THE SEASONS THROUGH SOME ARTISTS CLIL Unit

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Nottingham, April 2009



LESSON PLAN 1: DRAWING	
FORM	
Topic: Drawing Form	KEY SKILLS: Pupils will be able
	*To portray a three-dimensional world in two dimensions
Subject: Arts and Crafts	TRANSFERABLE SKILLS:
	Communicative skills: Pupils will be able
	*to understand and answer questions with yes or no, or a one word answers.
Level: 5è /6è CS (Key Stage 2	*to select from their own knowledge and communicate visually and orally.
Primary)	Methodological skills: Pupils will be able
English is the 2nd foreign	*to develop strategies to understand the content, taking into account it's the first time they learn a subject using English, the second foreign
language. The pupils are 10-11	language to learn Arts and crafts.
years old and just beginning to	Personal skills: Pupils will be able
learn English.	*to apply previous knowledge and skills.
Timing: 1 session	

Aims:

To experiment with the expressive possibilities of pictures. To understand that artistic manifestations are made by human beings for humanity and represent their experiences. To appreciate that one's cultural experiences and those of the other pupils form part of dialogue and enrichment. To appreciate the value of group interaction and cooperative work, sharing ideas and projects.

LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
A.CONTENT	LANGUAGE OF LEARNING: Names of fruits: Orange, banana, melon, grapefruit, lemon, pineapple, watermelon,	Pupils will be able to -realize that shapes, lines, two dimensional and three-dimensional drawings have been used in the past.
-to draw creating illusions. -memorize key vocabulary.	Art vocabulary: to draw, shape, proportion, two dimensions, three dimensions, line,	-appreciate English as a learning language. -be aware of the need for observation and cooperative work in class.
B. COGNITION	LANGUAGE FOR LEARNING: To express preferences:	
Pupils will be able to: -apply memorized key vocabulary in different contexts. -establish relationships. -point to shapes and objects. -make predictions.	My favourite truit is To express opinions: I think that apples are (nice)/I think that lemons are not (nice). I like/don't like Is this an apple or a pear? LANGUAGE THROUGH LEARNING: Definitions Dictionary entries	
	A.CONTENT Pupils will be able toto draw creating illusionsmemorize key vocabulary. B. COGNITION Pupils will be able to: -apply memorized key vocabulary in different contextsestablish relationshipspoint to shapes and objects.	A.CONTENT LANGUAGE OF LEARNING: Names of fruits: Orange, banana, melon, grapefruit, lemon, pineapple, watermelon, pear, apple, cherry -to draw creating illusions. -memorize key vocabulary. Art vocabulary: to draw, shape, proportion, two dimensions, three dimensions, line, outline, pencil, charcoal. B. COGNITION LANGUAGE FOR LEARNING: To express preferences: My favourite fruit is To express opinions: I think that apples are (nice)/I think that lemons are not (nice). Pupils will be able to: -apply memorized key vocabulary in different contexts. -establish relationships. -point to shapes and objects. -make predictions. To express opinions: I think that apples are (nice). I like/don't like Is this an apple or a pear? LANGUAGE THROUGH LEARNING: LANGUAGE THROUGH LEARNING: Definitions



LESSON PLAN 2:	
OBSERVING ART	
Topic: Art through Arcimboldo	KEY SKILLS: Pupils will be able
	*To observe pieces of art
Subject: Arts and Crafts	TRANSFERABLE SKILLS:
	Communicative skills: Pupils will be able
	*to understand and answer questions with yes or no, or a one word answers.
Level: 5è /6è CS (Key Stage 2	*to select from their own knowledge and communicate visually and orally.
Primary)	Methodological skills: Pupils will be able
English is the 2nd foreign	*to develop strategies to understand the contents, taking into account it's the first time they learn a subject using English, the second foreign
language. The pupils are 10-11	language to learn Arts and crafts.
years old and just beginning to	Personal skills: Pupils will be able
learn English.	*to apply previous knowledge and skills.
Timing: 1 session	

Aims:

To understand that artistic manifestations are made by human beings for humanity and represent their experiences. To appreciate that one's own cultural experiences and those of the other pupils form part of dialogue and enrichment. To appreciate the value of group interaction and cooperative work, sharing ideas and projects.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
A.CONTENT	A.CONTENT	LANGUAGE OF LEARNING: Names of the seasons	Pupils will be able to -realize that the history of Art provides us
To introduce -the pictures representing the Four Seasons: Autumn, Winter, Spring and Summer, by Arcimboldo.	Pupils will be able to -to recognize the seasons and their elements. -memorize key vocabulary.	 Art vocabulary: picture, oil on canvas, museum, Louvre, portrait. Natural elements: fruits, vegetables, cereals, mushrooms, trunks, leaves, mushrooms, flowers. LANGUAGE FOR LEARNING: 	with master pieces of Art. -appreciate English as a learning language. -be aware of the need of observation and cooperative work in class.
B.COGNITION	B. COGNITION	To express professions: Was Arcimboldo a painter?	
To offer opportunities for pupils to -apply newly understood concepts -establish relationships between apparent qualities and intended qualities of objects. -guess and predict fruit.	Pupils will be able to: -apply memorized key vocabulary in different contexts. -establish relationships. -point to pictures and objects.	Was he a doctor? Do you like the picture? LANGUAGE THROUGH LEARNING: Definitions Dictionary entries	



THE SEASONS THROUGH SO	<u>JVIE ARTIS</u>	515		NOTTINGHAM 2009
LESSON PLAN 3:				
CREATING A PORTRAIT				
Topic: Art through Arcimboldo		S: Pupils will be able		
		eate a portrait		
···· ·		RABLE SKILLS:		
		cative skills: Pupils will be able … ess, understand and answer questions with the	a names of fruit	
Level: 5è /6è CS (Key Stage 2		ect from their own knowledge and communications		
Primary)		gical skills: Pupils will be able		
English is the 2nd foreign			king into account it's the first time they learn a subject	using English, the second foreign
language. The pupils are 10-11 years old and just beginning to		age to learn Arts and crafts.		
learn English.		kills: Pupils will be able		
Timing: 1 session	*to app	ply previous knowledge and skills.		
g				
Aima				
Aims:	ationa ara m	nade by human beings for humanity and repres	ant their experiences	
		es and those of the other pupils form part of dia		
		d cooperative work, sharing ideas and projects.		
TEACHING OBJECTIVES		LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
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	I			
TEACHING OBJECTIVES	I	A.CONTENT	LANGUAGE OF LEARNING:	Pupils will be able to
A.CONTENT		A.CONTENT	LANGUAGE OF LEARNING: Names of the elements in the Autumn season.	
A.CONTENT To introduce		A.CONTENT Pupils will be able to	LANGUAGE OF LEARNING:	Pupils will be able to -realize that the history of Art provide us with a master piece of Art, representing the Autumn.
A.CONTENT To introduce -the picture representing the Autumn	n by	A.CONTENT Pupils will be able toto recognize the fruits by seeing a part of it.	LANGUAGE OF LEARNING: Names of the elements in the Autumn season. Art vocabulary: <i>picture, portrait.</i> Natural elements: Kinds of fruits, vegetables, cereals, mushrooms, trunks, leaves.	Pupils will be able to -realize that the history of Art provide us with a master piece of Art, representing the Autumn. -appreciate English as a learning
A.CONTENT To introduce -the picture representing the Autumn Arcimboldo.	n by	A.CONTENT Pupils will be able to -to recognize the fruits by seeing a part of it. -to recognize the elements of Autumn, used	LANGUAGE OF LEARNING: Names of the elements in the Autumn season. Art vocabulary: <i>picture, portrait.</i> Natural elements: Kinds of fruits, vegetables, cereals, mushrooms, trunks, leaves. The elements of a portrait: <i>head, hair, front, nose,</i>	Pupils will be able to -realize that the history of Art provide us with a master piece of Art, representing the Autumn. -appreciate English as a learning language.
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A.CONTENT To introduce -the picture representing the Autumn Arcimboldo.	n by -	A.CONTENT Pupils will be able to -to recognize the fruits by seeing a part of it. -to recognize the elements of Autumn, used	LANGUAGE OF LEARNING: Names of the elements in the Autumn season. Art vocabulary: <i>picture, portrait.</i> Natural elements: Kinds of fruits, vegetables, cereals, mushrooms, trunks, leaves. The elements of a portrait: <i>head, hair, front, nose,</i> <i>mouth, lips, teeth, eyes, eyebrows, cheeks, chin,</i> <i>beard, neck, shoulders, ears, earrings.</i>	Pupils will be able to -realize that the history of Art provide us with a master piece of Art, representing the Autumn. -appreciate English as a learning language.
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A.CONTENT To introduce -the picture representing the Autumn Arcimboldo. -create a portrait in 3D.	n by -	A.CONTENT Pupils will be able to -to recognize the fruits by seeing a part of it. -to recognize the elements of Autumn, used by Arcimboldo. -to create a portrait in 3D. -memorize key vocabulary.	LANGUAGE OF LEARNING: Names of the elements in the Autumn season. Art vocabulary: <i>picture, portrait.</i> Natural elements: Kinds of fruits, vegetables, cereals, mushrooms, trunks, leaves. The elements of a portrait: <i>head, hair, front, nose, mouth, lips, teeth, eyes, eyebrows, cheeks, chin, beard, neck, shoulders, ears, earrings.</i> LANGUAGE FOR LEARNING: To be aware of the use of natural elements to	Pupils will be able to -realize that the history of Art provide us with a master piece of Art, representing the Autumn. -appreciate English as a learning language. -be aware of the need of observation
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A.CONTENT To introducethe picture representing the Autumn Arcimboldocreate a portrait in 3D. B.COGNITION To offer opportunities for pupils toapply newly understood concepts -establish relationships between part apparent forms and the whole of obji -guess and predict fruits seeing one guessing the whole -discuss, decide and create a portrai	n by -	A.CONTENT Pupils will be able toto recognize the fruits by seeing a part of itto recognize the elements of Autumn, used by Arcimboldoto create a portrait in 3Dmemorize key vocabulary. B. COGNITION Pupils will be able to: -apply memorized key vocabulary in different contextsestablish relationshipspoint to pictures and objects.	LANGUAGE OF LEARNING: Names of the elements in the Autumn season. Art vocabulary: <i>picture, portrait.</i> Natural elements: Kinds of fruits, vegetables, cereals, mushrooms, trunks, leaves. The elements of a portrait: <i>head, hair, front, nose, mouth, lips, teeth, eyes, eyebrows, cheeks, chin, beard, neck, shoulders, ears, earrings.</i> LANGUAGE FOR LEARNING: To be aware of the use of natural elements to represent parts of a face: What fruit is the nose?/The nose is a pear. The head is represented by a pumpkin. What can you see? Can you see what it is? /It is part of anapple. Let's take a picture. Le us make an exhibition. LANGUAGE THROUGH LEARNING: Language that arises through activities.	Pupils will be able to -realize that the history of Art provide us with a master piece of Art, representing the Autumn. -appreciate English as a learning language. -be aware of the need of observation



THE SEASONS THROUGH SOME A			NOTTINGHAM 2009
LESSON PLAN 4:			
CREATING A DISPLAY			
Topic: Interpreting and creating	KEY SKILLS: Pupils will be able		
	*To be aware of the creative elemer	nts of the composition	
Subject: Arts and Crafts	TRANSFERABLE SKILLS:		
-	Communicative skills: Pupils will be ab	ble	
	*to express the creation and the gro	oup interpretation of a master piece.	
Level: 5è CS	*to accept different cultural and artis	stic forms of expression.	
English is the 2nd foreign language.		ent resources of production and performance to carry out	t individual or social artistic activities.
The pupils are 10-11 years old and just	Methodological skills: Pupils will be abl		
beginning to learn English.		d the content, taking into account it's the first time they le	earn a subject using English, the second foreign
Timing: 1 session	language to learn Arts and crafts.		
	*to assimilate new knowledge and s	skills.	
	Personal skills: Pupils will be able		
		ess individual or collective activities with creativity, confid	dence, responsibility and critical thinking.
	Personal, social and civic skills:		
	*to understand the social context w	where the pupils live, cooperate, exercise and share dem	nocratic values in a plural society.
AIMS:			
Aims: To investigate the expressive possibilities		or the humanity and correspont their experiences	
To investigate the expressive possibilities To understand that a display shows artisti	c manifestations made by human beings for	or the humanity and represent their experiences.	
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani	c manifestations made by human beings for ifestations and those of the other pupils for	rm part of dialogue and enrichment.	
To investigate the expressive possibilities To understand that a display shows artisti	c manifestations made by human beings for		CULTURE/CITIZENSHIP
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES	rm part of dialogue and enrichment.	
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani	c manifestations made by human beings for ifestations and those of the other pupils for	rm part of dialogue and enrichment.	Pupils will be able to
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT	COMMUNICATION	s: pumpkin, pear, -realize that every grou
To investigate the expressive possibilities To understand that a display shows artisti <u>To appreciate that one's own artistic mani</u> TEACHING OBJECTIVES A.CONTENT To introduce	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Pupils will be able to	rm part of dialogue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements turnip, pomegranate, fig, mushroom, cele blackberry, pats, quince	s: pumpkin, pear, -realize that every grou
To investigate the expressive possibilities To understand that a display shows artisti <u>To appreciate that one's own artistic mani</u> TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to observe	rm part of dialogue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements turnip, pomegranate, fig, mushroom, cele blackberry, oats, quince Review of elements of the head and face	s: pumpkin, pear, ery, olives, e: forehead, nose, Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by utumn. Pupils will be able to -to find possibilities to observe compare the creative works.	e and enrichments communication of dialogue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements turnip, pomegranate, fig, mushroom, cele blackberry, oats, quince Review of elements of the head and face cheeks, ears, lips, teeth, chin, neck, hair,	s: pumpkin, pear, ery, olives, e: forehead, nose, r, hat, eyelashes, e: pumpkin, pear, ery, olives, e: forehead, nose, r, hat, eyelashes, e: pumpkin, pear, -realize that every grou has an own interpretation of Autum -accept different opinions.
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by utumn. p Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary.	Image: constraint of dialogue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements turnip, pomegranate, fig, mushroom, cele blackberry, oats, quince Review of elements of the head and face checks, ears, lips, teeth, chin, neck, hair, eyebrow, shoulder	 Pupils will be able to realize that every grou has an own interpretation of Autum -accept different opinions. be able to realize that every grou has an own interpretation of Autum
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn.	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT used by .utumn. p Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations	Image: mail of the second s	 Pupils will be able to realize that every grou has an own interpretation of Autum -accept different opinions. be aware of the need of observation and
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. -the concept of comparing a master piece	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT used by .utumn. p Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations	Image: state stat	 Pupils will be able to realize that every grouth as an own interpretation of Autum -accept different opinions. be aware of the need of observation and reflection in class.
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. -the concept of comparing a master piece creative interpretation of it.	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by utumn. p and a Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations -to create the display compos	Image: state stat	 Pupils will be able to realize that every grouth as an own interpretation of Autum -accept different opinions. be aware of the need of observation and reflection in class. -appreciate different
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani- TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. -the concept of comparing a master piece creative interpretation of it. To offer opportunities for pupils to	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by utumn. p and a Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations - to create the display compos Pupils will be able to:	Image: state stat	 Pupils will be able to realize that every grouthas an own interpretation of Autum accept different opinions. be aware of the need of observation and reflection in class. appreciate different social values.
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani- TEACHING OBJECTIVES A.CONTENT To introduce the awareness of the creative elements u Arcimboldo and by the group, related to A the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. the concept of comparing a master piece creative interpretation of it. To offer opportunities for pupils to -compare creative works.	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by utumn. p and a Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations - to create the display compos Pupils will be able to: - apply memorized key vocabu	Image: state stat	 Pupils will be able to realize that every grouthas an own interpretation of Autum accept different opinions. be aware of the need of observation and reflection in class. appreciate different social values.
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. -the concept of comparing a master piece creative interpretation of it. To offer opportunities for pupils to -compare creative works. -establish relationships between elements	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by utumn. p and a Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations - to create the display compos Pupils will be able to: -apply memorized key vocabu different contexts.	Image: state stat	s: pumpkin, pear, ery, olives,Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.Autumn? We can see ve that the eye is aPupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. -the concept of comparing a master piece creative interpretation of it. To offer opportunities for pupils to -compare creative works. -establish relationships between elements work of art.	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by utumn. p and a Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations -to create the display compos Pupils will be able to: -apply memorized key vocabu different contexts. -compare.	Image: constraint of dialogue and enrichment. COMMUNICATION Image: constraint of dialogue and enrichment. COMMUNICATION Image: constraint of dialogue and enrichment. Communication and enrichment. Communication and enrichment. Image: constraint of dialogue and enrichment. Communication and enrichment. Image: constraint of dialogue and enrichment. </td <td>S: pumpkin, pear, ery, olives,Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.Autumn? We can see ve that the eye is a re it.Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.</td>	S: pumpkin, pear, ery, olives,Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.Autumn? We can see ve that the eye is a re it.Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. -the concept of comparing a master piece creative interpretation of it. To offer opportunities for pupils to -compare creative works. -establish relationships between elements	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by .utumn. p and a Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations -to create the display compos Pupils will be able to: -apply memorized key vocabu different contexts. -compare. -establish relationships.	Image: constraint of dialogue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements turnip, pomegranate, fig, mushroom, cele blackberry, oats, quince Review of elements of the head and face cheeks, ears, lips, teeth, chin, neck, hair, eyebrow, shoulder Art vocabulary: creation, 3D, picture, inte LANGUAGE FOR LEARNING: To express observation: What can you observe in Arcimboldos's / that the nose is a pear/ We can observe blackberry. To express opinions: 1 like it / 1 do not like This composition is nice./ This compositi	S: pumpkin, pear, ery, olives,Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.Autumn? We can see ve that the eye is a re it.Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.
To investigate the expressive possibilities To understand that a display shows artisti To appreciate that one's own artistic mani TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of the creative elements u Arcimboldo and by the group, related to A -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. -the concept of comparing a master piece creative interpretation of it. To offer opportunities for pupils to -compare creative works. -establish relationships between elements work of art.	c manifestations made by human beings for ifestations and those of the other pupils for LEARNING OUTCOMES A.CONTENT Used by utumn. p and a Pupils will be able to -to find possibilities to observe compare the creative works. -memorize key vocabulary. - to express their observations -to create the display compos Pupils will be able to: -apply memorized key vocabu different contexts. -compare.	Image: mail of the second s	S: pumpkin, pear, ery, olives,Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.Autumn? We can see ve that the eye is a re it.Pupils will be able to -realize that every grou has an own interpretation of Autum -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.



LESSON PLAN 5:				
DRAWING AND DESCRIBING MUSIC				
Topic: Drawing and describing music	KEY SKILLS: Pu	pils will be able		
	*To express	the effects music has on them		
Subject: Arts and Crafts	TRANSFERABLE	E SKILLS:		
-	Communicative	skills: Pupils will be able		
	*to relate em	notions.		
Level: 5è CS	*to perceive	different cultural and artistic forms of	expression.	
English is the 2nd foreign language. The	*to make use	e of the aesthetic different resources of	of production and performance to carry out individu	al or social artistic activities.
pupils are 10-11 years old and just		skills: Pupils will be able		
begin to learn English.			aking into account it's the first time they learn a su	bject using English, the second foreigr
Timing: 1 session		learn Arts and crafts.		
		Pupils will be able		
			or collective activities with creativity, confidence, re	sponsibility and critical thinking.
	Personal, social			
	*to underst	and the social context where the pupil	s live, cooperate, exercise and share democratic v	alues in a plural society.
Aims:				
To investigate the expressive possibilities				
To understand that artistic manifestations				
To appreciate that one's own cultural expe	priences and those		ie and enrichment.	
To appreciate that one's own cultural expe TEACHING OBJECTIVES	eriences and those	of the other pupils form part of dialogu	COMMUNICATION	CULTURE/CITIZENSHIP
	eriences and those			CULTURE/CITIZENSHIP
TEACHING OBJECTIVES	eriences and those	LEARNING OUTCOMES	COMMUNICATION	
	eriences and those		COMMUNICATION LANGUAGE OF LEARNING:	Pupils will be able to
TEACHING OBJECTIVES	eriences and those	LEARNING OUTCOMES	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast,	Pupils will be able to -realize that musicians in the history
TEACHING OBJECTIVES	eriences and those	LEARNING OUTCOMES	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm	Pupils will be able to -realize that musicians in the history of music were inspired by the
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au	utumn by	LEARNING OUTCOMES	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline,	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings.
TEACHING OBJECTIVES A.CONTENT To introduce	utumn by	LEARNING OUTCOMES A.CONTENT Pupils will be able to	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au	utumn by ons.	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils.	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content.
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au musicians who were inspired by the seaso	utumn by ons. ough a drawing.	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically.	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING:	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au musicians who were inspired by the seaso -the representation of pieces of music thro	utumn by ons. ough a drawing.	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences:	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content.
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au musicians who were inspired by the seaso -the representation of pieces of music thro	utumn by ons. ough a drawing.	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: <i>My favourite music is</i>	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au musicians who were inspired by the seaso -the representation of pieces of music thro	utumn by ons. ough a drawing.	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: My favourite music is To express opinions:	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au musicians who were inspired by the seaso -the representation of pieces of music thro -the concept of feeling in connection with r B.COGNITION To offer opportunities for pupils to	utumn by ons. ough a drawing. music and art.	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of music.	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: My favourite music is To express opinions: This music makes me feel(sad/ happy)	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au musicians who were inspired by the seaso -the representation of pieces of music thro -the concept of feeling in connection with r B.COGNITION To offer opportunities for pupils tolisten carefully to the pieces : Introduction	utumn by ons. ough a drawing. music and art.	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of music. B.COGNITION Pupils will be able to: -represent music graphically.	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: My favourite music is To express opinions: This music makes me feel(sad/ happy) I like this piece of music/l don't like	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation
TEACHING OBJECTIVES A.CONTENT To introduce - listening to pieces of music, related to Aumusicians who were inspired by the seaso -the representation of pieces of music thro -the concept of feeling in connection with r B.COGNITION To offer opportunities for pupils to -listen carefully to the pieces : Introduction and nº 31. Cheer now! The wine is here find	utumn by ons. ough a drawing. music and art. n to Autumn, nº 21 from Haydn's	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of music. B.COGNITION Pupils will be able to:	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: My favourite music is To express opinions: This music makes me feel(sad/ happy) I like this piece of music/l don't like The first music is softer, slower	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation
TEACHING OBJECTIVES A.CONTENT To introduce - listening to pieces of music, related to Aumusicians who were inspired by the seaso -the representation of pieces of music thro -the concept of feeling in connection with r B.COGNITION To offer opportunities for pupils to -listen carefully to the pieces : Introduction and nº 31. Cheer now! The wine is here fi oratory "The Seasons" and draw the feelin	utumn by ons. ough a drawing. music and art. n to Autumn, nº 21 from Haydn's	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of music. B.COGNITION Pupils will be able to: -represent music graphically.	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: My favourite music is To express opinions: This music makes me feel(sad/ happy) I like this piece of music/l don't like The first music is softer, slower The second music is faster, wilder	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation
TEACHING OBJECTIVES A.CONTENT To introduce - listening to pieces of music, related to Aumusicians who were inspired by the seaso-the representation of pieces of music thro-the concept of feeling in connection with r B.COGNITION To offer opportunities for pupils to -listen carefully to the pieces : Introduction and nº 31. Cheer now! The wine is here for oratory "The Seasons" and draw the feelin to the music.	utumn by ons. ough a drawing. music and art. n to Autumn, nº 21 from Haydn's ngs while listening	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of music. B.COGNITION Pupils will be able to: -represent music graphically.	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: My favourite music is To express opinions: This music makes me feel(sad/ happy) I like this piece of music/l don't like The first music is softer, slower	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation
TEACHING OBJECTIVES A.CONTENT To introduce - listening to pieces of music, related to Aumusicians who were inspired by the seaso-the representation of pieces of music thro-the concept of feeling in connection with r B.COGNITION To offer opportunities for pupils to -listen carefully to the pieces : Introduction and nº 31. <i>Cheer now! The wine is here fi oratory "The Seasons"</i> and draw the feelin to the music. -listen to a fragment from Vivaldi's "The formation"	utumn by ons. ough a drawing. music and art. n to Autumn, nº 21 <i>rom Haydn's</i> ngs while listening our seasons"	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of music. B.COGNITION Pupils will be able to: -represent music graphically.	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: My favourite music is To express opinions: This music makes me feel(sad/ happy) I like this piece of music/l don't like The first music is softer, slower The second music is faster, wilder The third listening is louder than the first.	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observatior
TEACHING OBJECTIVES A.CONTENT To introduce listening to pieces of music, related to Au musicians who were inspired by the seaso -the representation of pieces of music thro -the concept of feeling in connection with r B.COGNITION To offer opportunities for pupils to	utumn by ons. ough a drawing. music and art. n to Autumn, nº 21 <i>rom Haydn's</i> ngs while listening our seasons"	LEARNING OUTCOMES A.CONTENT Pupils will be able to -to find possibilities to represent music graphically. -memorize key vocabulary. -to express their feelings while listening to a certain piece of music. B.COGNITION Pupils will be able to: -represent music graphically.	COMMUNICATION LANGUAGE OF LEARNING: Names to represent rhythm and pitch : fast, slow, loud, soft, wild, calm Art vocabulary: to draw, shape, line, outline, pencil, charcoal, colour pencils. LANGUAGE FOR LEARNING: To express preferences: My favourite music is To express opinions: This music makes me feel(sad/ happy) I like this piece of music/l don't like The first music is softer, slower The second music is faster, wilder	Pupils will be able to -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate English as a language for learning content. -be aware of the need of observation



THE SEASONS THROUGH SOME F					
LESSON PLAN 6:					
CREATING A COLLAGE					
Topic: Inspiration and creation	KEY SKILLS: Pupils will be able				
	*To be aware of the mythology, poetry and creative elements of a collage composition				
Subject: Arts and Crafts	TRANSFERABLE SKILLS:				
	Communicative skills: Pupils will be able				
Level: 5è CS		ch other cultures in an adequate way, according to the age.			
English is the 2nd foreign language.	*to accept different cultural and artistic fo				
The pupils are 10-11 years old and just	*to make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities.				
begin to learn English.	Methodological skills: Pupils will be able				
Timing: 1 session	*to develop strategies to understand the	content.			
	*to learn how to learn.				
	*to assimilate new knowledge and skills.				
	Personal skills: Pupils will be able	with creativity, confidence, responsibility and critical thinking.			
	Personal, social and civic skills:				
		the pupils live, cooperate, exercise and share democratic values in a plu	ural society		
Aims:		The pupils live, cooperate, exercise and share democratic values in a pri	dial society.		
To experiment the expressive possibilities To understand other cultural elements: my		poem by Shakespeare).			
To understand other cultural elements: my To appreciate that one's own artistic work	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog	ue and enrichment.			
To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES	ue and enrichment. COMMUNICATION	CULTURE/CITIZENSHIP		
To understand other cultural elements: my To appreciate that one's own artistic work	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog	ue and enrichment. COMMUNICATION LANGUAGE OF LEARNING:	Pupils will be able to		
To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT	ue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements of autumn (revision) and			
To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT To introduce	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT Pupils will be able to	ue and enrichment. COMMUNICATION LANGUAGE OF LEARNING:	Pupils will be able to -know about ancient		
To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of Bacchus, as a represen	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT Pupils will be able to - observe and compare two creative	ue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements of autumn (revision) and winter: trunk, leaves, fruit, mushrooms, branches, lemonsReview of elements of the head and face: forehead, nose, cheeks, ears, lips, teeth, chin, neck, hair, hat, eyelashes, eyebrow, shoulder	Pupils will be able to -know about ancient mythology. -realize that every pair of pupils has an own		
To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of Bacchus, as a represent element of ancient mythology.	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT Pupils will be able to - observe and compare two creative works.	ue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements of autumn (revision) and winter: trunk, leaves, fruit, mushrooms, branches, lemonsReview of elements of the head and face: forehead, nose, cheeks, ears, lips, teeth, chin, neck, hair, hat, eyelashes, eyebrow, shoulder Vocabulary which appears in Shakespeare's poem Jollity: monarch,	Pupils will be able to -know about ancient mythology. -realize that every pair of pupils has an own interpretation of Winter.		
To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of Bacchus, as a represent element of ancient mythology. -An example of inspiration: Shakespeare's	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT Pupils will be able to - observe and compare two creative works. s - memorize key vocabulary.	ue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements of autumn (revision) and winter: trunk, leaves, fruit, mushrooms, branches, lemonsReview of elements of the head and face: forehead, nose, cheeks, ears, lips, teeth, chin, neck, hair, hat, eyelashes, eyebrow, shoulder Vocabulary which appears in Shakespeare's poem Jollity: monarch, plumpy, eyne (old word for eye), vats, care, drowned, crowned.	Pupils will be able to -know about ancient mythology. -realize that every pair of pupils has an own interpretation of Winter. -accept different opinions		
To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of Bacchus, as a represent element of ancient mythology. -An example of inspiration: Shakespeare's poem on Jollity.	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT Pupils will be able to - observe and compare two creative works. s - memorize key vocabulary. - express their observations.	ue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements of autumn (revision) and winter: trunk, leaves, fruit, mushrooms, branches, lemonsReview of elements of the head and face: forehead, nose, cheeks, ears, lips, teeth, chin, neck, hair, hat, eyelashes, eyebrow, shoulder Vocabulary which appears in Shakespeare's poem Jollity: monarch, plumpy, eyne (old word for eye), vats, care, drowned, crowned. Art and poetry vocabulary: collage, poem, verse, rhyme.	Pupils will be able to -know about ancient mythology. -realize that every pair of pupils has an own interpretation of Winter. -accept different opinions -be aware of the		
To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of Bacchus, as a represen- element of ancient mythology. -An example of inspiration: Shakespeare's poem on Jollity. -the interpretation of the creative collage of	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT Pupils will be able to - observe and compare two creative works. s - memorize key vocabulary. - express their observations.	ue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements of autumn (revision) and winter: trunk, leaves, fruit, mushrooms, branches, lemonsReview of elements of the head and face: forehead, nose, cheeks, ears, lips, teeth, chin, neck, hair, hat, eyelashes, eyebrow, shoulder Vocabulary which appears in Shakespeare's poem Jollity: monarch, plumpy, eyne (old word for eye), vats, care, drowned, crowned. Art and poetry vocabulary: collage, poem, verse, rhyme. Materials: rice, noodles, pumpkin seeds, sunflowers seeds,	Pupils will be able to -know about ancient mythology. -realize that every pair of pupils has an own interpretation of Winter. -accept different opinions -be aware of the expressive possibilities o		
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To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of Bacchus, as a represen- element of ancient mythology. -An example of inspiration: Shakespeare's poem on Jollity. -the interpretation of the creative collage of	ythology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT Pupils will be able to - observe and compare two creative works. s - memorize key vocabulary. - express their observations. of - create the collage composition.	Language Communication Language Communication Language Communication Language Communication Names to represent the natural elements of autumn (revision) and winter: trunk, leaves, fruit, mushrooms, branches, lemonsReview of elements of the head and face: forehead, nose, cheeks, ears, lips, teeth, chin, neck, hair, hat, eyelashes, eyebrow, shoulder Vocabulary which appears in Shakespeare's poem Jollity: monarch, plumpy, eyne (old word for eye), vats, care, drowned, crowned. Art and poetry vocabulary: collage, poem, verse, rhyme. Materials: rice, noodles, pumpkin seeds, sunflowers seeds, hazelnuts LANGUAGE FOR LEARNING:	Pupils will be able to -know about ancient mythology. -realize that every pair of pupils has an own interpretation of Winter. -accept different opinions -be aware of the expressive possibilities of natural elements. -appreciate different		
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To understand other cultural elements: my To appreciate that one's own artistic work TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of Bacchus, as a represen- element of ancient mythology. -An example of inspiration: Shakespeare's poem on Jollity. -the interpretation of the creative collage of Winter. -a comparison of a master piece and a cre- variation. B. COGNITION To offer opportunities for pupils to -be aware of a mythological element. -establish relationships between elements work of art and ancient culture (music, art,	withology (Bacchus) and poetry (a fragment of a and that of other pupils form material for dialog LEARNING OUTCOMES A.CONTENT ntative Pupils will be able to - observe and compare two creative works. s - memorize key vocabulary. - express their observations. - create the collage composition. eative B. COGNITION Pupils will be able to: -apply memorized key vocabulary in different contexts. - compare.	Lue and enrichment. COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements of autumn (revision) and winter: trunk, leaves, fruit, mushrooms, branches, lemonsReview of elements of the head and face: forehead, nose, cheeks, ears, lips, teeth, chin, neck, hair, hat, eyelashes, eyebrow, shoulder Vocabulary which appears in Shakespeare's poem Jollity: monarch, plumpy, eyne (old word for eye), vats, care, drowned, crowned. Art and poetry vocabulary: collage, poem, verse, rhyme. Materials: rice, noodles, pumpkin seeds, sunflowers seeds, hazelnuts LANGUAGE FOR LEARNING: To express observation: What can you observe in Arcimboldo's Winter? We can see that the nose is a piece of a trunk/ We can see that the eye is a hole of a trunk/ We can see that the mouth is a tree mushroom. The coat is made of wheat stems. To express opinions: 1 like it ./ 1 do not like it. (revision)	Pupils will be able to -know about ancient mythology. -realize that every pair of pupils has an own interpretation of Winter. -accept different opinions -be aware of the expressive possibilities of natural elements. -appreciate different		



THE SEASONS THROUGH SOME	ARTISTS			NOTTINGHAM 2009	
LESSON PLAN 7:					
EMOTIONS THROUGH MUSIC					
Topic: Feeling music	KEY SKILLS: Pupils				
		music and the emotions it evoke	es		
Subject: Arts and Crafts TRANSFERABLE S		KILLS:			
		s: Pupils will be able …			
Level: 5è CS	 *to relate emotion 				
English is the 2nd foreign language.		rent cultural and artistic forms o			
The pupils are 10-11 years old and just			ces of production and performance to carry out	t individual or social artistic activities.	
begin to learn English.		s: Pupils will be able			
Timing: 1 session		egies to understand the content.			
Timing. Tacaalon	Personal skills: Pupi		i in a la sur la		
			l or collective activities with creativity, confidence	ce, responsibility and critical thinking.	
	Personal, social and		The Property sector and the sector beaution of the sector	a Canada a state a state a state	
Alman	"to understand	the social context where the pup	bils live, cooperate, exercise and share democr	atic values in a plural society.	
Aims:	ilitian of music				
To experiment with the expressive possib		humanitu and same and their au			
To understand that artistic works are ma					
To appreciate that one's own cultural exp TEACHING OBJECTIVES	enerces and those of ot			CULTURE/CITIZENSHIP	
TEACHING OBJECTIVES		LEARNING OUTCOMES	COMMUNICATION	COLTORE/CITIZENSHIP	
A. CONTENT To introduce		A. CONTENT	LANGUAGE OF LEARNING:	Pupils will be able to	
-listening to pieces of music, related to W	inter by musicians	Pupils will be able to	Review the names to represent rhythm	-realize that musicians in the history of	
who were inspired by the seasons: Haydr		-to find opportunities to	and pitch: fast, slow, loud, soft, wild,	music were inspired by the seasons to	
-Awareness of musical instruments: the v	riolin.	represent music with	calm	represent their feelings.	
-Listening to a modern song evoking "Em	otions" by Mariah	emotions.	Introduction of new names: high/low;	-appreciate the different music in different	
Carey.		-memorize key vocabulary.	storm/peaceful; quiet/bright.	times.	
-the representation of emotions linked to		 express their emotions 	Song vocabulary: emotions,	-be aware of the need for observation and	
-the concept of feeling and emotions in co	onnection with music	while listening to a certain	LANGUAGE FOR LEARNING:	reflection in class.	
and art.		piece of music.	To express preferences:		
-the singing of a song.			My favourite music is		
			To express opinions:		
			This music makes me feel(sad/ happy)		
			I like this piece of music/I don't like		
			The first piece of music is softer, slower		
B.COGNITION		B. COGNITION	LANGUAGE THROUGH LEARNING:		
To offer opportunities for pupils to		Pupils will be able to:	The vocabulary and structures when		
-listen carefully to the piece: Winter, Aria		-understand music and	children produce classroom talk.		
oratory "The Seasons" and identify the er	notions while listening	emotions.	The language used by the teacher to give		
to the music.		-express their emotions in	support to what the pupils want to know;		
-listen to a fragment from Vivaldi's "The fo		words.	the language to correct and encourage the		
(Allegro non molto) and explain their emo			pupils.		
-listen to the modern piece of music by M	iarian Carey, Emotions				

María José Cegarra San-Nicolás



THE SEASONS THROUGH SOME A	ARTISTS	NOTTINGH/	AM 2009 🥌
LESSON PLAN 8:			
A SPRING TOUCH			
Topic: Inspiration and creation	KEY SKILLS: Pupils will be able		
	*To be aware of the creation possibilities		
Subject: Arts and Crafts	TRANSFERABLE SKILLS:		
	Communicative skills: Pupils will be able		
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English. Timing: 1 session	Methodological skills: Pupils will be able *to develop strategies to understand the *to learn how to create. *to follow step by step. Personal skills: Pupils will be able	orms of expression. It resources of production and performance to carry out individual or social	artistic activities.
		the pupils live, cooperate, exercise and share democratic values in a plura	l societv.
TEACHING OBJECTIVES A.CONTENT To introduce -the awareness of creative elements representing spring, using dry petals, leave flowers. -the order of execution in a process. -the interpretation of the creative piece of a Spring while listening to Haydn's Aria N° 4 Spring from <i>The Seasons</i> .	-memorize key vocabulary. - express their observations. art of	COMMUNICATION LANGUAGE OF LEARNING: Names to represent the natural elements of spring: <i>leaves, flowers, petals, stem</i> Art vocabulary: creation, press, dry, separate, put Materials: flowers, leaves, petals LANGUAGE FOR LEARNING: To express a process to do something: Take some flowers, separate the petals, put some heavy books on it, use a newspaper. The use of the imperative.	CULTURE/CITIZENSHI Pupils will be able to -know about ancient mythology. -realize that every pair of pupils has an own interpretation of Winter. -accept different opinions. -be aware of the expressive possibilities
-Making labels while listening to Vivaldi's A Spring from <i>The Four Seasons</i> B. COGNITION	B. COGNITION	The use of the future: You will have LANGUAGE THROUGH LEARNING:	natural elements. -appreciate different
To offer opportunities for pupils to -be aware of the process of pressing petal- leaves, flowers. -establish relationships between elements work of art and the season.	Pupils will be able to: s, -apply memorized key vocabulary in different contexts.	The language that arises from the learning process in the classroom.	social values.



LESSON PLAN : 9 LABELS	
Topic: creativity	KEY SKILLS: Pupils will be able *To be creative, making labels.
Subject: Arts and Crafts	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able *to express the creation of a piece of art representing the summer.
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English. Timing: 1 session	 *to accept different cultural and artistic forms of expression. *to make use of the aesthetically different resources of production and performance to carry out individual or social artistic activities. Methodological skills: Pupils will be able *to develop strategies to understand the contents. *to learn how to create. *to follow step by step.
Aims	Personal skills: Pupils will be able *to create, initiate, and develop activities with creativity, confidence, responsibility and critical thinking. Personal, social and civic skills: *to understand the social context where the pupils live, cooperate, exercise and share democratic values in a plural society.

Aims:

To experiment the expressive possibilities of a summer inspiration and understand the process. To appreciate that one's own works and those of other pupils form part of dialogue and enrichment.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
A.CONTENT	A.CONTENT	LANGUAGE OF LEARNING: Names to represent the natural elements of summer: fruit (review) Art vocabulary: creation, draw, water colour pencils, drawing in	Pupils will be able to -realize that every group of pupils has an own
To introduce -the awareness of creative elements representing summer, using fruit and other natural elements. -the order of execution in a process. -the joy of listening to Grieg's <i>Wedding Day at</i> <i>Troldhaugen</i> , Op. 65, N° 6. (6:21') -Making labels while listening to this music. B. COGNITION To offer opportunities for pupils to -be aware of the process of pressing petals, leaves, flowers. -establish relationships between elements of a work of art and the season. -decide a form for expressing their creativity.	Pupils will be able to - find elements to represent the season. - memorize key vocabulary. - express their observations. - create the labels. - play a game. B. COGNITION Pupils will be able to: -apply memorized key vocabulary in different contexts. -establish relationships. -talk and decide the creation they want to produce.	 All vocabulary. Creation, draw, water colour pencils, drawing in stripes, cut Materials: fruit, sketch book, water colour pencils, stripes, board card The months of the year. The seasons. LANGUAGE FOR LEARNING: To express a process to do something: <i>Take some drawings, some models; observe the fruit, design it.</i> Reinforcement of the imperative. The use of the future: You will have LANGUAGE THROUGH LEARNING: The language that arises from the learning process in the classroom. 	interpretation of summer. -accept different opinions. -be aware of the expressive possibilities of natural elements. -appreciate different social values.



LESSON PLAN : 10 LABELLING AND SETTING UP THE DISPLAY						
Topic: classification	KEY SKILLS: Pupils will be able *To be creative, making labels and clas	sifying creations				
Subject: Arts and Crafts	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able	· ·				
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English. Timing: 1 session	 *to classify the creation of the pieces of art representing the seasons. *to make use of the aesthetically different resources of production and performance to carry out individual or social artistic activities. Methodological skills: Pupils will be able *to develop strategies to classify the production. *to follow step by step. Personal skills: Pupils will be able *to classify, create, initiate, and develop activities with creativity, confidence, responsibility and critical thinking. Personal, social and civic skills: *to understand the social context where the pupils live, cooperate, exercise and share democratic values in a plural society. 					
	unicative possibilities a display. To understand iron the other pupils form part of dialogue and iron the other pupils form pa	the process of putting things together.				
TEACHING OBJECTIVES		COMMUNICATION	CULTURE/CITIZENSHIP			
A.CONTENT	A.CONTENT	LANGUAGE OF LEARNING: Names to represent the natural elements of summer: fruit (review) Art vocabulary: creation, draw, water colour pencils, drawing in	Pupils will be able to -realize that every group of pupils has an own			
To introduce -the classification of elements representin four seasons. -the order of execution in a process. -the joy of listening to Beethoven's Pasto	season. - memorize key vocabulary.	 Art vocabulary, creation, draw, water colour pencils, drawing in stripes, cut Materials: fruit, sketch book, water colour pencils, stripes, board card The months of the year. The seasons. 	criteria of choosing the pieces of art. -accept different opinions. -be aware of the			

-the joy of listening to Beethoven's Pastoral 5 <i>Allegreto</i> ,inspired in summer (9´:53") -Making labels while listening to this music.	 express their observations. create the labels. 	The seasons. LANGUAGE FOR LEARNING: To express a process to do something:	-be aware of the expressive and communicative		
B. COGNITION To offer opportunities for pupils to -be aware of the process of putting things together to create a "whole". -establish relationships between elements of creation and the corresponding season. -decide a form for expressing their creativity.	B. COGNITION Pupils will be able to: -apply memorized key vocabulary in different contexts. -establish relationships. -talk and decide the creation they want to display and classify it.	What are you doing? Which materials are you using? Bottles, clothes. Review the imperative: Take some drawings, some models; classify the creations/labels to the corresponding season. We put these materials hereCan you help me, please? We can display the pictures of the 3D portraits in the autumn section. LANGUAGE THROUGH LEARNING: The language that arises from the learning process in the classroom.	possibilities of labels. -appreciate different social values.		
ACCECOMENT ODITEDIA. Durits should be able to label the display using quarties according to the four according to the compactitions					

ASSESSMENT CRITERIA: Pupils should be able to label the display using creative elements according to the four seasons and classify the compositions.



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