

# CLIL Module Plan

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<b>School</b>	Istituto Pavoniano Artigianelli				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
<b>Subject</b>	Arte	<b>Topic</b>	Art - second half of 19th century to first half of 20th century		
<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>Students groups and classes in both educational institutions are rather heterogeneous as regards linguistic competences, both in their mother tongue and in the English and German language. Levels vary from class to class and we can generally say that in both schools involved they go from A1-2 (mainly in the first year) until B1 (in the second and third years) or even above (B2-C1) in the fifth year. In the previous years all groups involved have shown interest in CLIL modules, positively responding to the activities proposed, showing appreciation for a more active way of teaching and learning. In terms of commitment to learning and motivation they are very different and slightly less motivated than technical or grammar school students, because their main goal is to get trained and find a job.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	The students have to have a clear timeline of the period of the history, in particular they have to know when the Avant-Garde took place in order to collect different aspects related with history, history of art, literature,...	<p>Students's prior knowledge, competences, skills are related to a B2 level. B2 4 Conditionals 3 Futures (-ing, going to, will) Simple passive Relative clauses Reported speech Used to Present Perfect Continuous Past perfect (had taken) MODAL VERBS: should/ought to, could, you'd better, may/ might, I'm not sure LINKERS: because of, due to, even if, in spite of, unless, in other words, so to continue, for example</p>

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 20 hours
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**Description of teaching and learning strategies**

During the module teachers use these methodological approaches: Task-Based Learning, Project-Based Learning and Cooperative Learning, All the choices and strategies are directed to promote interaction and communication during the lesson involving students, such as: pair work, group work and plenary share and choice of media. Learning activities are connected to expected learning outcomes. The students, during the lesson of the module, have to use ICT technologies in order to develop the competences that the activities consider and a part of assessment is made according to observation and assessment grids that teachers use through all the lessons.

# Overall Module Plan

<b>Unit: 1</b> Station learning launch <b>Unit length: 2</b>	<b>Lesson 1</b> Launching the Avant-Garde movements <b>Lesson 2</b> Learning stations presentation
<b>Unit: 2</b> Station 1 - CUBISM <b>Unit length: 1,5</b>	<b>Lesson 1</b> Cubism
<b>Unit: 3</b> Station 2 - PABLO PICASSO <b>Unit length: 1,5</b>	<b>Lesson 1</b> Pablo Picasso
<b>Unit: 4</b> Station 3 - SURREALISM <b>Unit length: 1,5</b>	<b>Lesson 1</b> Surrealism
<b>Unit: 5</b> Station 4 - ABSTRACT ART <b>Unit length: 1,5</b>	<b>Lesson 1</b> Abstract Art
<b>Unit: 6</b> Station 5 - FUTURISM <b>Unit length: 1,5</b>	<b>Lesson 1</b> Futurism
<b>Unit: 7</b> Station 6 - DADAISM <b>Unit length: 1,5</b>	<b>Lesson 1</b> Dadaism

<p><b>Unit: 8</b> Station 7 - EXPRESSIONISM <b>Unit length: 1,5</b></p>	<p><b>Lesson 1</b> Expressionism</p>
<p><b>Unit: 9</b> Station 8 - METAPHISICAL ART <b>Unit length: 1,5</b></p>	<p><b>Lesson 1</b> Metaphisical Art</p>
<p><b>Unit: 10</b> DRY RUN PRESENTATIONS <b>Unit length: 1,5</b></p>	<p><b>Lesson 1</b> Dry run presentations</p>
<p><b>Unit: 11</b> Drawing conclusions - representing what we learned <b>Unit length: 3</b></p>	<p><b>Lesson 1</b> Conclusions</p>
<p><b>Unit: 12</b> Here comes everybody - testing our knowledge <b>Unit length: 2</b></p>	<p><b>Lesson 1</b> Testing</p>

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Launching the Avant-Garde movements
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1H	The teaching objectives are to show students this new way of learning from peers without frontal lectures; students should participate by asking questions, discussing and commenting the method in pairs.	1. At the beginning, teacher introduces the module and explains the driving question of all the activities: What does Avant-Garde mean to us? How can we value this important period of artistic production? Teacher and students discuss about these questions and have an interaction about their ideas related to Avant-Garde. 2. Then students listen to the video: "Sothesby's" (authentic material downloaded - material it's not on line nowadays) and find out more about Avant-Garde. 3. While they are listening this video, they try to catch the general meaning of the video and what it's really about and write it on post-its. 4. Then they have a plenary check, because they stick their post-its on the wall, in order to create a classroom vocabulary about Avant-Garde terminology. 5. Then, the students write down the main	<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 BICS Language from the video "Futur! An introduction (<a href="#">link</a>)"</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	Station learning PPT presentation All 1.1 Station learning powerpoint Video: <a href="#">link</a>	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

the students write down the main ideas and concepts of the video we have just seen, read and explain them to the whole class. 6. Students answer to these final questions: Did this activity help you understand what Renaissance really means? Have you learnt something more about Renaissance in details? and discuss each other in an active interaction lead by the teacher.

**Communicative structures**

I think it is a good idea because... I don't think it is a good idea, because... It will certainly work because... I don't think it will work because... Well, I am not sure...  
Language for hypothesising,  
Language for expressing opinions  
Language for criticizing  
(All the structures have already been studied in the previous school years)

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Learning stations presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1H	At the end of the lesson students should: - understand how station learning works	Teacher launches and explains what is it a Station learning: - how they proceed during this module about the Avant-Garde, - the timetable of the activities, - the assessment parameters. It's also important to calibrate the time to do the different activities and to understand how many time they use for different exercises.	<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 BICS</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	U1_L2_All1 Station learning PPT U1_L2_All2 Station learning plan	No formal assessment is required
L	S	R	W								

**Communicative structures**

I think it is a good idea because... I don't think it is a good idea, because... It will certainly work because... I don't think it will work because... Well, I am not sure...

Language for hypothesising,

Language for expressing opinions

Language for criticizing  
(All the structures have already been studied in the previous school years)



# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Cubism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: - Identify Cubism as an independent art movement. -Name the prominent cubist artists. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some sort of infographic about the art movements of the early 20th century. They rewrite the information that	The worksheet is very well-scaffolded: it offers procedural scaffolding through ste-by-step activities, speaking frames and sequenced actions that are repeated in each station, so as to get the students used to a procedure for the description of the avant-garde movement. It also offers vocabulary and idioms to describe a work of art and it guides even the weaker students to the understanding and description of a work of art and an art movement. There is a variety of different activities provided: reading, listening, drawing, watching videos, speaking and writing. The students read a text about an art movement 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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	See attached file U2_L1_All1 Cubism	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.

about an art movement and note the principal aspects. Then they listen to a piece of recording or to a video, in order to study and learn new information about the topic treated. Then they complete the worksheet. They can make judgments and justify decisions supporting their ideas and debating in the groups.

### **Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from .... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Pablo Picasso
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: - Identify Cubism as an independent art movement. -Name the prominent cubist artists. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some sort of infographic about the art movements of the early 20th century. They rewrite the information that	The worksheet is very well-scaffolded: it offers procedural scaffolding through ste-by-step activities, speaking frames and sequenced actions that are repeated in each station, so as to get the students used to a procedure for the description of the avant-garde movement. It also offers vocabulary and idioms to describe a work of art and it guides even the weaker students to the understanding and description of a work of art and an art movement. There is a variety of different activities provided: reading, listening, drawing, watching videos, speaking and writing. The students read a text about an art movement 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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	See attached file U3_L1_All1 Pablo Picasso	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.

about an art movement and note the principal aspects. Then they listen to a piece of recording or to a video, in order to study and learn new information about the topic treated. Then they complete the worksheet. They can make judgments and justify decisions supporting their ideas and debating in the groups.

### **Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from .... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Surrealism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: - Identify Surrealism as an independent art movement. - Name the prominent surrealist artists. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some sort of infographic about the art movements of the early 20th century. They rewrite the information that	The worksheet is very well-scaffolded: it offers procedural scaffolding through ste-by-step activities, speaking frames and sequenced actions that are repeated in each station, so as to get the students used to a procedure for the description of the avant-garde movement. It also offers vocabulary and idioms to describe a work of art and it guides even the weaker students to the understanding and description of a work of art and an art movement. There is a variety of different activities provided: reading, listening, drawing, watching videos, speaking and writing. The students read a text about an art movement 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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	See attached file U4_L1_All1 Surrealism	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.

about an art movement and note the principal aspects. Then they listen to a piece of recording or to a video, in order to study and learn new information about the topic treated. Then they complete the worksheet. They can make judgments and justify decisions supporting their ideas and debating in the groups.

**Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from .... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	1	<b>Title</b>	Abstract Art
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: - Identify Abstract Art as an independent art movement. - Name the prominent abstract art artists. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some sort of infographic about the art movements of the early 20th century. They rewrite the information that	The worksheet is very well-scaffolded: it offers procedural scaffolding through ste-by-step activities, speaking frames and sequenced actions that are repeated in each station, so as to get the students used to a procedure for the description of the avant-garde movement. It also offers vocabulary and idioms to describe a work of art and it guides even the weaker students to the understanding and description of a work of art and an art movement. There is a variety of different activities provided: reading, listening, drawing, watching videos, speaking and writing. The students read a text about an art movement 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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	See attached file U5_L1_All1 Abstract Art	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.

about an art movement and note the principal aspects. Then they listen to a piece of recording or to a video, in order to study and learn new information about the topic treated. Then they complete the worksheet. They can make judgments and justify decisions supporting their ideas and debating in the groups.

### **Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from .... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...



# CLIL Lesson Plan

<b>Unit number</b>	6	<b>Lesson number</b>	1	<b>Title</b>	Futurism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: - Identify Futurism as an independent art movement. -Name the prominent futurist artists. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some sort of infographic about the art movements of the early 20th century. They rewrite the information that	The worksheet is very well-scaffolded: it offers procedural scaffolding through ste-by-step activities, speaking frames and sequenced actions that are repeated in each station, so as to get the students used to a procedure for the description of the avant-garde movement. It also offers vocabulary and idioms to describe a work of art and it guides even the weaker students to the understanding and description of a work of art and an art movement. There is a variety of different activities provided: reading, listening, drawing, watching videos, speaking and writing. The students read a text about an art movement 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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	See attached file U6_L1_All1 Futurism	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.

about an art movement and note the principal aspects. Then they listen to a piece of recording or to a video, in order to study and learn new information about the topic treated. Then they complete the worksheet. They can make judgments and justify decisions supporting their ideas and debating in the groups.

### **Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from .... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...

# CLIL Lesson Plan

<b>Unit number</b>	7	<b>Lesson number</b>	1	<b>Title</b>	Dadaism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: - Identify Dadaism as an independent art movement. -Name the prominent dadaist artists. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some sort of infographic about the art movements of the early 20th century. They rewrite the information that	The worksheet is very well-scaffolded: it offers procedural scaffolding through ste-by-step activities, speaking frames and sequenced actions that are repeated in each station, so as to get the students used to a procedure for the description of the avant-garde movement. It also offers vocabulary and idioms to describe a work of art and it guides even the weaker students to the understanding and description of a work of art and an art movement. There is a variety of different activities provided: reading, listening, drawing, watching videos, speaking and writing. The students read a text about an art movement 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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	See attached file U7_L1_All1 Dadaism	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.

about an art movement and note the principal aspects. Then they listen to a piece of recording or to a video, in order to study and learn new information about the topic treated. Then they complete the worksheet. They can make judgments and justify decisions supporting their ideas and debating in the groups.

### **Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from .... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...

# CLIL Lesson Plan

<b>Unit number</b>	8	<b>Lesson number</b>	1	<b>Title</b>	Expressionism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: - Identify Expressionism as an independent art movement. -Name the prominent expresionist artists. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some sort of infographic about the art movements	The worksheet is very well-scaffolded: it offers procedural scaffolding through ste-by-step activities, speaking frames and sequenced actions that are repeated in each station, so as to get the students used to a procedure for the description of the avant-garde movement. It also offers vocabulary and idioms to describe a work of art and it guides even the weaker students to the understanding and description of a work of art and an art movement. There is a variety of different activities provided: reading, listening, drawing, watching videos, speaking	<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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	See attached file U8_L1_All1 Expressionism	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

the art movements of the early 20th century. They rewrite the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.

watching videos, speaking and writing. The students read a text about an art movement and note the principal aspects. Then they listen to a piece of recording or to a video, in order to study and learn new information about the topic treated. Then they complete the worksheet. They can make judgments and justify decisions supporting their ideas and debating in the groups.

**Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from ... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...

# CLIL Lesson Plan

<b>Unit number</b>	9	<b>Lesson number</b>	1	<b>Title</b>	Metaphysical Art
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: -Identify Metaphysical as an independent art movement. - Name the prominent metaphysical artists. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some	The worksheet is very well-scaffolded: it offers procedural scaffolding through ste-by-step activities, speaking frames and sequenced actions that are repeated in each station, so as to get the students used to a procedure for the description of the avant-garde movement. It also offers vocabulary and idioms to describe a work of art and it guides even the weaker students to the understanding and description of a work of art and an art	<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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	See attached file U9_L1_All1_Metaphysical art	See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in a presentation session.
L	S	R	W								

poster or some sort of infographic about the art movements of the early 20th century. They rewrite the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.

of art and an art movement. There is a variety of different activities provided: reading, listening, drawing, watching videos, speaking and writing. The students read a text about an art movement and note the principal aspects. Then they listen to a piece of recording or to a video, in order to study and learn new information about the topic treated. Then they complete the worksheet. They can make judgments and justify decisions supporting their ideas and debating in the groups.

### **Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from .... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...



# CLIL Lesson Plan

<b>Unit number</b>	10	<b>Lesson number</b>	1	<b>Title</b>	Dry run presentations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour and a half	At the end of the station students should be able to: -Identify Avant-Garde movements. -Name the prominent artists of this period. The students learn how to describe, interpret and discuss oral, written, graphic and artistic messages. They use information in a new way in order to create a final product, that is either a poster or some sort of infographic about the art movements of the early 20th century. They rewrite the information that they studied to create a product that can prove their understanding of the works of art and art movements studied.	Students, divided in groups, present the products they did to the whole 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> descriptive language colors language for analyzing (See Bloom's taxonomy verbs for higher and Lower order thinking skills)</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		See observation and assessment grids attached. The quality and the accuracy of the product that each group creates will be evaluated at the end of the module in this session.
L	S	R	W								

**Communicative structures**

-.... started / flourished in / emerged / was developed in..... -It covers the period from .... to ... -The movement is characterized by... - Artist belonging to ..... include..... -Most prominent among the artist of this movement was ..... -became popular as... / is best known for ... -This painting was done / painted by ... in ...

# CLIL Lesson Plan

<b>Unit number</b>	11	<b>Lesson number</b>	1	<b>Title</b>	Conclusions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	3 hours	The students can put elements together to create a new product. They can make judgments and justify decisions supporting their ideas and debating each other in the groups of work. The students can distinguish between parts, how they relate to each other and to the overall structure and purpose. The students can use information in a new way.	After studied the Avant-Garde movements thank to the development of all the activities of the Stations learning, the students, in groups, realize an original product (poster) which summarize the principal artistic, hystorical ad cultural aspects of one of the movements they learned. At the end, each group explains its product, with a particular attention about how they worked to realize it and a complete and well- finished presentation of the elements of the movement that they examined in depth.	<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> Specific terms and expressions related to Avant-Garde movements and the particular product that each group decides to realize.</p> <p><b>Communicative structures</b> According to me... I think that... I disagree/agree with you, because... In my opinion... This product</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	All the materials that student need to realize their products.	The quality (clarity, efficacy, accuracy of information, graphic choices) of the products about the Movement they have chosen. Assessment and observation grids to evaluate the work in groups.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	12	<b>Lesson number</b>	1	<b>Title</b>	Testing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hour	The students recognize and recall relevant knowledge from long- term memory. They can summarize, discriminate, classify and explain information about Renaissance. They relate them to each other and to overall structure and purpose. The students can make judgments, select information and evaluate them.	Each student answer to some questions that teacher gives them.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Specific terms and expressions related to the Avant-Garde movements.</p> <p><b>Communicative structures</b></p>	L	S	<b>R</b>	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	U11_L1_all1 Questions- Some written questions about the topic of the whole module.	Assessment concerns the answers that each student gives to the questions about the topic of the whole module.
L	S	<b>R</b>	W								