

Let's create our Pablo Picasso's Museum!



Authorships

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Generació Plurilingüe

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PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	Let's create our Pablo Picasso's Museum!
Authorship	Ana Zahinos and Maria Barreno (tandem)
School	Escola Nen Jesús de Praga
Students' CEFR Level (A1, A2...)	Elementary
Grade	6th grade of primary
Content area(s)	Arts & Crafts
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	Ana Zahinos (Arts & Crafts teacher) and Maria Barreno (Science teacher)
Key words	Artistic movement, Picasso, Blue period, Rose Period, Cubism, Picture...

1. OUR/MY PROJECT

Introduction:

Three years ago, the school launched a project to improve the students' English skills. For that reason, we started teaching Arts & Crafts and Science in the English language.

This second year of GEP we are going to work in tandem in the area of Arts&Crafts carrying the artist Pablo Picasso. Our idea is to give a brush-stroke in the artist biography continuing with the main periods: Blue, Rose and Cubism. After that, students will choose a Pablo Picasso's work, the one that had had more impression in them, and they will analyse and work deeper on it.

Driving question: How to bring Pablo Picasso's art to our school?

Final product:

Once we have arrived to the end of project, our school will become a Museum where every group of students will explain to the public audience that will be the other the class of the same cycle (5th grade) and the families.

Although the final product is the oral exposition, previously they should have recorded their oral exposition. Before the Museum, we will watch the videos in class in order to correct (with all the class) possible mistakes or take ideas to improve their own expositions. Furthermore, when the project finishes we will upload the videos in the School's blog to share with all the educational community.

Even if the final product will be the same for everyone, they could choose the way to enrich their performance (leaflets, bookmarks, posters, costumes...).

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. Summarize the most important facts in Pablo Picasso's life.	1.1. Students should be able to relate Pablo Picasso with historical facts. 1.2. Students should be able to summarize and order the most important events in Picasso's life.
2. Distinguish between the different artistic periods.	2.1. Students should be able to recognize the three main artistic periods of Picasso's career. 2.2. Students should be able to place in time these periods. 2.3 Students should be able to relate which personal experiences or historical events influenced his art in every single period. 2.4. Students should be able to identify the main characteristics from each artistic period.
3. Be able to recognize Picasso's works.	3.1. Students should be able to match each Picasso's work in the correct artistic period. 3.2. Students should be able to name the masterpieces.
4. Describe and explain an artistic work.	4.1. Students should be able to justify the reason because of the work belongs to an specific period. 4.2. Students should be able to make a brief description of each work taking into account the characteristics of the artistic movement.
5. Develop a proper oral exposition.	5.1. Students should be able to expose an oral masterpiece. 5,2. Students should be able to express personal feelings. 5.3. Students should be able to explain causes and effects of different Picasso's works. 5.4. Students should be able to make understand complex ideas. 5.5. Students should be able to catch the interest of the public audience.

6. Be able to create an extra support for their own exposition.	6.1. Students should be able to show creativity. 6.2. Students should be able to create appropriate materials to enrich and complement their oral expositions.
7. Work in a cooperative way.	7.1. Students should be able to show tolerance to other people's ideas. 7.2. Students should be able to share information with the other components of the group. 7.3. Students should be able to show respectfully that one idea is correct or wrong. 7.4. Students should be able to thank other contributors' help. 7.5. Students should be able to develop and finish their own tasks. 7.6. Students should be able to be critic with themselves and their own work.

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p><u>Dimensió percepció, comprensió i valoració</u></p> <ul style="list-style-type: none"> • Competència 2. Utilitzar elements bàsics dels llenguatges visual, corporal i musical i estratègies per comprendre i apreciar les produccions artístiques. 	<p><u>Dimensió percepció, comprensió i valoració</u></p> <ul style="list-style-type: none"> • Expressió de les idees, les emocions i les experiències que desvetllen les manifestacions artístiques. • Interès pel patrimoni i les manifestacions artístiques. 	<p><u>Dimensió comunicació oral</u></p> <ul style="list-style-type: none"> • Competència 1. Obtenir informació bàsica i comprendre textos orals senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar. • Competència 2. Planificar i produir 	<p><u>Dimensió comunicació oral</u></p> <ul style="list-style-type: none"> • Textos de tipologia diversa en diferents formats i suports. • Estratègies per a la comprensió. • Estratègies per a l'expressió: planificació, producció i revisió.

- **Competència 3.** Comprendre i valorar elements significatius del patrimoni artístic proper, de Catalunya i d'arreu

Dimensió interpretació i producció

- **Competència 5.** Emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se.
- **Competència 7.** Emprar els elements i recursos bàsics del llenguatge escènic, per expressar-se, interpretar i comunicar-se.

- Relació entre l'art, la societat, la cultura i la religió.
- Recerca sobre qüestions relacionades amb l'art.
- Recursos, formes i possibilitats comunicatives dels diferents elements i llenguatges artístics.
- Funció i influència de les manifestacions artístiques i dels seus elements.

Dimensió interpretació i producció

- Interès, valoració i respecte pel fet artístic i per les produccions artístiques pròpies i alienes.
- Recursos, formes, possibilitats comunicatives dels diferents elements i llenguatges artístics.
- Funció i influència de les manifestacions artístiques i dels seus elements.
- Tècniques pròpies dels diferents llenguatges artístics.
- Produccions artístiques: plàstiques,

textos orals breus i senzills adequats a la situació comunicativa.

- **Competència 3.** Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.

Dimensió comprensió lectora

- **Competència 4.** Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o

- Estratègies i fórmules per a la interacció oral.
- Organització i estructura discursiva del text: adequació, coherència i cohesió.
- Morfosintaxi textual: connectors.
- Lèxic: vocabulari usual i específic.
- Component semàntic de la llengua: comparació, derivació, sentit figurat, falsos amics.
- Elements expressius: prosòdics i no verbals.
- Fluïdesa oral.
- Gestió i comunicació de la informació.
- Ús dels recursos digitals.

Dimensió comprensió lectora

- Textos de tipologia diversa en diferents formats i suports.

<p><u>Dimensió imaginació i creativitat</u></p> <ul style="list-style-type: none"> • Competència 8. Improvisar i crear amb els elements i recursos bàsics dels diferents llenguatges artístics. 	<p>musicals i corporals.</p> <ul style="list-style-type: none"> • Expressió artística d'emocions, experiències, desitjos i valoracions crítiques. • Ús de recursos digitals en l'expressió artística. • Planificació dels processos de producció artística. <p><u>Dimensió imaginació i creativitat</u></p> <ul style="list-style-type: none"> • Imaginació i creativitat en l'expressió i comunicació artística. • Interès, valoració i respecte pel fet artístic i per les produccions artístiques pròpies i alienes. • Satisfacció i emoció estètica. • Recursos, formes, possibilitats comunicatives dels diferents elements i llenguatges artístics. • Funció i influència de les manifestacions artístiques i dels seus elements. 	<p>adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</p> <ul style="list-style-type: none"> • Competència 5. Utilitzar els trets visuals, discursius i lingüístics bàsics d'un text d'estructura clara per comprendre'l. • Competència 6. Utilitzar eines de consulta per accedir a la comprensió de textos. <p><u>Dimensió expressió escrita</u></p> <ul style="list-style-type: none"> • Competència 7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa. • Competència 8. Produir textos 	<ul style="list-style-type: none"> • Estratègies per a la comprensió. • Lectura silenciosa. • Organització i estructura discursiva del text. • Morfosintaxi textual: connectors, signes de puntuació. • Lèxic: vocabulari usual i específic. • Component semàntic de la llengua: comparació, derivació, sentit figurat, falsos amics. • Estratègies de cerca. • Fonts d'informació en suport paper i digital. • Estratègies per adquirir i transmetre coneixement. • Ús dels recursos digitals. <p><u>Dimensió expressió escrita</u></p> <ul style="list-style-type: none"> • Textos de tipologia diversa en diferents formats i suports. • Estratègies i recursos per a l'expressió: planificació, producció i revisió.
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• Tècniques pròpies dels diferents llenguatges artístics.

senzills amb adequació a la situació comunicativa i amb ajut de suports.

• **Competència 9.** Revisar el text per millorar-lo en funció de la situació comunicativa amb l'ajut de suports específics.

• Estratègies específiques per a la producció i revisió de textos en llengua estrangera.

• Organització i estructura discursiva del text: adequació, coherència i cohesió.

• Morfosintaxi textual: connectors, signes de puntuació.

• Estructura textual.

• Lèxic: vocabulari usual i específic.

• Component semàntic de la llengua: comparació, derivació, sentit figurat, falsos amics.

• Ortografia de paraules conegudes i d'ús freqüent.

• Correcció lingüística i ortogràfica.

• Recursos per a la producció i la revisió en suport imprès i digital.

• Presentació formal.

• Ús dels recursos digitals

		<p><u>Dimensió plurilingüe i intercultural</u></p> <ul style="list-style-type: none">• Competència 12. Utilitzar estratègies plurilingües per a la comunicació.	<p><u>Dimensió plurilingüe i intercultural</u></p> <ul style="list-style-type: none">• Lèxic: vocabulari usual i específic.• Component semàntic de la llengua: comparació, derivació, sentit figurat, falsos amics.• Elements prosòdics (entonació, pronúncia i ritme) i fonètics.• Elements no verbals.• Elements morfosintàctics bàsics.• Morfosintaxi textual.• Aspectes sociolingüístics i culturals bàsics.
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4. 21st CENTURY COMPETENCIES

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

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

1. Picasso's biography: main facts.
2. Historical facts during Picasso's life.
3. Artistic periods and movements from the artist.
4. Picasso's masterpieces.
5. A museum organization.

CONTENT-RELATED SKILLS

1. Research information through different ways (texts, videos, photos...).
2. Summarize the main ideas from a text.
3. Explain characteristics of Picasso's world.
4. Describe a masterpiece.
5. Plan and organize an oral exposition.
6. Elaborate a speech respecting the three main laws of the text's construction: coherence, cohesion and adaptation.
7. Acquire the main vocabulary and expressions related with the topic they are working in.
8. Persuade the interest of the audience to listen their oral exposition.
9. Assume their own tasks inside their work-group.
10. Manage in order to distribute the roles for each member of the cooperative group.
11. Give and respect opinions.
12. Show an active listening attitude.
13. Design and create materials.

7. REFERENCES

8. COMMENTS (optional)






9. ACKNOWLEDGEMENTS (optional)

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
						
1	Listening Pablo Picasso's story with visual and kinesthetic support (2 times)	15'	L	Listening activity	Mp3 with Picasso's story and computer.	TA
	Listening Pablo Picasso's story showing the pictures they have and talking about them.	30'	L S I	T - S S - S WG	Mp3 with Picasso's story and computer.	AT PA
	Fill the gaps in groups.	15'	R S L I	SG T - S WG	Digital board and computer. Instant	AT

					classroom resource.	
2	Dictogloss about last lesson (refresh)	10'	L I S	SG	Picasso's story.	AT SA
	Discovering Picasso's periods through three content boxes.	20'	R S L	T - S WG		It's not an assessment activity.
	Classifying contents about Picasso's periods.	20'	R S L I	T - S SG WG		AT
3	Lecture from Margarita Cuyàs, an Historian and Art graduate.	60'	L S	WG	Digital board and computer (ppt)	It's not an assessment activity.
4	Showing masterpieces and classifying by periods using whiteboards.	30'	S I	T - S WG	Digital board and computer.	AT SA
	Guess the masterpiece!	30'	S	S - S	Digital board	AT

			L I		and computer.	PA
5	Why do we have museums? Order the pictures (timeline). (https://www.youtube.com/watch?v=MHo928fd2wE)	15'	L I S	SG WG	Digital board Video and computer (internet)	AT
	What is a museum? Key words (https://www.youtube.com/watch?v=fnXIBgEkW9A) How (not) to behave in a museum. Key words (https://www.youtube.com/watch?v=rDte45Cevhk) Drawing posters by groups showing all the important aspects of a museum.	45'	L S I	SG	Digital board Video and computer (internet)	AT
6-7-8-9	How can we bring Picasso's Art to School? (Template)	4h	R S	SG T - S	Depend of the final	TA PA

			L I		product of each group but they will have tablets, books, internet, plastic materials...	SA
10	Let's create our Picasso's Museum!	1h	S L I	SG	Depend of the final product of each group	AT

11. SESSION PLANNING

SESSION 1: Who was Pablo Picasso? Does this name rings you a bell?

Objectives of the session:

1. Summarize the most important facts in Picasso's life.
2. Develop listening and speaking abilities.
3. Promote a cooperative work between the students.
4. Acquire the main vocabulary and expressions related with the topic they are working in.

Content-obligatory language for the session:

- Past simple tenses.
- Possessive ('s).
- Vocabulary and expressions related with the topic.

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1

Listen Pablo Picasso's story: in this activity students will listen a [story](#) (it's a video, you can see it in our drive folder) of the artist's biography (the story will be composed by secondary students of our school from a text about Picasso's life done by them in the English class). Around the class, students will have different [images](#) related with the content of the story. Students will walk around the class freely while they listen the song. They could take any of the images when they related them with any word that they have listened from the story.

The story will be listened twice in order to have more opportunities to take the correct image.

Assessment: we will observe students' attitude, if they are concentrated in what the story is saying and if they take the correct image in each moment of the story.

15'

L

Listening activity.

Mp3
PC

TA

1.2

Debate: each student will have a set of images taken from the biography and by the time they are listening the story

30'

L

T-S

Mp3

AT

	<p>they will have to rise the image they think that had appear in the song and at the same time (the teacher will stop the story) debate why they have chosen this picture. For the debate, each student will have an scaffolding which will help and encourage them to participate.</p> <p><i>Assessment:</i> we will have a checklist to assess their speaking abilities because it's an easy and fast resource for us for taking notes in the same moment of the activity. We have thought that it's impossible to assess all the students at the same time while you are doing the activity with them. For that reason, this checklist is going to be completed during the whole project, one for each student, in all the speaking activities of each session. It will be useful for us as a tool to take into account when we assess the speaking part of the final products (we will not only assess the last session but also day by day). Students will have an individual checklist as a resource to assess and enrich their speech during the entire project.</p>		S I	S-S WG		PA
1.3	<p><u>Fill the gaps</u> (assessment tool): this activity consists on watching and listening a video (is the same story that they have been listening in the previous activities, but know they are going to have auditory and visual inputs) with a template of the story but with the key words out, write the name of the word they think that goes in each gap. Students are going to do this activity by groups (we will use a resource called instant classroom to create groups of 4 by random), so they will feel more confident to complete the hole text.</p> <p><i>Assessment:</i> when all the groups will finish, we will pick up the worksheets (to assess them) and we will fill the gaps of the text with the whole class in the blackboard. While they are working, we will walk around the class taking notes of the way of each group is working and organizing the task. In this case, we are going to do the same process, we will have a cooperative work rubric for each student, and we will fill it during the whole project, in all the group activities.</p>	15'	R S L I	SG T-S WG	Digi tal boar d. com pute r	AT

SESSION 2: Discovering Pablo Picasso's periods.

Objectives of the session:

1. Consolidate Pablo Picasso's biography.
2. Distinguish the most important periods on Picasso's artistic career.
3. Summarize the main characteristics of each artistic period.
4. Promote a cooperative work between the students.
5. Develop speaking activities.

Content-obligatory language for the session:

- Past simple tenses.
- Vocabulary and expressions related with the topic.
- Dates (how to read years).

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1

Dictogloss (assessment tool): this session is going to start with an activity to refresh the first lesson. Students are going to work by groups of 4. This time, the teacher will give each student a colored card, and they will make groups by colors (we need [4 cards of 7 different colors](#)). Each group will have an envelope with a pack of [images](#)(the same images that we used for the last lesson). By the time they will listen the [story](#) they have to put in order the pictures just as they appear in the story.

Assessment: students will take notes of the final products (the images in the correct order) of their groups in a [grid](#). In each line, they will have to write the names of the members of the group, and they have to indicate rounding the correct face if they have done the dictogloss correctly or not. If any group has a mistake we will correct and justify it with the whole class.

10'

L
I
S

SG

PC

AT
SA

1.2

Discovering Picasso's periods: after the dictogloss we are going to continue learning more about Picasso's artistic career. We will use three content boxes (blue period, rose period and cubism) to discover and know the main






20'

R

T-S

NO

	characteristics about these artistic periods (we have chosen these ones because Picasso's artistic career is large and we want to focus in the most important or known periods nowadays). Voluntarily and by turns, students will open the boxes and read the content flashcards . With all the class, we will comment and speak spontaneously about the three periods.		S L	WG		
1.3	<u>Classifying contents</u> (assessment tool): we will mix all the flashcards without taking into account the artistic period. Using the same groups of the first activity (dictogloss) we will give different flashcards to each group and between all the members of the group they have to decide the artistic period each flashcard belongs to and classify it justifying their choices in front of the rest of the class. If they need, they will have an scaffolding which will help and encourage them to participate. They will have one scaffolding per group and, furthermore, we will create a corner in the class where we will show all the helping materials that they will have during the project.	20'	R S L I	T-S SG WG		AT

<h2>SESSION 3: Picasso's masterclass</h2> <p>Objectives of the session:</p> <ol style="list-style-type: none"> 1. Develop listening abilities. 2. Learn how a museum works. 3. Encourage students to discover more about Picasso's art. 						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> - Past simple tenses. - Vocabulary and expressions related with the topic. - Dates (how to read years). 						
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						

1.1	<p><u>Lecture:</u> in this session, Margarita Cuyàs, an Historian and Art graduate, will come to do a masterclass about Picasso's Art, through an oral explanation and with a powerpoint to show different contents. She will explain a brief part of the artist life and will show pictures from the different artistic periods of the artist, including the comments of the most important facts of each period. Furthermore, she will explain to the students her own experience working in a museum and she will give them some tips to describe a masterpiece in front of a public audience. We will take advantage of this opportunity to make them to participate. In the previous session, they will prepare some questions and comments that they can say to our guest. For instance, "Why did you choose to work in a Museum or with art?" "What do you like the most about Picasso?" ...</p>	60'	L S	WG	Digi tal boar d. com pute r.	AT
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SESSION 4: Guess the masterpiece!

Objectives of the session:

1. Identify different Picasso's masterpieces.
2. Develop action and reaction ability.
3. Recognize masterpieces with its name and period.
4. Describe an artistic work.
5. Develop speaking abilities.

Content-obligatory language for the session:

- Demonstratives
- Descriptive structures.
- Present simple.
- Structures for giving opinions and arguments.

	<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<p><u>Whiteboard game</u> (assessment tool): in this session, students will work with an individual whiteboard in which they will have to write the name of the period which the masterpiece shown belongs to (we will show the masterpiece with its name and date, to give more inputs to our students). To start with the activity, the teacher will show one masterpiece from the artist that they have seen in previous sessions, so the students in the whiteboard will write the name of the artistic period which the masterpiece shown belongs to. A part of the period, they could write any clue (word, drawing...) that had come to their minds to guess the period. Then, students will show their whiteboards to the rest of their classmates and justify their answers. As always, they will have an scaffolding to encourage them to participate.</p> <p><i>Assessment:</i> each student will have a grid with all the masterpieces and a pack of green and red stickers. If they have guess the correct period of the picture shown, they will have to stick a green sticker and if not, a red one.</p>	30'	S I	T-S WG	Digi tal boar d. com pute r.	AT SA
1.2	<p><u>Guess the masterpiece</u> (assessment tool): in this activity students will be in pairs (students will work with the classmate who is sitting next to them in class to make easier and faster the organization of the activity), one member of the pair will be looking at the digital board and the other student in front of their partner (without looking the board). We will project a Picasso's masterpiece in the digital board with some words below in red (forbidden) or green (advisable). The student that is looking to the board has to describe to the other member of the pair the masterpiece by using the green words and without using the red ones. The other member of the pair has to guess the name of the described Picasso's work. They can use again, the scaffolding that we have prepared with descriptive structures and prepositions.</p> <p><i>Assessment:</i> in pairs and by turns, they will assess if the partner knows the name of the masterpiece that they are describing.</p>	30'	S L I	S-S	Digi tal boar d. Com pute r.	AT PA

SESSION 5: Have you ever been in a museum?

Objectives of the session:

1. Interiorize the function of a museum.
2. Learn the rules of a museum.
3. Identify the actions not to do in a museum.
4. Express an idea graphically.

Content-obligatory language for the session:

- Present and past simple tenses.
- Must and mustn't.
- Opinion structures.

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1

First, we will start the session by asking some questions to activate students' interest:

- Have you ever been in a Museum? In which ones? Raising hands and counting...
- Which museums do you know? Making a list...
- What is a museum for? List of uses...
- Which museum do you think should exist?
- Which museum would you like to visit?

We will take notes of their answers using a digital document showed in the digital board.

Why do we have museums? throw a video, students will learn the importance of museums in our society. Each group of students will have a pack of pictures and by the time they watch the video, they will have to put them in order, the same order that are appearing in the video (timeline about the history of the first museums). Once the video finishes, in all the group class, they will share the order they have and comment why they have put this order and which sentence or word from the video they have listened to put this image. If they need, we will watch the video twice (<https://www.youtube.com/watch?v=MHo928fd2wE>)

15'

L
I
S

SG
WG

Digi
tal
boar
d.
Com
pute
r.
(inte
rnet)

AT

1.2	<p><u>Drawing a poster</u> (assessment tool): for the second part of the session, students will watch two different videos(https://www.youtube.com/watch?v=fnXIBgEkW9A)(https://www.youtube.com/watch?v=rDte45Cevhk) . The first one shows an explanation about how is a museum and what is a museum. The second one shows how not to behave in a museum. During both videos, students could take notes of key words or ideas that help them with the last activity of the session (we will advise them to take notes). Once the video finish, a part from sharing the ideas and notes in a small group (students will work in the cooperative group that they are used to work daily because it is the way to organize the classes in our school), they will have to create a poster with how to behave in a museum and how not to behave in a museum. We will use these posters in our last session to create our museum at school and give information to the visitors about the behaviour that we expect from them.</p> <p><i>Assessment:</i> they will explain their posters in front of the rest of the class. We will check if the students have express the correct instructions for a museum.</p>	45'	L S I	SG	Digi tal boar d. com pute r.	AT
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SESSION 6-7-8-9: How can we bring Picasso's Art to school?

Objectives of the session:

1. Promote a cooperative work between the students.
2. Plan and organize a masterpiece's explanation.
3. Assume their own tasks inside their work-group.
4. Manage in order to distribute the roles for each member of the cooperative group.
5. Research information through different ways (texts, videos, photos...).
6. Summarize the main ideas from a text.
7. Explain characteristics of Picasso's world.
8. Describe a masterpiece.
9. Design and create materials.

Content-obligatory language for the session:

- Present and past simple tenses.
- Descriptive structures.
- Connectors.

	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<p><u>Preparing our museum</u> (assessment tool): we have calculated four lessons of one hour each to prepare our museum at school. After all the previous lessons, we will ask our students how can we bring Picasso's Art to school. We will write in the blackboard all the ideas that they express focus our interest in the idea of the museum (we think that this idea will appear in the brainstorm after all the previous lessons, if not, we will suggest it). Then, we will create groups of 3 taking into account the skills and abilities of each student. Each group will choose one of Picasso's masterpieces that we have worked during the project. During the next sessions, each group will prepare their exposition about their masterpiece. Before, we will explain them that our museum will have a public audience (5th grade students) during school time and another public audience (we will open the museum to the families) out of it. It's important students know that before to start planning and organizing their final products. We also will say to our students that they are free to design and create materials to enrich their expositions (leaflets, posters, lapbooks, bookmarkers...) and, of course, they can innovate and change the traditional figure of a museum guide (we mean that they can explain and describe their masterpiece of many different ways such as plays, tales, songs...).</p> <p>We will give them a <u>template</u> (assessment tool) to plan and organize their final products. We have not prepared an scaffolding because we don't know what kind of final products they are going to create. So, we will help them during the sessions with structures and vocabulary.</p>	4h	R S L I	SG T-S	Dep end the final prod uct.	TA PA SA

SESSION 10: Let's create our Picasso's Museum!

Objectives of the session:

1. Explain characteristics of Picasso's world.
2. Describe a masterpiece.
3. Elaborate a speech respecting the three main laws of the text's construction: coherence, cohesion and adaptation.
4. Persuade the interest of the audience to listen their oral exposition.

Content-obligatory language for the session:

- Present and past simple tenses.
- Descriptive structures.
- Connectors.

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1

Let's create our Picasso's Museum ([assessment tool](#)): we will ask our students to record their oral expositions because the Museum's day we could not assess in depth each work.

We will adapt the gym of the school to create our museum (students could decorate it with their posters and other materials created by them, including an image of each Picasso's masterpieces, of course).

By turns, they will perform their expositions to the visitors.

At the end of the project, we will give them a [self-assessment](#) and [peer-assessment](#) tools to grade all the process.

1h

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final
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AT

Pablo Picasso's life (video story)

Pablo Picasso was a famous artist, Picasso was born in Málaga in 1881, and died in 1973. Picasso's father, Don, was also a painter. He taught Picasso oil painting and figure drawing from the age of 7.

Pablo liked to draw since he was a child. According to his mother, his first word was "piz" when he was trying to say "lápiz," the Spanish word for pencil.

He was married twice and had four children.

He liked to experiment new ideas. Picasso helped us to see the world in new ways. Picasso's art is divided into different stages: the Blue stage, the Rose stage and Cubism. In the Blue stage he painted with a lot of blue because he was very sad for the suicide of a close friend. In the Rose stage he used a lot of pink to make his paintings because he was in love. Finally in the Cubism stage he created traditional and classic artwork. Most of Picasso's Cubist works are bottles, guitars and violins.

Picasso became fascinated with the mythical creature of the Minotaur. This creature had the body of a man and the head of a bull. It appeared in many of his pieces of art.

When he was 23 he moved to Paris where he became interested in the art from other continents. During the war, Picasso was able to continue painting uninterruptedly. His paintings had more and more shadows and his life changed with dramatic consequences.

Not only Picasso was a painter, but he also created sculptures, ceramics and rugs. Picasso sometimes added sand to his paint to add texture to his paintings.

He produced over 50,000 pieces. Many of his paintings have been sold for over \$100 million!

There are many museums featuring Picasso's works around the world, including Málaga, Barcelona and Paris.

Images for Picasso's song and debate



Pablo Picasso



Málaga



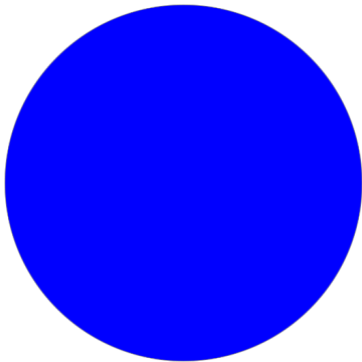
Painter



Pencil



World



Blue



Rose



Cubism



Bottles



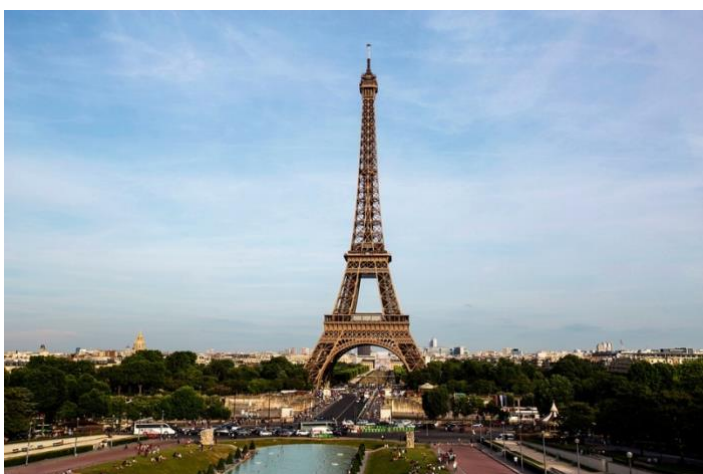
Guitar



Violin



Minotaur



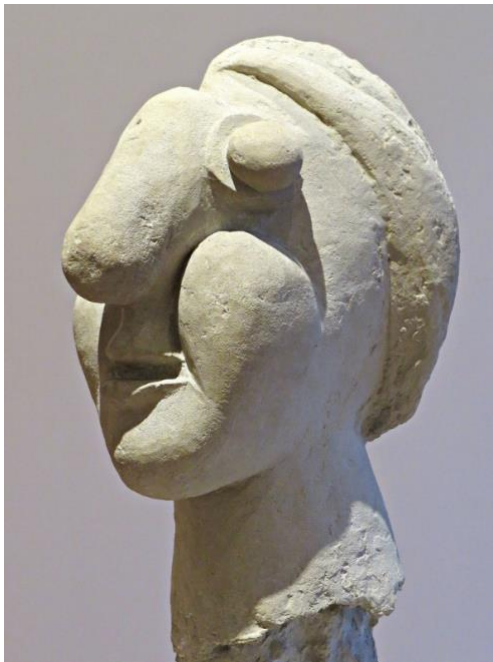
Paris



War



Shadows



Sculptures



Ceramics

Adapted from CLIL-SI 2015.

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





Rugs



Sand



Dollar

Scaffolding for the debate

Here you have some tips to express your ideas. Let's speak!

OPINION

In my opinion / from my point of view...

I have chosen this image because...

I think that is this image...

Ex: I have chosen this image because Eiffel Tower is in Paris and I have listened the name of this city in the song.

DESCRIBING

In the image I can see...

On the top /under/ on the right/ on the left...

Ex: In the image I can see a man painting like Picasso's father.

CONTRASTING

Whereas

Because

While

Instead of

I think this image fits better than

Ex: I think this image (shadows) fits better than this other one (sand) because both of them have sand but one has shadows and the other, no.



Name: _____

Speaking checklist - Assessment

Speaking observation during all the project	
Manage to say what he/she wants?	
Manage to keep the talk	
Pronounce well enough to be understood	
Manage the necessary grammar	
Use suitable words and phrases	
Manage to clear up problems/misunderstandings without mixing languages	
Share the ideas with all group members	
Include the vocabulary learned into the speech	
The pronunciation mistakes do not affect the comprehension	
Use complex structures by the time he/she is speaking	
Take into account the scaffolding to enrich his/her speaking	
Use linking words in a natural way	
Respect classmates' opinions	
Respect the speaking turn	
The answers are of an appropriate length for the task	
Is there much hesitation?	
The contributions are relevant?	
Paraphrase when it is necessary	

Comments/observations:

Speaking resources

Name: _____

You can use this resource during the entire project. It can be useful to improve your speaking abilities.

Key words	Linking words	Useful structures

- I have acquired new strategies to express my ideas.
- I feel more comfortable when I speak in English.
- My lexical field related with the topic has increased.

Adapted from CLIL-SI 2015.

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



Fill the gaps

_____ was a famous artist, Picasso was born in _____ in 1881, and died in 1973. Picasso's father, Don, was also a _____. He taught Picasso oil painting and figure drawing from the age of 7.

Pablo liked to draw since he was a child. According to his mother, his first word was "piz" when he was trying to say "lápiz," the Spanish word for _____.

He was married twice and had four children.

He liked to experiment new ideas. Picasso helped us to see the _____ in new ways. Picasso's art is divided into different stages: The _____ stage, the _____ stage and _____. In the Blue stage he painted with a lot of blue because he was very sad for the suicide of a close friend. In the Rose stage he used a lot of pink to make his paintings because he was in love. Finally in the Cubism stage he created traditional and classic artwork. Most of Picasso's Cubist works are _____, _____ and _____.

Picasso became fascinated with the mythical creature the _____. This creature had the body of a man and the head of a bull. It appeared in many of his pieces of art.

When he was 23 he moved to _____ where he became interested in art from other continents. During the _____, Picasso was able to continue painting uninterruptedly. His paintings had more and more _____ and his life changed with dramatic consequences.

Not only Picasso was a painter, but he also created _____, _____ and _____. Picasso sometimes added _____ to his paint to add texture to his paintings.

He produced over 50,000 pieces. Many of his paintings have been sold for over \$_____ million!

There are many museums featuring Picasso's works around the world, including Málaga, Barcelona and Pais.

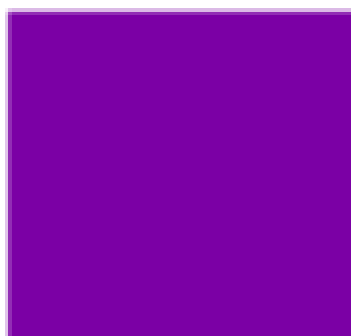
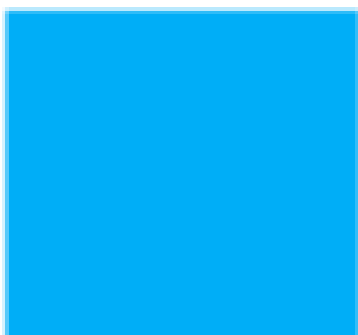
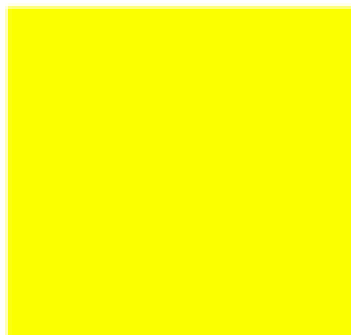
Cooperative Work Rubric					Points
Student: _____	1	2	3	4	
Research information	Does not collect information.	Contributes little information.	Contributes information that relates to the topic.	Contributes a great deal of important information.	
Cooperates with group members	Never cooperates.	Sometimes cooperates.	Usually cooperates.	Always cooperates.	
Shares information	Keeps information to self and does not share with the group.	Shares some information with the group.	Shares important information with the group.	Communicates and share all the information with the group.	
Listen others' opinion	Always talking and never allows others to speak.	Talks much of the time and rarely allows others to speak.	Talks too much at times, but usually is a good listener.	Balances listening and speaking well.	
Shares responsibility	Always relies on others to complete assignments.	Rarely does work. Needs constant reminders to stay on task.	Usually does the work. Sometimes needs reminders to stay on task.	Always does assigned work without being reminded.	
Comments:					Total

Adapted from CLIL-SI 2015.

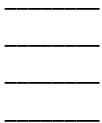
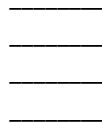
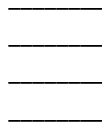
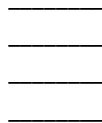
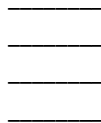
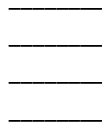
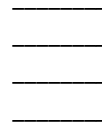







More information at: <http://grupsderecerca.uab.cat/clilsi/>



Colored cards - making groups



DICTOGLOSS - ASSESSMENT

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 7
						
						

Write the names of the members of your group and assess your dictogloss (draw a circle around the face).



Content flashcards

BLUE PERIOD (1901 – 1904)

1985- Picasso was traumatized when his seven-year-old sister, Conchita, died of diphtheria.



1901- Carlos Casagemas, his friend, committed suicide.



Paintings dominated by color blue.



Sad and somber looking subjects.



People with elongated features and faces





The Old Guitarist (1903)

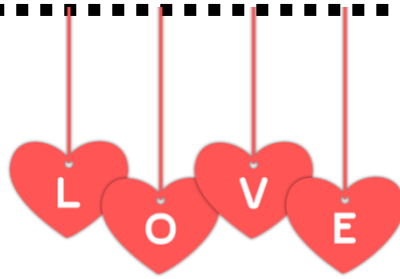


Poor people on the seashore
(1903)

ROSE PERIOD (1904 – 1906)

Pablo got over his depression.





Pablo Picasso fell in love with a French artist.

Picasso began to use warm colors
(pinks, reds, oranges and beiges)



Picasso painted scenes with circus people,
acrobats and harlequins known
in France as saltimbanques.

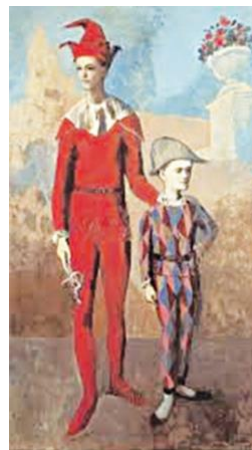




**Family of saltimbanques
(1905)**



**Les Demoiselles d'Avignon
(1907)**



**Acrobat and Young Harlequin
(1905)**

CUBISM

(1909 – 1919)

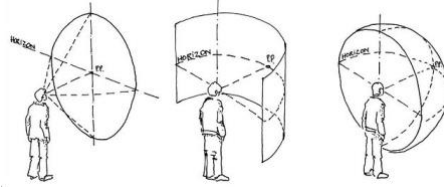
Cubism is a style of painting Picasso developed with terms of shapes.



The artist paints an object (bottles, guitars, violins...) from lots of different angles all in the same picture.



You can see the back, the front and the sides at the same time.



Picasso cut paper fragments and pasted them into his compositions (collage)



Guernika (1937)



Still life in front of a window at Saint-Raphael (1919)



Three musicians (1921)



Mediterranean landscape (1952)

Scaffolding for the debate

Here you have some tips to express your ideas. Let's speak!

OPINION

In my opinion / from my point of view...

I have chosen this period because...

I think that is this period...

Ex: I have chosen blue period the sentence says that Picasso was very sad because of the suicide of his friend.

DESCRIBING

In the image, I can see...

On the top /under/ on the right/ on the left...

Ex: In the image, I can see circus people like harlequins and acrobats.

CONTRASTING

Whereas

Because

While

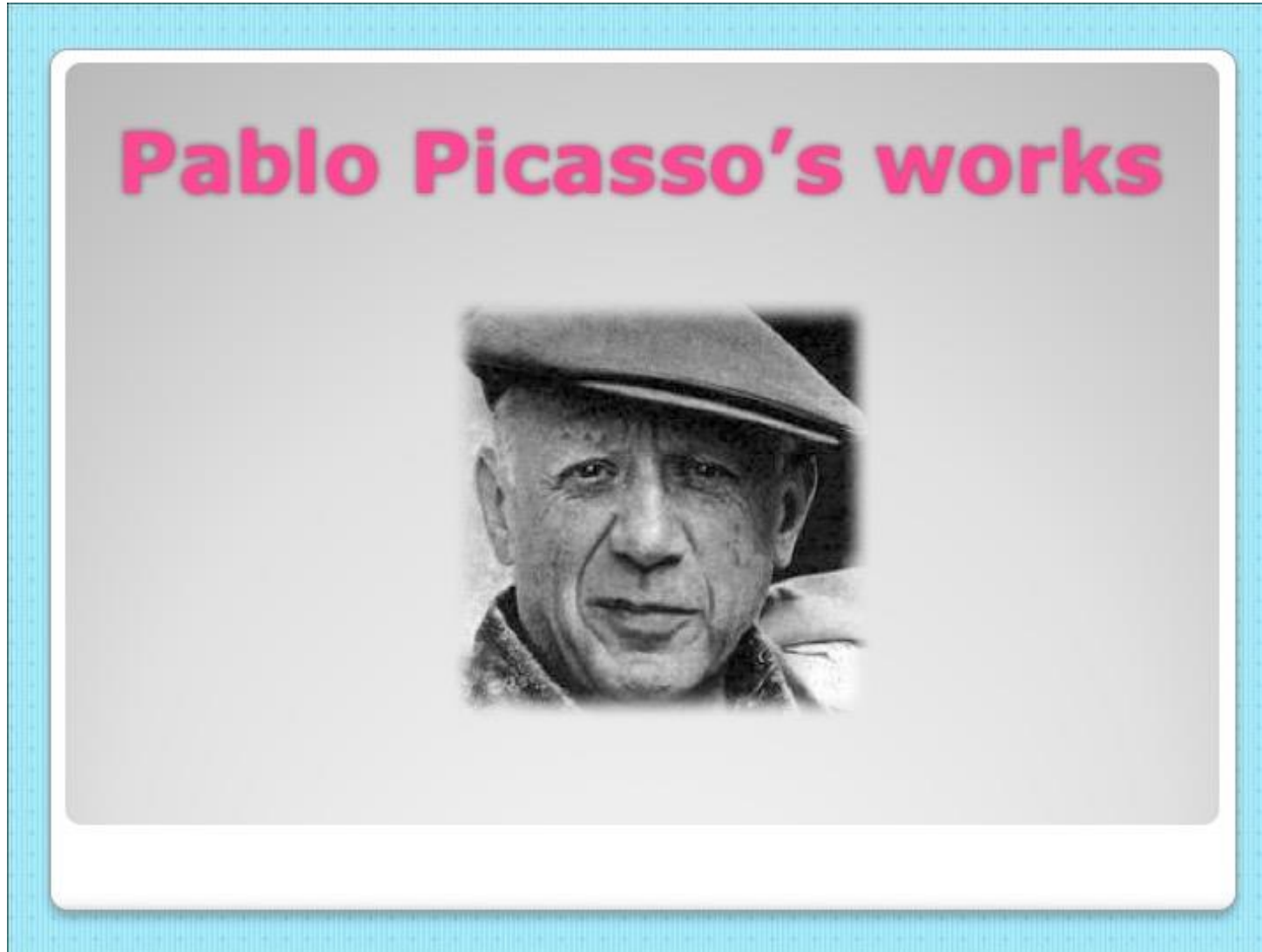
Instead of

I think this image fits better in...

Ex: I think this image (Les Femmes d'Alger) fits better in Rose period because although it seems a cubist work, it has warm colors (pinks, beiges, oranges...) and it's a main characteristic of this Picasso's period.



Whiteboards game



Adapted from CLIL-SI 2015.

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



The old guitarrist (1903)



Adapted from CLIL-SI 2015.

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



Poor people on the seashore (1903)



Adapted from CLIL-SI 2015.

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



Family of saltimbanques (1905)



Adapted from CLIL-SI 2015.

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



Les Demoiselles d'Avignon (1907)

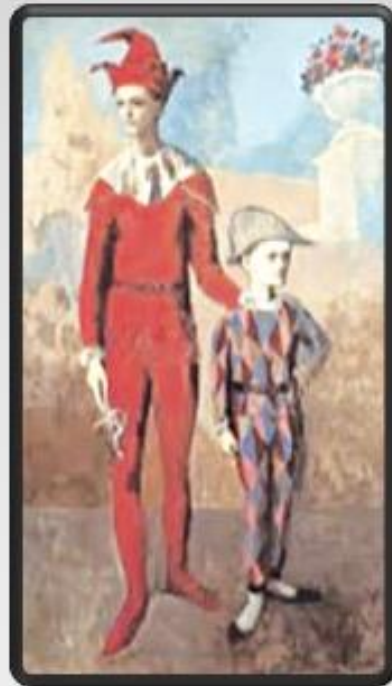


Adapted from CLIL-SI 2015.

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



Acrobat and young Harlequin (1905)



Adapted from CLIL-SI 2015.

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



Still life in front of a window at Saint – Raphael (1919)



Adapted from CLIL-SI 2015.

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



Three musicians (1921)



Adapted from CLIL-SI 2015.

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



Mediterranean landscape (1952)



Adapted from CLIL-SI 2015.

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



Gernika (1937)



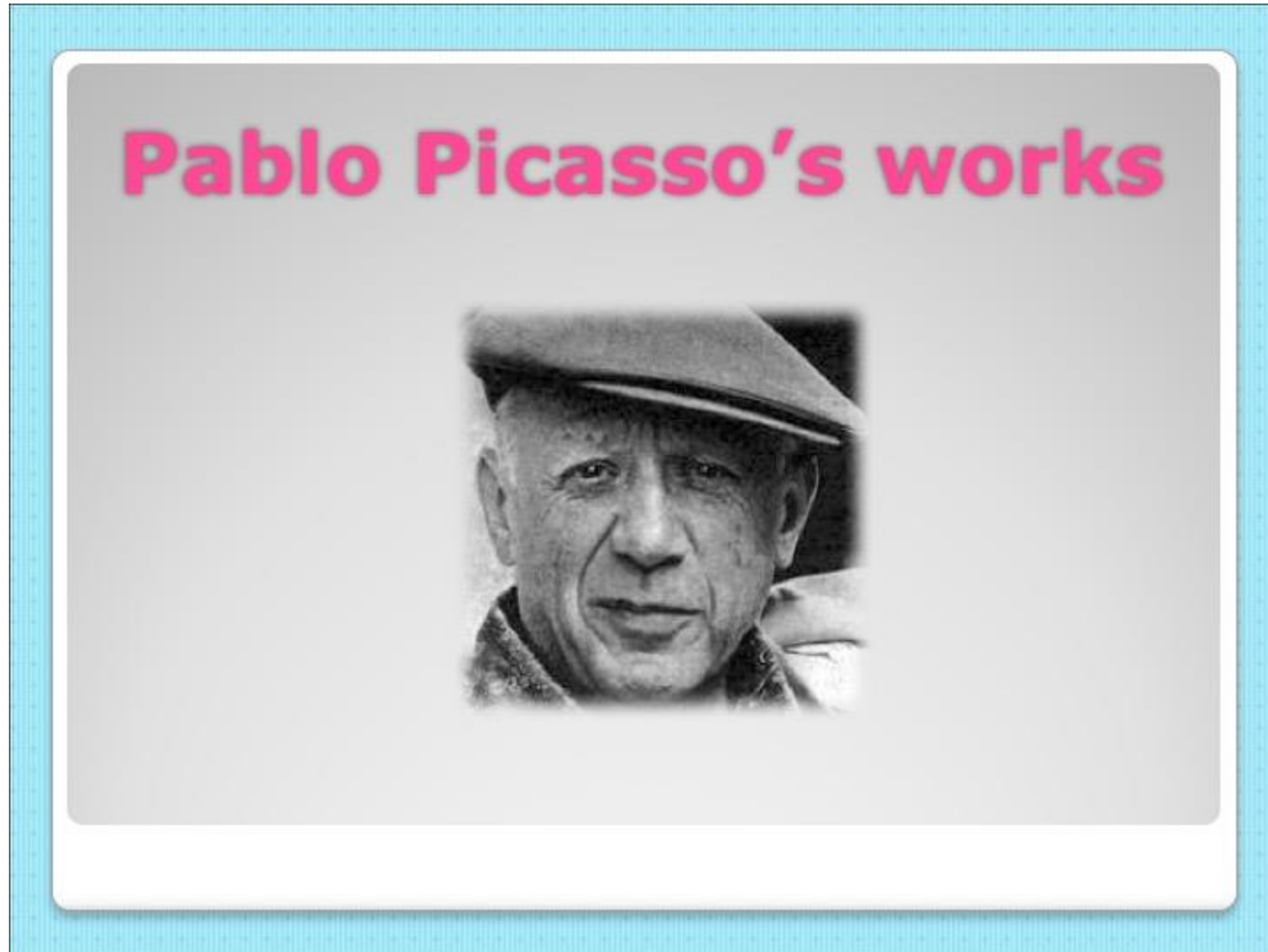
Adapted from CLIL-SI 2015.

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



Pablo Picasso masterpieces'	Assessment
The Old Guitarist (1903)	
Poor People on the sea shore (1903)	
Family of saltimbanques (1905)	
Les Demoiselles d'Avignon (1907)	
Acrobat and Young Harlequin (1905)	
Still life in front of a window at Saint-Raphael (1919)	
Three musicians (1921)	
Mediterranean landscape (1952)	
Guernika (1937)	

Guess the masterpiece



Adapted from CLIL-SI 2015.

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



The old guitarrist (1903)



- Guitar
- Blue period
- Man



- Instrument
- Old person
- Cold colors

Adapted from CLIL-SI 2015.

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



Poor people on the seashore (1903)



- People

- Sea / seashore

- Poor



- Woman, man, child...

- Water, sand...

- Without money,
resources...



Adapted from CLIL-SI 2015.

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



Family of saltimbanques (1905)



- Family
- Saltimbanques
- Rose period



- Acrobats
- Circus
- Warm colors

Adapted from CLIL-SI 2015.

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



Les Demoiselles d'Avignon (1907)



- | | |
|---------------|------------------|
| - Demoiselles | - Women |
| - Rose period | - Pink |
| - Avignon | - Naked, nude... |



Adapted from CLIL-SI 2015.

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



Acrobat and young Harlequin (1905)



- Acrobat
- Harlequin
- Rose period



- Circus people
- Young
- Red, pink, beige...

Adapted from CLIL-SI 2015.

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



Still life in front of a window at Saint – Raphael (1919)



- Life

- Window

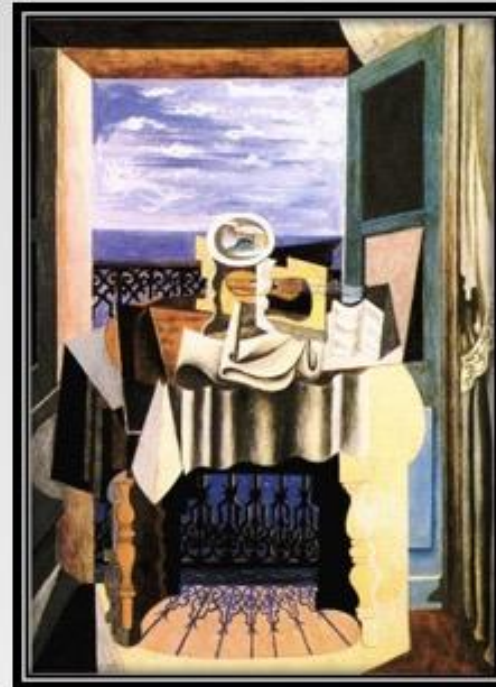
- Saint-Raphael



- Table

- Skyline

- Food



Adapted from CLIL-SI 2015.

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



Three musicians (1921)



- Musicians
- Three
- Score



- Guitar
- Cubism
- Music



Adapted from CLIL-SI 2015.

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



Mediterranean landscape (1952)



- Landscape
- Boat
- Houses



- Nature
- Sailing boat
- Sea



Adapted from CLIL-SI 2015.

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



Gernika (1937)



- Black / White

- War

- Cubism



- Grayscale

- Historical facts

- Cry



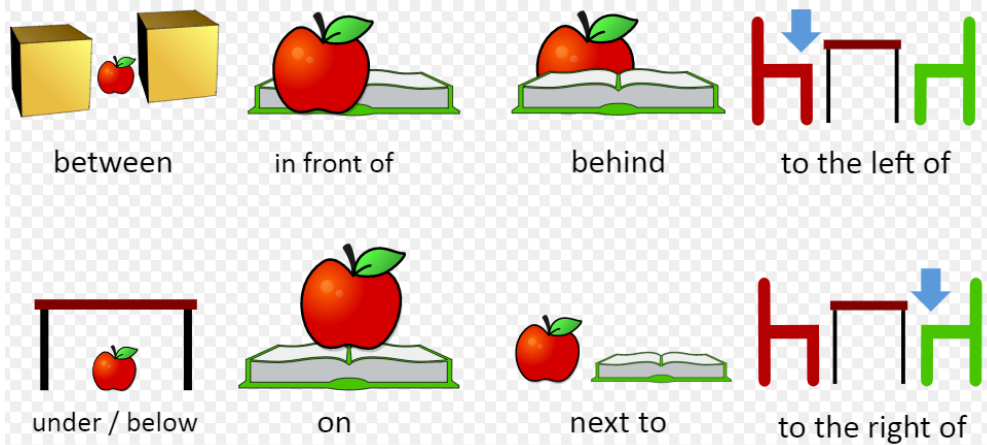
Adapted from CLIL-SI 2015.

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



Scaffolding – Here you have some useful structures to describe Picasso's masterpieces. Let's play!

Prepositions



Descriptive structures	Examples
We can see	In the picture, I can see circus people.
On the right	On the right, I can see a bottle.
On the left	On the left, I can see a minotaur.
On the top	On the top of the picture, I can see a bulb.
In the front row	In the front row, I can see a guitar.
In the middle of the picture	In the middle of the picture, I can see a table with some food.
There is	There is a man playing the guitar.
There are	There are different musical instruments in the masterpiece.

Preparing our museum

Group members	
Our masterpiece	
<ul style="list-style-type: none">➤ Artist:➤ Year:➤ Artistic period:	
Information about the artist	
Information about the period	
Description:	
Organising our tasks and roles...	
Materials, support, resources...	

* Remember that this is only a template to organize and plan your final products. It is not necessary to write all the information, only the main ideas. You can also add extra notes.

SELF ASSESSMENT

Name

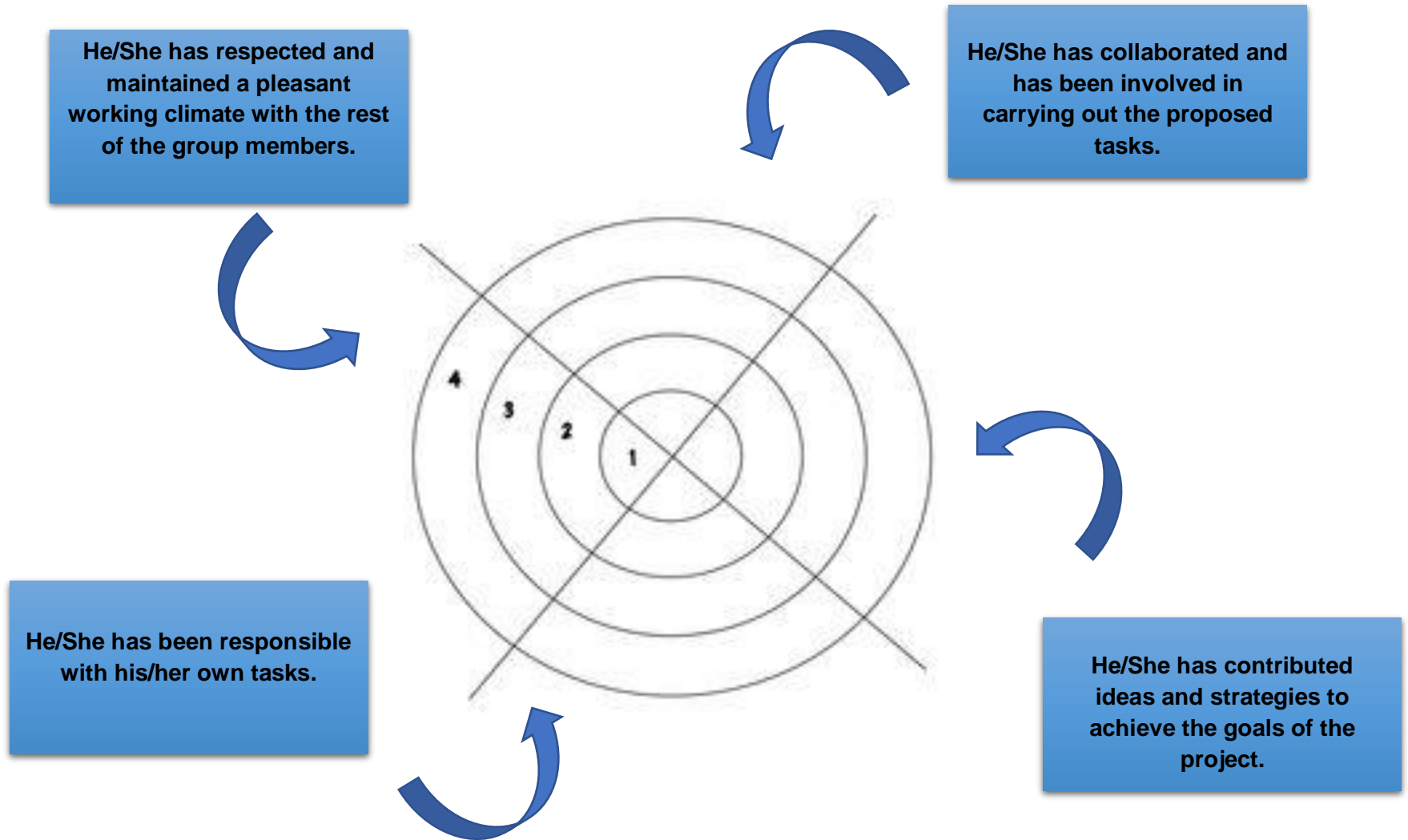
Group members

COOPERATIVE WORK

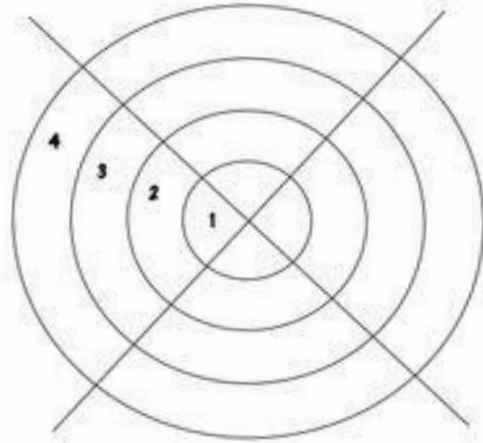
	1	2	3	4
I have made an effort to understand, analyse and summarize the information.				
I have provided material and extra information to the project.				
I have respected the others opinion.				
I have worked respecting the silence and in order in the group.				
I have taken advantage of the time given in class.				
I have realized all the tasks I was responsible for inside my group work.				
I have helped my class mates if they have needed it.				

Comments:

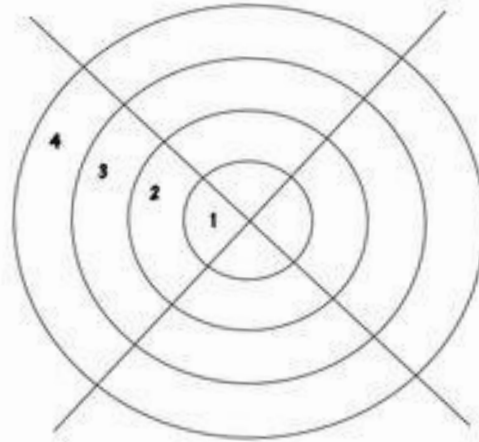
- The bullseye



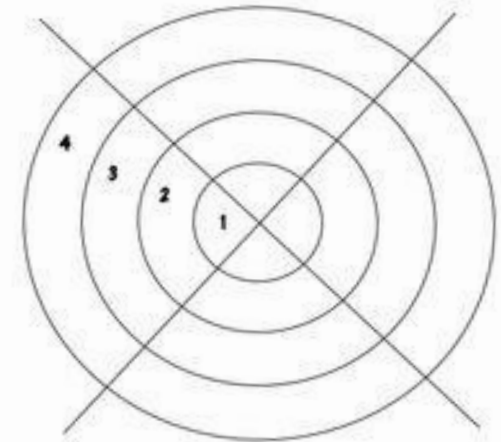
▪ Assess your team's work



Your name: _____



Name: _____



Name: _____

Comments:

STUDENT ASSESSMENT- FINAL PRODUCT					SCORE
Name					
	4	3	2	1	
SPEACH	Has used useful and technical language with connectors and correct grammar structures.	Has used a correct vocabulary with connectors, but not grammar structures correctly.	Use appropriate vocabulary in simple sentences.	The speech is not enriched with any vocabulary word worked in the project.	
CONTENT	Expose the content without missing any part.	Expose all the content but sometimes does not follow the topic.	Not all the content is exposed.	The content is not mentioned.	
SUPPORT	Use extra material to support and make him/herself more understandable.	During the exposition does a good use of the information.	Not enough extra materials.	Does not use extra material in the oral exposition.	
MASTERPIECESS	Identify all of the masterpiece they have worked in class, and say the correct period.	Identify all of the masterpiece they have worked in class.	Know most of the masterpieces but not the periods or vice versa.	Have problems to say the name of the masterpieces and do not identify the periods.	
DESCRIPTION	Describe the masterpiece with facility and match it with the correct life event.	Describe the masterpiece with facility but not the life event.	Shows difficulty at the time to describe the masterpiece.	Do not describe the masterpiece.	



FINAL PRODUCT	Has done an original final product, with a rich and elaborate extra material.	The exposition is original but the extra material is not elaborated.	In the final product read and the extra material is not elaborated.	The exposition is simple and has no extra material.	
Comments					TOTAL

