

<b>LEARNING EXPERIENCE</b>	<b><i>A LOOK AT ENGLISH ART</i></b>
Recipients	24 fifth graders
Skill development	Understanding short oral messages and written English / observe exploring and describing images. Identification of formal aspects.
Learning goals	- English - Art
Social and educational objectives	The proposed activity aims to motivate and test children in their English language skills for the description of works of art.
Essential content	Starting from E.Landseer's works, it's intended to recall certain interpretive categories such as recurring themes, motifs, use of colours and other stylistic elements. Children will be invited to use the English language as much as possible.
Times	2+2 hours: project presentation, conversation and brainstorming, focus on interpretive categories and final summary. 2+2 hours: assembly of the pre-prepared material (artist's biography and chosen images), answers to guide questions with the use of the prepared vocabulary.
Setting	Classroom
Tools and means	Laptop, media whiteboard, school tools and materials for group work, dictionary.

**ACTIVITY DESCRIPTION  
STEP 1 - PRESENTATION**

WHAT THE TEACHER DOES	WHAT PUPILS DO
<ul style="list-style-type: none"> <li>Brainstorming: where/what do you look at when you watch a picture?</li> <li>Presentation of possible interpretive categories and artistic reflection (comparisons between environments, emotions, space organization....)</li> <li>Introducing E. Landseer</li> </ul>	Shared reflection on how to deal with a work of art.

**STEP 2 - OPERATIONAL PHASE**

WHAT THE TEACHER DOES	WHAT PUPILS DO
Organize groups: relationships, emotions, scenes, portraits, self- portraits.	<ul style="list-style-type: none"> <li>Reflection and analysis activities: answer the guide questions. They develop a brief comparative analysis of the works assigned.</li> <li>Creative reflection activities on images.</li> </ul>

**STEP 3 – SHARING PHASE**

	A group representative will explain what the group has done (analysis of the picture and other activities)
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ASSESSMENT	<p>FORMATIVE ASSESSMENT (on going process) Observation of the single child Using emoji to express satisfaction.</p> <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/) Score from “FAIR“ to “ EXCELLENT” for the ability to work in a group</p>
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