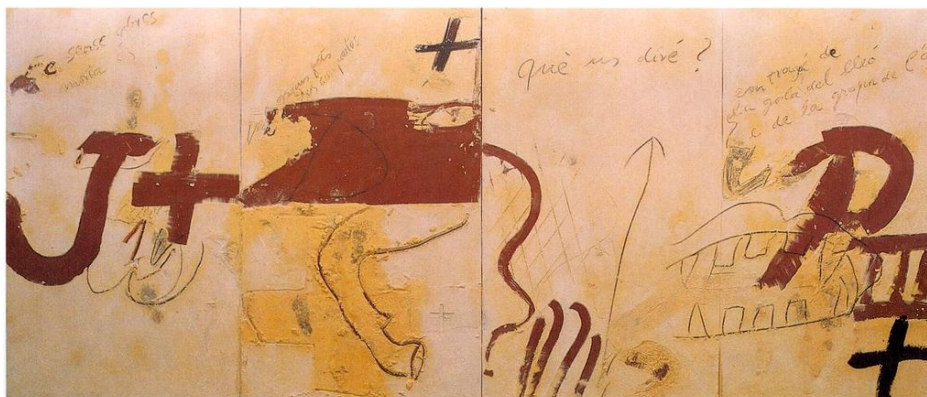


Tàpies inspire us!



Escola Catalunya
Núria Garcia i Meritxell Jiménez

Generació Plurilingüe (GEP)

Year 2
2018-2019



Identification of the GEP project

Title	Tàpies inspires us!
Authorship	Núria Garcia and Meritxell Jiménez
School	Escola Catalunya
Students' CEFR Level (A1, A2...)	Beginners
Grade	2nd Primary
Content area(s)	Arts&Crafts
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	Núria Garcia and Meritxell Jiménez
Key words	Tàpies, artwork, crafts, creativity, school community



1. OUR PROJECT

Introduction:

Since 2016, Arts & Crafts are taught in English in our school. Every grade delves into an artist in order to learn about his biography and his artworks. Tàpies is one of the artists chosen for 2nd grade students. Perception, creativity and production skills are involved through the project.

Driving question:

How can Tàpies inspire us?

Final product:

The final product will be an art exhibition with sculptures and artworks based on Tàpies at the hall of the school. Each sculpture will be described through a QR code which will be linked with canva presentation where students can find information about the artwork (title, author, image and a video with an oral description...)

Moreover, students design a poster and advertisement to promote and spread the exhibition of their art works based on Tàpies for the school community and the Etwinning partner.



2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? <small>(assessment criteria)</small>
1. Explain Tàpies biography	1.1. Students can expose some characteristics about Tàpies' biography
2. Analyse and describe the most characteristic elements of Tàpies artworks	2.1. Students can recognize and describe Tàpies' characteristic elements using a simple sentence orally
3. Create a collaborative artwork based on Tàpies	3.1. Students can be creative and include some of Tàpies' characteristic elements in their artworks. 3.2 Students can collaborate and cooperate designing a sculpture 3.3. Students can respect the opinion of their partners.
4. Design a flyer to invite the school community to the art exhibition	4.1. Students can participate and debate about elements that can be used in the poster (date, place, image,...) 4.2 Students can create an attractive flyer using Canva (insert text and image, background...)
5. Describe the sculpture using iCT tools	5.1. Students present their artworks using ICT tools (Canva - title, image, video) 5.2. Students can write a short description of their sculpture 5.3. Students can describe their sculpture orally.

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</p> <ul style="list-style-type: none"> - Competència 1. Mostrar hàbits de percepció conscient de la realitat visual i sonora de l'entorn natural i cultural - 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 	<ul style="list-style-type: none"> • Propietats dels elements bàsics del llenguatge visual que trobem presents en l'entorn i en les obres artístiques: color, traç i volum • Codis i terminologia utilitzats en la lectura, producció i interpretació de les obres d'art • Interès, valoració i respecte pel fet artístic i per les produccions artístiques pròpies i dels altres • Recerca sobre qüestions relacionades amb l'art: autors vinculats a l'entorn artístic 	<p>Dimensió comunicació oral</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 textos orals breus i senzills adequats a la situació comunicativa 	<ul style="list-style-type: none"> • Tipus de textos orals de tipologia i contingut diversos (instruccions d'aula, descripcions, biografia) • Lèxic específic: materials, forma, colors i vida de Tàpies. • Comprensió literal d'un text amb suport visual o gestual (biografia) • Tipus de text oral: descripció d'una obra d'art • Lèxic específic: materials, forma i colors. Estructures gramaticals per a la descripció: We have

<p>la contemporaneïtat artística</p> <p>Dimensió interpretació i producció</p> <ul style="list-style-type: none"> - Competència 5. Emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se <p>Dimensió imaginació i creativitat</p> <ul style="list-style-type: none"> - Competència 8. Improvisar i crear amb els elements i recursos bàsics dels diferents llenguatges artístics 	<p>contemporani: Tàpies</p> <ul style="list-style-type: none"> • Elements bàsics del llenguatge visual: el traç, la forma, el color i el volum • Tècniques pròpies dels diferents llenguatges artístics: dibuix, pintura, collage... • Produccions artístiques visuals i plàstiques: collage i escultura • Recursos digitals en l'expressió artística: creació d'un flyer i una presentació amb Canva <ul style="list-style-type: none"> • Producció d'imatges i objectes, creació d'estructures, exposicions, ... • Imaginació i creativitat en la realització de projectes • Composició individual i col·lectiva d'imatges i objectes a partir de materials 	<ul style="list-style-type: none"> - Competència 3. Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs <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>used...</p> <ul style="list-style-type: none"> • Elements no verbals: gestualitat i ús del suport escrit com a suport (guió) • Situacions comunicatives d'opinió i presa de decisions al crear l'escultura (ús d'expressions: I can see a/some, There is/There are, Can I have a/some, This is fantastic, I agree, I don't agree...) • Estratègies d'interacció oral amb inici, manteniment i finalització d'una interacció d'una manera apropiada (ús de suports lingüístics escrits) • Lèxic específic del tema (materials, símbols) i fets de la biografia
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<p>- Competència 9. Dissenyar i realitzar projectes i produccions artístiques multidisciplinàries</p>	<ul style="list-style-type: none"> • Planificació dels processos de producció artística: (Generació d'idees, consens de la idea, distribució de tasques, acció i creació) • Combinació de diferents llenguatges (visual, musical, escènic) en les creacions artístiques 	<p>Dimensió comprensió 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 - Competència 8. Produir textos senzills amb adequació a la situació comunicativa i amb l'ajut de suports 	<ul style="list-style-type: none"> • Tipus de textos escrits: descripcions i nota informativa. • Recursos per a la planificació: guió, pluja d'idees. • Tipus de textos escrits breus comunicatius: notes, pòsters • Lèxic específic (data, lloc, material, colors) • Suport paper i digital • Ús dels recursos digitals en la producció i edició de textos (Word)
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4. 21st CENTURY COMPETENCES

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	
Others:			

5. KEY COMPETENCES

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

Cultural & artistic competence	x	Personal initiative and entrepreneurship competence	x
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6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none"> - Tàpies biography and his artwork. - Volume/ sculptures - Colours, materials, textures... - techniques (painting, collage, ...) 	<ul style="list-style-type: none"> - Analysing and describing some characteristics in Tàpies artwork (colours, material, elements) - Designing a poster and a sculpture. - Cooperating among the group. - Participating actively in group activities.

7. REFERENCES (BIBLIOGRAPHY /WEBOGRAPHY)

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8. COMMENTS (optional)

9. ACKNOWLEDGEMENTS (optional)

First of all, we would like to express our gratitude to our school not only for trusting, helping and encouraging us to join this project but also for its endless support during this process.

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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

IWB: interactive white board

10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment (TYPE AND TOOLS) 
1	Surprise box	15'	S	WG T-S		
	Storyboard about Tàpies' biography	15'	L S	WG T-S		
	Clock Partners	5'	L	WG S-S		
	Fill in the gaps	15'	R W	WG S-S		

	Collaborative biography book	40'	W	WG S-S		
2	Brainstorming: Think-Pair-Share	10'	S	WG S-S TA		1.1 Students can expose some characteristics about Tapiés' biography (teacher takes notes)
	Storyboard: review of Tapiés' biography	10'	S	WG T-S		
	Tapiés' characteristic elements	25'	I S	WG in pairs S-S		2.1 Students can recognize and describe Tapiés' characteristic elements using a simple sentence (teacher takes notes)
	Collaborative painting based on Tapiés	35'	I	SG S-S		
	Checklist about Tapiés' elements	10'	R	SG SA		3.1 Students can be creative and include some of Tapiés' characteristic elements in their artworks. (Checklist)
3	Tapiés' sculptures	25'	I S L	S-S SG	Interactive White board	2.1 Students can recognize and describe the most typical elements from Tapiés' artworks using a sentence
	Instant Classroom	5'	L	T-S WG	Interactive White board	
	Design the sculpture: group roles	35'	S W	SG TA		3.2. Students can collaborate and cooperate designing a sculpture 3.3. Students can respect the opinion of their partners. (teacher takes notes)

	Drawing a draft and writing a note for home	25'	W	S-S WG		
4	Group work rubric	15'	I R	SG S-S SA		3.2. Students can collaborate and cooperate designing a sculpture 3.3. Students can respect the opinion of their partners. (Rubric)
	Shopping	15'	I R	WG S-S T-S		
	Create the sculpture	50'	I	S-S SG		3.1. Students can be creative and include some of Tapies' characteristic elements in their artworks.
	Group work rubric	10'	R	S-S SG		3.2. Students can collaborate and cooperate designing a sculpture 3.3. Students can respect the opinion of their partners.
5	Brainstorming: inviting the school community to the exhibition	15'	S	½ G TA		4.1 Students can participate and debate about elements that can be used in the poster (date, place, image,...) (Teacher takes notes)
	Create the flyers	40'	w	SG S-S TA	ipad (Canva)	4.2 Students can create an attractive flyer using Canva (insert text and image, background...) (teacher takes notes)

	Describing the sculpture	20'	I W	SG S-S		5.2 Students can write a short description of their sculpture. (template)
	Rehearse the presentation	15'	S	SG S-S		
6	Canva	20'	L	SG T-S AT	Ipads (canva)	5.1 Students can present their artworks using ICT tools (Canva)
	Describing the sculpture video	50'	S	SG S-S AT	Ipads (canva)	5.3. Students can describe their sculpture orally. (Canva)
	Kahoot	20'	R	S-S AT	Computer (Kahoot)	2.1 Students can recognize the most typical elements from Tapies artworks (KAHOOT)

11. SESSION PLANNING

SESSION 1: TÀPIES' BIOGRAPHY

Objectives of the session:

- Learn who Tàpies was

Content-obligatory language for the session:

- Vocabulary related to different materials and graphic symbols used in Tàpies artworks
- Tàpies' biography

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

Surprise box

The teacher brings in class a **box with different materials** inside. Inside the box, students can find some pictures related to Tàpies' paintings, letters and different materials (cardboard, wood and clothes). The main goal of this box is to arouse the curiosity of the students.

1.1 Each time the teacher shows a material from the box, she lets some time to the students so they can guess the name in English. She is only helping when nobody knows the word in the target language.






The teacher suggests to the students the driving question once all the material and pictures are out from the box: **How can Tàpies inspire us?**

15'

S

 WG
T-S






	<p>She explains to the students that in this project they are going to learn who was Antoni Tàpies and some characteristics about his artworks. At the end of the project, they will become artists and do some crafts inspired in Tàpies.</p>					
1.2	<p>Storyboard about Tàpies biography. The teacher shows a picture of Tàpies and explains that they are going to learn the life of this painter. The biography is explained using a storyboard. The teacher reads and explains Tàpies life using visual pictures and written words. This storyboard is done in a big wrapping paper that will be hang up on the wall. The teacher asks the students to read aloud the Storyboard, trying to help them when they do not remember one of the words.</p> <p>(See Teaching materials 1.2)</p>	15'	L S	WG T-S		
1.3	<p>Clock partners Each student has got a clock with different friends written down in each hour (they have already fill in this clock in a previous session). The teacher says a number from 1 to 12 and the students have to look for the partner written down at this time.</p> <p>(See Teaching materials 1.3)</p>	5'	L	WG S-S		
1.4	<p>Fill in the gaps In pairs (done with the Clock partners' strategy), students are given a piece of paper with an incomplete sentence from the biography. They have to check the storyboard posted on the wall and fill in the gap.</p> <p>(See Teaching materials 1.4)</p>	15'	R W	WG S-S		
1.5	<p>Collaborative biography book All class is doing a collaborative book about Tàpies biography. Each pair has got a part of the biography and has to draw what the sentence says.</p> <p>(See Teaching materials 1.4)</p>	40'	W	WG S-S		

<h2>SESSION 2: TAPIES' ARTWORKS</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> Analyse and describe the most characteristic elements of Tàpies artworks Create an artwork based on Tàpies which includes some of his symbols and techniques 								
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> Tàpies' biography The structure "I can see a/some..." 								
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>								
2.1	<p>Brainstorming: Think-Pair-Share</p> <p>First, the teacher shows a photo of Tàpies to students and asks them if they can remember something about his life. Students think about it individually for 1' and then, they share their ideas in pairs.</p> <p>Finally, the whole group discusses their ideas together.</p> <p>This activity is used to assess if students can expose some characteristics about Tàpies' biography.</p> <p>Assessment tool: The teacher takes notes and checks which students can remember parts of Tàpies' biography.</p>			10'	S	WG S-S TA		1.1
2.2	<p>Storyboard: review of Tapies' biography.</p>			10'	S	WG T-S		






	<p>The teacher asks students that did not participate in the previous activity, to help here building the story of Tàpies. Images and sentences used in the previous session in the storyboard are mixed and they have to help the teacher building up again the biography.</p> <p>The teacher chooses two students for each sentence and the rest of the class can help these students if they do not remember the proper order.</p> <p>Once all biography is completed, all class read aloud the storyboard being help with the visuals and body language.</p>				
2.3	<p>Tàpies' characteristic elements</p> <p>The teacher shows students some of Tàpies' paintings and they have to look at it very carefully. After that, the teacher provides students in pairs (Clock partners' strategy used in activity 1.3) with some images of different elements such as crosses, letters, numbers, parts of the body, etc. and they have to go around the class in order to connect this elements with some Tàpies' paintings.</p> <p>Then, the students makes sentences describing Tàpies' paintings using the structure provided "I can see a/some....". They have to pay attention to colours, symbols and materials used.</p> <p>Assessment tool: The teacher takes notes when students describe these art elements using a sentence in order to evaluate if they can recognize the most typical elements of Tàpies artworks.</p> <p>(See Teaching materials 2.3)</p>	25'	I S	WG in pairs S-S	2.1
2.4	<p>Collaborative painting based on Tàpies</p> <p>In group of 4, students create a collaborative painting based on Tàpies, using the most common colours (soil colours like beige, ochre, brown, black...) and elements (parts of the body, crosses, letters, numbers, etc.).</p>	35'	I	SG S-S	

2.5	<p>Checklist about Tàpies' elements Teacher provides students with a checklist that they have to fill in in order to ensure that students have included some of Tàpies elements in their paintings and they have painted a new and creative painting.</p> <p>Assessment tool: Checklist (See Teaching materials 2.5)</p>	10'	R	SG SA		3.1
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	<h2>SESSION 3: TÀPIES INSPIRE US</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> Analyse and describe the most characteristic elements of Tàpies artworks Design a sculpture based on Tàpies cooperatively 					
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> Describing artworks Structure “I can see a / some”, “There is a / There are some....” using art vocabulary (materials, objects, tools...) Giving opinions sentences: In my opinion, I think that, This is fantastic!, That's a good idea!, I agree with you, I don't know, I'm not sure about that. 					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
3.1	<p>Tàpies' sculptures</p> <p>The teacher shows some sculptures of Tapies and ask students:</p> <ul style="list-style-type: none"> What objects / materials did Tapies use in his artworks? <p>To answer it, students in pairs start a cooperative learning strategy: Rally Robin. Each pair has an sculpture and they have to describe the objects and materials that they can see.</p> <p>In order to help them, teacher provides students with some images of different materials (wood, wire, fabric, cord, cardboard...) and objects (shoes, wardrobe, bed, socks...)</p> <p>Student A begins picking up an image and says the name of the material. Then, student B picks up another image till the end. Teacher uses https://www.online-stopwatch.com/bomb-countdown/ to limit the time.</p>	25'	I S L	SG S-S	IWB	2.1






	<p>Students uses the structure “I can see a/some/- ...”. This structure is written in the blackboard and students can see it during this activity.</p> <p>(See Teaching materials 3.2)</p>					
3.2	<p>Instant Classroom By using “Instant Classroom” https://www.superteachertools.us/instantclassroom/, the teacher makes groups of 3 students.</p>	5'	L	WG T-S	IWB	
3.3	<p>Design the sculpture: Group roles The teacher asks them to imagine if they were Tapies, what would they create using Tapies' elements and materials. The teacher explains three different roles that they are going to play and gives students a necklace with the group work roles:</p> <ul style="list-style-type: none"> - The Leader makes sure everyone does their job - The Secretary is responsible for writing down the groups decisions - The Time keeper makes sure the group is using the time well and completes the task on time <p>While students are discussing about what materials they will need or the objects that they use, teacher provides with some cards to help them speaking (language support). Each time they use one sentence, they can pick up the card. At the end, the whole group has had to use all the cards.</p> <p>Assessment tool: The teacher takes notes which students collaborate and respected the opinions of their partners. (See Teaching materials 3.3)</p>	35'	S W	SG TA		3.2 3.3
3.4	<p>DRAWING A DRAFT AND WRITING A NOTE FOR HOME Once the students have decided what they want to create and the materials they will need, the students can draw a draft of their sculpture and they can write a note for their families asking them some materials that they could bring to school next day. (See Teaching materials 3.4)</p>	25'	W	WG S-S		

<h2>SESSION 4: CREATE AN SCULPTURE</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> • Cooperate creating and sculpture • Be creative and include some characteristics elements in their sculpture. 								
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> • Communicative sentences: Good morning, Can I help you? Thank you, Good bye. • Structures for asking the material: Can I have a/some...? 								
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>								
4.1	<p>Group work rubric</p> <p>The teacher gives them a rubric in order to assure that the students can collaborate and cooperate designing the sculpture and that they can respect the opinion of their partners. It is given and explained at the beginning of the session but completed at the end.</p> <p>Assessment tool: Group work rubric (See Teaching materials 4.1)</p>	15'	I R	SG S-S SA				
4.2	<p>Shopping</p> <p>The teacher prepares all the materials that the students may need for building the sculpture.</p>	15'	I R	WG S-S				

	<p>In their groups, the students need to agree which materials they will need apart from the ones brought from home. They have to make a list and the “Time keeper” has to order them to the teacher.</p> <p>The “Time keeper” has to ask to the teacher the different material needed using proper structures (language support)</p> <p>(See Teaching materials 4.2)</p>			T-S		
4.3	<p>Create the sculpture Once the small groups have all the materials needed, they have to create the sculpture.</p> <p>Assessment tool: Group work rubric (See Teaching materials 4.1)</p>	50'	I	SG S-S SA		3.1
4.4	<p>Group work rubric The students complete the rubric provided at the beginning of the session.</p> <p>Assessment tool: Group work rubric (See Teaching materials 4.1)</p>	10'		SG S-S SA		3.2 3.3

	<h2>SESSION 5: ADVERTISING</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> • Decide the elements and information that can be used in the flyers and poster • Design a flyer for inviting the school community to the exhibition • Prepare a personal presentation and description of the sculpture 					
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> • Vocabulary and structures related to ICT management: switch on your computer, click on the xxx icon, save the document, insert an image/ text, choose the background, switch off your computer • Information required in a flyer: date, place, authors. • Descriptive sentences: The name of our sculpture is..., We have used (vocabulary of the materials used) 					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
<p>5.1</p>	<p>Brainstorming: inviting the school community to the exhibition</p> <p>The students suggest what information may be in the poster in order to invite the school community to see their sculptures.</p> <p>The teacher leads students to think about a title, who are the authors, when the exhibition takes place, ...</p> <p>Assessment tool: The teacher takes notes the information that each student suggests to write in the poster.</p>	<p>15'</p>	<p>S</p>	<p>½ G TA</p>		<p>4.1</p>

5.2	<p>Create the flyers Each pair create their own flyer with all the information. The Students have to insert a background photo (painting done in Session 2) and write a text with the information given using Canva. Those flyers will be given to each class of the school once they have finished.</p>	40'	w	SG S-S	X	4.2
5.3	<p>Describing the sculpture The students prepare short sentences to present themselves and their sculpture. They have to fill the template provided. Moreover, they have to write the title of the sculpture and sign with their names in a piece of cardboard like a legend of their artwork.</p> <p>Assessment tool: Template provided to describe the sculpture. (See Teaching materials 5.3)</p>	20'	I W	SG S-S		5.2
5.4	<p>Rehearse the presentation The students rehearse the presentation of the sculpture.</p>	15'	S	SG S-S		

<h2>SESSION 6: DESCRIBE THE SCULPTURE USING ICT</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> • Present their artwork using ICT tools. • Describe the sculpture in different skills (oral and written) using ICT • Review some knowledge about Tàpies' biography and artwork. 						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> • Vocabulary and structures related to ICT management: take a photo, upload an image, write the title/authors/the materials. • Descriptive sentences: The name of our sculpture is..., We have used (vocabulary of the materials used) 						
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
						
6.1	<p>Canva</p> <p>Students take a photo of their sculpture and upload it in canva, writing down the title, authors and materials.</p> <p>(See Teaching materials 5.3)</p>	20'	L	SG T-S AT	ipad	5.1
6.2	<p>Describing the sculpture</p> <p>While some students are creating their canva, the teacher records students describing their sculpture and uploads it on Canva slide.</p>	50'	S	SG S-S AT	ipad	5.3

	<p>These Canva slides will be shared on the website of the school and posted on the Twinspace for our Etwinning partners in the project <i>"Painters inspire us!"</i>. Moreover, each sculpture of the exhibition will have a QR Code that will link with their own Canva slide. Scanning the QR code, families and school community will be able to read the information and watch the video of each sculpture.</p> <p>Assessment tool: Final product of the Canva slide with the presentation and descriptions (oral and written).</p>					
6.3	<p>Kahoot Students answer some questions about Tàpies https://create.kahoot.it/k/958387aa-3af2-4eab-b525-e5ea694deea5</p> <p>Assessment tool: Kahoot results.</p>	20'	R	S-S AT	Com puter (Kah oot)	2.1

TEACHING MATERIALS

Template adapted from CLIL-SI 2015.

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



SESSION 1:

1.2 TÀPIES' BIOGRAPHY

Antoni Tàpies was **born** in Barcelona in 1923.

When he was a child, he had a great **imagination** and he loved reading books.

When he was 18, he got **sick** and he had to be in bed for two years. Then, he decided to become an **artist**.

He got **married** to Teresa and they had three children.

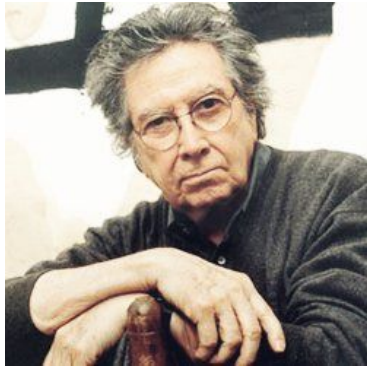
Tàpies painted **abstract paintings** using **waste materials** like wood and cardboard.

He used to paint using **soil colours** like brown, grey, ochre and beige.

Tàpies painted parts of the **human body** and **graphical symbols** like crosses, letters, etc.

Finally, Tàpies died in 2012.

1.2 STORYBOARD (This activity has to be printed in A3 paper)



was born in in 1923.



When he was a , he had a great



and he loved reading

When he was 18, he got



and

he had to be in



for two years.

Then he decided to be an



.

He got



to Teresa and had 3





Tàpies painted

paintings



using



like

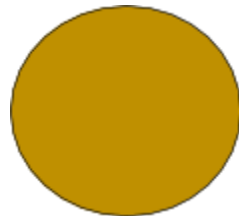
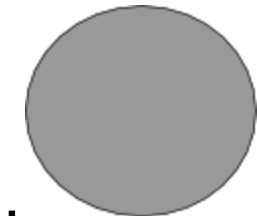
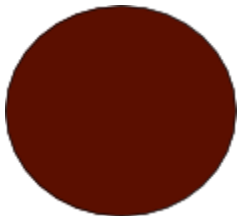


and

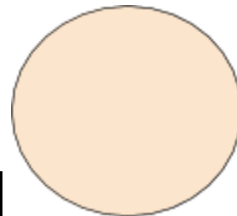


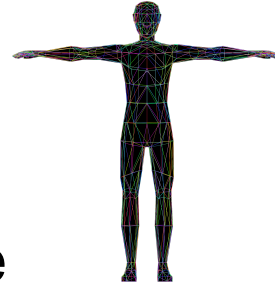
He used to paint using

like

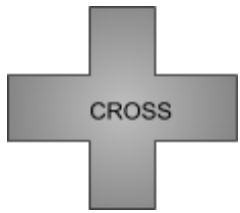


and





Tàpies painted parts of the **graphical symbols** like and

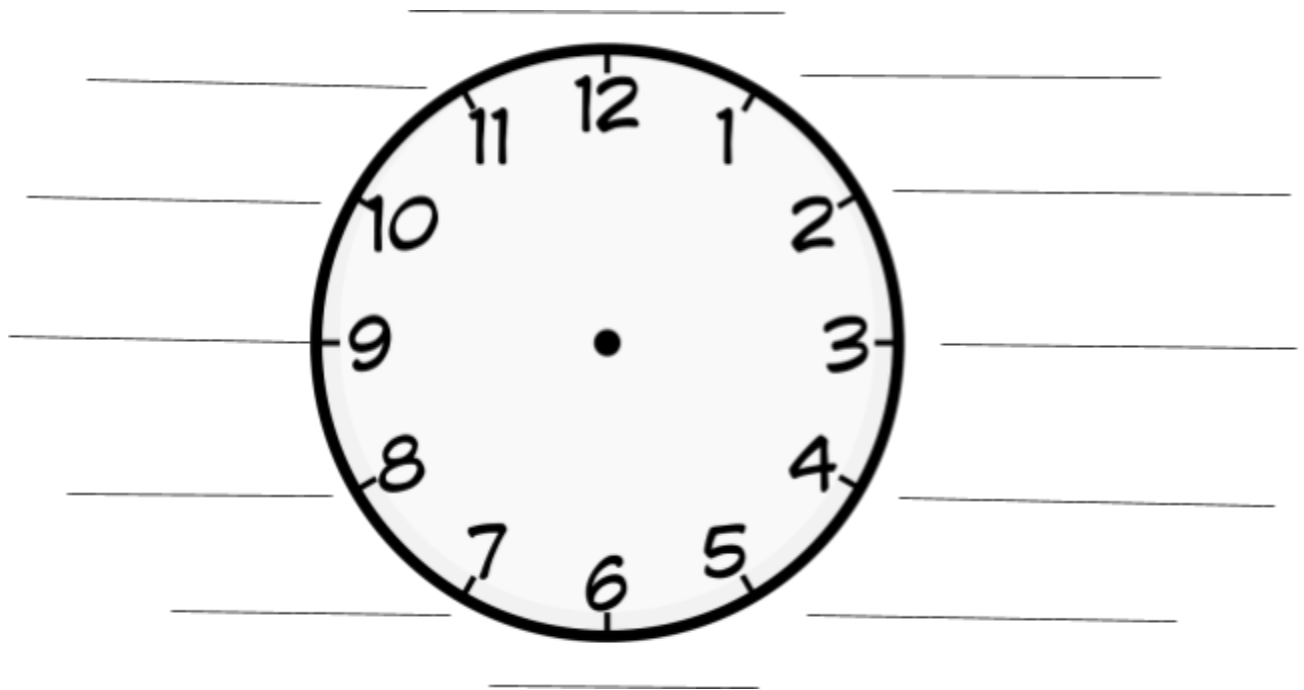


,



Finally, Tàpies  in 2012.

1.3 CLOCK PARTNERS



Template adapted from CLIL-SI 2015.

More information at:

<http://grupsderecerca.uab.cat/clisi/>



1.4 FILL IN THE GAPS

Antoni Tàpies was _____ in Barcelona in 1923
When he _____ a child,
he had a great _____
and he loved _____ books.
When he was 18, he got _____ and he had to be in bed for two years.
Then, he decided to become an _____.
He got _____ to Teresa
and they had _____ children.
Tàpies painted abstract paintings using _____ like wood and cardboard.
He used to paint using _____ like brown, grey, ochre and beige.
Tàpies _____ parts of the human body
and graphical symbols _____ crosses, letters, etc.
Finally, Tàpies _____ in 2012.

SESSION 2

2.3 TÀPIES' ARTWORKS



“Four big chronicles” A. Tàpies



“Composition” A. Tàpies

Template adapted from CLIL-SI 2015.

More information at:

<http://grupsderecerca.uab.cat/clisi/>





“Eye and numbers” A. Tàpies

<https://www.tonitapies.com/CA/antoni-tapies-main/dibuixos/#.XFbJetF7mi4>



“Glance and hand” A. Tàpies

<http://catalogo.artium.org/dossieres/1/antoni-tapies/obra>



”Hieroglyphs”

<http://catalogo.artium.org/dossieres/1/antoni-tapies/obra>

Template adapted from CLIL-SI 2015.

More information at:

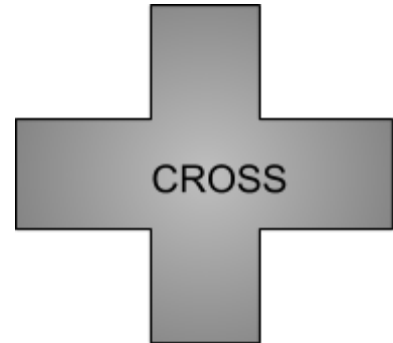
<http://grupsderecerca.uab.cat/clisi/>



TÀPIES' CHARACTERISTICS ELEMENTS



NUMBERS



FOOTPRINT



LETTERS







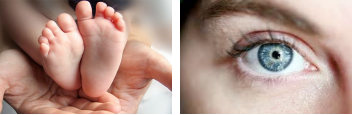



EYES



FEET

2.5 CHECKLIST ABOUT TÀPIES' CHARACTERISTICS ELEMENTS

Have we included these elements in our artwork?

ELEMENTS		
 NUMBERS		
 FOOTPRINT		
 PARTS OF THE BODY		
 CROSS		
 LETTERS		
Have we been creative? 		

SESSION 3: 3.1 SCULPTURES



“Sock” A. Tàpies



“Tribute to Picasso” A. Tàpies

Template adapted from CLIL-SI 2015.

More information at:

<http://grupsderecerca.uab.cat/clilsi/>





“Cloud and chair” Roof of Fundació Tapies (Barcelona)



“Rinzen”



“String box”

from

<https://fundaciotapies.org/la-colleccio/seleccio-d-obres/?suport=objectes-escultures>)

Template adapted from CLIL-SI 2015.

More information at:

<http://grupsderecerca.uab.cat/clisi/>





“Wardrobe”

(from <https://fundaciotapies.org/la-colleccio/seleccio-dobres/?suport=objectes-escultures>)

Template adapted from CLIL-SI 2015.

More information at:

<http://grupsderecerca.uab.cat/clisi/>





“Pitcher and barrel” A. Tàpies

3.2 MATERIALS AND TOOLS



WIRE



CORD



WOOD



CARDBOARD



FABRIC



PAINT



COUCH



SHOES



WARDROBE



CLOTHES



BED



SOCKS

3.3 NECKLACE GROUP WORK ROLES

LEADER



The Leader
makes sure
everyone does
its job

SECRETARY



The Secretary is
responsible for
writing down
the group
decisions

TIME KEEPER



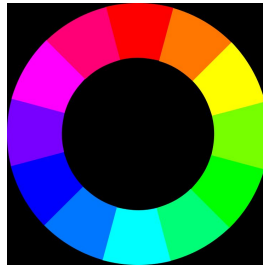
The Time keeper makes sure the group is using the time well and completes the task on time

LANGUAGE SUPPORT

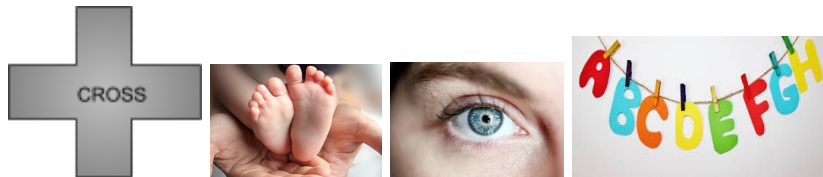
WE CAN USE



WE CAN PAINT IN ...



WE CAN ADD...



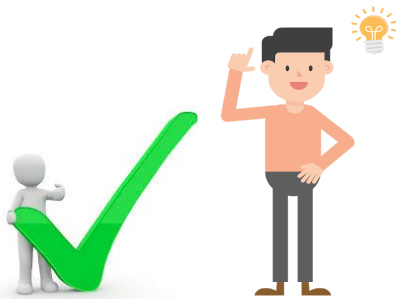
IN MY OPINION...



I THINK THAT...



THIS IS FANTASTIC!



THAT'S A GOOD IDEA!



I AGREE WITH YOU



I DON'T AGREE WITH YOU



I DON'T KNOW



I'M NOT SURE ABOUT THAT

3.4 A NOTE TO STUDENTS' FAMILY

.....,

Our class is working on Tapies' artworks and we need to bring to school some materials like:





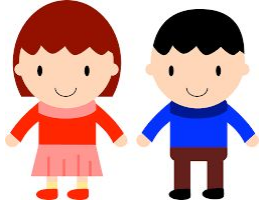

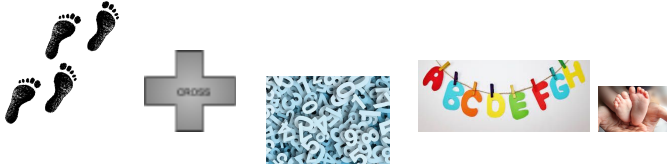
-
-
-
-
-

.....

.....

SESSION 4:

4.1 GROUP WORK RUBRIC

			
<p>Students can collaborate and cooperate designing and creating the sculpture</p> 			
<p>Students can respect the opinion of their partners</p> 			
<p>Students use different materials such as wire, cardboard, cordon, fabric...</p> 			
<p>Students include some of Tapies' characteristic elements in their artworks.</p> 			

Template adapted from CLIL-SI 2015.

More information at:

<http://grupsderecerca.uab.cat/clisi/>



4.2 SHOPPING LANGUAGE SUPPORT



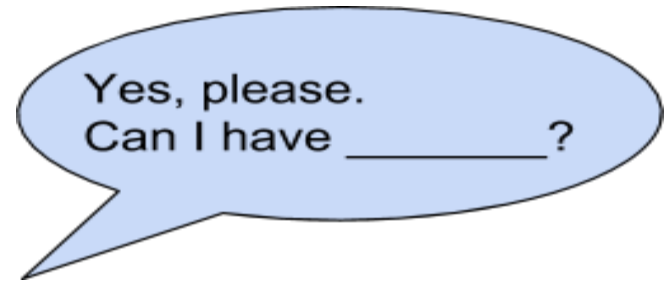
Template adapted from CLIL-SI 2015.

More information at:

<http://grupsderecerca.uab.cat/clisi/>



some paints?



Some glue?



a paintbrush?



some clay?



some cord



SESSION 5:

5.3 PREPARING A VIDEO PRESENTATION

STUDENTS HAVE TO COMPLETE THIS TEMPLATE:

Student A: My name is....

Student B: My name is

Student C: And my name is.....

Student A: We are in Grade

Student B: In Escola Catalunya

Student C: The name of our sculpture is

Student A: We have used(materials)

Student B: and (materials)

Student C: Our sculpture is based on

Student A & B & C: We hope you enjoy the exhibition.

5.3 LEGEND

<i>by</i>
<i>by</i>
<i>by</i>
<i>by</i>
<i>by</i>
<i>by</i>

Template adapted from CLIL-SI 2015.

More information at:

<http://grupsderecerca.uab.cat/clils/>




SESSION 6:

6.3 KAHOOT


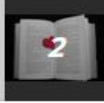

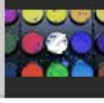

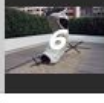

<https://create.kahoot.it/k/958387aa-3af2-4eab-b525-e5ea694deea5>


Description



Tàpies
Tàpies
Everyone

Game creator

	Where was Antoni Tàpies born?	Time limit 30s
	When he was a child, Antoni Tàpies loved ...	Time limit 30s
	How many children did Tàpies have?	Time limit 30s
	What colours did Tàpies use in his artworks?	Time limit 30s
	Who painted this painting?	Time limit 30s
	What elements did Tàpies use in his artworks?	Time limit 30s
	Can you remember the title of this sculpture?	Time limit 30s


Add question

[Import from spreadsheet](#)

Template adapted from CLIL-SI 2015.


More information at:

<http://grupsderecerca.uab.cat/clisi/>



SELF-ASSESSMENT CHECKLIST

CLIL-PBL Project - Teaching materials	<input checked="" type="checkbox"/> <input type="checkbox"/>
The teaching materials are visually attractive and well-organized .	<input checked="" type="checkbox"/>
The teaching materials are self-explanatory and ready-to-use .	<input checked="" type="checkbox"/>
All activities and teaching materials are original and created by the course participant.	<input checked="" type="checkbox"/>
Any resource in any format (including videos, images, texts from the Internet), that is not original, is respectful of copyright and its sources are cited .	<input checked="" type="checkbox"/>
Students are presented with multimodal and varied input (spoken, written, visual, hands-on...).	<input checked="" type="checkbox"/>
Input is presented at the right cognitive level .	<input checked="" type="checkbox"/>
Input is presented at the right language level .	<input checked="" type="checkbox"/>
Students are helped in some way to understand and process the input presented .	<input checked="" type="checkbox"/>
Visuals are used to support comprehension.	<input checked="" type="checkbox"/>
Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	<input checked="" type="checkbox"/>
There are opportunities for significant linguistic output (the students produce communicative “products”, speak, write, interact...).	<input checked="" type="checkbox"/>
Support is provided to help students read, write, speak and interact.	<input checked="" type="checkbox"/>
A variety of collaborative and cooperative learning strategies are used throughout the sessions.	<input checked="" type="checkbox"/>
Activities facilitate inquiry and reflection and promote the role of the teacher as a facilitator/coach.	<input checked="" type="checkbox"/>

Task instructions are short, concise, clear and comprehensible to the students. Activities are written using an appropriate level of language .	
The teaching materials are written in accurate English . There are <u>no mistakes at all</u> .	