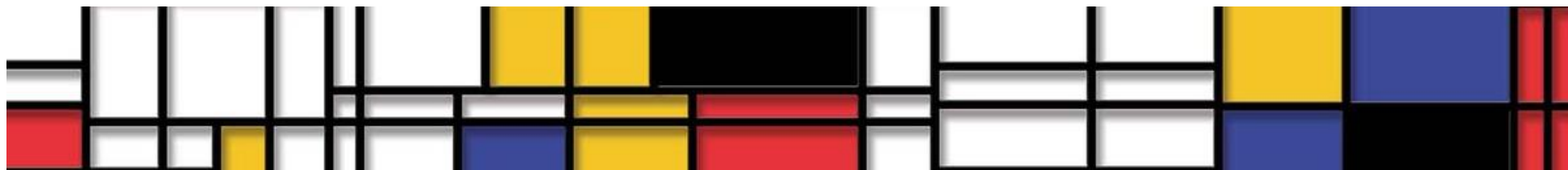




Generalitat de Catalunya
Departament d'Ensenyament

GEOMETRY AND COLOR



Ins. Pla de les Moreres_Vilanova del Camí
- Eva Allué and Emili Morales -

Generació Plurilingüe (GEP)

Year 1
2018-2019

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





GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	GEOMETRY: lines, angles and basic polygons
Course / year / age	3 rd ESO / 2018-2019 / 14 years old
Timing	3 sessions (3 hours)
Collaboration with	Language teacher: Emili Morales
Short description of the session/s	<p>Session 1: INPUT</p> <ul style="list-style-type: none">- Differences between perpendicular/parallel/horizontal/vertical lines.- Classification of angles and knowledge of basic regular polygons. Definitions <p>Session 2: PROCEDURE</p> <ul style="list-style-type: none">- Learn to draw lines and angles. Construction of a conveyor and measures.- Learn how to give instructions. <p>Session 3: FINAL PRODUCT</p> <ul style="list-style-type: none">- Construction, step by step, of polygons.- Summary.
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"><i>1. type of input,</i><i>2. questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i><i>3. dynamic instructions with collaborative and cooperative activities,</i><i>4. materials used.</i>	



S E S S I O N 1	Activity 1	INSTANT CLASSROOM AND ANSWER GARDEN: THINK - <i>Instant classroom:</i> visualarts.eva@gmail.com/3rESO/Random Name Generator Choose 7 students. Each student will choose 2 mates and they will form a group of 3 people. - <i>Brainstorming:</i> each group think about LINE, ANGLE and POLYGON . Teacher list the words with answer garden. Collaborative activity: groups of 3 ____ Materials: computer, paper/pencil	Input: line, angle and polygon
	Activity 2	PREZI: LOOK AND THINK https://prezi.com/p/nb7fdm2jry_ij/ - See examples of different pictures and decide which kind of image it is: lines, angles and basic polygons. Look the results on the same projection. - In groups, look for real pictures of places in their town that show lines, angles or basic polygons. They email the teacher Individual activity ____ Materials: computer, realia	Input: line, angle and polygon
	Activity 3	CROSSWORD PUZZLE ACTIVITY 3 Definitions and think for the words in the crossword puzzle: - lines: horizontal, vertical, parallel, perpendicular - angles: acute, right, straight, obtuse - basic regular polygons: triangle, square, pentagon, hexagon, heptagon, octagon Collaborative activity: groups of 3. ____ Materials: paper/pencil	Use of language: reading



S E S S I O N 2	Activity 4	<p>SHOW PICTURES/IMAGES AND CLASSIFY Use of language: speaking</p> <p>ACTIVITY 4</p> <p>Every group give their images to the group next to them, so every group need to talk about their mates' pictures. They classify the mates' pictures on the wall.</p> <p>Collaborative activity: groups ____ Material: realia.</p>
	Activity 5	<p>CONSTRUCTION OF POLYGONS Input: regular and irregular polygons Manipulative activity.</p> <p>ACTIVITY 5</p> <p>With different length of wooden sticks, the students make basic regular and irregular polygons on the table: triangles, squares, pentagons, hexagons, heptagons and octagons.</p> <p>Collaborative activity: groups ____ Material: wooden sticks</p>
	Activity 6	<p>MEASURE OF ANGLES AND GIVE INSTRUCTIONS Input: Angle bisector</p> <p>ACTIVITY 6</p> <p>- The students build an angle conveyor with cardboard to measure the angles we make to the previous activity. To construct an angle conveyor, the students needs to know the content of angle bisector.</p> <p>- Build a big angle conveyor and take conclusions. Manipulative activity</p> <p>Cooperative activity: groups of 3 ____ Material: wooden sticks, cardboard, pair of compasses, rules, pencil</p>
	Activity 7	<p>STEP BY STEP: HOW TO DRAW GEOMETRICAL FIGURES Use of language: Connectors: time and sequence Use of language: give instructions</p> <p>ACTIVITY 7</p> <p>- Students get 3 sets of cards:</p> <ol style="list-style-type: none"> 1. connectors: <i>firstly, secondly, thirdly, then, later, afterwards, to start with, finally, in the end, until ...</i> 2. instructions: how to draw a triangle, a square, a pentagon and a hexagon 3. drawings: figures to help them understand the instructions (so no translation will be needed)



		<p>- They should match the instructions with figures and linkers.</p> <p>- Make some practice in a paper and with the pair of compasses, following the instructions in the previous task.</p> <p>Cooperative activity: groups ____ Materials: Big cards, paper, pencil, ruler, pair of compasses</p>
S E S S I O N 3	Activity 8	<p>AROUND THE PLAYGROUND: DRAW Input: to build the regular polygons inscribed in a circle</p> <p>ACTIVITY 8 Manipulative activity</p> <p>Go to the playground, put in order the cards and, step by step, follow the instructions to make regular polygons inscribed in a circle.</p> <p>They should use chalk and cord to draw regular triangle, square, pentagon and hexagon within a circle.</p> <p>Cooperative activity: groups of 3_Roles ____ Material: cards, paper, pencil, chalk and cord</p>
	Activity 9	<p>SUMMARIZE WITH KAHOOT</p> <p>https://play.kahoot.it/#/k/234a4009-071c-4309-be11-d96e7d8ea854</p> <p>Kahoot with questions of the 3 previous sessions: 10 questions.</p> <p>Explicit, implicit and referential questions____ Collaborative activity ____ Material: computer or mobile phone</p>
	In terms of academic content, what are the students learning and what are they learning to do?	<p>They learn the content of:</p> <ul style="list-style-type: none"> - lines: horizontal/vertical/parallel/perpendicular - angles: acute, straight, obtuse - basic regular polygons: triangle, square, pentagon, hexagon, heptagon, octagon - regular and irregular - bisector <p>They learn to do:</p> <ul style="list-style-type: none"> - to look and to find photographs - to draw lines, angles, basic polygons



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	<ul style="list-style-type: none">- to follow instructions- to work with new materials as wooden sticks, cord and chalk and to cut cardboard
In terms of language, what are the students practicing or learning to do?	<ul style="list-style-type: none">- vocabulary/definitions: line, angle, polygon...- to give instructions- to use connectors: time and sequence - firstly, secondly, then, afterwards, after, before, next, finally...
In what way is this lesson plan a good example of what we learnt in the GEP course session?	<p>In this lesson plan we try to work contents of visual arts and language of English using:</p> <ul style="list-style-type: none">- inputs as speak, talk, write, visual...- collaborative and cooperative activities- make sessions and activities of inputs, procedures, final products, review and summary.- use the repetition of contents and languages- formulate questions to make sure the students understand us- use digital tools
Other important information	<p>ICT tools used:</p> <ul style="list-style-type: none">➤ For making groups: INSTANT CLASSROOM (in activities)➤ For share words with all the group: ANSWERGARDEN (in activity)➤ For presentations: Prezi. https://prezi.com/p/nb7fdm2jry_j/➤ For crossword puzzle: www.education.com/worksheet-generator/reading➤ For recap: Kahoot➤ For instructions: www.wikihow.com/Draw-an-Hexagon
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	



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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
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	YES
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



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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.	YES
12. At least one ICT tool is used to promote digital collaborative learning .	YES



NAME and SURNAME: _____

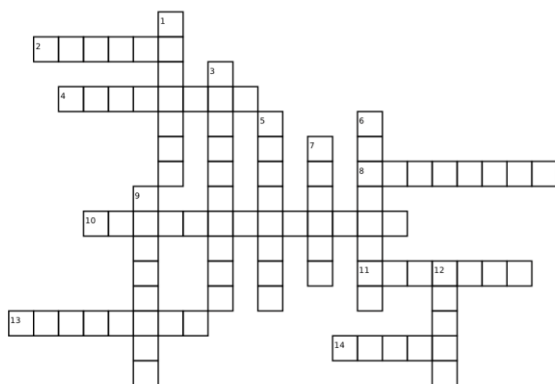
DATE: _____

GROUP: _____

SHEET: _____

ACTIVITY 3

Crossword Puzzle



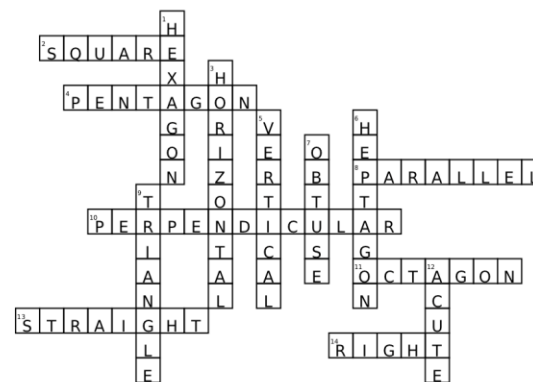
Down:

1. a flat shape with six straight sides
3. parallel to the ground or to the bottom
5. standing or pointing straight up or at an angle of 90° to a horizontal surface or line
6. a flat shape with seven straight sides
7. an angle that is more than 90° and less than 180°
9. a flat shape with three sides
12. an angle that is less than 90° .

Across:

2. a flat shape with four sides of equal length and four angles of 90°
4. a shape with five sides and five angles
8. the distance between two lines is the same all along their length
10. at an angle of 90° to a horizontal line or surface
11. a flat shape with eight straight sides
13. an angle that is 180°
14. an angle that is 90° degrees

Crossword Puzzle



Down:

1. a flat shape with six straight sides
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11. a flat shape with eight straight sides
13. an angle that is 180°
14. an angle that is 90° degrees





NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 4:

SHOW PICTURES/IMAGES AND CLASSIFY

- In groups of three, you need to look for pictures/images in: magazines, newspapers, internet, books...
- In class, every group give their images to the group next to them, so every group need to talk about their mates' pictures/images. They classify the mates' photographs on the wall.
- The whole group need to explain the images thinking about the contents we talk about last day:
 - line: horizontal, vertical, parallel and perpendicular.
 - angle: acute, right, straight and obtuse.
 - regular polygon: triangle, square, pentagon, hexagon, heptagon and octagon.
- The group should decide what part each student would explain.

GOOD JOB!!

CLASSIFICATION OF IMAGES		
LINES	ANGLES	REGULAR POLYGONS



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 5:

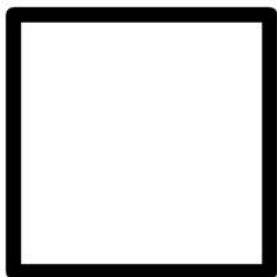
CONSTRUCTION OF POLYGONS

The teacher give you some different length of wooden sticks.

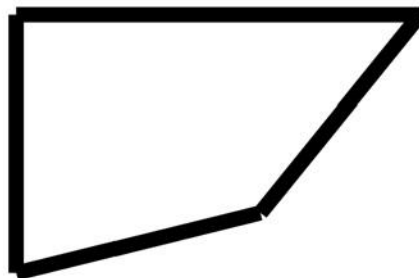
Collaboratively, in groups of three, you need to build all types of regular and irregular polygons on the table or on the floor: triangles, squares, pentagons, hexagons, heptagons and octagons...

Examples of constructions of 4 sides polygon:

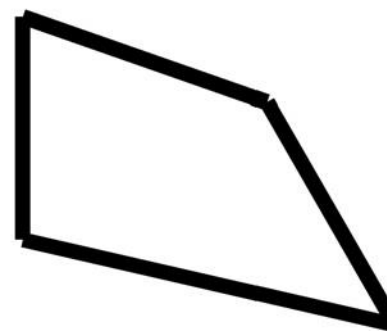
REGULAR



IRREGULAR



IRREGULAR





NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 6:

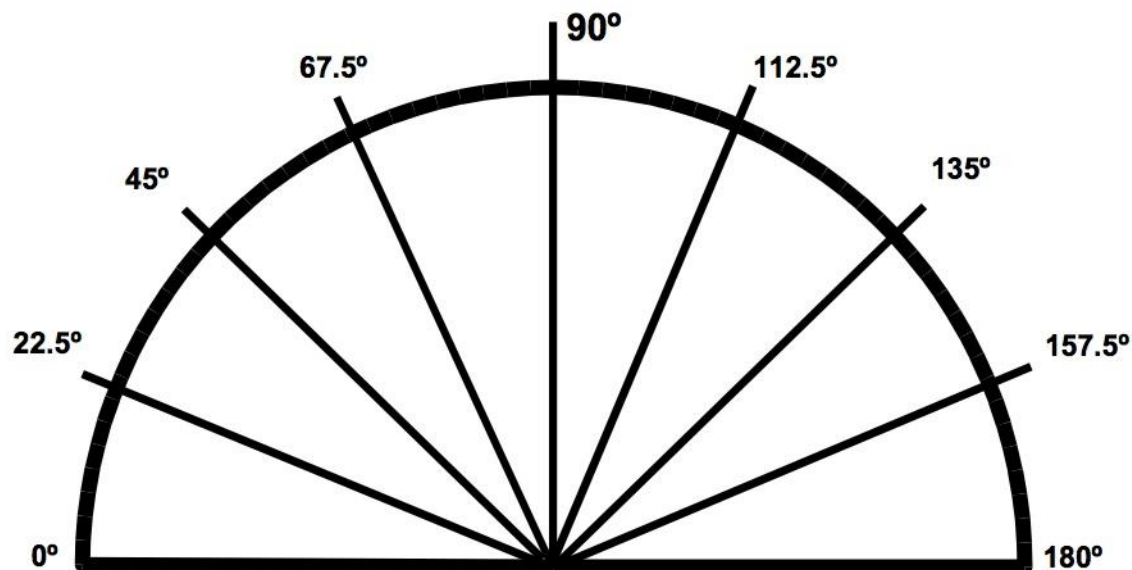
MEASURE OF ANGLES

We need to measure all the angles we build in the polygons. To do so, we have to make the construction of a CONVEYOR.

The teacher gives you a cardboard and, with a pair of compasses, we will draw and build a conveyor.

Look the picture:

•

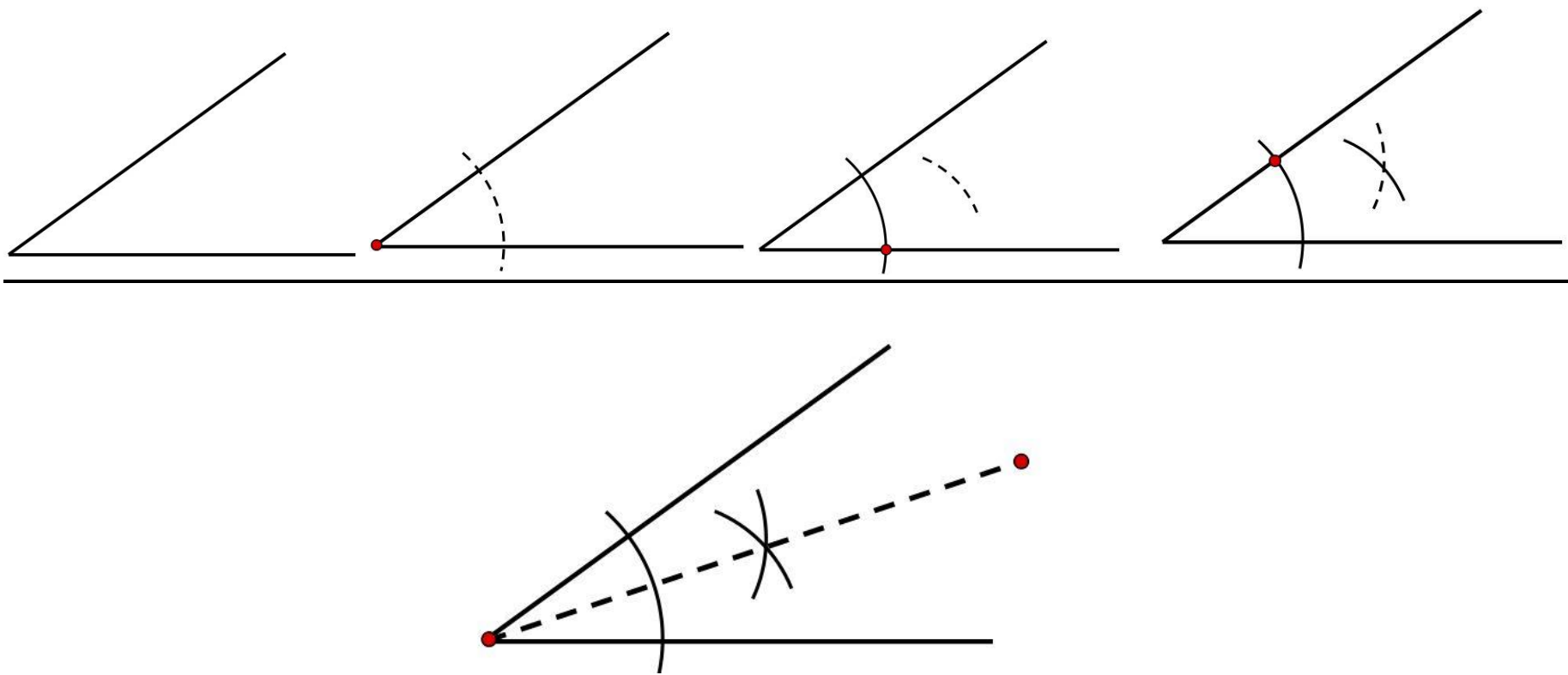




To build the conveyor, we need to work the **ANGLE BISECTOR**.

The angle bisector is the line that divides the angle into two equal parts.

STEPS TO FOLLOW TO DRAW A ANGLE BISECTOR



With the following steps, you will be able to make a **conveyor** of 0° , 22.5° , 45° , 67.5° , 90° , 112.5° , 135° , 157.5° and 180° angle.

MATERIAL: cardboard, pair of compasses, ruler, pencil, thick marker

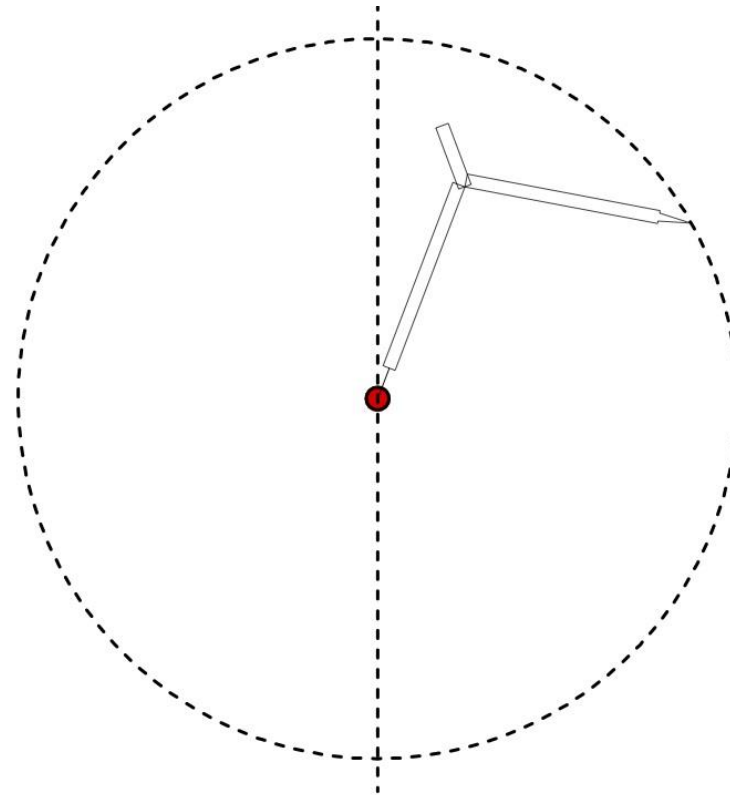


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

First, draw a circle with your compass.



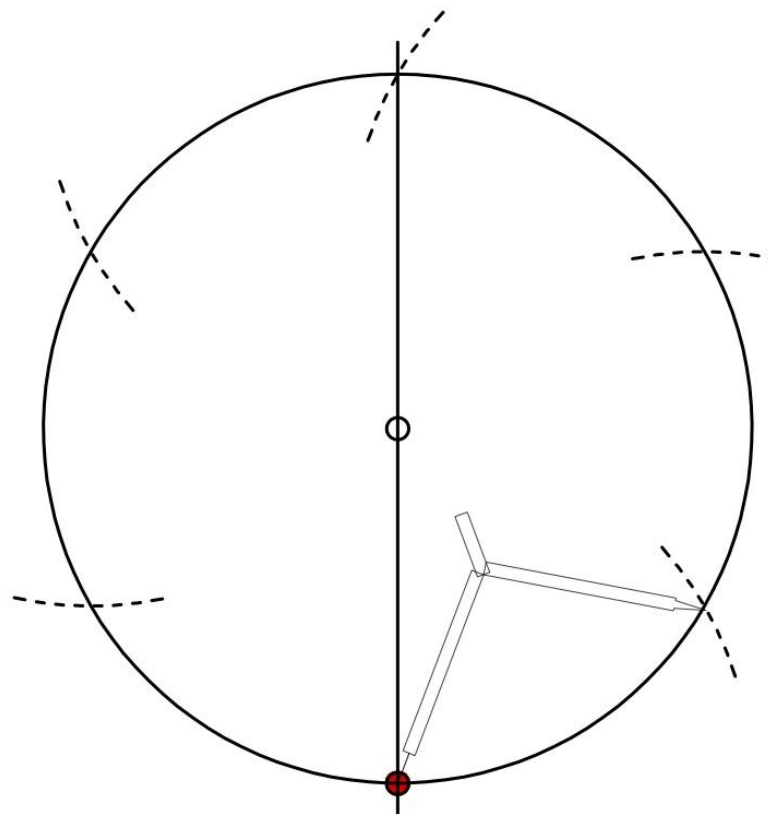


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Secondly, move the compass point to the edge of the circle. Then, make a small mark on the edge of the circle with the pencil.





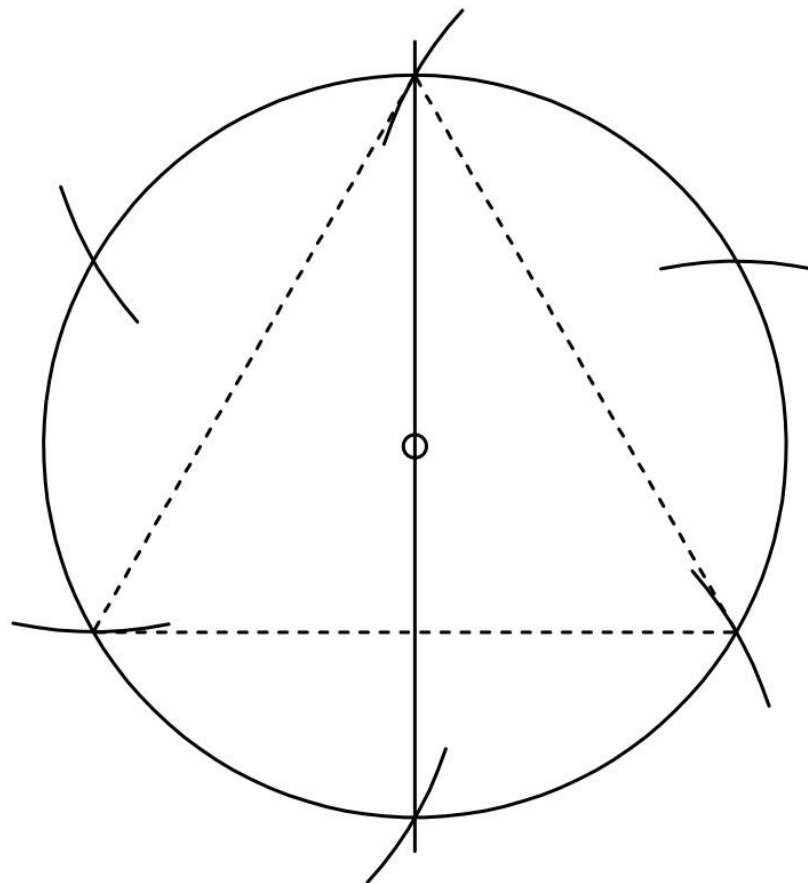
NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Finally, connect the alternative dots
with a ruler.

Well done!!



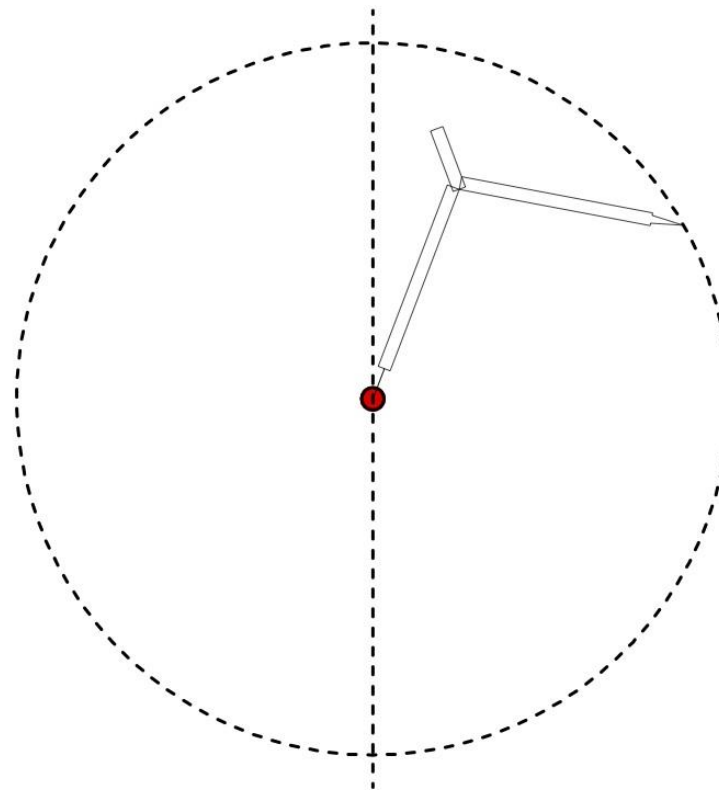


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

To start with, draw a circle with your compass.



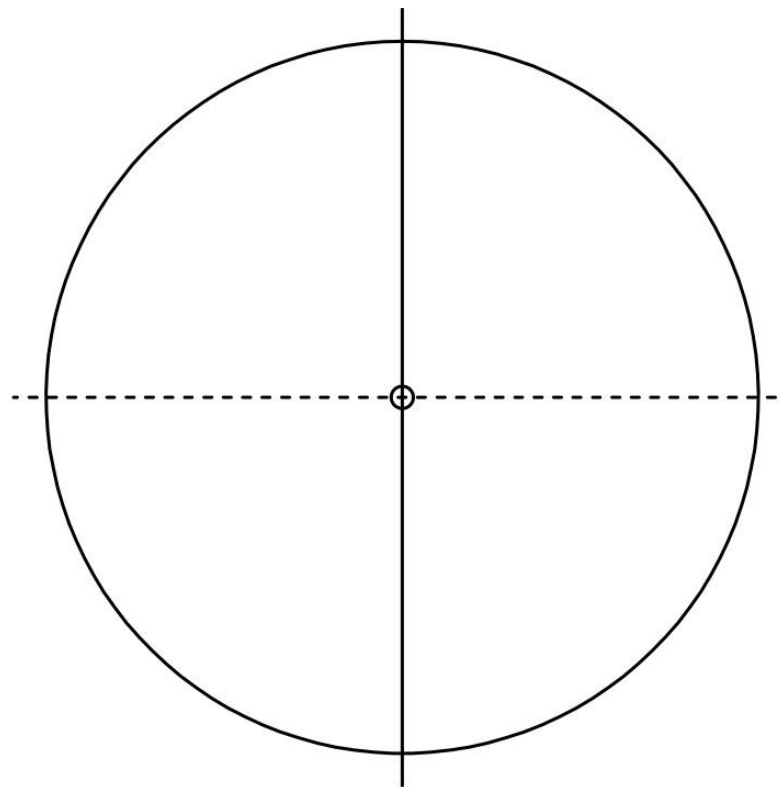


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Next, draw two perpendicular lines that meet in the centre.



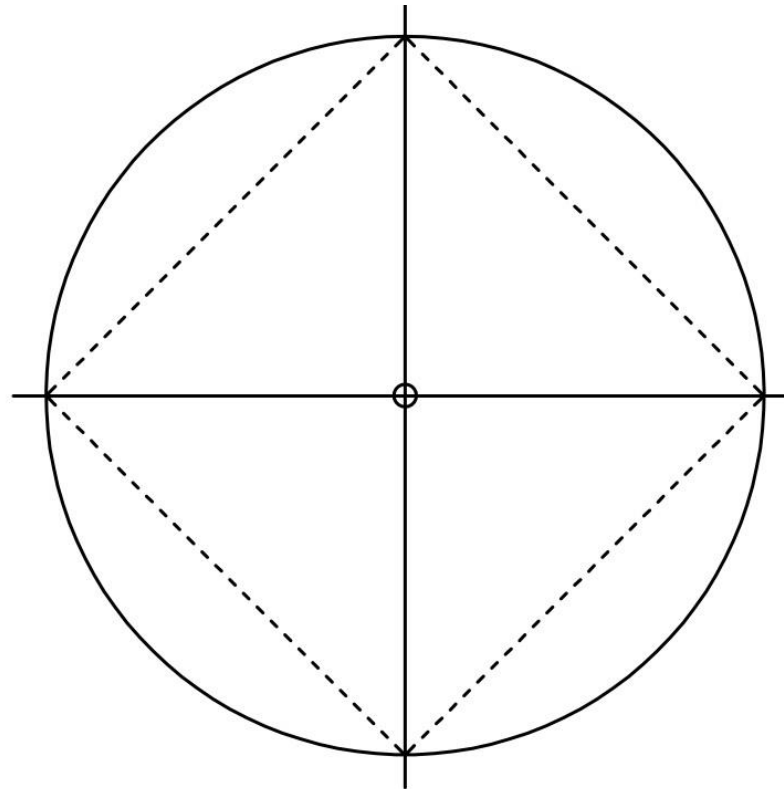


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

To finish with, connect the dots with a ruler to obtain a regular square.



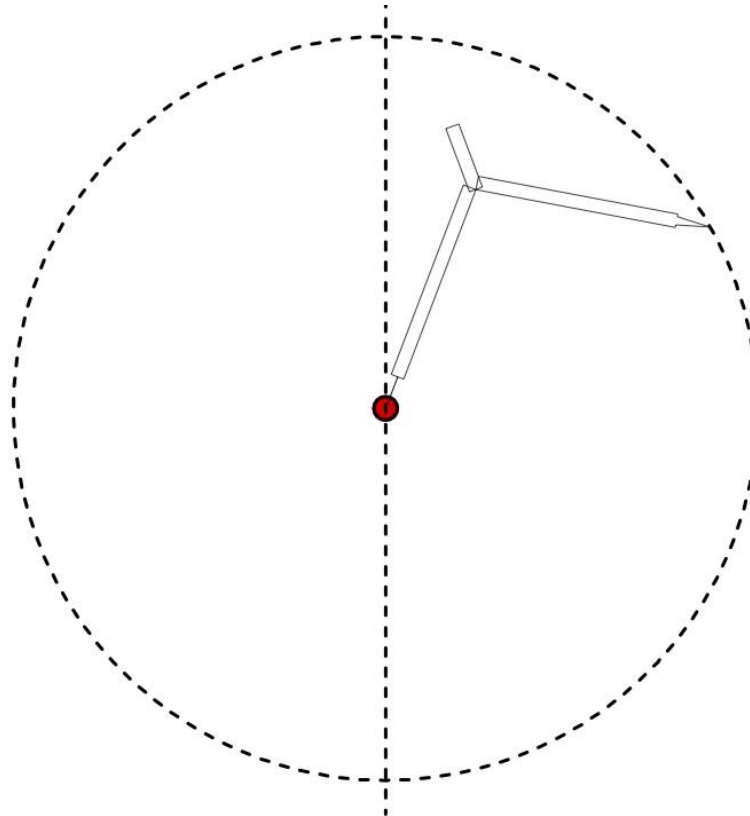


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

In the first place, draw a circle using
a compass.



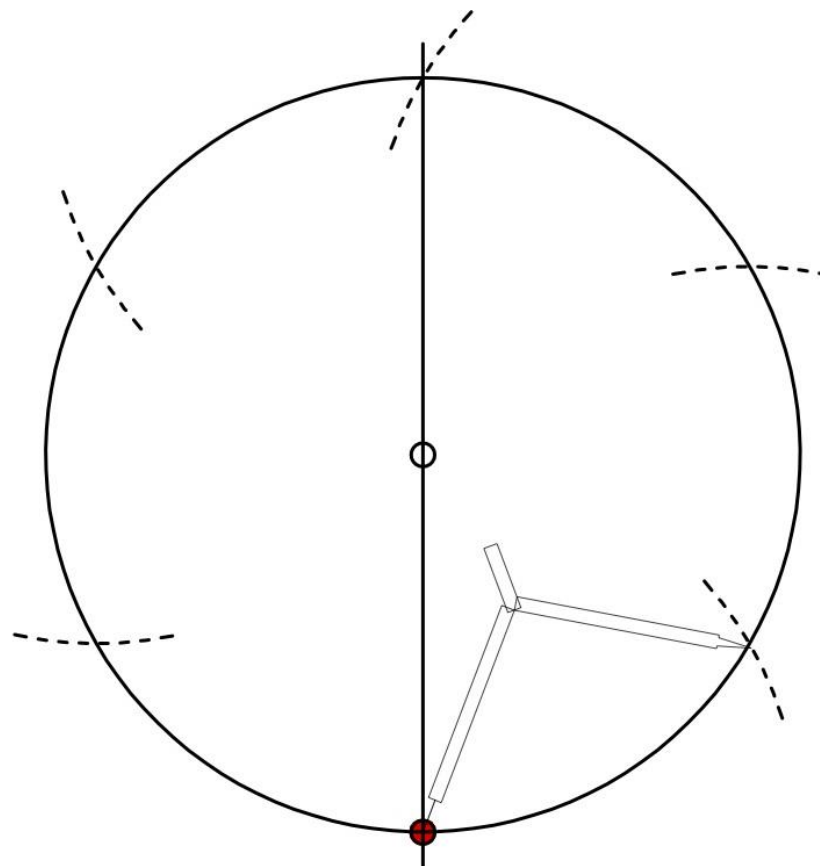


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

After this, move the compass point to the edge of the circle. Then, make a small mark on the edge of the circle with the pencil.



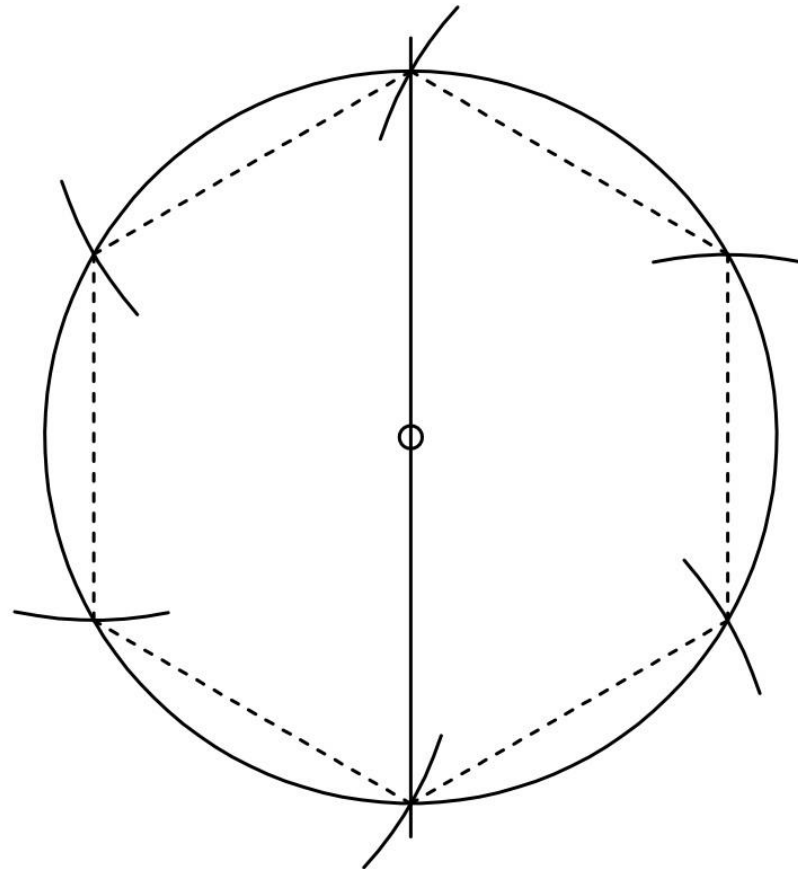


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Lastly, connect the dots with
a ruler. Well done!!



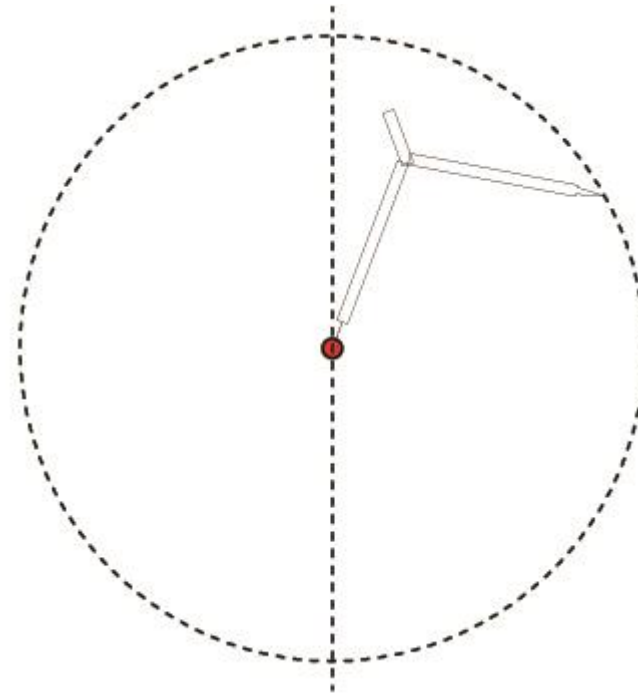


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Firstly, draw a circle using a compass.



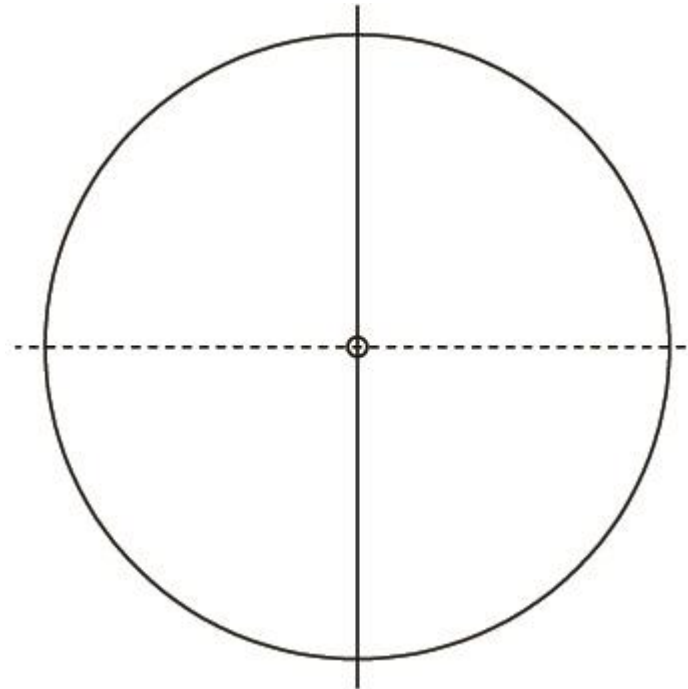


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Next, draw a horizontal and vertical line that meet in the centre of the circle.



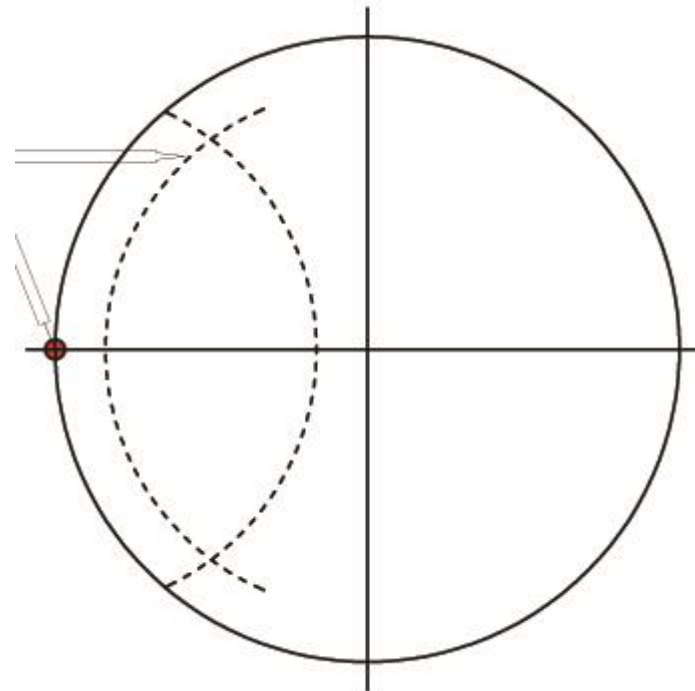


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Thirdly, draw the perpendicular bisector of the radius to find the center of a new circle.



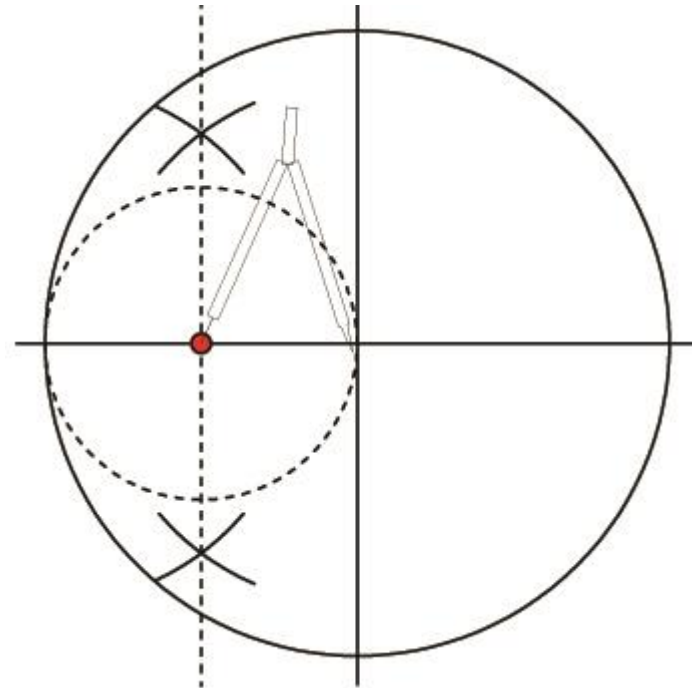


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Then, draw a new circle. This circle needs to touch the big circle and go through the center of the initial circumference.



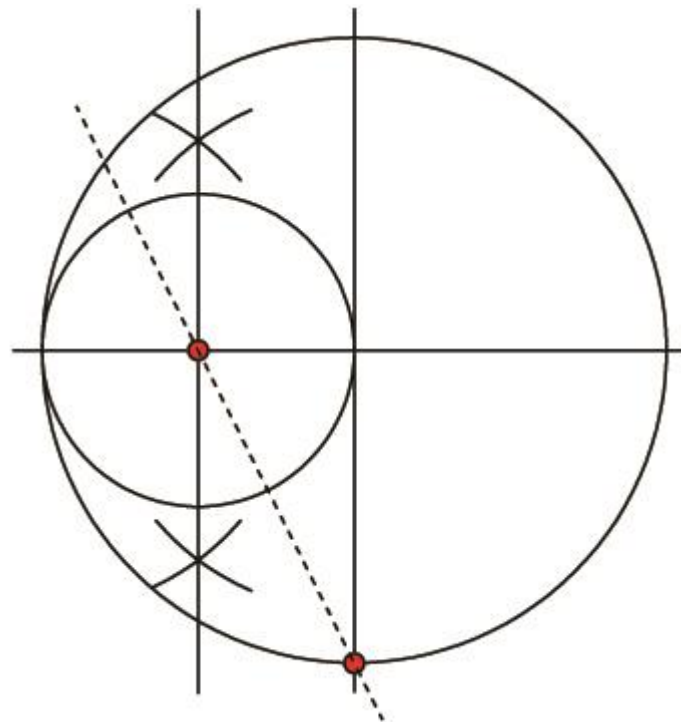


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Next, draw a line that goes through the two red points. The line crosses the whole small circle until it touches the big one.



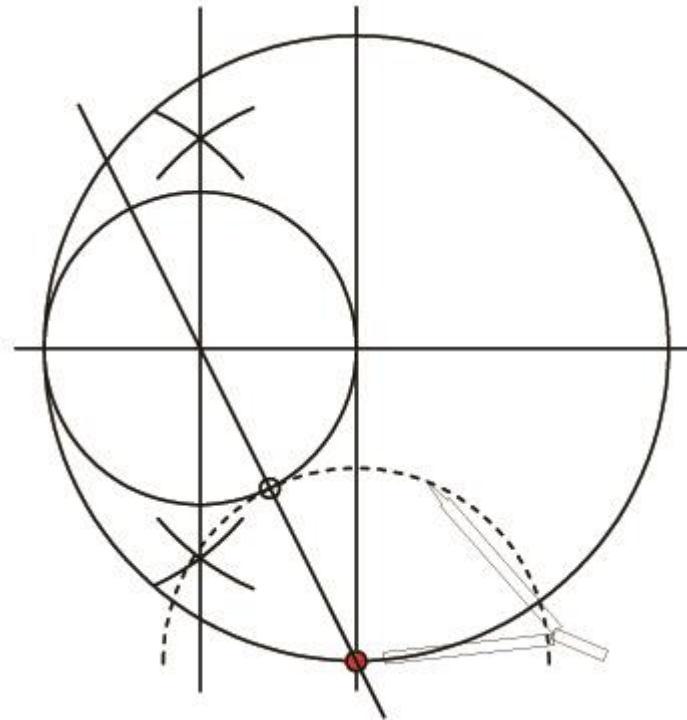


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Afterwards, draw an arch using these two dots.



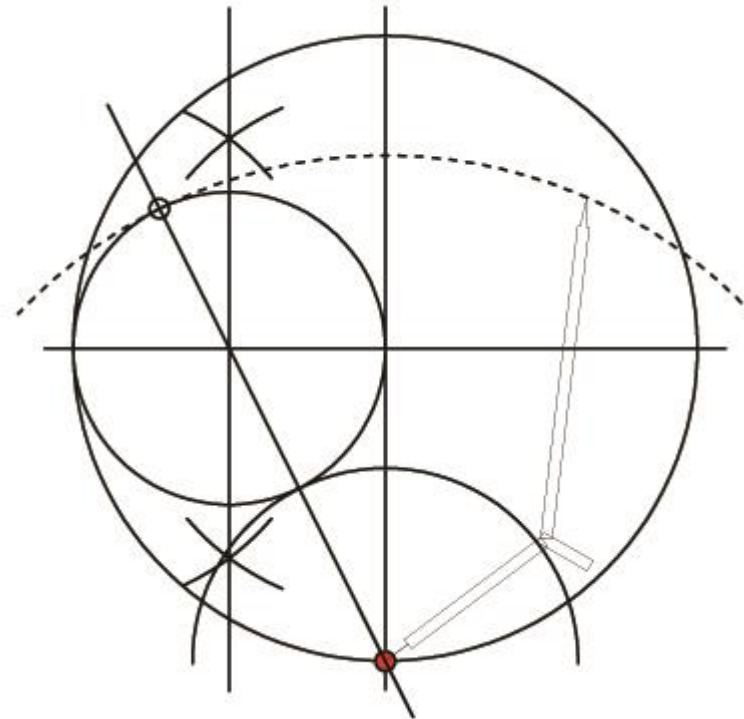


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Later, draw another arch at the other end of the new circle.



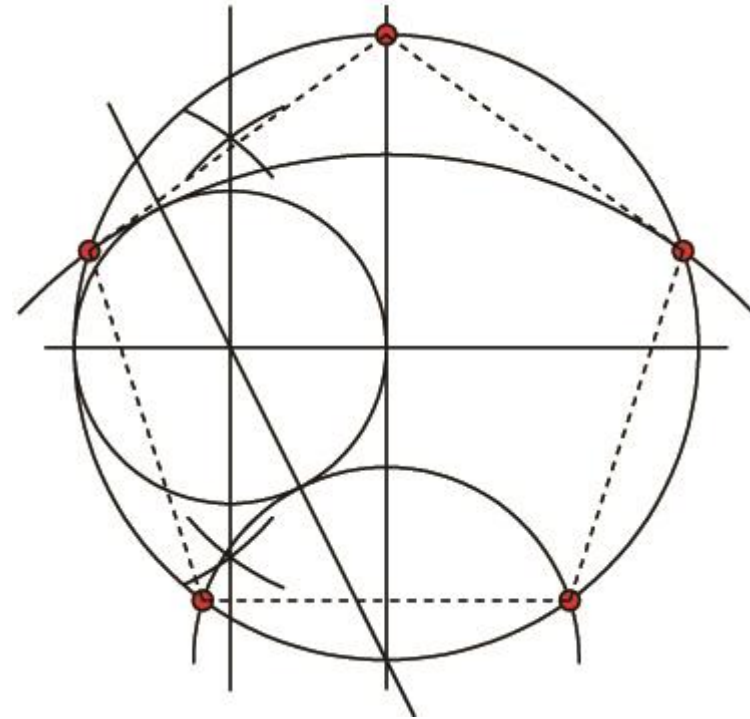


NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8_CARDS:

STEP BY STEP

Finally, use a ruler to connect the five dots you see on the figure. Here's your pentagon!





NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8:

AROUND THE PLAYGROUND: DRAW

Material you need:

- Big cards with the description/instructions of the figures you need to draw.
- Paper and pencil
- Chalk
- Cord

Now, go to the playground.

Work in groups. Each mate needs to have a role: The order cards and helper, the instructor, the drawing person.

Then, put in order the big instructions cards and follow, step by step, the way to make regular polygons inscribed in a circle and draw.

You all need to construct **regular and inscribed**:

- triangle
- square
- pentagon
- hexagon



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 7

STEP BY STEP

You **need to match** the instructions with the figures and the linkers you have. There are three different set of cards to build the big ones:

1. **connectors:** *firstly, secondly, thirdly, then, later, afterwards, to start with, finally, in the end, until ...*
2. **instructions:** how to draw a triangle, a square, a pentagon and a hexagon
3. **drawings:** figures to help them understand the instructions (so no translation will be needed)

When you get the cards, you need to make some practice in a paper and with the pair of compasses, following the instructions in the cards and look how to do it with the figures/draws in the sheet. GOOD JOB!!



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 7

STEP BY STEP: connectors

Cut them and make the cards.

Finally To start with To finish with After this

Later In the first place Lastly Afterwards

Next Then Next

Secondly Firstly Finally

Thirdly Next until



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 7

STEP BY STEP: instructions

Cut them and make the cards.

_____, draw an arch using these two dots.

_____, draw two perpendicular lines that meet in the centre.

_____, connect the dots with a ruler. Well done!!

First, draw a circle with your compass.

_____, draw a circle with your compass.



_____, draw a circle using a compass.

_____, connect the dots with a ruler to obtain a regular square.

_____, move the compass point to the edge of the circle. Then, make a small mark on the edge of the circle with the pencil.

_____, draw a horizontal and vertical line that meet in the centre of the circle.

_____, use a ruler to connect the five dots you see on the figure. Here's your pentagon!

_____, connect the alternative dots with a ruler. Well done!!



_____, draw the perpendicular bisector of the radius to find the center of a new circle.

_____, draw an arch using these two dots.

_____, draw a circle using a compass.

_____, move the compass point to the edge of the circle. Then, make a small mark on the edge of the circle with the pencil.

_____, draw a new circle. This circle needs to touch the big circle and go through the center of the initial circumference.

_____, draw a line that goes through the two red points. The line crosses the whole small circle _____ it touches the big one.

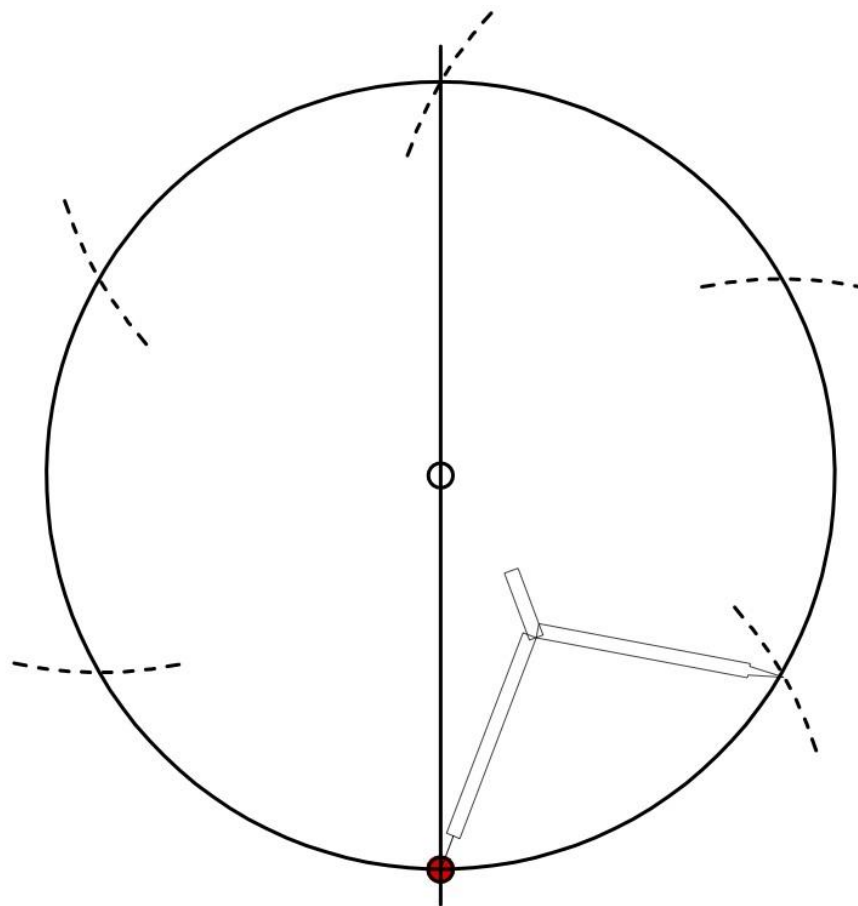
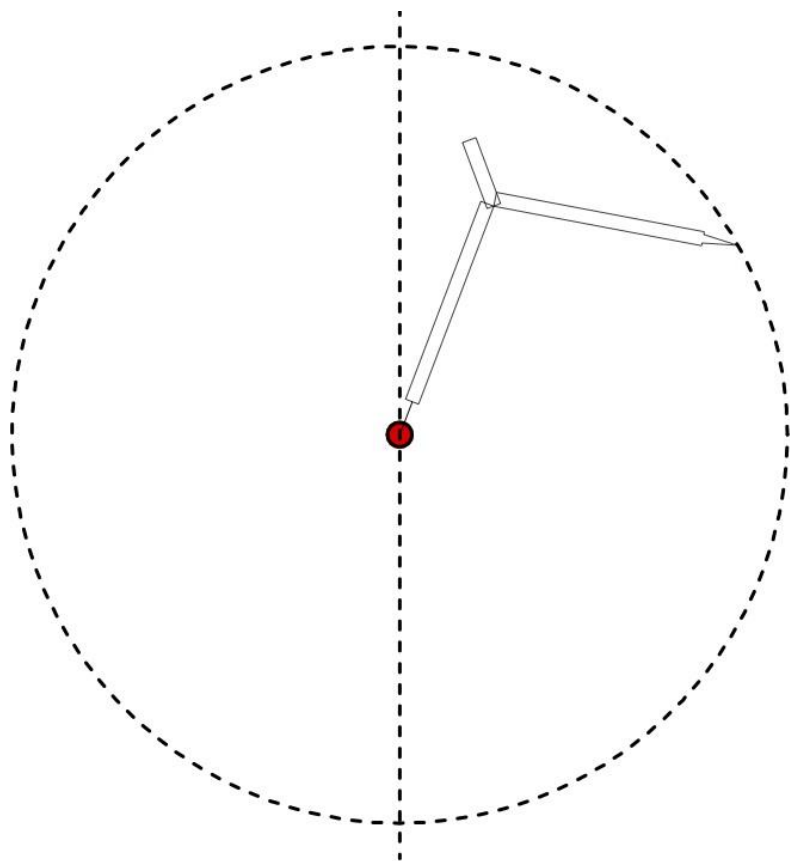


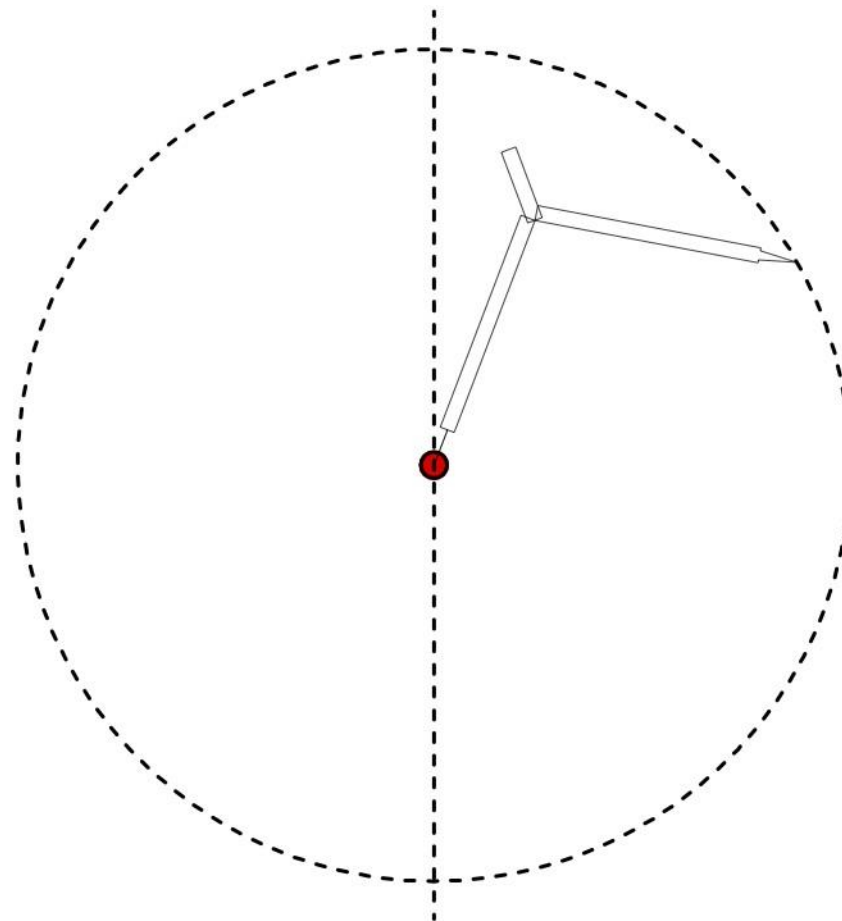
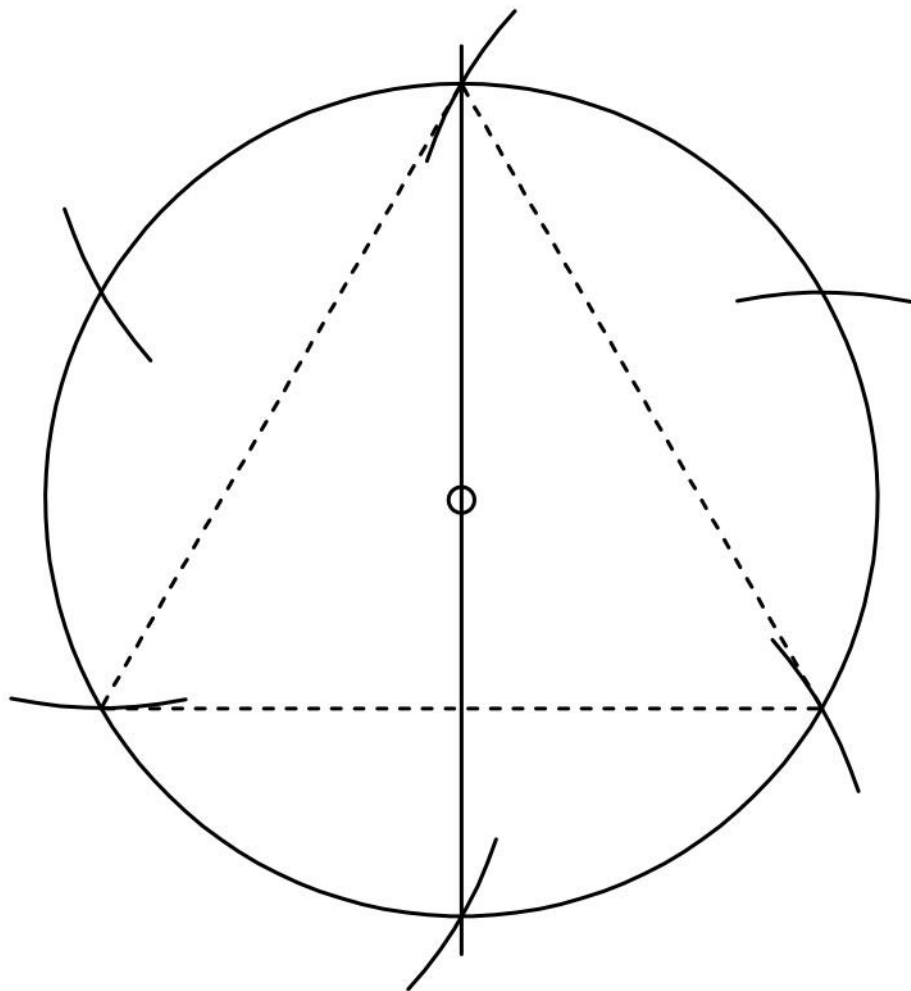
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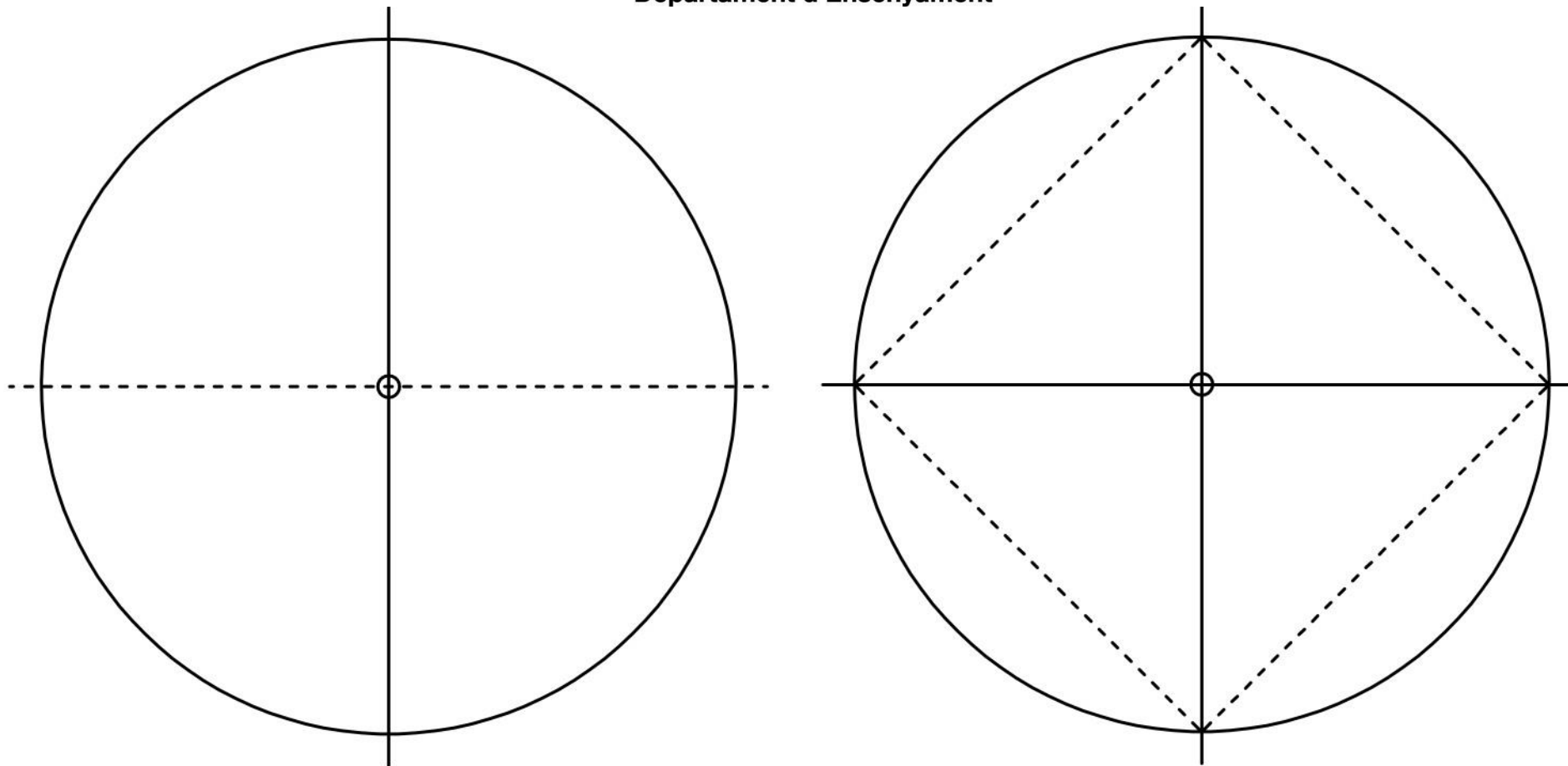
ACTIVITY 7

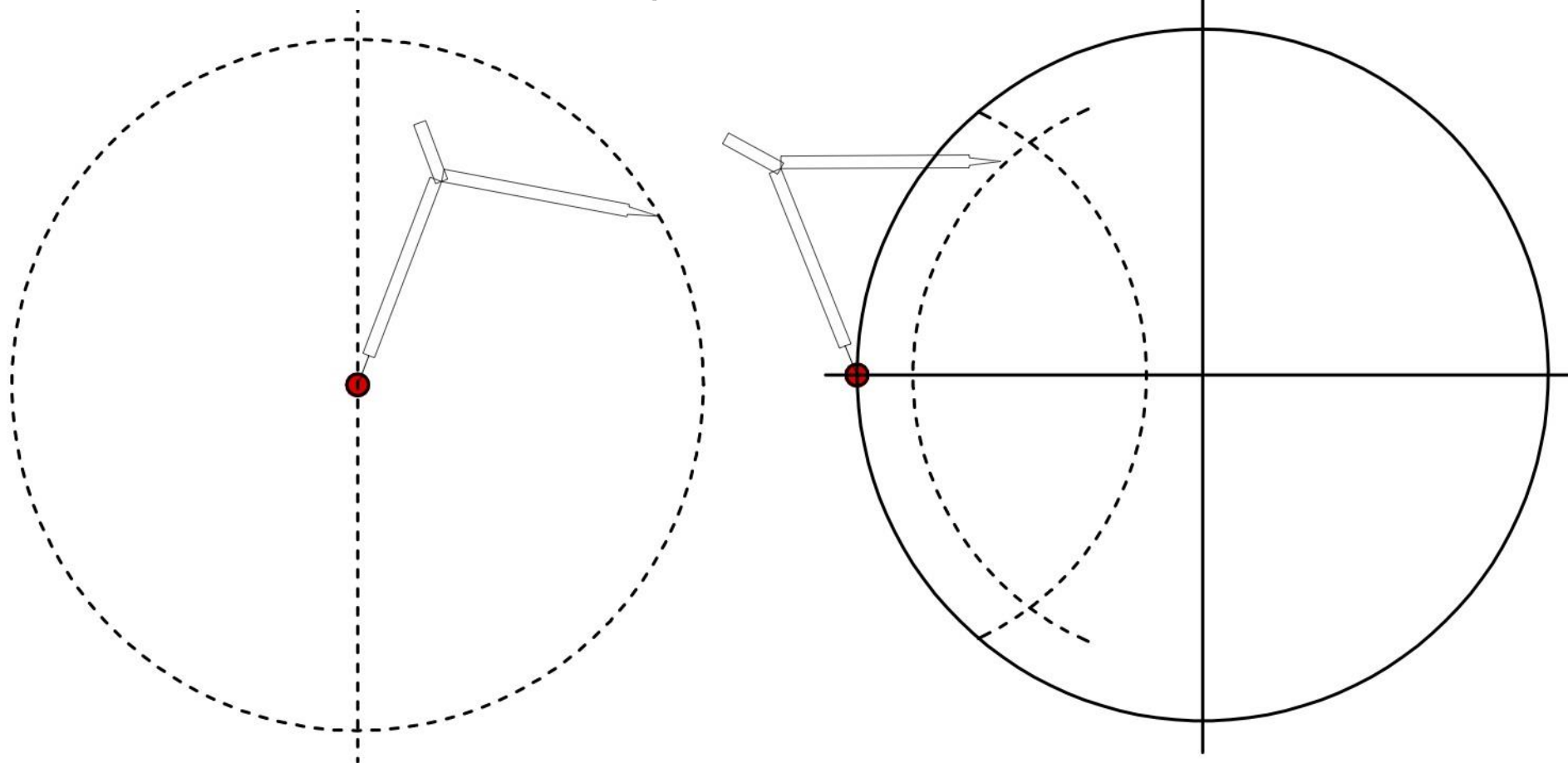
STEP BY STEP: figures

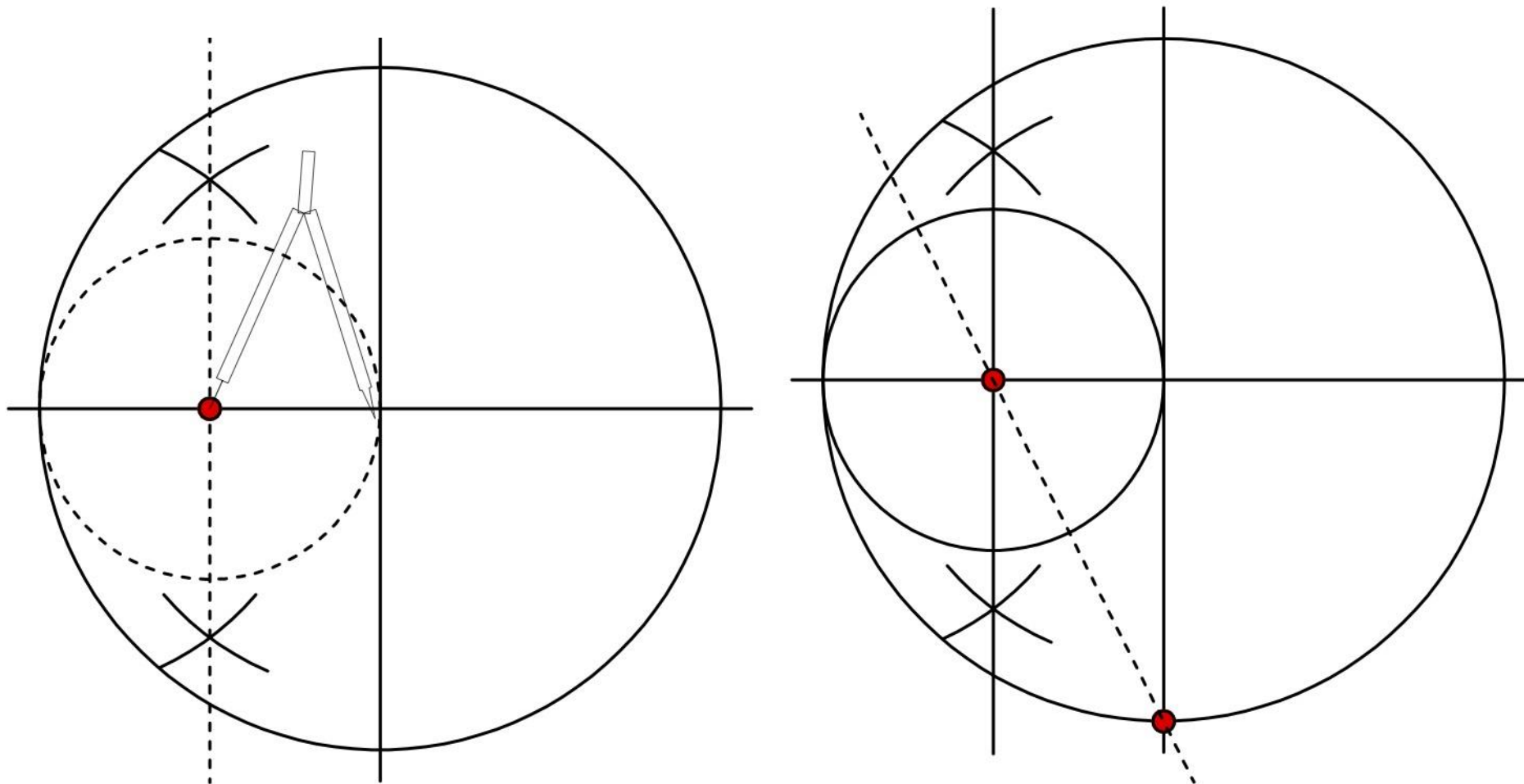
Cut them and make the cards

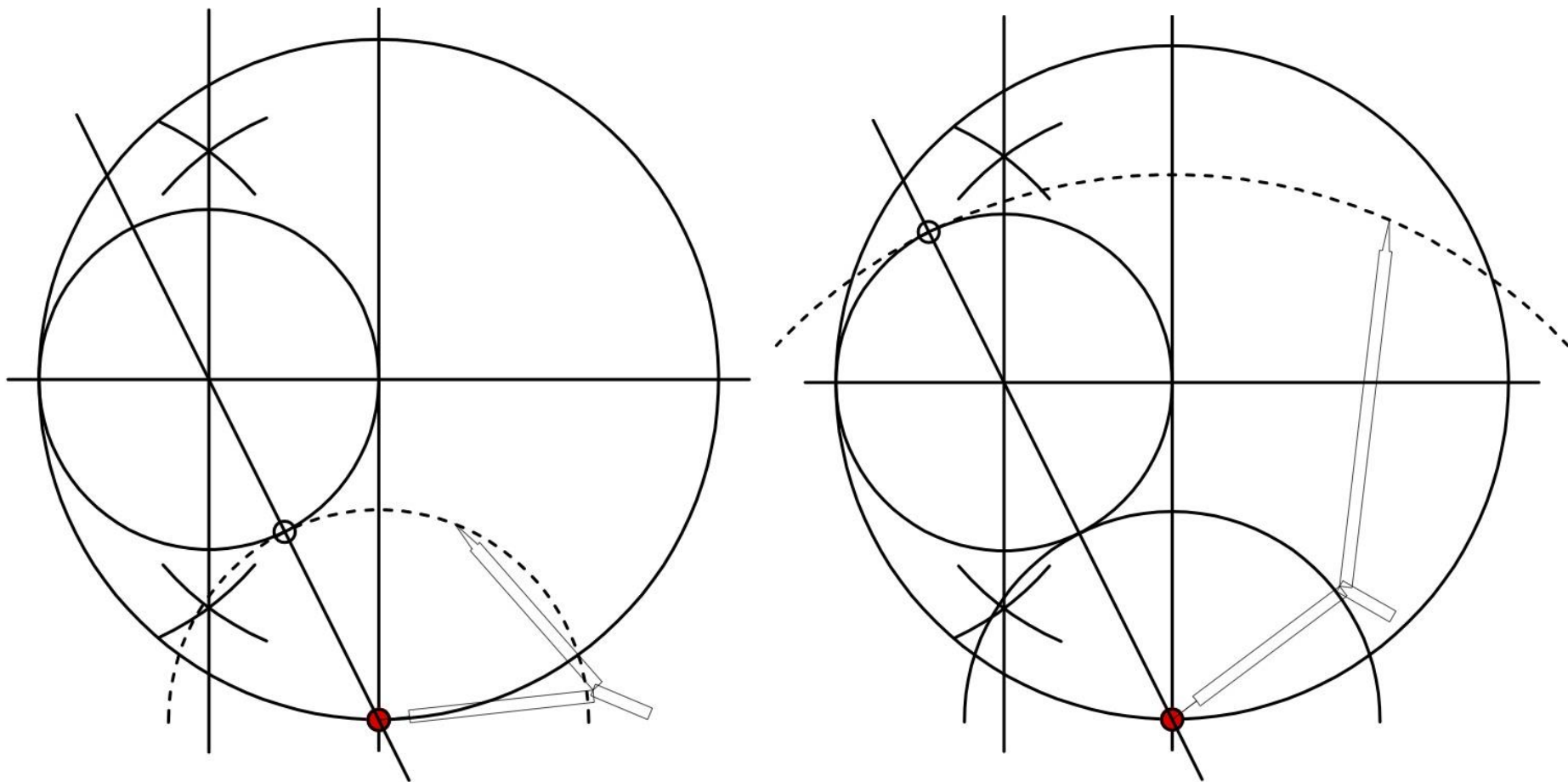


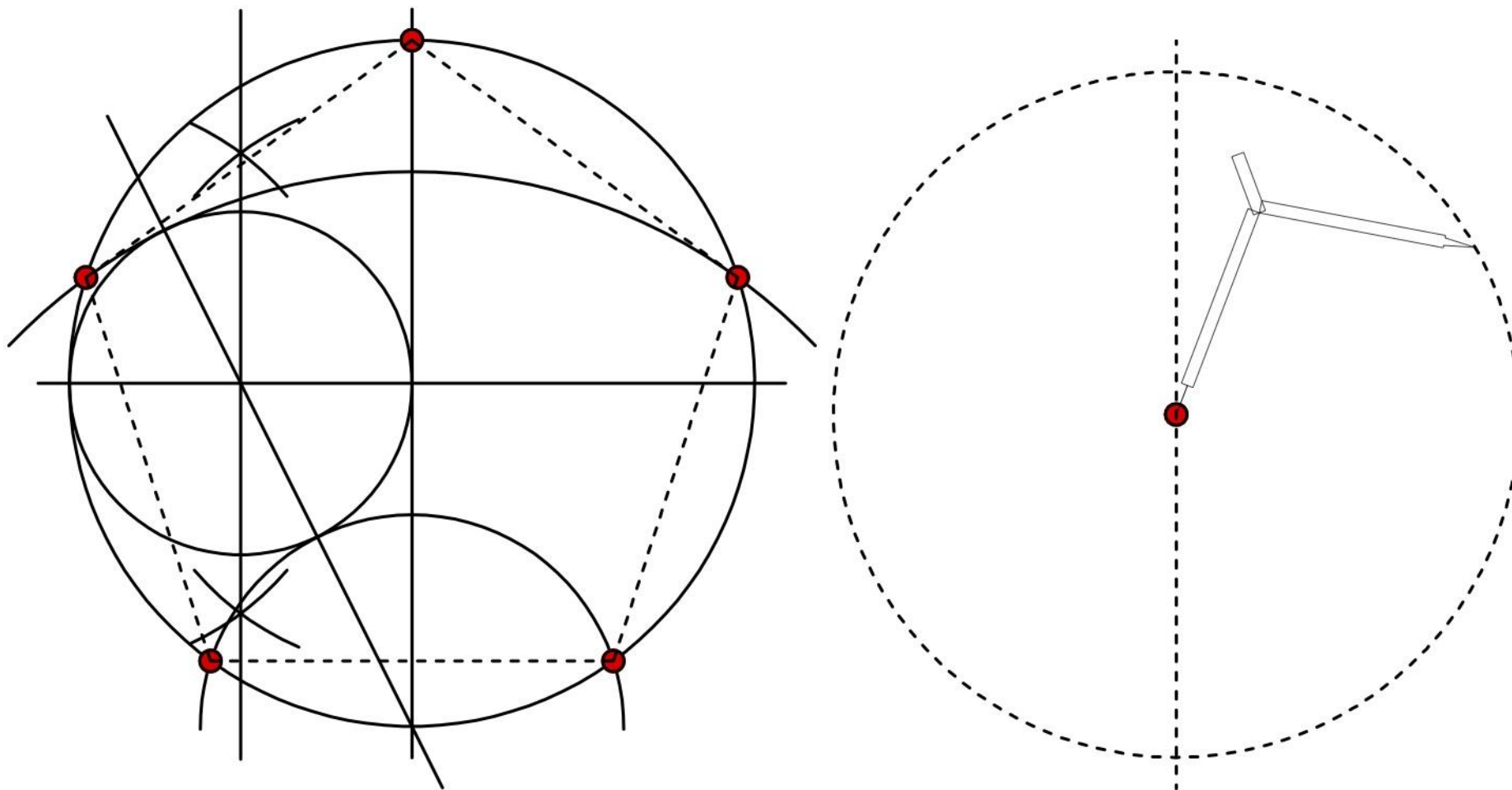


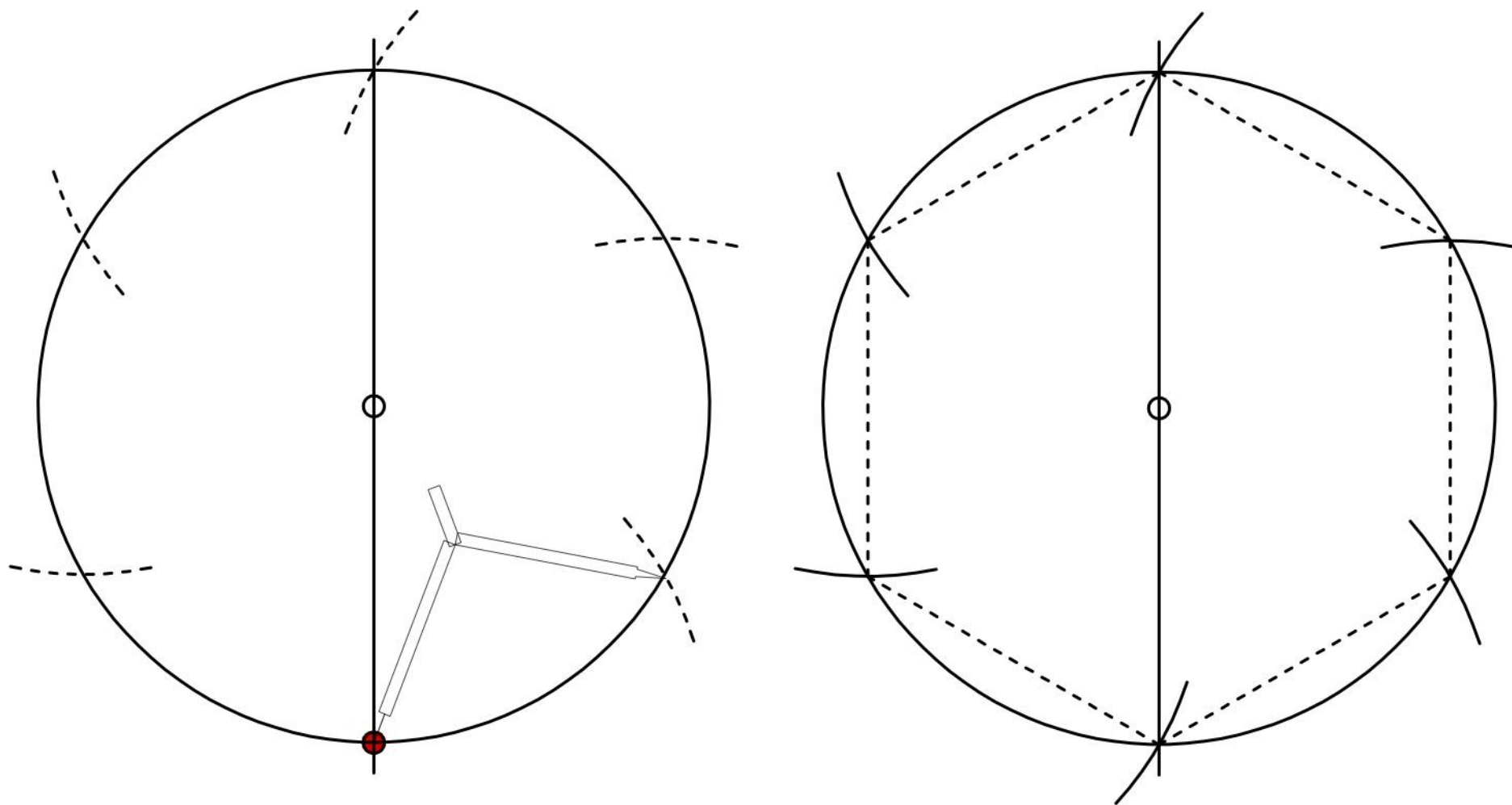














GEP 1	Task 2: Reading, writing and assessment in CLIL
Title of the lesson or topic	THE COLOR
Author	Eva Allué (Visual Arts teacher)
Course / year / age	3 rd ESO / 2018-2019 / 14 years old
Number of sessions	3 sessions (3 hours)
Collaboration with...	Emili Morales (English teacher)
Main objectives of the sessions	The aim of these plans lessons is to learn about characteristics, properties, meanings and psychology of the color
Short description of the sessions	SESSION 1 -Introduce basic content and vocabulary that describes the characteristics and properties of color. SESSION 2 -Use technical vocabulary to read and write sentences related to authors and color experiments SESSION 3 -Reading comprehension and assessment about meanings of color.



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The descriptions of the activities below should contain:

1. collaborative and cooperative activities instructions (including the timing and the language support)
2. type of support,
3. readings and writings planned,
4. assessment tools
5. materials used

S E S S I O N 1	Activity 1	<p><u>ANSWERGARDEN</u> INPUT</p> <p><u>Brainstorming</u> about what they know about color.</p> <p>Individually_ Collaborative activity Materials: computer</p>	10'
	Activity 2	<p><u>MIND MAP</u></p> <p>WRITTING</p> <p>In groups, they need to order cards based in primary and secondary colors and they will write a text about it.</p> <p>Groups of 3_ Collaborative activity Materials: cards, pen and blank paper</p>	35'
	Activity 3	<p><u>PLICKERS</u> ASSESSMENT</p> <p>New groups of students with <u>INSTANT CLASSROOM</u></p> <p><u>Questions about the previous task.</u></p> <p>Groups of 4_ Collaborative activity_ Explicit and implicit questions Materials: cards and mobile phone</p>	15'





S E S S I O N 2	Activity 4	<u>CROMATOGRAPHY</u> INPUT In pairs, make an experiment with paper, markers and alcohol. Pairs_ Cooperative activity Materials: thick paper, color markers, cup of glass and alcohol.	10'
	Activity 5	<u>DICTOGLOSS</u> READING AND WRITING A text is projected in the whiteboard. In groups, one of each group needs to read a part of the text (the text is projected with different colors) The whole class, need to order <u>the photograph cards</u> based in the text Finally, the group rewrites the text. Groups of 3_ Cooperative and collaborative activity Materials: cards, pen and blank paper	30'
	Activity 6	<u>BASE ORIENTATION</u> ASSESSMENT The chromatography is done. Rewrite all the steps to do the experiment and make a memory about the experience. Pairs_ Cooperative activity Materials: thick pen and blank sheet	20'



S E S S I O N 3	Activity 7	<p><u>GROUP OF EXPERTS</u> READING</p> <p>One text divided in 6 parts: <u>Color Meaning and Psychology of Red, Blue, Green, Yellow, Orange, Pink and Violet colors</u></p> <p>Groups of 5. Each member of the group needs to read one of the 5 parts of the text. Make new groups (of experts). Debate about the meaning of their text. Go back to the main group and explain the text to the group components.</p> <p>Groups of 5_ Cooperative activity Materials: text</p>	25'
	Activity 8	<p><u>RUNNING DICTATION</u> READING AND WRITING</p> <p>Pairs.</p> <p>The teacher chooses the last part of the previous text and hands it up to the final corner class. One of the members runs and back to explain what he/she reads and the other members write it down.</p> <p>Pairs_ Cooperative activity Materials: texts, pen and blank sheet</p>	20'
	Activity 9	<p><u>SELF-ASSESSMENT</u> ASSESSMENT</p> <p>Fill in the template about the previous three color sessions.</p> <p>Individually activity_ Explicit, implicit and referential questions Materials: sheet and pen</p>	15'



In terms of academic content, what are the students learning and what are they learning to do?	They learn the content of: <ul style="list-style-type: none">- the primary, the secondary and the tertiary colors- the properties of the colors: hue, saturation and value- definitions of color properties- appreciate differences of colors- renowned painters of basic color- meaning of different colors- how to separate colors in primary colors	
In terms of language, what are the students practicing or learning to do?	<ul style="list-style-type: none">- vocabulary of color- write instructions in base orientation- read about renowned painters- make dictations of a text- debate about a text.	



<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>In this lesson plan we try to work contents of visual arts and language of English using:</p> <ul style="list-style-type: none">- inputs as speak, talk, write, visual...- collaborative and cooperative activities- make sessions and activities of inputs, writings, readings and assessments- use the repetition of contents and languages- formulate questions to make sure the students understand us- use digital tools- use referential, explicit and implicit questions to assess	
<p>Other important information</p>	<p>ICT tools used:</p> <ul style="list-style-type: none">➤ Activity 1: ANSWERGARDEN➤ Activity 3: PLICKERS➤ Activity 3: INSTANT CLASSROOM	



<p>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</p>	<p>Activity 1: ANSWERGARDEN https://answergarden.ch/876825</p> <p>Activity 3: PLICKERS https://www.plickers.com/library Instant Classroom https://www.superteachertools.us/myclassroom/?groupid=219031&groupfolder=</p> <p>Activity 5: PIET MONDRIAN Text extracted from: https://www.museothyssen.org/en/collection/artists/mondrian-piet Photographs extracted from: https://www.transartists.org/sites/default/files/styles/fullscreen/public/address_photo/rabk_sothebys003a_1-lrg.jpg?itok=mqenyZIH https://esteticadeladecoracion2.files.wordpress.com/2017/07/maxresdefault.jpg https://www.dsigno.es/blog/wp-content/uploads/2017/06/de-stijl-2.jpg https://pursandpawscustomcrates.weebly.com/uploads/4/9/8/1/4981299/8503777.jpg?422 https://i1.wp.com/embarckiosk.chazen.wisc.edu/media/Previews/Final_Web_size/2007_39_2.jpg https://1.bp.blogspot.com/-v7UtFvVRAG8/Vz5Olfm1Y2I/AAAAAAAAABDg/cZT7KdqyNhkvUj4UmzdBmSW4eo1n_u8cwCLcB/s400/picasso_avignon%25255B1%25255D.jpg.jpg https://upload.wikimedia.org/wikipedia/commons/thumb/7/76/Piet_Mondriaan%2C_1921_-_Composition_en_rouge%2C_jaune%2C_bleu_et_noir.jpg/601px-Piet_Mondriaan%2C_1921_-_Composition_en_rouge%2C_jaune%2C_bleu_et_noir.jpg https://upload.wikimedia.org/wikipedia/commons/thumb/c/c5/Theo_van_Doesburg_Dance_I.jpg/336px-Theo_van_Doesburg_Dance_I.jpg https://thumbs.dreamstime.com/b/new-york-city-b-w-skyline-over-hudson-river-13782677.jpg https://pixabay.com/es/</p> <p>Activity 7 and 8: MEANINGS OF COLOR Text extracted from: https://graf1x.com/color-psychology-emotion-meaning-poster/</p>	
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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 (modeling)	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
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



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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



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 1

ANSWERGARDEN

Let's make a brainstorming about COLOR.

- What do we know about?
- What colors do we know?
- What differences do we know?
- Do the colors have properties?
- Do the colors have meanings?



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 2

COLOR

Solution of the activity:

There are **three PRIMARY COLOURS**: **Magenta, yellow** and **cyan**. We can not get a primary color by **mixing** other colors.

There are **three SECONDARY COLOURS** too: **red-orange, blue-purple** and **green**. We will get them by **mixing** primary colors.

There are **six TERTIARY COLOURS**: **red magenta, yellow red-orange, green-cyan, green-yellow, blue-cyan, violet**.

The COLOUR has some **PROPERTIES**:

- **HUE**: It is the property that makes a color **DIFFERENT** from another.
- **SATURATION**: It refers to the **AMOUNT** of color we have: **100%, 75%, 50%, 25%...**
- **VALUE**: It refers to how **LIGHT** or **DARK** a color appears.



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 2

COLOR

Cut them:

**PRIMARY
COLOURS**

MAGENTA

YELLOW

CYAN

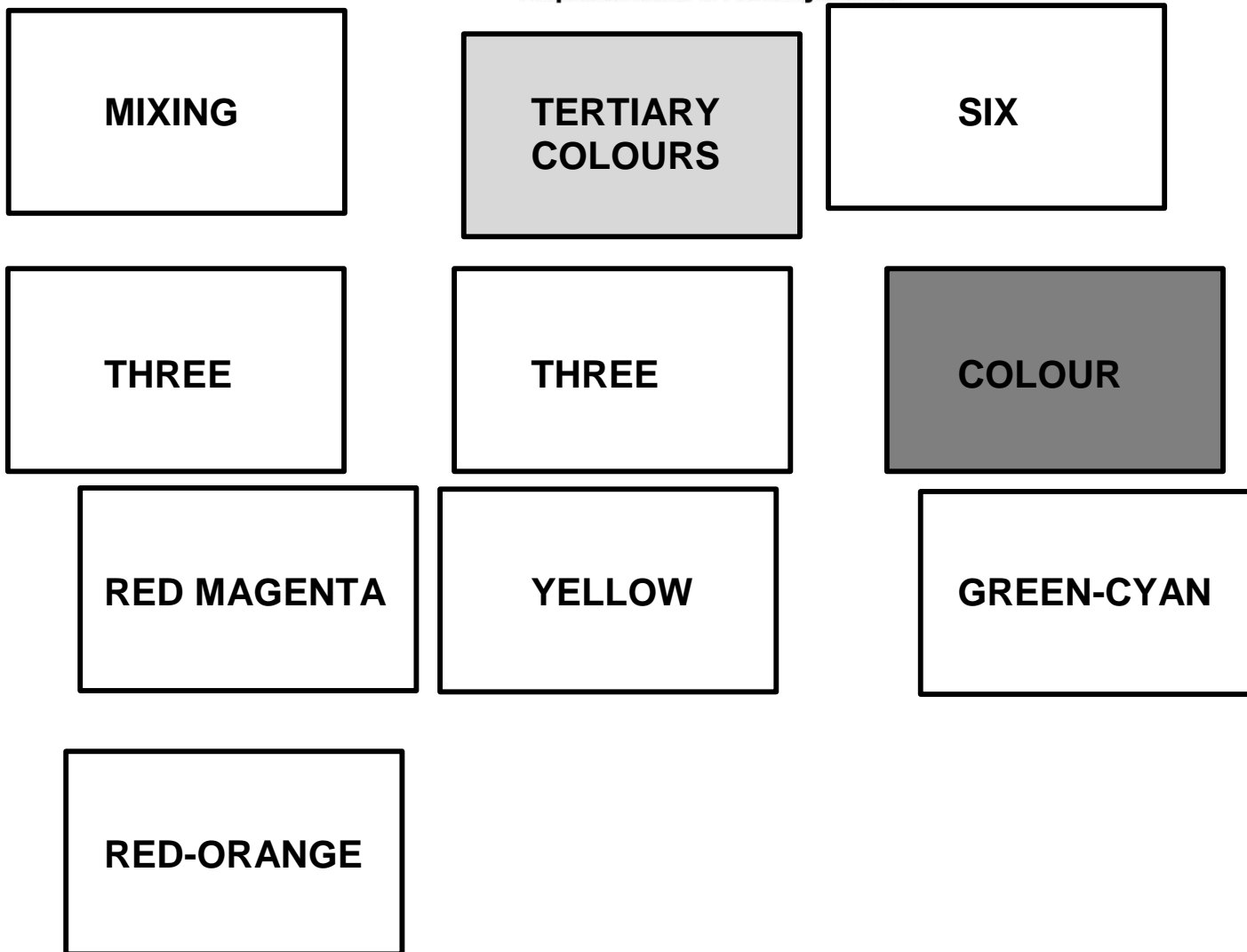
MIXING

**SECONDARY
COLOURS**

RED-ORANGE

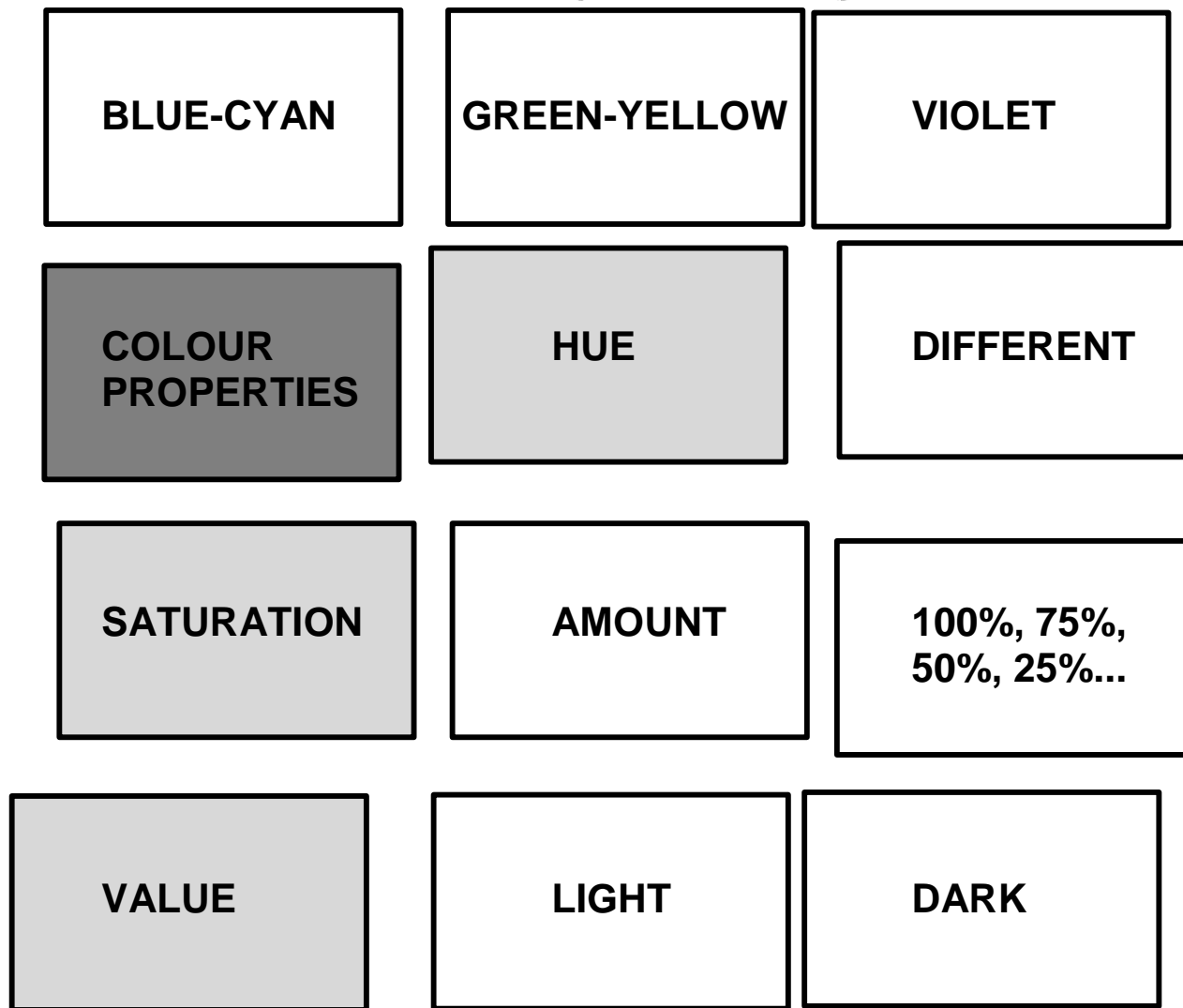
BLUE-PURPLE

GREEN





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NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 3

PLICKERS

Questions on PLICKERS about the previous activity:

- **How many primary pigment colors are there?**

One Two Three Six

- **How many secondary pigment colors are there?**

One Three Six Nine

- **How many tertiary colors are there?**

Three Six Nine A lots of

- **How many primary light colors are there?**

One Two Three Six

- **What are the primary pigment colors?**

Magenta, green, yellow magenta, green, cyan cyan, yellow, orange cyan, magenta, yellow

- **What are the secondary colors?**

Cyan, magenta, yellow green, red-orange, blue-purple green, yellow, red blue-purple, yellow, magenta



- **Name 3 tertiary colors.**

Cyan, magenta, yellow green, yellow, red blue-purple, yellow, magenta green-cyan, orange, violet

- **What mix do you do to get tertiary colors?**

Mixing two secondary colors mixing three secondary colors
Mixing a primary and a secondary color mixing a primary color and two secondary colors

- **Name the color properties.**

Hue, saturation, value Hue, contrast, value
Hue, brightness, saturation Saturation, contrast, brightness

- **What is saturation?**

Difference between colors the amount of color
Lightness or darkness of a color the beauty of a color



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 4

CHROMATOGRAPHY

A chromatography is a laboratory technique for the separation of a mixture.

The students should take a long piece of paper and achieve a chromatography.

Steps:

- Take the long piece of paper
- Draw a big circle with a marker
- Use any color you want
- Take a cup of glass
- Put alcohol in it (0,5 cm)
- Make the piece of paper in the cup of glass with the alcohol
- Wait 20 minutes



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 5

PIET MONDRIAN

Amersfoort, 1872-Nueva York, 1944

Piet Mondrian's name is linked to the Dutch Neo-Plasticist group associated with the periodical *De Stijl*. His conception that art should be represented through the straight line and **pure colors** as a symbol of the expression of the cosmic order made him one of the major advocates of abstraction and one of the most admired and influential artists of the twentieth century.

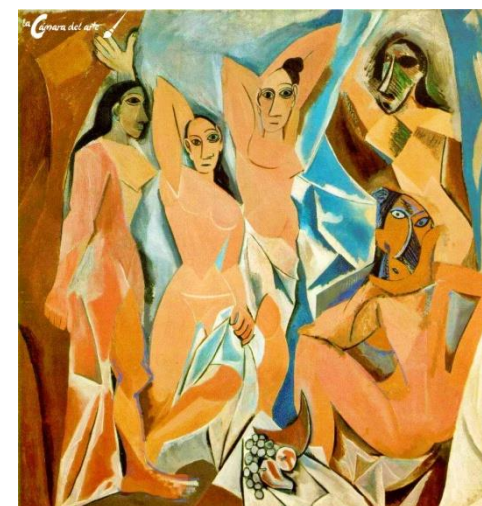
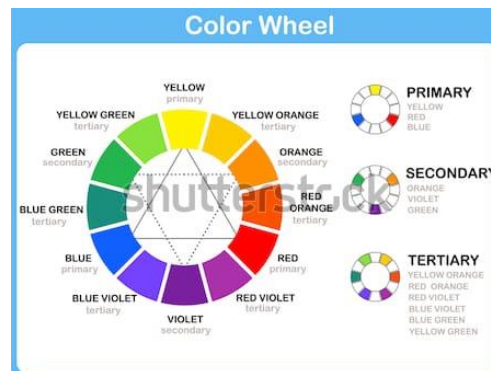
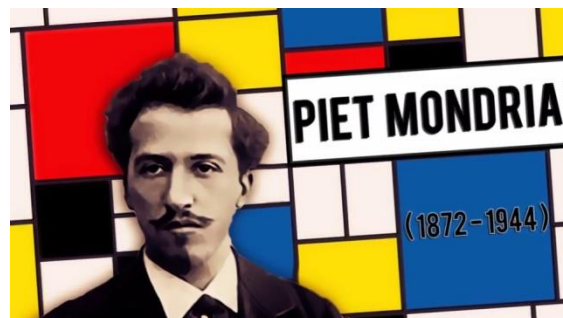
Mondrian trained as a compulsory education drawing teacher and in 1892 enrolled at **the State Academy of Fine Arts in Amsterdam**, where he began to mix with the art groups of the day. His first works were **serene landscapes** painted in delicate shades of grey, mauve and dark green.

In 1912 Mondrian moved to **Paris**. His spell in the French capital prompted him to adopt the **Cubist style**, from which he gradually turned towards abstraction.

In 1917, along with the two painters and a group of young architects and artists, he founded **the De Stijl magazine**, which until 1924 provided him with a vehicle for disseminating Neo-Plasticism, an art that sought to represent the absolute truths of the universe. From this point onwards Mondrian's painting was expressed solely **through planes of primary colors and straight lines**. When Van Doesburg **introduced the diagonal** into his compositions in 1925, Mondrian left the group for good.

In the autumn of 1940, he decided to go **to New York**. In America his style **lost its previous rigidity**, influenced by the intrinsic movement of the seething metropolis, its skyscrapers and jazz, and acquired a greater freedom and a livelier rhythm.

<https://www.museothyssen.org/en/collection/artists/mondrian-piet>

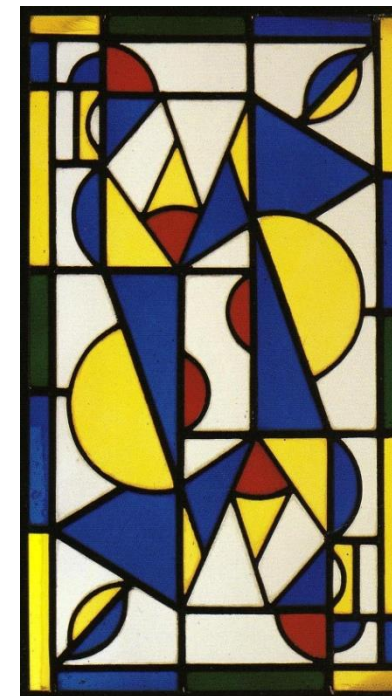
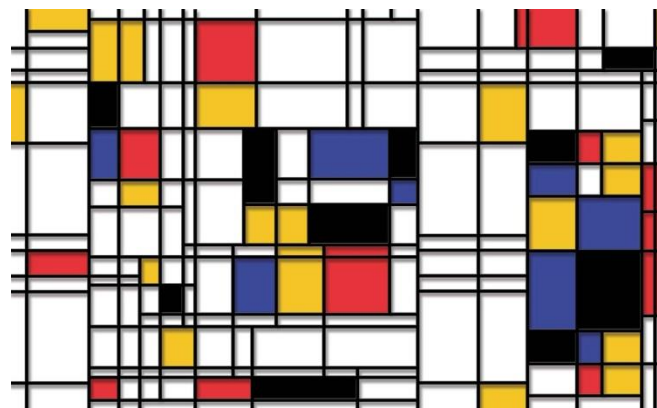
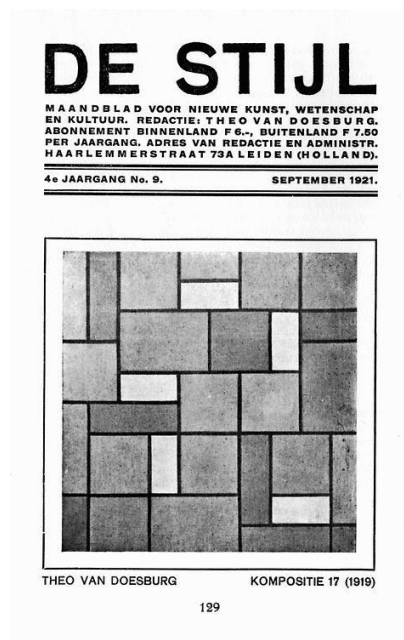


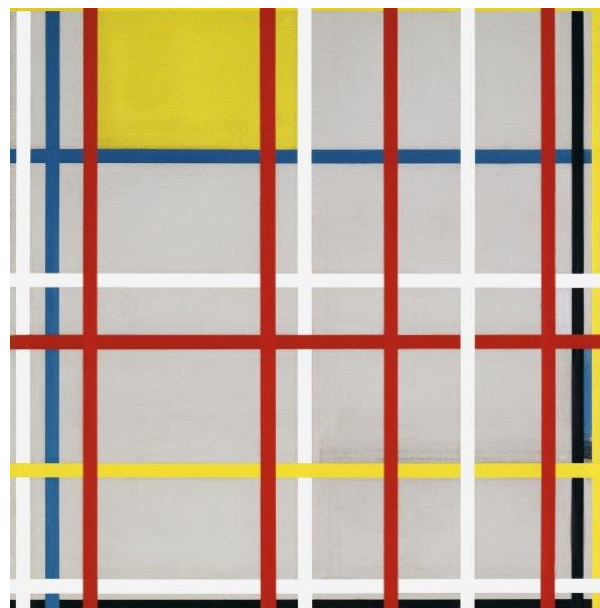


ACTIVITY 5

photographs

PIET MONDRIAN







NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 6

BASE ORIENTATION

The chromatography is done. Rewrite all the steps to do the experiment and make a little memory about the experience.

STEPS TO FOLLOW IN THE CHROMATOGRAPHY:

1.	
2.	
3.	
4.	
5.	
6.	



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 7

GROUP OF EXPERTS

EXPERT 1

COLOR MEANING AND PSYCHOLOGY OF RED, BLUE, GREEN, YELLOW, ORANGE, PINK AND VIOLET COLORS

Unless you are a professional artist or art critic it is fair to say that the color meaning and psychology is based primarily on instinct and emotion. How someone feels about a color or design is entirely up to the individual and there are no right or wrong answers. However the way we feel about color can often be attributed to our subconscious and history, as well as personal preference.

Color meaning and psychology poster will be your most useful reference giving you detailed information that will enable you to quickly identify and select the most appropriate color for any project, occasion, or activity.

Throughout the history color schemes has often been used to define different feelings, seasons and ceremonies depending on one's culture and origin. For example early Native Americans used different colored paints to symbolize times of war and death, as well as for spiritual ceremonies and seasonal harvests. Steeped in history throughout many cultures, certain colors are associated with particular feelings and emotions that are still very relevant in modern design.

Colors can affect how we feel subconsciously. This means that one may not even know they are being affected by the color of an environment or artwork. The feeling behind meaning of the colors sees hues grouped into two main groups commonly known as warm colors and cool colors.

Text extracted from:

<https://graf1x.com/color-psychology-emotion-meaning-poster/>



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 7

GROUP OF EXPERTS

EXPERT 2

COLOR MEANING AND PSYCHOLOGY OF RED, BLUE, GREEN, YELLOW, ORANGE, PINK AND VIOLET COLORS

Red Color Meaning – The color of passion and drama. This color attracts the most attention and is associated with strong emotions such as love and anger. Red is the color used universally to signify danger, courage, strength, and power. Red is stimulating, vibrant and exciting. Red inspires desire with a strong link to sexuality and increased appetites. In Chinese culture red represents luck and prosperity. Use red when you want to get pulses racing and to inspire action. However, use carefully as red can evoke feelings of aggression and cause visual strain. Lovers of red are passionate with an enthusiasm for life.

Orange Color Meaning – The color of encouragement. The combination of yellow and red makes orange convey excitement, warmth and enthusiasm. Social and inviting, this is the color of the extrovert, exuding happiness and joy, releasing inhibitions. Need to be inspired into action or have a positive outlook on life? Orange is a motivating and encouraging color. Orange is appealing to young people. It stimulates the appetite and is associated with healthy good. However, the negative connotations of orange include insincerity, exhibitionism and self indulgence.

Text extracted from:

<https://graf1x.com/color-psychology-emotion-meaning-poster/>



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 7

GROUP OF EXPERTS

EXPERT 3

COLOR MEANING AND PSYCHOLOGY OF RED, BLUE, GREEN, YELLOW, ORANGE, PINK AND VIOLET COLORS

Yellow Color Meaning – The color of optimism. Yellow is a compelling color that conveys youthful, fresh energy. This color of sunshine is uplifting and illuminating and associated with success and confidence. Yellow stimulates the left side of the brain, helping with clear thinking and quick decision making. Yellow grabs attention because the eye sees yellow first. The downside of yellow is that it can induce anxiety and cause one to be over-critical. It also signifies cowardice.

Pink Color Meaning – The color of sensitivity – The passion of red combined with the purity of white create this color associated with love, tranquility and femininity. Pink has associations with tenderness and nurturing while conveying a sense of safety and even vulnerability. Seeing the world through “rose (pink) colored glasses” is holds a negative connotation as being associated with being unrealistic and overly optimistic.

Text extracted from:

<https://graf1x.com/color-psychology-emotion-meaning-poster/>



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 7

GROUP OF EXPERTS

EXPERT 4

COLOR MEANING AND PSYCHOLOGY OF RED, BLUE, GREEN, YELLOW, ORANGE, PINK AND VIOLET COLORS

Blue Color Meaning– The color of trust. Blue, the shade of the sea and the sky, is thought to induce calm and convey tranquility, serenity and peace. The popular color instills confidence and inspires feelings of trust, loyalty, integrity and responsibility. Cool blue is conservative and can also be perceived as aloof. Blue tends to suppress the appetite – there are not many foods associated with blue in nature.

Green Color Meaning – The color of growth and health. Think of nature and see green in all its glory expressing renewal and life. Green has a strong association as a refreshing and peaceful color. It evokes feeling of abundance and a plentiful environment while providing a restful and secure feeling. The prosperity signified by green can be negatively perceived as materialistic and possessive.

Text extracted from:

<https://graf1x.com/color-psychology-emotion-meaning-poster/>



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 7

GROUP OF EXPERTS

EXPERT 5

COLOR MEANING AND PSYCHOLOGY OF RED, BLUE, GREEN, YELLOW, ORANGE, PINK AND VIOLET COLORS

Violet Color Meaning – The color of spirituality. The energy of red with the calm of blue combine to create violet, a color that inspires reflection and self awareness. It is the color of the sensitive, compassionate intuitive soul – the introvert. Also, violet has long been associated with royalty, and characteristics of quality and luxury. Overuse of violet can invoke irritability and arrogance.

Brown Color Meaning – The color of the earth. Stability and a solid foundation is the message that emanates from the color brown. This color relates to things that are natural and simple. Brown is thought to be dull, but is reliable and wholesome. Although frugal and stingy, brown is a color of safety and quiet confidence; warm and reassuring. Sadly, brown is among the least favourite colors, but conveys honesty and sincerity. On its own, brown seems unsophisticated, but when combined with others can become quite elegant.

Text extracted from:

<https://graf1x.com/color-psychology-emotion-meaning-poster/>



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8

RUNNING DICTATION

Grey Color Meaning – The color of compromise. Grey is considered to be an unemotional, detached color seeking to avoid attention. It conveys gloom and depression. Very conservative, grey has a stabilizing effect as it is very neutral, but can also conjure up feelings of frustration. Grey is linked with maturity and protection, being reliable and practical. Grey would not be considered a glamorous color, yet is still elegant.

Black Color Meaning – The color of mystery. Black is actually the lack of color. It covers, hides and implies that there is a barrier. A strong and powerful color, black is formal and sophisticated, sexy and secretive. It is the color of things that are scary and evil. Black conveys pessimism and a lack of hope. While black has many negative associations, it is a color that signifies power and control. It is considered unfriendly and intimidating, yet still refined, elegant and confident. Black is helpful to other colors, being a strong contrast and making them stand out more.

Text extracted from:

<https://graf1x.com/color-psychology-emotion-meaning-poster/>



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 8

RUNNING DICTATION

Write what your partner dictates to you:

MEMBER A

Now exchange the roles:

MEMBER B



NAME and SURNAME: _____ DATE: _____ GROUP: _____ SHEET: _____

ACTIVITY 9

SELF-ASSESSMENT

THE COLOR					NAME THEM_ GIVE SOME EXAMPLES
MAIN GROUPS OF COLORS	Yes, I do	I think so	I am not sure	No, I do not know them	
PRIMARY COLORS OF PIGMENT	I know them	I think so	I know one of them	No, I do not know it	
PRIMARY COLORS OF LIGHT	I know them	I think so	I know one of them	No, I do not know it	
PAINTERS	I know some	I know three	I know one	I do not know any	





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COOL COLORS	Yes, I can remember 5	Yes, I can remember 3	Yes, I can remember one	No, I cannot remember	
WARM COLORS	Yes, I can remember 5	Yes, I can remember 3	Yes, I can remember one	No, I cannot remember	
POSITIVE CONNOTATIONS OF COLOR	I know some	I know one	I am not sure	No, I do not	
NEGATIVE CONNOTATIONS OF COLOR	I know some	I know one	I am not sure	No, I do not	
PROPERTIES OF COLOR	I know them	I think so	I know one of them	No, I do not know it	
WHY DON'T PARENTS PAINT THE WHOLE ROOM OF THEIR CHILDREN IN BLACK COLOR?	Answer:				