

 Generalitat de Catalunya
Departament d'Educació

 MASTER'S DEGREE
CLIL & FLE
CONTENT AND LANGUAGE INTEGRATED LEARNING - FOREIGN LANGUAGE EDUCATION



UAB
Universitat Autònoma
de Barcelona
Facultat de Ciències de l'Educació

Torres Jonama school- Palafrugell
Marina Bakalulis Ballester
Generació Plurilingüe (GEP)

Year 2 2019-2020

Els materials creats en el marc de la formació del programa GEP pertanyen a l'autor/a amb una [licència creative commons CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/):



Reconeixement - No Comercial - Compartir Igual

Identification of the GEP project

Title	THE EXPRESSION OF FEELINGS AND EMOTIONS THROUGH POP ART!
Authorship	Marina Bakalulis Ballester
School	Torres Jonama School Palafrugell
Students' CEFR Level (A1, A2...)	A1
Grade	5th grade
Content area(s)	Art
Number of sessions (4, 6 or 9)	5 sessions
Teacher(s) involved	Marina Bakalulis Ballester
Keywords	Keith Haring, Pop Art, cooperative poster, expression of feelings, emotions.

Template adapted from CLIL-SI 2015.

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



1. OUR PROJECT

Introduction: Students will be introduced to the project with a game, they will be organized in 5 heterogeneous cooperative groups of 4, 5 students each, they will have 5 pictures of different drawings, they will need to match the pictures into the correct feelings (that are going to be hanged out in the students' classroom) they think the authors are trying to describe and express through his/her artworks. The feelings will be happiness, sadness, relaxation, scariness and angriness. Once all groups have matched their pictures the whole class is going to discuss their impressions.

Driving question: How would you express your feelings and your way of thinking through art using your own body?

Final product: Pop Art poster in cooperative groups and oral presentations of it to the rest of the class. Students will also be recorded so families and other students are able to watch them, comment and ask questions about them.

2. GOALS

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

Template adapted from CLIL-SI 2015.

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



<p>1. Learn the basics about Keith Haring's life and its main symbols.</p>	<p>1.1. Students are able to answer most of the questions of a quiz about Keith Haring's life and are able to properly explain the main symbols of this artist through a game. 1.2. Students are able to answer many questions of a quiz about Keith Haring's life and are able to simply explain the main symbols of this artist through a game. 1.3. Students with support, are able to answer some of the questions of a quiz about Keith Haring's life and can explain with help some of the main symbols of this artist through a game.</p>
<p>2. Create a mega poster in cooperative groups using the contour of a child, colouring it using temperas and surrounding it with Pop Art symbols.</p>	<p>2.1. Students have independently created a mega poster using the contour of a child with a special pose that has a meaning, that has been painted according to the class premises using temperas and that it is surrounded by Pop Art symbols. 2.2. Students have created a mega poster using the contour of a child with a special pose that has a meaning, that has been painted properly using temperas and that it is surrounded by Pop Art symbols. 2.3. Students with help, have created a mega poster using the contour of a child with a special pose that has a meaning, that has been painted according to the main class premises using temperas and that it is surrounded by Pop Art symbols.</p>
<p>3. Create and design different symbols to express the groups' opinions and feelings.</p>	<p>3.1. Students independently have created and designed many different symbols that express the groups' opinions and feelings. 3.2. Students have created and designed some symbols that express the groups' opinions and feelings. 3.3. Students have created and designed with support some symbols that express the group's main opinions and feelings.</p>

Template adapted from CLIL-SI 2015.

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



<p>4. Explain and justify the meaning of the group's project to the rest of the class and the school's community through a video presentation.</p>	<p>4.1. Students can fluently explain and justify the meaning of their project to the rest of the class and the school's community through a video presentation.</p> <p>4.2. Students can explain and justify the the basics of the project, to the rest of the class and the school's community through a video presentation.</p> <p>4.3. Students with support can briefly explain using short sentences the basis of their project and its meaning, to the rest of the class and to the school's community through a video presentation.</p>
--	---

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Dimensió percepció, comprensió i valoració Competència 2: utilitzar elements bàsics dels llenguatges visual, corporal i musical i estratègies per comprendre i apreciar les produccions artístiques. competència 4: comprendre i valorar elements significatius de la contemporaneïtat artística. Dimensió interpretació i producció:</p>	<p>2.Expressió de les idees, les emocions i les experiències que desvetllen les manifestacions artístiques.</p> <p>4.Relació entre l'art, la societat, la cultura i la religió.</p> <p>5.Recerca sobre qüestions relacionades amb l'art</p> <p>7.Recursos , formes i possibilitats comunicatives dels diferents</p>	<p>Dimensió comunicació oral 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.</p> <p>Competència 2: planificar i produir textos orals breus i senzills adequats a la situació</p>	<p>2.Estratègies de comprensió oral</p> <p>3.Estratègies de producció oral</p> <p>6.Elements de la situació comunicativa: finalitat, destinatari, context</p> <p>7.Lectura silenciosa</p> <p>14.Estratègies de comprensió escrita</p>

Template adapted from CLIL-SI 2015.

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



<p>Competència 5: emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se.</p> <p>Dimensió imaginació i creativitat:</p> <p>Competència 8: improvisar i crear amb els elements i recursos bàsics dels diferents llenguatges artístics</p>	<p>elements i llenguatges artístics</p> <p>10. Interès, valoració i respecte pel fet artístic i per les produccions artístiques pròpies i alienes.</p> <p>13. Produccions artístiques: plàstiques, musicals i corporals</p> <p>14. Expressió artística d'emocions, experiències, desitjos i valoracions crítiques.</p> <p>18. Imaginació i creativitat en l'expressió i comunicació artístiques.</p>	<p>comunicativa.</p> <p>Competència 3: emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs.</p> <p>Dimensió comprensió lectora</p> <ul style="list-style-type: none"> Competència 4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar. <p>Dimensió expressió escrita</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. <p>Competència 8. Produir textos senzills amb adequació a la situació comunicativa i amb l'ajut de suports.</p>	<p>16. Estratègies per a l'expressió escrita: planificació, producció i revisió</p> <p>19. Organització del text: adequació, coherència i cohesió</p> <p>21. Planificació, cerca i gestió d'informació</p> <p>25. Ús de les TAC</p>
---	--	---	---

4. 21st CENTURY COMPETENCES

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

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	x	Digital competence	
Mathematical competence		Social and civic competence	x
Interaction with the physical world competence		Learning to learn competence	x

Template adapted from CLIL-SI 2015.

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



Cultural & artistic competence	X	Personal initiative and entrepreneurship competence	X
--------------------------------	---	---	---

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
Boosting student's knowledge about a Pop Art artist and it's life and the way he represented his feelings through art (Keith Haring).	<ul style="list-style-type: none"> • Working in cooperative groups. • Creating the students' own symbols to express opinion and feelings. • Sharing information within groups and to the rest of the school's community through a video presentation.

7. REFERENCES

- Blinderman, Barry (1990). *Keith Haring : Future Primeval*. University Galleries, Illinois State University. pp. 1–12
- Deitch, J., Haring, K., Geiss, S., & Gruen, J. (2008). *Keith Haring*. New York: Rizzoli.
- Generalitat de Catalunya (2016). *Desplegament de les competències bàsiques. Currículum educació primària*. Decree 142/2007, DOGC num. 4915.



- Generalitat de Catalunya (2017). *Programar per competències a l'educació Primària*. Barcelona: Servei de comunicació i publicacions.
- Jorba, J. Caselles, E. (1996). *Estratègies i tècniques per a la gestió social de l'aula. La regulació i l'autoregulació dels aprenentatges*. Barcelona: Institut de Ciències de l'Educació.
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9 (5), 1-6.
- Sanmartí, Neus (2010). *Avaluar per aprendre*. Generalitat de Catalunya departament d'Educació.
- Tafani, V. (2009). Teaching English Through Mass Media. *Acta Didactica Napocensia*, 1 (1), 81-96.
- Wagner, R. and Edgar D. (1970). *Theory into Practice*, 9 (2), 89-95. Retrieved from <https://www.jstor.org/pss/1475566>
- Wertsch, J. (1984). *The zone of proximal development: Some conceptual issues*. San Francisco: Jossey- Bass






8. COMMENTS (optional)

9. ACKNOWLEDGEMENTS

The completion of this undertaking could not have been possible without the participation and assistance of so many people whose names may not all be numerated. Their contributions are sincerely appreciated and gratefully acknowledged. However, the group would like to express their deep appreciation and indebtedness particularly to the following: 5th graders of Torres Jonama school for their endless support, kind and understanding spirit during the conescution of their projects.

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
						

Template adapted from CLIL-SI 2015.

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



1	Sharing objectives and criteria of the unit	10	L, W	WG	YES: IWB Internet	SA
	Feelings game introduction	20	S,L,I	SG and WG	NO	TA & whole class ass.
	Introduction of the driving question	20	S & I	SG and WG	YES: Popplet app	TA & whole class
	Expression of feelings game	10	L	SG	No	No
2	Sharing objectives and criteria of the session	10	L, W	WG	YES: IWB Internet	SA
	Presenting Keith Haring to the students	20	L,R&S	WG	YES: Power point	NO
	Quiz in groups about Keith Haring	10	R,L & S	SG	YES: Kahoot	SA
	Learning the symbols in expert groups	25	R,W,L & S	SG	NO	PA
3	Sharing objectives and criteria of the session	5	L	WG	NO	NO

Template adapted from CLIL-SI 2015.






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



	Choosing a group's feeling with its pose and colour	10	S	SG	NO	NO
	Drawing and painting the figure	30	S & L	SG	NO	NO
	Inventing their own symbols and the ones of Keith Haring	15	S & L	SG	NO	NO
4	Sharing the objectives and the criteria of the session	5	L	WG	NO	NO
	Finish the poster	45	S & L	SG	NO	NO
	Play running dictation in groups	10	L,S,W	SG	NO	NO
5	Sharing objectives and criteria of the session	5	L	WG	NO	NO
	Preparation of the presentations	25	S,W,R & L	SG	NO	NO
	Presentation of the posters and recordings	20	S & L	WG	YES Camera	PA

	Groups' feedback and assessment	15	S & L	WG	NO	PA SA TA
--	---------------------------------	----	-------	----	----	----------------

FINAL TASK: ANSWER THE QUESTIONS FROM THE WEBSITE THAT THE OTHER MEMBERS OF THE SCHOOLS' COMMUNITY WILL HAVE WRITTEN. ANSWER A SELF-ASSESSMENT EMAIL FROM THE TEACHER IN ORDER TO OBSERVE AND BE AWARE OF EACH STUDENT LEARNING PROGRESS.

11. SESSION PLANNING						
<p>SESSION 1: INTRODUCTION TO THE PBL</p> <p>Objective of the session:</p> <ul style="list-style-type: none"> Present the PBL project and its driving question through games and peers' interaction. 						
<p>Content-obligatory language for the session:</p> <p>Feelings, happiness, sadness, relaxation, scariness and angriness, poses, colours, expression. Express your feelings/ Express your way of thinking We believe that this feeling is represented through this pose because.... We think that....</p>						
Activities						

Template adapted from CLIL-SI 2015.

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








	<p style="text-align: center;">SHARING OBJECTIVES AND CRITERIA OF THE PROJECT</p> <p>Description: Presentation of the PBL topic: Introduction of the objectives of the unit. Students will have to fill the KPSI of the unit.</p> <p>Material:</p> <ul style="list-style-type: none"> • Poster with the objectives of the unit • 1 computer for the teacher with Internet connection and an IWB • KPSI per student to fill. <p>Assessment tools: KPSI of the unit.</p>	10	L, W	WG	YES IWB Internet	SA
1.1	<p style="text-align: center;">FEELINGS GAME INTRODUCTION</p> <p>Description: students will be organized in 5 heterogeneous cooperative groups of 5 students each, they will have 5 pictures of different drawings, they will need to match the pictures into the correct feelings (that are going to be hanged out in the students' classroom) they think the authors are trying to describe and express through his/her artworks. The feelings will be happiness, sadness, relaxation, scariness and angriness. Once all groups have matched their pictures the whole class is going to discuss their impressions.</p> <p>Material:</p> <ul style="list-style-type: none"> • 5 printed images per group of the drawings • 5 written feelings to hang around the class. <p>Assessment tools: correction of the teacher and the whole class.</p>	20	S,L,I	SG and WG	NO	TA & who le clas s



1.2	<p style="text-align: center;">INTRODUCTION OF THE DRIVING QUESTION</p> <p>Description: The teacher then will present the driving question: <i>“how would you express your feelings and your way of thinking through art using your own body?”</i> students with their groups using a language support sheet will write 4 sentences on how they think they can share their feelings using their body.</p> <p>Each group will have to set up the students' roles before starting with the activity. The roles are as follows: 2 students will be the presenters , 2 will be the recorders writing the groups' ideas, 1 will be the manager helping to ensure that the group stays on task, focused and that there is room for everyone in the conversation. Once all groups have written their ideas the presenters of each group will share their ideas with the rest of the class, meanwhile the teacher will create a Popplet using the app with all the information given from the groups.</p> <p>Material:</p> <ul style="list-style-type: none"> • Language support sheet: DRIVING QUESTION • Paper and pencils to write • 1 computer for the teacher with internet connection and an IWB • http://popplet.com/app <p>Assessment tool: correction of the teacher and the whole class.</p>	20	S & I	SG and WG	YES Popplet app	TA & whole class
1.3	<p style="text-align: center;">EXPRESSION OF THE FEELINGS GAME</p> <p>Description: The teacher will say a feeling and the students in their groups will have to decide which body pose and colour better describes the feeling. They will have a few minutes to decide</p>	10	L	SG	No	No



	<p>as a team the best pose (they have to agree and choose only one pose per group), once the time is over the students will have to pose it like statues and will put a post-it with the colour on their forehead, the teacher will take photos of them doing the different poses. The teacher will continue then with another feeling and the groups will repeat the same procedure as before.</p> <p>Material:</p> <ul style="list-style-type: none"> • Post-its <p>Assessment tool: not assessed.</p>					
--	--	--	--	--	--	--

<p>SESSION 2: WHO WAS KEITH HARING?</p> <p>Objective of the session:</p> <ul style="list-style-type: none"> • Learn the basics about Keith Haring's life and it's main symbols. 						
<p>Content-obligatory language for the session:</p> <p>Keith Haring, biography, author, life, Pop-Art, subway, chalk, student, Pop Artists, graffiti, underground, museums, galleries, Pop shop, money, symbols, greedy face, crawling baby, Disney symbols, dollar signs, lines, figures, barking dog, heart, pyramids, ufos.</p> <p>The symbol that we are going to present is the...</p> <p>This symbol means.....</p> <p>We also have found extra information that is.....</p>						
Activities						








1.1	<p style="text-align: center;">SHARING OBJECTIVES AND CRITERIA OF THE SESSION</p> <p>Description: Introduction of the objectives and the criteria of the session. Material: no Assessment tools: not assessed</p>	5	L	WG	NO	NO
1.2	<p style="text-align: center;">PRESENTING KEITH HARING TO THE STUDENTS</p> <p>Description: The teacher is going to present the main biographic elements of the artist and his life through a PowerPoint presentation, the students will read it aloud and together they will guess and understand it. Material:</p> <ul style="list-style-type: none"> ● 1 computer for the teacher with internet connection and an IWB ● PowerPoint presentation <p>Assessment tool: not assessed</p>	20	L,R &S	WG	YES Po wer poi nt	NO
no	<p style="text-align: center;">QUIZ IN GROUPS ABOUT KEITH HARING</p> <p>Description: In their cooperative groups, students need to answer a Kahoot quiz about the artist using Chromebooks. Material:</p> <ul style="list-style-type: none"> ● 5 chromebooks ● Kahoot quiz https://create.kahoot.it/share/kahoot-for-formative-assessment/7362cae3-0bbd-498f-883e-8844d64758f1 ● 1 computer for the teacher with internet connection and an IWB <p>Assessment tool:</p>	10	R,L &S	SG	YES Kah oot	SA



	<ul style="list-style-type: none"> • Kahoot results 					
1.4	<p style="text-align: center;">LEARNING THE SYMBOLS IN EXPERT GROUPS</p> <p>Description: students continue working with their cooperative groups, the teacher is going to give to each group 2 cards with the description of 2 symbols of Keith Haring, each group has to read the card, try to understand it and search more information about their symbols. Then each expert group is going to explain their findings to the rest of the class. As in the first session, 2 students will be the presenters , 2 will be the recorders writing the groups' ideas, 1 will be the manager helping to ensure that the group stays on task, focused and that there is room for everyone in the conversation. Once the different groups are presenting, the others are going to fill a simple peers' assessment grid.</p> <p>Material:</p> <ul style="list-style-type: none"> • 10 cards with the explanation of the symbols • Presentation sheet of the symbols • 1 chromebook per group • Material to write • Online translators and dictionaries if necessary • 1 computer for the teacher with internet connection and an IWB. • Peers' presentation assessment grid <p>Assessment tool:</p> <ul style="list-style-type: none"> • Peers' presentation assessment grid 	25	R,W ,L &S	SG	NO	PA



<h2>SESSION 3: WORKING ON THEIR POSTERS</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> • Create a mega poster in cooperative groups using the contour of a child, colouring it using temperas and surrounding it with Pop Art symbols. • Create and design different symbols to express the groups' opinions and feelings. 								
<p>Content-obligatory language for the session: Keith Haring, biography, author, life, Pop-Art, subway, chalk, student, Pop Artists, graffiti, underground, museums, galleries, Pop shop, money, symbols, greedy face, crawling baby, Disney symbols, dollar signs, lines, figures, barking dog, heart, pyramids, ufos.</p>								
Activities								
1.1	<p align="center">SHARING OBJECTIVES AND CRITERIA OF THE SESSION</p> <p>Description: Introduction of the objectives and the criteria of the session. Material: no Assessment tools: not assessed</p>			5	L	WG	NO	NO
1.2	<p align="center">CHOOSING A GROUP'S FEELING WITH ITS POSE AND COLOUR</p>			10	S	SG	NO	NO

Template adapted from CLIL-SI 2015.

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








	<p>Description: Students in their cooperative groups need to decide a feeling or an emotion that better describes them as a team and a colour and a pose that fits better with their feeling, once they have made their choices they are going to share them with the rest of the class.</p> <p>Material: no</p> <p>Assessment tool: not assessed</p>					
1.3	<p style="text-align: center;">DRAWING AND PAINTING THE FIGURE</p> <p>Description: Once the groups have their ideas they can start with their posters, one member of the group is going to lie down on the big mural doing the pose that the group has previously decided and the rest are going to first trace over the body shape with a pencil and after with a permanent marker. Then they are going to paint the figure with temperas using the colour that they have previously reached an agreement.</p> <p>Material:</p> <ul style="list-style-type: none"> • 1 poster per group • pencils, rubbers and permanent markers • temperas and brushes <p>Assessment tool: not assessed</p>	30	S & L	SG	NO	NO
1.4	<p style="text-align: center;">INVENTING THEIR OWN SYMBOLS AND THE ONES OF KEITH HARING</p> <p>Description: Students continue working with their groups, and according to their feeling, pose and colour they need to think of the different symbols that they want to use to surround the</p>	15	S & L	SG	NO	NO



<p>figure of their group, they need to choose at least 3 of the Keith Haring's symbols and invent at least 3 on their own. Once they have made their choices, they are able to start drawing and colouring the different symbols around the figure using permanent markers and felt-tips.</p> <p>Material:</p> <ul style="list-style-type: none"> • 1 poster per group • pencils, rubbers and permanent markers • Felt-tips • Printed symbols of Keith Haring to copy them. <p>Assessment tool: not assessed</p>					
--	--	--	--	--	--

<p>SESSION 4: FINISH THE POSTERS</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> • Create a mega poster in cooperative groups using the contour of a child, colouring it using temperas and surrounding it with Pop Art symbols. • Create and design different symbols to express the groups' opinions and feelings. 					
<p>Content-obligatory language for the session:</p> <p>Keith Haring, biography, author, life, Pop-Art, subway, chalk, student, Pop Artists, graffiti, underground, museums, galleries, Pop shop, money, symbols, greedy face, crawling baby, Disney symbols, dollar signs, lines, figures, barking dog, heart, pyramids, ufos.</p>					








	Activities					
1.1	<p style="text-align: center;">SHARING OBJECTIVES AND CRITERIA OF THE SESSION</p> <p>Description: Introduction of the objectives and the criteria of the session. Material: no Assessment tools: not assessed</p>	5	L	WG	NO	NO
1.2	<p style="text-align: center;">FINISH THE POSTER</p> <p>Description: Students continue working with their groups drawing and colouring the different symbols around the figure using permanent markers and felt-tips. Material:</p> <ul style="list-style-type: none"> • 1 poster per group • pencils, rubbers and permanent markers • Felt-tips • Printed symbols of Keith Haring to copy them. <p>Assessment tool: not assessed</p>	45	S & L	SG	NO	NO
1.3	<p style="text-align: center;">PLAY RUNNING DICTATION</p> <p>Description: as a final activity of the day and in order to ensure that all students properly remember the meaning of the symbols, each group is going to play running dictation with the description of the Keith Haring symbols.</p>	10	L,S, W	SG	NO	NO



<p>The teacher is going to hang 2 cards with the explanation of the symbols per group and they will have to write them on a piece of paper, the group that is the first one to finish is going to be the winner.</p> <p>Material:</p> <ul style="list-style-type: none"> • Cards with the explanation of the symbols • Pencils, papers and material to write • Blue tack or tape to hang the cards <p>Assessment tool: not assessed</p>					
--	--	--	--	--	--

<h2>SESSION 5: PRESENTATION OF THE POSTERS</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> • Explain and justify the meaning of the group's project to the rest of the class and the school's community through a video 					
<p>Content-obligatory language for the session:</p> <p>Keith Haring, biography, author, life, Pop-Art, subway, chalk, student, Pop Artists, graffiti, underground, museums, galleries, Pop shop, money, symbols, greedy face, crawling baby, Disney symbols, dollar signs, lines, figures, barking dog, heart, pyramids, ufos.</p> <p>This is our project and it is called.....</p> <p>We decided to colour it in....because for us it means/represents.....</p> <p>We decided to use this pose because for our group it represents.....</p>					



	<p>it means.... and it is important for us because.....</p> <p>We have chosen these symbols of the author which are....</p> <p>We have invented these symbols which are.....</p>					
	Activities					
1.1	<p style="text-align: center;">SHARING OBJECTIVES AND CRITERIA OF THE SESSION</p> <p>Description: Introduction of the objectives and the criteria of the session.</p> <p>Material: no</p> <p>Assessment tools: not assessed</p>	5	L	WG	NO	NO
1.3	<p style="text-align: center;">PREPARATION OF THE PRESENTATIONS</p> <p>Description: Students with their groups, need to prepare a presentation of their poster, all the members have to present something, according to their levels and willingness to speak they can present different parts, they will follow the indications of “<i>Presentation of a poster sheet</i>” that the teacher will provide them. They can prepare their presentations and rehearse with the help of the teacher. Each team member will write and rehearse his/her part.</p> <p>Material:</p> <ul style="list-style-type: none"> • Presentation of a poster sheet 1 and 2 • Material to write and prepare the presentation • Poster <p>Assessment tool: not assessed</p>	25	S,W ,R & L	SG	NO	NO



1.4	<p style="text-align: center;">PRESENTATIONS OF THE POSTERS AND RECORDINGS</p> <p>Description: The different groups are going to present their posters in front of the rest of the class, meanwhile the other groups will be assessing their peers filling a peers' assessment grid and the teacher is going to record the presentations to upload it on the schools' website. The teacher will also grade the students' posters as well as their presentations.</p> <p>Material:</p> <ul style="list-style-type: none"> • Hanged posters • Camera to record • Peers' presentation assessment grids • Teachers' presentation assessment grid • Teachers' poster assessment grid <p>Assessment tools:</p> <ul style="list-style-type: none"> • Peers' presentation assessment grids • Teachers' presentation assessment grid • Teachers' poster assessment grid 	20	S & L	WG	YES Ca mer a	PA
	<p style="text-align: center;">GROUPS' FEEDBACK AND ASSESSMENT</p> <p>Description: Students and the teacher are going to give feedback to the different groups about their presentations and their posters. After the presentations, the students fill individually their initial KPSI to see their improvement from the first day and to be aware of their learning process.</p> <p>Material:</p>	15	S & L	WG	NO	PA TA SA



- KPSI grid
- Peers' presentation assessment grids
- Teachers' presentation assessment grid
- Teachers' poster assessment grid

Assessment tools:

- Student's self-assessment KPSI grid
- Peers' presentation assessment grids
- Teachers' presentation assessment grid
- Teachers' poster assessment grid

FINAL TASK: AT THE END OF THE PBL PROJECT, STUDENTS ARE ABLE TO **ANSWER THE DIFFERENT QUESTIONS** THAT THE OTHER MEMBERS OF THE **SCHOOL'S COMMUNITY** WILL WRITE ON THE SCHOOLS WEBSITE, PARENTS, OTHER STUDENTS AND TEACHERS ARE WELCOME TO WRITE THEIR COMMENTS AND PARTICIPATE ON THIS PROJECT TOO.

THEY WILL ALSO HAVE A **SELF-ASSESSMENT HOMEWORK ACTIVITY** IN WHICH STUDENTS WILL HAVE TO **ANSWER AN EMAIL** FROM THE TEACHER ANSWERING TO THE FOLLOWING QUESTIONS IN CATALAN: WHAT ARE THE MAIN THINGS THAT YOU REMEMBER FROM KEITH HARING'S BIOGRAPHY AND SYMBOLS? HOW HAVE YOU WORKED IN YOUR COOPERATIVE GROUP? WHAT TASKS HAVE YOU DONE? HOW DO YOU THINK YOU COULD HAVE IMPROVED?



CREATED MATERIALS FOR THE SESSIONS

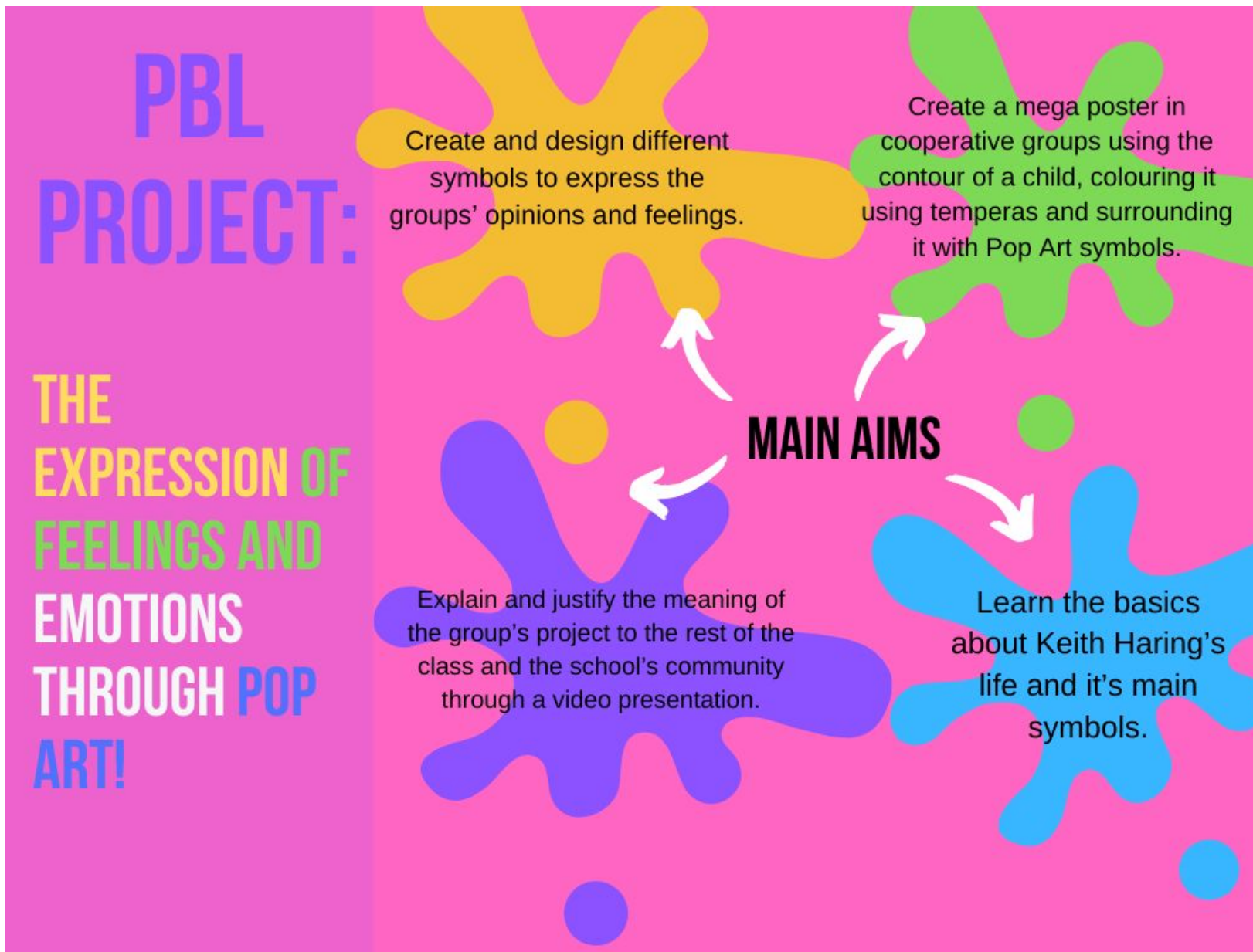
SESSION 1:

- Poster with the objectives of the unit

Template adapted from CLIL-SI 2015.

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





Template adapted from CLIL-SI 2015.

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



- KPSI per student to fill:

KPSI: PBL QUESTIONS

Level 1: Not yet! **Level 2: Getting there!** **Level 3: Got it!** **Level 4: Wow!**

- Have you ever heard about Keith Haring?
- Do you know any of the symbols of Keith Haring?
- Can you express yourself with a movement or a colour?
- Do you know how to present a poster?

POP ART

Template adapted from CLIL-SI 2015.

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



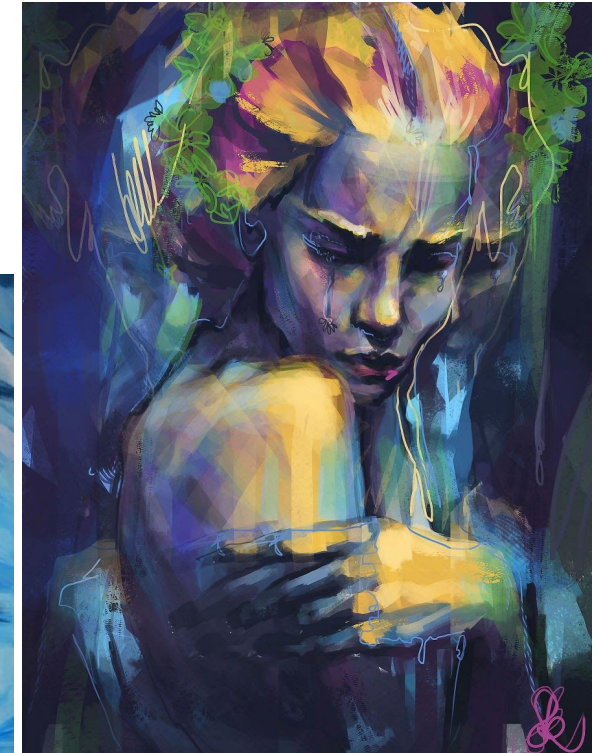
- 5 printed images per group of the drawings



Template adapted from CLIL-SI 2015.

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





- Language support sheet: DRIVING QUESTION

Template adapted from CLIL-SI 2015.

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



LANGUAGE SUPPORT SHEET: DRIVING QUESTION

How would you express your feelings and your way of thinking through art using your own body?

We think/believe that we can express happiness/sadness/loneliness/ angriness doing this posture.....

We can touch our head, tummy, nose... like this and it will represent.....because we are opening/closing.....

We can express something that we are thinking doing...../waving hands/jumping/running/ skipping....

We think that it is difficult/easy to express our feelings using our body

Template adapted from CLIL-SI 2015.

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



SESSION 2:


- Power Point presentation link:

<https://docs.google.com/presentation/d/1PcEUoYUo8jNNfGUfeRTvfMlpp3S29dOW0c0r3nL0gzE/edit#slide=id.p3>

- 10 cards with the explanation of the symbols:


LINES

Round lines and lines around figures indicate movement. Short, straight lines indicate sound—for example, the barking dog. A line around a figure indicates energy: physical, auditory, spiritual, or sexual.



FIGURES

The characters in Haring's work; generally, they represent people and players in society.



BARKING DOG

Generally it does not have an explicit symbolism, though sometimes indicates action or suspicion. The dog character, who sometimes is a standing figure (seemingly combined with a human form), can represent authoritarian government, abuse of power, police states, and oppressive regimes.



Template adapted from CLIL-SI 2015.

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



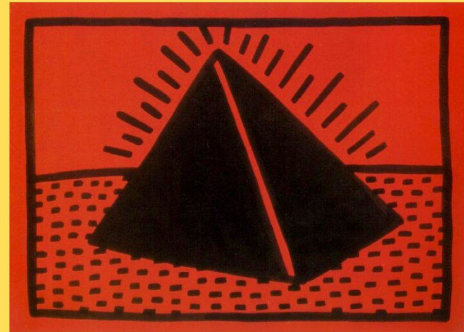
HEART

Naturally, represents love or individuality. Two humans holding a heart represent romantic love.



PYRAMIDS

Refer to an ancient past and are also connected to the hieroglyphic-life movements of the "electric boogie" in hip-hop dance, which Haring often depicted his figures performing.



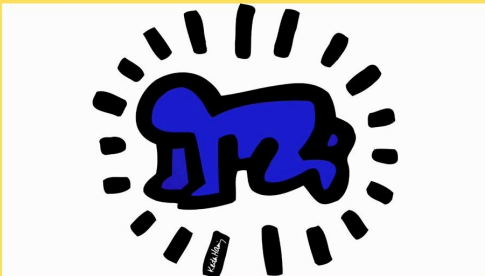
UFOS

Represent a kind of cosmic energy that can take on many forms. Haring himself said that this had no single meaning. The UFO suggests a dystopian future and supernatural forces, and also may be picking up on themes of outer space and science fiction in hip-hop.



RADIANT BABY

The crawling baby, with lines emanating from around its body, is known as the "radiant baby"—Keith Haring's main tag, logo, or the symbol that represented him. Haring explained the nature of this symbol as representing youthful innocence, purity, goodness, and potential.



DISNEY CHARACTERS

The crawling baby, with lines emanating from around its body, is known as the "radiant baby"—Keith Haring had a complicated relationship to Disney, so these representations are neither wholly praising nor indicating. Generally, they refer to mass media consumption and popular culture.



THREE-EYED FACE



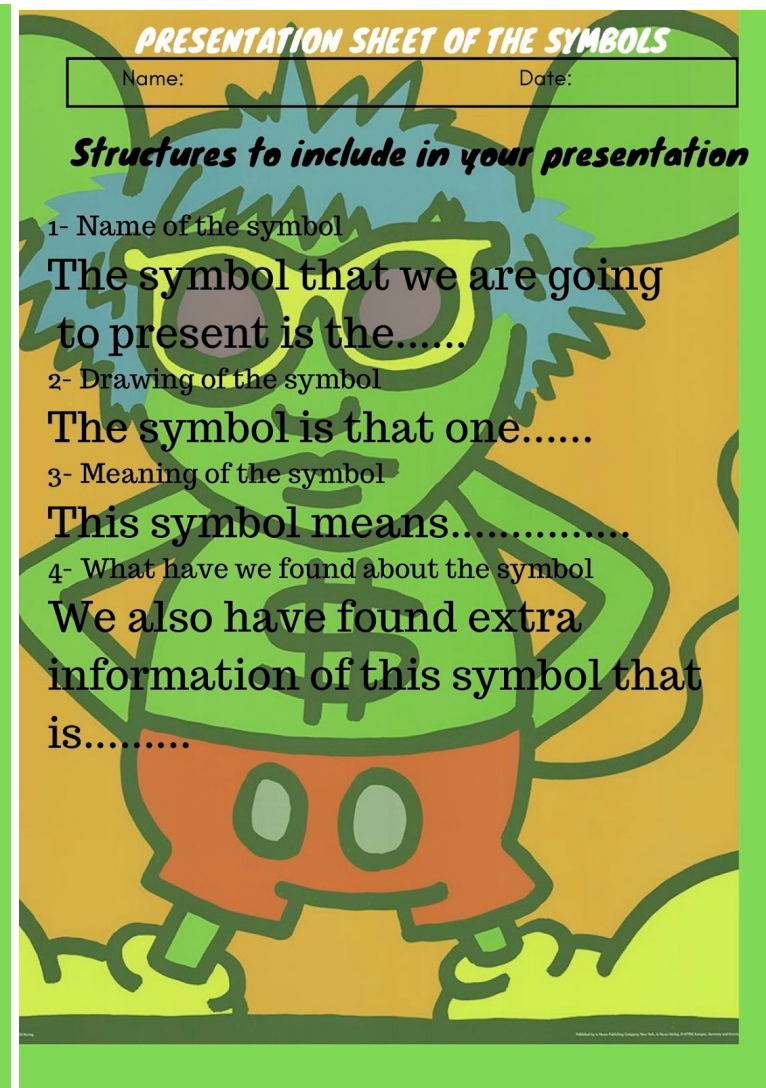
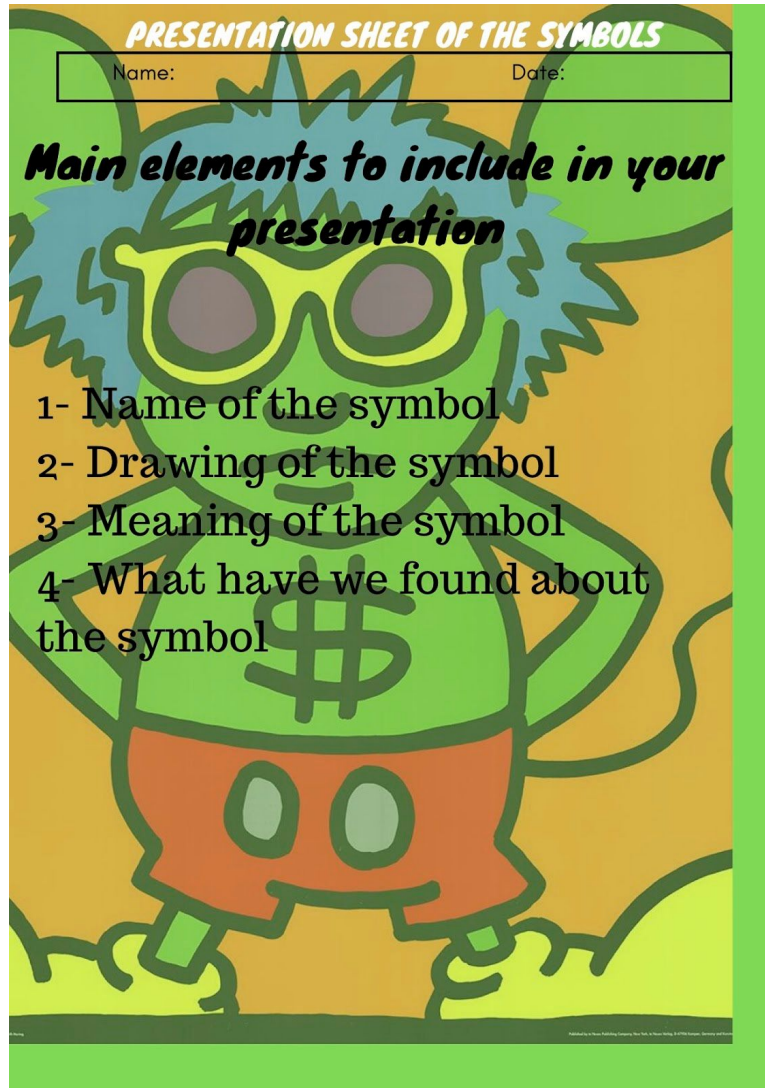
Usually represents greed.

DOLLAR SIGNS



Capitalism, greed and money

- Presentation sheet of the symbols:




Template adapted from CLIL-SI 2015.





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



- Peers' presentation assessment grid



PRESENTATION RUBRIC ASSESSMENT FOR PEERS

CATEGORY	PUNCTUATION	 Level 4: Wow!	 Level 3: Got it!	 Level 2: Getting there!	 Level 1: Not yet!
Speaks Clearly		Speaks clearly all the time, and pronounces correctly. 2 POINTS	Speaks clearly all the time, but mispronounces some words. 1,5 POINTS	Speaks clearly most of the time, but mispronounces some words. 1 POINT	Often mumbles or cannot be understood and mispronounces many words 0,5 POINTS
Language: Vocabulary & grammar		It uses the vocabulary of the unit as well as the worked language structures. 1 POINT	It uses the vocabulary of the unit but has some mistakes. 0,75 POINTS	It uses the vocabulary of the unit but has many mistakes. 0,5 POINTS	It does not include the required range of language and accuracy 0,25 POINTS
Organization		The presentation is logical and ordered. 1 POINT	The presentation is quite logical and ordered. 0,75 POINTS	The presentation is quite logical but has some ordering mistakes. 0,5 POINTS	The presentation is not logical and it is not in order. 0,25 POINTS
Content: Required elements		Explains all the required elements. 2 POINTS	Explains most of the required elements. 1,5 POINTS	Forgets to explain some of the required elements 1 POINT	Forgets many required elements. 0,5 POINTS
Posture and Eye Contact		Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. 1 POINT	Stands up straight and establishes eye contact with everyone in the room during the presentation. 0,75 POINTS	Sometimes stands up straight and establishes eye contact. 0,5 POINTS	Slouches and/or does not look at people during the presentation. 0,25 POINTS
Comprehension		Understands what he/she says 1 POINT	Understands almost of what he/she says 0,75 POINTS	Seems to understand some parts of what he/she says 0,5 POINTS	Seems to not understand his/her part of the speech. 0,25 POINTS
Preparedness		Is prepared and has rehearsed. 2 POINTS	Seems prepared but might have needed more rehearsals. 1,5 POINTS	Is somewhat prepared, but it is clear that rehearsal was lacking. 1 POINT	Student does not seem at all prepared to present. 0,5 POINTS
Final mark:					
Name of the assessors:					
Ways to improve:					

Template adapted from CLIL-SI 2015.

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



SESSION 3:

- Keith Haring symbols

**HOW
DOES
KEITH
HARING
USE
LINE
?**



SESSION 5: Presentation of the posters sheet 1 and 2:

Template adapted from CLIL-SI 2015.

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



PRESENTATION OF YOUR POSTER SHEET 1

Group:

Date:

Main elements to include in your presentation

- 1- Name of the group members and short presentation of your project, name it.
- 2- Explanation of the colour and its meaning
- 3- Explanation of the posture and its meaning
- 4- Explanation of Keith Harings symbols that the group has chosen
- 5- Explanation of your invented symbols
- 6- Ending the presentation

Easy

Medium

More challenging

PRESENTATION OF YOUR POSTER SHEET 2

Name:

Date:

Structures to include in your presentation

1- Name of the group members and short presentation of your project, name it.

Good morning, my name is.... and this is, this is our project and it is called.....

2- Explanation of the colour and its meaning
We decided to colour it in.....because for us it means/represents.....

3- Explanation of the posture and its meaning
We have decided to use this pose because for our group it represents.....

it means..... and it is important for us because.....

4- Explanation of Keith Harings symbols that the group has chosen

We have chosen these symbols of the author which are.....

The.....for us means.....and we have drawn it because.....

5- Explanation of your invented symbols
We have invented these symbols which are.....The.....for us means.....and we have drawn it because.....

6- Ending the presentation
Thank you for your attention. Please leave comments and questions on our schools website.

- Assessment rubrics of the session

PRESENTATION ASSESSMENT RUBRIC FOR THE TEACHER:

CATEGORY	Punctuation	4 Excellent	3 Proficient	2 Satisfactory	1 Needs improvement
Speaks Clearly		Speaks clearly and distinctly all (100-95%) the time, and mispronounces 2 or 3 words. 2 POINTS	Speaks clearly and distinctly all (100-95%) the time, but mispronounces a few words. 1,5 POINTS	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces some words. 1 POINT	Often mumbles or cannot be understood or mispronounces many words. 0,5 POINTS
Language: Vocabulary & grammar		It includes the required range of language and accuracy 1 POINT	It mostly includes the required range of language but has some mistakes. 0,75 POINTS	It includes the required range of language but has many mistakes. 0,5 POINTS	It does not include the required range of language and accuracy 0,25 POINTS
Organization		The presentation is logical and ordered. 1 POINT	The presentation is quite logical and ordered. 0,75 POINTS	The presentation is quite logical but has some ordering mistakes. 0,5 POINTS	The presentation is not logical and it is not ordered. 0,25 POINTS
Content: Required elements		Explains all the required elements. 2 POINTS	Explains most of the required elements. 1,5 POINTS	Forgets to explain some of the required elements. 1 POINT	Forgets many required elements. 0,5 POINTS
Posture and Eye Contact		Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. 1 POINT	Stands up straight and establishes eye contact with everyone in the room during the presentation. 0,75 POINTS	Sometimes stands up straight and establishes eye contact. 0,5 POINTS	Slouches and/or does not look at people during the presentation. 0,25 POINTS
Comprehension		Shows a full understanding of the topic. 1 POINT	Shows a good understanding of the topic. 0,75 POINTS	Shows a good understanding of parts of the topic. 0,5 POINTS	Does not seem to understand the topic very well. 0,25 POINTS
Preparedness		Student is completely prepared and has obviously rehearsed. 2 POINTS	Student seems pretty prepared but might have needed a couple more rehearsals. 1,5 POINTS	The student is somewhat prepared, but it is clear that rehearsal was lacking. 1 POINT	Student does not seem at all prepared to present. 0,5 POINTS
Final mark:					
Ways to improve					

Template adapted from CLIL-SI 2015.

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



• **POSTER ASSESSMENT RUBRIC FOR THE TEACHER**





CATEGORY	Punctuation obtained	4 Excellent	3 Proficient	2 Satisfactory	1 Needs improvement
Content: Required elements		The poster includes all required elements as well as additional information and it has accomplished the main objective of the task. 2 POINTS	All required elements are included on the poster and it has accomplished the main objectives of the task. 1,5 POINTS	Most of the required elements are included on the poster and it has accomplished partially the main objectives of the task 1 POINT	Several required elements are missing and it has not accomplished the aims of the task. 0,5 POINTS
Organization		The poster is logical and ordered. 1 POINT	The poster is quite logical and ordered. 0,75 POINTS	The poster is quite logical but has some ordering mistakes. 0,5 POINTS	The poster is not logical and it is not ordered. 0,25 POINTS
Communicative achievement		The poster has the appropriate register (formal, informal) 2 POINTS	The poster has the appropriate register but has few mistakes. 1,5 POINTS	The poster tends to be appropriate in terms of register but has many mistakes. 1 POINT	The poster has not got the appropriate register. 0,5 POINTS
Images & Relevance		All images are related to the topic and make it easier to understand. 1 POINT	All images are related to the topic and most make it easier to understand. 0,75 POINTS	All images relate to the topic. 0,5 POINTS	Images do not relate to the topic. 0,25 POINTS
Attractiveness		The poster is exceptionally attractive in terms of design, layout, and neatness. 1 POINT	The poster is attractive in terms of design, layout and neatness. 0,75 POINTS	The poster is acceptably attractive though it may be a bit messy. 0,5 POINTS	The poster is distractingly messy or very poorly designed. It is not attractive 0,25 POINTS
Use of Class Time		Used time well during each class period. Focused on getting the project done. Never distracted others. 2 POINTS	Used time well during each class period. Usually focused on getting the project done and never distracted others. 1,5 POINTS	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. 1 POINT	Did not use class time to focus on the project or often distracted others. 0,5 POINTS
Final mark:					
Ways to improve:					

Template adapted from CLIL-SI 2015.

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



PRESENTATION ASSESSMENT RUBRIC FOR PEERS

CATEGORY	PUNCTUATION	 Level 4: Wow!	 Level 3: Got it!	 Level 2: Getting there!	 Level 1: Not yet!
Speaks Clearly		Speaks clearly all the time, and pronounces correctly. 2 POINTS	Speaks clearly all the time, but mispronounces some words. 1,5 POINTS	Speaks clearly most of the time, but mispronounces some words. 1 POINT	Often mumbles or cannot be understood and mispronounces many words 0,5 POINTS
Language: Vocabulary & grammar		It uses the vocabulary of the unit as well as the worked language structures. 1 POINT	It uses the vocabulary of the unit but has some mistakes. 0,75 POINTS	It uses the vocabulary of the unit but has many mistakes. 0,5 POINTS	It does not include the required range of language and accuracy 0,25 POINTS
Organization		The presentation is logical and ordered. 1 POINT	The presentation is quite logical and ordered. 0,75 POINTS	The presentation is quite logical but has some ordering mistakes. 0,5 POINTS	The presentation is not logical and it is not in order. 0,25 POINTS
Content: Required elements		Explains all the required elements. 2 POINTS	Explains most of the required elements. 1,5 POINTS	Forgets to explain some of the required elements 1 POINT	Forgets many required elements. 0,5 POINTS
Posture and Eye Contact		Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. 1 POINT	Stands up straight and establishes eye contact with everyone in the room during the presentation. 0,75 POINTS	Sometimes stands up straight and establishes eye contact. 0,5 POINTS	Slouches and/or does not look at people during the presentation. 0,25 POINTS
Comprehension		Understands what he/she says. 1 POINT	Understands almost of what he/she says 0,75 POINTS	Seems to understand some parts of what he/she says 0,5 POINTS	Seems to not understand his/her part of the speech. 0,25 POINTS
Preparedness		Is prepared and has rehearsed. 2 POINTS	Seems prepared but might have needed more rehearsals. 1,5 POINTS	Is somewhat prepared, but it is clear that rehearsal was lacking. 1 POINT	Student does not seem at all prepared to present. 0,5 POINTS
Final mark:					
Name of the assessors:					

Template adapted from CLIL-SI 2015.

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



FINAL SELF-ASSESSMENT TOOL

KPSI: PBL QUESTIONS

	Level 1: Not yet!	Level 2: Getting there!	Level 3: Got it!	Level 4: Wow!
• Have you ever heard about Keith Haring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Do you know any of the symbols of Keith Haring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can you express yourself with a movement or a colour?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Do you know how to present a poster?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POP ART

Template adapted from CLIL-SI 2015.

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

