

CLIL EXCELLENCE for PRIMARY SCHOOLS

LEARNING UNIT FORMAT

Subject Area: Art and Art history Topic:"A look at English art"(Edwin Landseer)

Class 5^

Number of lessons 4 (8h)

WALT - We are Learning To-:

During the learning unit

Children will be able to know: what to observe in a picture - the characteristics of an art work – the proposed artist's works

Children will be able to do: understand short oral and written messages - answer questions concerning the topic – reflect on the observations made – reflect on emotions or sensations

Children will be able to be aware of: some essential aspects of the artwork - the function of art in our lives

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

- ACTIVATION
- CORE ACTIVITIES DIVIDED IN
 - FIND OUT (INPUT PHASE)
 - SORT OUT (INPUT PROCESSING PHASE)
 - OUTPUT (SPEAKING AND WRITING PRESENTING A PERSONAL OR GROUP PRODUCT)
- Final ASSESSMENT

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

LESSON 1

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
ACTIVATION of the learning unit	<ul style="list-style-type: none"> • Presentation of the map of the proposed topic • Conversation: prerequisites to observe an image: how can we observe an image? What do we observe? • Brainstorming 	<ul style="list-style-type: none"> • Identifying some interpretative categories: colour, shape, perspective • Identifying the meaning in the image • using English to make simple descriptions and answer questions 	<ul style="list-style-type: none"> • To use: definite/indefinite articles – nouns – adjectives – pronouns – to be – to have got – can (affirmative, negative form present simple) – colours – numbers (cardinal/ordinal) - parts of the human body – clothes – animals - everyday objects – home furnishings 	<ul style="list-style-type: none"> • PC • iwb • WEB resources for images 	W	1h
CORE ACTIVITIES	<ul style="list-style-type: none"> • Projection of selected images: colours, shapes, portraits, self-portrait, landscapes. • Analysis of the feelings evoked by the image • The pupils answer the stimulus questions 	<ul style="list-style-type: none"> • Identifying the meaning in the image • Using English to make a simple description and answer questions • Expressing 	<ul style="list-style-type: none"> • Answering the proposed questions • Choosing the right words to express simple descriptions and opinions 	<ul style="list-style-type: none"> • PC • iwb • WEB resources for images 	W / I	1h

		personal opinion on the observation of the images proposed				

*Type of interaction:: **I**- Individual;; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

LESSON 2

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	<ul style="list-style-type: none"> • Presentation of the chosen author (biography / art works) • Projection of the chosen images of the paintings • Group formation 	<ul style="list-style-type: none"> • To know biographical information to better understand the author's works 	<ul style="list-style-type: none"> • Using the dictionary to find the appropriate words • Using simple correct syntax and spelling to answer questions 	<ul style="list-style-type: none"> • PC • iwb • WEB resources for biographical information 	W	2h
CORE ACTIVITIES:	<ul style="list-style-type: none"> • Distribution of the material for group work • Material assembly in the lap book • Consultation among group members • Reading questions • Writing answers 	<ul style="list-style-type: none"> • To be able to work in a group (listen, share, argue) 	<ul style="list-style-type: none"> • Writing short descriptive texts • Reading questions • Writing answers 	<ul style="list-style-type: none"> • Class dictionary • List of useful words provided by the teacher 	G	2h

*Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 3

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	<ul style="list-style-type: none"> Conclusion of the assembly of the lap book Conclusion of the answers 	<ul style="list-style-type: none"> To be able to work in a group (listen, share, argue) 		<ul style="list-style-type: none"> Cardboard School supplies Images proposed by the teacher 	G	1h
CORE ACTIVITIES:	<ul style="list-style-type: none"> Presentation of the individual group works Reading of the answers to the classmates and teacher. 	<ul style="list-style-type: none"> To be able to explain the work of the group: each one will explain a part. 	<ul style="list-style-type: none"> To be able to read sentences and simple texts in English. Using a good pronunciation 	=	G	1h

*Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

ASSESSMENT
<p>FORMATIVE ASSESSMENT (on going process):</p> <ul style="list-style-type: none"> Observation of the single child Score from “ fair “ to “ excellent” for the ability to work in a group <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/):</p> <ul style="list-style-type: none"> Satisfaction questionnaire