

CLIL EXCELLENCE for PRIMARY SCHOOLS

LEARNING UNIT FORMAT: WELCOME SUNNY DAYS

Subject Area: Art

Topic: Coloured seasons and emotions beauty

Bei Class: First

Number of lessons: 4

WALT - We are Learning To-:

During the learning unit

- Children will be able to know:
 - A. the colours related to each season;
 - B. the names of feelings and emotions;
 - C. the differences between warm and cool colours.

- Children will be able to do:
 - a. associate seasons and colours;
 - b. associate colours and emotions;
 - c. identify their emotions;
 - d. use colours to express an emotion;
 - e. a creative poster using warm and cool colours.

- Children will be able to be aware of:
 1. understanding the relevance of colours in art.

LESSON 1/4- Art – Seasons and colours

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
ACTIVATION of the learning unit	<u>Activity 1</u> : the teacher takes the students out in the garden and asks them to observe what they are	1. To observe using the five senses;	1. To use specific language: Senses	Possible other resources: Videos	W	15 min

	<p>surrounded by using their prior knowledge related the science area; <u>Activity 2</u>: once the class comes back in the classroom the teacher gives a worksheet, on which the children takes notes about their observation; ATTACHMENT 1 <u>Activity 3</u>: the teacher collects all observations and builds a brainstorming asking the children what they especially saw in the garden and which colours they noticed most; ATTACHMENT 2</p>	<p>2. to speak about the exploration in the garden; 3. to identify spring's characteristics;</p>	<p>Colours</p> <p>2. to draw or write about what it is seen, heard, ...;</p> <p>3. to speak about the exploration Simple sentences: I see, I hear, I smell, I touch..</p>	<p>"Kids vocabulary - Four Seasons - 4 seasons in a year - English educational video for kids" (https://www.youtube.com/watch?v=owppK-GHPTU) or "Springtime Reading Video for Kids & Toddlers" (https://www.youtube.com/watch?v=Y6-B9sxC1sM)</p> <p>Worksheet about the five senses for the garden's observation;</p> <p>Tools: Blackboard (or poster and coloured felt tip pens or PC and LIM)</p>	<p>I</p> <p>W</p>	<p>15 min</p> <p>10 min</p>
CORE ACTIVITIES	<p><u>Activity 4</u>: the teacher introduces and reads the students "The story about seasons" asking the students to watch the Power Point Presentation created by herself; ATTACHMENT 3 <u>Activity 5</u>: the teacher re-reads the story and the children have to guess</p>	<p>1.To review the seasons;</p>	<p>1. To understand a short story in English;</p> <p>2. to reinforce the lexicon;</p>	<p>"The story about the seasons" Power Point Presentation;</p>	<p>W</p>	<p>10 min</p>

	<p>the missing words; ATTACHMENT 3 <u>Activity 6:</u> the teacher asks the students to divide in groups and to stage the story they've enjoyed; ATTACHMENT 4</p> <p><u>Activity 7:</u> the teacher assigns a season to each group and gets different materials (ribbons, buttons, glitter..) and colours and asks the children to select the material according to the colour chosen by the group to represent the season; <u>Activity 8:</u> each group creates a poster and shows the work to the companions, and discuss everything together about colours and combinations; ATTACHMENT 5</p>	<p>2. to associate seasons and colours;</p> <p>3. to illustrate seasons and characteristic colours;</p>	<p>3. to play a short story, using flashcards and wordcards;</p>	<p>Flashcards and wordcards: spring: http://www.sparklebox.co.uk/topic/world-around-us/weather-and-seasons/spring.html#.WQT3vja1vIU summer: http://www.sparklebox.co.uk/topic/world-around-us/weather-and-seasons/summer.html#.WQT4Aja1vIU autumn: http://www.sparklebox.co.uk/topic/world-around-us/weather-and-seasons/autumn.html#.WQT4Jja1vIU winter: http://www.sparklebox.co.uk/topic/world-around-us/weather-and-seasons/winter.html#.WQT4Vda1vIU</p> <p>Posters and materials</p>	<p>G</p> <p>G</p> <p>G</p>	<p>10 min</p> <p>=1h</p> <p>15 min</p> <p>45 min</p>
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*Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 2/4 –Emotions/ feelings and colours

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	Activity 9: the teacher introduces the video "THE MANY COLOURED DAYS" by Dr. Seuss, pausing after each animal and discussing the animal's colour;	1.To discover that sometimes feelings are described using colours;	1. To match the emotions that are paired with the colours from the reading;	1. "THE MANY COLOURED DAYS" by Dr. Seuss https://www.youtube.com/watch?v=Lum83DLPXlw	W	15 min
	Activity 10: the teacher says to children to make a circle, then in the center she puts the boy character in each colours. The children have to pick up a boy and tell the emotion associated using wordcards;			2. Boy template: https://omazingkidsyoga.files.wordpress.com/2011/10/my-many-colored-days-kid-color-cutouts-template.jpg?w=278&h=300	W	15 min
	ATTACHMENT 6			3. Feelings wordcards: http://www.sparklebox.co.uk/3051-3060/sb3055.html#.WT_H_JLyjMw		5 min
	Activity 11: the teacher explains that Dr. Seuss feels different ways on different days and uses colours to help describe how is feeling;					5 min

CORE ACTIVITIES :	<p><u>Activity 12</u>: the teacher puts on the class's walls colours flashcards into a box in the centre of the class with feelings flashcards. Then she asks to children what is the feeling in the day and to go near the poster that shows it.</p> <p>ATTACHMENT 7</p> <p><u>Activity 13</u>:the teacher discusses with children how specific colours make them feel and that the colour can be felt in different ways by different people;</p> <p><u>Activity 14</u>: the teacher gives a boy template and the children have to colour it associating their feelings and colours.</p> <p>ATTACHMENT 8</p> <p><u>Activity 15</u>: the teacher and the children create a door display with all the works produced;</p> <p>ATTACHMENT 9</p>	2.to identify own emotions and match with a colour;	2.to communicate own feeling in a day; 3.to write about it completing a sentence;	Boy template and colours; (coloured strips, coloured pencils or felt tip pens)	W/I	5 min
					W	5 min
					I	10 min
					W	10 min
					I	15 min

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LESSON 3/4 – Warm and cool colours and feelings

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMIN G
Warm up of the lesson:	<p><u>Activity 16</u>: the teacher asks children to share their favourite colours and she lists their preferences on the blackboard separating the warm colors from the cool colours without labeling them; ATTACHMENT 10: PPT</p> <p><u>Activity 17</u>: the teacher asks if they know why these colours are grouped in this way. Then she explains that the groups are separated in warm and cool colours; she also explains how they can be used to express feelings and moods; ATTACHMENT 10: PPT</p>	1.To identify warm and cool colours;	1. To discuss about colours: What's your favourite colour? My favourite colour is ...	Teacher's ppt	W/I	5 min 10 min
CORE ACTIVITIES:	<u>Activity 18</u> : the teacher asks children to close their eyes and imagine to see warm colours in the nature then cool colours and how they feel when they look at them. The teacher takes notes	2.to identify the warm and cool colours in the nature and around them;	2.to label warm and cool colours ;		W/I	10 min

<p>about the children discussion; ATTACHMENT 10: PPT <u>Activity 19:</u> the teacher asks children to say where they can find warm and cool colours around them and how they feel. The teacher takes notes about the children discussion; ATTACHMENT 10: PPT <u>Activity 20:</u> the teacher gives the students a sheet divided into two half parts representing one of Keith Haring's masterpieces. She asks the children to colour the left picture only using the warm colours and the other side only using the cool colours; ATTACHMENT 11 <u>Activity 21:</u> the teacher and the children look at all the works and discuss about them <u>Activity 22:</u> the teacher introduces an art project "Pastel glue hand picture": children have to trace their hand on a black paper with a white pencil, then they have to break up the area surrounding the hand tracing with a variety of lines like a puzzle. After that the children colour the hand with one warm colour and all the rest with the cool colours. At the end they cover the lines with a line odd a white glue; ATTACHMENT 12</p>						10 min
		3.to discuss about warm and cool colours: I see feels me ...		worksheet	I	15 min
	3.to compare warm and cool colours;	4.to talk about colours and feelings;				5 min
	4.to associate colours and feelings;	5.to create a project to explore warm and cool colours;		Black paper White pencil Pastel crayons White glue		30 min

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LESSON 4/4 – Welcome sunny days!

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION	TIMING
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Warm up of the lesson:	<p><u>Activity 23</u>: the teacher shows the colour wheel, explains the colour theory in short and talks about it with the children; ATTACHMENT 13: PPT 2</p>	<p>1. To recap all the knowledge about the colours;</p>	<p>1. To reinforce the lexicon about: Colours Primary Secondary Warm and cool colours;</p>	<p>Teacher ppt resouces video "Mixing colours" https://www.youtube.com/watch?v=7GLzRqY71Ek</p>	I	10 min
CORE ACTIVITIES:	<p><u>Activity 24</u>: the teacher asks the children to make a colour wheel, using objects that they can found in classroom ATTACHMENT 14</p> <p><u>Activity 25</u>: the teacher explains that the children have to project and create a poster to welcome the children to the summer camp hosted by the school; ATTACHMENT 15</p>	<p>2. to make a creative colour wheel using different materials found in the classroom;</p> <p>3. to apply what they have learnt about the colours and to create a creative poster using different kind of materials;</p>	<p>2. to extend the lexis about the colours;</p>	<p>Coloured objects in classroom</p> <p>Poster, coloured paper</p>	W	<p>20 min</p> <p>70 min</p>

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ASSESSMENT	
	<p>FORMATIVE ASSESSMENT (on going process): ATTACHMENT 16</p> <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/) Discussion with the children during the Lessons</p>