

# What's inside the paintings?

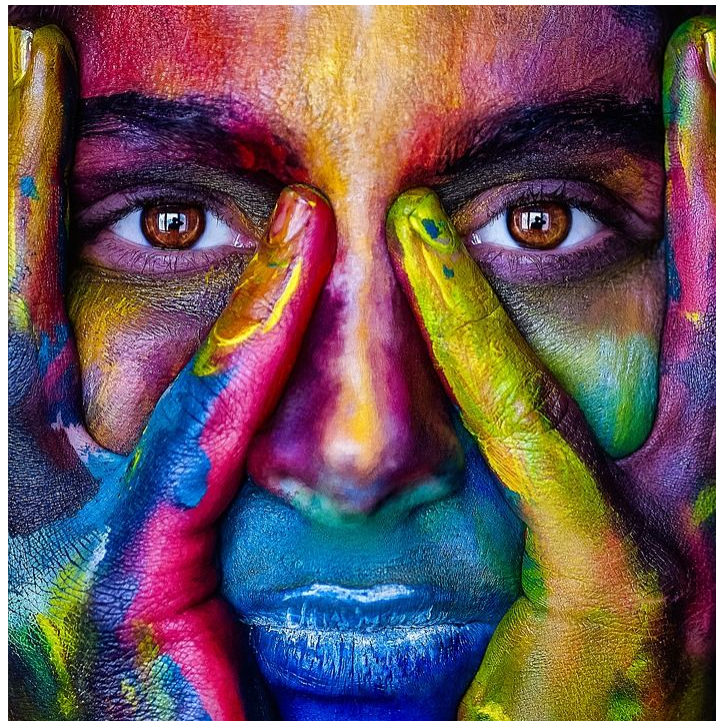


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**Generació Plurilingüe (GEP)**

Year 2

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Reconeixement - No Comercial - Compartir Igual

Template adapted from CLIL-SI 2015.

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



# PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

## Identification of the GEP project:

Title	<i>Inside the paintings</i>
Authorship	Esther Verdú i Ventura and Valentina Franco Lizarazo
School	Escola Els Estanys, Platja d'Aro
Students' CEFR Level (A1, A2...)	A1
Grade	5th Primary
Content area(s)	<p>Knowledge Elements of visual language and their expressive functions. Relation between artist's intention and receptor's perception. Main characteristics of the paintings (colour, technique, mood...)</p> <p>Skills Giving information effectively. Expressing personal feelings. Analyzing paintings.</p>
Number of sessions	6 sessions
Teacher(s) involved	Esther Verdú, Valentina Franco, Marta Corominas and Joana Vidal
Key words	Art, Critics, English, PBL, Paintings, Frida Kahlo.

## 1. OUR PROJECT

**Introduction:** We use an initial impact visualizing by groups an animation, a video and a digital presentation about Frida's life and work. The aim is to bring students a global visual of the artist and get inside her paintings using for example, virtual reality. We want our students to get into the context of the painter and also to arise feelings about her artistic work.

[Frida Kahlo Self Portraits - Morphed](#)

[Virtual tour to Frida Kahlo museum](#)

[Who was Frida Kahlo](#)

**Driving question:** What's the key to get inside paintings?

**Final product:** Oral presentation and a poster with tips and recommendations to make easier to understand an artwork.

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? <small>(assessment criteria)</small>
<p>1. Plan informative texts and use them with in the basic elements of visual language to create a poster.</p>	<p>1.1 They can explain and write informative texts about a painting using specific language to describe visual characteristics and mood.                      1.2 They can summarize and explain a painting to their classmates using correct language.                      1.3. They can use artistic criterias to describe an art work.                      1.4. They can communicate the overall meaning of the work.                      1.5. They can use general principles of compositions to design a poster.</p>
<p>2. Produce a presentation aimed to appreciate specific works of art, interpreting meaning.</p>	<p>2.1. They are able to use correct language to explain the painting.                      2.2. They can use arguments to criticize the painting.                      2.3. They are are able to express enough to convince the audience.</p>

### 3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p><b>Dimensió percepció, comprensió i valoració</b></p> <p><b>Competència 1</b> Mostrar hàbits de percepció conscient de la realitat visual de l'entorn natural i cultural.</p> <p><b>Competència 2</b> Utilitzar elements bàsics dels llenguatges visual, corporal i musical i estratègies per comprendre i apreciar les produccions artístiques.</p> <p><b>Competència 3</b> Comprendre i valorar elements significatius del patrimoni artístic d'arreu.</p> <p><b>Competència 4</b> Comprendre i valorar elements significatius de la contemporaneïtat artística.</p> <p><b>Dimensió interpretació i producció</b></p>	<ul style="list-style-type: none"> <li>-Expressió de les idees i les emocions que desvetllen les obres artístiques.</li> <li>-Propietats dels elements presents en les obres artístiques.               <ul style="list-style-type: none"> <li>– Elements bàsics del llenguatge visual: color, traç i volum.</li> </ul> </li> <li>-Codis i terminologia utilitzats en la lectura, producció i interpretació de les obres d'art.               <ul style="list-style-type: none"> <li>– Fases en la comprensió de l'art: escolta i mirada activa, ús dels codis propis de cada llenguatge i incorporació de les vivències personals.</li> </ul> </li> <li>- Interès, valoració i respecte per les produccions artístiques pròpies i dels altres.               <ul style="list-style-type: none"> <li>– Gèneres i estils, missatges visuals i recursos plàstics per expressar i comunicar a través d'una obra.</li> <li>– Tècniques, procediments i</li> </ul> </li> </ul>	<p><b>Dimensió comunicació oral</b></p> <p><b>Competència 2</b> Planificar i produir textos orals breus i senzills adequats a la situació comunicativa.</p> <p><b>Competència 3</b> Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs.</p> <p><b>Dimensió comprensió lectora</b></p> <p><b>Competència 5</b> Interpretar els trets visuals, discursius i lingüístics bàsics d'un text d'estructura clara per comprendre'l.</p> <p><b>Dimensió expressió escrita</b></p> <p><b>Competència 8</b> Produir textos senzills amb adequació a la situació</p>	<ul style="list-style-type: none"> <li>-Estratègies per planificar i estructurar l'expressió oral: ús de les fonts, selecció d'informació, elaboració d'esquemes, guions i organitzadors gràfics.</li> <li>-Elements de la situació comunicativa: finalitat, destinatari, context.</li> <li>-Elements prosòdics: entonació, pronúncia i ritme.</li> <li>- Elements no verbals: gestualitat i ús de suport visual complementari.</li> <li>-Planificació i cerca d'informació: localització i selecció.</li> <li>-Estratègies d'interacció oral: inici, manteniment i finalització d'una interacció de manera apropiada.</li> <li>-Estructura textual en funció de la tipologia.</li> <li>- Marcadors morfosintàctics i discursius elementals que</li> </ul>

**Competència 5**

Emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se.

eines de dibuix, pintura, collage, fotografia entre d'altres.

comunicativa i amb l'ajut de suports.

**Dimensió plurilingüe i intercultural**

**Competència 12**

Utilitzar estratègies plurilingües per a la comunicació.

indiquen seqüència temporal, causa, conseqüència, elaboració d'hipòtesis, contrast, explicació, acord, desacord... (First/then/finally. -Morfosintaxi textual: connectors (But/because. ) -Tipus de textos escrits breus comunicatius: notes, postals, pòsters. - Estratègies específiques per a la producció de textos en LE (expandir frases, ordenar paràgrafs...). - Ortografia de paraules conegudes i d'ús freqüent. -Signes de puntuació. -Lèxic: vocabulari freqüent i específic. -Estructures morfosintàctiques bàsiques. -Ús dels recursos digitals en la producció i edició de textos. -Estratègies plurilingües: comparació entre els elements lèxics, fonètics i gràfics de les llengües, transferència interlingüística, paràfrasi...

#### 4. 21<sup>st</sup> CENTURY COMPETENCES

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

#### 5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	
Mathematical competence		Social and civic competence	
Interaction with the physical world competence		Learning to learn competence	✓
Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓

## 6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none"> <li>● Perception of visual elements in an artwork: line and shape, colour and tone and composition.</li> <li>● Relationship between the visual elements in Kahlo's artworks and the elements of her life that influenced her work.</li> <li>● Using basic artistic language to express their feelings about the artwork.</li> <li>● Using both elements: perception and sensations to understand the global meaning of an artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Interest and appreciation of an artwork.</li> <li>● Relation between the artist's context and her paintings to appreciate Kahlo's work.</li> <li>● Development of the student's critical thinking.</li> <li>● Expression of ideas, emotions and sensations arisen by a painting through specific language and the analysis of the visual elements.</li> <li>● Using strategies to analyse and understand a painting.</li> <li>● Collection and reflection about the language they will need to do the final product.</li> <li>● Group work in effective way.</li> </ul>

## 7. REFERENCES

**Isabel Sánchez and Gee Fan Eng.** Little people, big dreams. Frida Kahlo.

**Words to talk about paintings:** <http://www.artjunction.org/archives/looking@art.pdf>

<https://kidworldcitizen.org/kids-learn-frida-kahlo-mexican-artist-extraordinaire/>

<https://www.thoughtco.com/art-words-list-2577414>

**Artyfactory.** [https://www.artyfactory.com/art\\_appreciation/visual-elements/visual-elements.html](https://www.artyfactory.com/art_appreciation/visual-elements/visual-elements.html)

**Frida Kahlo Self Portraits - Morphed.** <https://www.youtube.com/watch?v=IJYAg36n19I>

**Virtual tour to Frida Kahlo museum.** <https://www.youtube.com/watch?v=vj21Z-mzdsg>

**Who was Frida Kahlo.** Google arts & culture. <https://artsandculture.google.com/exhibit/BwJSiccgMhf8LA>

**Dreams of Dalí.** Virtual reality for education. <http://virtualrealityforeducation.com/google-cardboard-vr-videos/artistic-vr-videos/>



## 8. COMMENTS (optional)

We do this project with two class groups at the same time, but there are four teachers in the class.

## 9. ACKNOWLEDGEMENTS (optional)

Skills: R: reading, S: speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

## 10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	Storytelling. Little people, big dreams.	30' 1/02/19	Listening	T - S		TA
	Frida Faces. Who was Frida Kahlo. Google arts & culture. Virtual Reality.	30' 12/02/19	Listening and Reading	T - S	VR and Digital Presentation	TA and SA
	What's the key to get inside paintings?	45' 12/02/19	Speaking and Listening	T - S S - S	Digital Presentation	
2	Words to talk about paintings	20' 15/02/19	Listening and Speaking	T - S		AT
	Defining categories: Mind Map	15'	Writing and Speaking	S - S		
	Cooperative work: Describing paintings.	10'	Listening, Writing and Speaking	SG	Computer and tablet	






3	Bits: How to talk about art.	25' 19/02/19	Listening and Speaking	WG	Kahoot	
	Draft preparation:	45' 19/02/19	Writing and Speaking	SG	Computer or tablet	TA
4	Guidelines for presentations and exposition.	15' 22/02/19	Writing and Speaking	T - S		
	Final product preparation.	30' 22/02/19	Writing and Speaking	SG	Computer or tablet	
5	Exposition preparation	70' 5/03/19	Writing and Speaking	SG		PA - TA
	Teachers feedback	20' 5/03/19	Writing and Speaking	T - S		
6	Poster Exhibition	45' 8/03/19	Speaking	TA and SWorld		TA and AT






## 11. SESSION PLANNING






### SESSION 1: Storytelling. Little people, big dreams. Virtual reality. Specific vocabulary about art.

Objectives of the session: Talk about previous knowledge and listen a story about Frida's live. Use virtual reality to know Frida's works. Introduce new vocabulary about art.






Content-obligatory language for the session: [classroom interaction vocabulary](#).






Activities					
1.1 Mind map about previous knowledge about Frida.	15'	L - S	T/S		
1.2 Little people, big dreams. Frida Kahlo. Storytelling about the biography of the painter Frida Kahlo.	15'	L - S			
1.3 Virtual reality. Who was Frida Kalho and introduce her paintings, Casa Azul virtual visit.	30'		T/S		
1.4 Introduce new vocabulary about paintings	45'		T/S		

<h2>SESSION 2: Words to talk about paintings.</h2> <p>Objectives of the session: Introduce new vocabulary and structures to talk about paintings.</p>						
<p>Content-obligatory language for the session: <b>Vocabulary to give opinion:</b> I prefer...I think...I feel...I know...I believe...In my opinion...The best thing about...The greatest part about...The worst part about... <b>Vocabulary to give arguments:</b> First of all...More than that...In addition...Secondly...Thirdly...Also...Particularly...The result is...We can see... <b>Vocabulary to compare and contrast:</b> like,same,both,the same as,similar,as well as,differ,unlike,but,instead,although,while.</p> <p><a href="#">Visual Supports</a></p>						
Activities						
1.1	Introduce new vocabulary to talk about paintings. Scaffolding. <a href="#">Visual support.</a>	20'	Listening. Writing	T/S		
1.2	Elaborate a mind map with the different categories to talk about a painting.	15'	Writing			TA
1.3	In groups decide which of the Frida's paintings they are going to talk about	10'	Speaking	S/S		






SESSION 3: Bits to talk about art/ Draft preparation						
Objectives of the session: Get used to the vocabulary about art. Prepare their presentations in groups.						
<p>Content-obligatory language for the session:</p> <p><b>Colour:</b> Think about your impression of the colors used in the painting: how they look and feel, how the colors work together (or not), how they fit with the subject of the painting, and how the artist has mixed them (or not). Natural/artificial, contrasting, colourful, intense/strong/rich, bright/dark, harmonious.</p> <p><b>Tone:</b> The tone or values of the colors, too, plus the way tone is used in the painting as a whole: dark, light, mid, varied, broken, graduated, monochromatic, unvarying, smooth, plain, flat, uniform, constant, changing.</p> <p><b>Composition:</b> Look at how the elements in the painting are arranged: the underlying structure (shapes), relationships between the different parts, and how your eye moves around the composition portrait format, square, circular, triangular format, horizontal, vertical, diagonal, angled</p> <p><b>Mood or atmosphere:</b> What is the mood or atmosphere of the painting? What emotions do you experience looking at it? stimulating, joyful, angry, frightening, aggressive, calm, boring, energetic, cheerful, depressed, unhappy, romantic, content, happy, peaceful, sad, tearful, relaxed, insipid, exiting, thought-provoking.</p> <p><a href="#">Visual support.</a> <a href="#">Content Suport.</a></p>						
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
1.1	<p>Kahoot to review Frida Kalho's life. <a href="#">Frida Kahlo</a></p> <p>Kahoot to review elements of art. <a href="#">Elements of art.</a></p>	25'	Listening Speaking	S-S T-S	Laptops and tablets	SA TA

1.2	Group work to start the draft to talk about the painting they have chosen.	45'	Speaking Writing	S-S	Laptops and tablets	
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<p><b>SESSION 4: Guidelines for presentations and exposition/Final product preparation.</b></p> <p>Objectives of the session: Use a correct language to explain the painting. Use artistic criterias to describe an art work. Communicate the overall meaning of the work. Use general principles of compositions to design a poster.</p>						
Content-obligatory language for the session: Vocabulary sessions 2 and 3						
Activities						
1.1	Give Students the guidelines for presentations and exposition. <a href="#">Guidelines for presentation</a> . <a href="#">Visual support</a> . Painting analysis. <a href="#">Content support</a> .	15'	Listening Writing	T-S	laptop and tablet	
1.2	In groups prepare the final product. <a href="#">Quick assessment</a> .	30'	Speaking Writing	S-S		

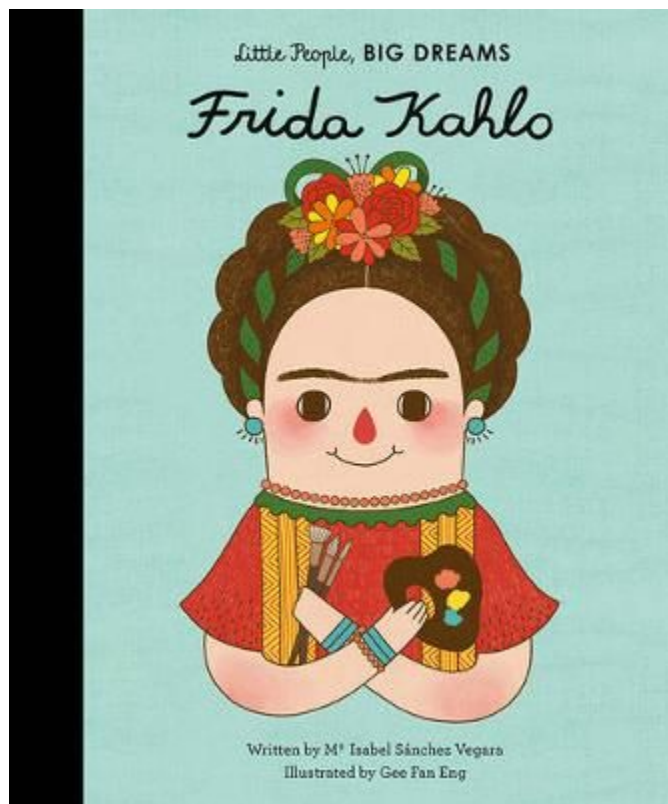
<h2>SESSION 5: Exposition preparation/<u>Teachers feedback</u></h2> <p>Objectives of the session: Use a correct language to explain the painting. Use artistic criterias to describe an art work. Communicate the overall meaning of the work. Use general principles of compositions to design a poster. Be able to work in groups.</p>						
Content-obligatory language for the session: Vocabulary sessions 2 and 3						
Activities						
1.1	Prepare the exposition in groups. <a href="#">Quick assessment.</a>	70'	Speaking Writing	S-S	laptops and tablets	
1.2	Give feedback to the students exposition.	20'	listening writing	T-S		TA
1.3	Students give feedback to other groups. <a href="#">Student - student assessment rubric.</a>		listening	S-S		PA
1.4	Assessment. <a href="#">Teacher assessment rubric.</a>					



<h2>SESSION 6: Poster exhibition</h2> <p>Understand art could be difficult for students and also for other people. Descriptions have to arise a connection between the artwork and the person, using all its remarkable features.</p> <p>Objectives of the session: Be able to talk about a painting, express and communicate what the painting make them feel. Use arguments to criticize the painting. Be expressive enough to convince the audience.</p>					
Content-obligatory language for the session:					
Activities					
1.1	In groups, present their final product to an audience.	45'	Speaking	S-A	TA and AA

## 12. Teaching Materials

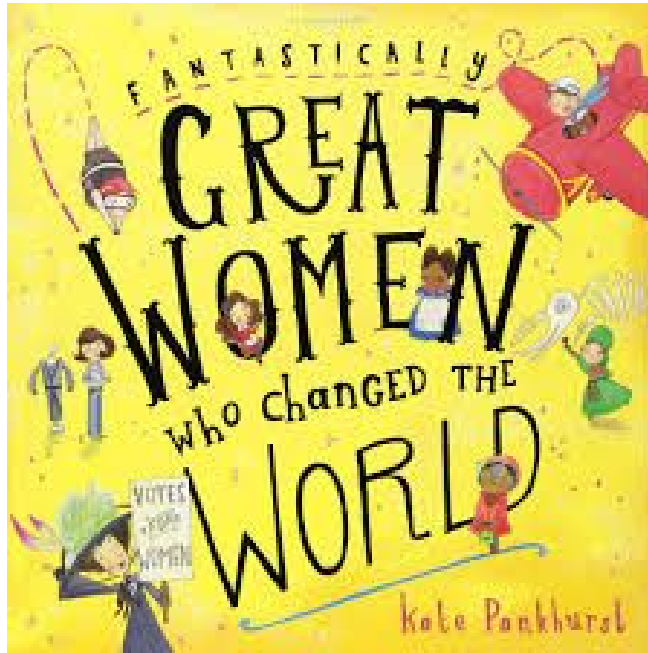
### Storytelling



“With stylish and quirky illustrations and extra facts at the back, this empowering series celebrates the important life stories of wonderful women of the world... The second book follows artist Frida Kahlo, whose desire to study medicine was destroyed by a childhood accident. Frida began painting from her bedside and produced over 140 works, culminating in a solo exhibition in America.”

## Content support

In this book students can find some reasons why Frida saw life differently. The book analyses Frida's feelings and describe some paintings.



# Faces of Frida

“A closer look at the many faces of Frida Kahlo through her life, art and legacy”

## The real Frida

Beyond the myths and legends about Frida's life

Google Arts and Culture is a great online source of information to know more about artists and stories about them.



ONLINE EXHIBIT

Who was Frida Kahlo?

Museo Dolores Olmedo



EDITORIAL FEATURE

Why we need to see Frida Kahlo beyond her biography

Author Frances Borzello explains how the artist revealed her true self within her works

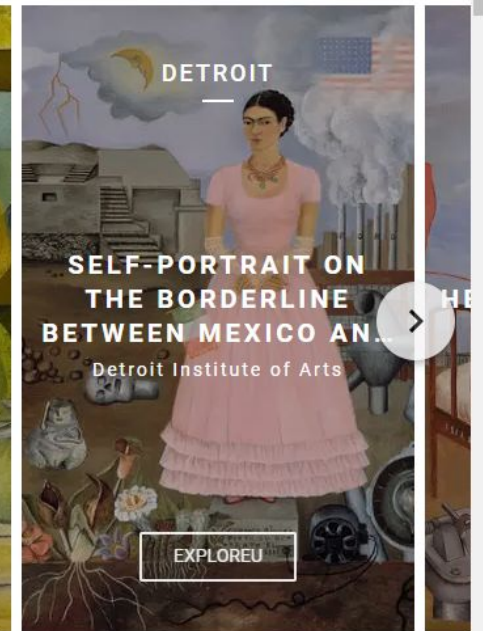
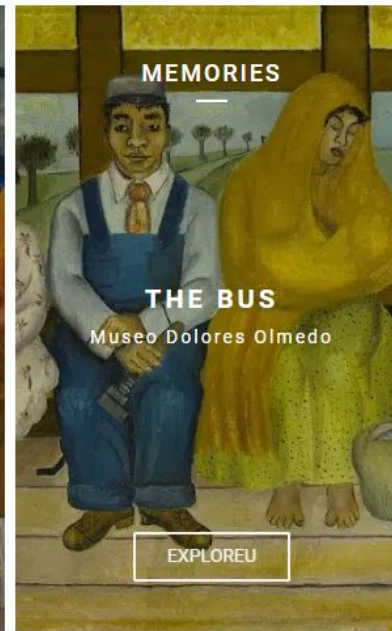
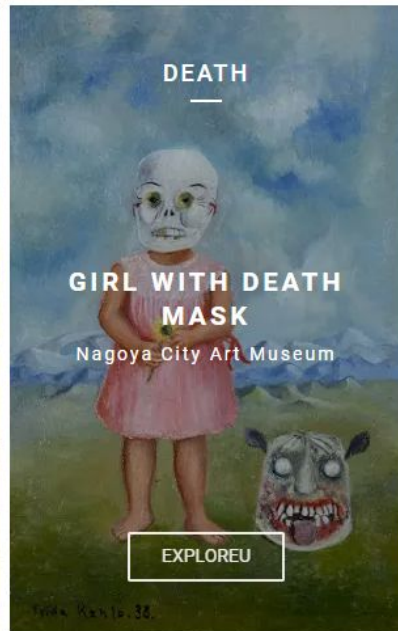
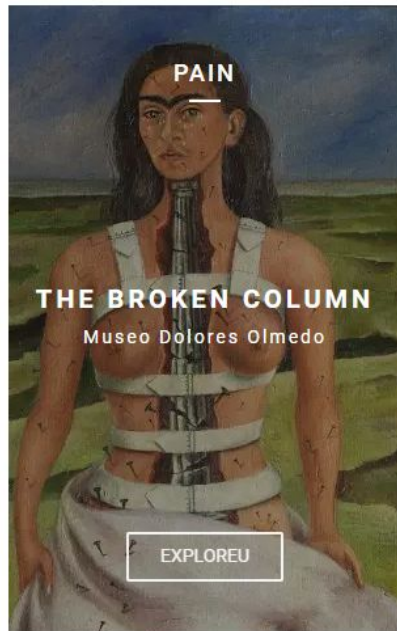


# Painting's analysis

You can explore and understand Frida's artworks through her feelings.

## "I paint my reality"

Explore Frida's life – the good, the painful, and the tragic – through her art



## Visual supports

### GIVING OPINIONS

#### SENTENCE STARTERS

- ★ I prefer...
- ★ I think...
- ★ I feel...
- ★ I know...
- ★ I believe...
- ★ In my opinion...
- ★ The best thing about...
- ★ The greatest part about...
- ★ The worst part about...

### GIVING ARGUMENTS

#### SENTENCE STARTERS

- ★ First of all...
- ★ More than that...
- ★ In addition...
- ★ Secondly...
- ★ Thirdly...
- ★ Also...
- ★ Particularly
- ★ The result is...
- ★ We can see...

### COMPARING AND CONTRASTING

- |               |            |
|---------------|------------|
| ★ like        | ★ differ   |
| ★ same        | ★ unlike   |
| ★ both        | ★ but      |
| ★ the same as | ★ instead  |
| ★ similar     | ★ although |
| ★ as well as  | ★ while    |

## WORDS TO TALK ABOUT ART

### COLOUR

Think about your impression of the colors used in the painting:

- ★ how they look and feel,
- ★ how the colors work together (or not),
- ★ how they fit with the subject of the painting, and
- ★ how the artist has mixed them (or not).

NATURAL / ARTIFICIAL

CONTRASTING

COLOURFUL

INTENSE/STRONG/RICH

BRIGHT/DARK

HARMONIOUS

### TO NE

The tone or values of the colors, too, plus the way tone is used in the painting as a whole.



DARK, LIGHT, MID

VARIED, BROKEN

GRADUATED, MONOCHROMATIC

UNVARYING, SMOOTH, PLAIN

FLAT, UNIFORM

CONSTANT, CHANGING

### COMPOSITION

Look at how the elements in the painting are arranged:

- ★ the underlying structure (shapes)
- ★ relationships between the different parts,
- ★ and how your eye moves around the composition

PORTRAIT FORMAT

SQUARE FORMAT

CIRCULAR

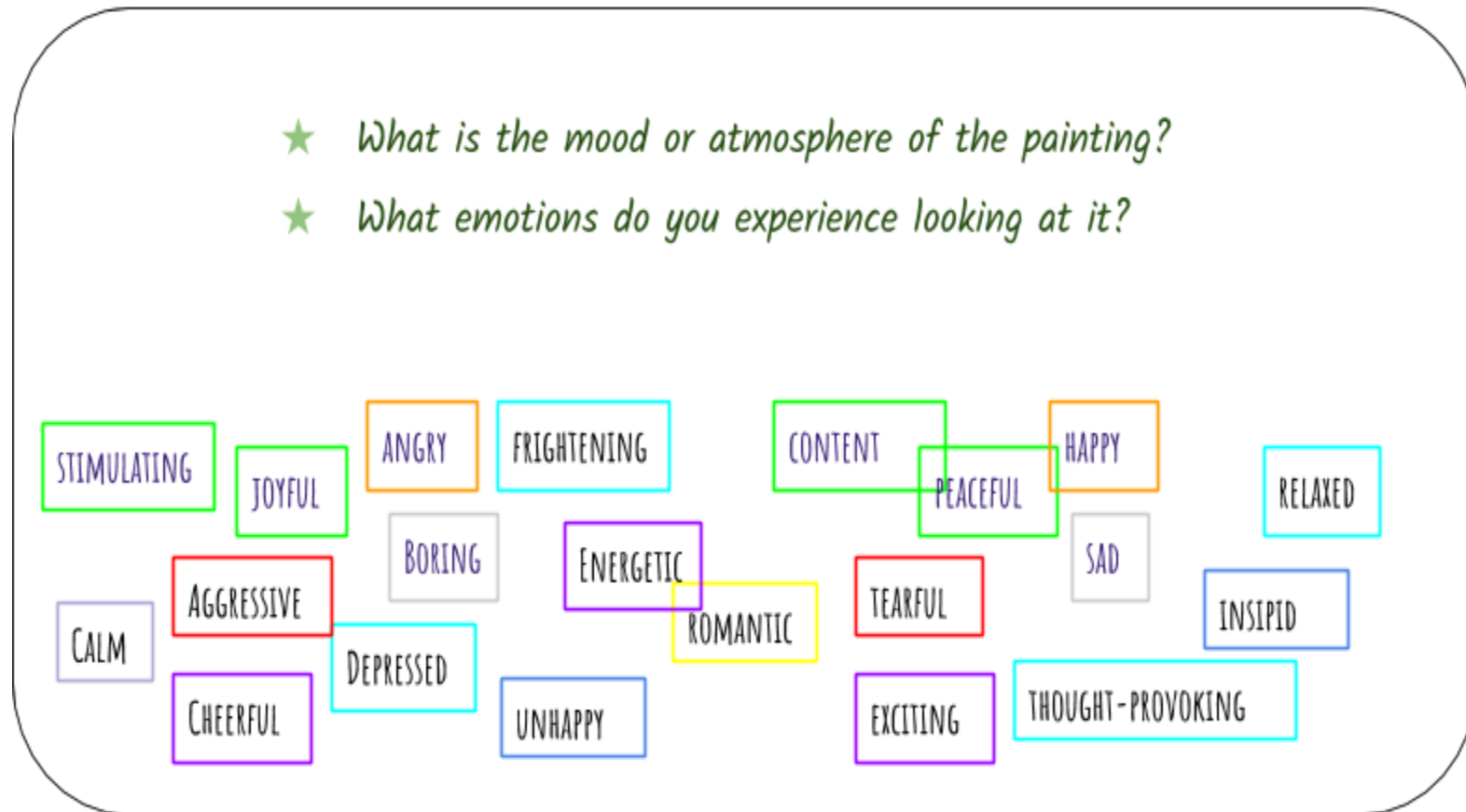
TRIANGULAR

HORIZONTAL, VERTICAL

DIAGONAL, ANGLED

# MOOD OR ATMOSPHERE

- ★ *What is the mood or atmosphere of the painting?*
- ★ *What emotions do you experience looking at it?*





## Classroom interaction vocabulary

### Entering class:

- ❖ Good morning everybody
- ❖ Sit the same teams and place as the last lesson.
- ❖ Can the last person in close the door?
- ❖ OK, let's start, please sit down.

### Classroom language:

#### Students

- ❖ Can you repeat please?
- ❖ What does..... mean?
- ❖ Can I borrow your...?
- ❖ Can I go to the toilet?
- ❖ Please, Can you help me?
- ❖ I don't understand
- ❖ What do you think about our work?

### Finishing class:





- ❖ It's time to start putting your things away.
- ❖ See you next day!
- ❖ You've got a few more minutes to finish.
- ❖ That's all for now.
- ❖ We're done for today!

#### Teacher

- ❖ You've done very well!
- ❖ You've done such a good job!!!
- ❖ Don't give up!!!
- ❖ I'm waiting for you to be quiet.
- ❖ That's a good pronunciation.
- ❖ If I were you, I'd think again about that one.
- ❖ Come on, you know the rules.

## Guidelines for presentations

# Presentation Checklist

	Communicate the key message with short sentences.	<input type="checkbox"/>
	Use specific vocabulary and structures worked in class.	<input type="checkbox"/>
	Organize your presentation by items.	<input type="checkbox"/>
	Speak slow, clear and loud.	<input type="checkbox"/>

## Quick assessment 1



**SOS: We need help**

**We don't understand**



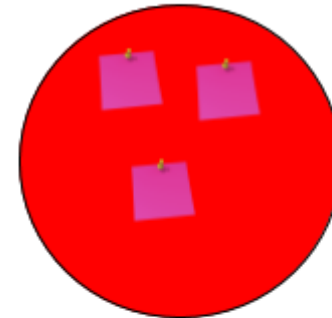
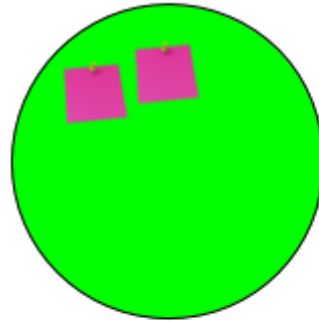
**We understand**

**Still working!**

## Quick assessment 2

GROUP WORK

HOW IT WENT TODAY?



ALL THE MEMBERS GIVE IDEAS AND SUGGESTIONS

1

2

3

4

5





## Assessment criteria: Student - Student

Group*	
--------	--

\*Write the names of group's members.

CRITERIA		Beginning 1					Developing 2					Accomplished 3					Exemplary 4									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Group																										
Communication	Easy to understand																									
Content	Complete description.																									
	Describe visual elements.																									
	Talk about feelings.																									
	Explain the global meaning of the painting..																									
Group Organization	Well organized. Everybody participates.																									
Creativity	The group makes the poster.																									
	The poster composition is well organized.																									
	The poster is eye-catching.																									

Comments	
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## Assessment criteria: Student - Student

<b>Group*</b>	
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\*Write the names of group's members.

CRITERIA		Beginning 1					Developing 2					Accomplished 3					Exemplary 4				
		6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10
<b>Group</b>																					
<b>Communication</b>	Easy to understand																				
<b>Content</b>	Complete description.																				
	Planet year/orbit.																				
	Distance to the Sun.																				
	Curiosities.																				
<b>Group Organization</b>	Well organized. Everybody participates.																				
<b>Creativity</b>	The group uses materials and different resources.																				

<b>Comments</b>	
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## Assessment criteria: Teacher - Student

	CRITERIA	Beginning	Developing	Accomplished	Exemplary
<b>Content</b> <i>Complete description:</i> - Visual elements. - Express feelings. - Global meaning.	All three categories are well represented in the poster and oral presentation.	Just 1 category is represented.	Just 2 categories are represented.	3 categories are represented, some information is missed.	All categories are well represented and explained.
	The analysis of the painting is well done taking into account: Visual elements, feelings and global meaning.	Just 1 aspect is well analysed.	Just 2 aspects are analysed.	The analysis is correct but some information is missed.	The artwork is well analysed.
<b>Cognition</b>	Provided information is coherent and art analysis is used without conceptual mistakes.	Shows inadequate knowledge of the topic to meet learning outcomes.	Shows basic knowledge of the topic.	Shows evidence of knowledge and understanding of the topic.	Shows knowledge and understanding of the topic beyond the basic description.
	The group use and select the information worked in class in an organized way.	Unclear and disorganized.	Partially clear or minimal organization.	Mostly clear and organized.	Clear and well organized.
<b>Communication</b>	The use of the structures worked within the model is well applied.	Difficult to understand.	Some parts confusing.	Understandable	Easy to understand.
	They use a wide vocabulary correctly.	Minimal vocabulary considered.	Some vocabulary considered.	Sufficient vocabulary considered.	Extensive vocabulary considered.
<b>Group organization</b>	The group use time well and focus on getting the task done.	Rarely	Sometimes	Often	Always
	All the members give ideas and suggestions that help the group to improve the final product.	Rarely. Limited team responsibility and teacher guidance.	Sometimes. Limited team responsibility and teacher guidance.	Often. Good balance between team responsibility and teacher guidance	Always. Team independence and minimal teacher guidance.
<b>Final Product</b>	The group take advantage of visual elements to make the poster.	Poor.	Adequate.	Good.	Excellent.
	The group uses materials and different resources with responsibility and care.	Does not use materials properly.	Mishandles some of the materials.	Uses the materials responsibly most of time	Manages all materials responsibly.

