEFR Level:	<input type="checkbox"/> A1	<input checked="" type="checkbox"/> A2	<input type="checkbox"/> C1
		<input checked="" type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C2
	<input type="checkbox"/> Experiences of CLIL	<input checked="" type="checkbox"/> Migrant background		
	<input type="checkbox"/> English mother tongue	<input type="checkbox"/> Special Educational Needs : _____		
	<input type="checkbox"/> Other mother tongue	<input type="checkbox"/> Other: _____		

<b>Timetable fit</b>	<input type="checkbox"/> Module	Previous lessons: 3 hour lesson n.2 in a module of 24 hours on make-up. Previous lesson how to prepare the workplace and apply a the makeup base.
	<input checked="" type="checkbox"/> Lesson	Future lessons: how to contour the face, practical exercise, how to apply a complete make-up (face, eyes, lips) to enhance and correct facial features

<b>Students' prior knowledge, skills, competencies</b>	Subject	Language
	Have done some basic make-up in previous years in L1, but not face shaping and contouring	Should know parts of face, simple adjectives and basic make-up products  Do not know any subject specific language for contouring (face-shapes, contouring products)

<b>Learning Outcomes expected for this lesson</b>	<b>Most learners should know:</b> <ul style="list-style-type: none"> <li>the names of geometric shapes used to describe face shapes</li> <li>the characteristics of different face shapes</li> <li>the different types of contouring products</li> <li>where to apply contouring to create an optical illusion of the perfect face shape</li> </ul>
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	<p><b>Most learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• match the geometric shapes with face shapes</li> <li>• describe the characteristics of different face shapes</li> <li>• identify and classify different face shapes</li> <li>• compare and contrast the characteristics of different face shapes</li> </ul> <p><b>Most learners should be aware of:</b></p> <ul style="list-style-type: none"> <li>• Which shape is considered the perfect face shape</li> <li>• Why classifying faces by shape is important</li> <li>• why contouring is important</li> </ul>
<p><b>Methodology</b></p>	<p>The lesson will begin by activating prior knowledge with the help of a word cloud containing words - parts of the face and adjectives to describe them.</p> <p>The students will then be guided through various activities from a worksheet to help them recognise face shapes and their characteristics with the aid of visual diagrams (table) and the words from the word cloud.</p> <p>Pair and group interaction is encouraged and supported throughout the worksheet activities.</p> <p>They will then be guided through an activity to help them understand the idea of face contouring and its basic principles, with the aid of a colouring activity to scaffold input.</p> <p>Then, with a teacher demonstration, the students will see its application in view of a hands-on approach in the following lesson (learning through doing). With the help of a speaking frame they will describe how they will contour their partner's face.</p> <p>The lesson will terminate with a group formative assessment activity (correction cards) to encourage peer discussion and understanding of the main concepts.</p>

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials	Timing	Assessment
<b>1</b> <b>Word cloud</b>	To activate learners' prior knowledge of the topic	Project word cloud image (or hand out paper version if no projector) and ask the students to guess what the lesson is going to be about	Teacher talk: What do you think the lesson will be about? Which words do you know? Can you guess the meaning of the words you don't know? What type of words are they? Adjectives? Nouns?	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Word cloud image file  (or printed image to hand out if there is no projector)	13.10 – 13.20  10 min	Most learners can: <ul style="list-style-type: none"> <li>Recognise and understand the words related to the parts of the face and adjectives to describe them</li> </ul>
<b>2</b> <b>Work sheet 1</b>	To familiarise students with face shapes, with the perfect face shape.  To describe the characteristics of the different face shapes  To distinguish and classify different face shapes among classmates	Teacher distributes worksheet with exercises and activities.  students read and answer questions /carry out assigned tasks (there will be movement around the room as they look at face shapes of other students)	Parts of the face  Adjectives	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Worksheet n. 1	13.20 – 14.05  45 min	<ul style="list-style-type: none"> <li>Recognise and describe the characteristics of the various face shapes</li> <li>Evaluate the face shapes of classmates</li> </ul>

<b>3</b> <b>Work sheet 2</b>	To understand the theory of contouring, where to apply shaders and highlighters	Teacher hands out worksheet to each student and reads the first part (or sees if there is a volunteer)  The students then get into pairs, teacher hands out oval shape to cut out and the students carry out activity 1	Subject specific vocabulary (glossary provided)  Imperative form for instructions of activity	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Worksheet n. 2  Oval shapes	14.05 – 14.35  30 min	<ul style="list-style-type: none"> <li>Name the contouring products</li> <li>Understand the reason for using contouring products</li> </ul>
<b>4</b> <b>Work sheet 2</b>	To see how to apply the shaders and highlighters to a face shape on the basis of the previous exercise	Students watch while the teacher demonstrates and explains the contouring technique on a student volunteer following the procedural instructions given  Students should then describe to their partner the contouring they will do the following week with the help of speaking frame	Subject specific vocabulary (glossary provided)  Sequence linkers (first, then, after)  Imperative form  Future tense (speaking frame)	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Worksheet n.2  Make-up and contouring products and equipment	14.35 - 15.05  30 minutes   15.05 – 15.15 break	<ul style="list-style-type: none"> <li>Understand how and where contouring products need to be applied</li> <li>Choose, with the help of the speaking frame, the correct words to describe the contouring makeup to be carried out</li> </ul>

5 Formative assessment	to assess understanding to discuss main concepts in groups, looking for content or language errors	<p>The teacher divides the class into 4 groups, trying to mix levels.</p> <p>Each group is given a set of cards which is placed in the centre of their table. The teacher explains that the cards contain either correct statements, or statements with a language error or with a content error.</p> <p>The students take it in turn to turn over a card, read it to the group and decide whether it is correct or not. They should discuss how to correct wrong sentences and note their conclusions on the answer sheet</p> <p>If there is time, the answers will be examined in plenary, otherwise the teacher will collect the work to check understanding and it will be discussed at the beginning of the following lesson</p>	<p>Agreeing and disagreeing (when discussing the cards)</p> <p>Adjectives</p> <p>Parts of the face</p> <p>Contouring products</p> <p>Present simple</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<p>4 sets of correction cards (cut out)</p> <p>4 answer sheets</p> <p>1 answer key</p>	<p>15.15 – 16.00</p> <p>45 minutes</p>	<ul style="list-style-type: none"> <li>recognise if a concept about face shapes and contouring is correct or not</li> <li>identify simple language errors</li> </ul>
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#### HOMEWORK:

Look in internet and note the names of famous people with different face shapes! Discuss findings next lesson looking for photos from the web.