

CLIL LEARNING UNIT – Lower Secondary School

Title	Healthy eating, healthy living https://sites.google.com/view/artloddolibricicatanzaro/home	Class 2nd year	Lower secondary school
Subject(s) involved	Art	Number of lessons	4
Teaching aims	Learning how the human being has represented food in art		
Learning outcomes	What learners will be able to know by the end of the unit	<i>Learners will be able to know about the life of Arcimboldo and the meaning of this kind of art.</i>	
	What learners will be able to do by the end of the unit	<i>Learners will be able to understand the style of this art and to know the tools used by Arcimboldo. They will learn how to follow instructions to achieve their own result. Students have in fact reproduced similar pictures and made an exhibition in the hall of the school. All pictures show and give an idea of how difficult this technique is.</i>	
	What learners will be able to be aware of by the end of the unit	<i>Learners will be able to be aware of how important it is to live and eat healthily. Art has in fact represented it through history and through the work of Arcimboldi. They also realize that by comparing instructions given and exchanging ideas they can work in a team to get better and better results.</i>	
Content	CLIL theme with possible Cross-curricular links	Arcimboldo, his life and technique. Different types of fruits and vegetables and how to draw them. Parts of body and how to draw them. Use of different and appropriate techniques.	
Communication	Language of learning	Vocabulary: Parts of body and face in details, vocabulary about fruits and vegetables and art techniques Structures: present simple Functions: describing, analyzing a painting, choosing a healthy diet	
	Language for learning	Basic vocabulary on body and face-on food Structures: imperative form (positive and negative)	
Cognition	Thinking skills development (LOTS and HOTS)	Create a word bank / make a description / analyze images and focus both on general view and details Follow instructions / use all the tools to achieve the result	

CLIL LEARNING UNIT – Lower Secondary School

		Read a text, fill in missing words, make a brief description, work in a team After having deeply analyzed an artist, try to understand our own taste in art Realize how much work there is behind apparently simple things too
Culture	Awareness of topic relevance to daily life	Learning how to write a description Follow instructions and ask appropriate questions in case instruction is not understood Work in teams to achieve results Learn to work with a deadline (a school exhibition of their pictures)
Materials and resources	Internet, tablet, handouts, art tools, art books, videos	
Assessment	Formative: on-going process Summative: types of written and oral tests	

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- FIND OUT (INPUT)
- SORT OUT (INPUT PROCESSING)
- OUTPUT (SPEAKING AND WRITING TO PRESENT THE NEW PRODUCT/INDIVIDUAL/GROUPWORK)
- ASSESSMENT (SUMMATIVE ASSESSMENT OF THE UNIT)

These steps will be developed during a certain number of lessons each teacher will plan.

CLIL LEARNING UNIT – Lower Secondary School

LESSON PLAN

Lesson 1 / 4

Title: Giuseppe Arcimboldi – Food in Art

Timing 1h

Activation of the unit	<i>The teacher shows flashcards of fruits and vegetables and of some parts of the body</i>	Interactional Pattern*	Resources and Materials
Core activities Find out (input)	<i>Observe flashcards, list names of fruits, vegetables and parts of body</i>	W, G	Internet Flashcards

LESSON PLAN

Lesson 2 / 4

Title: Vocabulary, create a list and group elements

Timing 1h

Lead in of the lesson (warm up)	<i>Select, list and group fruits and vegetables.</i> <i>Identify and locate body parts</i>	Interactional Pattern*	Resources and Materials
Core activities Sort out (input processing)	<i>Make a list, fill in body parts</i>	W, G	Handouts White Board Internet

CLIL LEARNING UNIT – Lower Secondary School

LESSON PLAN

Lesson 3 /4

Title: Draw fruits, vegetables and parts of the body

Timing 1 h

Lead in of the lesson (warm up)	<i>Look at detailed images, watch videos about techniques, works and life of Giuseppe Arcimboldo</i>	Interactional Pattern*	Resources and Materials
Core activities Sort out 2 (input processing 2 if necessary)	<i>Reply to a test on-line, try to colour some images, word search, develop critical thought (list what I like and why)</i>	W, G, I	Internet, art books

LESSON PLAN

Lesson 4 /4

Title: We create our Arcimboldo Painting!

Timing 2h

Lead in of the lesson (warm up)	<i>Teacher's instructions on how to use art tools to reproduce Arcimboldo Painting. Arcimboldo paintings exhibited in the hall of the school. Different phases are represented to understand how many steps are necessary to create a masterpiece.</i>	Interactional Pattern*	Resources and Materials
Output (speaking/writing/presentation of individual or groupwork/product)	<i>Complete a work, a painting, speaking and describing the job done. Presentation of all the results... our Arcimboldo paintings!</i>	W, G, I	Art tools, ...our hands !

CLIL LEARNING UNIT – Lower Secondary School

**Whole class: W, groupwork: G, pair work: P, individual work: I*