

CLIL Module Plan

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School	ISTITUTO DON MILANI ROVERETO				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Storia dell'arte		Topic		RENAISSANCE
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Institutional framework conditions, school situation: these lessons will be taught in a touristic evening school in the IV class. The students came from different school experiences and countries. There are no learners with special needs. The class is composed of 6 students, 2 boys and 4 girls. Learning preconditions: they have different ages and cultural backgrounds but they know Italian language pretty well. They have studied English in their countries and for several years in Italy. They have a high motivation to learn both English and art history. Teacher/Teaching team profile: the teacher is a subject teacher with C1 certification in English and previous clil experiences in other languages (german) Student group profile: there are no English mother tongues but several different other mother tongues like Albanian or arabic. All the students have reached B2 level in Italian and at the end of their studies they should have reached B2 levels in English too. They study other two languages (Spanish and German or French). They make english-CLIL experiences in other subjects like geographie.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>General: To analyze a work of art, to research information via appropriate sources, to use informatic tools. Subject: mainly concepts, meanings and purposes of art from Prehistory to Proto-Renaissance</p>	<p>To describe, compare and contrast ideas. To express opinions. Present simple, present continuous, present perfect, Past simple, passive, modal verbs, superlative and comparatives. Lexis and grammar expressing similarities and difference.</p>

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

This module is an introduction about Renaissance, it goes around early and high Renaissance to sum up the most important differences with earlier and later period and its peculiar innovations. The teaching and learning strategies used are: Flipped classroom, HOTS and LOTS, cooperative learning, group work and pair work, Communicative approach, The 4 Cs, Learning pyramid, Bloom's taxonomy, Materials: Mind map, google presentation, didactic videos, online quiz and games, pdf or printed educational sheets, QRcode

Overall Module Plan

Unit: 1 WHAT IS RENAISSANCE? Unit length: 2h (duration of 50 minutes)	Lesson 1 FROM FLORENCE TO FLORENCE
	Lesson 2 A DEFINITION
Unit: 2 WHAT IS NEW? Unit length: 4h (duration of 50 minutes)	Lesson 1 WHAT IS NEW IN ARCHITECTURE
	Lesson 2 WHAT IS NEW IN PAINT
Unit: 3 THE STARS Unit length: 2h (duration of 50 minutes)	Lesson 1 EARLY RENAISSANCE'S STARS
	Lesson 2 HIGH RENAISSANCE'S STARS
Unit: 4 ARCHITECTURE Unit length: 2h (duration of 50 minutes)	Lesson 1 BRUNELLESCHI
	Lesson 2 BRAMANTE
Unit: 5 SCULPTURE Unit length: 2h (duration of 50 minutes)	Lesson 1 DONATELLO
	Lesson 2 MICHELANGELO

Unit: 6 PAINT Unit length: 3h (duration of 50 minutes)	Lesson 1 MASACCIO
	Lesson 2 BOTTICELLI
	Lesson 3 RAFFAELLO

Unit: 7 A UNIQUE STAR Unit length: 1h (duration of 50 minutes)	Lesson 1 LEONARDO
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Unit: 8 SUM UP Unit length: 2h (duration of 50 minutes)	Lesson 1 DATES, PALCES AND PATRONS
	Lesson 2 ARTISTS

Unit: 9 TESTING Unit length: 2h (duration of 50 minutes)	Lesson 1 SPEAKING TEST
	Lesson 2 WRITING TEST

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	FROM FLORENCE TO FLORENCE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10	<p>KNOW: some topic words about Renaissance</p> <p>BE ABLE: to explain/justify an decision</p> <p>BE AWARE: about some pre - conceptions</p>	<p>1.brainstormig: a. the teacher asks "If I say Renaissance what comes in your mind?" b. each student has to say a word, a sentence or a image that for him/her is connected with the word Renaissance c. one volunteer write a kind of mental map on the chalkboard with the words sayed by their classmates and the teacher digitalize it. 2. Discussion: a. with the help of the teachetr the students try to explain why they have choosen that word. 3. The teacher explains the modul's learning outcomes and how it is structured sharing the ppt presentation with the class.</p>	<p>Skills</p> <table border="1" data-bbox="987 161 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons</p> <p>Communicative structures I associate it with... In my mind comes... I chosedbecause... For me concernede Renaissance because...</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". This file must be shared at the beginning of the module with the students. For all the modul is needed the LIM. If needed scaffolding material is on slide number "6" or "57".</p>	<p>In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions. Important will be the collective mindmup and the individual explanation.</p>
L	S	R	W								

2	10	<p>KNOW: some topic words about Renaissance</p> <p>BE ABLE: to match the word with the definition and find his adjective</p> <p>BE AWARE: about some false friends</p>	<p>1. MATCH a. the teacher uploads the lesson materials on Google Classroom or prints it b. each student tries to match each term or expressions with the correct image</p> <p>2. REVIEW a. the teacher checks with the class the correct answers</p> <p>3. FORM WORD TO ADJECTIVE a. in pair work the students try to find some adjective to describe the terms or expressions used before. b. the couple shares with the class and the teacher their work</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons</p> <p>Communicative structures we have found I have matched ... with ... Numer.... goes with...</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the material is at the slide number "8" under the link "Match". If needed scaffolding material is on slide number "6" or "57".</p>	<p>In order to evaluate the learning process, it will be sufficient to check the work on the educational sheets printed or digitalised.</p>
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3	15	<p>KNOW: the mainly concepts about Renaissance</p> <p>BE AWARE: to read and find topic word about the interdisciplinarity of the word Renaissance</p>	<p>1. The teacher gives a text about Renaissance and a table. 2. The class is divided in two groups. 3. Each group reads the text and completes the table. 4. When they have finished the groups compare their answers.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1335 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary subjects patrons development of... artists place style</p> <p>Communicative structures I have a question... What means...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". This file must be shared at the beginning of the module with the students. For this unit the material is linked on the slide number 8 under the link "TEXT". If needed scaffolding material is on slide number "6" or "57".</p>	<p>In order to evaluate the learning process, it will be sufficient to check the completed table printed or digitalised.</p>
L	S	R	W								

4	10	<p>KNOW: some topic words about Renaissance</p> <p>BE ABLE: to read a mind map</p> <p>BE AWARE: about some pre - conceptions</p>	<p>The teacher summarises the lesson showing the class a mindmap about Renaissance that will be the starting point of the next lesson.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1332 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons</p> <p>Communicative structures I have a question... What means...</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>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the material is at the slides number "4"</p>	<p>In order to evaluate the learning process the teacher will monitor the progress correlated to the attention and participation of the students.</p>
L	S	R	W								

5	5	<p>KNOW: some topic words and concepts about Renaissance</p> <p>BE ABLE: to understand a table</p> <p>BE AWARE: how to fill correctly a table</p>	<p>The teacher projects the summary table "Sum-up" and illustrates it to the class, assigning the completion with the information of this lessons for the next lesson.</p>	<p>Skills</p> <table border="1" data-bbox="987 861 1332 909"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary cell A-1 (...)</p> <p>Communicative structures What I have to write in cell ... Can I to make a copy of the file... Where I have to save the file....</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>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". The link to the "sum-up table " is on slide number "5".</p>	<p>In order to evaluate the learning process, it will be sufficient to check the completed digitalised table.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	A DEFINITION
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20	<p>KNOW: some topic concepts using during the Renaissance</p> <p>BE ABLE: to make a web reserce and write a definition</p> <p>BE AWARE: about differences, precision and correctness of the web sites</p>	<p>1. Before starting again with the new topic the teacher checks the completion of the table (assigned as a home's task) by asking two students to read what they have written. 2. Each student using his/her personal device is invited to do a research about the word "Renaissance" and to write a personal definition.</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 Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons</p> <p>Communicative structures What can I research... I have found... In ... site the definition is...</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>	<ul style="list-style-type: none"> A NEW TOUR _the Renaissance_.pptx <p>In addition to personal devices, other tools are not necessary other tools to perform this activity.</p>	<p>In order to evaluate the learning process, it will be sufficient to check the participation in the individual work and read their definitions</p>
L	S	R	W								

2	15	<p>KNOW: some topic concepts using during the Renaissance</p> <p>BE ABLE: to make share the results</p> <p>BE AWARE: about differences, precision and correctness of the web sites</p>	<p>The students are invited to share with the class and the teacher their definition.</p> <p>The teacher takes notes and defines common points between them.</p>	<p>Skills</p> <table border="1" data-bbox="996 167 1335 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons</p> <p>Communicative structures I have write... My definition is... In my definitioni there no... In my definition there are</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>In addition to personal devices, only the LIM is necessary to perform this activity.</p>	<p>In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions and ways of sharing the definitions.</p>
L	S	R	W								

3	15	<p>KNOW: how to compare some definition BE ABLE: compare BE AWARE: about differences, precision and correctness</p>	<p>1. The teacher shows the class the definition that comes from their works and compares it with the book definition. 2. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson. At the end of the lesson the whole class becomes on classroom the common definition of the word "Renaissance".</p>	<p>Skills</p> <table border="1" data-bbox="996 167 1335 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons</p> <p>Communicative structures We found in each definition the terms... Only one definition.... The similarities are... The differences are..</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"> • A NEW TOUR _the Renaissance_.pptx <p>In addition to personal devices, only the LIM is necessary to perform this activity. All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the definition is on the slide number "9".</p>	<p>In order to evaluate the learning process, it will be sufficient to check if the students take notes about the definition.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	WHAT IS NEW IN ARCHITECTURE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15	<p>KNOW: some innovation in architecture</p> <p>BE ABLE: to explain the innovations</p> <p>BE AWARE: about some specific words</p>	<p>1.Before starting again with the new topic the teacher checks the completion of the table (assigned as a home's task) by asking two students to read what they have written. 2.The class is divided into three groups. Each group has 15 minutes to complete the task, then it moves to the following task until it completes all three tasks.</p> <p>TASK 1: THE RENAISSANCE PALACE</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 FACADE INTERNAL STRUCTURE POSITION CLIENT SUBDIVIDED INTO PLANS QUADRANGULAR COURTYARD</p> <p>Communicative structures Can you identify the different parts of...? Look at the picture... What is different? What is similar?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the material is on slide number "11". Also the use of personal devices is necessary</p>	<p>The control of the learning process will be done at the end of all the three activities through the correction of the exercises.</p>
L	S	R	W								

2	15	<p>KNOW: some innovation in architecture</p> <p>BE ABLE: to explain the innovations</p> <p>BE AWARE: about some specific words</p>	<p>The class is divided into three groups. Each group has 15 minutes to complete the task, then it moves to the following task until it completes all three tasks. When each group has completed all the tasks, together with the teacher review the tasks and the answers to summarize the most important concepts. TASK 2: A PLACE FOR ART</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1335 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary learning and cultivation literary pursuits ensemble inlaid wood designs—the technical term is intarsia</p> <p>Communicative structures Can you identify the correct picture of...?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the material is on slide number "11". Also the use of personal devices is necessary.</p>	<p>The control of the learning process will be done at the end of all the three activities through the correction of the exercises.</p>
L	S	R	W								

3	15	<p>KNOW: some innovation in architecture</p> <p>BE ABLE: to explain the innovations</p> <p>BE AWARE: about some specific words</p>	<p>The class is divided into three groups. Each group has 15 minutes to complete the task, then it moves to the following task until it completes all three tasks. When each group has completed all the tasks, together with the teacher review the tasks and the answers to summarize the most important concepts. TASK 3: THE IDEAL CITY</p>	<p>Skills</p> <table border="1" data-bbox="994 825 1335 873"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary TRIUMPHAL ARCH COLOSSEUM HUMAN ACTIVITY OCTAGONAL BUILDING MEDICI ARCHES VIRTUES DOOR RELIGIOUS SQUARE BASILICA COLD HUMAN SILHOUETTES</p> <p>Communicative structures Can you identify the correct picture of...?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the material is on slide number "11". Also the use of personal devices is necessary</p>	<p>The control of the learning process will be done at the end of all the three activities through the correction of the exercises.</p>
L	S	R	W								

4	5	<p>KNOW: some innovation in architecture</p> <p>BE ABLE: to explain the innovations</p> <p>BE AWARE: about some specific words</p>	<p>The teacher reviews the tasks showing the answers and gives them to the students as they can check at home their work. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson.</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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 type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the material is on slide number "11". Also the use of personal devices is necessary.</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	WHAT IS NEW IN PAINT
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15	<p>KNOW: some innovation in paint</p> <p>BE ABLE: to explain the innovations</p> <p>BE AWARE: about some specific words</p>	<p>The class is divided into three groups. Each group has 15 minutes to complete the task, then it moves to the following task until it completes all three tasks. When each group has completed all the tasks, together with the teacher review the tasks and the answers to summarize the most important concepts. TASK 1: THE PORTRAIT</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 AUTHOR STYLE DATING CONSERVATION TECHNIQUE picture of three quarters PREVIOUS PERIOD RENAISSANCE PERIOD LATER PERIOD</p> <p>Communicative structures I have a question...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the material is on the slide number "12".</p>	<p>The control of the learning process will be done at the end of all the three activities through the correction of the exercises.</p>
L	S	R	W								

2	15	<p>KNOW: some innovation in painting</p> <p>BE ABLE: to explain the innovations</p> <p>BE AWARE: about some specific words</p>	<p>The class is divided into three groups. Each group has 15 minutes to complete the task, then it moves to the following task until it completes all three tasks. When each group has completed all the tasks, together with the teacher review the tasks and the answers to summarize the most important concepts. TASK 2: THE RENAISSANCE OIL PAINTING</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1335 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary slow drying fat over lean layer underdrawing imprimitura cartoon</p> <p>Communicative structures Can I go back... Can I listen again... Can I stop the video...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the material is on slide number "12". Also the use of personal devices is necessary.</p>	<p>The control of the learning process will be done at the end of all the three activities through the correction of the exercises.</p>
L	S	R	W								

3	15	<p>KNOW: some innovation in painting</p> <p>BE ABLE: to explain the innovations</p> <p>BE AWARE: about some specific words</p>	<p>The class is divided into three groups. Each group has 15 minutes to complete the task, then it moves to the following task until it completes all three tasks. When each group has completed all the tasks, together with the teacher review the tasks and the answers to summarize the most important concepts. TASK 3: THE ALTARPIECE</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1337 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary single board central perspective no spires unique frame unique setting natutastic background</p> <p>Communicative structures Can I glue this piece... Can I cuttle this... Can I overlap...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the material is on slide number "12". The teacher has to print several copies of the time before the lesson. Also the use of personal book, ccissors glue, pencils and colors is necessary.</p>	<p>The control of the learning process will be done at the end of all the three activities through the correction of the exercises.</p>
L	S	R	W								

4	5	<p>KNOW: some innovation in painting</p> <p>BE ABLE: to explain the innovations</p> <p>BE AWARE: about some specific words</p>	<p>The teacher reviews the tasks showing the answers and gives them to the students as they can check at home their work. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson.</p>	<p>Skills</p> <table border="1" data-bbox="994 978 1337 1026"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the material is on slide number "12".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	EARLY RENAISSANCE'S STARS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	<p>KNOW: the main learned concepts</p> <p>BE ABLE: to read a table</p> <p>BE AWARE: about your personal home work</p>	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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"> A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".</p>	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	<p>KNOW: how is divided the Renaissance period BE ABLE: to understand a video BE AWARE: how to fill a table correctly and use a video to learn.</p>	<p>1. Students, in pairs, watch and listen to the videos proposed in the context of the early Renaissance and complete the excel table. They can choose one of the three video proposed.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1332 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, natutastic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard</p> <p>Communicative structures Where can we found the video? Can we watch again the video? It is possible...</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"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides from number "15" to number "18".</p>	<p>The control of the learning process will be done through the correction of the exercises.</p>
L	S	R	W								

3	15	<p>KNOW: some artist of the early Renaissance</p> <p>BE ABLE: to understand a text and fill a table.</p> <p>BE AWARE: how to find big concepts and underline them.</p>	<p>Students, in pairs, read informative texts on early Renaissance artists and perform the proposed exercises.</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 Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, natutastic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard paragraph.</p> <p>Communicative structures What is different? What is similar? I associate it with.. we have found I have matched ... with ... Numer.... goes with... I have a question... What means...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides from number "15" to number "18".</p>	<p>The control of the learning process will be done through the correction of the exercises.</p>
L	S	R	W								

4	5	<p>KNOW: how is divided the Renaissance period ad his artists BE ABLE: to understand a video and a text BE AWARE: how to fill a table correctly and use a video to learn.</p>	<p>The teacher reviews the tasks showing the answers and gives them to the students as they can check at home their work. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson.</p>	<p>Skills</p> <table border="1" data-bbox="987 169 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the video are on the slides from number "15" to number "18".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	HIGH RENAISSANCE'S STARS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	<p>KNOW: the main learned concepts</p> <p>BE ABLE: to read a table</p> <p>BE AWARE: about your personal home work</p>	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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"> A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".</p>	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	<p>KNOW: how is divided the Renaissance period BE ABLE: to understand a video BE AWARE: how to fill a table correctly and use a video to learn.</p>	<p>Students, in pair, watch and listen to the videos proposed on the context of the early Renaissance and complete the excell table.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1332 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, natutastic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard</p> <p>Communicative structures Where can we found the video? Can we watch again the video? It is possible...</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"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides from number "19" to number "22".</p>	<p>The control of the learning process will be done through the correction of the exercises.</p>
L	S	R	W								

3	15	<p>KNOW: some artist of the higt Renaissance BE ABLE: to understand a text and fill a table. BE AWARE: how to find big concepts and underline them.</p>	<p>Students, in pairs, read informative texts on early Renaissance artists and perform the proposed exercises</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1332 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, natutastic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard paragraph.</p> <p>Communicative structures What is different? What is similar? I associate it with.. we have found I have matched ... with ... Numer.... goes with... I have a question... What means...</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"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides from number "19" to number "22".</p>	<p>The control of the learning process will be done through the correction of the exercises.</p>
L	S	R	W								

4	5	<p>KNOW: how is divided the Renaissance period ad his artists BE ABLE: to understand a video and a text BE AWARE: how to fill a table correctly and use a video to learn.</p>	<p>The teacher reviews the tasks showing the answers and gives them to the students as they can check at home their work. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson.</p>	<p>Skills</p> <table border="1" data-bbox="987 169 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	BRUNELLESCHI
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	KNOW: the main learned concepts BE ABLE: to read a table BE AWARE: about your personal home work	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary /	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"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	KNOW: the artist's biography BE ABLE: identify the main concepts	Students divided into two groups work first on the biography then on the works of the artist and finally play together online to fix some Brunelleschi artworks.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the	The control of the learning process will be done through the correction of the
L	S	R	W								

		and summarise them BE AWARE: stylistic components	group one= biography group two= artworks After 15 minutes the two groups exchange teh activities. group one= artworks group two= biography	<p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, natutastic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph ...</p> <p>Communicative structures Can you identify the different parts of...? Look at the picture... What is different? What is similar? I associate it with... I have a question... What means... What I have to write in cell ...</p>	<input type="checkbox"/> Individual work	presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides "24" and "26".	exercises.
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3	15	KNOW: the artist's works BE	Students divided into two groups work first on the biography then on	Skills	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx 	The control of the learning process will
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ABLE:
identify the
main
concepts
and
summarise
them BE
AWARE:
stylistic
components

the works of the artist
and finally play together
online to fix some
Brunelleschi artworks.
group one= biography
group two= artworks
After 15 minutes the two
groups exchange teh
activities. group one=
artworks group two=
biography

L | S | R | W

Key vocabulary

Perspective, classicism,
innovation, movement,
modularity, the
centrality of the human
figure, star,
masterpiece, patrons,
single board, central
perspective,no spires.
unique frame unique
setting, natutastic
background, subjects,
patrons, development
of..., artists, place style,
facade, internal
structure, position,
client, subdivided into
plans, quadrangular
courtyard, paragraph ...

Communicative structures

Can you identify the
different parts of...?
Look at the picture...
What is different? What
is similar? I associate it
with... I have a
question... What
means... What I have to
write in cell ...

- Group work
- Pair work
- Individual work

All the necessary
materials are easily
accessible from the
links on the
presentation's file "A
NEW TOUR_ The
Renaissance". For this
unit the video are on
the slides "24" and
"26".

be done
through the
correction of
the
exercises.

4	15	<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	<p>Students play the online game to fix the name of the works of the artists treated. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson invite the students to wiew the video on Brunelleschi on slide number "25" of the ppt.</p>	<p>Skills</p> <table border="1" data-bbox="987 204 1330 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures Can I use my I must have an account ... What I have to do?</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	BRAMANTE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	KNOW: the main learned concepts BE ABLE: to read a table BE AWARE: about your personal home work	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary /	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	KNOW: the artist's biography BE ABLE: identify the main concepts	Students divided into two groups work first on the biography then on the works of the artist and finally play together online to fix some Bramante artworks.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the	The control of the learning process will be done through the correction of the
L	S	R	W								

		and summarise them BE AWARE: stylistic components	group one= biography group two= artworks After 15 minutes the two groups exchange the activities.	<p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, naturalistic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph ...</p> <p>Communicative structures Can you identify the different parts of...? Look at the picture... What is different? What is similar? I associate it with... I have a question... What means... What I have to write in cell ...</p>	<input type="checkbox"/> Individual work	presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides "26".	exercises.
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3	15	KNOW: the artist's works BE	Students divided into two groups work first on the biography then on	Skills	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • A NEW TOUR_ the Renaissance_.pptx 	The control of the learning process will
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ABLE:
identify the
main
concepts
and
summarise
them BE
AWARE:
stylistic
components

the works of the artist
and finally play together
online to fix some
Bramante artworks.
group one= biography
group two= artworks
After 15 minutes the two
groups exchange teh
activities. group one=
artworks group two=
biography

L S R W

Key vocabulary

Perspective, classicism,
innovation, movement,
modularity, the
centrality of the human
figure, star,
masterpiece, patrons,
single board, central
perspective, no spires.
unique frame unique
setting, natutastic
background, subjects,
patrons, development
of..., artists, place style,
facade, internal
structure, position,
client, subdivided into
plans, quadrangular
courtyard, paragraph ...

Communicative structures

Can you identify the
different parts of...?
Look at the picture...
What is different? What
is similar? I associate it
with... I have a
question... What
means... What I have to
write in cell ...

- Group work
- Pair work
- Individual work

All the necessary
materials are easily
accessible from the
links on the
presentation's file "A
NEW TOUR_ The
Renaissance". For this
unit the video are on
the slides "26".

be done
through the
correction of
the
exercises.

4	15	<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	<p>Students play the online game to fix the name of the works of the artists treated. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson invite the students to wiew the video on Bramante on slide number "27" of the ppt.</p>	<p>Skills</p> <table border="1" data-bbox="987 204 1332 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	DONATELLO
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	KNOW: the main learned concepts BE ABLE: to read a table BE AWARE: about your personal home work	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary / Communicative structures /	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	KNOW: the artist's biography BE ABLE: identify the main concepts	Students divided into two groups work first on the biography then on the works of the artist and finally play together online to fix some Donatello artworks.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the	The control of the learning process will be done through the correction of the
L	S	R	W								

		and summarise them BE AWARE: stylistic components	group one= biography group two= artworks After 15 minutes the two groups exchange the activities.	<p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, naturalistic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph, staccato</p> <p>Communicative structures Can you identify the different parts of...? Look at the picture... What is different? What is similar? I associate it with... I have a question... What means... What I have to write in cell ...</p>	<input checked="" type="checkbox"/> Individual work	presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides "29".	exercises.
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3	15	KNOW: the artist's	Students divided into two groups work first on	Skills	<input type="checkbox"/> Whole class	• A NEW TOUR_the Renaissance_.pptx	The control of the learning
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works BE
ABLE:
identify the
main
concepts
and
summarise
them BE
AWARE:
stylistic
components

the biography then on
the works of the artist
and finally play together
online to fix some
Donatello artworks.
group one= biography
group two= artworks
After 15 minutes the two
groups exchange the
activities. group one=
artworks group two=
biography

L S R W

Key vocabulary

Perspective, classicism,
innovation, movement,
modularity, the
centrality of the human
figure, star,
masterpiece, patrons,
single board, central
perspective, no spires.
unique frame unique
setting, natutastic
background, subjects,
patrons, development
of..., artists, place style,
facade, internal
structure, position,
client, subdivided into
plans, quadrangular
courtyard, paragraph ,
stiacciato

Communicative structures

Can you identify the
different parts of...?
Look at the picture...
What is different? What
is similar? I associate it
with... I have a
question... What
means... What I have to
write in cell ...

- Group work
- Pair work
- Individual work

All the necessary
materials are easily
accessible from the
links on the
presentation's file "A
NEW TOUR_ The
Renaissance". For this
unit the video are on
the slides "29".

process will
be done
through the
correction of
the
exercises.

4	15	<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	<p>Students play the online game to fix the name of the works of the artists treated. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson.</p>	<p>Skills</p> <table border="1" data-bbox="987 204 1332 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	MICHELANGELO
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	KNOW: the main learned concepts BE ABLE: to read a table BE AWARE: about your personal home work	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary / Communicative structures /	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	KNOW: the artist's biography BE ABLE: identify the main concepts	Students divided into two groups work first on the biography then on the works of the artist and finally play together online to fix some Michelangelo's artworks.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the	The control of the learning process will be done through the correction of the
L	S	R	W								

		and summarise them BE AWARE: stylistic components	group one= biography group two= artworks After 15 minutes the two groups exchange the activities.	<p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, naturalistic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph, not finished</p> <p>Communicative structures Can you identify the different parts of...? Look at the picture... What is different? What is similar? I associate it with... I have a question... What means... What I have to write in cell ...</p>	<input checked="" type="checkbox"/> Individual work	presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides "31".	exercises.
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3	15	KNOW: the artist's	Students divided into two groups work first on	Skills	<input type="checkbox"/> Whole class	• A NEW TOUR_the Renaissance_.pptx	The control of the learning
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biography
BE ABLE:
identify the
main
concepts
and
summarise
them BE
AWARE:
stylistic
components

the biography then on
the works of the artist
and finally play together
online to fix some
Michelangelo's artworks.
group one= biography
group two= artworks
After 15 minutes the
two groups exchange
the activities.

L S R W

Key vocabulary

Perspective, classicism,
innovation, movement,
modularity, the
centrality of the human
figure, star,
masterpiece, patrons,
single board, central
perspective, no spires.
unique frame unique
setting, naturalistic
background, subjects,
patrons, development
of..., artists, place style,
facade, internal
structure, position,
client, subdivided into
plans, quadrangular
courtyard, paragraph ,
not finished

Communicative structures

Can you identify the
different parts of...?
Look at the picture...
What is different? What
is similar? I associate it
with... I have a
question... What
means... What I have to
write in cell ...

- Group work
- Pair work
- Individual work

All the necessary
materials are easily
accessible from the
links on the
presentation's file "A
NEW TOUR_ The
Renaissance". For this
unit the video are on
the slides "31".

process will
be done
through the
correction of
the
exercises.

4	15	<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	<p>Students play the online game to fix the name of the works of the artists treated. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson and invite the students to wiew the video on Michelangelo on slide number "32" of the ppt.</p>	<p>Skills</p> <table border="1" data-bbox="987 204 1332 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	1	Title	MASACCIO
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	KNOW: the main learned concepts BE ABLE: to read a table BE AWARE: about your personal home work	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary /	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	KNOW: the artist's biography BE ABLE: identify the main concepts	Students divided into two groups work first on the biography then on the works of the artist and finally play together online to fix some Masaccio's artworks.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the	The control of the learning process will be done through the correction of the
L	S	R	W								

		and summarise them BE AWARE: stylistic components	group one= biography group two= artworks After 15 minutes the two groups exchange the activities.	<p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, naturalistic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph expressionism staccato</p> <p>Communicative structures Can you identify the different parts of...? Look at the picture... What is different? What is similar? I associate it with... I have a question... What means... What I have to write in cell ...</p>	<input type="checkbox"/> Individual work	presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides "34".	exercises.
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3	15	KNOW: the	Students divided into			• A NEW TOUR_ the	The control of
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artist's works BE ABLE: identify the main concepts and summarise them BE AWARE: stylistic components

two groups work first on the biography then on the works of the artist and finally play together online to fix some Donatello artworks. group one= biography group two= artworks After 15 minutes the two groups exchange the activities. group one= artworks group two= biography

Skills

L S R W

Key vocabulary

Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, naturalistic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph, expression

- Whole class
- Group work
- Pair work
- Individual work

Renaissance_.pptx

All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides from number "35".

the learning process will be done through the correction of the exercises.

4	15	<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	<p>Students play the online game to fix the name of the works of the artists treated. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson and invite the students to wiew the video on Michelangelo on slide number "35" of the ppt.</p>	<p>Skills</p> <table border="1" data-bbox="987 204 1330 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	2	Title	BOTTICELLI
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	<p>KNOW: the main learned concepts</p> <p>BE ABLE: to read a table</p> <p>BE AWARE: about your personal home work</p>	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".</p>	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	<p>KNOW: the artist's biography</p> <p>BE ABLE: identify the main concepts</p>	Students divided into two groups work first on the biography then on the works of the artist and finally play together online to fix some Botticelli's artworks.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the</p>	The control of the learning process will be done through the correction of the
L	S	R	W								

		and summarise them BE AWARE: stylistic components	group one= biography group two= artworks After 15 minutes the two groups exchange the activities.	<p>Key vocabulary Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, naturalistic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph expressionism staccato, wax</p> <p>Communicative structures Can you identify the different parts of...? Look at the picture... What is different? What is similar? I associate it with... I have a question... What means... What I have to write in cell ...</p>	<input type="checkbox"/> Individual work	presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides "36".	exercises.
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3	15	KNOW: the	Students divided into			• A NEW TOUR_ the	The control of
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artist's works BE ABLE: identify the main concepts and summarise them BE AWARE: stylistic components

two groups work first on the biography then on the works of the artist and finally play together online to fix some Bottocelli's artworks. group one= biography group two= artworks After 15 minutes the two groups exchange the activities. group one= artworks group two= biography

Skills

L S R W

Key vocabulary

Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, natutastic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph, expression, wax

- Whole class
- Group work
- Pair work
- Individual work

Renaissance_.pptx

All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides "36".

the learning process will be done through the correction of the exercises.

4	15	<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	<p>Students play the online game to fix the name of the works of the artists treated. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson and invite the students to wiew the video on Michelangelo on slide number "37" of the ppt.</p>	<p>Skills</p> <table border="1" data-bbox="987 204 1332 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	3	Title	RAFFAELLO
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	KNOW: the main learned concepts BE ABLE: to read a table BE AWARE: about your personal home work	The teacher reviews, projecting it, the sum up table to fix of the concepts learned.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary / Communicative structures /	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2		KNOW: the artist's biography BE ABLE: identify the main concepts	Students divided into two groups work first on the biography then on the works of the artist and finally play together online to fix some Raffaello's artworks.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx All the necessary materials are easily accessible from the links on the	The control of the learning process will be done through the correction of the
L	S	R	W								

		and summarise them BE AWARE: stylistic components	group one= biography group two= artworks After 15 minutes the two groups exchange the activities.	<p>Key vocabulary grace, Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, naturalistic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph</p> <p>Communicative structures Can you identify the different parts of...? Look at the picture... What is different? What is similar? I associate it with... I have a question... What means... What I have to write in cell ...</p>	<input type="checkbox"/> Individual work	presentation's file "A NEW TOUR_ The Renaissance". For this unit the video are on the slides "38".	exercises.
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3	15	KNOW: the artist's works BE	Students divided into two groups work first on the biography then on	Skills	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> A NEW TOUR_ the Renaissance_.pptx 	The control of the learning process will
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ABLE:
identify the
main
concepts
and
summarise
them BE
AWARE:
stylistic
components

the works of the artist
and finally play together
online to fix some
Raffaello's artworks.
group one= biography
group two= artworks
After 15 minutes the two
groups exchange the
activities. group one=
artworks group two=
biography

L S R W

Key vocabulary

grace, Perspective,
classicism, innovation,
movement, modularity,
the centrality of the
human figure, star,
masterpiece, patrons,
single board, central
perspective, no spires.
unique frame unique
setting, naturalistic
background, subjects,
patrons, development
of..., artists, place style,
facade, internal
structure, position,
client, subdivided into
plans, quadrangular
courtyard, paragraph,
expression

Communicative structures

Can you identify the
different parts of...?
Look at the picture...
What is different? What
is similar? I associate it
with... I have a
question... What
means... What I have to
write in cell ...

- Group work
- Pair work
- Individual work

All the necessary
materials are easily
accessible from the
links on the
presentation's file "A
NEW TOUR_ The
Renaissance". For this
unit the video are on
the slides "38".

be done
through the
correction of
the
exercises.

4		<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	<p>Students play the online game to fix the name of the works of the artists treated. The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson and invite the students to wiew the video on Michelangelo on slide number "39" of the ppt.</p>	<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 /</p> <p>Communicative structures /</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	7	Lesson number	1	Title	LEONARDO
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40	<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	In couple the students watch the video and complete the tables proposed.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	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"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the video are on the slides from number "41" to number "43"</p>	The control of the learning process will be done through the correction of the exercises.
L	S	R	W								

Key vocabulary

Perspective, classicism, innovation, movement, modularity, the centrality of the human figure, star, masterpiece, patrons, single board, central perspective, no spires. unique frame unique setting, naturalistic background, subjects, patrons, development of..., artists, place style, facade, internal structure, position, client, subdivided into plans, quadrangular courtyard, paragraph, expression, invention, genius,...

Communicative structures

I have a question...
What means... What I have to write in cell ...

2	10	<p>KNOW: the artist's biography and works</p> <p>BE ABLE: mach information with image</p> <p>BE AWARE: stylistic components</p>	<p>The teacher assigns as a task the completion of the summary table of the concepts learned in the lesson and invite the students to wiew the video on Michelangelo on slide number "45" of the ppt. The teacher explains how the presentation should be carried out, that it will be part of the oral assessment and projects the evaluation table.</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1337 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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>	<ul style="list-style-type: none"> • A NEW TOUR _the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_ The Renaissance".</p>	<p>The control of the learning process will be done cheking the "sum up" table during the next lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	8	Lesson number	1	Title	DATES, PALCES AND PATRONS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	KNOW: the main learned concepts BE ABLE: to read a table BE AWARE: about your personal home work	The teacher reviews, projecting it, the sum up table to fix of the concepts learned	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".</p>	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	20	<p>KNOW: the main learned concepts BE ABLE: to read a Qrcode, play with personal devices, and different types of game. BE AWARE: about the importance of the time</p>	<p>The students play individually with the proposed applications to repeat the basic concepts like dates, places and patrons.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary /</p> <p>Communicative structures /</p>	<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"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the video are on the slides "55".</p>	<p>The control of the learning process will be done through the individual correction of the exercises.</p>
3	25	<p>KNOW: the main learned concepts BE ABLE: to work in big groupe. BE AWARE: about the importance of collaboration</p>	<p>The class divided into two squares challenge by answering some questions using Kahoot apps.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary /</p> <p>Communicative structures /</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"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the video are on the slides "48".</p>	<p>There are no assesment, this lesson is made for fix the module contents.</p>

CLIL Lesson Plan

Unit number	8	Lesson number	2	Title	ARTISTS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	KNOW: the main learned concepts BE ABLE: to read a table BE AWARE: about your personal home work	The teacher reviews, projecting it, the sum up table to fix of the concepts learned	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance".</p>	In order to evaluate the learning process, it will be sufficient to check the participation in the collective work and the level of usefulness of the individual interventions.
L	S	R	W								

2	15	<p>KNOW: the main learned concepts BE ABLE: to read a QRcode, play with personal devices, and different types of game. BE AWARE: about the importance of the time</p>	<p>The students play individually with the proposed applications to repeat the basic concepts like dates, places and patrons.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the video are on the slides from numeber "50" to number "54".</p>	<p>The control of the learning process will be done through the individual correction of the exercises.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	9	Lesson number	1	Title	SPEAKING TEST
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50	KNOW: informations about one art work BE ABLE: to Use PC effectively to support oral presentation BE AWARE: about the importance of the time	As previously scheduled each student presents a work of an artist. The presentation is supported by ppt.	Skills <table border="1" style="margin-left: 20px;"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary /	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"> • A NEW TOUR _the Renaissance_.pptx No teacher materials are needed. The students has to use their personal presentations.	The control of the learning process will be done through the evaluation of the presentation and the ppt.
L	S	R	W								

2	50	<p>KNOW: how to do an evaluation BE ABLE: to use effectively an evaluation table BE AWARE: about the difficult of evaluation</p>	<p>Students not involved in the presentation, following an evaluation table, try to give an evaluation of the work.</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the video are on the slides from numeber "41".</p>	<p>There is no assessment, at the end of each presentation, 2/3 minutes are dedicated to dibate the results.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	9	Lesson number	2	Title	WRITING TEST
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30	KNOW: the main learned concepts BE ABLE: to do a text BE AWARE: about the importance of the time	Students perform individualmenet a summative test.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</p>	L	S	R	W	<input 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"> • A NEW TOUR_the Renaissance_.pptx <p>All the necessary materials are easily accessible from the links on the presentation's file "A NEW TOUR_The Renaissance". For this unit the video are on the slides from numeber "57".</p>	/
L	S	R	W								

2	20	<p>KNOW: how to do an evaluation BE ABLE: to use effectively an evaluation table BE AWARE: about the difficult of evaluation</p>	<p>Students exchange tests and correct questions with teacher guidance.</p>	<p>Skills</p> <table border="1" data-bbox="981 165 1317 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary /</p> <p>Communicative structures /</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>• A NEW TOUR _the Renaissance_.pptx</p> <p>No special materials are needed.</p>	<p>There is no assessment for this activity, at the end of the correction some time is dedicated to the reflection about the cilil experience.</p>
L	S	R	W								