

Artillusion

Teaching Notes

Arc  mbold  

Salvad  r Dali

M.C. ES  HER

Imma Montells

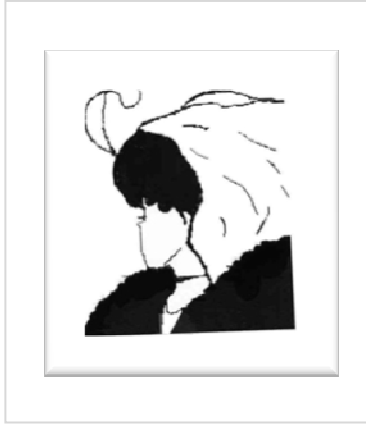
October – December 2009

UNIT 1. Arc mbold

LESSON 1. Artillusion?	Timing: 60 minutes
INTRODUCTION:	
<p>This unit is planned around the life of Giuseppe Arcimboldo and his paintings. To start the lesson, ask children to imagine and predict the topic while looking at the first slides of the PPT.</p> <p>Don't tell them much about what the unit is going to be about, since surprise factor and children's predictions are important to consider.</p>	
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Start the lesson with the PPT 1 (slides 1 to 5). Ask the children what they think about the images they see and what they think the unit is going to be about. Give them time to think and the opportunity to talk and express their ideas before showing the following slides. Allow them to use Catalan if they need to.</p> <p><i>(Slide 2) Look at the pictures. What can you see?</i></p> <p><i>(Slide 4) And in this picture? What can you see?</i></p> <p><i>(Slide 5) What do you think the unit is going to be about?</i></p>	<p>PPT 1. Slides 1 to 5, from teaching resources.</p> <p>Computer.</p> <p>Beamer.</p>
<p>Activity 2:</p> <p>Introduce the concept of ILLUSION (PPT slide 6) and ask the children to recognise the human senses before showing them.</p> <p><i>(Slide 6) Which are the human senses?</i></p> <p>Ask children to match each word with the correct picture.</p>	<p>PPT 1. Slide 6.</p>

<p>Activity 3:</p> <p>Introduce the concept of OPTICAL ILLUSION and OP ART with the PPT (slides 7 and 8). Show them the title OPTICAL ILLUSIONS and OP ART and ask them what they think they mean before showing the definition.</p> <p><i>(Slide 7) What do you think Optical Illusion means?</i></p> <p><i>(Slide 8) What do you think OP art is?</i></p>	<p>PPT 1. Slides 7 and 8.</p>
<p>Activity 4:</p> <p>Show the examples of different paintings (slide 9). Ask children to pay attention to the paintings and odd one out.</p> <p><i>Answer: Painting number 5, because it is an abstract painting.</i></p>	<p>PPT 1. Slide 9.</p>
<p>Activity 5:</p> <p>Give children a poster of an optical illusion. In groups they discuss about what they can see. They use the HELP table.</p> <p><i>What can you see in this picture?</i></p> <p><i>Describe it and give it a title.</i></p>	<p>Posters with optical illusions. from teaching resources.</p> <p>Worksheet 11.</p>
<p>Activity 6:</p> <p>Each group shows their poster to the rest of the class and describes what is in it using short sentences. After describing it, they give it a title.</p>	
<p>Activity 7:</p> <p>Worksheet 11: Children fill in the worksheet. They describe the picture given and write down the title they have invented.</p> <p>Both the picture and the worksheet may be displayed on the wall. in the ART GALLERY CORNER.</p>	<p>Worksheet 11.</p>

When the pictures are displayed, put them on different backgrounds. Display half of them on black paper and half on white, so children can see how different they look depending on the colour of the background.



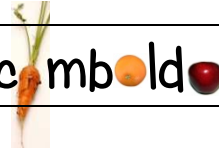
Activity 8: Extention Activity

Worksheet 2: Children create their own optical illusion and give it a title.

All the pictures may be displayed on the wall, in the *ART GALLERY CORNER*.

Worksheet 1.2.

UNIT 1. Arcimb^old^o



LESSON 2. Giuseppe Arcimboldo.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Start the lesson with the PPT 1 (slide 10). Explain the idea of hidden faces in art. Pay attention at the picture of the house. Ask children in which situations they find hidden faces. Give them time to think about it and predict.</p> <p><i>Look at the picture. What can you see?</i></p> <p><i>In which other situations can we find hidden faces? (looking at the clouds...)</i></p>	<p>PPT 2. Slide 1. from teaching resources.</p>
<p>Activity 2:</p> <p>Introduce ARCIMBOLDO's biography (main dates and facts in his life) (PPT slide 11 to 15).</p> <p><i>Slide 2: Ask children to think about the title.</i></p> <p><i>What letters do the fruit and vegetables represent?</i></p> <p><i>What is the link between the hidden faces and the fruit?</i></p> <p><i>Slide 4: Ask the children some questions before giving them the main information about the painter so they can predict the answers.</i></p> <p><i>Where was he from?</i></p> <p><i>Why was he so important?</i></p> <p>...</p>	<p>PPT 2.</p>

<p>Activity 3:</p> <p>Play the memory game about fruits and vegetables to revisit this vocabulary.</p>	<p>Memory game fruit and vegetables. from teaching resources.</p>
<p>Activity 4:</p> <p>Worksheet 1.3. Give children a worksheet and ask them to guess the titles of the works of art, while matching the pictures with the titles. They may discuss in small groups why they have chosen these titles.</p> <p><i>I think that painting A is ' ____ ' because...</i></p> <p><i>In this painting I can see ...</i></p> <p><i>I agree with you / I don't agree with you.</i></p>	<p>Worksheet 1.3.</p>
<p>Activity 5:</p> <p>Give children different fruits, vegetables and other objects to create their own portrait in groups. They must discuss which objects they use and why. When their portrait is finished, they take a picture of it.</p> <p>Children can cut the fruits in half if they want to.</p>	<p>Fruits and vegetables.</p> <p>Knives.</p> <p>Camera.</p>
<p>Activity 6:</p> <p>Each group shows the picture of their work of art and describes it orally. They explain what they did and the reasons why these objects have been chosen. They must give it a title. Use the HELP box in worksheet 1.4. to describe the portrait.</p> <p><i>To create this portrait we used ...</i></p> <p><i>We chose (objects) because...</i></p> <p><i>The title of this art work is...</i></p>	<p>Computer.</p> <p>Beamer.</p> <p>Worksheet 1.4.</p>
<p>Activity 7:</p> <p>Worksheet 1.4. Children fill in the worksheet to describe the art work created and write down the title they have invented. Both the picture and the worksheet may be displayed on the wall, in the ART GALLERY CORNER.</p>	<p>Worksheet 1.4.</p>

UNIT 1. Arc mb ld

LESSON 3. My favourite fruits and vegetables.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Revise previous concepts about Arcimboldo's life and work. Draw a mind map on the blackboard. Ask children what they remember about him. Ask them some questions to help them remember the facts.</p> <p><i>Where was he from?</i> <i>When was he born?</i> <i>What was his first job?</i> <i>Why was he famous?</i> <i>Can you name some of his paintings?</i></p> <p>...</p>	
<p>Activity 2:</p> <p>Play a chain game in small groups. Give one card to each child. One child starts asking the first question. The child who has the answer that matches answers out loud. Then he asks the question number two and so on.</p> <p>Check the children's answers. When they finish, play one time all together.</p>	<p>Chain game cards, from teaching resources.</p>
<p>Activity 3:</p> <p>Watch the YouTube video as a warm up for the following activity. http://www.youtube.com/watch?v=ExkhqVA9ooA Stop it and ask children the relationship between each picture and the titles.</p> <p><i>What is the relationship between this picture and its title?</i></p> <p>Tell the children to create a portrait using the collage technique. Ask them to explain what collage means and the materials they need.</p> <p><i>What does collage mean?</i> <i>It means sticking small pieces together...</i> <i>What materials do we need?</i> <i>We need glue sticks, supermarket brochures or magazines, scissors...</i></p> <p>Explain to them that the word collage comes from the French word 'coller' which</p>	<p>Computer.</p> <p>Beamer.</p>

<p>means glue. It consists of sticking different pieces of paper and other materials together to make a composition.</p>	
<p>Activity 4:</p> <p>Ask children to think about their favourite food.</p> <p><i>Close your eyes and think What's your favourite food? Do you prefer fish or meat? Do you like fruit and vegetables?</i></p> <p>...</p> <p>Give children some supermarket brochures. They cut the pieces of fruit and vegetables they want to use. Ask them to use their favourite ones for their composition.</p>	<p>Supermarket brochures.</p> <p>Scissors.</p> <p>Glue sticks.</p> <p>Drawing paper.</p>
<p>Activity 5:</p> <p>Children create their collage compositions. Ask them to be creative and original. Put some relaxing music to help them concentrate on the task.</p> <p><i>Extention:</i> Children can decorate their painting using some vegetables cut (potatoes, cabbages, onions...) and tempera paint to stamp a colourful frame for the portrait.</p>	<p><i>Tempera paint, knives and some extra vegetables for the frame.</i></p>
<p>Activity 6: Fast finishers activity.</p> <p>Fast finishers do a letter soup about Arcimboldo. They write the titles of the paintings.</p>	<p>Worksheet 1.5.</p> <p>Letter soup solutions. from teaching resources.</p>

UNIT 1. Arc mb ld

LESSON 4. A veggie portrait.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Revise previous concepts about optical illusions. Worksheet 1.6. Peer dictation.</p> <p>Student A dictates half of text and student B fills in the gaps. Then, student B dictates the second half and student A fills in the gaps.</p> <p>Children correct their answers by comparing them with the original text.</p> <p><i>For less able students:</i> Give them the text with some gaps. They just write the missing words.</p>	Worksheet 1.6.
<p>Activity 2:</p> <p>Children carry on with their collage compositions.</p> <p>Ask them to be creative and original.</p> <p>Put some chill out music to help them concentrate on the task.</p> <p><i>Extention:</i> Children can decorate their painting using some vegetables cut and tempera paint to stamp a colourful frame for the portrait.</p>	<p>Supermarket brochures.</p> <p>Scissors.</p> <p>Glue sticks.</p> <p>Drawing paper.</p> <p><i>Tempera paint, knives and some extra vegetables for the frame.</i></p>
<p>Activity 3: <i>Once they have finished their painting.</i></p> <p>Worksheet 1.7. Children fill in the worksheet. They describe their painting and give it a title. They answer some questions about it. They use the HELP box to describe the painting.</p> <p><i>What is the head made of?</i></p> <p><i>Does this head looks like Arcimboldo's? Why? Why not?</i></p>	Worksheet 1.7.

<p>Activity 4:</p> <p>Children take a picture of their painting.</p> <p>They download the pictures in the computer and print them.</p> <p>They stick the picture in their worksheet. 17.</p>	<p>Camera.</p> <p>Glue stick.</p> <p>Scissors.</p>
<p>Activity 5: Fast finishers activity.</p> <p>Memory game or matching game. With both games children match paintings with their titles.</p> <p>It is the same activity but with a different aim. The matching game can be played as a group activity while the memory game is a competition.</p>	<p>Arcimboldo's memory game cards. from teaching resources.</p> <p>Or matching game. from teaching resources.</p>

UNIT 1. Arc mboldo

LESSON 5. I am a painter.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>The hot seat. Put one child in 'the hot seat'. He is Arcimboldo, the painter. Dress him up.</p> <p>The rest of the children think of different questions to ask him about his life and work. He answers them.</p>	<p>Some pieces of clothes to dress up (painter's hat, a palette, a paintbrush...)</p>
<p>Activity 2:</p> <p>Game. True – false sentences. Read the sentences about Arcimboldo and optical illusions. If they are true, children follow the right path. If they are false, children follow the left path. Children can do play in pairs.</p> <p>At last, they get to a painting. Children guess the title of the painting. <i>Can you name this painting? It is...</i></p>	<p>.T-F game, from teaching resources.</p>
<p>Activity 3</p> <p>I am an artist. Children show their paintings and explain them to the rest of the kids. They use the worksheet 1.5. as a support. Do the activity with the whole group or, if necessary, divide the class in small groups.</p> <p>Paintings will be displayed in the ART GALLERY CORNER.</p>	<p>Worksheet 1.5.</p>
<p>Activity 4:</p> <p>End of the unit activity to organize the concepts learnt about Arcimboldo. Worksheet 1.8.. Children complete the mind map.</p> <p>If it is too difficult for some of them, they can work in pairs (a more able student with a less able one). Correct it all together.</p>	<p>Worksheet 1.8.</p>

UNIT 2. Salvador Dalí

LESSON 1. Salvador Dalí. Life and Work.	Timing: 60 minutes
INTRODUCTION:	
<p>This unit is planned around the life of Salvador Dalí and his paintings. To start the lesson, ask children to answer some questions in small groups related to some paintings they look at.</p> <p>Don't tell them the painter's name or what the unit is going to be about, since surprise factor and children's predictions are important to consider.</p>	
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Prediction activity. (See worksheet 2.1.)</p> <p>Start the lesson with a group activity. Children in small groups of 4 discuss some paintings displayed on the table and answer some questions orally. See worksheet 2.1.</p> <p>Use the following paintings for this activity. Make your own posters.(Google them, print them and laminate them)</p> <p><i>'The melting clocks. The window. 'Ballerina in death's head'. 'The skull of Zurbaran'. 'In Voluptas Mors' (women forming a skull). 'The elephants'. 'Profile of time'.</i></p> <p>After the discussion in small groups, the children share their answers with the other groups.</p>	<p>Posters.</p> <p>Worksheet 2.1.</p>
<p>Activity 2:</p> <p>Children choose criteria to classify all the paintings in two different groups. If it is necessary, give them some criteria to classify them (people/animals, real objects/surrealist objects, paintings/sculptures...)</p> <p>They share their criteria and their classification with the rest of the class.</p>	<p>Worksheet 2.1.</p>

<p>Activity 3:</p> <p>Put on the blackboard all the paintings with a number. from 1 to 7. Revisit some vocabulary to do the activity by pointing at it: clock, elephant, woman, window, ballerina, skull, monks. Ask the children in which painting they can find them.</p> <p>Children decide from a list which title is the most appropriate for each painting. They write these titles on a piece of paper and share their decision with the other groups.</p> <p>Hang all the titles given by the children.</p> <p>Give the real titles of the paintings and explain to them how difficult it is to guess. Reflect on the difference between Arcimboldo's titles and Dalí's. (<i>Arcimboldo's titles were very easy to predict</i>).</p> <p>Ask the children what they think the connection is between Dalí and Arcimboldo. Take advantage of this question to revisit the idea of illusions and optical illusions. Both Dalí and Arcimboldo drew hidden faces (with skulls and with fruit).</p>	<p>Worksheet 2.2.</p> <p>Cardboard.</p> <p>Felt-tip pen.</p>
<p>Activity 4:</p> <p>In pairs. Children describe their favourite painting to their partner using the language frame.</p> <p>Pre-teach some vocabulary if it is necessary (background, foreground, in the middle, look at, look through). Explain the art terms by drawing them on the blackboard.</p> <p><i>Optional:</i> Children write six sentences using the language frame.</p>	<p>Worksheet 2.3.</p>
<p>Activity 5:</p> <p>Before introducing Salvador Dalí ask the children to predict who the painter is. Ask them some questions to find out their previous knowledge.</p> <p><i>1- Do you know the painter who did all these pictures?</i> <i>Show them the photograph of Dalí with the women so they can guess. Tell them that in some paintings they can see the Painter's signature.</i></p> <p><i>2- Where was he from?</i></p> <p><i>3- Where did he live?</i></p> <p><i>4- Have you ever visited his home town?</i></p> <p><i>5- Have you ever visited his museum in Figueres? What do you remember?</i></p> <p><i>6- Do you know any other information about his life?</i></p>	<p>Worksheet 2.4.</p> <p>Sentence cards, from teaching resources.</p>

<p>Give the children the questionnaire answers about Dalí. worksheet 2.4. Ask them to imagine they are journalists that interview the painter. They write the questions they are going to ask him. For those less-able children, they could use the sentence cards as a help.</p> <p>For 5th level: Children work in pairs or small groups. Each couple writes 2 questions.</p> <p>For 6th level: Children work in pairs or small groups. They write half of the questions.</p>	
<p>Activity 6</p> <p>Correct the questionnaire all together. Each group says them aloud and the others copy them, so they practise listening, speaking, reading and writing.</p> <p>Interview Salvador Dalí. In pairs children use the questionnaire to do a role-play. One of them is the journalist and the other one is Salvador Dalí. They can swap character when they finish.</p>	Worksheet 2.4.
<p>Activity 7:</p> <p>Use the PPT to explain the most important life facts. Stop after each question so children can predict the answers.</p>	Computer. Beamer. PPT. Dalí's life. from teaching resources.

UNIT 2. Salvador Dali

LESSON 2. Dali's moustache.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Hang up the paintings (described in the previous lesson) on the blackboard. Give the children some more paintings to show that there are some features that appear repeatedly in Dali's paintings. Ask the children to find out some repeated features.</p> <p>These are other paintings that can be used. Google them, print them and laminate them:</p> <p>'Mountain lake', 'Soft self portrait with fried bacon', 'Chevauchée Céleste', 'Untitled' (soldier in the foreground with a skull in the background and two women hidden), 'Flaming giraffe', 'Allegory of an American Christmas', 'The birth of the New Man', 'Paysage Surréaliste', 'Sleep', 'Face of ants', 'The flames, they call'</p> <p>(The children don't need the titles for this activity).</p> <p>Children in small groups compare different Dali paintings. Give a copy of all the paintings to each group. They look for different objects that appear repeatedly in the paintings and they circle them with different coloured felt-tip pens.</p> <p>e.g. circle the eggs with a blue felt-tip pen, the skulls with red, the crutches with orange...</p> <p>Don't tell them the objects they must find. Give them some time.</p> <p>Feedback the answers. If they didn't find the objects give them some clues. Draw the objects on the blackboard and pre-teach the vocabulary (skull, burning giraffe, melting clock, drawer, butterfly, moustache, elephant, egg, long shapes ants and crutch).</p>	<p>Posters with Dali paintings.</p> <p>Felt-tip pens.</p>
<p>Activity 2:</p> <p>Use the PPT to explain the meaning of the different objects Dali usually paints.</p>	<p>PPT. Dali's work and symbols. from teaching resources.</p>

<p>Activity 3:</p> <p>Children draw their favourite object related to Dalí using chalk or wax crayons. They choose what they like the most (a skull, a burning giraffe, a melting clock, a drawer, a butterfly, a moustache, an elephant, an egg, some ants or a crutch).</p> <p>Children can use the worksheet or art paper.</p> <p>To help them imagine what to draw, remind them of some important things or facts. Children close their eyes and listen. Play some chill out music to help them. (Suggestion: Pachelbel)</p> <p><i>Close your eyes. Imagine the painter.</i></p> <p><i>Remember his wide-open big eyes... his moustache... his attitude...</i></p> <p><i>Remember his paintings. Remember some of the most characteristic objects he painted or he used... the melting clocks, the eggs, the elephants with those long legs, the skulls, the crutches, the ants...</i></p> <p><i>Remember he liked the beach very much. He painted a lot of sea sides...</i></p> <p><i>Open your eyes and draw the object you liked the most.</i></p>	<p>Worksheet 2.5.</p> <p>Chalk.</p> <p>Wax crayons.</p>
<p>Activity 4: Extension Activity</p> <p>Matching game. Children match each object with its name and meaning.</p> <p>They play it in groups and do a competition.</p>	<p>3 way matching game (cards). from teaching resources.</p>

UNIT 2. Salvador Dali

LESSON 3. Dali's museum.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Ask the children if they have ever visited the museum before. Let them explain what they know about it and let them use L1.</p> <p>Use the PPT to introduce the museum where they can see this work of art. Show the children the image of the picture 'Mae West' and explain what anthropomorphism is (See definition in the PPT).</p> <p><i>What can you see in this picture?</i></p> <p><i>Is it a painting or does he use real objects?</i></p>	<p>PPT. Dali's museum and anthropomorphism. from teaching resources.</p>
<p>Activity 2:</p> <p>Children look for different objects in the classroom. They work in groups of four to make their own anthropomorphic creation with real objects.</p> <p>They take a picture.</p>	<p>Glue.</p> <p>Scissors.</p> <p>Camera.</p>
<p>Activity 3:</p> <p>Children stick their picture in the worksheet and describe it. They use the HELP box. They show it to the rest of the class and explain it orally.</p> <p>Give dictionaries or on-line resources for them to cope with all the language that they decide to use. since you can't predict which objects they will use.</p>	<p>Worksheet 2.6.</p>
<p>Activity 4: Extension Activity</p> <p>Go to the computer room or use the computers you may have in the classroom. Children can work in pairs if necessary. If there are enough computers for everyone. do the on-line activity. If not. work in corners.</p>	<p>Computers.</p> <p>3 way matching game. from teaching resources.</p>

Corner 1: Computer work.

<http://sites.google.com/site/englishandart/videos/salvador-dali>

Corner 2: Play the 3 way matching game to revisit the symbols.

Corner 3: Create a mind map about the painter.

Corner 4: Letter soup.

There won't be enough time for them to do all the corners. Children work in two corners during this session and in the rest in the following one.

Letter soup. Worksheet 2.7.

Mind map. Worksheet 2.8.

UNIT 2. Salvador Dalí

LESSON 4. Illusions with skulls.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Show Dalí's most successful work 'Swans reflecting elephants' and the 'Portrait of Abraham Lincoln'. Ask the children what they can see. Revisit the idea of illusions and optical illusions.</p> <p>Hang on the wall the following paintings (Google them, print them and laminate them): <i>'Ballerina in death's head'</i>; <i>'The skull of Zurbaran'</i>; <i>'In Voluptas Mors'</i> (women forming a skull); <i>'The face of war'</i>; <i>'Sickly skull of venereal disease'</i>.</p> <p>Children say what these paintings have in common (<i>hidden people in skulls</i>).</p> <p>Revisit the symbols of Dalí. <i>Do you remember what skulls mean in his paintings? Death and disease related to sex.</i></p>	
<p>Activity 2:</p> <p>Children work in groups of seven. Give them the photograph 'In Voluptas Mors' and a sketch of it, so they do a plan to organise themselves and know their position in the picture.</p> <p>They create a skull with their bodies. One of the students is Dalí. He organises the group and gives instructions to the rest. Draw a huge moustache on him and give him a top hat and a stick. Take a picture from above to get the perspective. Print it.</p> <p><i>Option: Put a black piece of clothing on the floor. Children are dressed in white clothes. Use a ladder or a table to get the perspective and take the photo.</i></p> <p>Activity 2b: Creativity. Children create another form with their bodies. Take a picture and print it.</p> <p>Children stick both pictures on their worksheet.</p>	<p>Worksheet 2.8. Sketch.</p> <p>Worksheet 2.9.</p> <p>Camera.</p> <p>Top hat and stick.</p> <p>Black piece of clothing.</p> <p>Ladder.</p>

<p>Activity 3:</p> <p>Give the children the template with the skull and ask them to draw like Dali. They draw people or objects hidden in the skull (not fruits or vegetables).</p> <p>They can choose whether they prefer the sheet of paper portrait or landscape.</p>	<p>Worksheet 2.10.</p> <p>Soft pencils.</p>
<p>Activity 4: Extension activity</p> <p>Take up the 'extension activity' of the previous lesson again.</p> <p>Go to the computer room or use the computers you may have in the classroom. Children can work in pairs if necessary. If there are enough computers for everyone. do the on-line activity. If not. work in corners.</p> <p>Corner 1: Computer work.</p> <p>http://sites.google.com/site/englishandart/videos/salvador-dali</p> <p>Corner 2: Play the 3 way matching game to revisit the symbols.</p> <p>Corner 3: Create a mind map about the painter.</p> <p>Corner 4: Letter soup.</p> <p>Children work in the corners they didn't do during the previous lesson. <i>If you already went to the computer room, you can do the other activities.</i></p>	<p>Computers.</p> <p>3 way matching game. from teaching resources.</p> <p>Worksheet 2.7.</p> <p>Worksheet 2.8.</p>

UNIT 2. Salvador Dalí

LESSON 5. Light and shadow.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Introduce light and shadow.</p> <p>Show the children how to use charcoals. Practise using them on rough paper so they get used to them.</p>	<p>Worksheet 2.11.</p> <p>Charcoals.</p> <p>Rough paper.</p>
<p>Activity 2:</p> <p>Children carry on doing their art work. They use charcoal for the shadows.</p>	<p>Charcoals.</p>
<p>Activity 3:</p> <p>Children show their paintings to the rest of the class and describe them with the help of the language frame used in the lesson 1 and a language frame for the skull bones.</p> <p>Paintings will be displayed in the <i>ART GALLERY CORNER</i>.</p> <p><i>Optional:</i> Children can write their descriptions on the worksheet.</p>	<p>Language frame (lesson 1): worksheet 2.3.</p> <p>Language support: Skull. <i>from teaching resources.</i></p>
<p>Activity 4: Extension Activity</p> <p>Palm reading. Dalí's life and work.</p> <p>Children work in pairs. One of them is Dalí, the painter, at the age of 10. The other one is a palm reader. They use the future 'will' to predict what will happen in his life.</p> <p><i>This line tells me...</i></p> <p><i>I can see you will...</i></p>	<p>Language frame: Palm reading. <i>from teaching resources.</i></p>

UNIT 2. Salvador Dalí

LESSON 6. Dalí in Hollywood.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Use the PPT. Show the children the poster of the film 'The Silence of the lambs'. Ask them to predict what the link is between the poster and Dalí.</p> <p><i>Do you recognise this poster? Can you see anything hidden in it?</i></p> <p>Help them notice the image of the naked women forming a skull on the butterfly. Explain to the children that this skull is the one that appears in the painters' photograph 'In Voluptas Mors'.</p> <p>With the PPT explain to them that Dalí not only painted but he also practiced other art disciplines. such as drawing, sculpture, photography and drama. Remind them of the video they saw the first day about some T.V. commercials in which Dalí appears. <i>He was extremely famous!</i></p> <p>Explain that Dalí liked to express dreams in his paintings and works. He designed the set for an Alfred Hitchcock film called 'Spellbound'.</p> <p>Play a short piece of the film; the 40 first seconds is enough. The link is attached in the PPT.</p> <p>http://www.youtube.com/watch?v=dzxibgPkxHE</p>	<p>Poster of the film.</p> <p>PPT. Dalí and the films. from teaching resources.</p>

<p>Activity 2:</p> <p>Watch Dalí's Disney film 'Destino'. It is attached in the PPT. You can also find it in YouTube:</p> <p>http://www.youtube.com/watch?v=UzzZa5o1q5k</p> <p>Watch it once and ask the children to focus their attention on the Dalí's symbols and the optical illusions that appear in the film.</p> <p>Watch it a second time. Children complete the worksheet while watching it.</p> <p>Correct the activity all together.</p> <p>Finish the PPT by asking the children to guess the logo Dalí designed in 1969. Give them this clue: <i>It's round and it lasts long.</i></p>	<p>Computer.</p> <p>Beamer.</p> <p>Worksheet 2.12.</p>
<p>Activity 3:</p> <p>Use the PPT to show the picture of Dalí's sculpture in London. Don't tell them what city it is. Give them time to predict and guess.</p> <p>Ask the children to describe what they see. They might recognize the clock in the foreground and the Big Ben in the background.</p> <p><i>What can you see in this picture? Do you recognise the sculpture? Do you know what city it is?</i></p> <p><i>Why do you think there is a sculpture from Dalí in London?</i></p> <p><i>Because he is a very famous artist. Because there is an exhibition of his works there.</i></p> <p><i>Do you recognise the building in the background?</i></p> <p><i>The Big Ben and the Houses of Parliament.</i></p> <p><i>Optional:</i> Show them other pictures from other important monuments and buildings in London. Ask the children to identify them.</p>	<p>PPT. Dalí around the world. <i>from teaching resources.</i></p> <p>Computer.</p> <p>Beamer.</p> <p>Pictures.</p>

Activity 4:

Pyramid discussion: Tell the children they are going on a trip to London to visit Dalí's exhibition. They must decide what paintings or sculptures they want to bring to Spain.

We are in London, at Dalí's exhibition. What paintings do you want to take back to Spain? (Put the pictures on the blackboard and number them).

First, they decide on the 5 paintings they want to take back to Spain individually.

Then, in pairs they agree on which three they want.

After, in groups of four they give the name of three paintings.

Finally, each group of four says their paintings aloud. Write the votes on the blackboard and count them. Find out which are the three most popular paintings to take back to Spain.

Pictures.

Cards.

Language frame. Pyramid discussion, from teaching resources.

UNIT 3. M.C. ESCHER

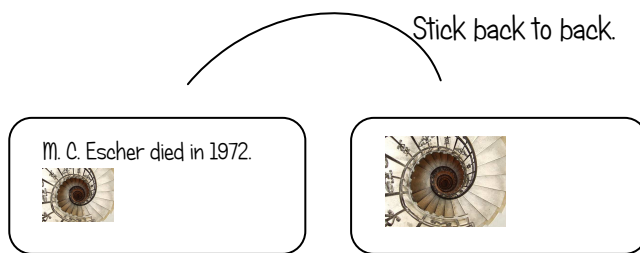
LESSON 1. M. C Escher.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Show the children two short scenes from the film 'Harry Potter and the Sorcerer's Stone':</p> <p>Ask the children to look carefully at the building and guess what they see in the film that is impossible to find in the real world. Let them guess what the unit is going to be about. Revisit the idea of illusions.</p> <p>You can find them in YouTube:</p> <p>Part 5: http://www.youtube.com/watch?v=Is3f9dkjI8o (from minute 3:55 to minute 4:45)</p> <p>Part 7: http://www.youtube.com/watch?v=7PnvBPBRigA (from minute 4:40 to minute 5:40)</p> <p><i>Can you recognise any impossible structure in the Hogwart's School building?</i></p> <p><i>The staircases can move.</i></p> <p><i>This is a special effect in the film. In art, artists also create special effects. And there is a famous painter who does illusions with impossible buildings.</i></p>	<p>YouTube video or the film.</p> <p>Computer.</p> <p>Beamer.</p>
<p>Activity 2:</p> <p>Introduce M. C. Escher, his life and work with a PPT.</p> <p>Connect Dalí with Escher.</p> <p><i>Escher played tricks with perspective, drawing impossible constructions. Dalí played tricks breaking the rules of the normal perspective of life.</i></p>	<p>PPT. Escher's life, from teaching resources.</p> <p>Computer.</p> <p>Beamer.</p>

Activity 3:

Children play the 'staircase game' in pairs to get the answers to the questions they have about the painter.

Print the cards, cut them and stick them back to back, each question card with a question and each answer card (staircase) with an answer. Laminate them.

Do as it follows:



Child A chooses a square and asks: '*Is there a staircase in A - 1?*' Child B answers: '*Yes, there is*' or '*No, there isn't*'. If it is affirmative, the child can take a card. In it there is some information about the painter's life. The child copies this piece of information in the correct place and keeps the card.

The winner is the child who has more cards and, consequently, who has more information about the painter. When the game is over, each child asks the questions to a partner to fill up the file fact. They use the question cards as support.

Feedback the answers all together.

Staircase game, from teaching resources.

Activity 4:

Explain the meaning of the word 'rind' by peeling a piece of fruit, like an orange or a lemon. Show them how you get a spiral shape from the rind of the fruit.

Show the children the works of art 'Rind' and 'Study for Rind'.

Children uses Escher's portrait or their own photograph and cut it following the template.

For the picture, children decide which background they prefer. Reflect on the importance of the background, the colour or the pattern to create an effect.

Cardboard.

Scissors.

Glue stick.

Rind Template and example, from teaching resources.

ARTILLUSION

They draw a background of sky first and then they stick their picture, piece by piece.

Finally they use a black felt-tip pen to link each piece with the previous one so they create the illusion of volume. See example of Escher.

UNIT 3. M.C. ESCHER

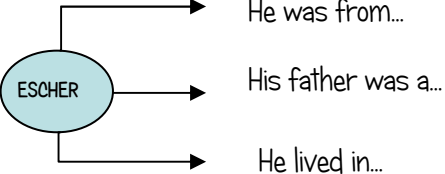


LESSON 2. This building is impossible!	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Show some of Escher's main works of art. Use Escher's impossible buildings and his tessellations. These are some of the paintings you can use. Google them, print them and laminate them: 'Relativity', 'Print gallery', 'House of stairs', 'Balcony', 'Up and down', 'Ascending and Descending', 'Waterfall', 'Belvedere'.</p> <p>Children classify into two groups all the paintings following the criteria: 'tessellations / non-tessellations'.</p> <p>Revisit the concept of tessellation seen in the previous lesson. <i>'A tessellation is a picture that fits into itself like a puzzle.'</i></p> <p>Children work in small groups. Give each group a poster (worksheet 3.2.) with the picture 'Relativity'. They circle different objects.</p> <p><i>Look at this picture and find a balcony, two arches together, a man going upstairs, a vase of flowers, a table and a chair in the garden, a man with a bucket, a man with a sack, a man sitting on a bench, a man with a tray and a bottle.</i></p> <p><i>Is this picture possible?</i></p> <p>Write these sentence starters on the blackboard to help them produce language.</p> <p><i>'It is impossible because...'</i></p> <p><i>We can't...'</i></p> <p>Explain the concept of perspective: <i>'It is the technique of representing three-dimensional objects on a two-dimensional surface (piece of paper)'. Also, 'it is the way of looking at situations, from a positive point of view, or a negative one.'</i></p> <p>Explain the reasons why they are impossible. Use the YouTube video:</p> <p>http://www.youtube.com/watch?v=raBC8Vs_f6M&feature=related</p>	<p>Posters.</p> <p>Worksheet 3.2.</p>

<p>Model the identification of a perspective. Then, let them guess the different perspectives. Show them the same picture 'Relativity' from different points of view.</p> <p>Ask them to identify one of the perspectives shown by pointing to the side of the drawing that would be the "bottom" based on the part they are looking at.</p> <p>For instance, they could say <i>'This (pointing) is the bottom of the drawing because this person (pointing) is sitting here outside.'</i></p> <p>Show the children that depending on the perspective you choose, all of them could be possible.</p> <p>Make them think of other situations in which there are different perspectives to see life. For this, show them a picture of a dog ask them to think of what different people should think about the dog. For instance, an old woman who lives alone should think it is a good company for her. A boy afraid of dogs should think it frightens him. For a Chinese person it could be a delicious meal, while for a Muslim it is absolutely forbidden to eat it.</p>	
<p>Activity 2:</p> <p>Computer work. Children create their own Escher-style art work using the M. C. Escher Kerpoof scene.</p> <p>http://www.kerpoof.com/teach</p> <p>http://www.kerpoof.com/edu/plans/Escher/EscherREVISED9-09.pdf (Here you find a Kerpoof M. C. Escher task sheet). You can use this one or the adapted one.</p> <p>Children imagine what each figure is saying and writes a sentence for each one using the speech bubbles.</p> <p>e.g. <i>Wow! I can see...</i></p> <p><i>Look! There is/are...</i></p> <p><i>It's crazy! I can see...</i></p> <p><i>Optional:</i> They can send their impossible room to a friend and/or to the teacher and explain in a couple of sentences what they have in the picture.</p> <p><i>In my picture there is/ are...</i></p> <p>Print their final artwork.</p>	<p>Computers.</p> <p>Kerpoof task sheet. Worksheet 3.1.</p> <p>Kerpoof language support. <i>from teaching resources.</i></p> <p>Kerpoof examples. <i>from teaching resources.</i></p>

<p>Activity 3: For fast-finisher children</p> <p>Computer activities:</p> <p>http://sites.google.com/site/englishandart/videos/m-c-escher</p> <p>Activities 1 and 2 are designed for all the children, whereas activity 3 is designed for more able children, since it demands a higher level of thinking and accuracy.</p>	Computer.
<p>Activity 4:</p> <p>Back in the classroom, children stick the picture on the worksheet. They decide which may be the "correct" point of perspective.</p> <p><i>The "correct" point of perspective may be whichever point of perspective the student feels is correct.</i></p>	Worksheet 3.3.

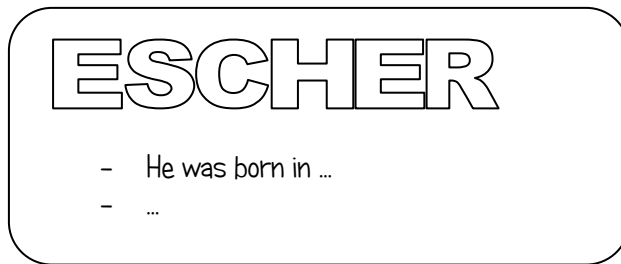
UNIT 3. M.C. ESCHER

LESSON 3. My impossible room.	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Brainstorm the most important life facts about the painter. With all this information, do a mind map and write a sentence for each fact. Let the children say their ideas in Catalan if it is necessary.</p> <p>e.g.</p>  <p>Leave the mind map on the blackboard, since it will be useful for the last activity.</p>	
<p>Activity 2:</p> <p>Create your impossible room in a shoe box. To do this work of art, tell the children to bring objects to school in advance so they have them there when they need them. Children can build an impossible staircase in it.</p> <p>See an example in this YouTube video:</p> <p>http://www.youtube.com/watch?v=2D8oi3nSurI&feature=related</p>	<p>Shoe box.</p> <p>Card board.</p> <p>Glue.</p> <p>Scissors.</p> <p>Recycling materials: tops or caps of bottles, wrap paper, bubble wrap paper, newspapers, pieces of clothes, foil, clothes pegs, tooth picks...</p>
<p>Activity 3: For fast-finisher children (depending on the spare time you have).</p> <p>3a: Memory game. Use the staircase game cards to play a memory game. Children play while revisit the questions and answers, as well as Escher's life facts.</p>	<p>Staircase cards, from teaching resources.</p>

3b: If you have more spare time and with the teacher's help, they can prepare the ART GALLERY CORNER to display all the impossible rooms. They create a poster and decorate it. They can use felt-tip pens to colour the letters, or paint and sponges (easy and quick). Print the letters and children paint them, cut them and stick them.

With a thick felt-tip pen they write the most important life facts. They copy the sentences from the blackboard (activity 1).

Children can also stick some of his most important paintings and write the title of them below each one.



Some possible titles: *M. C. Escher*, *Escher's impossible rooms*, *Our Escher's rooms*, *Impossible buildings...* or children decide the title they like the best.

Wrap paper.

Felt-tip pens or paint.

Sponges.

Scissors.

Glue.

UNIT 3. M.C. ESCHER



LESSON 4. Who is who?	Timing: 60 minutes
ACTIVITIES:	RESOURCES:
<p>Activity 1:</p> <p>Finish the impossible room and the poster about Escher's life facts.</p> <p>Display all the works of art in the ART GALLERY CORNER.</p>	
<p>Activity 2:</p> <p>Take a picture of the impossible room and stick it on the worksheet. Children describe the picture and give it a title.</p>	Worksheet 3.4.
<p>Activity 3:</p> <p>Column dictation. Give a card to each child with a life fact or a title of a painting of one of the three artists: Arcimboldo, Dalí and Escher.</p> <p>Every child reads it aloud and all of them copy it in the column they think it fits. At the end, correct the activity all together. Ask children to explain what that word means and why they put it in a specific column.</p> <p>Children can ask for spelling if it is necessary. Focus on accuracy.</p>	<p>Worksheet 3.5.</p> <p>Column dictation cards. from teaching resources.</p>
<p>Activity 4:</p> <p>Pyramid discussion.</p> <p><i>We are going to do an ART EXHIBITION in the school. What paintings do you want to display in the exhibition? (Do a brainstorming of the paintings done during the whole project and other important paintings from the artists).</i></p> <p>First, they decide on the nine paintings they want to display individually. (Three for each artist).</p> <p>Then, in pairs they agree on which six they want. (Two for each artist).</p>	Pyramid discussion. Language support. from teaching resources.

After that, in groups of four they give the name of six paintings.

Finally, each group of four says their paintings aloud. Write the votes on the blackboard and count them. Find out which are the six most popular paintings to display in the ART EXHIBITION.

Optional: Some children can record a short audio report of the paintings displayed so there is some audio support for the exhibition. Since only some of the paintings will be displayed, you can also show a PPT with all the paintings created during all these sessions.

Activity 5:

Who is who? Three students are the three painters. Divide the class into groups of four. The children guess who is who by asking them some YES – NO questions. Give an example of a possible question and give them some time to think of other questions. The winner is the group who guesses the painters' identities first.

Remind the children of what they can ask by writing some key words on the blackboard: *born, father's job, studies, lived abroad, famous for, important paintings, married, died, nationality...* e.g. *Are you an Italian painter? Yes, I am. / No, I am not.*

Focus on fluency rather than accuracy.

		GIUSEPPE ARCIMBOLDO					SALVADOR DALÍ						M. C. ESCHER			
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4
TITLE	Art Illusion	Giuseppe Arcimb.	My favourite fruits and vegetables. 'A veggie portrait'	My favourite fruits and vegetables. 'A veggie portrait'	I am a painter. Revisiting content	Salvador Dalí	Dalí's moustache	Dalí's museum	Illusions with skulls	Light and shadow	Dalí in Hollywood	M. C. Escher	This building is impossible!	My impossible room	Who is who?	
CONTENT	Optical illusion	Life and work	Collage with real fruits and vegetables. Collage with supermarket brochures.		Painter's life facts	Life and work	Dalí's symbols	Museum Concept of Anthropomorphism	Drawing illusion with skulls	Drawing the light and shadow with charcoals	Dalí and other disciplines	Life and work	Perspective	Creating a room in 3D shape	Revisiting content. Comparing and contrasting the painters.	
WORKSHEETS	WS 11. WS 12.	WS 13. WS 14.	WS 15.	WS 16. WS 17.	WS 15. WS 18.	WS 21. WS 22. WS 23. WS 24.	WS 25.	WS 26. WS 27. WS 28.	WS 28. WS 29. WS 210. WS 27. WS 28.	WS 211. WS 23.	WS 212.		WS 3.2. WS 3.1. WS 3.3.		WS 3.4. WS 3.5.	
TEACHING RESOURCES	Ppt 1 Posters	Ppt 2 Memory Game	Chain game	Memory cards Matching game	T-F sentences	Sentence cards Ppt 1	Ppt 2 3 way matching game	Ppt 3 3 way matching game	Template with skull 3 way matching game	Language frame (from lesson 1) Language support (skull) Language frame (palm reading)	Ppt 4 PPT 5 Language frame (Pyramid discussion)	Ppt 1 Staircase game Rind template and example	Kerpoof lang. frame. support and example Language frame (tessellation) Lang. frame to describe the picture	Staircase cards	Column dictation cards Pyramid discussion (language support)	

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