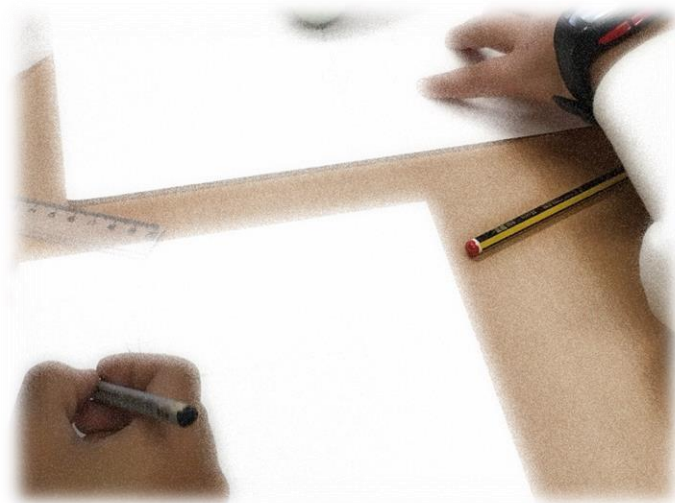


# ART

## 'The shrinking machine' & 'Guess who'



**Escola El Bosc de la Pabordia**  
**Maria Codina Forcada**

**Generació Plurilingüe (GEP)**

Year 1  
2018-2019

<b>GEP 1</b>	<b>Task 1 : Input &amp; Cooperative /Collaborative learning in CLIL</b>
<b>Title of the lesson or topic</b>	THE SHRINKING MACHINE
<b>Course / year / age</b>	5th GRADE
<b>Timing</b>	3 sessions
<b>Collaboration with .....</b>	There isn't any collaboration (I'm the language and the content teacher)
<b>Short description of the session/s</b>	They are going to create an action shot of themselves using a camera, a computer, a printer and lots of imagination
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> <li>1. <i>type of input,</i></li> <li>2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i></li> <li>3. <i>dynamic instructions with collaborative and cooperative activities,</i></li> <li>4. <i>materials used.</i></li> </ol>	
<b>Activity 1</b>	<p>Materials: projector connected to the computer.  Time: 1 hour 30 minutes  Grouping: in pairs, individual or the whole-class together.</p> <hr/> <p>1-Introduction:</p> <p>-Watch the official trailer of the film 'Honey I shrunk the kids' (<a href="https://www.youtube.com/watch?v= av5kqcMVm4">https://www.youtube.com/watch?v= av5kqcMVm4</a> ) (<i>visual input</i>).</p>



S E S S I O N  1		<p>-Discuss about what they have seen (<i>How would you feel if you were shrunk by your parents? Where would you go? Can you imagine yourself in a specific place? What would you do to solve the problem?</i>).</p> <p>First, in pairs (I will make them using <i>Additio group-maker tool</i>), get an idea to be shared with the rest of the class (<i>cooperative learning - Timed Pair Share</i> technique, by Kagan). Time would be controlled by an <i>online timer</i> (<a href="https://www.youtube.com/watch?v=4ASKMcdCc3g&amp;t=10s">https://www.youtube.com/watch?v=4ASKMcdCc3g&amp;t=10s</a> ). The teacher walks around and help them to say their ideas in a correct way (<i>scaffolding - spoken input</i>).</p> <p>Ten minutes later a whole-class conversation would take place, while the teacher would write three columns that respond to what they have agreed in pair: <i>How would you feel? Where would you go? What would you do?</i></p> <p>- Motivate by challenging them (<i>animated gesture- visual and spoken input</i>)...'Imagine you have the power of being shrunk... imagine it exists a machine to shrink yourself...Imagine you could be in a painting!'. I would let them imagine and be creative in their nonsense ideas.</p>
	<b>Activity 2</b>	<p>2-Presentation of the task:</p> <p>-Explain the activity. While students are in that creative moment it would be a great moment to tell them there is a Museum in Barcelona (<i>El Museu de les Il.lusions-</i> <a href="https://bestmuseum.net/#gallery">https://bestmuseum.net/#gallery</a> ) where they can take photos in an oversize backgrounds (such as famous paintings) feeling as a shrunk person that somebody has fit inside a picture. I could visit the webpage from the museum and see an example that I have done for them (<i>visual and practical input</i>) while explaining the process that I have followed. I would hang the process on the wall in an A3 paper.</p> <p><b>ACTIVITY:</b> Every child would take a photo of himself/herself in a funny way (<i>pairs - collaborative task</i>), would download it on the computer, would resize it, would print it out, would cut it and would place it on the amazing background that he/she has already decided (one or more than one). Then, he/she would take another photo of this unusual scenario. The final product would be an Art online catalogue with all the created productions. Each one should have a title and few lines explaining that specific artistic situation. This catalogue would be made in a <i>cooperative way</i> I mean that every child would contribute in its elaboration by copying their photo in the template designed for that (<i>individual task</i>) and then, <i>in groups</i> of three, they would complete it with the written part. <i>Calameo</i> is the ITC tool we would use for publishing the catalogue.</p>
	<b>Activity 3</b>	<p>3-Get ready: Look for backgrounds.</p> <p>-When they feel engaged in this creative task it's a good moment to walk around the school and look for good scenarios</p>

		(the same <i>pairs</i> ). They could be created with any material they need. They should take into account the expression of their faces and their body gesture to choose a good place. They would decide and plan what they would like to do. I would listen to their ideas and try to help them, if necessary (giving some advices about what they propose, being a language model...)
S E S S I O N  2	<b>Activity 4</b>	<p>Materials: digital camera, printer, computer, cardboard, scissors, glue, backgrounds (if they have created one). Time: 1 hour 30 minutes Grouping: in pairs, individual, groups of three.</p> <hr/> <p>4-Start with the activity: Shrinking themselves.</p> <p>-Use the digital camera (same pairs) to take some vertical photos of themselves, with different face expressions and actions and taken into account the backgrounds decided on the last session. -Download the photos and choose the best ones (only two). Resize them if necessary, using the resizer tool we have at school (<i>Image resizer</i>). Print out the two best ones, glue them to a cardboard and cut them out.</p>
	<b>Activity 5</b>	<p>5-Photographic task: Being creative!</p> <p>-Take some photos using the ‘little themselves’ with the backgrounds they have found or they have created. -Download the photos. Use the template (<i>Microsoft Office -Word</i>) provided to save the best one. -Think of a title and write a short description about it in a cooperative way. I would give them some examples and written sentences or expressions they could use (<i>scaffolding</i>) I would use the <i>ITC tool</i> ‘Additio group-maker’ to make groups of three. Each group would have their own three pictures to work on. They would have to decide the written part for each of their productions. I would help them with the revision and edition.</p>
S E S	<b>Activity 6</b>	<p>Materials: projector connected to the computer, tablets. Time: 1 hour 30 minutes Grouping: individual and the whole-class together.</p> <hr/>



S I O N  3		<p>6-Our Catalogue.</p> <p>(From last session to this one I would have some homework because I would be the one in charge of finishing the catalogue and publishing it on slideshare).</p> <p>-By using the tablets, I would ask them to look at our Art online catalogue. They would also be asked to write a word that defines their personal experience or feelings in relation to that activity (this would be a kind of self-evaluation) . I would provide them with a list of adjectives (<i>scaffolding</i>). We would use the ITC tool <i>Answer Garden</i>.</p> <p>-To end up with this activity we would read their comments aloud.</p>
<p><b>In terms of academic content, what are the students learning and what are they learning to do?</b></p>	<p>Firstly, I would like to clear my mind in terms of the curriculum and about its relation with the activities I propose. The Artistic Domain has specific core competencies grouped in Dimensions that we have to bear in mind when planning a lesson.</p> <p>In Art, the dimension of perception includes the competences that make our students take an active and conscious attitude towards the visual realities, so this will help our pupils to understand the world around them as well as to value and to enjoy the aesthetic aspects that are part of it. The school is our nearest reality so, the 1st thing we are going to do is observing everything and valuing the enormous possibilities there are in order to create an imaginative scenario. New technologies, that are a recurrent issue in their daily lives, are going to help us in our activity.</p> <p>The purpose of interpretation and production, the second dimension, is that the students express themselves and communicate using the language of the arts and sharing thoughts, feelings or ideas with their productions, so the students are asked to produce an scenario where they can feel comfortable and their production must be related to their personality, taken into account the feelings they have in that specific moment.</p> <p>The dimension of imagination and creativity includes the competences that are related to the imagination and the creativity. Students can improve them both by being motivated to the open and non-unique solution activities that I ask for in class. With this task, everything is possible! They just need lots of imagination. Obviously, pupils will have visual inputs previously that can help them to arise a good idea and develop it.</p> <p>Said this, I list the main aims of this lesson plan:</p>	

	<ul style="list-style-type: none"> <li>- Introduce students in the photography world by learning to use a digital camera.</li> <li>- Imagine and create artistic scenarios using new technologies.</li> <li>- Learn the process from how to take a photo until it arrives to be an artistic production.</li> <li>- Share their art productions with the world as if they were on an art catalogue online, with a title and a short explanation.</li> </ul>
<p><b>In terms of language, what are the students practicing or learning to do?</b></p>	<p>It's CLIL (Content and Language Integrated Learning), so, the main aim is to teach Art to students in a language that is not their own, promoting the learning of content and the simultaneous learning of the foreign language used as a mean of communication. This is because there is a direct context in which every single word, phrase or concept becomes relevant, useful, vivid and meaningful for the students.</p> <p>Students must be encouraged to speak English as much as possible, being confident, feeling comfortable with the L2 and being capable of carrying out with the activity in a cooperative and interactive way. Surely, some pupils might have a bit of initial disorientation for the language used in class and I think correcting their spoken mistakes shouldn't benefit their spontaneity and motivation. So, if necessary, I will paraphrase what they say in a correct way. Teacher must be a model and a guider, a person that accompanies them in that hard process of learning and communicating.</p> <p>So, in a normal conversation there is not any specific language to be practised. But when they would be dealing with the scenarios it would be very useful to revise or learn new adjectives</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b></p>	<p>This lesson plan is based on the CLIL principles that we have already learnt in the GEP course. I have included the use of CLIL teaching techniques such as comprehensible inputs, scaffolding, animated gesturing, visual aids, repetitions, collaborative work, new technologies ...</p>
<p><b>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</b></p>	<ul style="list-style-type: none"> <li>-The example of the activity with my photo.</li> <li>-The document with the process of the activity (mind map)</li> <li>-The template in a word document.</li> <li>-The document with a list of adjectives to express feelings or opinions.</li> </ul>



## Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with <b>multimodal</b> and <b>varied</b> input (spoken, written, visual, hands-on...)	✓
2. The input presented is used to <b>help</b> learners <b>understand</b> ideas and <b>construct</b> meaning	✓
3. The input is presented at the right <b>cognitive level</b> and the right <b>language level</b> , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	✓
4. Students are <b>helped</b> in some way to <b>understand</b> , i.e. input is made comprehensible	✓
5. Students are <b>helped</b> in some way to <b>process</b> the input presented, i.e. activities or questions make students think and construct meaning.	✓
6. The input and activities presented cater to <b>multiple intelligences</b>	✓
7. Students are presented with <b>good questions</b> (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	✓



8. A variety of <b>collaborative learning strategies</b> are used throughout the session.	✓
9. At least one of the activities presented requires <b>cooperation</b> among students.	✓
10. Students are <b>explicitly taught</b> how to work in groups (or pairs).	✓
11. Students are <b>explicitly guided</b> to succeed in group/pair work <b>discussions</b> and <b>interactions</b> . Clear <b>support</b> to guide their interactions is provided.	✓
12. At least one <b>ICT tool</b> is used to promote <b>digital collaborative learning</b> .	✓





# MATERIALS

## LIST OF ADJECTIVES

I feel...

Calm Inspired Satisfied  
Excited Interested Ready  
Motivated Proud Courageous  
Surprised Gorgeous Curious  
Prepared Involved Amazed  
Successful Confident Respectful Receptive  
Secure Enthusiastic

Template adapted from CLIL-SI 2015.

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



TEMPLATE

TITLE

---

Write a short explanation about your photo (what we can see, what it means...)

by your name



Template adapted from CLIL-SI 2015.

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



**EXAMPLE**

## INDIGENOUS PEOPLE

You can see some people dressed as indigenous American Indians. The chief is talking to someone outside the fence while the rest of the tribe are waiting for the sign that will allow them to go for a ride. There's a girl inside the tent horrified for the huge and colourful Totem that welcomes the foreigners. She looks like the odd image in the game of finding out the differences.

by Maria Codina



Template adapted from CLIL-SI 2015.

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



**EXAMPLE**

## FRIENDSHIP BETWEEN SPECIES

You can see an enormous robot sitting on a drawer and talking to two girls in a friendly way. It represents the constant fight between all those people who are in favour of machines and those others that reseat about them. The fact is that Human beings and robots are sharing the world.

by Maria Codina



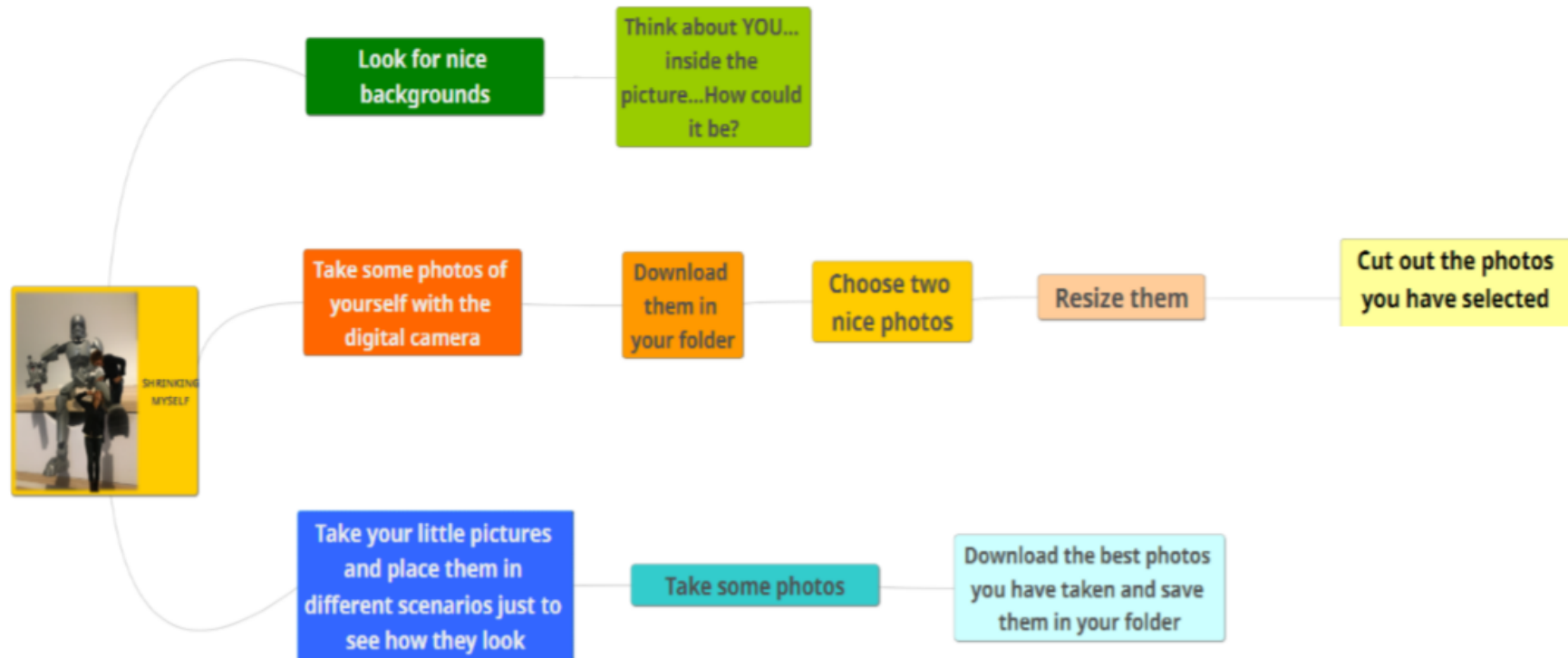
Template adapted from CLIL-SI 2015.

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# THE PROCESS

## The process I have followed...



Template adapted from CLIL-SI 2015.

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



<b>GEP 1</b>	<b>Task 2: Reading, Writing and Assessment in CLIL</b>
<b>Title of the lesson or topic</b>	GUESS WHO
<b>Course / year / age</b>	5th grade
<b>Timing</b>	3 sessions
<b>Collaboration with .....</b>	There isn't any collaboration (I'm the language and the content teacher)
<b>Main objectives of the sessions</b>	-Learn how to draw a human face. -Speak English in a real context. -Share their productions with the world (video format).
<b>Short description of the session/s</b>	They are going to learn how to draw a face in an active way (by working in small groups (watching different videos and writing the main ideas), reading what they have agreed in small groups, writing a rubric in order to help them to revise what they do), drawing a face individually (following the accorded steps) and all these bearing in mind the assessment (both teacher and student- initial evaluation (the drawing of a face), and final evaluation (talking about the final results in a video (all together) and answering to the rubric written for all the students (self-assessment)) / students- co-evaluation (observing and assessing the drawings of other students) .
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> <li>5. <i>type of input,</i></li> <li>6. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i></li> <li>7. <i>dynamic instructions with collaborative and cooperative activities,</i></li> <li>8. <i>materials used.</i></li> </ol>	

Template adapted from CLIL-SI 2015.

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



S E S I O N  1	<p><b>Activity 1</b></p>	<p>Materials: projector connected to the computer. Tablets.                      Time: 1 hour 30 minutes                      Grouping: individual, groups of four, the whole-class together.</p> <hr/> <p>1-Introduction:</p> <ul style="list-style-type: none"> <li>-Every student has to draw a person in a white drawing paper (as an initial evaluation) just to see how they draw humans.</li> <li>-Make groups of four by giving a different coloured card to each student. There are six. All the students with the same colour have to work together. Every group has to analyse their four drawings (<i>Is there any part missing? Have they got eyelashes? Eyebrows? Ears? What about the size of everything? Is it the nose where it is supposed to be? ...</i>) and see if there is something to improve (co-evaluation- oral and written activity).</li> </ul> <p>Ten minutes later a whole-class conversation would take place, while the teacher would write on the board the most common mistakes they have done. There's a poster on the board revising the parts of the face and introducing new words</p>
	<p><b>Activity 2</b></p>	<p>2-Presentation of the task:</p> <ul style="list-style-type: none"> <li>- There are six different videos related to drawing faces</li> </ul> <ol style="list-style-type: none"> <li>1- <a href="https://www.youtube.com/watch?time_continue=3&amp;v=YirhjwrixcQ">https://www.youtube.com/watch?time_continue=3&amp;v=YirhjwrixcQ</a></li> <li>2- <a href="https://www.youtube.com/watch?v=cdSzAOgSuew">https://www.youtube.com/watch?v=cdSzAOgSuew</a></li> <li>3- <a href="https://www.youtube.com/watch?v=urg1jyhLlhQ">https://www.youtube.com/watch?v=urg1jyhLlhQ</a></li> <li>4- <a href="https://www.youtube.com/watch?v=bBoa8TAy65s">https://www.youtube.com/watch?v=bBoa8TAy65s</a></li> <li>5- <a href="https://www.youtube.com/watch?v=X_5cLkL-V9g">https://www.youtube.com/watch?v=X_5cLkL-V9g</a></li> <li>6- <a href="https://www.youtube.com/watch?v=yyfPULeQhPo">https://www.youtube.com/watch?v=yyfPULeQhPo</a> .</li> </ol> <p>Each video is going to be assigned to a group. And the team work can start! Every group has to watch a video while taking some notes. They have to agree about the main information given and about how to make it comprehensible to the rest of the class. The teacher can walk around and help them in their discussion.</p> <ul style="list-style-type: none"> <li>-Write their notes in the internet wall created for the occasion ( <a href="https://padlet.com/missatgenviat/q6tmcipnnv9y">https://padlet.com/missatgenviat/q6tmcipnnv9y</a> ).</li> </ul>





S E S S I O N 2	Activity 3	<p>Materials: projector connected to the computer, drawing papers, pencil and rubber. Time: 1 hour 30 minutes Grouping: groups of four, individual.</p> <hr/> <p>3- See the comments written on the wall while every group explains or reads what they agreed last day. It's time to have a good conversation to establish what we have to bear in mind when drawing a face. We'll turn this into a checklist (to assess themselves).</p>
	Activity 4	<p>4- Draw a partner's face by sitting in front and taking into account what we have just said. There's a poster to help them (steps to follow).</p>
S E S S I O N 3	Activity 5	<p>Materials: drawing paper, pencil, rubber. Camera. Time: 1 hour 30 minutes Grouping: individual.</p> <hr/> <p>5-Finish the drawings started in the last session. The teacher walks around and chats with the kids. When a child finishes with his/her partner's face, he/she should use the self assessment checklist (the rubric written on the last session) to make sure he/she has followed the steps accorded on session 2. It should be hang on the wall.</p>
	Activity 6	<p>6- The student takes a photo to his/her own drawing.</p> <p>(From this session to the next one I would have some homework because I would be the one in charge of making a video catalogue with all the photos they have made about their artistic faces). On the fourth sessions we will watch it and talk about the drawings (final evaluation).</p>



<p><b>In terms of academic content, what are the students learning and what are they learning to do?</b></p>	<p>Firstly, I would like to clear my mind in terms of the curriculum and about its relation with the activities I propose. The Artistic Domain has specific core competencies grouped in Dimensions that we have to bear in mind when planning a lesson.</p> <p>In Art, the dimension of perception includes the competences that make our students take an active and conscious attitude towards the visual realities. That's why they are asked to observe their friends' face in order to draw it as real as possible.</p> <p>The purpose of interpretation and production, the second dimension, is that the students express themselves and communicate using the language of the arts and sharing thoughts, feelings or ideas with their productions, so the students are asked to discuss about the steps to follow when drawing a face as well as analysing and talking about their partner's drawings.</p> <p>The dimension of imagination and creativity is not an aim in these sessions. They are learning to draw a portrait by observing a real face. So, there isn't anything to imagine.</p>
<p><b>In terms of language, what are the students practicing or learning to do?</b></p>	<p>It's CLIL (Content and Language Integrated Learning), so, the main aim is to teach Art to students in a language that is not their own, promoting the learning of content and the simultaneous learning of the foreign language used as a mean of communication. This is because there is a direct context in which every single word, phrase or concept becomes relevant, useful, vivid and meaningful for the students.</p> <p>Students must be encouraged to speak English as much as possible, being confident, feeling comfortable with the L2 and being capable of carrying out with the activity in a cooperative and interactive way. Surely, some pupils might have a bit of initial disorientation for the language used in class and I think correcting their spoken mistakes shouldn't benefit their spontaneity and motivation. So, if necessary, I will paraphrase what they say in a correct way. Teacher must be a model and a guider, a person that accompanies them in that hard process of learning and communicating.</p>
<p><b>In what way is this lesson plan a good example of what we learnt in the GEP</b></p>	<p>This lesson plan is based on the CLIL principles that we have already learnt in the GEP course. I have included the use of CLIL teaching techniques such as previous knowledge, groups making, writing tools, visual aids, collaborative work, new technologies, assessment ...</p>



course session?	
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p>-All the links:</p> <ol style="list-style-type: none"> <li>1- <a href="https://www.youtube.com/watch?time_continue=3&amp;v=YirhwrixcQ">https://www.youtube.com/watch?time_continue=3&amp;v=YirhwrixcQ</a></li> <li>2- <a href="https://www.youtube.com/watch?v=cdSzAOgSuew">https://www.youtube.com/watch?v=cdSzAOgSuew</a></li> <li>3- <a href="https://www.youtube.com/watch?v=urg1jyhLlhQ">https://www.youtube.com/watch?v=urg1jyhLlhQ</a></li> <li>4- <a href="https://www.youtube.com/watch?v=bBoa8TAy65s">https://www.youtube.com/watch?v=bBoa8TAy65s</a></li> <li>5- <a href="https://www.youtube.com/watch?v=X_5cLkL-V9g">https://www.youtube.com/watch?v=X_5cLkL-V9g</a></li> <li>6- <a href="https://www.youtube.com/watch?v=yyfPULeQhPo">https://www.youtube.com/watch?v=yyfPULeQhPo</a> .</li> </ol> <p>Padlet: <a href="https://padlet.com/missatgenviat/q6tmcipnrv9y">https://padlet.com/missatgenviat/q6tmcipnrv9y</a></p> <p>Final result: <a href="https://youtu.be/TSi_pR0vs0k">https://youtu.be/TSi_pR0vs0k</a></p> <p>-Poster with the main steps to follow when drawing a face.</p> <p>-Self assessment checklist.</p> <p>-Vocabulary poster: the face.</p>

### Self assessment Checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. <b>Support</b> is provided to help students read and understand texts.	✓
2. <b>Before-, during- and after-</b> reading activities are prepared.	✓



3. The materials use <b>visuals</b> to support comprehension.	✓
4. The writing process takes place in <b>joint collaboration</b> with the teacher (modelling)	✓
5. <b>Support</b> is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	✓
6. The teacher uses different strategies to help students <b>throughout the process</b> of reading and writing	✓
7. The teacher has <b>previously predicted the language</b> the students will need when carrying out the different tasks successfully and, therefore, is aware of the <b>content-obligatory language</b> .	✓
8. At least the teacher uses 1 type of <b>assessment</b> (self-assessment, teacher assessment or co- assessment)	✓
9. At least teacher used 1 type of <b>designed assessment tool</b> during the sessions (rubric, digital app, checklist, personal dossier...)	✓



# MATERIALS

## PROPORTIONS

Proportions of the Face Information Sheet

### Proportions of the Face

**Diagram 1:** An egg shape representing the head.

To begin drawing a portrait you will first need to draw an egg shape. Remember that the narrow part of the egg points down as this will become the chin.

**Diagram 2:** The egg shape with a vertical line through the center.

Draw a line vertically right through the centre of the egg. This line will make sure that you line up the nose, mouth and eyes correctly.

**Diagram 3:** The egg shape with a horizontal line across the middle.

Draw a horizontal line half way down the egg. This is where the eyes and top of the ears will go.

**Diagram 4:** The egg shape with a second horizontal line below the first.

Half way between the eye line and the chin draw a second horizontal line. This is where the bottom of the nose and ears will go.

**Diagram 5:** The egg shape with a third horizontal line near the chin.

A third of the way down from the nose line draw a third horizontal line. This is where the mouth will go.

**Diagram 6:** The face with eyes drawn on the horizontal lines.

Draw in the eyes with the corners on the line. To ensure the eyes are the correct size you should be able to fit five equal eye widths across the head.

**Diagram 7:** The face with the nose drawn, resting on the second horizontal line.

Draw the bottom of the nose. The nostrils should rest on the line.

**Diagram 8:** The face with the mouth drawn, resting on the third horizontal line.

Draw in the mouth with the line dividing the two lips. By measuring a third in from the inside corner of the eye and drawing a line vertically on each side, you can achieve an accurate mouth width.

**Diagram 9:** The face with ears and a hairline drawn.

Draw in the ears and the hairline. The hairline can help determine the shape of the face. Remember the ears should fit snugly between the eye and nose lines.

**Diagram 10:** The face with a neck drawn by a vertical line from the outer corner of the eye.

Draw the neck by drawing a vertical line from the outer corner of the eye on each side to achieve the correct width.

Proportions of the Face Information Sheet

Key Stage 3  
Year Group 9  
Topic Portraits

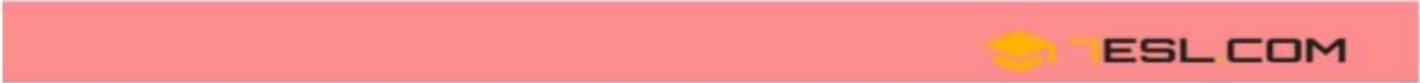
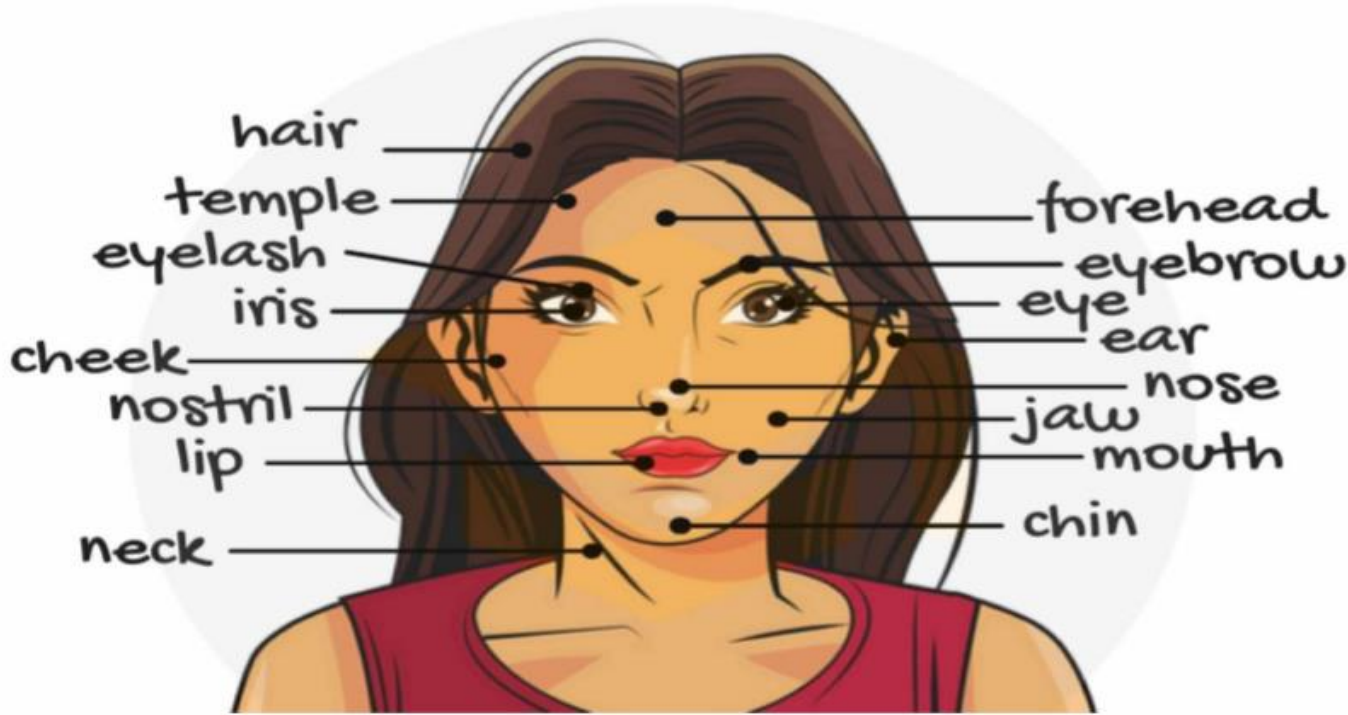
Template adapted from CLIL-SI 2015.

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



PARTS OF THE FACE

Vocabulary THE HEAD 



Template adapted from CLIL-SI 2015.  
More information at: <http://grupsderecerca.uab.cat/clilsi/>



**SOME HELP**

FIRST... SECOND...

THE MOST IMPORTANT THING IS...

WE SHOULD...

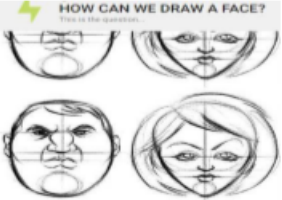
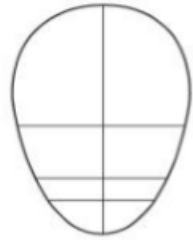
DRAW...

THEN...

TO FINISH...



**ASSESSMENT**

<p style="text-align: center;"><b>SELF ASSESSMENT CHECKLIST</b></p> <p style="text-align: center;">⚡ HOW CAN WE DRAW A FACE? <small>This is the question!</small></p> 	
1. The head has an inverted egg shape and both parts are symmetric.	✓
2. I have divided the head:	
3. The ears fit between the eyes and the nose lines.	
4. There are eyebrows and eyelashes.	
5. The nostrils rest on the second line.	
6. The first line divides the two lips.	
7. The corners of the mouth line up with the pupils of the eyes.	

Template adapted from CLIL-SI 2015.

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





PADLET USED

**HOW CAN WE DRAW A FACE?**  
This is the question...

Anonymous 10m

**YELLOW GROUP**

- 1 First draw a line
- 2 Then you have to do a circle
- 3 Then there are some numbers fore the face
- 4 Then some lines that you put all the parts of the face like the eyes,nose,lips,hair...
- 5 Then you have to do the ears with some more lines

Anonymous 5m

**ORANGE GROUP**

First with a ruler draw a line 11cm and another line 8 cm a cross in the middle of the face. The head is not a circle. it's a bit long.

Second draw the parts of the face: a nose, a mouth, eyes, eyelashes and hair. 😊😊

The ears are in the middle of the eyes, nose and lips 😊 and have an specific size.

Anonymous 3m

**BLUE GROUP**

The most important things are the principal squares, the line of the eyes and the ears. 😊😊😊

So, first we do lines for situate the eyes, nose, ears... like in the video.

When the person is old the shapes increase because older person has wrinkles compared with younger person

Anonymous 8m

**GREEN GROUP**

The most important are the lines of the face. 😊

Draw a vertical line and a horizontal Line.

It's very important that the eyes are in line with the nose and the mouth.

Don't forget the ears!

It is important that everything is reviewed with vinaigrette.

Anonymous 9m

**RED GROUP**

**DRAWING A FACE...**

The measure of the face drawing is important. Draw lines across the face to measure the distances of the eyes, mouth, nose... 😊

The head is not a round circle! The eyes have an specific size ☹️

Anonymous 10m

**PINK GROUP**

When drawing a face ...

First you have to make a circle with a beard, then you make two little circles to do the eyes. Then you make the mouth, the eyebrows, ears and the circle in the eyes to do the pupils. Then a line for the hair on the circle, and then you make the hair.

Template adapted from CLIL-SI 2015.

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FINAL RESULT



GUESS WHO

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