

**THE SEASONS THROUGH SOME  
ARTISTS  
CLIL unit**

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## TEACHING NOTES

### Lesson 1: Introduction to Arcimboldo/Drawing form

The session is 50'-55'

<b>ACTIVITY 1</b>	<b>WARMING UP</b>
Timing	5 minutes
Grouping	The whole class
Material	Fruits, bag
Teacher's aim	To present different kinds of fruit
Pupil's aim	To learn the names of the fruits
Management	<ul style="list-style-type: none"> <li>*Interaction teacher-pupils, the teacher passes the bag with a fruit in it and lets the pupils guess what it is.</li> <li>*Guessing hidden objects (fruits) in a bag by feeling them.</li> <li>*Guessing hidden objects (fruits) in a bag by smelling them.</li> </ul>
Language	<p><i>What's in the bag?</i>  <i>What could it be?</i>  Names of the fruit: <i>orange, tangerine, kiwi, banana, plum</i>  Repetition of fruits' names.</p>

<b>ACTIVITY 2</b>	<b>DRAWING FRUITS</b>
Timing	10'
Grouping	in pairs
Material	Pencils, hand-out (chart)
Teacher's aim	Observe the pair groups
Pupil's aim	Cooperative work and explain what they have represented.
Management	<ul style="list-style-type: none"> <li>*The pupils draw fruit on a hand-out.</li> <li>*They say what they have drawn.</li> </ul>
Language	<p><i>What is it?</i>  <i>What have you drawn?</i>  <i>Is it a banana?</i>  <i>Yes, it is.</i>  <i>No it isn't.</i></p>



<b>ACTIVITY 3</b>	<b>DRAW A FACE</b>
Timing	10' minutes
Grouping	In pairs
Material	A hand-out
Teacher's aim	To provide conversation for the groups. To observe the face using pieces of fruit.
Pupil's aim	To be able to do cooperative work in pairs. To draw a face with fruits.
Management	*Interaction pupil to pupil and teacher looking at the pupil's work.
Language	<i>What is it?</i> <i>What fruit is it?</i> Names of the fruit: <i>orange, banana, melon, grapefruit, lemon, pineapple, watermelon, pear, apple, cherry, peach, avocado, strawberry, blackberry, grapefruit.</i>

<b>ACTIVITY 4</b>	<b>ELEMENTS OF THE FACE</b>
Timing	10' minutes
Grouping	The whole class
Material	Blackboard and previous hand-out.
Teacher's aim	To provide the names of the fruit and parts of the face.
Pupil's aim	To be able to say the names of the fruit and elements of the face.
Management	*Interaction pupils and teacher. *Using the blackboard
Language	Parts of a face: <i>Eyes, nose, ears, mouth, eyebrow, neck, shoulders, hair.</i> <i>What fruit is the nose?</i> <i>The mouth is a banana.</i> Names of the fruits they have learned before: <i>orange, banana, melon, grapefruit, lemon, pineapple, watermelon, pear, apple, cherry, peach, avocado, strawberry, blackberry, grapefruit.</i>



ACTIVITY 5	ELEMENTS OF THE FACE
Timing	10' minutes
Grouping	The whole class
Material	Blackboard and previous hand-out.
Teacher's aim	To provide help to the pupils to explain their drawings. To say the fruit and names of the parts of the face.
Pupil's aim	To be able to say the names of the fruit and parts of the face.
Management	*Interaction pupils and teacher. *Using the blackboard
Language	Parts of a face: <i>Eyes, nose, ears, mouth, eyebrow, neck, shoulders, hair.</i> <i>What fruit is the nose?</i> Names of the fruit they have learned before: <i>orange, banana, melon, grapefruit, lemon, pineapple, watermelon, pear, apple, cherry, peach, avocado, strawberry, blackberry, grapefruit.</i>

ACTIVITY 6	ELEMENTS OF THE FACE
Timing	10' minutes
Grouping	The whole class
Material	Books and magazines.
Teacher's aim	To provide the name of Arcimboldo, as a painter who used fruits in his portraits. Motivate the children to investigate
Pupil's aim	To be able to observe the pictures by Arcimboldo
Management	*Interaction pupils and teacher. The teacher shows the books from Arcimboldo, magazines and laminated pictures of <i>The 4 Seasons</i> and the children pass round the material. *Using the blackboard to write the name on the blackboard: <i>Arcimdoldo</i> .
Language	Look for information about <i>Arcimboldo</i>



## TEACHING NOTES

### Lesson 2: Observing Art

The session is 50'-55'

<b>ACTIVITY 1</b>	<b>WARMING UP/ MATERIALS</b>
Timing	15 minutes
Grouping	In groups of 4 children
Material	Books, pictures, different materials brought by the pupils and teacher, hand-out.
Teacher's aim	To observe and help while circulating among the different groups.
Pupil's aim	*To learn to share information. *To talk in groups. *To fill in a hand-out.
Management	*Interaction teacher-pupils, the teacher moves round the groups to let the pupils explain what information they have obtained. *The children talk and show their material and complete the hand-out.
Language	<i>What have you got?</i> <i>I have got a book...a picture, a magazine.</i> Names of the materials: <i>book, magazine, picture, cut out.</i> <i>I have got.../ We have got...</i> Repetition of materials' names.

<b>ACTIVITY 2</b>	<b>OBSERVING AND PRESENTING MATERIALS TO THE OTHER GROUPS</b>
Timing	15'
Grouping	The whole class
Material	The same material in common
Teacher's aim	Observe the explanation of each group
Pupil's aim	Cooperative work and explain what they have represented.
Management	A speaker of each group presents the material
Language	<i>What have you got?</i> <i>We have got...</i> <i>A book, a magazine, some pictures, cut outs.</i>



ACTIVITY 3	POWER POINT PRESENTATION
Timing	15' minutes
Grouping	The whole class
Material	A computer and a data projector for the power point presentation
Teacher's aim	To provide pictures and a reason for a conversation to the pupils. To observe the content.
Pupil's aim	To be able to observe. To draw a face with fruit.
Management	*Interaction teacher-pupils, asking questions to the images.
Language	<i>What is his name? The four seasons: Autumn, Winter, Spring, Summer. Was Arcimboldo a painter?/ Was he a doctor? Arcimboldo was a painter. A painter paints pictures. A face made of: fruit, vegetables, cereals, mushrooms, trunks, leaves, fruit, flowers, leaves. Let's make a face with natural elements.</i>

ACTIVITY 4	MATERIALS WE NEED FO MAKE A FACE WITH NATURAL ELEMENTS (AUTUMN)
Timing	5' minutes
Grouping	The whole class
Material	Blackboard.
Teacher's aim	To provide the names of the fruit.
Pupil's aim	To be able to say the names of the fruit.
Management	*Interaction pupils and teacher. *Using the blackboard
Language	Revision of the names of the fruit they have learned before: <i>orange, banana, melon, grapefruit, lemon, pineapple, watermelon, pear, apple, cherry, peach, avocado, strawberry, blackberry, grapefruit...</i>



<b>ACTIVITY 5</b>	<b>ELEMENTS OF THE FACE</b>
Timing	5' minutes
Grouping	The whole class
Material	The blackboard and diary.
Teacher's aim	To observe and provide help as the pupils try to explain their drawings. To say the fruit and names of the parts of the face.
Pupil's aim	To be able to observe the names from the blackboard and write the names of the fruit they need.
Management	*The pupils write and the teacher observes. *Using the agenda/notebook. *The teacher explains they have to bring real fruit for the next session.
Language	Names of the fruits they have learned before: <i>Orange, banana, melon, grapefruit, lemon, pineapple, watermelon, pear, apple, cherry, peach, avocado, strawberry, blackberry, grapefruit.</i>

## TEACHING NOTES

### Lesson 3: Creating a portrait

The session is 50'-55'

<b>ACTIVITY 1</b>	<b>WARMING UP/ MATERIALS</b>
Timing	10 minutes
Grouping	The whole class and individually.
Material	A hand-out.
Teacher's aim	To encourage and help children to guess the names of the fruits while observing a part of the fruit.
Pupil's aim	*To think of the possibilities and the names of the fruits. *To fill in a hand-out.
Management	*Interaction teacher-pupils, the teacher encourages the pupils to observe details, to think and to talk. *The children talk when they have been asked by the teacher.



Language	<p><i>What might it be? / It might be...a kiwi...</i>  <i>What is it? It is a strawberry.</i>  Names of the fruits: revision  Repetition of materials' names.</p>
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<b>ACTIVITY 2</b>	<b>WATCHING A SHORT VIDEO</b>
Timing	3'
Grouping	The whole class
Material	Vegetable art, video from You tube. A computer and a data projector. Internet connection.
Teacher's aim	Make sure that examples of creativity are presented to the students through the short video.
Pupil's aim	To observe vegetable art creations.
Management	The children observe and watch the film.
Language	Visual language of the pictures and animation.

<b>ACTIVITY 3</b>	<b>CREATING A PORTRAIT IN 3D</b>
Timing	30' minutes
Grouping	In small groups of 3 or 4 children.
Material	Fruits and vegetables Sticks and toothpicks to join the fruits. A base (a plate, a piece of thin plywood...)
Teacher's aim	To provide the opportunity to create a portrait and talk while doing it.
Pupil's aim	To be able to create a portrait. To take into account the parts of a face and represent it with fruits and vegetables.
Management	*Interaction teacher-pupils, asking questions to the materials.
Language	<p><i>What is this?</i>  <i>A face made of: oranges, apples...</i>  <i>The nose is a pear,</i>  <i>The mouth is a chestnut.</i>  <i>We are making a face with natural elements.</i></p>





<b>ACTIVITY 4</b>	<b>TAKING PICTURES OF THE CREATIONS</b>
Timing	7' minutes
Grouping	The small groups assign a photographer.
Material	Digital camera
Teacher's aim	To provide the photographers with the responsibility of using a camera.
Pupil's aim	To be take a picture/ display the creation.
Management	*Interaction pupils and teacher. *Using the digital camera.
Language	Revision of the names of the fruits they have learned before: <i>orange, banana, melon, grapefruit, lemon, pineapple, watermelon, pear, apple, cherry, peach, avocado, strawberry, blackberry, grapefruit...</i> <i>Let us take a picture.</i> <i>We are going to make an exhibition.</i>

## TEACHING NOTES

### Lesson 4: Creating a display

The session is 50'-55'

<b>ACTIVITY 1</b>	<b>OBSERVING ARCIMBOLDO'S AUTUMN COMPOSITION AND THE PICTURE OF THE GROUP AUTUMN COMPOSITION</b>
Timing	10 minutes
Grouping	Plenary
Material	A hand-out, laminated pictures of Arcimboldo's Autumn and pictures of the 3D pupils creation from the previous session.
Teacher's aim	To enable children to work in group and interact, to talk with school mates, to help each other filling in the hand-out. The teacher helps and observes.



Pupil's aim	<p>*To think of all possibilities and name some elements.</p> <p>*To associate the names of the parts of the head and the natural elements used by Arcimboldo in the Autumn composition and the children's interpretation of Autumn.</p> <p>*To fill in a hand-out.</p>
Management	<p>*Interaction teacher-pupils, the teacher encourages the pupils to observe details, to think and to talk.</p> <p>*The children talk in their groups.</p>
Language	<p><i>What can we observe in Arcimboldo's Autumn composition?</i></p> <p><i>What can we observe in our own Autumn creation?</i></p> <p>Names of the elements of the head, revision of fruit, natural elements.</p> <p>Repetition of materials' names.</p>

ACTIVITY 2		EXPLAINING THE SUBSTITUTION TABLE	
Timing	10'		
Grouping	A speaker of each group to the whole class		
Material	Previous hand-out		
Teacher's aim	Make sure that the pupils listen to the speaker of each group and the speaker of each group makes an effort to explain the own group creation (with the hand-out and picture) to the other groups.		
Pupil's aim	To observe vegetable art creations.		
Management	The speaker of each group goes to another group to explain their creation.		
Language	Visual language of the pictures, oral language, understanding language.		



<b>ACTIVITY 3</b>	TO BEGIN CREATING A DISPLAY OF ARCIMBOLDO'S SEASONS AND THE PUPILS INTERPRETATIONS
Timing	30' minutes
Grouping	In small groups of 3 or 4 children.
Material	Card for a display (one for each group) Arcimboldo's laminated Autumn creation. Picture of the 3D creation of Autumn, inspired by Arcimboldo. Felt-tip pens, colour pencils (to design letters).
Teacher's aim	To provide the opportunity to create a display, choosing the way the group designs the letters, title of the display...
Pupil's aim	To be able to create a display. To take into account the disposition of the picture and to give an explanation about it.
Management	*Interaction teacher-pupils, asking questions to how display the materials and explanations of their creation.
Language	<i>The title of the creation and Arcimboldo's Autumn.</i> <i>A face made of: oranges, apples...</i> <i>The nose is a pear,</i> <i>The mouth is a chestnut.</i> <i>We have observed Arcimboldo's picture.</i> <i>We have made a face with natural elements.</i> <i>These are the pictures.</i>

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<b>ACTIVITY 4</b>	TO HANG THE DISPLAYS ON THE CORK WALL IN THE CORRIDOR
Timing	5' minutes
Grouping	The small groups assign a hanger.
Material	The displays created previously.
Teacher's aim	To provide the hangers the responsibility of putting the displays in the corridor to exhibit them.
Pupil's aim	To hang the display in a creative way.



Management	*Interaction of selected pupils and teacher. *Using the displays produced.
Language	<i>Let us display the work done nicely. We are going to make an exhibition little by little with our creations.</i>

## TEACHING NOTES

### Lesson 5: Drawing and describing music

The session is 50'-55'

<b>ACTIVITY 1</b>	LISTENING TO HAYDN'S INTRODUCTION TO AUTUMN IN THE SEASONS AND EXPRESSING WHAT THEY FEEL
Timing	10 minutes
Grouping	Plenary
Material	A CD with the music by Joseph Haydn, <i>The Seasons</i> . We select the Introduction n° 21 of Autumn (1':53") A hand out with faces expressing feelings.
Teacher's aim	To enable children to listen to the music.
Pupil's aim	To listen carefully. To think about the feelings that the music evokes.
Management	Interaction teacher-pupils, the teacher encourages the pupils to observe details, to think and to talk. The children talk individually.
Language	<i>What can we observe in Haydn's Autumn composition? How do you feel? I feel happy/sad/angry/surprised/ relaxed/ indifferent.</i>



<b>ACTIVITY 2</b>	<b>EXPLAINING THE FEELINGS</b>
Timing	5'
Grouping	In pairs
Material	Previous hand-out
Teacher's aim	Make sure that the pupils listen to each other and the pupils express their feelings about the music by Haydn they have heard.
Pupil's aim	To observe other's feelings.
Management	The teacher goes to the different pairs.
Language	Visual language of the pictures, oral language, understanding language.

<b>ACTIVITY 3</b>	<b>TO LISTEN TO ANOTHER PIECE BY HAYDN AND DRAW A PICTURE WHILE LISTENING TO IT</b>
Timing	10' minutes
Grouping	Plenary.
Material	CD A CD with the music by Joseph Haydn, <i>The Seasons</i> . We select the piece nº 31 of Autumn: Cheer now! The wine is here (7':28'') A sheet from the Sketch pad. Felt-tip pens or colour pencils.
Teacher's aim	To provide the opportunity to draw the pupil's feelings.
Pupil's aim	To be able to draw the pupil's feelings. To take the music into account.
Management	The pupils work individually.
Language	<i>The title of the music fragment.</i> <i>Observe and listen to the music.</i> <i>Draw your feelings.</i>



<b>ACTIVITY 4</b>	<b>TO TALK ABOUT THE FEELINGS AND DRAWING</b>
Timing	5' minutes
Grouping	In pairs.
Material	The previous material.
Teacher's aim	To provide the opportunity to talk about the feelings and the own drawing.
Pupil's aim	To talk to a partner about their own feelings.
Management	The teacher goes round to talk to the pupils in pairs.
Language	<i>What do you feel?</i> <i>What have you drawn?</i>
<b>ACTIVITY 5</b>	<b>TO TALK ABOUT THE MUSIC</b>
Timing	5' minutes
Grouping	Plenary
Material	The previous material and a hand-out.
Teacher's aim	To provide the opportunity to talk about the music.
Pupil's aim	To think about how music is...
Management	The teacher.
Language	<i>How is the music in the first piece of introduction?</i> <i>How is the music in the second?</i>
<b>ACTIVITY 6</b>	<b>TO LISTEN TO VIVALDI'S MUSIC</b>
Timing	5' minutes
Grouping	Plenary
Material	A CD with the music by Antonio Vivaldi, <i>The Four Seasons</i> . We select the piece nº 9 Allegro (La caccia), 3':22''.
Teacher's aim	To provide the opportunity to listen to the music.
Pupil's aim	To listen carefully. To think about the feelings that the music evokes.
Management	The pupils
Language	<i>What is the music in this third piece of music by Vivaldi like?</i>



<b>ACTIVITY 7</b>	<b>TO THINK ABOUT THE MUSIC</b>
Timing	3' minutes
Grouping	individually
Material	The previous material.
Teacher's aim	To provide the opportunity to think about the music.
Pupil's aim	To think about what the music is like.
Management	The pupils listen to the first music, again, to compare.
Language	<i>How is the music in the first piece of introduction by Haydn?</i> <i>How is the music in the third by Vivaldi?</i>
<b>ACTIVITY 8</b>	<b>TO TALK ABOUT THE MUSIC</b>
Timing	2' minutes
Grouping	In pairs
Material	The previous material.
Teacher's aim	To provide the opportunity to talk about the music and compare the first and third music.
Pupil's aim	To talk about how music is.
Management	The pupils compare
Language	<i>Describe the music in the first piece of introduction by Haydn.</i> <i>Describe the music in the third by Vivaldi.</i>
<b>ACTIVITY 9</b>	<b>TO TALK ABOUT THE MUSIC</b>
Timing	5' minutes
Grouping	Plenary
Material	The previous material.
Teacher's aim	To provide the opportunity to talk about the music and compare the first and third music, and second listening, all together.
Pupil's aim	To describe the music .
Management	The pupils compare
Language	<i>Describe the music in the first piece of introduction.</i> <i>Describe the music in the second part.</i> <i>Describe the music in the third part.</i>



<b>ACTIVITY 10</b>	<b>TO LOOK FOR INFORMATION</b>
Timing	5' minutes
Grouping	Plenary
Material	Books, internet pages, encyclopedias.
Teacher's aim	To explain the pupils that they should look for information about BACCHUS for next week.
Pupil's aim	To learn how to learn.
Management	The pupils take note in their diary.
Language	<i>Look for information about "Bacchus" in the internet or in encyclopedias.</i>

## TEACHING NOTES

### Lesson 6: Creating a Collage

The session is 50'-55'

<b>ACTIVITY 1</b>	<b>COMPARING ARCIMBOLDO'S AUTUMN COMPOSITION AND THE PICTURE OF CARAVAGGIO'S BACCHUS</b>
Timing	5 minutes
Grouping	In pairs
Material	A hand-out. Laminated pictures of Arcimboldo's Autumn and picture of Caravaggio's Bacchus.
Teacher's aim	To enable children to work in pairs and interact, to talk with partners, to help each other fill in the hand-out. The teacher helps and observes.
Pupil's aim	*To think of the possibilities and the names of elements. *To think of the names they have learned in previous lessons. *To fill in a hand-out.
Management	*Interaction teacher-pupils, the teacher encourages the pupils to observe details, to think and to talk. *The children talk in pairs.





Language	<p><i>What can we observe in Arcimboldo's Autumn composition?</i></p> <p><i>What can we observe in Caravaggio's painting?</i></p> <p><i>Why is Bacchus represented?</i></p> <p><i>What does he represent?</i></p> <p>Names of the elements of the head, revision of fruit, natural elements.</p> <p>Revision of materials' names.</p>
<b>ACTIVITY 2</b>	<b>EXPLAINING THE RESULTS</b>
Timing	10'
Grouping	A speaker from each pair to the whole class
Material	Previous hand-out
Teacher's aim	Make sure that the pupils listen to the speakers and that the speaker makes an effort to explain the results of the hand-out and pictures by Caravaggio and Arcimboldo to the rest of the pupils.
Pupil's aim	To speak and to listen.
Management	The speaker from each pair explains to the rest of pupils what they have done.
Language	Visual language of the pictures, oral language, understanding language.

<b>ACTIVITY 3</b>	<b>TO READ A POEM BY SHAKESPEARE/DRAW SHAKESPEARE'S PORTRAIT</b>
Timing	10' minutes
Grouping	plenary
Material	A hand-out with Shakespeare's poem <i>Jollity</i> ( <i>Anthony and Cleopatra</i> 2.7.112-17).
Teacher's aim	To provide the opportunity to understand inspiration in mythology.
Pupil's aim	To be able to understand the relationship of inspiration, ancient mythology, poetry and art. To write the key words of the poem.
Management	*Interaction teacher-pupils, asking questions of vocabulary and expressions. *To draw the portrait.



Language	<i>The title of the poem.</i> <i>Shakespeare</i> (contemporary of Cervantes, both died the same day and year: 23rd of April 1616). <i>Monarch, vine (old word for wine), Bacchus, eyne</i> (old word for eye), <i>vats, crown...</i>
<b>ACTIVITY 4</b>	<b>POWER POINT PRESENTATION OF THE MATERIALS NEEDED FOR THE COLLAGE</b>
Timing	10' minutes
Grouping	plenary
Material	A computer and a data projector.
Teacher's aim	To provide pictures and new vocabulary and structures of the materials we need.
Pupil's aim	To observe and learn the new vocabulary and structures.
Management	*Interaction of pupils and teacher, asking questions to the pictures and predicting the words.
Language	<i>We need.../ We can use.... You need...</i> <i>Rice, noodles, pumpkin seeds, sunflowers seeds, leaves, branches...</i> The language of the materials.
<b>ACTIVITY 5</b>	<b>ASKING FOR THE MATERIALS</b>
Timing	5' minutes
Grouping	In pairs
Material	The natural elements
Teacher's aim	To enable pupils to decide the materials they want to use and ask for them.
Pupil's aim	To decide in pairs. To ask for the materials needed to create the collage.
Management	*Interaction of pupils in pairs and a group of pupils giving the materials to the pairs who want to get the material. The teacher goes round to help.
Language	<i>We need.../ We can use....I need...</i> <i>Rice, noodles, pumpkin seeds, sunflowers seeds, leaves, branches...</i> to create a winter composition.



<b>ACTIVITY 6</b>	<b>CREATING A COLLAGE</b>
Timing	15' minutes
Grouping	In pairs
Material	The natural elements
Teacher's aim	To enable pupils to develop creativity
Pupil's aim	To create in pairs. To ask for the materials needed to create the composition.
Management	*Interaction of pupils in pairs and teacher going round to help.
Language	<i>We need.../ We can use.... Rice, noodles, pumpkin seeds, sunflowers seeds, leaves, branches... to create a winter composition.</i>

## TEACHING NOTES

### Lesson 7: Emotions through music

The session is 50'-55'

<b>ACTIVITY 1</b>	<b>LISTENING TO HAYDN'S ARIA N° 42 TO WINTER IN THE SEASONS AND EXPRESSING EMOTIONS</b>
Timing	5 minutes
Grouping	Plenary
Material	A CD with the music by Joseph Haydn, <i>The Seasons</i> . We select the Aria n° 42 of <i>Winter</i> (2':17") A hand out to express emotions.
Teacher's aim	To enable children to listen to the music.
Pupil's aim	To listen carefully. To think about the emotions that the music evokes. To think about the music: quiet /bright, high/low, storm/peaceful.
Management	Interaction teacher-pupils, the teacher encourages the pupils to observe details, to think and to talk. The children talk individually.



Language	<p><i>How is the music in Haydn's Aria in the Winter composition? It is fast/slow...</i></p> <p><i>What instruments can we listen?</i></p> <p><i>How do you feel? I feel happy/sad/angry/surprised/ relaxed/ indifferent.</i></p> <p><i>I feel happiness, I feel sadness, I feel anger, I feel surprise.</i></p>
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<b>ACTIVITY 2</b>	<b>EXPLAINING THE EMOTIONS AND MUSIC</b>
Timing	5'
Grouping	In pairs
Material	A hand-out, pencils
Teacher's aim	Make sure that the pupils listen to each other and the pupils express their emotions about the previous audition of music by Haydn.
Pupil's aim	To observe other's emotions.
Management	The teacher goes to the different pairs.
Language	Visual language of the pictures, oral language, understanding language.

<b>ACTIVITY 3</b>	<b>TO LISTEN TO ANOTHER PIECE BY VIVALDI AND THINK OF EMOTIONS</b>
Timing	5' minutes
Grouping	Plenary.
Material	<p>A CD with the music by Vivaldi, <i>The Seasons</i>. We select the piece Allegro non molto de L'inverno (3':20'')</p> <p>The previous hand-out.</p>
Teacher's aim	To provide the opportunity to think of emotions.
Pupil's aim	<p>To be able to express emotions.</p> <p>To take the music into account.</p>
Management	The pupils work individually.
Language	<p><i>The title of the music fragment.</i></p> <p><i>What can we listen?</i></p> <p><i>What instruments can we listen?</i></p> <p><i>Express your emotions.</i></p>



<b>ACTIVITY 4</b>	<b>TO DRAW THE VIOLIN</b>
Timing	10' minutes
Grouping	Individually
Material	A hand-out.
Teacher's aim	To provide the opportunity to draw the violin.
Pupil's aim	To draw.
Management	The teacher goes round to talk to the pupils and observe their production.
Language	<i>How do you feel drawing the violin? What have you drawn?</i>
<b>ACTIVITY 5</b>	<b>TO LISTEN TO A MODERN PIECE OF MUSIC AND WATCH THE VIDEO</b>
Timing	5' minutes
Grouping	Plenary
Material	A Video with the song "Emotions" by Mariah Carey
Teacher's aim	To provide the opportunity to see a video and listen to the music.
Pupil's aim	To listen to the music and to see the video
Management	The teacher.
Language	<i>How is this music?</i>
<b>ACTIVITY 6</b>	<b>TO UNDERSTAND THE CHORUS OF THE SONG</b>
Timing	5' minutes
Grouping	Plenary
Material	A hand-out with the lyrics from "Emotions" from Mariah Carey. We choose the chorus.
Teacher's aim	To provide the opportunity to listen to the music.
Pupil's aim	To listen carefully. To think about the emotions that this music evokes.
Management	The pupils concentrate on meaning of the song globally but we concentrate mainly on the chorus.
Language	<i>How is the music in this third piece of music by Mariah Carey? Do you like the music?</i>



<b>ACTIVITY 7</b>	<b>TO SING THE SONG</b>
Timing	5' minutes
Grouping	Plenary
Material	The previous material and a hand-out with the complete lyrics of <i>Emotions</i> by Mariah Carey.
Teacher's aim	To provide the opportunity to sing the music.
Pupil's aim	To sing.
Management	The pupils listen to the music and sing.
Language	Lyrics of the song
<b>ACTIVITY 8</b>	<b>TO INTRODUCE A POWER POINT PRESENTATION HOW TO PRESS FLOWERS, PETALS AND LEAVES</b>
Timing	10' minutes
Grouping	Plenary
Material	A computer and a data projector.
Teacher's aim	To provide pictures, new vocabulary and the process of pressing flowers.
Pupil's aim	To observe and learn the new things.
Management	Interaction of pupils and teacher, asking questions to the pictures and predicting the words.
Language	<i>Pressing flowers, petals, leaves. How to press them.</i>
<b>ACTIVITY 9</b>	<b>TO WRITE THE MATERIALS NEEDED FOR THE NEXT SESSION</b>
Timing	5' minutes
Grouping	Individually
Material	The previous material.
Teacher's aim	To provide the opportunity to write the names of materials.
Pupil's aim	To write the materials in their diary.
Management	The teacher helps
Language	<i>I need: flowers, petals, leaves...</i>



## TEACHING NOTES

### Lesson 8: A Spring Touch

The session is 50'-55'

<b>ACTIVITY 1</b>	INTRODUCTION TO SEASONS AND PICTURES
Timing	5 minutes
Grouping	In pairs
Material	A hand-out.
Teacher's aim	To enable children to associate a picture and a season.
Pupil's aim	To think about the season and the picture represented.
Management	Interaction teacher-pupils, the teacher encourages the pupils to observe details, to think and to talk. The children talk in pairs.
Language	<i>What can we observe in the pictures?</i> <i>Are all the seasons represented?</i> <i>Which season might not be represented?</i>

<b>ACTIVITY 2</b>	INSPIRATION WITH A SPRING TOUCH
Timing	20'
Grouping	In pairs or individually
Material	Pressed leaves, flowers, petals... A CD. Haydn's Aria n° 4 , Spring from <i>The Seasons</i> (3:29')
Teacher's aim	Make sure that the pupils can create a work of art.
Pupil's aim	To make an effort to express themselves creatively (product and in talking about what they do).
Management	The teacher goes to the different individuals or pairs. Simultaneously: Listening to Spring: Aria N°4 from Haydn.
Language	<i>What are you doing?</i> <i>Which materials are you using?</i>



<b>ACTIVITY 3</b>	TO THINK OF A PROCESS TO MAKE LABELS AND ORDER IT
Timing	5' minutes
Grouping	In pairs
Material	A hand-out
Teacher's aim	To provide the opportunity to order the process.
Pupil's aim	To be able to talk about the process with the partner.
Management	The pupils work in pairs.
Language	<i>The order is the following...</i> <i>The process is....</i>
<b>ACTIVITY 4</b>	TO DRAW SYMBOLS
Timing	3' minutes
Grouping	In pairs
Material	A hand-out
Teacher's aim	To provide the opportunity to associate the symbol with the action.
Pupil's aim	To be able to talk about the process with a partner.
Management	The pupils work in pairs.
Language	<i>I draw ...</i> <i>The order is the following...</i> <i>The process is....</i>

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<b>ACTIVITY 5</b>	TO MAKE LABELS
Timing	22' minutes
Grouping	In small groups.
Material	A sketch book, natural pressed leaves, petals, stem, flowers... A CD with the music of Spring: <i>Allegro</i> from Vivaldi (3:29')
Teacher's aim	To provide the opportunity to create spring labels.
Pupil's aim	To talk to a partner about the process of making labels.
Management	The teacher goes round to see the pupils' work in groups. Simultaneously: Audition of Spring: <i>Allegro</i> from Vivaldi.





Language	<i>What labels have you designed? How did you do it?</i>
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## TEACHING NOTES

### Lesson 9: Labels with a Summer Inspiration

The session is 50'-55'

<b>ACTIVITY 1</b>	<b>DOMINOS GAME OF THE MONTHS AND MATCHING PICTURES</b>
Timing	15 minutes
Grouping	In pairs
Material	A hand-out.
Teacher's aim	To enable children to associate a picture and a month.
Pupil's aim	To think about the season and the picture represented.
Management	Interaction teacher-pupils, the teacher encourages the pupils to observe details, to think of the months and play the domino game. The children play in pairs.
Language	<i>What can we observe in the pictures? Are all the months represented?</i>

<b>ACTIVITY 2</b>	<b>LABELS INSPIRATION WITH A SUMMER TOUCH</b>
Timing	20'
Grouping	individually
Material	Cut outs of magazines: Fruits, vegetables... A CD. Grieg's <i>Wedding Day at Trolldhaugen</i> , Op. 65, N° 6. (6:21')
Teacher's aim	Make sure that the pupils can create a work of art.
Pupil's aim	To make an effort to express themselves creatively (product and in talking about what they do).



Management	The teacher goes to the different individuals or pairs. Simultaneously: listening to Grieg's <i>Wedding Day at Troldhaugen</i> , Op. 65, N° 6. (6:21')
Language	<i>What are you cutting out?</i> <i>Which materials are you using?</i> <i>Paper, drawing...</i>

<b>ACTIVITY 3</b>	<b>TO DRAW FRUITS FROM A MODEL</b>
Timing	20' minutes
Grouping	Individually
Material	The sketch book and water colour pencils. Hand-outs with possible models of fruits: orange, apple, kiwi, banana.
Teacher's aim	To provide the opportunity to draw fruit observing models.
Pupil's aim	To be able to draw precisely.
Management	The pupils work individually following the model, drawing fruit in the sketch book to use for labels for the display.
Language	<i>The fruit is... The label is...</i> <i>This label is for the display.</i> <i>It's a summer inspiration...</i>

## TEACHING NOTES

### Lesson 10: Labelling and setting up the display: "Our Interpretation of the Four Seasons"

The session is 50'-55'

<b>ACTIVITY 1</b>	<b>THE MONTHS OF THE YEAR AND THE SEASONS</b>
Timing	10 minutes
Grouping	In pairs
Material	A hand-out.
Teacher's aim	To enable children to associate the months and the seasons.



Pupil's aim	To think about the season and the month represented.
Management	Interaction teacher-pupils, the teacher encourages the pupils to observe details. The children talk in pairs.
Language	<i>It is winter in January.</i> <i>It is spring in April.</i>

<b>ACTIVITY 2</b>	<b>LABELS INSPIRATION FOR THE SEASONS DISPLAY</b>
Timing	20'
Grouping	in a small group
Material	Recycling material: bottles, rest of clothes, Natural elements: leaves, petals, seeds ... A CD. Beethoven's : <i>Pastoral Allegretto (9':53)</i> , as an example of summer inspiration.
Teacher's aim	Make sure that the pupils can create labels.
Pupil's aim	To make an effort to express themselves creatively.
Management	The teacher goes to the different groups. Simultaneously: Beethoven's: <i>Pastoral, Allegretto</i> 5th movement (9':53), as an example of summer inspiration.
Language	<i>What are you doing?</i> <i>Which materials are you using?</i> <i>Bottles, clothes, ...</i>

<b>ACTIVITY 3</b>	<b>TO CHOOSE THE WORKS OF ART FOR THE DISPLAY</b>
Timing	10' minutes
Grouping	Individually/ in pairs
Material	The sketch book materials, pictures, labels, works of art created.
Teacher's aim	To provide the opportunity to select materials for the display.



Pupil's aim	To be able to choose and classify.
Management	The teacher gives a bit of advice to the pupils.
Language	<i>This composition is nice...</i> <i>This composition could be better...</i> <i>This piece of art is not bad at all...</i>
<b>ACTIVITY 4</b>	<b>THE MONTHS AND SEASONS</b>
Timing	5'
Grouping	In pairs
Material	A hand-out
Teacher's aim	Make sure the pupils understood the relationship between months and seasons.
Pupil's aim	To understand the concept of season.
Management	The teacher helps where needed.
Language	<i>Classify months into seasons.</i>
<b>ACTIVITY 5</b>	<b>DISPLAY'S SET UP</b>
Timing	10'
Grouping	In small groups
Material	The materials produced in the previous sessions.
Teacher's aim	Give the opportunity to the pupils to set up the display in small groups.
Pupil's aim	To participate in the exhibition of the creative work.
Management	The teacher helps where needed to display the creative works nicely.
Language	<i>We put these materials here...</i> <i>Can you help me, please?</i> <i>We can display the pictures of the 3D portraits in the autumn section.</i> <i>We can display the winter creations to the winter section.</i> <i>We can display the spring compositions to the spring section.</i>