

CLIL Module Plan

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| Author(s) | Stefania Pederiva | | | | |
| School | Art School Fassa Valley | | | | |
| 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 checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Subject | Arte | Topic | Free hand design | | |
| CLIL Language | <input checked="" type="radio"/> English | | | <input type="radio"/> Deutsch | |

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| Personal and social-cultural preconditions of all people involved | <p>The class is composed of 18 students (10 males and 8 females). Migratory background: no students come from extra UE countries. Special Educational Needs: there are two students with mild dyslexia. As a group they always need to be motivated and guided to perform at their best. They know how to work in a group because in this subject (Visual Art/Design) they usually work for a common aim: it could be a mural, a mosaic, an acrylic painting, a logo, a design project sometimes required by an association or a private company. When they work as a team they are sociable, involved and curious. As a class, they embrace a lot of new art projects and are always driven to improve their competence. In contrast, when they work individually, not always the homework are done . This is their first experience with the CLIL methodology (this is the grade our School starts with clil). The average CEFR level in English is an A2/B1. They need to practice especially conversation and speaking to overcome their shyness. They seem to be quite confident with the listening skill. CLIL in our school is taught in co-presence, this is the teacher's first experience in applying CLIL methodology.</p> |
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| Students' prior knowledge, skills, competencies | Subject | Language |
| | Students already know the basic rules of the visual/design process language and what the main elements of composition are. They are very keen on drawing, especially life drawing pictures because in the previous two years they learned how to copy an image and how to create volume through shadows with different techniques. They are also aware of the importance of perspective and axonometry, they know how to use textures and colours. Moreover, they can describe artworks/projects and express a personal point of view. | Some pupils have good reading and speaking skills, a low profile in writing and good skills in listening. Knowledge, skills and competencies to be enhanced during this lessons: Base tenses, if clauses, reported speech (cohesion linkers and devices), reporting verbs, commonly used phrasal verbs, modal verbs, comparative and superlative forms. Lexis and grammar structures to express similarities and differences, to compare and contrast ideas. |

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| Timetable fit | ☉ Module | Length 2 Units: 5 lessons (of 50 minutes each) |
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| Description of teaching and learning strategies | To motivate students to speak English there will be balance between theory and practice, although of course the practice is the main part of the subject. Therefore language and content are mainly taught by talking in English during the practical activities using ICT tools, such as PowerPoint presentations, EdPuzzle, Jigsaw Puzzle. The teacher will constantly support students during the practical work and invite them to take notes next to their sketches while drawing and constantly communicate among them giving suggestions, advice, asking for clarifications. There will be activated different strategies to make the lessons more pleasant. The lessons will predominantly follow the activate prior knowledge/guide understanding/review format and will privilege collaborative and cooperative learning with the purpose to develop communicative skills, without worrying too much about grammar mistakes. The assessment will be focused on communicative skills, cognitive skills, cooperation, and, last but not least, the attitude towards the project. |
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Overall Module Plan

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| <p>Unit: 1 The basics of free hand design Unit length: 3h</p> | <p>Lesson 1 The drawing tools</p> |
| | <p>Lesson 2 Drawing with tools</p> |
| | <p>Lesson 3 The lines</p> |
| <p>Unit: 2 Textures through lines Unit length: 4h</p> | <p>Lesson 1 What is a texture?</p> |
| | <p>Lesson 2 Drawing textures</p> |
| | <p>Lesson 3 Evaluation</p> |

CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|-------------------|
| Unit number | 1 | Lesson number | 1 | Title | The drawing tools |
|--------------------|---|----------------------|---|--------------|-------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|---|---|---|--|--------------------------------|---|---|---|--|
| 1 | 20' | Introduce the CLIL module and methodology; learn which are the fundamental tools/materials for design sketching | Warming up activity: T explains the subject of the lesson engaging students with a presentation shown on the interactive whiteboard. T asks Ss to think why it is so important to define the tools and materials for design sketching, giving them the necessary time to think about the topic. Working in groups of 4 they have to write a few key words related to the tools that might help them to have quick class discussion about the different tools. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary pencils, pens, felt-tip pens, chinks, paper and thin cardboards, erasers, harder, higher, tools, professional markers, sheet</p> <p>Communicative structures Could you tell me? What happens if...? What do you think about...? Why would you use... instead of...?</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> The drawing tools.pptx <p>References: web-based resources: link</p> | Formative assessment: T observes how students are involved, what input they give to the activity and what is their background knowledge. |
| L | S | R | W | | | | | | | | |
| 2 | 30' | Being able to describe the tools with the | Working in pairs Ss have to fill in a grid with a short description of each | <p>Skills</p> | <input checked="" type="checkbox"/> Whole class | <ul style="list-style-type: none"> The drawing tools.pptx | Ongoing assessment: T observes | | | | |

right words;
arouse
interest
through a
learning by
doing activity

tool/material for design
sketching introduced in the
previous activity, they can read
the T's presentation again to
help them making a summary.
In the last 5' the T will ask a
few questions to make sure the
Ss understood the differences
between the various tools and
their functions.

L

S

R

W

Key vocabulary

from scratch, shading,
sharpened using, grade
of pencil, different
shades, thicknesses:
thin, medium, thick,
and extra thick, quick
sketches and more
detailed drawings,
flowing lines, art
mediums, to cling to

Communicative structures

Why is it better to
use...? Which tool would
you use for...? How can
you obtain a smooth
effect? What could you
do for enhancing the
brightness...?

- Group work
- Pair work
- Individual work

- Tools
ex.pptx

how Ss are
able to write
a brief
description
about the
tools and
their ability
to relate
them with
different
techniques.

CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|--------------------|
| Unit number | 1 | Lesson number | 2 | Title | Drawing with tools |
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| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|---|--|-------------|-----------|------------|---|---|---|--|
| 1 | 50' | Learn to practice the fundamental tools/materials for design sketching, being able to link the emotions aroused by using them | Working individually they have to do some sketching exercises with different tools. Ss must write key words and short sentences about their personal impression on the tools. A list of possible descriptive adjectives will be provided. | 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 <input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> • Drawing ex.pptx • Possible descriptive adjectives.docx | Ongoing assessment: T observes how Ss are able to connect their impressions/feelings about drawing with different tools. |
| L | S | R | W | | | | | | | | |

Key vocabulary

bald, fantastic, curious,
topographical, vigorous,
mural, uncoloured, stiff
and grotesque, black-
and-white, beautifully,
precise, neat, coloured,
ethereal, clean, horrific,
fine, exquisite,
accurate, ordinary,
emblematical, graceful,
suggestive, fresh,
entirely beautiful,
wonderful, interesting,
linear, original,
thoughtful,
undoubtedly, brilliant,
superb, useless,
inimitably, fragmentary,
unfinished, rough,
hideous, clever

**Communicative
structures**

Look at the list and try
to describe... Drawing
with a marker gives a
neat and clean effect.
The mark left by the
felt-tip pen is so linear
and ordinary.

CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|-----------|
| Unit number | 1 | Lesson number | 3 | Title | The lines |
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| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|----------|--------|---|--|--|---|---|---|
| 1 | 35' | Understand why drawing lines is a good starting point for developing design skills. Select information and summarise it effectively using if clauses. | Ss should watch the video on the interactive whiteboard (can be watched twice if necessary at first without subtitles and then with subtitles), write down new words and some notes: will be left more time to finish if needed. T shares the video on google classroom in case Ss want to watch it again on their own; in pairs they have to complete the word puzzle if they don't finish it they can do it at home. | <p>Skills</p> <p>L S R W</p> <p>Key vocabulary Words to describe the lines drawing process: confidence, swing, slow and meticulously, over and over again, warm-up, think your marker is, thikness, 40 degrees angle, elbow,quick, as many times as you need, cleaner and faster, dots connecting, tight, struggle</p> | <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> • Words to describe the lines drawing process.pdf • Words to describe the lines drawing process with answers.pdf <p>link</p> | Performance assessment: Teacher controls how students understand by listening and taking notes selecting the main informations. |

Communicative structures

If clauses: If you overlap too many lines, the drawing usually is messy. If we make too many mistakes, we will have to do the exercise again. If I already had a good drawing skill, I wouldn't practice lines sketching.

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| 2 | 15' | Develop the eye-hand coordination through drawing lines. | The T will explain the exercise by showing an example of it, Ss should draw and write the right words to describe the lines. | <p>Skills</p> <table border="1" data-bbox="1093 167 1429 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Develop, eye-hand coordination, make an effort, shapes and volumes, proper position, sheet parallel to the shoulders, regulate the height of the seat, free hand tracing, vertical, horizontal, diagonal lines</p> <p>Communicative structures Not only the hand but also the ability of observing... Through time we will acquire the ability...</p> | L | S | R | W | <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> • lines starting.jpg | <p>The following criteria will be used to evaluate the work: the correct technique of drawing, the accuracy, the descriptions.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|--------------------|
| Unit number | 2 | Lesson number | 1 | Title | What is a texture? |
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| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|--|--|-------------|-----------|------------|---|---|---|--|
| 1 | 25' | To promote higher forms of thinking in education, such as analyzing and evaluating, rather than just teaching students to remember facts. | Ss should read aloud from the power point shown on the interactive whiteboard, there will be also a little discussion on the main points figuring out what the textures shown in the picture represent and it will be also ask to point out if a surface is rough, smooth, deep, shallow, etc. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary actual/implied texture, relief, embossing, deep, shallow, rough, smooth</p> <p>Communicative structures Can be made... Can be felt... Can you tell the difference between...? What happens if...? This surface is smoother than...</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • textures.jpg link | Feedback assesment: see how students are committed and how much effort they put in paraphrasing. |
| L | S | R | W | | | | | | | | |

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|---|-----|--|--|---|---|--|--|
| 2 | 25' | To promote higher forms of thinking in education, such as analyzing and evaluating, rather than just teaching students to remember facts | Each Ss will be asked to gather at least 10 pictures of different textures- 5 should be implied and 5 actual textures-and say what they represent. A short presentation should be carried out by each student in front of the class. | <p>Skills</p> <p>L S R W</p> <p>Key vocabulary smooth, fluffy, soft, rough, smooth, deep, bumpy, hard, lumpy, slimy, powdery</p> <p>Communicative structures as before</p> | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> • tex.jpg Presentations from the students. | Feedback assesment: see how students are committed and how much effort they put in finding out new textures. |
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CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|------------------|
| Unit number | 2 | Lesson number | 2 | Title | Drawing textures |
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| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|---|---|-------------|-----------|------------|---|---|----------------------------------|--|
| 1 | 20' | Identify the variety of effects the line can have in different textures. | Ss should find out words to describe the variety of effects a line can assume in different textures. The T will write the words found by the Ss on the blackboard and if necessary will write some. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Describing lines: overlapping, hatching, angular, bold, thick, thin, broken, uniform, curved, as close as possible, straight, slightly inclined, bends</p> <p>Communicative structures Can you identify the different parts...? There's little/strong likelihood that textures comes from... How does the line look...?</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 | Dictionary: link | Formative assessment: T observes how students are involved, what input they give to the activity and what is their background knowledge. |
| L | S | R | W | | | | | | | | |

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|---|-----|--|---|--|---|---|----------|---|--|---|---|
| 2 | 30' | Draw textures by writing the descriptive information of various effects of the line. | The T will show the an example of drawn textures on the interactive witheboard indicating the necessary steps and drawing tools. Ss will start drawing with the help of the teacher. Ss will have to describe the effects of the lines close to the textures. | <p>Skills</p> <table border="1" data-bbox="1041 167 1382 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary woor, woodgrain, marble, stone glass, metal, minimalistic approach</p> <p>Communicative structures Try to apply one layer at an accelerate pace. At the same time the colour... For further colour enhancement take a ...</p> | L | S | R | W | <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> • instructions.jpg • texture fabrics.jpg • textures materials.jpg | The following criteria will be used to evaluate the work: the correct technique of drawing, the accuracy, the descriptions. |
| L | S | R | W | | | | | | | | |

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|---|-----|--|---|--|---|---|----------|---|--|---|---|
| 3 | 50' | Draw textures by writing the descriptive information of various effects of the line. | This is the continuation to conclude the previous lesson: the example of drawn textures will be shown on the interactive whiteboard. Ss will have to describe the effects of the lines close to the textures. | <p>Skills</p> <table border="1" data-bbox="1041 167 1382 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary woor, woodgrain, marble, stone glass, metal, minimalistic approach</p> <p>Communicative structures Try to apply one layer at an accelerate pace. At the same time the colour... For further colour enhancement take a ...</p> | L | S | R | W | <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> • instructions.jpg • texture fabrics.jpg • textures materials.jpg | The following criteria will be used to evaluate the work: the correct technique of drawing, the accuracy, the descriptions. |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|------------|
| Unit number | 2 | Lesson number | 3 | Title | Evaluation |
|--------------------|---|----------------------|---|--------------|------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|--|---|-------------|-----------|------------|---|--|---|---|
| 1 | 30' | Raise awareness of the importance of peer evaluation by explaining the benefits of engaging in a peer review process. Help students learn to carry out peer assessment by modeling appropriate, constructive criticism and descriptive feedback. | The T will use the sheet to help students peer assess each other work. The idea is that students leave the sheet on the desk next to their work, all students then get up and aim to evaluate at least five students work. For each piece of work that they look at they write a positive comment (WWW) and an area for improvement (EBI) on the worksheet. The T will give students some examples of what they could write. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary clever colorful comical complex contemporary controversial crafty creative cultured decorative deep delicate dense detailed diligent dimensional elegant figurative</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"> peer assessment.png | Peer assessment: at the end of the task students go back to their work, read the comments that others have left for them and set themselves a personal target for the lesson. |
| L | S | R | W | | | | | | | | |

Communicative structures

I am of the opinion that .../ I take the view that... As I see it, ... / From my point of view ... As far as I know ... / From what I know ... I might be wrong but ... If I am not mistaken...
When offering evaluative comments, use the pronoun "I" rather than "they" or "one," which would imply that your opinion is universally agreed on. Be realistic: Feedback should focus on what can be changed. Be specific. Avoid general comments that may be of limited use to the receiver. Try to include examples to illustrate your statement.

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|---|-----|--|---|---|---|---|---|---|--|--|--|
| 2 | 20' | Review the drawings and understand how the graphic and the linguistic level can be improved. | All the sheets and drawings are collected by T who in turn will evaluate them. Feedback is given by the T who corrects both the graphic and descriptive part in a constructive way. | <p>Skills</p> <table border="1" data-bbox="1032 169 1368 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary clever colorful comical complex contemporary controversial crafty creative cultured decorative deep delicate dense detailed diligent dimensional elegant figurative</p> <p>Communicative structures Why don't you do some more...? How about doing some more...? If I were you, I would more. I suggest/recommend enhancing... I suggest/recommend you use... a ...</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"> • Ss textures drawings.jpg | Summative assessment: the teacher evaluates the students both for the graphics and the accuracy of the drawings and for the correctness of the descriptions. |
| L | S | R | W | | | | | | | | |