

THE SEASONS THROUGH SOME ARTISTS
CLIL Unit

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THE SEASONS THROUGH SOME ARTISTS

NOTTINGHAM 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. *to select from their own knowledge and communicate visually and orally. Methodological skills: Pupils will be able... *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 to learn Arts and crafts. Personal skills: Pupils will be able... *to apply previous knowledge and skills.		
Level: 5è /6è CS (Key Stage 2 Primary) English is the 2nd foreign language. The pupils are 10-11 years old and just beginning to learn English.			
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.			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
A.CONTENT	A.CONTENT	LANGUAGE OF LEARNING: Names of fruits: Orange, banana, melon, grapefruit, lemon, pineapple, watermelon, pear, apple, cherry... Art vocabulary: <i>to draw, shape, proportion, two dimensions, three dimensions, line, outline, pencil, charcoal.</i> LANGUAGE FOR LEARNING: To express preferences: <i>My favourite fruit is...</i> To express opinions: <i>I think that apples are ... (nice)/I think that lemons are not... (nice).</i> <i>I like/don't like ...</i> <i>Is this an apple or a pear?...</i> LANGUAGE THROUGH LEARNING: Definitions Dictionary entries	Pupils will be able to... -realize that shapes, lines, two dimensional and three-dimensional drawings have been used in the past. -appreciate English as a learning language. -be aware of the need for observation and cooperative work in class.
To introduce... -the concept of outline -the concept of a three dimensional object in two dimensions.	Pupils will be able to ... -to draw creating illusions. -memorize key vocabulary.		
B.COGNITION	B. COGNITION		
To offer opportunities for pupils to... -apply newly understood concepts -establish relationships between apparent qualities and intended qualities of objects. -guess and predict fruits.	Pupils will be able to: -apply memorized key vocabulary in different contexts. -establish relationships. -point to shapes and objects. -make predictions.		
ASSESSMENT CRITERIA: Pupils should be able to portray a three-dimensional object in two dimensions.			

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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. *to select from their own knowledge and communicate visually and orally. Methodological skills: Pupils will be able... *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 to learn Arts and crafts. Personal skills: Pupils will be able... *to apply previous knowledge and skills.	
Level: 5è /6è CS (Key Stage 2 Primary) English is the 2nd foreign language. The pupils are 10-11 years old and just beginning to learn English.			
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 Art vocabulary: <i>picture, oil on canvas, museum, Louvre, portrait.</i> Natural elements: fruits, vegetables, cereals, mushrooms, trunks, leaves, mushrooms, flowers.	Pupils will be able to... -realize that the history of Art provides us with master pieces of Art. -appreciate English as a learning language. -be aware of the need of observation and cooperative work in class.
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.	LANGUAGE FOR LEARNING: To express professions: <i>Was Arcimboldo a painter?</i> <i>Was he a doctor?</i> <i>Do you like the picture?</i>	
B.COGNITION	B. COGNITION	LANGUAGE THROUGH LEARNING: Definitions Dictionary entries	
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.		
ASSESSMENT CRITERIA: The pupils should establish relationships between the natural elements and the pieces of Art.			

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LESSON PLAN 3: CREATING A PORTRAIT			
Topic: Art through Arcimboldo		KEY SKILLS: Pupils will be able... *To create a portrait	
Subject: Arts and Crafts		TRANSFERABLE SKILLS: Communicative skills: Pupils will be able ... *to guess, understand and answer questions with the names of fruit. *to select from their own knowledge and communicate visually and orally.	
Level: 5è /6è CS (Key Stage 2 Primary) English is the 2nd foreign language. The pupils are 10-11 years old and just beginning to learn English.		Methodological skills: Pupils will be able... *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 to learn Arts and crafts.	
Timing: 1 session		Personal skills: Pupils will be able... *to apply previous knowledge and skills.	
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 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>	Pupils will be able to... -realize that the history of Art provides us with a master piece of Art, representing the Autumn. -appreciate English as a learning language. -be aware of the need of observation and cooperative work in class.
To introduce... -the picture representing the Autumn by Arcimboldo. -create a portrait in 3D.	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 FOR LEARNING: To be aware of the use of natural elements to represent parts of a face: <i>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 an...apple. Let's take a picture. Le us make an exhibition.</i>	
B.COGNITION	B. COGNITION	LANGUAGE THROUGH LEARNING: Language that arises through activities.	
To offer opportunities for pupils to... -apply newly understood concepts -establish relationships between parts, apparent forms and the whole of objects. -guess and predict fruits seeing one part and guessing the whole -discuss, decide and create a portrait in 3D.	Pupils will be able to: -apply memorized key vocabulary in different contexts. -establish relationships. -point to pictures and objects. -decide what kind of portrait they create.		
ASSESSMENT CRITERIA: Pupils should be able to create a 3D portrait in group and communicate to decide in group.			



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LESSON PLAN 4: CREATING A DISPLAY			
Topic: Interpreting and creating		KEY SKILLS: Pupils will be able... *To be aware of the creative elements of the composition	
Subject: Arts and Crafts		TRANSFERABLE SKILLS: Communicative skills: Pupils will be able ... *to express the creation and the group interpretation of a master piece. *to accept different cultural and artistic forms of expression. *to make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities.	
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just beginning to learn English.		Methodological skills: Pupils will be able... *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 to learn Arts and crafts. *to assimilate new knowledge and skills.	
Timing: 1 session		Personal skills: Pupils will be able... *to create, initiate, develop and assess individual or collective 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 investigate the expressive possibilities of a composition and a display. To understand that a display shows artistic manifestations made by human beings for the humanity and represent their experiences. To appreciate that one's own artistic manifestations and those of the 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: pumpkin, pear, turnip, pomegranate, fig, mushroom, celery, olives, blackberry, oats, quince... Review of elements of the head and face: forehead, nose, cheeks, ears, lips, teeth, chin, neck, hair, hat, eyelashes, eyebrow, shoulder... Art vocabulary: creation, 3D, picture, interpretation, display. LANGUAGE FOR LEARNING: To express observation: <i>What can you observe in Arcimboldos's Autumn? We can see that the nose is a pear.../ We can observe that the eye is a blackberry.</i> To express opinions: <i>I like it / I do not like it. This composition is nice./ This composition is ugly</i> LANGUAGE THROUGH LEARNING: Language that arises through activities	Pupils will be able to... -realize that every group has an own interpretation of Autumn. -accept different opinions. -be aware of the need of observation and reflection in class. -appreciate different social values.
To introduce... -the awareness of the creative elements used by Arcimboldo and by the group, related to Autumn. -the interpretation of the creative 3D group interpretation of Arcimboldos's Autumn. -the concept of comparing a master piece and a creative interpretation of it.	Pupils will be able to ... -to find possibilities to observe and compare the creative works. -memorize key vocabulary. - to express their observations. -to create the display composition.		
To offer opportunities for pupils to -compare creative works. -establish relationships between elements of a work of art. -decide a kind of display.	Pupils will be able to: -apply memorized key vocabulary in different contexts. -compare. -establish relationships. -talk and decide the kind of display they want to produce.		
ASSESSMENT CRITERIA: Pupils should be able to communicate the awareness of using creative elements and compare the works.			



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LESSON PLAN 5: DRAWING AND DESCRIBING MUSIC			
Topic: Drawing and describing music		KEY SKILLS: Pupils will be able... *To express the effects music has on them	
Subject: Arts and Crafts		TRANSFERABLE SKILLS: Communicative skills: Pupils will be able ... *to relate emotions. *to perceive different cultural and artistic forms of expression. *to make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities.	
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English.		Methodological skills: Pupils will be able... *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 to learn Arts and crafts.	
Timing: 1 session		Personal skills: Pupils will be able... *to create, initiate, develop and assess individual or collective 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 investigate the expressive possibilities of music. 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.			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
A.CONTENT	A.CONTENT	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. -be aware of the need of observation and reflection in class.
To introduce... - listening to pieces of music, related to Autumn by musicians who were inspired by the seasons. -the representation of pieces of music through a drawing. -the concept of feeling in connection with music and art.	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.	LANGUAGE FOR LEARNING: To express preferences: <i>My favourite music is...</i> To express opinions: <i>This music makes me feel...(sad/ happy)</i> <i>I like this piece of music/I don't like ...</i> <i>The first music is softer, slower...</i> <i>The second music is faster, wilder...</i> <i>The third listening is louder than the first.</i>	
B.COGNITION To offer opportunities for pupils to... -listen carefully to the pieces : Introduction to Autumn, nº 21 and nº 31. <i>Cheer now! The wine is here from Haydn's oratory "The Seasons"</i> and draw the feelings while listening to the music. -listen to a fragment from Vivaldi's <i>"The four seasons" (Allegro from Autumn)</i> and explain what the pupils feel.	B.COGNITION Pupils will be able to: -represent music graphically. -express their feelings	LANGUAGE THROUGH LEARNING: the language that arises through the activities	
ASSESSMENT CRITERIA: Pupils expression of feelings.			



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 ... *to interact with other people and approach other cultures in an adequate way, according to the age. *to accept different cultural and artistic forms of expression. *to make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities.	
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English.		Methodological skills: Pupils will be able... *to develop strategies to understand the content. *to learn how to learn. *to assimilate new knowledge and skills.	
Timing: 1 session		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 collage composition. To understand other cultural elements: mythology (Bacchus) and poetry (a fragment of a poem by Shakespeare). To appreciate that one's own artistic work and that of other pupils form material for dialogue and enrichment.			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
A.CONTENT	A.CONTENT	LANGUAGE OF LEARNING: Names to represent the natural elements of autumn (revision) and winter: trunk, leaves, fruit, mushrooms, branches, lemons...Review 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 <i>Jollity</i> : <i>monarch</i> , <i>plumpy</i> , <i>eyne</i> (old word for <i>eye</i>), <i>vats</i> , <i>care</i> , <i>drowned</i> , <i>crowned</i> . Art and poetry vocabulary: collage, poem, verse, rhyme. Materials: rice, noodles, pumpkin seeds, sunflowers seeds, hazelnuts... LANGUAGE FOR LEARNING: To express observation: <i>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.</i> <i>The coat is made of wheat stems.</i> To express opinions: <i>I like it ./ I do not like it. (revision)</i> <i>This composition is nice./ This composition is ugly.(revision)</i>	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 social values.
To introduce... -the awareness of Bacchus, as a representative 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 creative variation.	Pupils will be able to ... - observe and compare two creative works. - memorize key vocabulary. - express their observations. - create the collage composition.	LANGUAGE THROUGH LEARNING: The language that arises from research in webpages...	
B. COGNITION To offer opportunities for pupils to -be aware of a mythological element. -establish relationships between elements of a work of art and ancient culture (music, art, mythology). -decide on a form of collage creation.	B. COGNITION Pupils will be able to: -apply memorized key vocabulary in different contexts. -compare. -establish relationships. -talk and decide the kind of collage they want to produce.		
ASSESSMENT CRITERIA: Pupils should be able to communicate the awareness of using creative elements and compare the works.			



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LESSON PLAN 7: EMOTIONS THROUGH MUSIC			
Topic: Feeling music		KEY SKILLS: Pupils will be able... *To be aware of music and the emotions it evokes	
Subject: Arts and Crafts		TRANSFERABLE SKILLS: Communicative skills: Pupils will be able ... *to relate emotions. *to perceive 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.	
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English.		Methodological skills: Pupils will be able... *to develop strategies to understand the content.	
Timing: 1 session		Personal skills: Pupils will be able... *to create, initiate, develop and assess individual or collective 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 with the expressive possibilities of music. To understand that artistic works are made by human beings for humanity and represent their experiences. To appreciate that one's own cultural experiences and those of other pupils form part of dialogue and enrichment.			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
A. CONTENT To introduce... -listening to pieces of music, related to Winter by musicians who were inspired by the seasons: Haydn and Vivaldi. -Awareness of musical instruments: the violin. -Listening to a modern song evoking "Emotions" by Mariah Carey. -the representation of emotions linked to pieces of music. -the concept of feeling and emotions in connection with music and art. -the singing of a song.	A. CONTENT Pupils will be able to ... -to find opportunities to represent music with emotions. -memorize key vocabulary. - express their emotions while listening to a certain piece of music.	LANGUAGE OF LEARNING: Review the names to represent rhythm and pitch: fast, slow, loud, soft, wild, calm... Introduction of new names: high/low; storm/peaceful; quiet/bright. Song vocabulary: emotions, LANGUAGE FOR LEARNING: To express preferences: <i>My favourite music is...</i> To express opinions: <i>This music makes me feel...(sad/ happy)</i> <i>I like this piece of music/I don't like ...</i> <i>The first piece of music is softer, slower...</i>	Pupils will be able to... -realize that musicians in the history of music were inspired by the seasons to represent their feelings. -appreciate the different music in different times. -be aware of the need for observation and reflection in class.
B.COGNITION To offer opportunities for pupils to... -listen carefully to the piece: Winter, Aria N°42 from Haydn's oratory "The Seasons" and identify the emotions while listening to the music. -listen to a fragment from Vivaldi's "The four seasons" L'inferno, (Allegro non molto) and explain their emotions. -listen to the modern piece of music by Mariah Carey, <i>Emotions</i>	B. COGNITION Pupils will be able to: -understand music and emotions. -express their emotions in words.	LANGUAGE THROUGH LEARNING: The vocabulary and structures when children produce classroom talk. The language used by the teacher to give support to what the pupils want to know; the language to correct and encourage the pupils.	



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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 ... *to speak about the creation of a piece of art representing the spring. *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.	
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English.		Methodological skills: Pupils will be able... *to develop strategies to understand the contents. *to learn how to create. *to follow step by step.	
Timing: 1 session		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 spring inspiration and understand the process. To appreciate that one's own artistic works and those of other pupils form part of dialogue and enrichment.			
TEACHING OBJECTIVES A.CONTENT	LEARNING OUTCOMES A.CONTENT	COMMUNICATION LANGUAGE OF LEARNING:	CULTURE/CITIZENSHIP
To introduce... -the awareness of creative elements representing spring, using dry petals, leaves, flowers. -the order of execution in a process. -the interpretation of the creative piece of art of Spring while listening to Haydn's Aria N° 4, Spring from <i>The Seasons</i> . -Making labels while listening to Vivaldi's <i>Allegro</i> , Spring from <i>The Four Seasons</i>	Pupils will be able to ... - find elements to represent the season. -memorize key vocabulary. - express their observations.	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: <i>Take some flowers, separate the petals, put some heavy books on it, use a newspaper.</i> The use 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.	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 social values.
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.	B. COGNITION Pupils will be able to: -apply memorized key vocabulary in different contexts. -establish relationships. -talk about and decide on the creation they want to produce - create the piece of art		
ASSESSMENT CRITERIA: Pupils should be able to communicate their awareness of using materials creatively according to the season.			



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. *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.		
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English.	Methodological skills: Pupils will be able... *to develop strategies to understand the contents. *to learn how to create. *to follow step by step.		
Timing: 1 session	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 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.	Pupils will be able to... -realize that every group of pupils has an own interpretation of summer. -accept different opinions. -be aware of the expressive possibilities of natural elements. -appreciate different social values.
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 Troldhaugen</i> , Op. 65, N° 6. (6:21') -Making labels while listening to this music.	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 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.	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.		
ASSESSMENT CRITERIA: Pupils should be able to label the display using creative elements according to the season.			



LESSON PLAN : 10 LABELLING AND SETTING UP THE DISPLAY			
Topic: classification		KEY SKILLS: Pupils will be able... *To be creative, making labels and classifying creations	
Subject: Arts and Crafts		TRANSFERABLE SKILLS: Communicative skills: Pupils will be able ... *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.	
Level: 5è CS English is the 2nd foreign language. The pupils are 10-11 years old and just begin to learn English.		Methodological skills: Pupils will be able... *to develop strategies to classify the production. *to learn how to create. *to follow step by step.	
Timing: 1 session		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.	
Aims: To experiment the expressive and communicative possibilities a display. To understand the process of putting things together. To appreciate that one's own works and from the 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 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>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 here...Can you help me, please? We can display the pictures of the 3D portraits in the autumn section.</i> LANGUAGE THROUGH LEARNING: The language that arises from the learning process in the classroom.	Pupils will be able to... -realize that every group of pupils has an own criteria of choosing the pieces of art. -accept different opinions. -be aware of the expressive and communicative possibilities of labels. -appreciate different social values.
To introduce... -the classification of elements representing the four seasons. -the order of execution in a process. -the joy of listening to Beethoven's Pastoral 5 <i>Allegretto</i> , inspired in summer (9':53") -Making labels while listening to this music.	Pupils will be able to ... - find elements to represent the season. - memorize key vocabulary. - express their observations. - create the labels.		
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.		
ASSESSMENT CRITERIA: Pupils should be able to label the display using creative elements according to the four seasons and classify the compositions.			

