

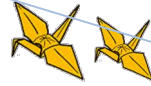
AN INTRODUCTION TO ORIGAMI TECHNIQUE
CLIL Unit

Maribel García

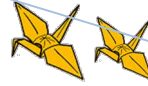
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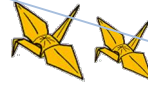
5th Level	ARTS AND CRAFTS
8 Lessons (10 hours)	AN INTRODUCTON TO ORIGAMI TECHNIQUE
<p><u>Key skills:</u></p> <p><i>Artistic and cultural</i> Can understand and value different artistic forms of expression Can apply techniques, resources and conventions of a different artistic language</p> <p><i>Mathematical:</i> - Can interpret and put into practice processes of mathematical reasoning</p>	
<p><u>Transferable skills:</u></p> <p><i>Linguistic and audio-visual:</i> CAN RELATE OBSERVATIONS, OPINIONS AND SUGGESTIONS.</p>	
<p><i>Learning to learn:</i> Can assimilate new knowledge and skills. Can apply strategic thinking and cooperation skills.</p> <p><i>Social and civic:</i> - Can develop abilities to cooperate with others in order to solve problems</p>	
<p><u>Aims:</u></p> <ul style="list-style-type: none"> To introduce the main origami symbols and vocabulary To make pupils familiar with basic techniques of origami To follow diagrams to make beginners projects To produce an intermediate origami project To enhance deductive reasoning To develop cooperative skills To make an introduction of geometric concepts and polygons. To present a Japanese Legend To develop a Peace Project To improve children's motor skills through the spatial manipulation of paper 	



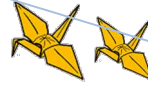
Lesson 1: one hour		
Origami key symbols and main folds		
Teaching Objectives What I plan to teach	Learning Outcomes Pupils will be able to:	
CONTENT	CONTENT	
The main origami symbols Basic folds diagrams	Recognize the main origami symbols Understand the basic techniques of folding paper	
COGNITION:	COGNITION	
Identify the key symbols Follow simple sequences Practice the basic folds	Follow diagrams to make basic folds Infer the meaning of the symbols through the diagrams Manipulate the paper accurately to form creases	
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<p><u>Key phrases needed:</u> This (symbol) means</p> <p>First and then</p> <p>Is it.....?</p> <p><u>Key vocabulary:</u> Fold, unfold, crease, pleat, degrees, point, distance, square, corner, half, direction, dot, arrow, rotate</p>	<p>Following instructions</p> <p>Questioning and answering.</p> <p>Developing the given task.</p>	<p>Interacting with classmates</p> <p>Dealing with misunderstanding</p>
CULTURE		
<ul style="list-style-type: none"> - Show interest in learning some Japanese origami techniques - Collaborate and share information with classmates 		
ASSESSMENT CRITERIA		
<ul style="list-style-type: none"> Can identify the symbols Can produce accurate folds Can report in English the sequence of the bases 		



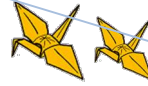
Lesson 2: one hour		
Origami bases		
Teaching Objectives What I plan to teach	Learning Outcomes Pupils will be able to	
CONTENT	CONTENT	
Traditional origami bases: Kite, Multiform and Fish	Infer the sequences of the main bases	
COGNITION:	COGNITION	
Apply knowledge to sequence the folds Make easy bases	Identify the symbols and folds Select the folds needed to make the bases Fold carefully and accurately the paper to produce the base	
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<i>Key phrases needed:</i> Sequencing the bases: first....., then finally <i>Key vocabulary:</i> Key symbols and shapes	Basic classroom language Following instructions Questioning and answering. Developing the given task.	Interacting with classmates Dealing with misunderstanding
CULTURE		
<ul style="list-style-type: none"> - Show interest in learning some Japanese origami techniques - Collaborate and share information with classmates 		
ASSESSMENT CRITERIA		
<ul style="list-style-type: none"> Can order the cards Can follow the sequence of folds to make the bases Can report in English the order of the folds 		



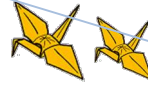
Lesson 3: one hour		
Fortune Teller Project		
Teaching Objectives What I plan to teach	Learning Outcomes Pupils will be able to:	
CONTENT	CONTENT	
Fortune Teller diagram and written instructions Variations of the Fortune Teller	Understand the instructions of the diagram Identify the folds to make variations	
COGNITION:	COGNITION: Pupils will be able to:	
Interpret diagrams Predict the folds to produce variations of a model	Match instructions and pictures Follow diagrams to make the model Create variations of a model Manipulate the paper accurately	
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<u>Key phrases needed:</u> Instructions to produce the model. Sequencing the process: first..... second.... third..... finally	Interacting with classmates: deciding the order of the instructions interpreting the instructions reasoning the steps to vary the models	Dealing with misunderstanding
<u>Key vocabulary:</u> Origami key words Models: fortune teller, big-mouthed fish, small bird (pajarita)		
CULTURE		
<ul style="list-style-type: none"> - Show interest in making traditional models - Collaborate to solve problems 		
ASSESSMENT CRITERIA		
<ul style="list-style-type: none"> - Can identify the instructions Can make the model Can transform the model 		



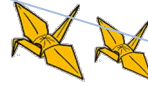
Lesson 4: one hour		
Jumping Frog Project		
Teaching Objectives What I plan to teach	Learning Outcomes Pupils will be able to:	
CONTENT	CONTENT	
Jumping Frog diagram Oral and written instructions	Interpret a diagram Develop a cooperative task Make a frog	
COGNITION:	COGNITION: Pupils will be able to:	
Apply previous knowledge to make a model Share information with partners to achieve a task Practice paper folding techniques	Follow a diagram Describe a sequence of folds in English Manipulate the paper accurately	
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<p><i>Key phrases needed:</i> Instructions to produce the model. Sequencing the process: first..... second.... third..... finally</p> <p><i>Key vocabulary:</i> Origami key words Model: Jumping frog</p>	<p>Interacting with classmates: explaining the instructions helping each other in the group</p> <p>Dealing with misunderstanding</p>	<p>Questions and suggestions referring to techniques and other models</p>
CULTURE		
<p>- Be aware of the different levels of competence of each member of the group and show respect for the effort made by everyone to communicate in English</p>		
ASSESSMENT CRITERIA		
<p>- Can explain in English the sequence of folds Can make the frog</p>		



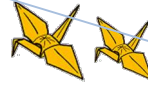
Lesson 5: two hours		
Regular Polygons		
Teaching Objectives What I plan to teach	Learning Outcomes Pupils will be able to:	
CONTENT	CONTENT	
Geometric concepts. Polygons: square, triangle, rectangle, pentagon Instructions to make simple polygons	Understand geometric concepts Describe polygons Understand diagrams	
COGNITION:	COGNITION: Pupils will be able to:	
To introduce geometric concepts and 2D Shapes To apply origami techniques to make triangles, squares and regular pentagons.	Match sentences to describe polygons Follow diagrams to make triangles, squares and pentagons. Cooperate in groups to make a poster	
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<u>Key phrases needed:</u> Description of polygons Instruction to make the shapes <u>Key vocabulary:</u> polygon, triangle, equilateral, isosceles, scalene, quadrilateral, square, rectangle, pentagon, side, vertex, angle, right, obtuse, acute	Interacting with classmates: explaining the instructions helping each other in the group Dealing with misunderstanding	Questions and suggestions referring to techniques and other models
CULTURE		
Be aware of the different levels of competence of each member of the group and show respect for the effort made by everyone to communicate in English		
ASSESSMENT CRITERIA		
- Can describe polygons Can make polygons to produce a poster		



Lesson 6: one hour		
Origami Cards		
Teaching Objectives What I plan to teach	Learning Outcomes Pupils will be able to:	
CONTENT	CONTENT	
<i>Origami models:</i> butterfly, tulip, bunny head, swam, duck, twist fish	Compare tasks according the difficulty level involved. Understand diagrams.	
COGNITION:	COGNITION: Pupils will be able to:	
Reflect on one's own ability. Compare the models according their level of difficulty . Apply previous knowledge to make an origami model.	Follow diagrams to make the models. Cooperate in groups to succeed in the task.	
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<u><i>Key phrases needed:</i></u> Make a choice: I'd like to make a I prefer making ... I think it's nicer I thinkis too difficult. Sequencing the diagrams: first I have to ... then <u><i>Key vocabulary:</i></u> Origami key words Models: butterfly, tulip, leaf, stem, bunny, swam, duck Tools: scissors, glue, felt-tip pens, ...	Interacting with classmates: explaining the instructions helping each other in the group Dealing with misunderstanding	Questions and suggestions referring to techniques and other models
CULTURE		
<ul style="list-style-type: none"> - Show interest in making traditional models - Collaborate to solve problems 		
ASSESSMENT CRITERIA		
<ul style="list-style-type: none"> - Can communicate in English a choice - Can follow a diagram to make a project - Can make a card 		



Lesson 7 : two hours		
Sadako and “The Thousand Cranes” Legend		
Teaching Objectives What I plan to teach	Learning Outcomes Pupils will be able to:	
CONTENT	CONTENT	
Sadako Story. A Japanese Legend. Legend features. Peace symbols. Paper Crane Models Peace Poster	Understand a story in English. Distinguish between a legend and a real story. Identify Peace Symbols Know about a Peace project.	
COGNITION:	COGNITION: Pupils will be able to:	
Introduce a traditional legend. Promote a culture of peace. Develop a challenging origami project.	Answer questions about a story. Say the main features of a legend. Design a peace symbol Follow instructions to make a crane. Cooperate in groups to make a poster.	
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<u>Key phrases needed:</u> Sentences in past tense Making a wish Describe a peace symbol Explain the main parts of the origami crane <u>Key vocabulary:</u> Legend, crane, granted, wish, atom bomb, war, monument, statue, leukaemia, peace symbols, origami specific words.	Interacting with classmates: explaining the instructions helping each other in the group Dealing with misunderstanding	Questions and suggestions referring to techniques and other models
CULTURE		
Show interest for traditional legends Be aware of the danger involved in wars. Appreciate the importance of a global peace project		
ASSESSMENT CRITERIA		
- Can answer the questions about Sadako’s story Can say the main features of a legend. Can follow the instructions to make a crane.		



Lesson 8 (one or two hours)		
Origami Models Display		
Teaching Objectives What I plan to teach	Learning Outcomes Pupils will be able to:	
CONTENT	CONTENT	
Beginner projects diagrams Elements of a display	Understand the diagrams	
COGNITION:	COGNITION:	
Apply previous knowledge to create new projects Make a display in groups Explain the task in English	Follow diagrams Create new folds Design a display Cooperate in a group task Report in English	
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<p><i>Key phrases needed:</i> Sharing the task and making decisions: think we should.... I'd like to</p> <p>First we could..... I can and you can</p> <p><i>Key vocabulary:</i> ORIGAMI SPECIFIC VOCABULARY Classrooms tools</p>	<p>Interacting with classmates: explaining the instructions helping each other in the group</p> <p>Dealing with misunderstanding</p>	<p>Questions and suggestions referring to techniques and other models</p>
CULTURE		
<ul style="list-style-type: none"> - Show interest in making traditional models - Collaborate to solve problems 		
ASSESSMENT CRITERIA		
<ul style="list-style-type: none"> Can follow diagrams to make models Can create new models Can share a task in group to make a display 		