

Artillusion

Lesson Plans

Ar**carrot**mb**orange**ld**cherry**

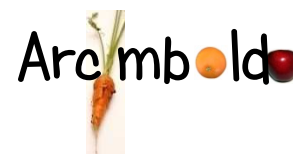
*Salvador **skull** Dalí*

M.C. ES**sunflower**HER

Imma Montells

October – December 2009

UNIT 1



LEVEL	5th and 6th	LESSONS	1 to 5	TIMING	1 hour
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PREVIOUS KNOWLEDGE	TRANSFERABLE SKILLS <small>(Core competences)</small>
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<ul style="list-style-type: none"> - Children should know the vocabulary related to parts of the face and fruits and vegetables. - Children should be able to use a Power Point as a tool to check and search information. 	<p>COMMUNICATIVE:</p> <ul style="list-style-type: none"> - Children can use the functional language in their everyday situations. - Children can apply the techniques and resources of different artistic languages. <p>PERSONAL:</p> <ul style="list-style-type: none"> - Children can work with autonomy, creativity, confidence, and critical thinking. <p>SOCIAL AND CIVIC:</p> <ul style="list-style-type: none"> - Children can understand the importance of speaking English as a tool to communicate with others.
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AIMS

<ul style="list-style-type: none"> - To know about Arcimboldo's life and his work. - To know about Optical illusions.

LEARNING OUTCOMES <small>(what children will be able to do at the end of the lesson)</small>	CONTENT
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<ul style="list-style-type: none"> ✓ Children will know... <ul style="list-style-type: none"> - Some Arcimboldo's life facts and some of his most important paintings. - What optical illusions are. - Vocabulary related to the fruits, vegetables and other materials used to create their portraits. - The collage technique. ✓ Children will be able to... <ul style="list-style-type: none"> - Understand both oral and written information about Dali's life and work, with the help of visual aids. - Observe a work of art and analyze it. - Create a portrait using collage technique. - Describe a work of art following an example. - Recognize and understand instructions and orders to carry out their tasks. - Synthesize knowledge (by building a mind map). - Apply new vocabulary in real communicative situations. ✓ Children will be aware of... <ul style="list-style-type: none"> - The value of other's work. - How to cooperate in a group. 	<ul style="list-style-type: none"> - Giuseppe Arcimboldo's life and work. - Illusions, Op Art. - Responsibility in the use of tools and materials.
	COGNITION
	<ul style="list-style-type: none"> - Matching paintings with their titles. - Describing pictures. - Predicting what it is going to be learnt. - Developing their ideas to create a composition. - Organising information using a mind map.
	CULTURE/CITIZENSHIP
	<ul style="list-style-type: none"> ✓ Effort in the production of art work. ✓ Awareness of the importance of being observant. ✓ Respect and value of different artists' art work, as well as of classmates oral and artistic productions. ✓ Care of the materials.

COMMUNICATION

MATERIALS

LANGUAGE OF LEARNING

(Essential vocabulary/grammar associated with the topic and the content)

LANGUAGE FOR LEARNING

(Functions of language to operate in the learning environment and in this particular lesson)

- ✓ Arcimboldo's life: to be born, to die, stained glass windows, hidden faces.
- ✓ Illusions: the senses (taste, touch, vision, smell and hearing), see something in a different way, differ from reality, Op art.
- ✓ Key vocabulary about fruit, vegetables and art materials.
- ✓ Key phrases to express their needs, e.g:
 - Can I have...?
 - Can I go/wash...?
 - Can you help me, please?
- ✓ Language structures:
 - I can see... There is/are...
 - Physical appearance: tall, short, fat, thin, long, round, curly, straight.
 - Why? Because...
 - I like / don't like... I think...
 - I agree/disagree.
 - First, then, later, finally.
- ✓ Language to understand instructions: Let's...

- ✓ Expressing their needs.
- ✓ Explaining somebody's life facts.
- ✓ Describing a picture.
- ✓ Giving opinion.
- ✓ Expressing reasons.
- ✓ Expressing preferences.
- ✓ Expressing agreement.
- ✓ Describing the procedure of creating a picture.

LANGUAGE THROUGH LEARNING

(Language that comes out spontaneously, unpredictable language)

- ✓ The use of on-line dictionaries for vocabulary extension.
- ✓ Language through activities.
- ✓ Questions that are raised in the session.

Ppt, computer, beamer, posters, worksheets, real fruits and vegetables, knives, camera, card games, supermarket brochures, scissors, glue stick, drawing paper, dictionaries or on-line dictionaries.

ASSESSMENT CRITERIA

- Children should be able to:
- Recount some relevant Arcimboldo's life facts.
 - Recognize and describe some works of art by Arcimboldo and his style.
 - Distinguish figurative paintings from abstract paintings.
 - Design a portrait following Arcimboldo's style.
 - Do a collage properly.
 - Make a mind map with the painter's information.
 - Express themselves in the target language to ask for art materials and express other needs with some help of sentences displayed on the wall.
 - Give positive feedback about other children's works.

ACTIVITIES

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| <ol style="list-style-type: none"> 1. Discussing orally what they can see in a poster and describing it. 2. Writing down the description of the painting. 3. Creating their own optical illusion. 4. Matching the titles with the most important paintings of Arcimboldo. 5. Creating a portrait with real fruits and vegetables. 6. Showing their painting to the rest of the children and explaining it. 7. Playing a chain game. 8. Creating their own portrait using collage technique. | <ol style="list-style-type: none"> 9. Doing a letter soup about Arcimboldo. 10. Doing a peer dictation. 11. Describing their own painting and the procedure to create it. 12. Playing a memory game about the painter's art works. 13. Pretending to be Arcimboldo. 14. Recognising true or false sentences while playing a game. 15. Explaining their paintings orally to the rest of the classmates. 16. Making a mind map about the painter and his life facts. |
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UNIT 2

Salvador  Dalí



LEVEL	5th and 6th	LESSONS	1 to 6	TIMING	1 hour
PREVIOUS KNOWLEDGE			TRANSFERABLE SKILLS (Core competences)		
- Children should know where Figueres is.			COMMUNICATIVE: - Children can use the functional language in their everyday situations. - Children can apply the techniques and resources of different artistic languages.		
AIMS			PERSONAL: - Children can work with autonomy, creativity, confidence, and critical thinking.		
- To know about Dalí's life and his work. - To know about Dalí's theater – museum in Figueres. - To know about anthropomorphism.			METHODOLOGICAL: - Children can use different ICT tools to learn.		
LEARNING OUTCOMES (what children will be able to do at the end of the lesson)				CONTENT	
✓ Children will know... - Some Dalí's life facts and some of his most important paintings. - What anthropomorphism is. - Vocabulary related to Dalí's portraits. - The charcoal technique.				- Salvador Dalí's life and work. - Anthropomorphism. - Light and shadow. - Responsibility in the use of tools and materials.	
✓ Children will be able to... - Understand both oral and written information about Dalí's life and work, with the help of visual aids. - Observe a work of art and analyze it. - Create a portrait using charcoal. - Describe a work of art following an example. - Recognize and understand instructions and orders to carry out their tasks. - Synthesize knowledge (by building a mind map). - Apply new vocabulary in real communicative situations.				COGNITION - Matching paintings with their titles. - Describing pictures. - Predicting what it is going to happen. - Developing their ideas to create a composition. - Organising information using a mind map.	
✓ Children will be aware of... - The value of other's work. - How to cooperate in a group.				CULTURE/CITIZENSHIP ✓ Effort in the production of art work. ✓ Awareness of the importance of being observant. ✓ Respect and value of different artists' art work, as well as of classmates oral and artistic productions. ✓ Care of the materials.	

COMMUNICATION

MATERIALS

LANGUAGE OF LEARNING

(Essential vocabulary/grammar associated with the topic and the content)

LANGUAGE FOR LEARNING

(Functions of language to operate in the learning environment and in this particular lesson)

- ✓ Dali's life: to be born, to die, charcoal, child prodigy, wife, muse.
- ✓ Key vocabulary about Dali's symbols: melting clock, crutch, long-legged, ant, burning, drawer... and of their meanings: disease, death, desire, power, decay, birth and rebirth, eternity, support, weakness.
- ✓ Key vocabulary about the skull bones: frontal bone, nasal bone, maxilla, mandible, teeth, nasal concha, lacrimal bone, orbit.
- ✓ Light source, shade and shadow.
- ✓ Key phrases to express their needs, e.g:
- Can I have...? Can I go/wash...? Can you help me, please?
- ✓ Question marks: What, when, where?
- ✓ Language structures:
- I can see... There is/are...
- Physical appearance: tall, short, fat, thin, long, round, curly, straight.
- Why? Because...
- I like / don't like... I think... I prefer... Let's take... What about...? Why don't we take...?
- I agree/disagree.
- First, then, later, finally.
- ✓ Future: You will...

- ✓ Expressing their needs.
- ✓ Explaining somebody's life facts.
- ✓ Describing a picture.
- ✓ Giving opinion.
- ✓ Expressing reasons.
- ✓ Expressing preferences.
- ✓ Expressing agreement.
- ✓ Discussing places to make a human sculpture.
- ✓ Describing the procedure of creating a picture.
- ✓ Talking about the future.

LANGUAGE THROUGH LEARNING

(Language that comes out spontaneously, unpredictable language)

- ✓ The use of on-line dictionaries for vocabulary extension.
- ✓ Language through activities.
- ✓ Questions that are raised in the session.

Ppt, computer, beamer, posters, worksheets, language frames, camera, card games, felt-tip pens, scissors, glue stick, drawing paper, wax crayons, charcoals, soft pencils, dictionaries or on-line dictionaries.

ASSESSMENT CRITERIA

- Children should be able to:
- Recount some relevant Dali's life facts.
 - Recognize and describe some works of art by Dali.
 - Distinguish sculptures of pictures or paintings.
 - Design a portrait following Dali's style.
 - Use the charcoals properly.
 - Make a mind map with the painter's information.
 - Express themselves in the target language to ask for art materials and express other needs with some help of sentences displayed on the wall.
 - Give positive feedback about other children's works.

ACTIVITIES

1. Discussing orally whether some pictures are paintings, sculptures or drawings.
2. Classifying paintings.
3. Choosing titles for the paintings.
4. Describing a painting.
5. Writing questions for an interview.
6. Performing a role-play.
7. Drawing their favourite symbol.
8. Creating a face with classroom objects. Discussing how to do it in small groups.

9. Writing down the process of creating the face.
10. Doing a criss cross puzzle.
11. Doing a mind map.
12. Doing ICT activities.
13. Doing two human sculptures.
14. Creating an illusion, drawing like Dali.
15. Drawing shades and shadows in their paintings, using charcoals.
16. Palm reading.
17. Watching a film and answering some questions.
18. Pyramid discussion.

UNIT 3

M.C. ESCHER



LEVEL	5th and 6th	LESSONS	1 to 4	TIMING	1 hour
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PREVIOUS KNOWLEDGE	TRANSFERABLE SKILLS <small>(Core competences)</small>
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<p>- Children should know about Arcimboldo, Dalí and optical illusions.</p>	<p>COMMUNICATIVE:</p> <ul style="list-style-type: none"> - Children can use the functional language in their everyday situations. - Children can apply the techniques and resources of different artistic languages. <p>PERSONAL:</p> <ul style="list-style-type: none"> - Children can work with autonomy, creativity, confidence, and critical thinking. <p>METHODOLOGICAL:</p> <ul style="list-style-type: none"> - Children can use different ICT tools to learn.
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LEARNING OUTCOMES <small>(what children will be able to do at the end of the lesson)</small>	CONTENT
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<p>✓ Children will know...</p> <ul style="list-style-type: none"> - Some Escher's life facts and some of his most important paintings. - What lithography and woodcut is. - What perspective is. - What a tessellation is. <p>✓ Children will be able to...</p> <ul style="list-style-type: none"> - Understand both oral and written information about Escher's life and work, with the help of visual aids. - Observe a work of art and analyze it. - Create the illusion of volume in a two-dimensional portrait, and do a work of art with volume. - Describe a work of art following an example. - Recognize and understand instructions and orders to carry out their tasks. - Explain or argue a point of view. - Organize and identify key vocabulary (by doing the column dictation). <p>✓ Children will be aware of...</p> <ul style="list-style-type: none"> - The value of other's work. - The importance of seeing different points of view in a discussion or a real life situation. 	<ul style="list-style-type: none"> - M. C. Escher's life and work. - Perspective. - Difference between lithography, woodcut and tessellation. <p style="text-align: center;">COGNITION</p> <ul style="list-style-type: none"> - Predicting what it is going to happen. - Classifying different works of art. - Developing their ideas to create a composition. - Organising information doing the column dictation. - Giving reasons for choosing their favourite works of art. - Applying imagination to create the work of art. - Applying evaluation criteria. <p style="text-align: center;">CULTURE/CITIZENSHIP</p> <ul style="list-style-type: none"> ✓ Effort in the production of art work. ✓ Awareness of different perspectives or ways of see different situations. ✓ Respect and value of different artists' art work, as well as of classmates oral and artistic productions.
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COMMUNICATION

MATERIALS

LANGUAGE OF LEARNING

(Essential vocabulary/grammar associated with the topic and the content)

LANGUAGE FOR LEARNING

(Functions of language to operate in the learning environment and in this particular lesson)

- ✓ Escher's life: to be born, to die, mathematician.
- ✓ Key vocabulary about Escher's works: relativity, up and down, staircase, lithography, woodcut, tessellation, perspective, upside down.
- ✓ Objects in a room and outside: vase of flowers, window, garden, door, arch, fountain, tree, bench, bucket, water mill, sack, balcony.
- ✓ Actions: to go upstairs / downstairs, to be tired, to look through the window, to stand, to sit down, to rest, to see, to carry, to drink.
- ✓ Key phrases to express their needs, e.g:
- Can I have...? Can I go/wash...? Can you help me, please?
- ✓ Expressions of surprise: Wow! Look! It's crazy!
- ✓ Language structures:
- I can see... There is/are...
- Why? Because...
- I like / don't like... I think... I prefer... Let's take... What about...? Why don't we take...?
- I agree/disagree.
- First, then, later, finally.
- ✓ Language to understand instructions: Let's...

- ✓ Expressing their needs.
- ✓ Explaining somebody's life facts.
- ✓ Describing pictures.
- ✓ Giving opinions.
- ✓ Expressing reasons.
- ✓ Expressing preferences.
- ✓ Expressing agreement.
- ✓ Expressing surprise.
- ✓ Describing the procedure of creating a picture.
- ✓ Discussing points of view from different perspectives.

LANGUAGE THROUGH LEARNING

(Language that comes out spontaneously, unpredictable language)

- ✓ The use of on-line dictionaries for vocabulary extension.
- ✓ Language through activities.
- ✓ Questions that are raised in the session.

Ppt, computer, beamer, posters, worksheets, language frames, camera, card games, felt-tip pens, scissors, glue stick, drawing paper, wrap paper, shoe boxes, recycled materials, paint, sponges, dictionaries or on-line dictionaries.

ASSESSMENT CRITERIA

- Children should be able to:
- Recount some relevant facts about Escher's life.
 - Recognize and describe some works of art by Escher.
 - Distinguish tessellations from non-tessellations.
 - Design a room in the style of Escher.
 - Create volume in a two-dimensional painting.
 - Organize and classify information about the painters.
 - Express themselves in the target language to ask for art materials and express other needs with some help of sentences displayed on the wall.
 - Give positive feedback about other children's work.

ACTIVITIES

1. Predicting what the unit is going to be about, after watching two short scenes of 'Harry Potter and the Sorcerer's Stone'.
2. Recognising impossible structures in the Howart's school building.
3. Watching the Ppt about Escher's life and work. Identifying his most important works of art.
4. Finding out Escher's life information while playing the staircase game.
5. Creating the illusion of volume in a two-dimension painting.
6. Classifying different paintings into two groups.
Discovering different perspectives in a painting. Discussing which is the correct one.

7. Creating an impossible room following Escher's style using the computer.
8. Writing short sentences for figures in the Kerpoof picture.
9. Doing matching, criss-cross and gap fill activities in ICT.
10. Brainstorming the most important life facts about the painter.
11. Creating an impossible room in a shoe box.
12. Decorating the Art Gallery Corner (optional).
13. Describing their impossible rooms.
14. Doing the column dictation.
15. Discussing and choosing their favourite works of art. Pyramid discussion.
16. Displaying the works of art in the Art Gallery. (Optional: audio recording).