

VINCENT VAN GOGH AND RICHARD HAMILTON

MODERN ARTISTS

Escola Pla de Dalt
Antònia Graboleda & Anna Lázaro

Generació Plurilingüe (GEP)

Year 1
2018-2019

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GEP 1	Task : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	RICHARD HAMILTON - British Pop Art
Course / year / age	6th and 5th grades
Timing	3 hours
Collaboration with ...	Anna Lázaro, Antònia Graboleda, Gemma Pagès, Anna Boix, Emma Bonet, Carles Cambras, Gemma Rigat
Short description of the session/s	1st Session: Hamilton's biography - 2nd: Analysing Hamilton's pictures - 3rd: hands-on
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none">1. <i>type of input,</i>2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i>3. <i>dynamic instructions with collaborative and cooperative activities,</i>4. <i>materials used.</i>	
S E	Activity 1 Kahoot activity as a way to see what students Know about Richard Hamilton. (<i>Groups of four</i>) https://play.kahoot.it/#/k/2315cdf7-e67e-4a8a-b602-76412541fa7b



S S I O N 1		
	Activity 2	<p>Jigsaw activity. Hamilton's biography is divided into 4 parts (according to the 4 groups of 4 students there are in class): 1-childhood, 2-early training, 3-matured period and 4-late period.</p> <p>Students have 5' to understand their part of H's biography (YouTube timer). They have a glossary as scaffolding to understand the text.</p> <p>Then, the members of each group interchange. So, the new groups will be formed by #1 #2 #3 #4</p> <p>Now, the new groups have all the information needed to fill in a timeline.</p> <p>Input: visual and written input.</p>
	Activity 3	<p>Answering a questionnaire with explicit, implicit and referential questions. Referential questions are a bit difficult in this kind of biography as it is something brand new for our students.</p>
S E S I O N 2	Activity 4	<p>Quizlet furniture activity (https://quizlet.com/_5lsgt7): stairs, window, sofa, rug, picture, painting, cupboard, lamp, chair, armchair, vacuum cleaner, bookcase.</p> <p>Pair work created by stand up, hands up, pair up.</p>
	Activity 5.	<p>Describing H's most famous picture. The teacher will show in the IWB "<i>Just what is it that makes today's homes so different, so appealing</i>" to the whole class.</p> <p>Rally Robin. The instruction is: <i>name all you can see in this painting. You have 30 seconds.</i> (Students, in pairs, say one after the other what they see)</p>
	Activity 6	<p>Round Robin. Now students will have to follow teacher's instruction, but this time in groups of four and the rule is that each student has to follow an order, one after the other as in Rally Robin.</p> <p>The instruction is the same as in activity 5: <i>name all you see in this painting. You have 1 minute.</i></p>
	Activity 7	<p>Round Robin - time shared. 4 groups of 4 (the same as Activity 6).</p> <p>Each group has a different Hamilton's painting.</p>



		The instruction is: <i>"Name what you see. Describe your painting"</i> . In this activity students will have some scaffolding and visual input in order to help them describe their painting.
	Activity 8	Sharing information. The teacher puts on the IWB a PPT of Hamilton's four best known paintings. Each group describes the painting they have been working in.
S E S I O N 3	Activity 9	Students watch a video as a visual and spoken Input : https://www.youtube.com/watch?v=VFdeAeXq6A8
	Activity 10	Rally Robin. In pairs students alternate generating brief oral responses. The instruction is: <i>What do we need to make a collage?</i>
	Activity 11	Students watch the video again. Rally Robin again. Now the instruction is: <i>Steps in the collage technique, first, second, third...</i> Visual input. This time they'll have small handy flashcards .
	Activity 12	Hands-on activity. Groups of 4 made by Instant Classroom . Instruction: Make your own collage inspired by Hamilton's S1: He chooses magazines and advertisements. He cuts. He throws unuseful papers into the bin/ S2 and S3: They cut and distribute the cut-outs on the cardboard / S4: He cuts and sticks cut-outs and colours blank spaces. Hands-on input
	Activity 13	Presentations. Each group presents their own collage. Each member of the group must say something. As scaffolding , they have substitution tables .
	Activity 14	Recap activity. To see what they have Learned (KWL), they will do the Kahoot activity they did in session 1. https://play.kahoot.it/#/k/2315cdf7-e67e-4a8a-b602-76412541fa7b
In terms of academic content, what are the students learning and		<ul style="list-style-type: none"> - Hamilton's biography - Hamilton's work - Collage technique



what are they learning to do?	
In terms of language, what are the students practicing or learning to do?	<ul style="list-style-type: none">- New vocabulary related to art and furniture- Grammar: - Present simple<ul style="list-style-type: none">- There is / there are
In what way is this lesson plan a good example of what we learnt in the GEP course session?	<ul style="list-style-type: none">- The use of ICT tools (Kahoot, AnswerGarden, Quizlet, InstantClassroom...)- The way to work in groups (collaborative vs cooperative working)- The importance of the input taking into account the multiple intelligences
Other important information	Scaffolding. Glossary to scaffold the comprehension of the written input. Substitution tables to scaffold the oral presentation. Vocabulary with pictures to scaffold Hamilton's picture description.
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	Photocopy of Hamilton's biography divided into 4 parts. Photocopy of support vocabulary about Hamilton's biography. PowerPoint of famous Hamilton's paintings. 4 different laminated plastic paintings. Flashcards: tips for a collage.



Self-assessment Checklist

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



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



RICHARD HAMILTON (1 hour SESSION)

Activity 1: What I **Know** about Pop Art. **Kahoot** Activity

<https://play.kahoot.it/#/k/2315cdf7-e67e-4a8a-b602-76412541fa7b>

This address is shortened using ves.cat: ves.cat/enMY

Activity 2: Jigsaw activity.

Group 1 – Childhood Group 2 – Early training

Group 3 – Matured period Group 4 – Late Period

YouTube timer 5'

Interchange members of each group. So, new group will be formed by # 1, 2, 3 and 4.

These new groups have all the information needed to fill in a timeline.





Childhood

Richard Hamilton **was born** in London in 1922. His father was a **driver**. When he was 10 he was interested in **drawing**. When he was 12 he attended evening classes. In 1940, the **World War II** started.

✂.....

Early training

In 1946 the school reopened, and Hamilton returned to the Royal Academy. He worked as an **engineer** for the National service. He was there two years.

In 1948, he studied **painting** in the Slade School of Art. During the period between 1948 and 1952 Hamilton met different artists. One of them was Eduardo Paolozzi. He made paintings with collages, using images from **magazines** and **advertisements**. Hamilton got the inspiration from Paolozzi.

✂.....

Matured Period

In the 1950s Hamilton became an important artist. In 1952 Richard Hamilton founded the "Independent Group" at the "Institute of Contemporary Arts" in London with Eduardo Paolozzi and other architects.

In 1956, he created his most famous work "Just what is it that makes today's homes so different, so **appealing?**". This collage is the beginning of English Pop Art.

In 1957, he wrote down the definition of Pop art. "Pop art is popular, **low-cost**, mass-produced, young, **witty** and big **business**".

✂.....

Hamilton's wife **was killed** in a car accident in 1962. He was so sad that he decided to **travel** to the USA. Once there he **met** Duchamp's a famous American painter. He began to combine elements of photography and painting in his pictures.

In 1968 Hamilton designed the **cover** of the Beatles' White Album.

Late Period

In the 1970's, he started creating **print-making processes**. And in the 80's, he also increasingly began to experiment with new technologies: television and computers.

In 1991, he **married** Rita Donagh. He died in 2011.



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ABOUT RICHARD HAMILTON'S LIFE

		
Was born	A driver	drawing
		
World War II	engineer	painting
		
Magazines	Advertisements	appealing
		
Low cost	Witty	business
		
Was killed	travel	Met (to meet)
		
(Mobile phones) covers	Print making process	married

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





Activity 3:

QUESTIONNAIRE.

1. When was Richard Hamilton born? (explicit)
2. What nationality was he? (implicit/ referential)
3. Did he go to fight in the WWII? (implicit)
4. How old was he when he was interested in drawing? (explicit)
5. How many times did he get married? (implicit)
6. Can you name one of his most famous paintings? (explicit)
7. Why did he do the white cover of the Beatles Long Play?
(referential)
8. Was Hamilton opened to new technologies in the mid 1950s?
(Implicit)
9. In your opinion, what did he have in common with Andy Warhol?
(referential)
10. Where did he get inspiration from? (implicit/ referential)



Timeline

RICHARD HAMILTON

BORN

1922

Died

2011



RICHARD HAMILTON (2nd hour SESSION).

Activity 4:

Quizlet Furniture activity: [https://quizlet.com/ 5lsqt7](https://quizlet.com/5lsqt7) STAIRS, WINDOW, SOFA, RUG, PICTURE, PAINTING, CUPBOARD, LAMP, CHAIR, ARMCHAIR, VACUM CLEANER, BOOKCASE (visual and spoken input)

Activity 5:

Creating pairs with **STAND UP, HAND UP, PAIR UP.**

Teacher shows the most famous Hamilton's painting in a PPT (visual input): "Just what is it that makes today's homes so different, so appealing"



Richard Hamilton (b. 1922)
"Just what is it that makes today's homes so different, so appealing?"

Students work in **Rally Robin** The instruction is:

Name the furniture you can see in this painting. (they have to list the furniture they see in 30").

Activity 6:

Then they work in groups of four. **Round Robin.**

The instruction is the same as before: Name the furniture you can see in this painting. (They have 1').



Activity 7 :

The Round Robin groups are the ones who will work together.

Group work: The teacher gives a different Hamilton's painting to each group so each of them has its own painting.

1st. They do a **"Round Robin- time shared"**. The instruction is: name what you see.

Then, students have some scaffolding in order to help them describe it.

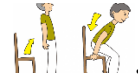
It is an inside / outside of a house.



There is a man / woman.



standing up / sitting



There are two men / women.

Hamilton uses some cut-outs



from magazines /

advertisements



He uses / doesn't use paint



He mixes / doesn't mix



colourful and black and white cut-outs.

In this painting, we can

see:

.....
.....
.....

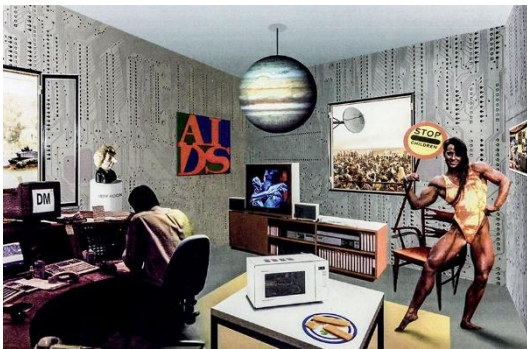
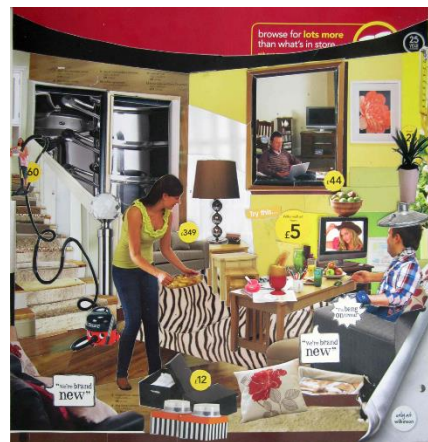




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Activity 8:

Sharing information. Teacher puts the [PPT](#) on again, but this time each group describes its own picture. (These images below are going to be part of the PowerPoint)





RICHARD HAMILTON (3rd hour SESSION).

Activity 9:

Visual and spoken Input:


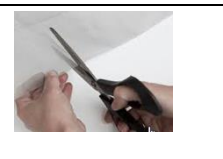
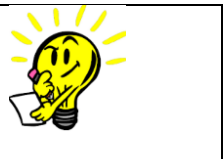
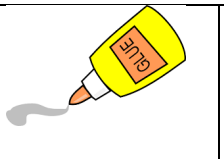





<https://www.youtube.com/watch?v=VFdeAeXq6A8>

Activity 10:

Rally Robin. In pairs students alternate generating brief oral responses.

Instruction: Share steps of the collage technique.

Material : **flashcards** (Instead of Quizlet. Flashcards must be handy)

				
choose	cut	think	stick	
				
scissors	glue	coloured pencils	pencil	cut-out

Activity 12:

Hands-on Activity. Group work. Students are distributed through **InstantClassroom**.

Instructions: Make your own collage inspired by Hamilton's.

Student 1: chooses magazines and advertisements

Student 2 and 3: distribute the material on the cardboard

Student 4: sticks and colours blank spaces.



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Activity 13 :

Each group presents their own collage. Each member of the group must say something.

Scaffolding: Substitution Tables.

We	use don't use	coloured black and white	cut-outs pencils
		scissors glue	
In our painting	there is	a	man woman small table Sofa an armchair a small table...
	there are	two some lots of	men women sofas bookcases plants lamps....

Activity 14. Recap activity.

Kahoot. <https://play.kahoot.it/#/k/2315cdf7-e67e-4a8a-b602-76412541fa7b>





GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	VAN GOGH. Post-impressionism
Author	Anna Lázaro and Antònia Graboleda
Course / year / age	6th and 5th graders
Number of sessions	3 hours
Collaboration with...	Gemma Pagès, Carles Cambras, Anna Boix and Emma Bonet
Main objectives of the sessions	<ul style="list-style-type: none">- Be to write Van Gogh's biography following a timeline.- Be able to describe a bedroom using prepositions.- Read loud and clear to make oneself understood. Improve pronunciation.- Reproduce a picture following Van Gogh's style.- Make an effort to understand.- Have fun together while learning.- Realise one's learning process.
Short description of the sessions	<ul style="list-style-type: none">- 1st session: Van Gogh's biography .- 2nd session: Describe Van Gogh's bedroom. Picture dictation.- 3rd session: Hands-on activity: Starry night.



<i>The descriptions of the activities below should contain:</i> <ol style="list-style-type: none">1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i>2. <i>type of support,</i>3. <i>readings and writings planned,</i>4. <i>assessment tools</i>5. <i>materials used</i>		Timing	
S E S S I O N 1	Activity 1	Brainstorming. What do you KNOW about Van Gogh. Answer garden https://answergarden.ch/create/	10'
	Activity 2	Comparing reading. Pair work. (The youngest person living in your home – Students get into a line ranked in order of the age of the youngest person who lives in their home. The teacher then divides the line into pairs or groups). Each student has a sample not completed of Van Gogh's Biography and a time line. Student A reads by their own part of the biography. They've got a time line to help them to order the information. Student A explains to student B what he's already read. Student B takes notes. Then they change roles. WORKSHEET 1	20'
	Activity 3	Writing activity: Once they have Van Gogh's time line biography completed they write together Van Gogh's biography. They check their time lines and make sure they are similar. WORKSHEET 2	20'



	Activity 4	Assesment: check list. WORKSHEET 3	5'
S E S S I O N 2	Activity 5	Recap activity. Who wants to be a millionaire. https://www.superteachertools.us/millionaire/millionaire.php?gamefile=82791	10'
	Activity 6	Picture dictation. Pair work. Words from the unit – The teacher selects words from the unit and writes each one on an individual piece of paper. The teacher gives one word to each student. Students get into a line in alphabetical order of the spelling of the words. The teacher then divides the line into pairs. Dictation. Each student has a half description of the famous Van Gogh's room. Student A reads his part of description as a dictation to student B. Student B must put on the furniture according to the description. Then they change roles. At the end they have to have Van Gogh's room fulfilled. WORKSHEETS 4 & 5	20'
	Activity 7	Writing activity: Once they have Van Gogh's bedroom completely fulfilled they write together its description. At the end they colour the bedroom according to the original one. WORKSHEET 6	15'
	Activity 8	Rubric http://rubistar.4teachers.org/index.php WORKSHEET 7	10'
S E	Activity 9	Listening activity : starry night song https://www.youtube.com/watch?v=oxHnRfhDmrk Group work. Last 2 digits of your phone number. Students get into a line ranked in order of the last 2 digits of	20'



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S S I O N 3		their phone number. The teacher, then, divides the line into groups of four. Jigsaw activity. Each student fills their own part of the song while listening and with the support of visual vocabulary. Then they share the information with their partners (The original group made from the last 2 digits of their phone number). WORKSHEET 8 (1), (2), (3), (4)	
	Activity 10	Quizlet https://quizlet.com/_63i7qg	10'
	Activity 11	Hands on. Make your own creation of the Starry Night. (groups of 4) Material: wax crayons, A3 cardboard, forks. Student A: takes notes about what they are going to do: a tree, stars, hills, swirling sky, curving contours, brush strokes. Student B: makes a sketch of their starry night Student C and D: colour the drawing following their partner's advice. Each student has the opportunity to draw the swirling sky using forks. WORKSHEET 9	25'
	Activity 12	Self assessment WORKSHEET 10	5'
In terms of academic content, what are the students learning and what are they learning to do?	<ul style="list-style-type: none">- Van Gogh's biography- Van Gogh's work and style- Produce swirlings as a visual effect		



In terms of language, what are the students practicing or learning to do?	<ul style="list-style-type: none">- Sharing reading informations- Writing following a timeline and visual support- Reviewing and learning more prepositions- Improving vocabulary	
In what way is this lesson plan a good example of what we learnt in the GEP course session?	It contains: <ul style="list-style-type: none">- ICT tools- Collaborative and cooperative learning- Reading and writing techniques- Assessment tools	
Other important information	We have included a listening activity.	
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p>SESSION 1:</p> <ul style="list-style-type: none">- Van Gogh's biography into 2 parts. (to be laminated)- Worksheet 1: Timeline A,B and solution- Worksheet 2 : Writing Van Gogh's biography- Visual support (to be laminated)- Worksheet 3 : check list <p>SESSION 2:</p> <ul style="list-style-type: none">- Van Gogh's bedroom description (A and B) . (To be laminated)- Worksheet 4 : empty bedroom	



- Worksheet 5 : elements of that famous bedroom.
- Visual support . Bedroom Vocabulary
- Visual support : Prepositions.
- Worksheet 6 : Writing . Describing the bedroom
- Worksheet 7 : Rubric

SESSION 3 :

- Worksheet 8 (1), (2), (3), (4) . Song : Starry, starry night
- Each part of the song has its own missing vocabulary support. : Part A 1 , part A 2, Part B 1 and Part B 2
- Worksheet 9 . Group work instructions
- Worksheet 10 : self assessment.



Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	Yes
2. Before-, during- and after- reading activities are prepared.	Yes
3. The materials use visuals to support comprehension.	Yes
4. The writing process takes place in joint collaboration with the teacher (modelling)	Yes
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	Yes
6. The teacher uses different strategies to help students throughout the process of reading and writing	Yes
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	Yes



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8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	Yes
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	yes





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ACTIVITIES

SESSION 1

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This is to be laminated: (Activity 2)

STUDENT A - VAN GOGH'S BIOGRAPHY

Vincent Van Gogh was born on March 30th 1853. In 1866 he attended middle school in Tilburg. Here he learned how to **draw**.

In his adult life, after trying different jobs his brother Theo suggested Vincent to become a **painter**. His first major work was *The Potato eaters*.

When he was in Paris he found the Neo-Impressionism style, and that made him paint with **bright colours** and strong **brush-strokes** developing a unique style, recognizable all over the world.

In the last ten years of his life he had produced more than 2.000 paintings, drawings and **sketches**.

He went to live in Arles, where he created his best known works. The Sunflowers, the postman portrait...

Because of his mental **illness**, he committed suicide on July 29th, 1890. Six months later his brother Theo would die, too.

✂.....

STUDENT B – VAN GOGH'S BIOGRAPHY

Vincent Van Gogh was born in a village in the **southern** Netherlands. In 1860 Vincent went to the Zundert **village** school, but after one year there, he continued his education at home with his sister Anna.

In his adult life worked as an art **dealer** and he also tried to follow his father's steps being a **priest** in Belgium in 1879.

In the beginning of being a painter Van Gogh used **dark colours**, later he met the Neo-Impressionism and changed his style to a unique and recognizable style all over the world.

In February 1888 Van Gogh arrived at Arles. This is the most productive period. Some of his well-known paintings are: *Starry Night*, *The Bedroom*...

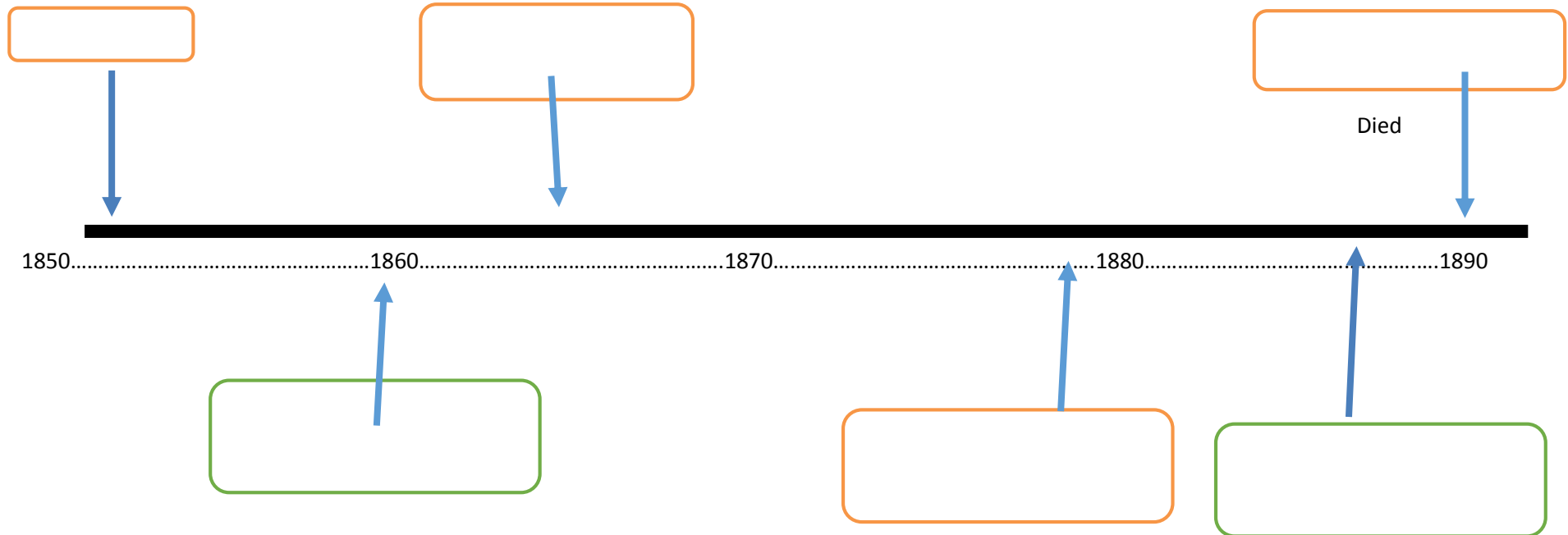
In the last two years of his life Van Gogh suffered mental illness. He committed suicide while he was having a **walk** in Auvers-sur-Oise.





WORKSHEET 1 (Activity 2)

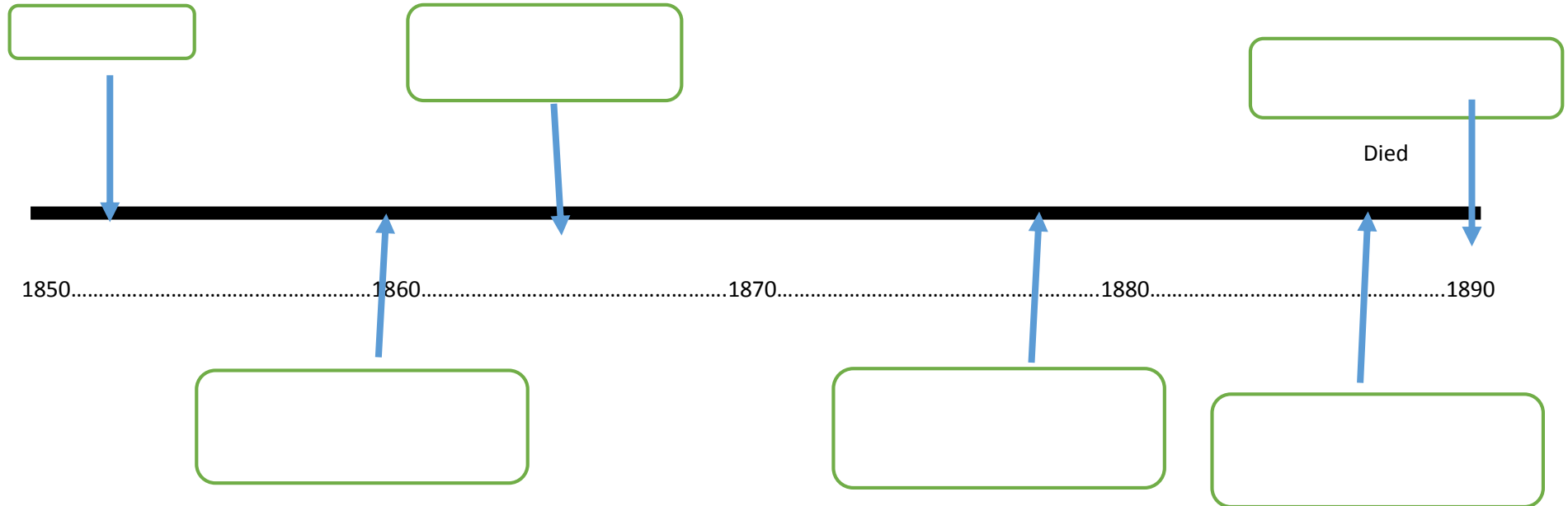
STUDENT A - TIME LINE. Write the dates and facts student B says about Van Gogh.





WORKSHEET 1 (Activity 2)

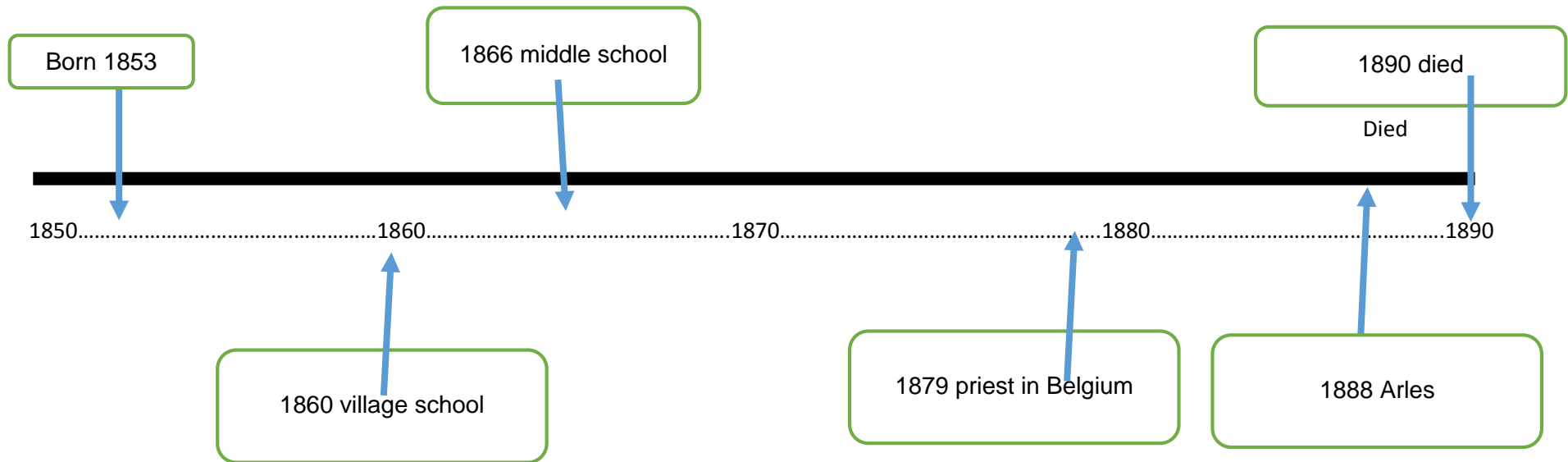
STUDENT B - TIME LINE . Write the dates and facts student A says about Van Gogh.





SOLUTION - WORKSHEET 1 (Activity 2)

STUDENT A and B - TIME LINE





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WORKSHEET 2 (Activity 3)

WRITING – VAN GOGH'S BIOGRAPHY.

Write in pairs using your time line and the scaffolding vocabulary to write Van Gogh's biography on your own. Minimum 50 words



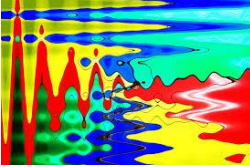





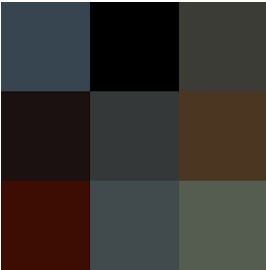



VAN GOGH

Below the portrait, there are several horizontal dotted lines for writing.



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VISUAL SUPPORT 3 (Activity 3)

<p>Draw</p> 	<p>Painter</p> 	<p>Bright colours</p> 
<p>Sketches</p> 	<p>Mental Illness</p> 	<p>Southern</p> 
<p>Priest</p> 	<p>Walk</p> 	<p>Dark colours</p> 
<p>Brush-strokes</p> 	<p>Dealer</p> 	<p>Village</p> 





CHECK LIST .

Tick or cross ... You did or didn't...

1. Use visual support while reading	
2. Explain Van Gogh's biography following an order	
3. Fulfill the time line according to all the information gathered	
4. Say the years in pairs	
5. Write Van Gogh's biography using appropriate vocabulary	
6. Write Van Gogh's biography following the time line order	
7. Write with correct spelling	
8. Write with grammar accuracy (Past Tense)	



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SESSION 2

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Student A

This is one of Van Gogh's famous paintings.

It's his bedroom.

There's an old big **bed on the right, next to** the wall. **At the end of** the bed .There's a **door**. It's blue and it's closed.

There are four **paintings** hanging **on** the wall **next to** the bed. The two paintings **above** are **portraits** the other two paintings **below** are **landscapes**.

On the left side of the bed and **under** the **window** there's a second **chair**. It is smaller than the one **in front of** the **wardrobe**, as this one it is farther. The chair is **facing** the bed. **Behind** it there's a **table**. There's a **brush on** it, just **next to** the jar.



Student B

This is one of Van Gogh's famous paintings.

It's his bedroom.

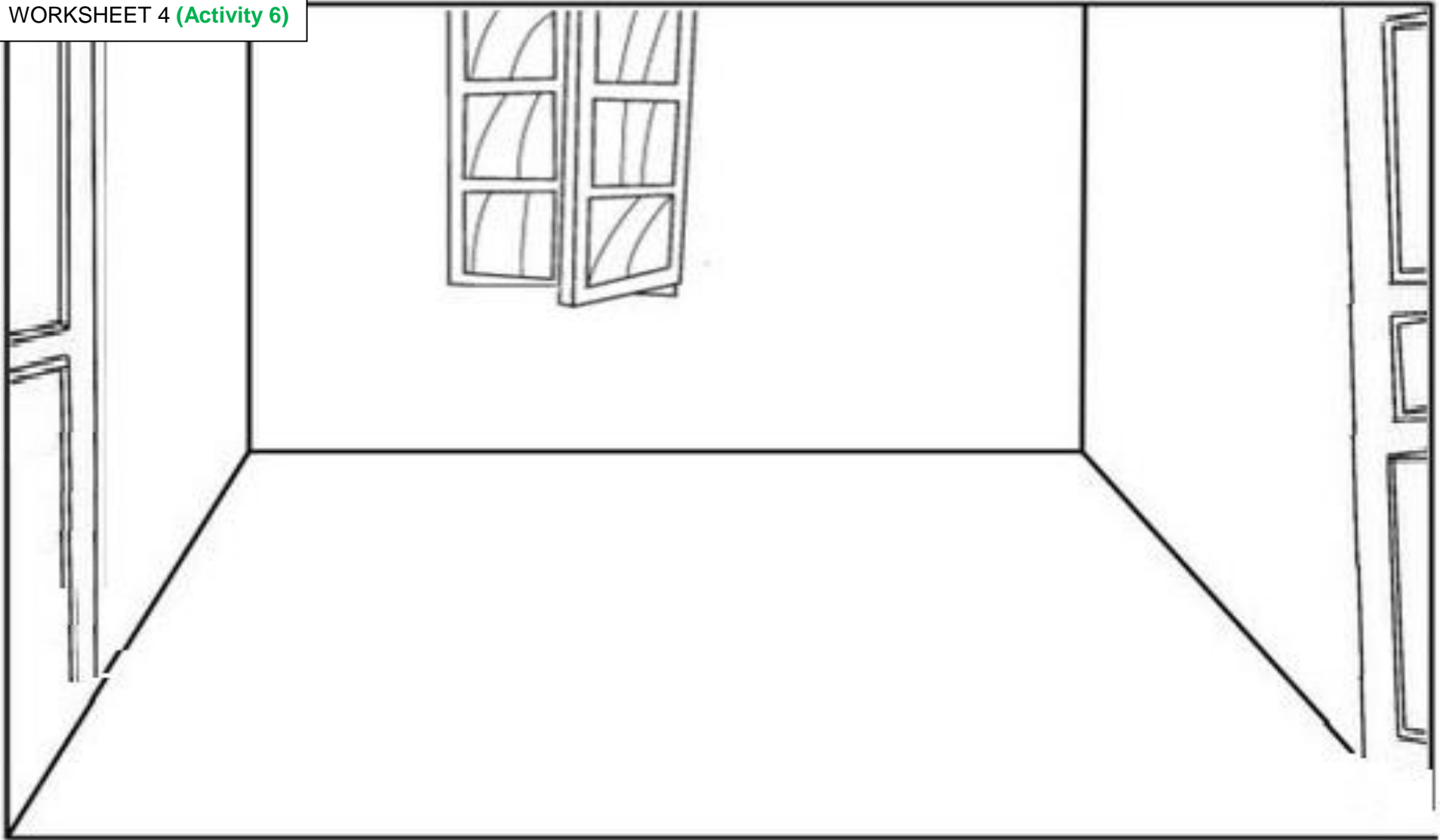
On the left side of the bedroom there's a big blue **wardrobe**. **In front of** it there's a **chair**. **Next to** the wardrobe and hanging **on** the light blue wall there's a **towel**.

At the end of the room there's a **window**. It's lightly opened. The window is **between** a **mirror** and a **painting**. The mirror is **on the left** and the painting **on the right**.

Below the painting and just **behind** the **bed**, there's a **wall coat rack** with three **jumper**s **on** it. **Under** the window and the mirror there's a **table**. There is a **jar** , a **bottle** and a **glass on** it . The table's got a **drawer in front**.



WORKSHEET 4 (Activity 6)





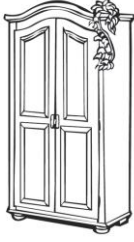
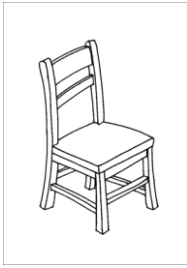

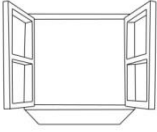


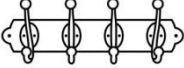





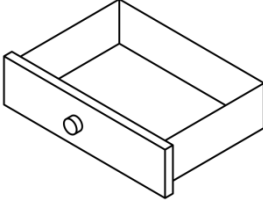


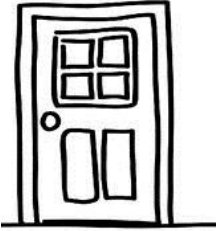
WORKSHEET 5 (Activity 6)





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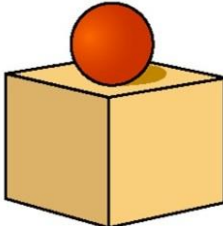
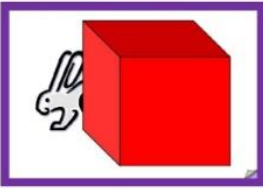
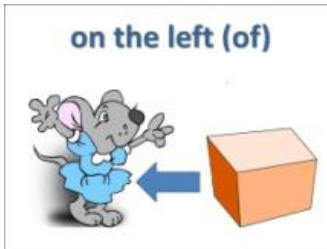


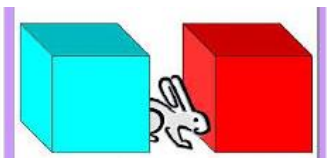



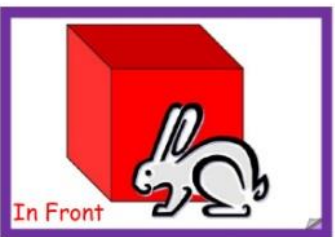
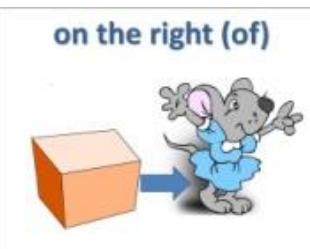

BEDROOM VOCABULARY (Activity 6)

Wardrobe 	Chair 	towel. 
Window 	Mirror 	Painting 
Bed 	Wall coat rack 	Jumpers 
Bedside table 	Jug 	Bottle 
Glass 	Drawer 	Brush 
Portraits 	Landscapes 	Door 





PREPOSITIONS (Activity 6)

<p>On</p>  <p>on</p>	<p>Behind</p> 	<p>On the left</p>  <p>on the left (of)</p>
<p>In</p> 	<p>Above</p> 	<p>between</p> 
<p>Under</p> 	<p>Below</p> 	<p>Next to</p> 
<p>In front of</p>  <p>In Front</p>	<p>On the right</p>  <p>on the right (of)</p>	<p>Facing</p> 



WORKSHEET 6 (Activity 7)

Writing activity . Describe your Van Gogh's bedroom. Use the picture vocabulary. Minimum 50 words.





WORKSHEET 7 (Activity 8)

RUBRIC

Teacher Name				
Student Name: _____				
CATEGORY	4	3	2	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. More information is needed.
Word Choice	Writer uses rich vocabulary and a large variety of words and phrases.	Writer uses vivid words and phrases, but occasionally the words are used inaccurately.	Writer uses words that communicate clearly, but there are some missing words.	There is a need of vocabulary to be used correctly, to help understand the text.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes more than 3 errors in capitalization and/or punctuation, that makes a hard understanding	Writer makes several errors in capitalization and/or punctuation that avoids to understand the text.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.





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Departament d'Ensenyament

SESSION 3

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





WORKSHEET 8 (1) (Activity 9)

STARRY NIGHT








PART A - 1

Starry, starry night
Paint your palette blue and gray
Look out on a summer's day
With eyes that know thein my soul
.....on the hills
Sketch the trees and the
Catch the breeze and the winter
In colors on the snowy land
Now I understand what you tried to say to me
And how you suffered for your sanity
How you tried to set them free
They would not listen, they did not know how
Perhaps they'll listen now
Starry, starry night
Flaming flowers that brightly
Swirling clouds in violet
Reflect in Vincent's eyes of china blue
Colors changing hue
Morning fields of amber grain
Weathered faces lined in pain
Are soothed beneath the artist's loving hand
Now I understand what you tried to say to me
And how you suffered for your sanity
And how you tried to set them free
They would not listen, they did not know how
Perhaps they'll listen now



STARRY NIGHT

PART A - 1 Missing vocabulary (Activity 9)

<p>haze = fog</p> 	<p>Linen = <i>bed clothes</i></p> 	<p>Shadows = obscurity</p> 
<p>chills = cold</p> 	<p>blaze = flame</p> 	<p>Darkness = obscurity</p> 
<p>Daffodils = yellow flower</p> 		



WORKSHEET 8 (2) (Activity 9)

STARRY NIGHT

PART A - 2

Starry, starry night
Paint your palette blue and gray
Look out on a summer's day
With eyes that know the darkness in my
Shadows on the
Sketch the trees and the daffodils
Catch theand the winter chills
In colors on the snowy linen land
Now I understand what you tried to say to me
And how you suffered for your sanity
How you tried to set them free
They would not listen, they did not know how
Perhaps they'll listen now
Starry, starry night
Flaming flowers that..... blaze
.....clouds in violet haze
Reflect in Vincent's eyes of china blue
Colors changing
Morning fields of amber grain
Weathered faces lined in pain
Are soothed beneath the artist's loving hand
Now I understand what you tried to say to me
And how you suffered for your sanity
And how you tried to set them free
They would not listen, they did not know how
Perhaps they'll listen now











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STARRY NIGHT Departament d'Ensenyament

PART A - 2 Missing vocabulary (Activity 9)

<p>Hue =tone, tint</p>  <p>0 60 120 180 240 300 360</p>	<p>Hills = small mountain</p> 
<p>Swirling =rotating</p> 	 <p>Breeze =wind</p>
<p>Brightly = with a lot of light</p> 	<p>soul = spirit, immortal part of a person</p> 





STARRY NIGHT

PART B - 1

For they could not love you
But still your love was true
And when no hope was left inside
On that starry, starry night
Youas lovers often do
But I could have told you, Vincent
This world was never meant
For one as beautiful as you
Starry, starry night
Portraits hung in empty halls
.....heads on nameless walls
With eyes that watch the world and can't forget
Like the strangers that you've met
The ragged men in ragged clothes
A silver....., a bloody rose
.....crushed and broken on the virgin snow
Now I think I know what you tried to say to me
And how you suffered for your
And how you tried to set them free
They would not listen, they're not listening still
Perhaps they never will



STARRY NIGHT

PART B - 1 Missing vocabulary (Activity 9)

Frameless = no rigid structure



took your life = committed suicide



sanity = mental illness



Thorn = spine



Lie = recline





STARRY NIGHT

PART B - 2

For they could not love you
But still your love was true
And when nowas left inside
On that starry, starry night
You took your life as lovers often do
But I could have told you, Vincent
This world was never meant
For one as beautiful as you
Starry, starry night
.....hung in empty halls
Frameless heads on nameless walls
With eyes that watch the world and can't forget
Like the strangers that you've met
The in ragged clothes
A silver thorn, arose
Lie crushed and broken on the virgin snow
Now I think I know what you tried to say to me
And how you suffered for your sanity
And how you tried to set them
They would not listen, they're not listening still
Perhaps they never will



STARRY NIGHT

PART B - 2 Missing vocabulary (Activity 9)

Free = at liberty



Hope = desire



Portraits = painting of a person



ragged men = very poor, not rich.



bloody = covered in blood (red fluid in body)





WORKSHEET 9 (Activity 11)

HANDS ON - cooperative group work

Members of my group :

.....
.....

Secretary : (takes notes)

.....
.....

What do we need :

Material :

.....
.....
.....
.....

Parts of the painting:

.....
.....
.....
.....
.....

Procedure:

First : draw a sketch

Second : colour using wax crayons

Third : draw the swirlings with a fork.





WORKSHEET 10 (Activity 12)
 Self assessment.

	 Very good	 Good	 Not bad	 Need to improve
I followed directions 				
I listened and worked quietly 				
I used Van Gogh's style 				
I drew carefully 				
I added colour neatly and completely 				
I showed respect for others 				
Finish work on time 