

# CLIL Module Plan

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<b>School Grade</b>	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input 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>	Stars	
<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>The group of learners is made up of 15 students, attending the 5th grade in Pergine. There are some learners with migratory background, where the family has a different spoken language. This is their 5th year of CLIL experience (8 hours a week: science, geography, art, physical education, music – all completely taught in English). The general level of comprehension in English is quite high but students have basic communication skills in English and communication within the working groups is mainly in Italian. Students have good skills also in reading, less in writing. There are three levels in the class: some kids really understand and try to express themselves in English, some of them understand the main part of what is taught and the third group is very weak in English, with difficulties in memorizing, understanding and elaborating and they need a lot of support. One child is also BES certified but he can autonomously follow any lesson, despite the difficult of memorizing and elaborating contents. This is my first year with this class. We studied together the topic of space and universe (stars, planets, the solar system..) this year and since they were very excited about this topic, I decided to propose also a project in art.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	They have very low experiences with colors, art techniques and tools. As said before, they studied stars and universe in science during CLIL lessons.	They have content specific lexis required for this unit.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 15 lessons of 60 minutes each
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**Description of teaching and learning strategies**

Children will work in groups and in pairs to promote scaffolding and cooperative learning and together they will experience the class as a laboratory or an atelier: practical activities are the focus of these lessons. Each lessons will have the same structure: at the beginning there will be time to discuss the previous works and brainstorm the new topic; there will be the central part of the lesson on which the children will be able to experiment colors, textures and techniques of art; and in the end children will sum up or self-evaluate what they did during the laboratory part. Use of technological supplies will be part of the experience. The teacher will put the emphasis also on the four language skills of speaking, listening, reading and writing. Sometimes it will be necessary to simplify the texts or the explanations in order to differentiate the activities for the less able children. There will be also many occasions in which the kids will present their work and ask for a constructive feedback to the classmates (peer-evaluating).

# Overall Module Plan

<b>Unit: 1</b> Introduction <b>Unit length:</b> 4 lessons of 60 minutes each	<b>Lesson 1</b> Introduction: Under the stars
	<b>Lesson 2</b> Ancient art: Egypt
	<b>Lesson 3</b> Ancient art: mosaic
	<b>Lesson 4</b> Assessment
<b>Unit: 2</b> Colour and brushstrokes <b>Unit length:</b> 4 lessons of 60 minutes each	<b>Lesson 1</b> Tempera: Schinkel
	<b>Lesson 2</b> Analysis of the brushstrokes: Van Gogh
	<b>Lesson 3</b> Analysis of the brushstrokes: Van Gogh pt2
	<b>Lesson 4</b> Assessment

**Unit: 3**

Shapes and conclusion

**Unit length:** 4 lessons of 60 minutes each and 1 lesson of 3 hours

**Lesson 1**

Shapes: Mirò

**Lesson 2**

Shapes: Picasso Constellations

**Lesson 3**

Shapes: Matisse

**Lesson 4**

Assessment

**Lesson 5**

Final project

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Introduction: Under the stars
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Recall facts and basic concepts	Children are introduced with the topic of the art project. The teacher shows a power point about the project: every slide has a different art work about the sky or stars. Children while watching can ask questions and start analyzing the works. Teacher start asking some questions, like how they feel or what they can see. Children try to make connections with what they studied in science.	<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> emotions (happy, calm, sad, angry..) colours shapes</p> <p><b>Communicative structures</b> How do you feel? I feel... What can you see? I can see..</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	Power Point (U1_L1_ALL1)	The teacher takes notes on how the children participate, trying to speak English (questions and answers).
L	S	R	W								

2	15 minutes	Explain ideas and concepts: kids try to express and describe their ideas to the class	At the end of the vision of the power point, children work together and talk about how art works can be analyzed. Through a brainstorming, the teacher lists the ideas of the children on the blackboard.	<b>Skills</b> <table border="1" data-bbox="1144 165 1489 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> shapes colours lines emotions  <b>Communicative structures</b> I think that we can analyze art work by....	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		The teacher observes the level of interaction and participation of the children. The teacher checks if the students understand the topic and the indications.
L	S	R	W								

3	15 minutes	Organize the ideas of the brainstorming Relate and compare Draw connections Discuss	After the brainstorming, kids work in pairs or small groups to try to collect the idea in main categories. They reorganize the idea on a paper and get ready to present the idea to the whole class.	<b>Skills</b> <table border="1" data-bbox="1144 837 1489 880"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> categories of analysis of art works  <b>Communicative structures</b> What can the categories be? The categories are...	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	Each group prepare on paper the presentation.	The teacher observes how the children work in pairs and helps them by asking specific questions.
L	S	R	W								

4	15 minutes	Explain ideas Describe and discuss	Groups or pairs present their classification of the categories: they describe how they organized what it was written on the blackboard. The teacher write the ideas on the blackboard and then together they put the idea on a poster. They hang the poster on the wall of the classroom so it can be seen also during the next lessons.	<p><b>Skills</b></p> <table border="1" data-bbox="1144 165 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Our categories are:... The categories are (number). I agree. I don't agree.</p> <p><b>Communicative structures</b> What categories did you find? How many categories did you find? Do you agree with the categories of the other groups?</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	Poster to write the categories found by the children (U1_L1_ALL2)	The teacher observes the students while they are presenting their works. The teacher can ask them more questions about what they have done. The teacher also asks the other children if they agree or not.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Ancient art: Egypt
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	List Describe Discuss Examine	Children are shown the first art work: a picture of the paintings found in the Nefertari tomb. Children try to use their categories to describe what they are seeing.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes colours lines emotions</p> <p><b>Communicative structures</b> Can you describe the paintings? What can you see? I can see.. I feel... I like... I don't like...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Poster of the categories organized the prior lesson (U1_L1_ALL2)	The teacher takes notes if the children can use the categories and if they can answer some easy questions about the art work.
L	<b>S</b>	R	W								



2	45 minutes	Create and produce original work	<p>After describing and analyzing the paintings, children produce their own work taking example from the Nefertari tomb's paintings. First they need to think and design their work, then they try to reproduce it. Crayons or pencils are available for this task. In the end they try to describe their work: they write on a paper, that can be glued on the back of the drawing, what they can see on their work.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1122 165 1460 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b>  shapes colours  emotions lines</p> <p><b>Communicative structures</b>  I can see...</p>	L	S	R	<b>W</b>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	crayons paper to draw on poster of the categories (U1_L1_ALL2) U1_L2_ALL1: examples of the works of the children	The teacher observes the students while they are working individually and asks them questions about what they are drawing. The teacher also asks them questions about the communicative structures and the vocabulary involved in the tasks and check if what they write on the paper is correct.
L	S	R	<b>W</b>								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	Ancient art: mosaic
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	List Describe Discuss Examine	Children are shown the second art work: a mosaic in the cathedral of Monreale. Children try to use their categories to describe what they are seeing.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes colours lines emotions</p> <p><b>Communicative structures</b> Can you describe the paintings? What can you see? I can see.. I feel... I like... I don't like...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Poster of the categories organized the prior lesson (U1_L1_ALL2)	The teacher takes notes if the children can use the categories and if they can answer some easy questions about the art work.
L	<b>S</b>	R	W								

2	45 minutes	Create and produce original work	<p>After describing and analyzing the paintings, children produce their own work taking example from the mosaic seen before. First they need to think and design their work, then they try to reproduce it. They are given little pieces of coloured paper and they put them together creating a drawing. In the end they try to describe their work: they write on a paper, that can be glued on the back of the drawing, what they can see on their work.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1122 165 1460 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	S	R	<b>W</b>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>The teacher observes the students while they are working individually and asks them questions about what they are creating. The teacher also asks them questions to revise the communicative structures and the vocabulary involved in the tasks.</p>
L	S	R	<b>W</b>							

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	4	<b>Title</b>	Assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Justify a decision Argue Value Critique Judge	Children are asked to think about the work that has been done till this moment. They take a look at their work and they try to describe it and evaluating it. They follow some indications given by the teacher and write the answers on a paper.	<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> List of words to describe the works</p> <p><b>Communicative structures</b> What do you like about your work? What do you want to improve?</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	Indication to describe and self-evaluate the works (U1_L4_ALL1)	Following some indications, the children try to self evaluating their work.
L	S	<b>R</b>	W								

2	40 minutes	<p>Explain ideas and concepts</p> <p>Describe</p> <p>Discuss</p> <p>Questions</p>	<p>Children in the second part of the lesson present their work to the class. One at a time they describe the works using the poster and then they ask two questions to the other children, who answer and try to evaluate the work of the kid presenting it.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1146 167 1489 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> I like.... I would change...</p> <p><b>Communicative structures</b> What do you like about my work? What would you change?</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>	<p>poster (U1_L1_ALL2)</p> <p>poster with the questions for the class (U1_L4_ALL2)</p>	<p>The children will discuss and appreciate the work of the other trying to evaluate them.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Tempera: Schinkel
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	List Describe Discuss Examine	Children are shown the third art work: the theatrical scenography "Hall of the stars in the palace of the Queen of the Night" by Karl Friedrich Schinkel for Mozart's Magic Flute. Children use their categories to describe what they are seeing.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes colours lines emotions</p> <p><b>Communicative structures</b> Can you describe the paintings? What can you see? I can see.. I feel... I like... I don't like...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Poster of the categories organized the prior lesson (U1_L1_ALL2)	The teacher takes notes if the children can use the categories and if they can answer some easy questions about the art work.
L	<b>S</b>	R	W								

2	15 minutes	<p>Recall facts and basic concepts</p> <p>Execut Interpret Operate</p>	<p>After describing and analyzing the scenography, children mix the tempera colours in order to explore different shades of colours. They are given a sheet where they can find the mixing procedure. They try to answer some questions of the teacher about mixing the colours.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1122 165 1460 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> colours</p> <p><b>Communicative structures</b> What happens when you mix ___ and ___?</p>	L	<b>S</b>	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>tempera colours sheet with the indications for mixing the colours (U2_L1_ALL1)</p>	<p>The teacher observes the students while they are working individually and asks them questions about what they are doing. The teacher also asks them questions to revise the communicative structures and the vocabulary involved in the tasks.</p>
L	<b>S</b>	R	W								

3	30 minutes	Create and produce original work	After analyzing and mixing the colours, children produce their own work taking example from the scenography of Schenkel. First they need to think and design their work, then they make their own, mixing the tempera colours. They are given tempera colours and paper to colour on.	<p><b>Skills</b></p> <table border="1" data-bbox="1122 165 1460 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> colours I am painting.... I am using these colours....</p> <p><b>Communicative structures</b> What are you doing? What are you painting? What colours are you using?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Examples of the works of the children (U2_L1_ALL2) paper colours	The teacher observes the students while they are working individually and asks them questions about what they are drawing. The teacher also asks them questions to revise the communicative structures and the vocabulary involved in the tasks.
L	S	R	W								



# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Analysis of the brushstrokes: Van Gogh
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	List Describe Discuss Examine	Children are shown the "Starry Night" of Van Gogh. Children analyze the painting using their elements and categories. They also watch a short video with some explanations.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes colours lines emotions</p> <p><b>Communicative structures</b> Can you describe the paintings? What can you see? I can see.. I feel... I like... I don't like...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Video: <a href="#">link</a>	The teacher takes notes if the children can use the categories and if they can answer some easy questions about the art work. The teacher can also check if students understand the video.
L	<b>S</b>	R	W								

2	20 minutes	Identify Explain Discuss Interpret Examine	Children work in pairs. Each pair receive a sentence about a fact of the "Starry Night". They read the passage and try to understand it. They can search the words they don't know in the dictionary.	<p><b>Skills</b></p> <p>L S <b>R</b> W</p> <p><b>Key vocabulary</b> I don't understand this word... We learnt that...</p> <p><b>Communicative structures</b> Do you understand the sentence? What did you learn?</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Sentences with details of the work (U2_L2_ALL1) by <a href="#">link</a>	Teacher observes and takes notes on how the children cooperate and work together. Teacher can also ask questions to check if the kids have understood.
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3	25 minutes		Children in groups make a collaborative painting. Each group receive three pieces of the "Starry Night" of Van Gogh to colour and then they glue all the pieces together. They also add the sentences they analyzed in the prior part of the lesson. In the end they have created a poster with the reproduction of the "Starry Night" and the sentences connected to the different elements of the art work.	<p><b>Skills</b></p> <p>L <b>S</b> <b>R</b> W</p> <p><b>Key vocabulary</b> on the right on the left at the top at the bottom</p> <p><b>Communicative structures</b> Where do we glue this sentence? Do you agree?</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	collaborative painting pieces: U2_L2_ALL2	The teacher observes how the children works in pairs and helps them by asking specific questions. The teacher also takes notes if the children can answer some easy questions about the creation of the poster.
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	Analysis of the brushstrokes: Van Gogh pt2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	classify describe examine analyze	Children take a look again at the "Starry Night" of Van Gogh and they analyze the brush strokes. The teacher can ask questions to help them. After analysing the paint, children try to organize the brush strokes in different categories. They brainstorm the ideas on the blackboard. They try to reproduce with crayons the diifferent strokes on a paper, organized in categories.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> I can see... I agree/ I don't agree.. swirls/sideways/circle/curves</p> <p><b>Communicative structures</b> What can you see? How would you organize the brush strokes? How many categories? Do you agree?</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Example of categories of the brush strokes: U2_L3_ALL1	Teacher asks questions to deepen the knowledge of the children and takes notes of the participation of the children.
L	<b>S</b>	R	W								

2	40 minutes	Produce original work design develop operate	Children reproduce the "Starry night" of Van Gogh in their own way. They use crayons and pay attention to the type of brush strokes they use: swirls, curves, sideways, circles. First they need to think and design their work, then they try to reproduce it.	<p><b>Skills</b></p> <table border="1" data-bbox="1106 165 1509 213"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Example of painting: U2_L3_ALL2	The teacher takes notes if the children can use the categories and if they can answer some easy questions about the art work.
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	4	<b>Title</b>	Assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Justify a decision Argue Value Critique Judge	Children are asked to think about the work that has been done till this moment. They take a look at their work and they try to describe it and evaluating it. They follow some indications given by the teacher and write the answers on a paper.	<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> List of words to describe the art works</p> <p><b>Communicative structures</b> What do you like about your work? What do you want to improve?</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	Indication to describe and self-evaluate the works (U1_L4_ALL1)	Following some indications, the children try to self evaluating their work.
L	S	R	W								

2	40 minutes	<p>Explain ideas and concepts</p> <p>Describe</p> <p>Discuss</p> <p>Questions</p>	<p>Children in the second part of the lesson present their work to the class. One at a time they describe the works using the poster and then they ask two questions to the other children, who answer and try to evaluate the work of the kid presenting it.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1144 165 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> I like.... I would change...</p> <p><b>Communicative structures</b> What do you like about my work? What would you change?</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>	<p>poster (U1_L1_ALL2)</p> <p>poster with the questions for the class (U1_L4_ALL2)</p>	<p>The children will discuss and appreciate the work of the others trying to evaluate them.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Shapes: Mirò
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	List Describe Discuss Examine	Children are shown the art work of Mirò: "Constellation: the morning star". Children use the poster of the categories to describe what they are seeing. The focus is on the shapes. With a brainstorming children draw on the blackboards all the shapes they can see in Mirò painting.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes colours lines emotions</p> <p><b>Communicative structures</b> Can you describe the paintings? What can you see? I can see.. What shapes do you see? What do you feel? I feel... Do you like it? I like... I don't like...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Mirò "Constellation: the morning star" Poster of the categories organized in the first lessons (U1_L1_ALL2)	The teacher takes notes if the children can use the categories and if they can answer some easy questions about the art work.
L	<b>S</b>	R	W								

2	15 minutes	Identify Explain Discuss Interpret Examine	Children work in 6 groups. Each group decide five shapes and reproduce them on one big poster. On the poster there will be a "Roll a Mirò shape" game: there is a table in which each number of the die corresponds to a shape of Mirò painting and there will be five rolling opportunities.	<p><b>Skills</b></p> <table border="1" data-bbox="1106 165 1447 213"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes names</p> <p><b>Communicative structures</b> What do we put on the poster? Do you agree?</p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	List of the shapes in Mirò painting, drawn on the blackboard before Poster for the game (U3_L1_ALL1)	The teacher observes how the children works in groups and helps them by asking specific questions.
L	<b>S</b>	R	W								

3	30 minutes	Create Produce original work	After describing and analyzing the painting, children produce their own work following the posters. They are given the instructions of the game and a die. Playing the game "Roll a Mirò shape", children roll the dice five times and, depending on the number they roll, they draw the shape they see on the poster on the paper. They also need to colour the shapes using coloured pencils or crayons.	<p><b>Skills</b></p> <table border="1" data-bbox="1106 663 1447 711"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> instructions of the game</p> <p><b>Communicative structures</b> roll a die die / dice</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	Posters U3_L1_ALL1 Instructions U3_L1_ALL2 pencils or crayons/paper	The teacher observes the students while they are working individually and asks them questions about what they are drawing. The teacher also asks them questions to revise the communicative structures and the vocabulary involved in the prior tasks.
L	S	<b>R</b>	W								



# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Shapes: Picasso Constellations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	List Describe Discuss Examine	Children are shown the Picasso "Constellations" art work. Children use their categories to describe what they are seeing.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes colours lines emotions</p> <p><b>Communicative structures</b> Can you describe the paintings? What can you see? I can see.. I feel... I like... I don't like...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Poster of the categories organized the first lessons (U1_L1_ALL2)	The teacher takes notes if the children can use the categories and if they can answer some easy questions about the art work.
L	<b>S</b>	R	W								

2	15 minutes	understand intepret	Children work in pairs and read a text about constellations and try to understand it. They answer some questions.	<b>Skills</b> <table border="1" data-bbox="1115 164 1456 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <b>Key vocabulary</b> constellations  <b>Communicative structures</b> infomational text	L	S	<b>R</b>	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Constellations Informational Text: <a href="#">link</a>	The teacher observes how the children works in pairs and helps them by asking specific questions.
L	S	<b>R</b>	W								

3	30 minutes	produce construct assemble execute	Children create a constellation card to project with a flashlight on the walls. They are given the instructions to be followed. First they need to think and design their work on a white paper, choosing which constellation they want to make. Then they try to reproduce it on the black cardstock.	<b>Skills</b> <table border="1" data-bbox="1115 732 1456 780"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <b>Key vocabulary</b> constellations instructions  <b>Communicative structures</b> instructions	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	Instructions and supplies (U3_L2_ALL1) by <a href="#">link</a>	The teacher observes the students while they are working individually and asks them questions about what they are making. The teacher also asks them questions to revise the communicative structures and the vocabulary involved in the tasks.
L	S	<b>R</b>	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	Shapes: Matisse
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	List Describe Discuss Examine	Children are shown "Icaro" by Matisse. They observe the shapes and colours and try to describe them using the poster of the categories.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes colours lines emotions</p> <p><b>Communicative structures</b> Can you describe the paintings? What can you see? I can see.. I feel... I like... I don't like...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Poster of the categories organized the prior lesson (U1_L1_ALL2)	The teacher takes notes if the children can use the categories and if they can answer some easy questions about the art work.
L	<b>S</b>	R	W								

2	20 minutes	Interpret operate formulate organize	Children watch the video of the story of Icaro and Daedalus twice. They try to take notes. Then children are divided in groups and each group try to write a part of a story. Children can use dictionaries. They read the piece written out loud and the teacher rewrite the collaborative story correcting the errors or reformulating the sentences.	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	video: <a href="#">link</a> English-Italian Dictionary	The teacher observes how the children works in pairs and helps them by asking specific questions. Teacher can also help the kids to formulate the sentences and correcting the errors.
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3	25 minutes	create produce original work	Children using scissors, as Matisse did, cut out shapes and glue them together to reproduce the story of Icaro. They are given different coloured papers. They take examples from the ar work observed priorly.	<p><b>Skills</b></p> <table border="1" data-bbox="1122 165 1460 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> shapes colours</p> <p><b>Communicative structures</b> I am cutting out.... this is ... What are you doing? What shapes are you cutting out? What colours are you using?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	scissors and papers	The teacher observes the students while they are working individually and asks them questions about what they are drawing. The teacher also asks them questions to revise the communicative structures and the vocabulary involved in the tasks
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	4	<b>Title</b>	Assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Justify a decision Argue Value Critique Judge	Children are asked to think about the work that has been done till this moment. They take a look at their work and they try to describe it and evaluating it. They follow some indications given by the teacher and write the answer on a paper. They also put together all the paintings they have done in a folder.	<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> List of words to describe the works</p> <p><b>Communicative structures</b> What do you like about your work? What do you want to improve?</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	Indication to describe and self-evaluate the works (U1_L4_ALL1)	Following some indications, the children try to self evaluating their work.
L	S	R	W								

2	40 minutes	<p>Explain ideas and concepts</p> <p>Describe</p> <p>Discuss</p> <p>Questions</p>	<p>Children in the second part of the lesson present their work to the class. One at a time they describe the works using the poster and then they ask two questions to the other children, who answer and try to evaluate the work of the kid presenting it.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1144 165 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> I like.... I would change...</p> <p><b>Communicative structures</b> What do you like about my work? What would you change?</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>	<p>poster (U1_L1_ALL2)</p> <p>poster with the questions for the class (U1_L4_ALL2)</p>	<p>The children will discuss and appreciate the work of the others trying to evaluate them.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	5	<b>Title</b>	Final project
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Design construct develop formulate	Children working individually create their own piece of art work about stars or starry night. They can use the materials or style they prefer. They need to think and design their work, then they try to make it. They also need to find a title. They also try to describe it following some given structures. The painting also goes into the folder with the other works.	<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> The title is__ emotion colours shapes lines I like it</p> <p><b>Communicative structures</b> the title is_____ in my painting i can see these shapes: _____ in my painting i can see these colours: _____ in my painting i can see these lines: _____ while i watch my painting i feel_____ I like it because _____</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Structures to describe the painting: U3_L5_ALL1	The teacher observes how the children work individually and takes notes if they can use the categories. The teacher also checks if the text they are writing is correct.
L	S	R	W								



2	1 hour	collaborate project create design construct	At this point, children work together as a big group and decide what they can create collaborating. They need to agree on the topic, the materials, the styles and techniques. They have 1 hour to discuss and brainstorm what to do.	<p><b>Skills</b></p> <table border="1" data-bbox="1167 164 1509 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> styles colours i agree / i don't agree</p> <p><b>Communicative structures</b> Do yuo agree? I think we can do ___ I like the idea Why don't we paint___? What can we use?</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	blackboard to write down the ideas	The teacher helps the children to collaborate, managing the conversation and help them to decide what to do. The teacher takes notes on how the kids are working together and how much they can speak English.
L	<b>S</b>	R	W								

3	1 hour	Create assemble produce original work	Once they have decided what to paint, they need to draw and paint the subject they have decided. They search for the materials in the school and work together with the purpose of a collaborative painting. In the end, they hang it on the wall.	<p><b>Skills</b></p> <table border="1" data-bbox="1167 164 1509 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> colours materials</p> <p><b>Communicative structures</b> What an I do? What do we need? Is this ok?</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	materials to create their painting	The teacher observes how the children work together as a whole group and takes notes if the children can use the categories and if they can answer some easy questions about the art work.
L	<b>S</b>	R	W								