

ENJOY MODERNISM

Teaching notes

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ENJOY MODERNISM

UNIT 1 Session 1

BUILDINGS: Uses and characteristics

INTRODUCTION	
Start the lesson by telling the students a fairytale, for example “Hansel and Gretel” or a nursery rhyme	
ACTIVITIES	RESOURCES
Activity 1	
Show the poster with the house and ask the students about it: <ul style="list-style-type: none"> - What is it? - What is it for? Show a poster with another building and repeat the questions.	Posters: House Hospital
Activity 2	
T- Draw a mind map on the blackboard with building written in the centre Ask students for the names of buildings they know. Add them to mind map: T- Add this to mind map: Private house – Building of flats – Factory – Hospital – School – Offices – Religious	
Activity 3	
Work in three or four, give a hand out with different buildings and labels with the uses of each one. Label the buildings and show it to others. Start discussing the uses of buildings. Ask students: <ul style="list-style-type: none"> - How do you know what the building is? - What other things could it be used for? 	Worksheet 1 Web images from www.wikipedia.com Labels for each group Ppt. Modernism Art Nouveau Buildings
Activity 4	
Work in groups, give puzzle pieces of a building, each group has got a different building, make the puzzle and when finished, decide what it is used for. T- Ask students: <ul style="list-style-type: none"> - Tell others what your building is used for? - Are these buildings similar or different? - Which one do you like? - Can you live inside any of them? - Which one? - Is it decorated? - Which colours can you see? - What decoration can you see there? - Is your house decorated in the same way? T- Ask students to find as many features as they can on their puzzle. <ul style="list-style-type: none"> - Tell something they have got in common. - Tell something that is different in each 	Pieces of a puzzle LANGUAGE Giving opinions: I like... I prefer... Word bank Flowers Animals Columns Word bank on the blackboard: Wall / Roof / Arc / Chimney/ Column / Windows / Door/ Balcony

Activity 5					
To make a report Each group interview another group:		Worksheet 2			
How many	windows doors balconies chimneys arcs columns		are there in your picture?		
Has it got any decoration?					
Has it got any colour?					
T- Write word bank on the board for learners to use. To Report					
<table border="1"> <tr> <td>Our picture is a (<i>kind of building</i>)_____</td> </tr> <tr> <td>. It has got...</td> </tr> <tr> <td>Our building hasn't got...</td> </tr> </table>		Our picture is a (<i>kind of building</i>)_____	. It has got...	Our building hasn't got...	Word bank of adjectives: Big-bigger-the biggest More -less Coloured Bright Curved High
Our picture is a (<i>kind of building</i>)_____					
. It has got...					
Our building hasn't got...					
Then, each group reports information about one building (this could be written) T- Tell us some differences between your building and another...					

INTRODUCTION																		
Start the lesson by telling the students the fairytale “The Three little Pigs”																		
ACTIVITIES	RESOURCES																	
Activity 1																		
<p>Show students some materials telling them their names: A brick, a tile, some concrete, glass, iron, wood, stone... T – Draw a mind map with Materials in the centre and students say any words they remember Ask students to find a general word for those materials <i>Building materials</i> Working in groups of four, give a different poster and a handout. Tell students to put a cross in the table if they can see the materials</p> <table border="1" data-bbox="151 790 722 1144"> <thead> <tr> <th>Materials</th> <th>Building</th> </tr> </thead> <tbody> <tr><td>Glass</td><td></td></tr> <tr><td>Iron</td><td></td></tr> <tr><td>Wood</td><td></td></tr> <tr><td>Tile</td><td></td></tr> <tr><td>brick</td><td></td></tr> <tr><td>Stone</td><td></td></tr> <tr><td>Concrete</td><td></td></tr> </tbody> </table> <p>All together complete a matrix with all the buildings that students have observed. T- Why do you think, some of those materials are important to build modernist buildings? (Students might use L1)</p>		Materials	Building	Glass		Iron		Wood		Tile		brick		Stone		Concrete		<p>Posters of buildings</p> <p>Word bank Names of the materials on the blackboard</p> <p>Worksheet 3 Web images from www.wikipedia.com</p>
Materials	Building																	
Glass																		
Iron																		
Wood																		
Tile																		
brick																		
Stone																		
Concrete																		
Activity 2																		
<p>T- Use Ppt materials with slides of buildings to observe more closely where those materials are. T – Show students the first slide to explain the activity: Ask students:</p> <ul style="list-style-type: none"> - Which materials can we see in these building? - Where are they? (in which part of the building are those materials) <p>T- Can help students by pointing to the part of the building that they should know.</p> <ul style="list-style-type: none"> - Why do you think those materials are used for? <p>Working in groups of four, give them a table for each slide to fill in as they are looking at the slides. Give enough time for each slide to do the exercise.</p>		<p>Projector</p> <p>Ppt Materials: nine slides (Slide one is to be used as example) Slide five is a small part of a building so, slide 4 is needed to understand slide five. The rest of slides are to correct the exercise.</p> <p>Web images from www.wikipedia.com</p>																

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Slide1	Glass	Wood	Iron	Tiles	Brick	Stone	Concrete
Wall				✓			
Roof							✓
Chimney							
Window		✓					
Door							
Balcony							
Column							
Arc							

Slide 2,3 and 5	Glass	Wood	Iron	Tiles	Brick	Stone	Concrete
Wall							
Roof							
Chimney							
Window							
Door							
Balcony							
Column							
Arc							

T – Use the Ppt to correct their task.

T- Ask students:

- Which part of the building do you like?
- Are those materials only for building or are they used for something else?
- What are they used for?
- Are your houses decorated in the same way?
- Why do you think the use of materials is important

This is important to understand Modernism.

Activity 3

T- Working individually. Give students a worksheet with the skeleton of a building and several things that they could use to decorate it. When they finish they can show it to the rest of the class.

T – Work in pairs. Tell students to describe their building to each other, filling the gaps to worksheet 7.

T- Choose a pair of students and ask one them to describe their partner’s building-

T- Finally, display their work, sticking them on the walls. Add a description at the bottom, and give them time to read their descriptions.

Worksheet 4
A set of tables for Ppt
Materials

Worksheets 5 -6

Worksheet 7

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UNIT 1 Session 3

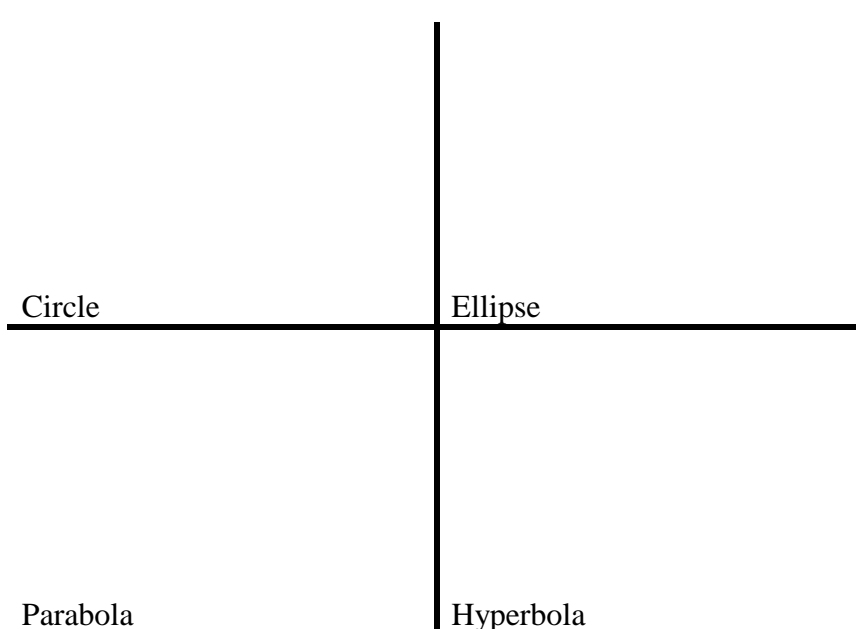
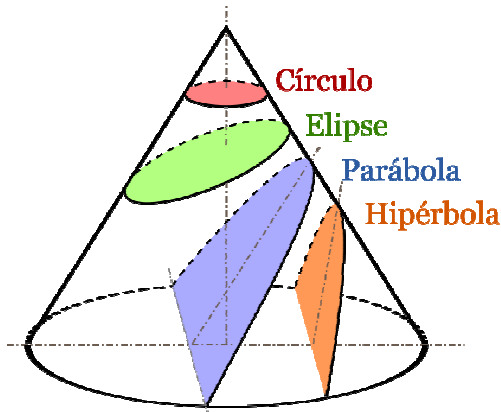
BUILDINGS: Characteristics of the Style

INTRODUCTION														
Lines and shapes are essential elements of art.														
ACTIVITIES	RESOURCES													
Activity 1														
<p>Warm up. - T- Says some letters of the alphabet and students do it. Working in pair's students, first draw letters in the air, then draw them on your partner's back and finally try to do it using their body with your body, doing in pairs.</p> <p>T- letters: N, Z, Q, Y and O</p>														
Activity 2														
<p>T – Lines have names to describe their position in space: vertical, horizontal, diagonal, parallel. Lines, can also bend into curves and cross to make angles. Teach students the names for each line, drawing them on the blackboard. Students then draw them on their worksheet writing their name at the bottom</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">LINES</th> </tr> <tr> <td>Horizontal</td> <td>Diagonal</td> </tr> <tr> <td>Vertical</td> <td>Curly</td> </tr> <tr> <td>Zigzag</td> <td>Wavy</td> </tr> <tr> <td>Looped</td> <td>Scalloped</td> </tr> <tr> <td>Parallel</td> <td>Convergent</td> </tr> </table>		LINES		Horizontal	Diagonal	Vertical	Curly	Zigzag	Wavy	Looped	Scalloped	Parallel	Convergent	<p>Word bank: Horizontal, vertical, diagonal, parallel, zigzag, wavy, looped, curly, scalloped, convergent</p> <p>Worksheet 8</p>
LINES														
Horizontal	Diagonal													
Vertical	Curly													
Zigzag	Wavy													
Looped	Scalloped													
Parallel	Convergent													
Activity 3														
<p>T – Ask students:</p> <ul style="list-style-type: none"> - Why do you think buildings with tilted columns don't fall down? <p>T - Write their hypothesis on the blackboard .</p>		<p>Worksheet 9 With the question on it and a quadrant</p>												

T- Working in pairs or threes, tell students to follow instructions:

- Take plasticene and made a cone. (Teacher can show a model)
- First, cut the cone horizontally near to the top with a fishing line. Put the little cone on the worksheet and draw their base.
- Then cut it again tilting the fishing line a little. Draw on the worksheet the base of this irregular part of the cone.
- Cut it again tilting the fishing line much more and observe an edge. Draw it putting the big flat shape on the paper.
- Finally cut it once more with a fishing line vertically, take the last piece of the original cone and put the flat shape on the paper to draw it.
- They colour each shape and write the name for each new generated shape.

Students work could be display on walls.



T- Tell students that many of the curved shapes that they can see in Modernist buildings came from a cone shape. Students can see the

Answer: Columns distribute the weight on

Give them a piece of plasticene, a piece of fishing line or wire

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posters again and find which kind of curves are in each building.	
Activity 4 (Optional)	
T- Remind students about the different arches that they have seen when they study History. Give them a worksheet with the different “arches” and they match them with the curved images.	Worksheet 10 Web images from www.wikipedia.com

INTRODUCTION	
One of the characteristics of Modernism is the use of animals and plants for decoration.	
ACTIVITIES	RESOURCES
Activity 1	
<p>Review: T - Write on the centre of the blackboard "MATERIALS" and ask students to remember the names of materials.</p> <p>Which materials do architects usually use to decorate? After making a mind map on the blackboard, give students the mind map as a handout.</p> <p>T- Tell students that: plants, flowers, insects, fishes, mermaids, dragons and birds have been used by artists to decorate buildings.</p> <p>T- (Working in pairs) Tell students to do worksheet 1. Classify:</p> <ul style="list-style-type: none"> - Which of these pictures do you think are related to architects? - Why do you think architects used animals and plants to decorate buildings? <p>Possible answer: Architects used plants and animals to help people think about nature when they lived in cities.</p>	<p>T- resource: Mind map</p> <p>Worksheet 11 Web images from www.wikipedia.com</p>
Activity 2	
<p>T- After checking the worksheet, tell students to look at number 7, and ask them:</p> <ul style="list-style-type: none"> - Do you recognise the gate? - Do you know who did it? - What animal can you see on it? - What is it doing? - Why did Gaudi put this animal there? <p>Write their predictions on the blackboard</p> <p>T - Tell students that these kinds of animals were part of the mythology and architects used them as symbols.</p> <p>A symbol is something such as an object, picture, written word, sound, or particular mark that represents something else by association, resemblance, or convention.</p> <p>T- Tell students to do worksheet 12</p> <p>Students work in pairs to look for information on internet.</p>	<p>T- resource: Mythology</p> <p>Animals: Dragon – lizard – iguana - phoenix</p> <p>Worksheet 12 Web images from www.wikipedia.com</p>
Activity 3	
<p>T- Tell students to work in groups of 3 or 4 to pick up different leaves from the school or the streets. Each group identifies their leaves, using books or searching information on internet. Make a poster with them.</p>	

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T – Tell students to do worksheet 13 Students can exchange information asking others groups: Can you guess which leaves are on our poster?	Worksheet 13
Activity 4	
T. Give students worksheet 3 and tell them that, in groups, they are going to continue one of the patterns to make a frieze. When they finish it, stick it them on the walls.	Worksheet 14 Decoration Web images from www.wikipedia.com

INTRODUCTION	
<p>It is important to put Modernism in context: when and where it happened- Students should know about the period of history and in specific places where it happened, for example Catalonia, Spain and other parts of Europe.</p>	
ACTIVITIES	RESOURCES
Activity 1	
<p>T- Used a map of Spain. Ask students to go to blackboard and point different places.</p> <ul style="list-style-type: none"> - Where is Catalonia? - Where is Barcelona? - Where is Terrassa? <p>Where is Reus?</p>	
Activity 2	
<p>T- Give students a time line of Modernism in Catalonia and, with them, add some more information about what it is called in other European countries. (There could be some differences about the years that it appears in each country).</p>	<p>T – resource: Modernism Art Nouveau Timeline</p>
Activity 3	
<p>T – Divide the class in groups of four and give a packet of cards with information about Modernism period in Europe and a Timeline worksheet. Students must order the events and put it on the timeline</p>	Worksheet 15
Activity 4	
<p>T- Give students the next worksheet to colour the different countries of Europe</p>	Worksheet 16

INTRODUCTION	
ACTIVITIES	RESOURCES
Activity 1	
<p>Warm up activity to teach students sides: On the right – on the left; and at the top – at the bottom</p> <p>T- It's also necessary to review prepositions: In – on – next to – opposite – behind – near- ... So if you've got any poster with them, where the meaning of the prepositions is clear, put it on the wall for students to see. Say the word aloud and everybody repeats them.</p>	<p>Voc. word bank: Side: on the right – on the left At the top – at the bottom Long – short – wide – narrow Prep: in – on - next to – opposite-</p>
Activity 2	
<p>Matching words activity S - Work in pairs T- Tell students that there are some words and some definitions. They must find the correct partner and make groups of four. (The teacher will have to help students to do this task, but it's a great opportunity to use dictionaries in the class) When they are matched, write the words on labels and stick them on the blackboard as a word bank.</p>	<p>Adv: after - before</p> <p>Resources: Matching words English Dictionary, Words and their definitions</p>
Activity 3	
<p>Trio dictation Students share information reading their part to others and writing their missing part by doing a dictation.</p> <p>On the same worksheet they draw the ground floor of a house. Tell the others how they imagine the plan.</p> <p>T- Ask questions to students such as:</p> <ul style="list-style-type: none"> - Where is the door? - What side is the corridor? - How many rooms do you think the house has? - What are the toilets like? - Why do you think they are outside? 	<p>Resources: Lluís Muncunill</p> <p>Worksheets: 1 (There are three different models in this worksheet)</p>
Activity 4	
<p>T- Ask children:</p> <ul style="list-style-type: none"> - What other things do you imagine different in that house? - What do you think is the reason? <p>Gives students a worksheet to draw Muncunill's ground floor</p>	<p>Word bank: To express possibilities: I think ... Maybe ... It could be...</p>

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house again and also the ground floor of their house T – Tell the students to compare that ground floor house with theirs, and give them the opportunity to speak with their partners.	Worksheet 2
Activity 5	
Look at Muncunill's most important buildings in Terrassa, saying the names of them. Students fill the worksheet with information about Muncunill.	Resources: Muncunill's Ppt Web images from www.wikipedia.com

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UNIT 2 Session 2

ARCHITECTS : Muncunill and Gaudí

INTRODUCTION	RESOURCES
<p>T- Before the class starts, hang some different pictures of Gaudí with some questions. (It's assumed they don't know him)</p> <ul style="list-style-type: none"> - Who's that old man? - Who's that young man? - Who's that bald man? <p>Students can made hypotheses about "those" people</p>	<p>Resource: pictures of Gaudí</p> <p>Gaudí's Biography</p>
ACTIVITIES	
Activity 1	
<p>T- Show a ppt of some of Gaudí's famous buildings and introduce their names to students</p>	<p>Resources:</p> <p>Gaudí's Ppt</p> <p>Web images from www.wikipedia.com</p> <p>or</p> <p>http://www.gencat.cat/cliccat</p>
Activity 2	
<p>T – Pre - teach some vocabulary about the events of Muncunill and Gaudí before introducing the next activity.</p>	
Activity 3	
<p>Divide the class in two groups and tell students that one group is going to learn about Lluís Muncunill and the other about Antoni Gaudí. Give each group a pack of cards with some events about one of these two architects. Ask them to read the cards as a group so they can help each other to understand what is written on them and the order of the events before writing them on their worksheet. Each student must do it on their worksheet</p>	<p>Worksheets 3, 4</p>
Activity 4	
<p>In order to make students aware of the importance of Antoni Gaudí to Barcelona, Catalonia or Modernism in general, ask students:</p> <ul style="list-style-type: none"> - Do you think "La Sagrada Familia" is important? - Why do you think it is important? <p>Let them answer before you write their answers on the blackboard as a Brainstorming activity.</p>	
Activity 5	
<p>T – Divide the class in groups of four or five. Give students a worksheet with a map of Catalonia and tell them to colour in the correct place the information that they know about Muncunill and Gaudí. (They can use maps or internet to be more accurate).</p>	<p>Worksheet 5</p>

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Activity 6	
<p>Using the timeline of Muncunill and Gaudí, and all the materials that they have made to study Modernism; give students a worksheet to fill in, about the architects and their work. They write some of the things that they have found out as a revision of their learning. Students can work in groups of three or four to do it, although each one must do it as a worksheet.</p> <p>T- Correct this task as an evaluating task</p>	<p>Worksheet 6 Web images from www.wikipedia.com</p>

INTRODUCTION	
<p>The activities here are for going on a visit to any of the buildings by Lluís Muncunill or Antoni Gaudí. These activities can also be adapted for visit to different buildings.</p>	
ACTIVITIES	RESOURCES
Activity 1	
<p>In order to prepare the visit, help students to find more information about the building through web searches or newspapers. In this activity show students images of the building and ask them the next questions to review the work done in class:</p> <ul style="list-style-type: none"> - What is this building for? - What is it made of? - How old is this building? 	<p>Ppt's we used before Web images from www.wikipedia.com</p>
Activity 2	
<p>Enjoy the visit but, during the visit, students, in groups, complete a worksheet that helps them to be participative in the visit. When preparing the visit, tell students to assume a role play as a interviewer and a reporter in each group and they make questions in order to know more about the building.</p>	<p>Worksheet 7 Web images from www.wikipedia.com</p>
Activity 3	
<p>After the visit students can use their photos to make a poster that helps them to understand the characteristics of the building better. Create their own news or radio programme based on the building, telling others their experience and the most important aspects of the visit.</p>	
<p>T – Divide the class in two groups and tell students to prepare a “virtual interview to the Architects”. Help them to do it with the worksheet 6. After prepare the interview, put students in pairs mixing students of the two groups to get that everyone is a interviewer and the famous architect. They do it as a role play. Students must remember some facts about each architect.</p> <p>This activity could be used as an evaluating task.</p>	<p>Worksheet 8</p>

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UNIT 3

Session 1

MODERNIST ART

Teaching notes

INTRODUCTION	
Some concepts that students have been studying about modernism are developed by building on their knowledge, by practical skills and learning. Students also learn about techniques used by architects.	
ACTIVITIES	RESOURCES
Activity 1	
<p>T- Display tiles or the slides about this technique and tell students sentences describing them. Students guess from a description which tile or slide it is. Ex.: - This tile has got hexagons.</p> <ul style="list-style-type: none"> - These tiles are blue, green, white and brown. - At the top there is a white semicircle. - At the bottom there are white stairs. <p>Help students to speak English during the development of the activity. Give them structures they can use to ask for something, they want or need.</p>	<p>T- resources: Slides of places decorated with this technique by Gaudí</p>
Activity 2	
<p>T- Tell students that they are going to learn about the most well-known technique which Gaudí used to decorate buildings, but using different materials. This technique is called “trencadís”. Show students some images of this kind of decoration. See Ppt.</p> <p>Materials: A paper with a pattern Some colour papers (instead of cut tiles) Glue stick Scissors</p> <p>Procedure Give students worksheet 1 and several sheets of coloured paper and tell them to cut the coloured paper in small triangular or rectangular pieces and stick them in a pattern. Use one coloured model as an example to show students. Remind them of the materials that were usually used by Gaudí. (Although students have to work individually, they can cooperate by sharing scissors and glue sticks) After finishing their work, hang it on the walls.</p>	<p>Ppt. Trencadís Web images from www.wikipedia.com, and photographs</p> <p>Worksheet 1 in colour to show std's as example</p> <p>Worksheet 1</p> <p>Patterned paper Coloured papers Glue stick scissors</p>
Activity 3	
Encourage students to make new patters using the same technique.	

INTRODUCTION	
This is another technique used by architects to decorate facades of buildings	
ACTIVITIES	RESOURCES
Activity 1	
<p>T- Show students some pictures with stained glass and ask them:</p> <ul style="list-style-type: none"> - Have you seen this kind of decoration before? - Where? - Do you think that any of those pictures could be in a church? - Which ones? Why? - Which were, in your opinion, the motives of decoration used by modernist architects? <p>Tell them that Stained-glass was used to decorate church windows and that architects used nature to inspire the designs of decorative motifs on the stained-glass. They used to make stained glass lamps too.</p>	<p>Ppt Pictures with images of “stained glass” Web images from www.wikipedia.com</p>
Activity 2	
<p>T- Tell students that they are going to learn another technique to decorate modernist buildings. How to make a “Stained Glass”. Although it can be made using glass what they are going to do has similar results.</p> <p>Materials we need: A worksheet with a pattern Markers Brush and Oil</p> <p>Procedure: Colour the worksheet with markers, (as a pattern). Student can use any colours they like. After finishing, use the brush to put oil on the painted paper. Wait till the paper is dry (put it between newspapers to dry rather than in the air). When dried, stick it on a window.</p>	<p>Worksheet 2</p> <p>Markers Brush and Oil</p>
Activity 3	
Encourage students to design new patterns to make Stained glass using this technique.	

INTRODUCTION	
Another feature that modernist architects designed to decorate and also to protect buildings was iron bars. The principal design motifs on them were taken from nature.	
ACTIVITIES	RESOURCES
Activity 1	
<p>T –Show students the examples of bars. And ask them about the motifs of decoration.</p> <p>T- Tell students that work with iron is not possible at school but they are going to do something similar. They are going to design and make some metal jewellery.</p> <p>Materials we need:</p> <p>Flexible wire: garden wire or plastic-coated wire</p> <p>Wire cutters, scissors</p> <p>Mini, long-nosed pliers</p> <p>Procedure:</p> <p>Give students time to experiment and get used to the tools and wire.</p> <p>T - Tell students how to make a Coil or Spring:</p> <p>Wind a length of wire around a pencil. Remove the coil and either squeeze the links closer together or leave them open. Snip the coils of the spring to make jump rings. Make plenty of jump rings. When joining them squeeze together well.</p> <p>T- Tell students how to make a Flat Spiral:</p> <p>Grip the end of the wire with the long-nosed pliers and wind the wire part way round the tip of pliers. Remove the pliers. Grip the coil flat between the pliers and keep turning it, gradually winding on more wire. Once a coil has been started it can be turned in the fingers. Several coils can be joined together with jump rings to make a necklace.</p> <p>T- Tell students how to make a Shaped Spring:</p> <p>Make a spiral at each end of a piece of wire. Coil them up until they meet. Bring the spirals together by closing like a book. Using long-nosed pliers, pull the ends of the wire out open up each spiral. These long spirals can now be hung from a chain.</p> <p>T- Tell students how to make a Chain:</p> <p>Bend a length of wire into a U – shape. Make a tiny flat spiral at each end of the wire. Squeeze the U – shape together just above the spirals. Make several of these. To make a chain, hold one link by the spirals, slip the bend of another link into this and pull up. Bend the spirals of the second link upwards and flatten.</p> <p>Variations:</p> <p>Introduce pearls and shells with holes into the jewellery making.</p>	<p>Ppt. Pictures with images of bars</p> <p>Ppt. Pictures with some examples of jewellery designs</p> <p>Flexible wire: garden wire or plastic-coated wire</p> <p>Wire cutters, scissors</p> <p>Mini, long-nosed pliers</p>
Activity 2	
Encourage students to make their own jewellery.	

INTRODUCTION	
The next activity can be use as student assessment after finishing the entire project.	
ACTIVITIES	RESOURCES
Activity 1	
<p>T – Tell students they are going to participate in a “design the poster” contest to advertise a Modernist exhibition to the rest of the school. Give groups of three or four a big piece of paper and some instructions.</p> <p>Instructions to design a poster:</p> <p>The poster must have a frieze all around the edge. A title (large heading) A timeline of this period. The names of famous Modernist architects and pictures of their work Examples of Modernist designs on: “trencadís”, stained-glass and jewellery.</p> <p>After finishing the posters, they stick them on walls and each group presents their poster to the rest of the class. They could choose one as a winner.</p> <p>Help students to speak and present their poster advertisement giving them a language frame. Worksheet 3</p> <p>While one group is making their presentation the rest of the class can assess their classmates. Worksheet 4</p>	<p>Large pieces of paper (A2) for groups of 3 – 4 students</p> <p>Worksheet 3</p> <p>Worksheet 4</p> <p>T-resources: Teacher’s assessment Student Self Assessment</p>