

Frida Kahlo

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Generació Plurilingüe (GEP)
Year 1
2018-2019

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Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>





GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	FRIDA KAHLO
Course / year / age	6th grade
Timing	2 sessions of 1'5 h = 3 hours
Collaboration with	Arts & crafts teacher and English teacher.
Short description of the session/s	These sessions, among others, will be focused on the Mexican artist Frida Kahlo, since this year children of our school are working on this artist. For this reason, every child on the school will create a production getting inspired by some of her masterpieces and all their artworks will be placed in the school corridor, making an artistic exposition, which could be visited by their parents, too. The sessions will be about the artist biography and her masterpieces, we will also work about being art critics and the use of Frida Kahlo's quotes related to her artwork. All the activities have been designed taking into account the use of a great variety of materials, different type of groupings, the input and the use of ICT.
<i>The descriptions of the activities below should contain:</i> <ol style="list-style-type: none">1. <i>type of input,</i>2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i>3. <i>dynamic instructions with collaborative and cooperative activities,</i>4. <i>materials used.</i>	
Activity 1: Who was Frida Kahlo?	This is an activity to introduce the students into the passionate world of Frida Kahlo. Throughout a PPT presentation, they will learn many facts about Frida and her life; as well as they will learn and discover her artwork. First, they should say what the image of two eyebrows evoke on them. Then, once they discover we are going to talk about Frida Kahlo, they will be encouraged to participate reading the information



S E S S I O N 1		<p>aloud. During the presentation the teacher will ask the students their opinions about Frida's artwork, what they think she wanted to express through them, how they make them feel, etc.</p> <ol style="list-style-type: none"> 1. Visual and auditory input. 2. Explicit questions: Which career did she start? What happened when she was six years old? <p>Implicit questions: What differences can you observe between both places, Mexico and USA? How old was she, when she died?</p> <p>Referential questions: How it makes you feel? What do you think she wanted to express?</p> <ol style="list-style-type: none"> 3. Dynamic instructions: "Now, we've learned many thing about Frida; join in pairs (Stand up, hand up technique) and name adjectives and words that come to your mind after learning about Frida's life and work. (Rally Robin technique). Then we will comment it with the whole group." 4. PPT presentation
	Activity 2: Let's choose a quote!	<p>Using the cooperative technique of Jigsaw learning, children will discuss which quote of Frida they want to work with. First, we will tell them that to decorate the corridor, they are going to design posters, using the digital app "canva" and they will create a visual poster from a popular Frida's quote. For example: "I don't paint dreams or nightmares, I paint my own reality". We will work on 8 different quotes. We will use the app "Instant Classroom" to make groups of 4 children. Then, we will assign a number (from 1 to 4) to each member of the group and we will ask children to join with the other threes, fours, ones, twos. By this way, we will have 4 groups of 6/7 children. Each group will have 2 quotes from Frida and some extra material (photos, some scaffolding templates, etc.) to help them understand the quote. Moreover, the teacher will pass through the different groups to provide some help. After that, we will ask students to return to their original groups and share their 2 quotes with the rest of the group (we have to provide all the groups with all the different sentences printed). Finally, they have to agree and decide which quote they want to work on.</p> <ol style="list-style-type: none"> 1. Visual and auditory, written, spoken input, hand on input (we can provide them with some materials related to the quotes). 2. Explicit questions: Did she paint her dreams or what she really lived, her reality? <p>Implicit questions: She said: I painted flowers so they cannot die. Why did she say they could not die?</p>



		<p>Referential questions: What do you think her reality was?</p> <ol style="list-style-type: none">3. Dynamic instructions: Jigsaw Technique.4. Printed cards with the different quotes (7 copies of each card) + scaffolding templates + photos + real materials.
	<p>Activity 3</p> <p>Designing our sentences.</p>	<p>Within their groups, they have to decide a design for their quote. We can distribute some roles per group in order to help them to organise themselves. For example, roles could be: person in charge of the laptop (typist) / Chromebook / person who takes care of the linguistic correction (linguist), person that suggests esthetical combinations (art critic)/ person who encourages a good atmosphere and makes sure that all the opinions and suggestions are listened (moderator). We can let them choose their roles and if there is any problems, help them.</p> <ol style="list-style-type: none">1. Written, spoken input, “digital” input.2. Explicit questions: Who plays each role? Implicit questions: Do you have any doubts about the roles? Referential questions: Do you think you have accomplished your role well?3. Dynamic instructions: Distributing roles.4. Material: 6/7 Chromebooks/laptops.
<p>S E S S I O N 2</p>	<p>Activity 4</p> <p>Frida Kahoot.</p>	<p>We tell children that today we are going to play a Kahoot to see what they remember from the last session. However, to refresh their memories and to provide new inputs, they are going to watch, first, a short video about Frida’s life and work. To foster cooperative learning, we will ask them to make pairs and register with a nickname for their pair. We can ask them to think a nickname related to art or artists names.</p> <ol style="list-style-type: none">1. Spoken input, visual and “digital” input.2. Explicit questions: Have you already registered? Implicit questions: If she didn’t have any brothers, who could be the person on her forehead? Referential questions: Did you like the kahoot? Why?3. Dynamic instructions: Join in pairs.4. Material: 12/13 Chromebooks/laptops + Kahoot (https://play.kahoot.it/#/k/345db942-0208-4a89-8cc4-fada8e6f1311)



<p>Activity 5 Let's be art critics.</p>	<p>After the kahoot, and to provide a calm and relaxing atmosphere, children will have the opportunity to colour a mandala of Frida, combining the colours tastefully and reminding not to colour outside the lines. This task will be individual. While they will be painting, children are going to be asked to complete a template as if they were art critics, regarding one piece of art. This task is going to be carried out table-by-table (one table each time). To do that, we are going to place in the middle of the table different pieces of Frida's artwork and they will have to choose one to focus on. We will encourage them to help each other. Moreover, they will share the language support sheets in pairs. We will be there to help them, or to ensure good structures and grammatical constructions.</p> <ol style="list-style-type: none">1. Spoken input, visual and written input.2. Explicit questions: Which is the title of your favourite piece of Frida's artwork? Implicit questions: Can you describe the artwork? Do you recognise any social, cultural or ideological features? Referential questions: Do you like the artwork? Why or why not? How it makes you feel?3. Dynamic instructions: Share the language support and do not forget to help each other.4. Material: Frida mandala to colour, art critic template, "help and support" templates.
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>According to the "currículum d'educació primària" we are going to take into account all the "dimensions" related to "l'àmbit artístic". That is to say: percepció, comprensió i valoració. Interpretació i producció i imaginació i creativitat according to the following assessment criteria:</p> <ol style="list-style-type: none">1. Formula opinions i argumentacions al voltant de les manifestacions artístiques i culturals.2. Planifica els processos de producció pel que fa a la previsió de recursos, materials, moments de revisió i a l'assumpció de responsabilitats en el treball cooperatiu.3. Comunica de forma visual el coneixement, pensament, emocions i experiències, tot aplicant i combinant les possibilitats de comunicació de les imatges, dels objectes, de les figures geomètriques i dels recursos digitals.
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>In terms of language, students are improving their communicative skills, they are improving their oral comprehension as well as their oral expression and their reading comprehension as well as their written expression all focused on Art.</p>



In what way is this lesson plan a good example of what we learnt in the GEP course session?	All the activities have been accurately designed taking into account the tips given along the GEP course sessions. That is to say: input, collaborative and cooperative learning, instructions, materials, bloom's taxonomy and multiple intelligences.
Other important information	
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	See the annexes below the Self-assessment Checklist.

Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	YES
2. The input presented is used to help learners understand ideas and construct meaning	YES
3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	YES
4. Students are helped in some way to understand , i.e. input is made comprehensible	YES



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5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	YES
6. The input and activities presented cater to multiple intelligences	NOT ALL THEM
7. 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...	YES
8. A variety of collaborative learning strategies are used throughout the session.	YES
9. At least one of the activities presented requires cooperation among students.	YES
10. Students are explicitly taught how to work in groups (or pairs).	YES
11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	NO
12. At least one ICT tool is used to promote digital collaborative learning .	YES



Archivo Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista ACROBAT ¿Qué desea hacer?

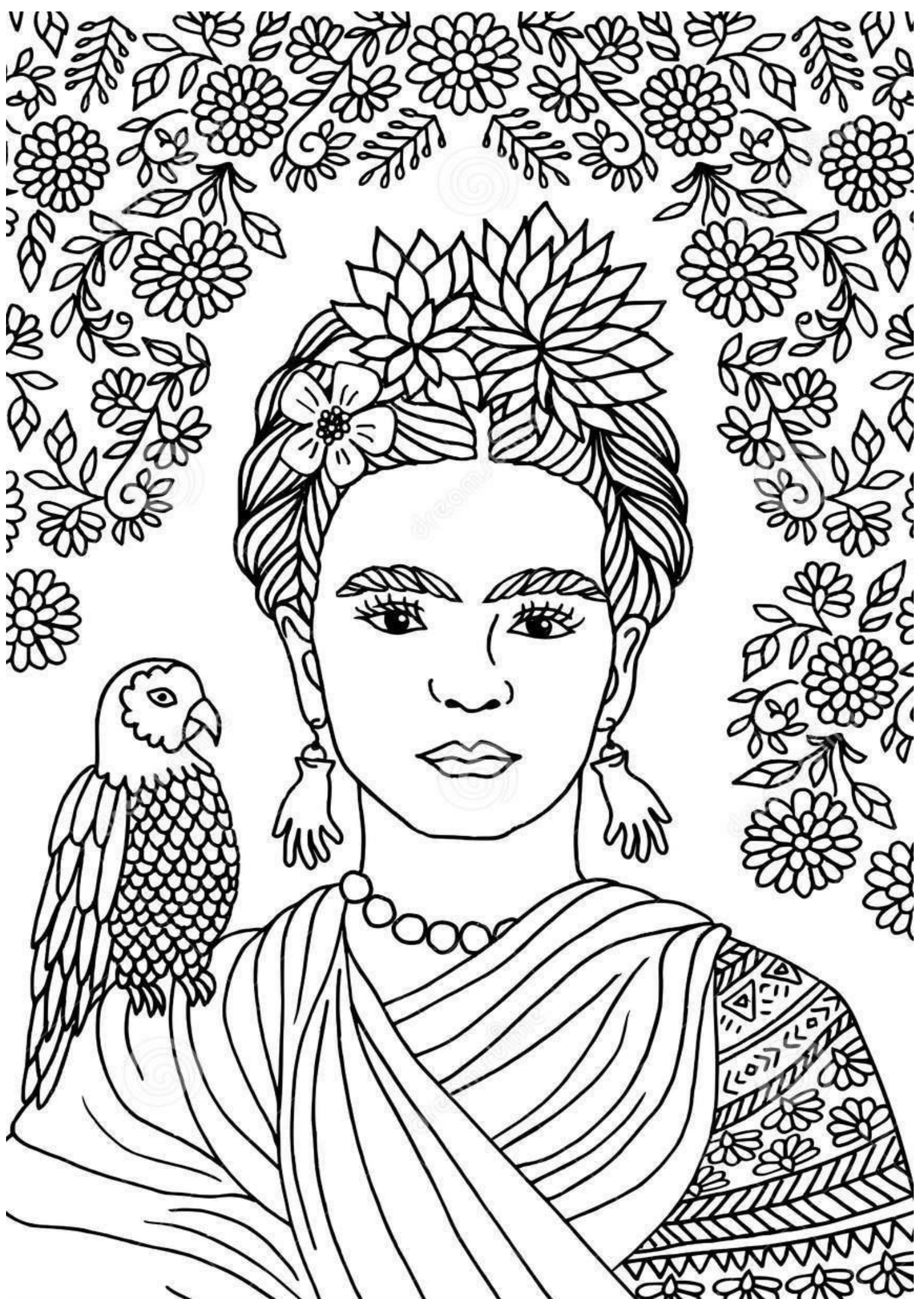
Portapapeles Diapositivas Fuente Párrafo Dibujo Edición

Buscar Reemplazar Seleccionar

- 1 *Guess the artist!*
- 2 *Frida Kahlo*
- 3 *This is Frida*
- 4 *About her life...*
- 5 *About her life...*
- 6 *Some of her paintings...*
- 7

Guess the artist!







Arts & crafts ent

ART critic (FRIDA KAHLO)



1- Which is your favourite piece of Frida's artwork?

2- Can you describe the artwork? Do you recognise any social, cultural or ideological features?

3- What do you think the intention of the artist was?

4- Do you like the artwork? Why or why not? How it makes you feel?



1- MY FAVOURITE FRIDA'S PIECE OF ARTWORK IS _____.

2-

WHAT IS HAPPENING?
Frida is ...ing (crying) Frida is wearing a corsé. Fridas are holding hands.

WHAT IS IN THE PICTURE?		
In this picture/ portrait	we can see	The border line between MExico and USA. only Frida / a desert. animals / people / diferent objects.
	there's	
	there are	

WHERE IN THE PICTURE?			
At the top/bottom	Of the picture	there's / there are....	(two birds)
In the middle			
On the left/right			
There's / there are	(two monkeys)	Next to	(Frida).
		in front of	
		behind	
		near	
		on top of	



3-

I think that	Frida	wanted to	show	Her feelings / her pain / the differences between both places / the consequences of the bus accident.
	the artist		express	

4-

I like / I don't like the artwork	because	I like the colors
		it makes me think.
		it's very well drawn.

When I see the artwork I feel	<u>Pleasant feelings</u> 😊 courageous / calm / surprised / peaceful / happy / amazed / hopeful / rebellious / strong. <u>Unpleasant feelings</u> ☹️ Ashamed / depressed / bad / discourage / powerless / upset / confused / pessimistic / vulnerable / tràgic. / anxious / worried / sad.	Because of the	Pain / tears / cold colours / blood.
It makes me feel			

SOME OTHER USEFUL VOCABULARY:

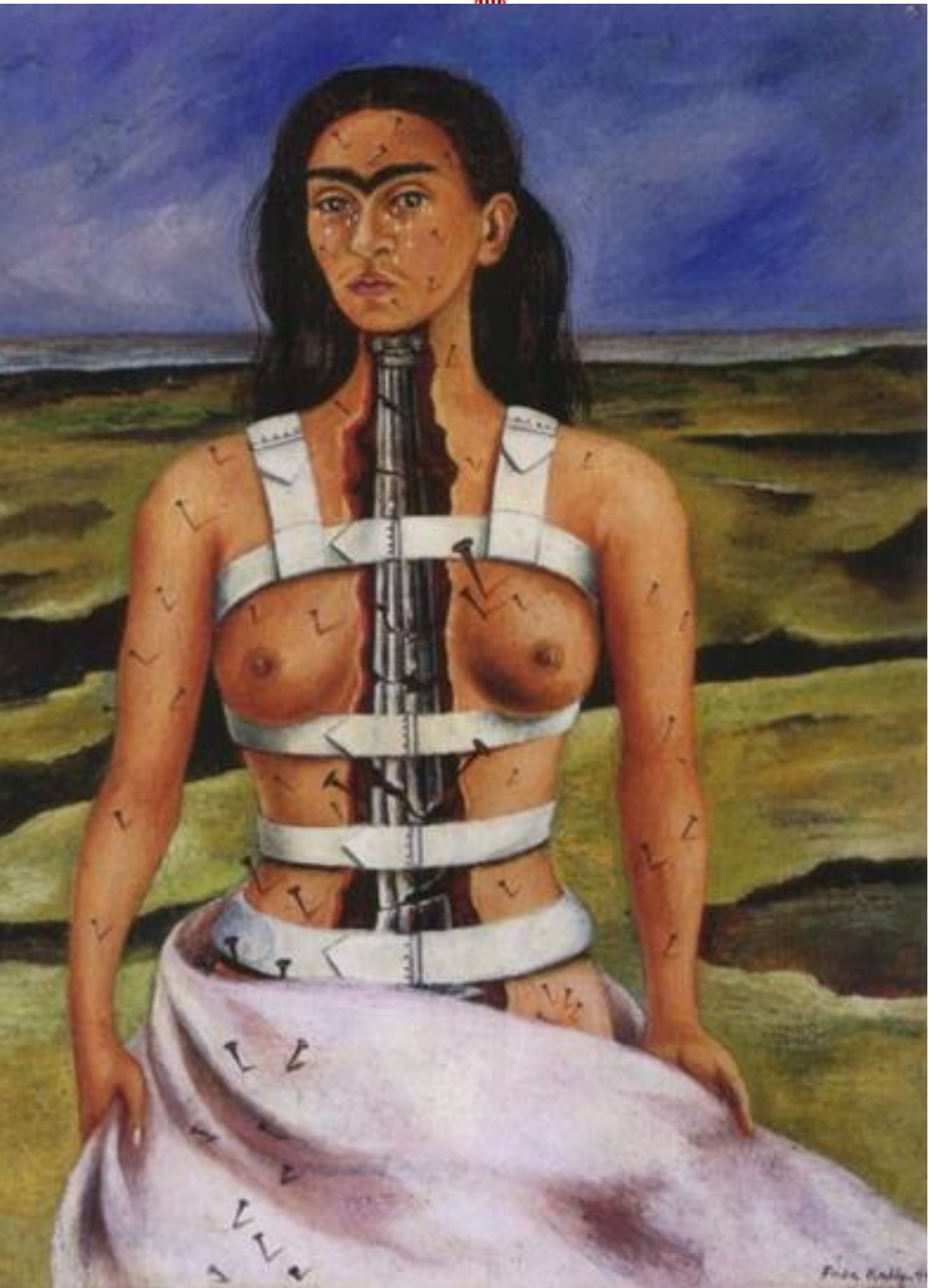
Mexican clothes (robes mexicanes) Chimney (xemeneia) smoke (fum)





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nails (claus) factories (fàbriques) hearts (cors) scissors (estisores)
skin (pell) dresses (vestits) Husband (marit) baby birth (naixement)
breasts (pits) humming bird (colibrí) dead (mort)
dragon-fly (libèl·lula)
hold (aguantar): She holds / is holding a Mexican flag.
thorns (espines) pre-Columbian temple Skull (calavera) Roots (arrels)



Frida Kahlo 1941



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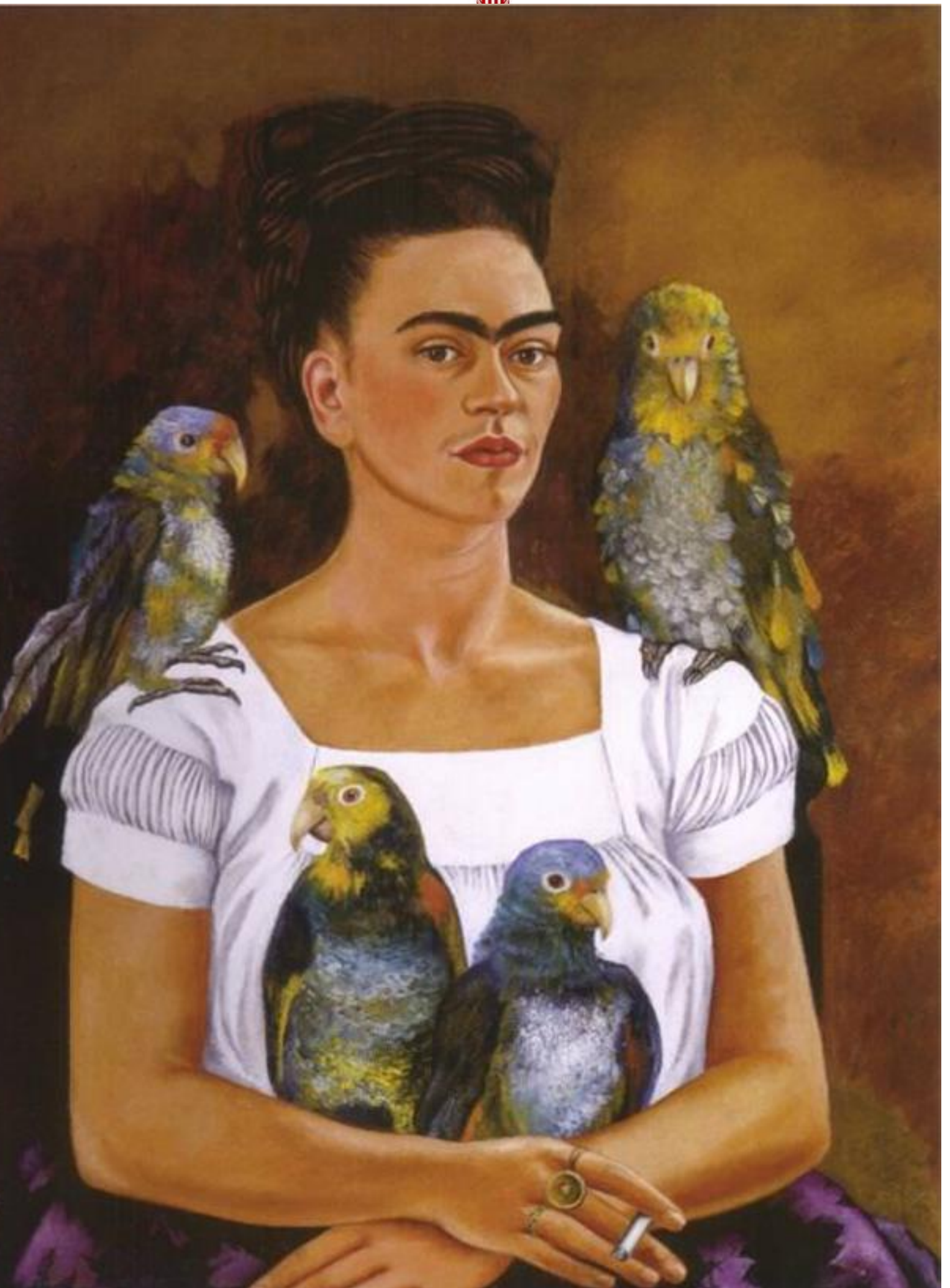


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KAHOOT:

https://create.kahoot.it/#/preview/345db942-0208-4a89-8cc4-fada8e6f1311

When and where was Frida born?

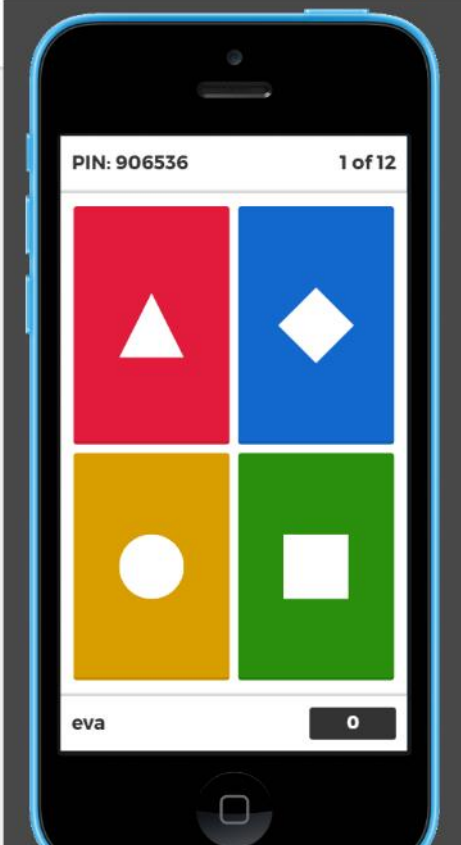


26

Skip

0 Answers

▲ 1907; Coyoacan, Mexico	◆ 1907; Acapulco, Mexico
● 1917; Miami, Florida	■ 1917; Coyoacan, Mexico



PIN: 906536 1 of 12

eva 0





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Feet, what do I need
you for when I have
wings to fly?



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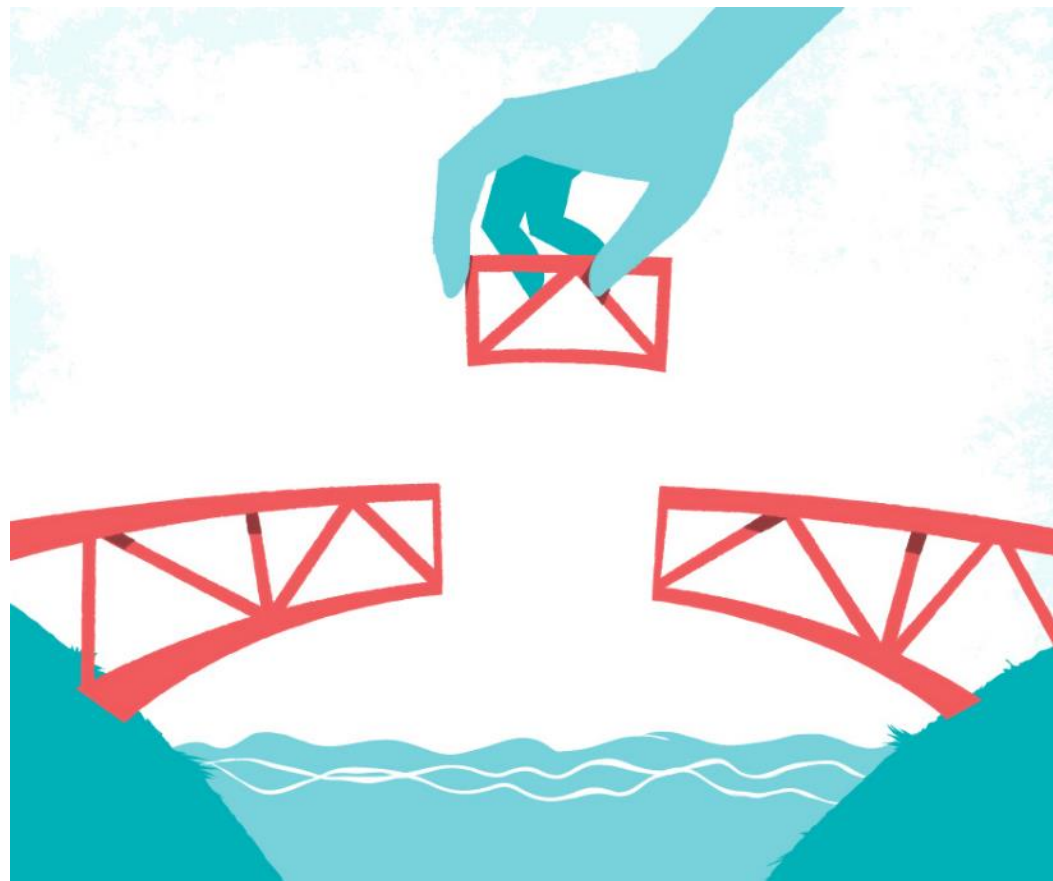




Passion is the bridge
that takes you from
pain to change,

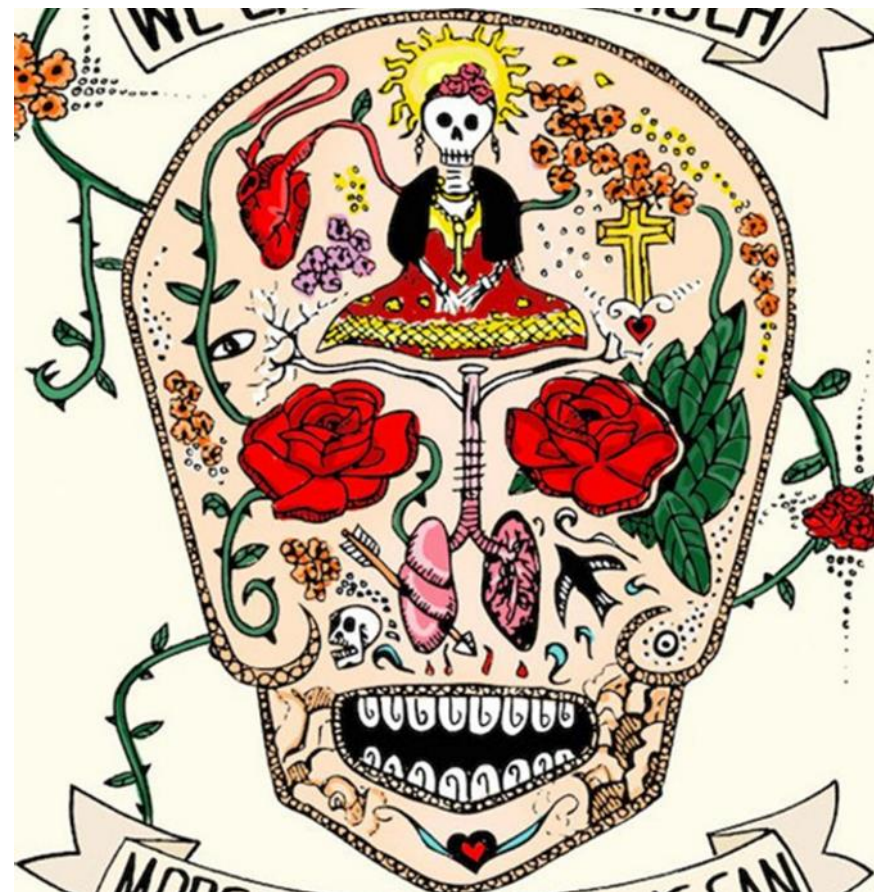
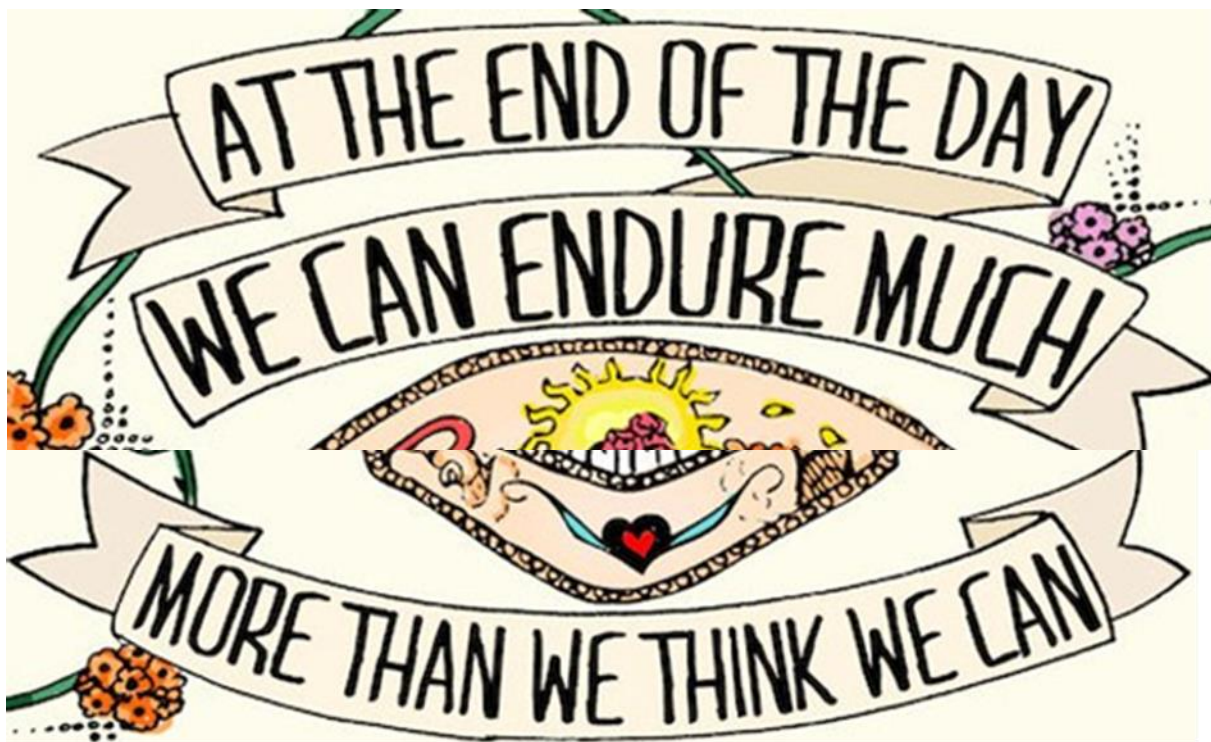
Frida Kahlo

WWW.STOREMYPIC.COM





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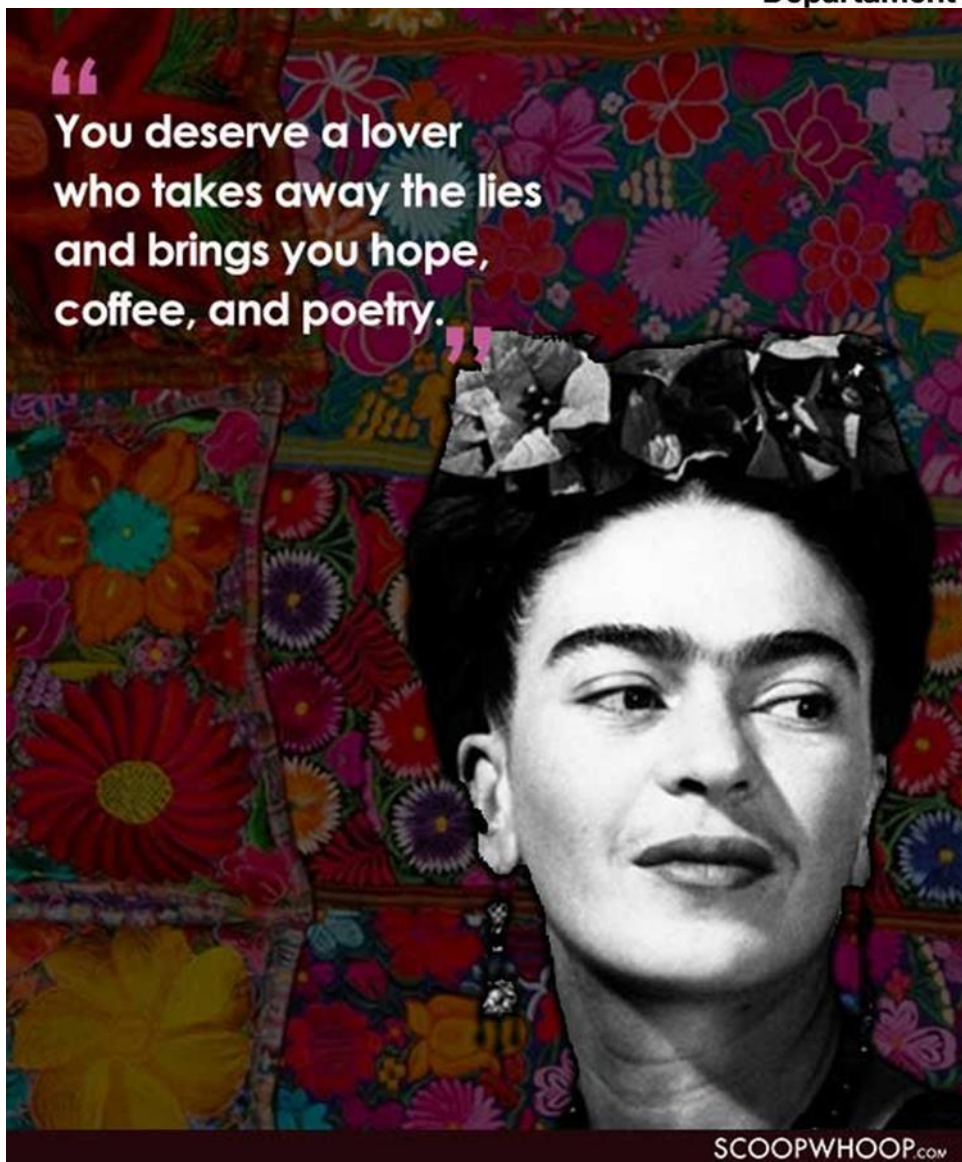
I PAINT FLOWERS SO
THEY WILL NOT DIE.





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“
You deserve a lover
who takes away the lies
and brings you hope,
coffee, and poetry.”



SCOOPWHOOP.COM

YOU DESERVE A LOVER WHO
TAKES AWAY THE LIES AND
BRINGS YOU HOPE, COFFEE AND
POETRY

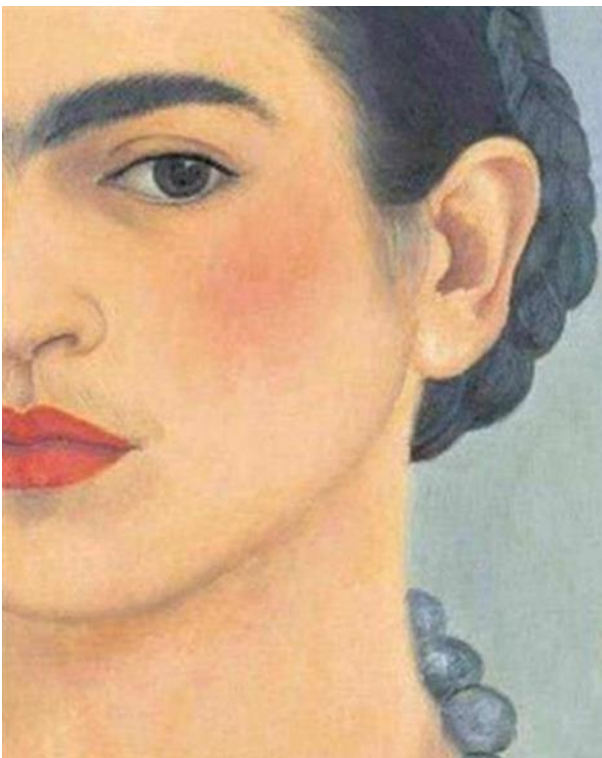


Plantilla creada per grup de formadors del Programa GER (Generalitat de Catalunya) del Departament d'Ensenyament. Curs 2016-2019



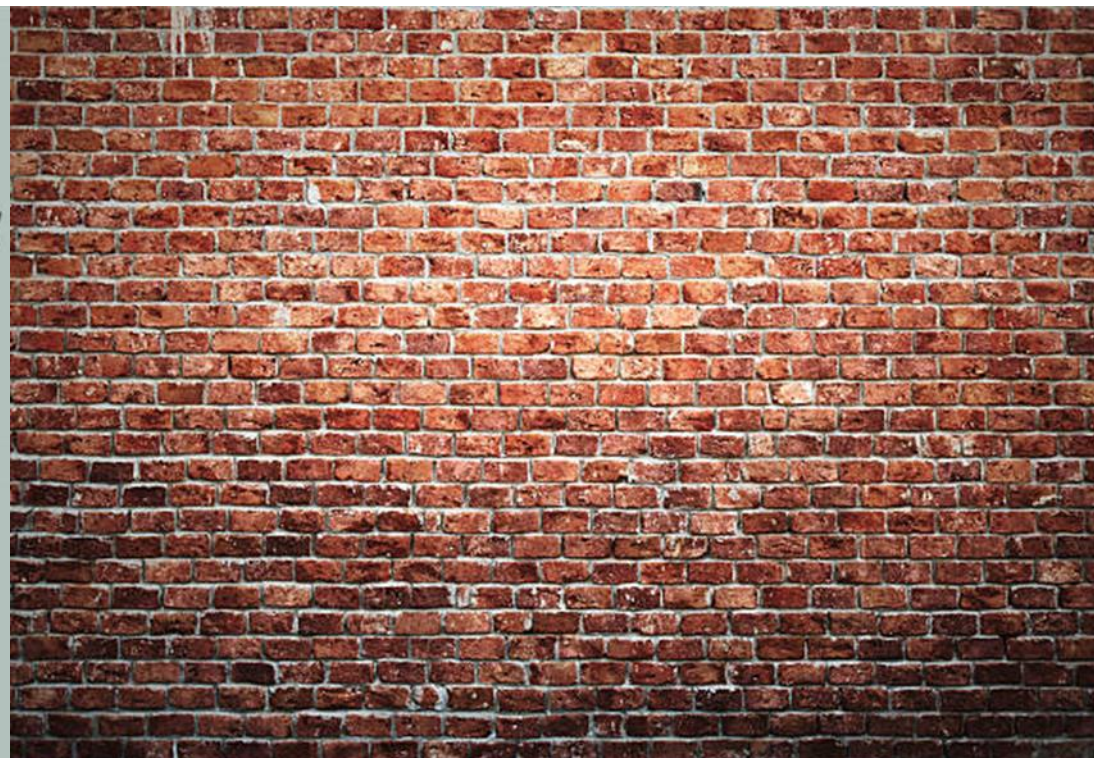


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*"Don't build a wall around
your own suffering
or it may devour you
from the inside."*

Frida Kahlo

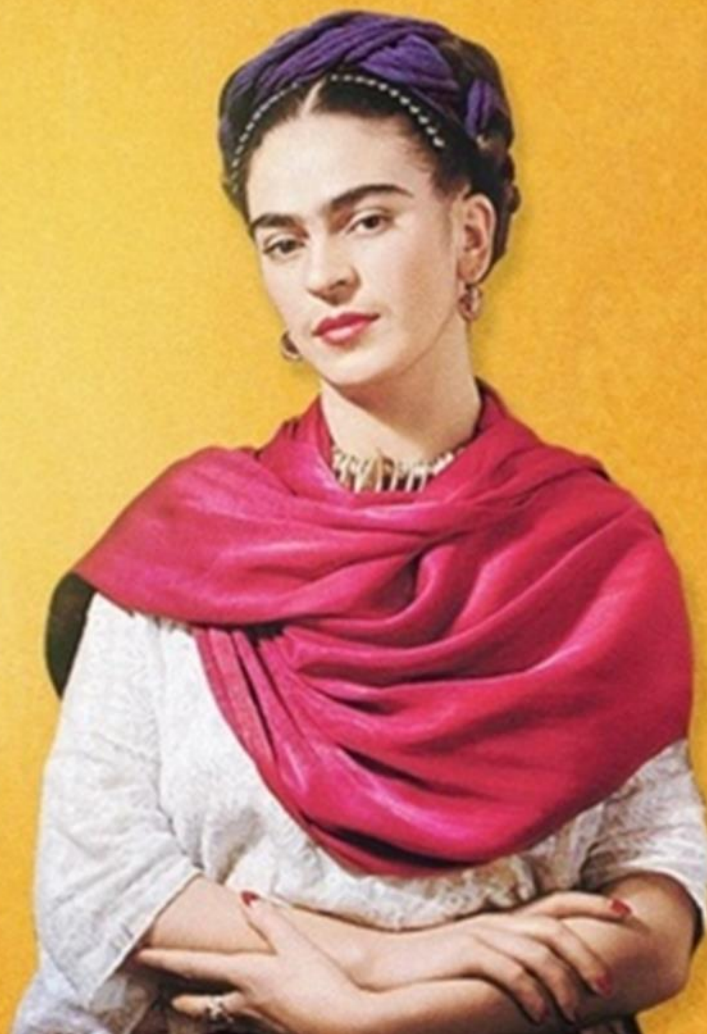




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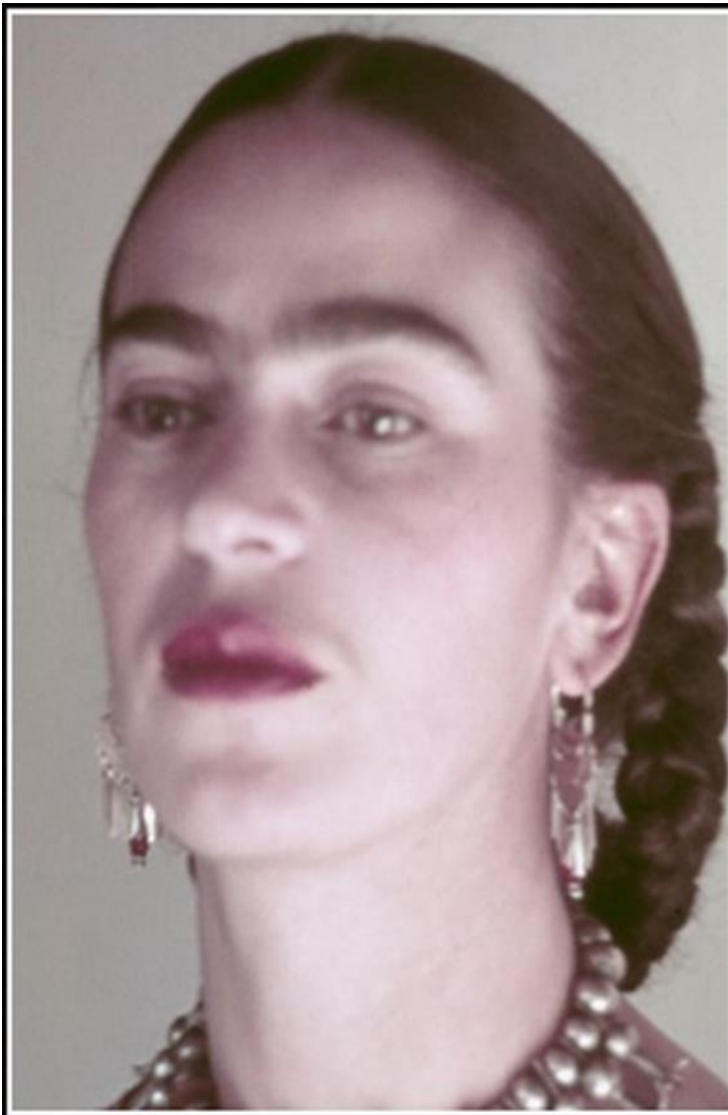
I TRIED TO DROWN MY
SORROWS, BUT THEY
LEARNED TO SWIM.

FRIDA KAHLO



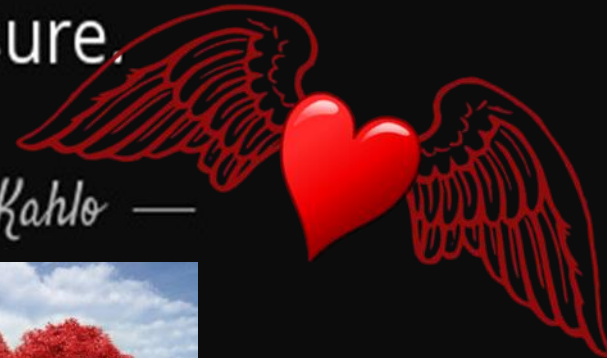
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Can one invent verbs? I want to tell
you one: I sky you, so my wings
extend so large to love you without
measure.

— Frida Kahlo —





GEP 1	Task 2: Reading, Writing and Assessment in CLIL
Title of the lesson or topic	Frida Kahlo
Author	Mireia Company and Eva Rodríguez
Course / year / age	6th grade/ 2018-2019/ 11-12 year old
Number of sessions	2 sessions / 1.5 hour each session
Collaboration with...	Arts & Crafts teacher and English teacher
Main objectives of ..the sessions	<p>The main objectives of the sessions are:</p> <p><i>Language objectives:</i></p> <ul style="list-style-type: none">- Comprehend and explain a written text (biography) about the life of the artist Frida Kahlo.- Use language support (pictionaries) to enhance the comprehension.- Show interest to learn new things about the artist.- Apply the knowledge related to the functioning of the language (lexical, morphosyntactic and orthographic) when producing written texts.



	<ul style="list-style-type: none">- Use of digital and online apps to present, edit and publish their texts.- Participate actively in the different activities. <p>Plastic and Visual Education Objectives:</p> <ul style="list-style-type: none">- Get familiar and identify the gender perspective and the different social, cultural and ideological features related with the work of the artist.- Communicate, in a visual way, the knowledge, thinking, and emotions related to Frida Kahlo combining the possibilities of images and digital resources.- Create a triptych taking into account different criteria previously given.
Short description of the sessions	<p>The sessions pretend to develop the reading and writing skills throughout different types of activities.</p> <p>The session related to reading includes pre, during and after reading well-planned activities in order to improve the reading comprehension through Arts and Crafts activities.</p> <p>The writing session has been designed to improve our children's writing skills through an Art Work, that is to say to design a digital leaflet which should contain a summary of the artist's biography worked in session 1, some quotes of the artist worked on session 2 and the announcement of an art exhibition which is going to take place in the school.</p> <p>Both sessions, about reading and writing in CLIL, have been carefully designed to work through different types of grouping children, giving our pupils different supports (visual, realia, language support) and also using ICT tools. We have also taken into account the assessment criteria and different types of assessment in order to achieve the language and content objectives.</p>



<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> <i>collaborative and cooperative activities instructions (including the timing and the language support)</i> <i>type of support,</i> <i>readings and writings planned,</i> <i>assessment tools</i> <i>materials used</i> 		Timing	
S E S S I O N 1	<p>Activity 1 Frida kahlo life</p>	<p>PRE-READING ACTIVITIES Watching a video about Frida Kahlo's life. This activity pretends to let our student get familiar with Frida Kahlo's biography and it is thought to engage the students to the topic.</p>	10'
	<p>Activity 2 Order the pictures</p>	<p>Put Frida Kahlo's biography pictures in order while they listen to the teacher reading aloud. In order to check the listening comprehension and to prepare children to work on the biography reading comprehension the teacher will read aloud Frida's biography twice. Children will be asked to order the pictures while listening. Children will group in threes. The teachers are going to check the activity and write some notes down related to the listening comprehension.</p>	20'
	<p>Activity 3 Pictionary</p>	<p>Creating their own language support. We will group the pupils in teams of 5 using "Instant Classroom" and we will give them a template with 6 pictures and their matching words regarding the key vocabulary, so as they will have to complete a "Pictionary".</p>	20'



	<p>We will be a “busy bee” helping students whenever they need any help. After that, we will do a co-assessment activity: we will ask one member of the group to come to the whiteboard, hang the Pictionary and read it aloud. The rest of the class have to assess if the Pictionary is right or wrong. All the children have got two cards, a red card and a green card. After listening to their classmate they are going to show the green card if they think the classmate is right or the red one if they think it's wrong. According to the class opinion the child on the board is going to check the Pictionary. Teachers are going to help when necessary. Teachers are also going to note down some observations. We will use the Online-Stopwatch to control the time .</p> <p>-----</p> <p>The previous pre-reading activities contain the following:</p> <ol style="list-style-type: none"> 1. Timing and language support are given on each activity. 2. Visual, auditory and written supports are given. 3. The reading and writing activities are planned and annexed at the end of this document. Children are creating themselves all the language support required later to understand the text and complete the during reading activity successfully . Before the language support Pictionary is created they will have watched the video, visual input, and they will have listened to the teacher’s reading biography while putting the pictures in order. They are also activating their previous knowledge and getting familiar with the topic and vocabulary they will work on. That is, they are getting ready for the reading task (during reading step). 4. Teacher observation notes grid, co-assessment grid. 5. VIDEO: https://www.youtube.com/watch?v=wfbLR15Bh74 “ FRIDA KAHLO: A BRIEF STORY FOR KIDS”. Biography to read. Pictures to order Frida Kahlo’s biography. 5 different templates with pictures and words to stick on it. Apps: Instant Classroom; Countdown timer 	
<p>Activity 4 Complete</p>	<p>WHILE READING ACTIVITY Can you complete Frida’s biography?</p>	<p>30'</p>



Frida's biography!	<p>This activity has been designed to complete in pairs Frida Kahlo's biography. First of all, pairs are going to be made up through the "stand up, hand up and pair up" strategy. After that, clear instructions are going to be given in order to make ourselves clear about what we expect them to do.</p> <p>Children are going to have the pictures used in activity 1 as well as the pictionary they have created in activity 2 so that they will have the language support required for the activity. The teacher is going to be around the class in order to help the students (busy bee) whenever they need. Once the students have finished their work teachers are going to project the answers sheets on the digital board so that they can self assess themselves.</p> <p>----- -----</p> <p>The while reading activity contains:</p> <ol style="list-style-type: none">1. Stand up, hand up, pair up2. Pictionary created in activity 3, pictures used in activity 23. Biographies4. Self-assessment5. Photocopies of the biography	
Activity 5 Who wants to be a millionaire?	<p>AFTER READING ACTIVITY</p> <p>Who wants to be a millionaire?</p> <p>This is a self-assessment activity to check about the reading comprehension worked along the session. We are going to work in pairs in order to check the reading comprehension of our students about Frida Kahlo's biography.</p> <p>We are going to use the "Who wants to be a millionaire?" app which is going to be used not only as a recap tool but also as an assessment tool. The teachers are going to register their answers.</p> <p>-----</p> <p>The after reading activity contains:</p>	10'



		<ol style="list-style-type: none">1. pair work2. language and visual supports form activities 2,3,4.3. reading planned on the app4. Activity designed as a self assessment5. Chromebooks	
S E S S I O N 2	Activity 6 Let's work on Frida's quotes	Frida's quotes In this activity we pretend to let the children get familiar with Frida's writing quotes. We will work on a PPT . We will ask the students to focus on the quotes meaning and they will have to choose one or two quotes to be included in the leaflet they are going to create afterwards. We are going to hang all the poster quotes on the board or wall so as children can stand up and check how to write them. That's a whole class activity where visual support is given. It includes a ppt presentation.	15'
	Activity 7 Assessment criteria	Leaflet.Flyer. In this activity the students will have to create a leaflet to introduce Frida Kahlo's life and to invite the school families at the art exhibition that is going to take place on May 17th 2019. Pair-work is going to be chosen by the teachers as we want to attend diversity, and as it is a writing arts and crafts activity we will potentiate good writers with artistic ones in order to motivate them and potentiate their self-esteem. Before showing the digital tool the students are going to use to create their leaflet, teachers will show the assessment criteria through a rubric which is going to be used not only by the teachers to assess their students but also by the students to self-assess themselves. As you can see it's a rubric which takes into account four criteria related not only to content but also to language (Color, images, information, language	15'



		accuracy and team work). According to the teachers' assessment results students will be given some points throughout the Classdojo digital app. According to the punctuation they are given they receive some extra tips to modify a monster. That's a digital app which works pretty well when motivating our students at primary education as a reward to their work.	
	Activity 8 How to create a leaflet/flyer	<p>To create the leaflets children are going to use a digital tool called piktochart and in order to let them know how this tool works we are going to show a very intuitive tutorial. Piktochart. They are going to join in pairs (previously organized by the teacher) and using a laptop they are going to create a leaflet, which is going to be hanged in "Google Classroom" so as all the partners will be able to see them. We are going to give to each pair a paper rubric so they will be able to check during all the process if they are following the agreed criteria.</p> <p>The leaflet should contain one or two quotes, a summary of Frida Kahlo's biography and the invitation to the Art exhibition. Students can also use all the activities done in session 1 so as to help them to design the leaflet such as the pictionary, the biographies ...</p>	45'
	Activity 9 Assessment/ Votation/ Class dojo access	<p>After finishing their leaflets, every pair will have to assess their own leaflet using the Self-assessment grid which has been designed using the add-on "Co-rubrics". This rubric can be either posted on Google Classroom or can be send by e-mail to each student. In our case, since we are using Google Classroom we are going to post it there. When the rubric is posted it is converted in a simple Google Form, which is very easy for students to answer. Since they are going to assess themselves, first of all, they will have to select their number of group and names on the "Student to rate" menu.</p> <p>During all the class, teacher should have been watching their process and their behaviour so as to rate them using the app Class Dojo. Teacher will give points (1, 2, 3 or 4) depending on their execution in every criteria.</p>	15'



	<p>By this way, children will be able to check and compare their own assessment with the assessment made by the teacher, which is useful to develop their competence of “learning to learn”.</p> <p>Finally, they are going to vote their favourite leaflet using an online questionnaire. They will be able, not only to vote the leaflets of their own class, but also the leaflets of the other class. That is to say, all 6th graders will be able to vote leaflets from both class groups. The most voted leaflet will be the winner and it will be send by e-mail or paper to families in order to invite them to the artistic exposition and bring them closer to the fascinating life and artwork of Frida Kahlo.</p> <hr/> <p>-</p> <p><i>The activities described for session two contain:</i></p> <ol style="list-style-type: none"><i>1. Timing and collaborative and cooperative activities instructions</i><i>2. visual and language support,</i><i>3. writing activity planned that is to say to create a leaflet taking into account all the reading and writing and listening and speaking activities previously done.</i><i>4. Rubric, observation grid</i><i>5. Materials used: piktochart, class dojo, Frida Kahlo's quotes presentation, chromebooks, assessment criteria (rubrics), online questionnaires.</i>	
In terms of academic content, what are the students learning and what are they	<p>Research about art issues.</p> <p>Interest, value and respect towards art and their own or others artistic productions.</p> <p>Specific techniques from the different artistic languages.</p>	



learning to do?	Digital resources in the artistic expression. Planning of artistic production processes. Imagination and creativity in the artistic communication and expression.	
In terms of language, what are the students practicing or learning to do?	In terms of language, students are improving their language skills, not only reading and writing but also listening and speaking all focused on art.	
In what way is this lesson plan a good example of what we learnt in the GEP course session?	We think that our lesson plan takes into account all the tips given in the GEP course, that is to say all the things that we have to bear in mind when designing not only reading and writing activities but also the groupings, the language support, other support (visual, realia), the timing and obviously the assessment.	
Other important information	During the GEP course we have realised that when developing CLIL at school we haven't thought about the assessment of language in CLIL. This is one of the aspects that we have to improve and that we have taken into account when designing the reading and writing in CLIL sessions.	
ANNEXES (materials, handout, pictures... if not	Next, there are some examples of the different materials we have created for TASK 2. To see the full content, you should follow the links attached in every activity. MATERIALS SESSION 1:	



possible to include
in the activity
section.)

FRIDA'S BIOGRAPHY AND BIOPGRAPHY PICTURES:

Frida Kahlo was a Mexican artist who became famous for her self-portraits that were strongly influenced by her Mexican culture.

Frida **was born in Mexico** city on July 6th, 1907 and grew up with her parents and six sisters. At age 6 Frida contracted a **disease called polio** which damaged her right leg and meant she couldn't leave her bed for nine months so instead of playing with her sisters she spent most of her time alone. Despite her childhood love of drawing, Frida Kahlo didn't always want to be an artist.

she **wanted to become a doctor** but in 1925 she was in a terrible **bus accident** that meant she was unable to walk for three months and she began to **paint from the hospital bed**. Painting helped her pass the time and to express the pain that she was feeling.

Frida wanted to know if she was talented enough to become a professional painter so she approached artist Diego Rivera for an opinion on her work. The **two artists eventually got married** in 1929, they both continued to paint and became very successful artists.

In 1931 Diego was asked to paint a mural in San Francisco so Frida and Diego **moved to America** they lived there for three years. Diego wanted to stay but Frida was very homesick and unhappy so they soon moved back to live in Mexico.

Her **unhappiness in her life in America can be seen in her paintings**.

Frida Kahlo is most famous for her many **self-portraits** she used her art to express her emotions in various moments of her life and to reflect the lifelong pain she felt after her accident

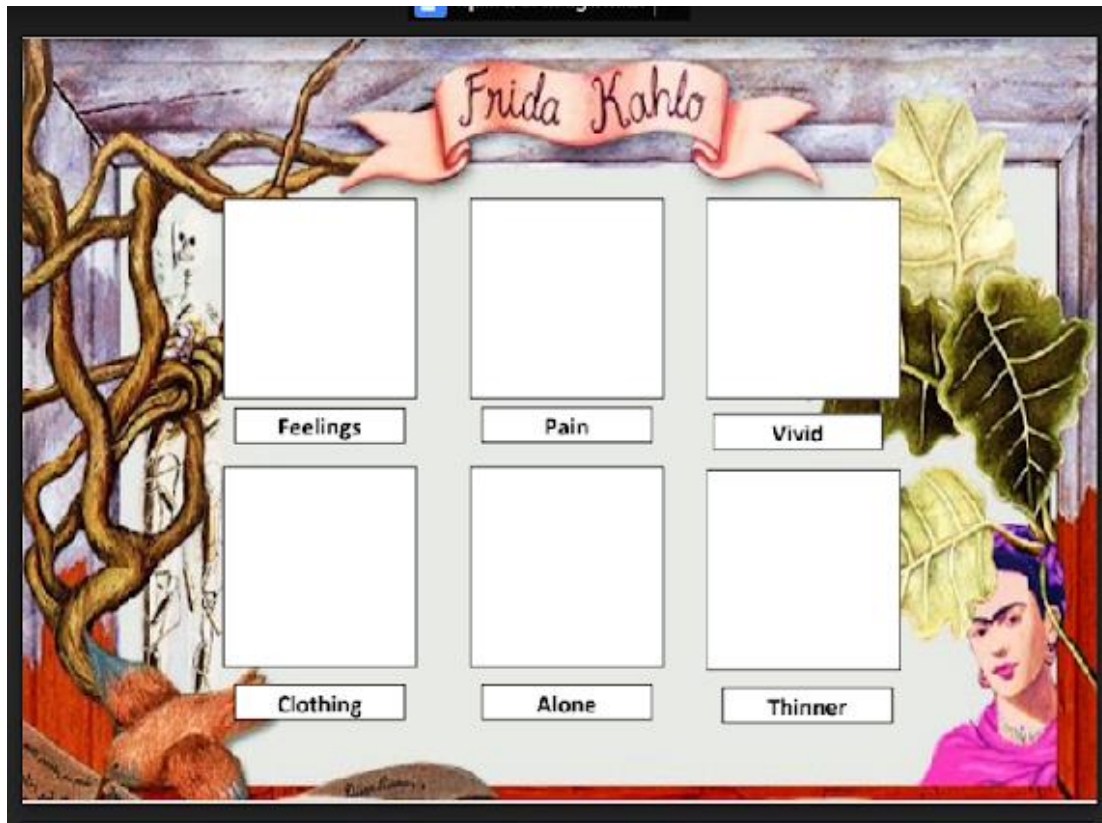
She was very proud of her Mexican heritage and this is also shown in her paintings which featured bright colours, dramatic symbols and traditional Mexican clothing.

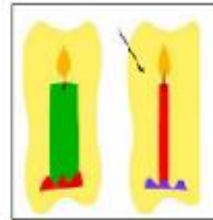
Frida Kahlo died in 1954 when she was 47 years old

She is remembered as a strong woman who used her art to overcome her circumstances and to accomplish great things despite her struggles. and she **inspires artists** to this day to express their emotions through their art.

PICTIONARIES TEMPLATES:







FRIDA BIOGRAPHIES TO COMPLETE:



Biography A

Magdalena Carmen Frida Kahlo y Calderón (6 July _____ – 13 July 1954), usually known as Frida Kahlo, was a Mexican painter. She was admired for her _____ and her very personal works. She had six sisters.

When she was 6 years old she contracted _____, a very dangerous illness. Because of this disease, her right leg was much thinner than the left. Frida had to stay in bed for nine _____, so instead of playing with her sisters she spent most of her time alone.

She studied medicine and was going to become a doctor. Unfortunately, she suffered a terrible traffic accident at age _____ which badly injured her. Frida had periods of severe pain for the rest of her life. After this accident, Kahlo no longer continued her medical studies but started _____.

Her paintings are often shocking in the way they show _____ and the difficult lives of women, especially her feelings about not being able to have children.

The Mexican artist _____, liked her paintings a lot. They eventually fell in love and got _____.

In 1931, Frida and Diego move to _____ because he was asked to paint a mural in San Francisco. They stayed there for 3 years.

However, they returned to Mexico because Frida missed her home and wasn't happy in USA. Her unhappiness for living in America is reflected on many of her paintings.

Frida show the Mexican culture in her paintings through vivid _____, Mexican clothing and dramatic symbols.

Frida Kahlo died at the age of 47 years old. She is remembered as a strong women who used her art to overcome her circumstances and to accomplish great things despite her problems. She encouraged many artists to express their emotions through art.



Biography B

Frida Kahlo's full name was _____. She was born in _____ in 1907.

Frida became famous for her self-portraits that were strongly influenced by her Mexican Culture.

She grew up with her parents and _____.

At the age of 8 she got polio, a serious disease which damaged her right leg and made it thinner than the left leg. Because of her illness she had to stay in bed for nine months and she couldn't play with her sisters. She spent most of her time _____.

Frida Kahlo didn't always want to be an artist. She wanted to become a _____ but in 1925 she was in a terrible bus accident, which meant she was unable to walk for three months.

Frida began to paint from her hospital bed. Painting helped her pass the time and to express the _____ she was feeling. Also, Frida could never be a mother, so many of her paintings show her impediment to have _____.

Frida wanted to know if she was talented enough to become a professional painter so she asked artist Diego Rivera for an opinion on her work. The two artists eventually got married in 1929.

In 1931 Diego was asked to _____ so Frida and Diego moved to America. They lived there for _____.

Diego wanted to stay, but Frida was very homesick and unhappy, so they soon moved back to live in _____. Her _____ in her life in America can be seen in her paintings.

Frida Kahlo was very proud of being Mexican and Mexican culture is also shown in her paintings, which featured bright colors, dramatic symbols and traditional Mexican clothing.

Frida Kahlo died in _____ when she was 47 years old. She is remembered as a strong women who used her art to overcome her circumstances and to accomplish great things despite her problems. She inspired artists to this day to express their emotions through their art.





WHO WANTS TO BE A MILLIONAIRE GAME:

WHO WANTS TO BE A MILLIONAIRE

Frida Kahlo

Start This Game Over Edit This Game

Where was Frida Kahlo born?

A: In Spain B: In Argentina

C: In Mexico D: In United States

Lifelines: 50:50

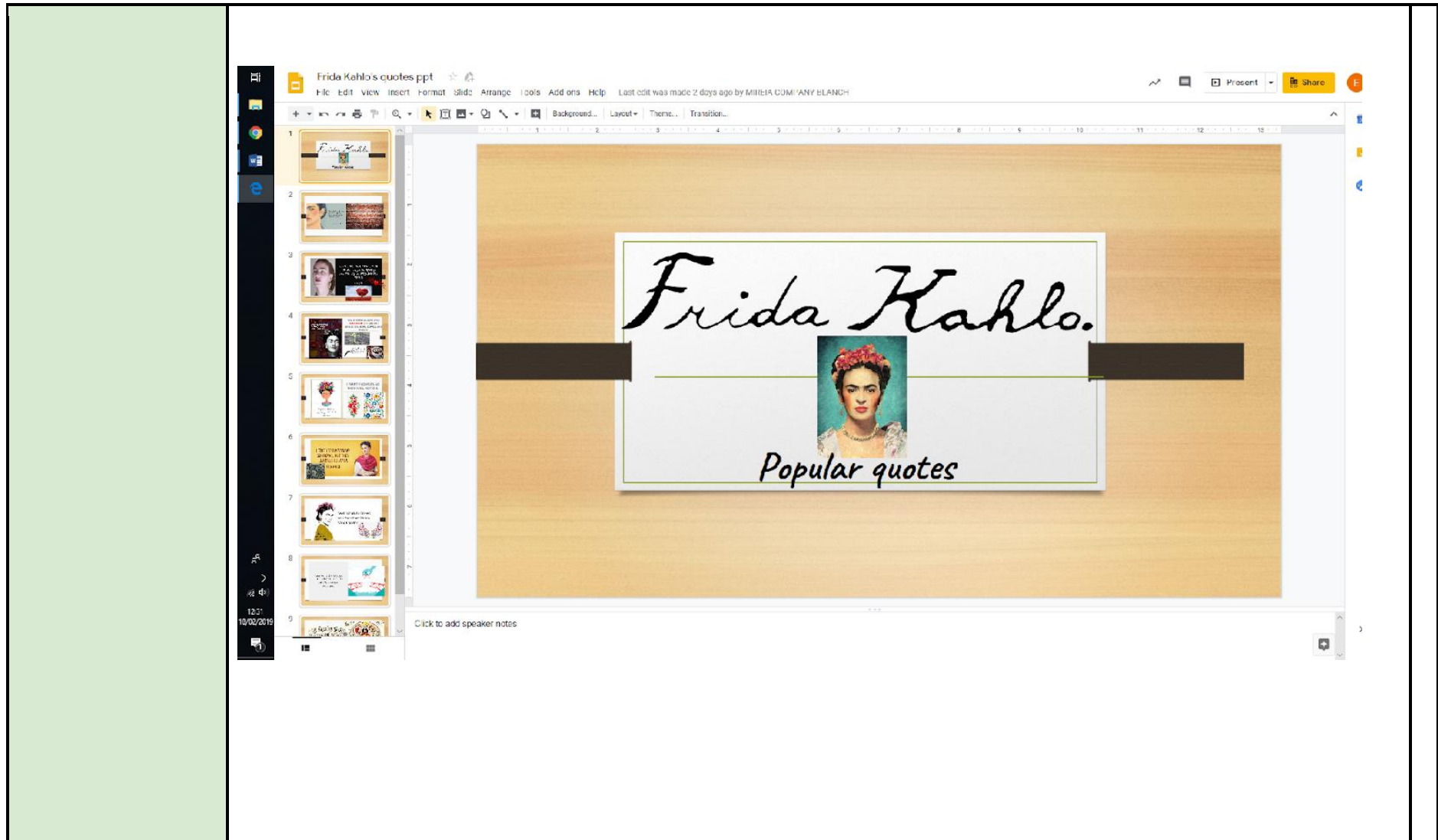
Question 10 \$32000
Question 9 \$16000
Question 8 \$8000
Question 7 \$4000
Question 6 \$2000
Question 5 \$1000
Question 4 \$500
Question 3 \$300
Question 2 \$200
Question 1 \$100

MATERIALS SESSION 2:

FRIDA KAHLO'S QUOTES PPT:



Generalitat de Catalunya
Departament d'Ensenyament



Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019





ASSESSMENT CRITERIA:

A	B	C	D	E	F
	EXPERT	ADVANCED	APPRENTICE	NOVEL	WEIGHT
	4	3	2	1	
COLOR	Vivid and harmonic colors, high contrast, easy to read.	Vivid colors(sometimes not harmonic),easy to read.	Muted colors,little contrast, some parts difficult to read.	Muted colors, difficult to read the text.	20%
IMAGES	Strongly related to the meaning +Frida symbols.	Related to the meaning + Frida symbols.	Not exactly related to the meaning, but with some cultural symbols.	Not related with the text meaning. No cultural symbols.	20%
INFORMATION	All the important parts are present+extra information.	Important parts, but no extra information/comments.	One important piece of info is missing. No extra comments.	More than one part are missing. No extra comments.	20%
LANGUAGE ACCURACY	A lot of vocabulary from session 1 is used. Sentences are clear. There are almost no mistakes.	Many words learnt in session 1 are used. Sentences are clear, most of the time. There are no big mistakes.	Some words learnt in session 1 are used. Sentences are not always clear. There are some big mistakes.	Vocabulary from session 1 is not used. Sentences are unclear. There are many mistakes.	20%
TEAM WORK	Roles were distributed equally. Found solutions to disagreements.	Roles were distributed. Not many difficulties to overcome disagreements.	No roles distributed. Not many difficulties to overcome disagreements.	No roles distributed. Some difficulties to overcome disagreements.	20%



Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	yes
2. Before-, during- and after- reading activities are prepared.	yes
3. The materials use visuals to support comprehension.	yes
4. The writing process takes place in joint collaboration with the teacher (modelling)	yes
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	yes
6. The teacher uses different strategies to help students throughout the process of reading and writing	yes



Generalitat de Catalunya
Departament d'Ensenyament

7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	yes
8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	yes
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	yes