

Express **ART** us!



SANT JULIÀ

Cristina Moreno Arenaz

Generació Plurilingüe (GEP) Year 2 2018-2019

Identification of the GEP project

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PROJECT PLANNING TEMPLATE

for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	Express ART us!
Authorship	Cristina Moreno
School	Escola Sant Julià
Students' CEFR Level (A1, A2...)	Beginners
Grade	4th
Content area(s)	English, arts and crafts, social values.
Number of sessions (4, 6 or 9)	4 in the school and the product exhibition in the public Library
Teacher(s) involved	Cristina Moreno
Key words	Feel it, express it, manage it!

1. OUR PROJECT

Introduction:

In our opinion we live a rushed life that causes stress and other psychological disorders and nobody has taught us how to manage with all that. These circumstances drive to social disputes, problems or even bullying. For that reason, our main goal is to help students to identify and control feelings in order to be balanced citizens. In addition, as we are involved in a project about painters in the school we think it is a good idea to link the feelings project with the painters because they painted according to their mood, their feelings or their life situations.

Driving question:

Why did Van Gogh paint that way?

Final product:

- An art gallery in the Public Library “El Nord” with:
 - Students’ creations about dealing with feelings.
 - Videos or short texts/comics explaining their productions about the feelings.
 - A leaflet of the whole process of the project.
- A post in the school web explaining the project and showing the art gallery elements

2.GOALS AND ASSESSMENT CRITERIA

1. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
<p>1. To connect some aspects of a drawing with feelings.</p>	<p>1.1. Students can identify, name and describe their feelings. 1.2. Students are able to draw connections among some Van Gogh's paintings and feelings.</p>
<p>2. To relate some relevant facts about Van Gogh's life.</p>	<p>2.1. Students differentiate some Van Gogh's masterpieces among others painters' work. 2.2. Students are capable to organize and relate some important facts of Van Gogh's life.</p>
<p>3. To verify if feelings and ways of painting are connected.</p>	<p>3.1. Students can make links between a drawing and the personal or the historical moment of the painter. 3.2. Students are able to argue and defend their opinion.</p>
<p>4. To experiment different ways to express our feelings.</p>	<p>4.1. Students investigate ways of identifying, expressing and regulating feelings.</p>
<p>5. To create something that helps themselves or others with feeling management.</p>	<p>5.1. Students design and create something inspired by arts to help themselves and their families and friends to manage with emotions. 5.2. Students show, share and explain their creations with families, mates and the neighbourhood.</p>

3. CURRICULUM CONNECTIONS

SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Arts and crafts</p> <p>1. Identificar i verbalitzar amb la terminologia adequada les possibilitats plàstiques, sonores i corporals que utilitzen els artistes i els mitjans de comunicació.</p> <p>3. Cercar informacions i respostes a partir de dubtes i qüestions</p>	<p>Arts and crafts</p> <p>Perceive and explore</p> <p>3. Relació entre les qualitats perceptibles de les produccions artístiques i el que commou o provoca.</p> <p>5. Funció de les produccions audiovisuals i els objectes com a explicatives del món i de nosaltres mateixos.</p> <p>Perform and create</p> <p>1. Possibilitats expressives i plàstiques i de transformació dels</p>	<p>3. Produir textos orals seguint un model i atenent a la pronunciació, ritme, entonació per explicar fets i conceptes relacionats amb un mateix i el món que l'envolta o per transmetre informació d'altres àrees curriculars.</p> <p>5. Extreure informació de textos escrits lligats a temes coneguts i amb una</p>	<p>Oral communication</p> <p>3. Comprensió global de textos orals de tipologia diversa, en diferents suports i formats (diàleg, relat, descripció).</p> <p>5. Formulació de preguntes i respostes en simulacions i diàlegs, en el context de l'aula i pròxims als alumnes.</p> <p>6. Identificació del lèxic bàsic d'un tema específic amb ajut d'il·lustracions o sense.</p> <p>7. Estratègies de comprensió: anticipació del contingut, formulació d'hipòtesis, verificació, identificació de paraules clau.</p>

<p>plantejades al voltant de les manifestacions artístiques.</p> <p>4. Crear composicions visuals (imatges i objectes), sonores i corporals senzilles que representin idees, emocions i experiències utilitzant materials i instruments diversos, inclosos els recursos digitals.</p> <p><u>Social values</u> Personal 1. Actuar amb autonomia en la presa de decisions i assumir la responsabilitat dels propis actes.</p> <p>3. Qüestionar-se i usar l'argumentació per superar prejudicis i consolidar el pensament propi.</p>	<p>materials (possibilitats espacials en la intervenció bidimensional i tridimensional); accions que permeten els materials i tècniques artístiques del passat i del present (fotografia, imatge digital, animació).</p> <p><u>Social values</u> Personal Conductes autònomes. Conductes responsables i corresponsables. Relació amb l'entorn: implicacions socials i naturals de la pròpia conducta.</p> <p>Interpersonal Fases en el procés de resolució de problemes i de presa de decisions. Estratègies del pensament crític i creatiu. Estratègies de prevenció i resolució de problemes o conflictes. La voluntat i l'esforç com a components de les conductes resilients. Social Estratègies per al diàleg: l'argumentació, la</p>	<p>finalitat comunicativa concreta.</p> <p>6. Escriure frases i textos curts significatius en situacions quotidianes i escolars a partir de models amb una finalitat determinada i amb un format establert, tant en suport paper com digital.</p> <p>10. Comparar produccions de diferents llengües per trobar-hi semblances i diferències.</p> <p>11. Valorar la llengua estrangera com a instrument de comunicació amb altres persones i cultures, i participar amb interès en les activitats en què s'usa la llengua estrangera.</p> <p>12. Usar algunes estratègies per aprendre a aprendre, com demanar</p>	<p>8. Pronunciació, entonació i ritme adequats en les interaccions orals habituals.</p> <p>10. Ús de les estructures pròpies de la llengua estrangera en les produccions orals més habituals.</p> <p>12. Respecte i esforç d'atenció, comprensió i valoració per les intervencions orals dels altres.</p> <p>Reading 1. Comprensió de textos senzills en suport paper i digital i de temàtica variada per copsar el sentit general i extreure'n informació. 2. Estratègies de lectura apreses en les altres llengües curriculars que ajuden a la comprensió del text i que permeten la deducció del significat de mots i expressions.</p> <p>Writing 1. Estratègies i recursos de producció escrita apreses de les altres llengües curriculars. 2. Producció de textos breus relacionats amb situacions de la vida quotidiana, a partir dels models treballats oralment a l'aula, utilitzant recursos TAC.</p>
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<p>Interpersonal</p> <p>4. Mostrar actituds de respecte actiu envers les persones, les seves idees, opcions, creences i les cultures que les conformen.</p> <p>6. Adoptar hàbits d'aprenentatge cooperatiu que promoguin el compromís personal i les actituds de convivència.</p> <p>Social</p> <p>7. Analitzar l'entorn amb criteris ètics per cercar solucions alternatives als problemes.</p>	<p>contraargumentació i les proves. Característiques del pensament argumentatiu</p>	<p>aclariments, comunicar amb gestos, utilitzar diccionaris il·lustrats, i identificar alguns aspectes personals que ajudin a aprendre millor.</p> <p>13. Mostrar un cert grau d'autonomia a l'hora de resoldre les situacions d'aprenentatge.</p>	<p>3. Utilització de textos escrits breus d'expressions i frases senzilles conegudes i treballades oralment.</p> <p>5. Aplicació dels coneixements sobre el funcionament de la llengua estrangera (lèxics, morfosintàctics i ortogràfics) en la producció de textos escrits breus.</p> <p>6. Normes per a la bona presentació dels textos escrits.</p> <p>Language working knowledge and learning</p> <p>1. Diferències d'ús de la llengua oral i de la llengua escrita en situacions comunicatives reals o simulades.</p> <p>2. Associació de grafia, pronunciació i significat a partir de models escrits i d'expressions orals. Ús intuïtiu de la descodificació.</p> <p>3. Habilitats i estratègies per aprendre nou lèxic, expressions i estructures (repetició, memorització, associació, utilització de suports multimèdia) de forma individual però també en grup.</p>
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		<p>4. Reconeixement i ús de lèxic, formes i estructures bàsiques pròpies de la llengua estrangera, prèviament utilitzades.</p> <p>5. Reconeixement i ús de lèxic, formes i estructures bàsiques pròpies de la llengua estrangera, prèviament utilitzades.</p> <p>6. Recursos que ajuden a l'aprenentatge de la llengua (memorització, recitació, associació de mots) i reflexió sobre el propi aprenentatge, especialment per captar els petits avenços que s'assoleixen.</p> <p>Literary education</p> <p>4. Lectura en veu alta, tot fent atenció a la pronunciació, al to de veu i a l'entonació.</p> <p>7. Respecte per les produccions dels altres.</p> <p>Multilingualism and multiculturalism</p> <p>1. Valoració de la llengua com a instrument de comunicació, d'aprenentatge i d'aproximació a d'altres cultures i obertura a la diversitat de llengües i cultures del món.</p> <p>11. Coneixement d'algunes semblances i diferències en els costums quotidians i ús de les formes bàsiques de relació social als països on</p>
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			<p>es parlen les llengües curriculars i presents en el centre.</p> <p>12. Percepció de les dificultats de la comunicació plurilingüe i aplicació d'estratègies verbals i no verbals per resoldre les situacions.</p>
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4. 21st CENTURY COMPETENCES

Collaboration	X	Information, media and technology	X
Communication	X	Leadership & Responsibility	X
Critical Thinking and Problem Solving	X	Initiative & Self-direction	X
Creativity & Innovation	X	Social & Cross-cultural	X

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence		Social and civic competence	X
Interaction with the physical world competence		Learning to learn competence	X
Cultural & artistic competence	X	Personal initiative and entrepreneurship competence	X

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none">- Van Gogh's biography- Feelings and emotions	<ul style="list-style-type: none">- Justifying the intention of the painting with its context- Linking characteristics of a painting with feelings and personal situations- Experiment with feelings and emotions- Plan, design and create a product to help people to express and manage feelings- Giving a presentation of the project assessing the process

7. REFERENCES

Free pictures and photos from: <https://search.creativecommons.org/> and <https://openclipart.org/>

Van Gogh museum of Amsterdam: <https://www.vangoghmuseum.nl/en> (pictures and information)
<https://vangoghmuseum.nl/en/organisation/conditions-use-and-permissions-of-images>

“Jo... Vincent Van Gogh”. Parramón. 2009

8. COMMENTS

Students have been studying some facts about **Van Gogh's life and work in Catalan area** in a project for Sant Jordi festivity. The final product of the project is a video explaining the artist's life that will be posted in the school web. Students write the script, film the scenes, prepare the set... For that reason, they already have some knowledge about the topic.

In order to take advantage of the grouping, this project will be implemented with **a half group class** (about 12 students).

For **SEND** (Special Education Needs and Disabilities) **students** the project will be adapted with visual and oral aid. Sometimes teacher could speak L1 if necessary depending on students' needs and situations. Also grouping take into account these students. In the whole class there are: one ASD (Autism Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder), a mild mentally retarded learner and six usual absentee students. Kids with ASD and ADHD have a PI (Pla individualitzat) for an important adaptation of content, skills, objectives and assessment.

The **materials** are at the end of this document. Anyway, in each session grid there is a list with all the material and its hyperlink and in the description of each activity they are highlighted in bold and green.

9. ACKNOWLEDGEMENTS

Thanks to **our school** for all the support and availability. As you believe in us, we can do anything.

Thanks **GEP teachers**, I learn from you every second. Thank you for being so solicitous and for sharing with me all your ideas, your materials, your knowledge and your time, everybody should be as generous as you.

Thanks **4t grade classrooms (students and families)** for your energy, attitude and for trusting in me more than I do: you made me a better teacher (and person) every day.






Thanks to the **Nord Library** for letting us carry out our project. Learning can't happen only inside of a school, the whole society can and must help teaching kids.

Skills: R: reading , S: speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1and 2. Paintings and feelings: they match!	How are you today?	15 min	R, S, I	S-S SG (pairs)	Quizlet game	SA
	Van Gogh's paintings matching with feelings	35min	S, L, I	T-S, S-S, SG, WG	Tablets	TA AT: Teacher assessment grid

	Choices and Van Gogh's life moments	40min	R, S, L, I	T-S, S-S, SG, WG	Tablets	
	Let's reflect!	10min	R	Individual		I know/ I can checklist
3.Workshop: different ways to identify, express or manage with feelings.	How is he/she feeling?	20 min	S, L, I	T-S, WG	IWB	TA AT: Teacher assessment grid
	Practise self-control	15min	S, L, I	T-S, WG	IWB	

	Brainstorming (for the next session)	15min	S, L, I	SG		
4. Our project: we design anything to help others to manage with their feelings.	Planning: idea, materials, steps...	15min	S, L, W, I	T-S, S-S, SG	School ICT	TA, SA AT: planning checklist
	Our project	25min	R, S, L, W, I	T-S, S-S, SG	School ICT	TA AT: Teacher assessment grid

	Assessment	10min	S, L, W, I	T-S, S-S, SG		TA, SA AT: bullseye target
5.Show me your feelings!	We show our work to the neighbourhood	One afternoon 2nd, 4th and 6th grade will go to the Library to opening our exhibition. We will invite the families.	R, S, L, I	SW	Tablets, Internet (school web)	PA, TA AT: Google form

11. SESSION PLANNING

SESSION 1 and 2: Paintings and feelings: they match!

Objectives of the session:

1. To connect some aspects of a drawing with feelings.
2. To relate some relevant facts about Van Gogh's life.
3. To verify if feelings and ways of painting are connected.

Content-obligatory language for the session:

- Feelings: *depressed, excited, troubled, peaceful, confused, thankful, glad, curious, nervous*
- Opinions: *I think that, I believe that, In my opinion...*
- Give reasons: *because...*
- Past simple (verb to be): *was* → *In this painting Van Gogh was...*

Activities








<p>1.1</p>	<p>How are you today? In pairs or groups of three (we can choose groups randomly with https://classroomscreen.com/), students will play a Quizlet game about feelings to learn some new emotions vocabulary.</p>	<p>15min</p>	<p>R, S, I They have to read vocabulary, speak with mates to decide between options, so they have to interact.</p>	<p>S-S SG (pairs)</p>	<p>Quizlet game</p>	<p>SA The Quizlet game is auto corrective</p>
<p>1.2</p>	<p>Van Gogh's paintings matching with feelings The teacher presents 9 Van Gogh's paintings and ask students how they think Van Gogh was feeling when he painted them. Each pair or group (we can maintain the arrangement or change if they are not the best options but from here the groups will be the same during the project) will have two or three cards with feelings that, in turns, they will put on the painting picture. The whole group will comment the</p>	<p>35min</p>	<p>S, L, I They have to speak between them (in pairs) to decide the choice and then the decision will be commented with the whole group. They also have to listen to their mates. There will be interaction between them.</p>	<p>T-S, S-S, SG, WG</p>		<p>TA AT: The teacher will take some notes to check objectives, content, skills... in the Teacher assessment document.</p>

	choices. We will employ the “Think, pair, share” technique to apply this activity.					
2.1	<p>Choices and Van Gogh’s life moments</p> <p>When the class would have taken a decision about paintings and feelings, the teacher will ask the Driving question: why did Van Gogh paint that way? That is the moment to present the project to the students. The teacher will hang on the wall a Canva poster with the Driving question, the goals and the final product of the work and will explain all them.</p> <p>After some opinions she or he will give to the pairs a card (one or two) with the meaning of a painting. In the short text some words are in bold to help them</p>	40min	R, S, L, I	T-S, S-S, SG, WG	Tablets	

	<p>with vocabulary (there is a vocabulary grid with pictures to understand the meaning), they will also have tablets to look for new words.</p> <p>Finally, each pair will express their opinion about why Van Gogh painted the painting according to a personal moment in his life. Students will have language support to facilitate the speaking.</p>					
2.2	<p>Let's reflect! At the end of session 1 and 2, learners will reflect on their learning in a checklist.</p>	10min	R They will read the checklist.	Individual		I know/ I can checklist
<p><u>MATERIALS SESSION 1 and 2</u></p> <p>Quizlet: Feelings: how are you today?</p> <p>Van Gogh paintings</p> <p>Feeling cards</p> <p>Goals</p> <p>Paintings meaning</p>						

Vocabulary Language support I know/ I can checklist Teacher assessment grid
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	SESSION 3: 3, 2, 1... calm down! Objectives of the session: 4. To experiment different ways to express our feelings.
	Content-obligatory language for the session: <ul style="list-style-type: none">● Feelings: <i>happy, sad, angry, disgusted, scared</i>● Opinions: <i>I think he/she is...because he/she is...</i>● Action verbs: <i>jump, talk, cry, play, shout, hit, fly, read, study, fall down</i>● Present continuous● Simple questions and answers: <i>"Do you...?/ Yes, I do/ No, I don't"</i>● Following orders● Body parts: <i>arms, shoulders, hands, chin, muscles, face, eyes, cheeks,mouth</i>

	Activities					
3.1	<p>How is he/she feeling?</p> <p>We will watch a video about feelings with some scenes of the film “In & out” where a girl shows different emotions. After that, in pairs and with the video cards, they will speak about the girl’s feelings: “I think she is happy because...”, using the present continuous. To help them we will use this documents: Action verbs and Language support II. Then the whole class will discuss about what they do when they are happy, sad, scared... The teacher will ask them, in turns, simple questions like: “Do you jump when you are happy?” to check understanding.</p>	20 min	<p>S, L, I</p> <p>Students will speak in pairs and with the whole class. To do that, they must listen to their mates and interact with them.</p>	<p>T-S, S-S</p> <p>WG</p>	IWB	<p>TA</p> <p>AT:</p> <p>The teacher will take some notes to check objectives, content, skills... in the Teacher assessment grid.</p>

<p>3.2</p>	<p>Practise self-control After watching the video and the previous activity the teacher will try to conclude that sometimes we need to calm down ourselves if an emotion is controlling us. Some technique are breathing slowly, listen to music and dance, writing... The teacher will propose also this video where a boy melts and relaxes after being frozen. The whole class will watch and follow the instructions in the video. Some body parts mentioned are supposed to be known by students but, if necessary, you can review them before.</p>	<p>15min</p>	<p>S, L, I Students will speak with the whole class. To do that, they must listen their mates and interact with them.</p>	<p>T-S WG</p>		
<p>3.3</p>	<p>Brainstorming In order to prepare the next session and to let students plan and look for the materials, this brainstorm activity will be done at the end of session 3.</p>	<p>15min</p>	<p>S, L, I Students will speak with the whole class. To do that, they must</p>	<p>T-S, S-S WG,SG</p>		

	<p>After an oral reflection about what we do when we can't control our emotions or when we don't like them, the teacher will propose what children can do to help themselves and their families or friends to manage with bad mood, feelings or emotions.</p> <p>Pairs or groups of three will write in the Brainstorming document some ideas about their project, the materials they need...</p> <p>Before it would be interesting to assign some roles in the groups in order to work in a cooperative way. These roles could be: Van Gogh (the painter), Theo (the writer) and Gauguin (the speaker), or something similar.</p>		<p>listen their mates and interact with them.</p>			
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MATERIALS SESSION 3

How is he/she feeling? video
Video cards
Action verbs
Language support II
Practise self-control video
Teacher assessment grid
Group roles
Brainstorming






SESSION 4: Ready, set, go!

Objectives of the session:

5. To create something that helps themselves or others with feeling management.

Content-obligatory language for the session:






- Vocabulary about materials
- Adverbs of time to sequence the different steps in a process: *First, after that, then, finally...*

	Activities					
4.1	<p>Planning: idea, materials, steps...</p> <p>Firstly, the teacher will project the Roles language support on the ICT to help students to interact in English while working. Then, the groups will complete the Project planning Padlet in order to organise the work. The teacher will go around helping them and suggesting options. Then, they will assess their plannings with the Planning checklist.</p>	20min	S, L, W, I	T-S, S-S, SG	Padlet School ICT	TA, SA AT: Teacher assessment grid Planning checklist
4.2	Our project	20min	R, S, L, W, I	T-S, S-S, SG		TA AT:

	<p>It will be time to create freely. The students will make, record, draw, write...something. The teacher will support and help them. The final product will be exposed and explained in the Public Library. Before, students could test and describe their project with their mates using the Canva Exhibition language support poster.</p>					Teacher assessment grid
4.3	<p>Assessment</p> <p>During the sessions the teacher will take some notes to assess students. In this activity they will self-assess the whole project with the Bullseye target and, finally, in the exhibition they will be “assessed” by families and visitors.</p>	10min	S, L, W, I	T-S, S-S, SG		SA AT: Bullseye target

MATERIALS SESSION 4

<p>Roles language support Planning project Padlet Planning checklist Teacher assessment grid Exhibition language support Bullseye target</p>
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<h2 style="margin: 0;">SESSION 5: Show me your feelings!</h2> <p style="margin: 0;">Objectives of the session: To share students' creations with families and the neighbourhood.</p>						
<p>Content-obligatory language for the session: The content-obligatory language necessary for the previous sessions.</p>						
	<p>Activities</p>					
<p>1.1</p>	<p>Set the materials for the exhibition.</p>	<p>15min</p>		<p>TS, S-S</p>		

	If time or in other area it would be great if students could write an invitation for the families, a poster announcing the exhibition...		R, S, L, I		Tablets, Internet (school web)	
1.2	Explain the process and the final product to the families. Guide them for the exhibition and answer their questions. Students will use again the Canva Exhibition language support poster to do that.	35min		SW		PA, TA AT: survey (Google form)
1.3	Collect the families' opinion with a Google form .					
<p><u>MATERIALS SESSION 5</u> Planning project Padlet Final product Photos, videos... Exhibition language support Google form</p>						

12. MATERIALS

SESSION

SHEETS, FLASHCARDS...

WEBS, VIDEOS...

MATERIALS SESSION 1 and 2

1 and 2

2.- Van Gogh paintings:



1.-Quizlet: Feelings: How are you today?

<https://quizlet.com/361128165/match>











3. Feeling cards:



IN THIS PAINTING

VAN GOGH WAS

CURIOUS



IN THIS PAINTING

VAN GOGH WAS

DEPRESSED

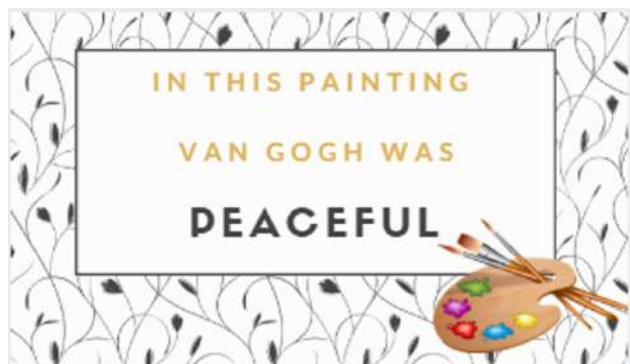
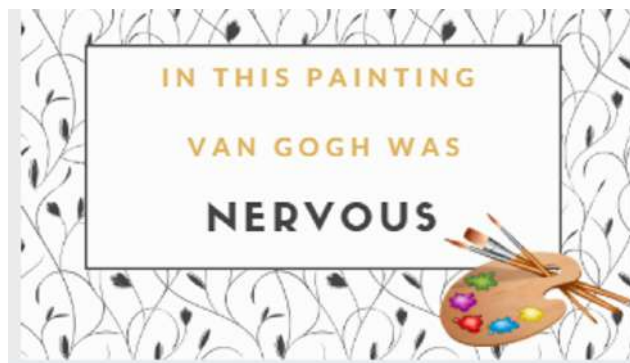
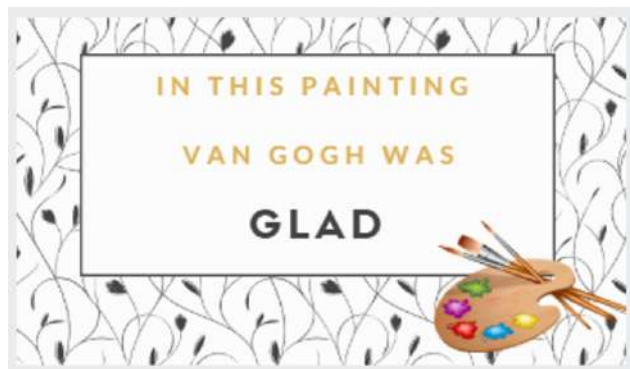


IN THIS PAINTING

VAN GOGH WAS

EXCITED







4. Goals:

WHY DID VAN GOGH PAINT THAT WAY?

1. TO CONNECT A DRAWING WITH FEELINGS. 

2. TO RELATE FACTS ABOUT VAN GOGH'S LIFE. 

3. TO VERIFY FEELINGS AND WAYS OF PAINTING CONNECTIONS. 

4. TO EXPERIMENT DIFFERENT WAYS TO EXPRESS OUR FEELINGS. 

5. TO CREATE SOMETHING THAT HELPS WITH FEELING MANAGEMENT. 

FINAL PRODUCT

GOALS 

5. Paintings meaning:

PAINTINGS MEANING

(Adapted by Cristina Moreno from the Van Gogh Museum in Amsterdam web:
<https://www.vangoghmuseum.nl/en/whats-on/collection-highlights>)

THE POTATO EATERS (Nuenen, April-May 1885)

Van Gogh **chose** a difficult composition to prove he was a good painter. The painting reflects the **hard** life working in the country, for that reason it has earth colours. The painting was **criticised** because of these dark colours and the imperfections.

SUNFLOWERS (Arles, January 1889)

Van Gogh painted five “Sunflowers” and he **hung** two in the room of his friend, the painter Paul Gauguin, because he came to live with him for a while in the Yellow House in Arles. When Gauguin **left** the house, Van Gogh give one “Sunflowers” as a **gift**.

ALMOND BLOSSOM

(Saint-Rémy-de-Provence, February 1890)

Van Gogh painted this painting for his **brother** Theo when he had a baby called Vincent Willem. The **almond** trees flower in the **spring** are a symbol of new life.

GARDEN WITH COURTING COUPLES: square Saint-Pierre (Paris, May 1887)

Van Gogh always **wanted** to have a wife and a family but he was **unlucky** in love. In this painting, he expressed the sense of love that a family has and he **wished**.

THE YELLOW HOUSE, the street. (Arles, September 1888)

Van Gogh **rented** four rooms in this house in Arles. He loved these houses. In this house he could live and invite his friends to visit him, in fact, his plan was to turn the Yellow House in a house for artists to live and **work together**.

THE BEDROOM (Arles, October 1888)

Van Gogh lived in Arles, in the Yellow House and this was his bedroom. He decorated it with simple **furniture** and his paintings on the **wall**. The **bright** colours represent repose and sleep.

IRISIS (Saint-Rémy-de-Provence, May 1890)

















Van Gogh painted this painting **staying** in the psychiatric hospital in Saint-Rémy. He wanted to **achieve** a **powerful** colour contrast and experiment with colours. He painted two Irisis in different colours.




WHEATFIELD WITH CROWS

(Auvers-sur-Oise, July 1890)

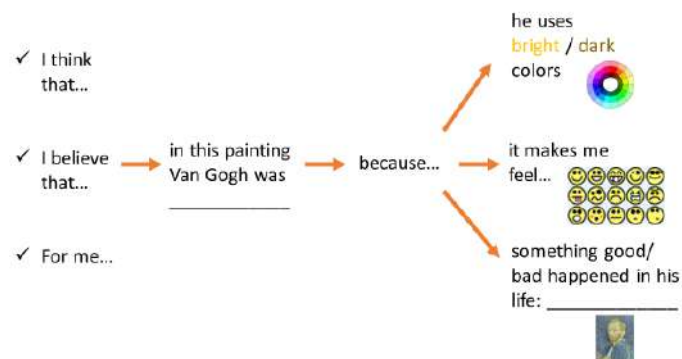
Van Gogh painted this painting at the end of his life but it is not his **last** work. In this period, he was sad, he felt **alone** and he reflected his feelings in the painting. The menacing sky, the **crows** and the path could refer to the end of his life.

5. Vocabulary:

Achieve 	Brother 	Exhausted 	Hung 
Almond 	Chose 	Furniture 	Last 
Alone 	Criticised 	Gift 	Left 
Bright 	Crows 	Hard 	Powerful 

Rented 	Unlucky 	Work 
Spring 	Wall 	
Staying 	Wanted 	

6. Language support:



7. I know/ I can checklist for SA:

NOW I KNOW...

- Van Gogh paintings
- Van Gogh's life
- New feelings
 - Identify feelings
 - Explain Van Gogh's life
 - Give reasons of my opinion

8. Teacher assessment grid:

TEACHER ASSESSMENT CRITERIA. Express ART us!

GRUP:

STUDENT	SESSION 1 and 2					SESSION 3	SESSION 4
	1.1. Students can identify, name and describe their feelings.	1.2. Students are able to draw connections among some Van Gogh's paintings and feelings.	2.1. Students differentiate some Van Gogh's masterpieces among others painters' work.	2.2. Students are capable of organize and relate some important facts of Van Gogh's life.	3.1. Students can make links between a drawing and the personal or the historical moment of the painter.	3.2. Students are able to argue and defend their opinion.	4.1. Students investigate ways of identifying, expressing and regulating feelings.

MATERIALS SESSION 3

3

2.Video cards:



1.How is he/she feeling?:

<https://www.youtube.com/watch?v=dOkyKyVFnsS>

5.Practise self-control:

<https://family.gonoodle.com/a/Vwnp6Z>



SHE IS
HAPPY

SHE IS
SAD

SHE IS
ANGRY

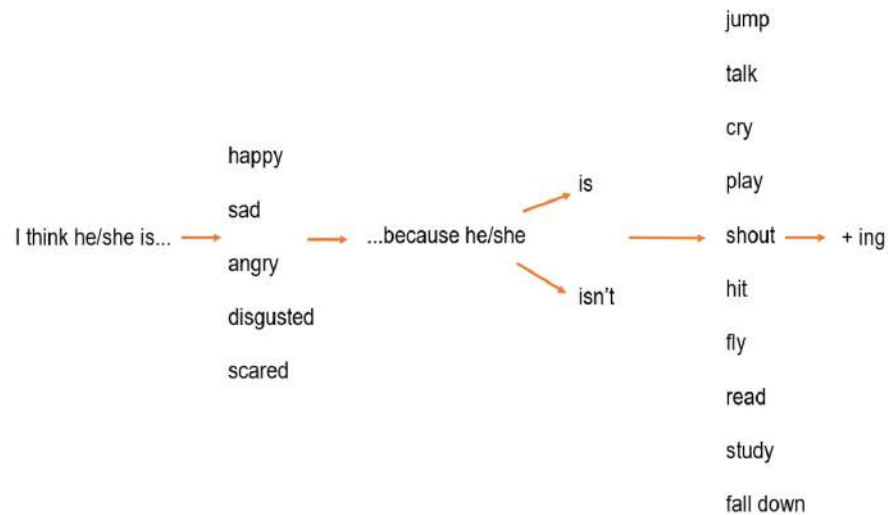
SHE IS
DISGUSTED

SHE IS
SCARED

3.Action verbs:

ACTION VERBS	
Cry 	Play 
Fall down 	Read 
Fly 	Talk 
Hit 	Shout 
Jump 	Study 

4. Language support II:



6. Group roles:

I am **VAN GOGH**, the painter

I HAVE TO:

- ✓ Design and **draw** cool things for the project
- ✓ Look for the **materials**
- ✓ **Help** the rest of the group



I am **GAUGUIN**, the speaker

I HAVE TO:  

- ✓ Control the **time**
- ✓ **Communicate** with the teacher, mates and rest of the groups
- ✓ Control that all the **tasks** are done

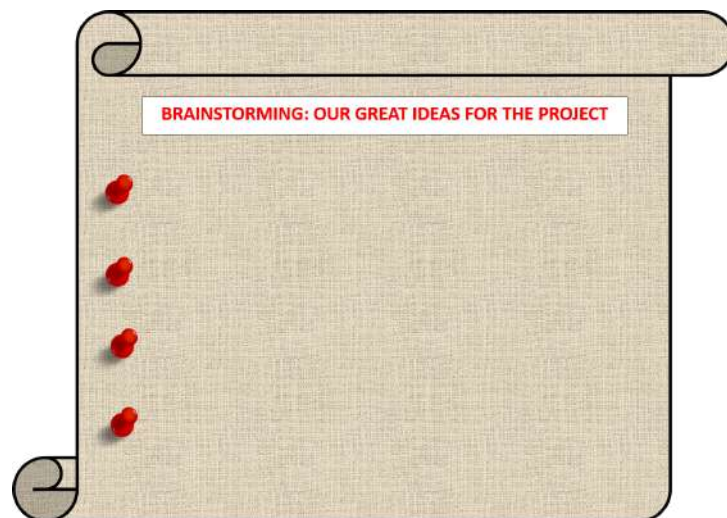
I am **THEO**, the writer

I HAVE TO:

- ✓ Take **notes**
- ✓ Write the **Project planning**
- ✓ **Help** the rest of the group



7. Brainstorming:



MATERIALS SESSION 4

1. Roles language support:

I have a great idea!

We need these materials

Do you need help?

"X" minutes left

"Name of a friend"/
teacher we need...

This task is finished!

Can you repeat it,
please?

Can you spell it,
please?

Do you need help?

I am **VAN GOGH**, the painter

I HAVE TO:

- ✓ Design and **draw** cool things for the project
- ✓ Look for the **materials**
- ✓ **Help** the rest of the group

I am **GAUGUIN**, the speaker

I HAVE TO:

- ✓ Control the **time**
- ✓ **Communicate** with the teacher, mates and rest of the groups
- ✓ Control that all the **tasks** are done

I am **THEO**, the writer

I HAVE TO:

- ✓ Take **notes**
- ✓ Write the **Project planning**
- ✓ **Help** the rest of the group

2. Project planning Padlet:

<https://padlet.com/cmoren46/oapnbvj78be2>

3.Planning checklist:

- We have a GOOD IDEA
- We write the TITLE
- We EXPLAIN our idea
- We write the MATERIAL LIST
- We write the process STEPS
- I do MY BEST working for the planning
- EVERYBODY WORKS in the planning
- We present A NEAT PLANNING

4.Exhibition language support (also for session 5):

4

EXPRESS ART US!
OUR PROJECT

This is our project.
Its name is: _____

You can use it when you
are _____ to
become _____.








Follow these steps:
1.- First,
2.- Then,
3.- Finally,

Thanks for coming!

	<p>5.Bullseye target:</p> <p>NAME:</p> <p>BULLSEYE TARGET</p> <p>EXPRESS ART US!</p>	
<p>MATERIALS SESSION 5</p>		
<p>5</p>	<p>1.Exhibition language support (see session 4)</p>	<p>2.Google form for families opinion: https://docs.google.com/forms/d/1FJ6qvd_kU6qXeZb89_nRTd0Y-SUoALDqcCAfUvw8fPA/edit</p>

13. SELF-ASSESSMENT CHECKLIST

CLIL-PBL Project - Teaching materials	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
The teaching materials are visually attractive and well-organized .	<input checked="" type="checkbox"/>
The teaching materials are self-explanatory and ready-to-use .	<input checked="" type="checkbox"/>
All activities and teaching materials are original and created by the course participant.	<input checked="" type="checkbox"/>
Any resource in any format (including videos, images, texts from the Internet), that is not original, is respectful of copyright and its sources are cited .	<input checked="" type="checkbox"/>
Students are presented with multimodal and varied input (spoken, written, visual, hands-on...).	<input checked="" type="checkbox"/>
Input is presented at the right cognitive level .	<input checked="" type="checkbox"/>
Input is presented at the right language level .	<input checked="" type="checkbox"/>
Students are helped in some way to understand and process the input presented .	<input checked="" type="checkbox"/>

<p>Visuals are used to support comprehension.</p>	
<p>Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...</p>	
<p>There are opportunities for significant linguistic output (the students produce communicative “products”, speak, write, interact...).</p>	
<p>Support is provided to help students read, write, speak and interact.</p>	
<p>A variety of collaborative and cooperative learning strategies are used throughout the sessions.</p>	
<p>Activities facilitate inquiry and reflection and promote the role of the teacher as a facilitator/coach.</p>	
<p>Task instructions are short, concise, clear and comprehensible to the students. Activities are written using an appropriate level of language.</p>	
<p>The teaching materials are written in accurate English. There are no mistakes at all.</p>	