

# Dali's art and tech workshop

GEP1: 2023-24



Escola La Creu

Marta Molins Herrero & Laura Arjó Carrillo

## TASK 1 : INPUT &amp; COOPERATIVE /COLLABORATIVE LEARNING IN CLIL

|                                  |  |
|----------------------------------|--|
| TITLE OF THE LESSON OR TOPIC     | Dali's art and tech workshop   |
| AUTHORSHIP                       | Marta Molins and Laura Arjó  |
| SCHOOL                           | Escola la Creu   |
| COURSE / YEAR / GRADE            | 5th Grade  |
| TIMING                           | 3 sessions   |
| COLLABORATION WITH...            |  |
| OBJECTIVES OF THE SESSION        | <p>Summarize Dalí's life.</p> <p>Produce a short description of the invented creature designed by mixing animals (taking into account Dalí's examples).</p> <p>Analyze Dalí's paintings and discuss his main symbols.</p>  |
| SHORT DESCRIPTION OF THE SESSION | <p><i>During these three sessions students are expected to learn about Dalí's life by discovering his biography and working on it using different linguistic games and some artistic productions like a biopic.</i></p> <p><i>We introduce students to surrealism focusing on Dalí's symbols in his main paintings and the intention of their use. Students reproduce one of Dalí's paintings following a tutorial where all symbols appear. To finish with, in cooperative groups, students create a fantastic creature mixing animals, getting inspired by some Dalí's paintings. And in the end they have to describe their creation to the others.</i></p> |



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| S<br>E<br>S<br>S<br>I<br>O<br>N<br><br>1 | Activity 1<br>15 min | <p><b>Warm up:</b><br/>A moustache in the class! What artist could be? (Brainstorming)</p> <p><b>Input:</b> The input for this activity is mainly visual, however, some auditory will be given in order to build up correct sentences.</p> <p><b>Questions (explicit):</b> What can you see in these pictures? How many different moustaches can you see? Do you know any famous person with a moustache?</p> <p><b>Instructions:</b> Whose each moustache? There are some famous moustaches in the class and you should try to match each moustache with the famous person. (in pairs)</p> <p><b>Materials:</b> Moustaches and famous people pictures to match.</p>              |
|  | Activity 2<br>30 min | <p><b>Activity 1:</b> Dali's biography</p> <p><b>Input:</b> The input for this activity is audiovisual and written. <a href="https://www.youtube.com/watch?v=-5Lg5mk74NA&amp;t=2s">https://www.youtube.com/watch?v=-5Lg5mk74NA&amp;t=2s</a></p> <p><b>Questions (explicit):</b> Explicit questions about his biography to match with the pictures (Where was he born?, How did he study?...)</p> <p><b>Instructions:</b> Watch a video. Then, you have to match questions with the correct answers (collaborative work)</p> <p><b>Materials:</b> Video, questions and answers, little flashcards.<br/><a href="https://youtu.be/-5Lg5mk74NA">https://youtu.be/-5Lg5mk74NA</a></p> |
|  | Activity 3<br>45 min | <p><b>Activity 2:</b> Biopic.</p> <p><b>Input:</b> The input for this activity is mainly visual, and hands-on.</p> <p><b>Questions (implicit):</b> Can you summarize his life just with one painting?</p>   |



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|  |                              | <p><b>Instructions:</b> They have to watch a video and draw the most important things about Dalí's biography. (individually).</p> <p><b>Material:</b> Video (laptop), drawing paper, pencil and colour pencils.<br/> <a href="https://www.youtube.com/watch?v=-5Lg5mk74NA&amp;t=2s">https://www.youtube.com/watch?v=-5Lg5mk74NA&amp;t=2s</a></p>  |
| <p>S<br/>E<br/>S<br/>S<br/>I<br/>O<br/>N<br/>2</p> | <p>Activity 1<br/>15 min</p> | <p><b>Activity 3:</b> Review Dalí's biography.</p> <p><b>Input:</b> The input for this activity is mainly written.</p> <p><b>Questions (implicit):</b> Can you remember Dalí's life? Can you complete the text using the key words about Dalí's life?</p> <p><b>Instructions:</b> They have to do a filling the gaps activity on a shared presentation in google classroom using keywords. It's an online activity. (Individually)</p> <p><b>Material:</b> Laptops.</p>   |
|  | <p>Activity 2<br/>30 min</p> | <p><b>Activity 4:</b> Symbols.</p> <p><b>Input:</b> The input for this activity is mainly visual; however, some auditory will be given in order to find Dalí's symbols correctly.</p> <p><b>Questions (explicit and referential):</b> What symbols can you see in the picture? How many are there? Which is the intention of the author using these symbols?</p> <p><b>Instructions:</b> They have to find Dalí's symbols in Melting Clock painting and tick them in a checklist. Then, they have to match the symbols with the intention of their use in the painting.</p> |



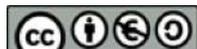
|  |                              |  |
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|  |                              | <p>Collaborative activity in pairs.</p> <p><b>Material:</b> Melting clock painting, Symbol pictures and their meanings and a checklist.</p>  |
|  | <p>Activity 3<br/>45 min</p> | <p><b>Activity 5:</b> Melting clock.</p> <p><b>Input:</b> The input for this activity is audiovisual and hands-on.</p> <p><b>Questions (explicit):</b> Do you dare to be Dalí?</p> <p><b>Instructions:</b> Students have to draw a painting following a tutorial with their own laptop.</p> <p><b>Material:</b> Laptop, sheet of paper, pencil and colour pencils.<br/><a href="https://www.youtube.com/watch?v=skLm6PSVY7Q">https://www.youtube.com/watch?v=skLm6PSVY7Q</a></p>   |
| <p>S<br/>E<br/>S<br/>S<br/>I<br/>O<br/>N<br/>3</p> | <p>Activity 1<br/>15 min</p> | <p><b>Warm up:</b> Moustache swatter activity.</p> <p><b>Input:</b> The input for this activity is spoken and visual.</p> <p><b>Questions (explicit):</b> What symbol is it? Can you touch the correct symbol? Can you guess what I'm talking about?</p> <p><b>Instructions:</b> Students review symbols vocabulary using the moustache swatter. In two groups, they have to guess what symbol the teacher is talking about and touch the correct one with its Moustache swatter. The person who touches first wins.</p> <p><b>Material:</b> Symbols pictures (used in session 2 act. 3) and moustache swatters.</p> |



|   |  |
|---|--|
| <p>Activity 2<br/>45 min</p>  | <p><b>Activity 6: Create a fantastic creature.</b></p> <p><b>Input:</b> The input for this activity is visual and hands-on.</p> <p><b>Questions (explicit and implicit):</b> What animals can you distinguish in Dalí's paintings? How can you create a similar fantastic creature?</p> <p><b>Instructions:</b> Cooperative work (groups of three). First, students analyze different paintings, and recognize animals used for creating them. Then, in groups of three, they have to create a fantastic creature. Each one of them will have a role. One of them paints the background using wax crayons, another one chooses the animals and the third one creates three creatures.</p> <p><b>Material:</b> Presentation of some paintings where Dalí mixed animals and objects, drawing paper, wax crayons, varnish, paintbrushes, glue and scissors.</p> |
| <p>Activity 3<br/>30 min</p>  | <p><b>Activity 7: Describing and guessing a mixed picture with a scaffolding.</b></p> <p><b>Input:</b> The input for this activity is written and visual and spoken.</p> <p><b>Questions (explicit):</b> Can you describe your fantastic creatures? Can you guess which group created the creation?</p> <p><b>Instructions: (collaborative work)</b> The teacher displays all the creations on the wall and each group describes their creation using the substitution table. Then, the other students have to guess which one is their artwork, by asking: <i>Is it number 1?</i></p> <p><b>Material:</b> substitution table (an example).</p>  |
| <p>In terms of academic content, what are the students learning and what are they learning to do?</p> | <p>Students are learning about the life of an artist, some symbols used by the artist and surrealism techniques. Furthermore, they are learning to explain to the others their own production inspired by the author. At the same time, the others understand their classmates' explanations. They are also using laptops to watch videos and complete texts and as a learning tool (digital competence applied in art).</p>   |



|  |  |
|--|--|
| <p>In terms of language, what are the students practicing or learning to do?</p>                   | <p>They are learning new vocabulary (biography concepts, symbols, animals...). They are using different structures such as: <i>on the right, on the left, in the middle, the verb to have, saxon genitive, singular and plural and parts of the animals' body.</i></p>   |
| <p>In what way is this lesson plan a good example of what we learnt in the GEP course modules?</p> | <p>First of all, the input is varied and comes from different sources. Moreover, in all activities are introduced by good questions (implicit, explicit and referential). Furthermore, all skills are integrated and the activities offer different groupings (pairs, individual, groups of three, whole class) fostering cooperation and collaboration. In this way, they will be able to practise foreign language to develop no-linguistic tasks in a real context.</p> |
| <p>Other important information</p>   |  |



# ANNEXES (materials, handouts, pictures, worksheets, language support, etc.)

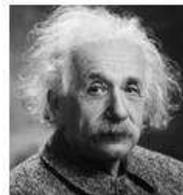
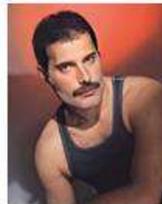
## Session 1

### Activity 1:

Look at all these moustaches.



Now, can you match these moustaches with a famous artist?



Do you know who they are?

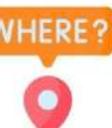
|                        |
|------------------------|
| Albert Einstein        |
| <u>Groucho Marx</u>    |
| <u>Hulk Hogan</u>      |
| <u>Freddie Mercury</u> |
| Charles Chaplin        |
| Salvador Dalí          |
| Errol <u>Flynn</u>     |



Activity 2:

@inma1067. (2016). *Salvador Dali brief biography and his artwork. Great for kids and esl.*

Youtube. <https://www.youtube.com/watch?v=-5Lg5mk74NA&t=2s>

|   |   |   |   |
|---|---|---|---|
| <p><b>WHO WAS SALVADOR DALI?</b></p>                     | <p>He was a surrealist painter.</p>             | <p><b>HOW DID HE LEARN TO PAINT?</b></p>                               | <p>He attended drawing school when he was a child. At 18 he went to an art academy.</p>         |
| <p><b>WHEN WAS HE BORN?</b></p>                          | <p>1904</p>                                     | <p><b>WHAT DID HE LIKE TO PAINT?</b></p>                               | <p>He liked impressionism. Later we became interested in surrealism when he moved to Paris.</p> |
| <p><b>WHEN DID HE DIE?</b></p>                          | <p>1989</p>                                     | <p><b>WHAT IS THE RELATIONSHIP BETWEEN DALI AND CHUPA CHUPS?</b></p>  | <p>He was its logo designer.</p>  |
| <p><b>WHERE WAS HE FROM?</b></p> <p><b>WHERE?</b></p>  | <p>He was from Figueres, a Spanish village.</p> | <p><b>HAS HE GOT ANY PET?</b></p>                                    | <p>Yes, he had a anteater as a pet.</p>   |



## Session 2

### Activity 1:

<https://docs.google.com/presentation/d/1-PPjNXuDGmZe5GGUQL44CWHNY7giYeNeqPhdUTGS4p8/edit?usp=sharing>



# Salvador Dalí

**Brief Biography**

### Who was Salvador Dalí?

This famous artist was \_\_\_\_\_.

He was a painter and a sculptor.

Insert a picture

### Where is he from?

He was born in \_\_\_\_\_ and died in \_\_\_\_\_.

He was from \_\_\_\_\_.

Insert a picture

### Styles

He liked impressionist and pointillist style because light and colours were more important than the details of the object.



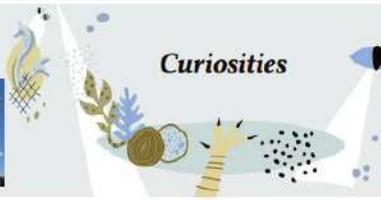
### Where did he move?

When he went to \_\_\_\_\_ he became interested in \_\_\_\_\_.

He loved painting unreal creatures and things from everyday objects, too.



### Curiosities





O1



He also designed the \_\_\_\_\_ logo.



O2

Dalí's \_\_\_\_\_ was an icon of his appearance.

O3

He had a pet, it was an \_\_\_\_\_.

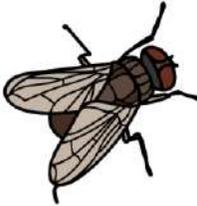
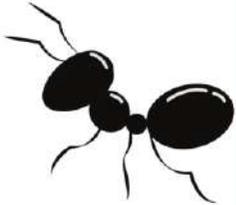
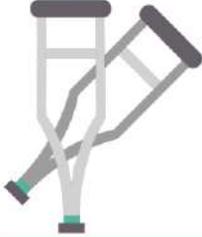


### Thank you!





Activity 2:

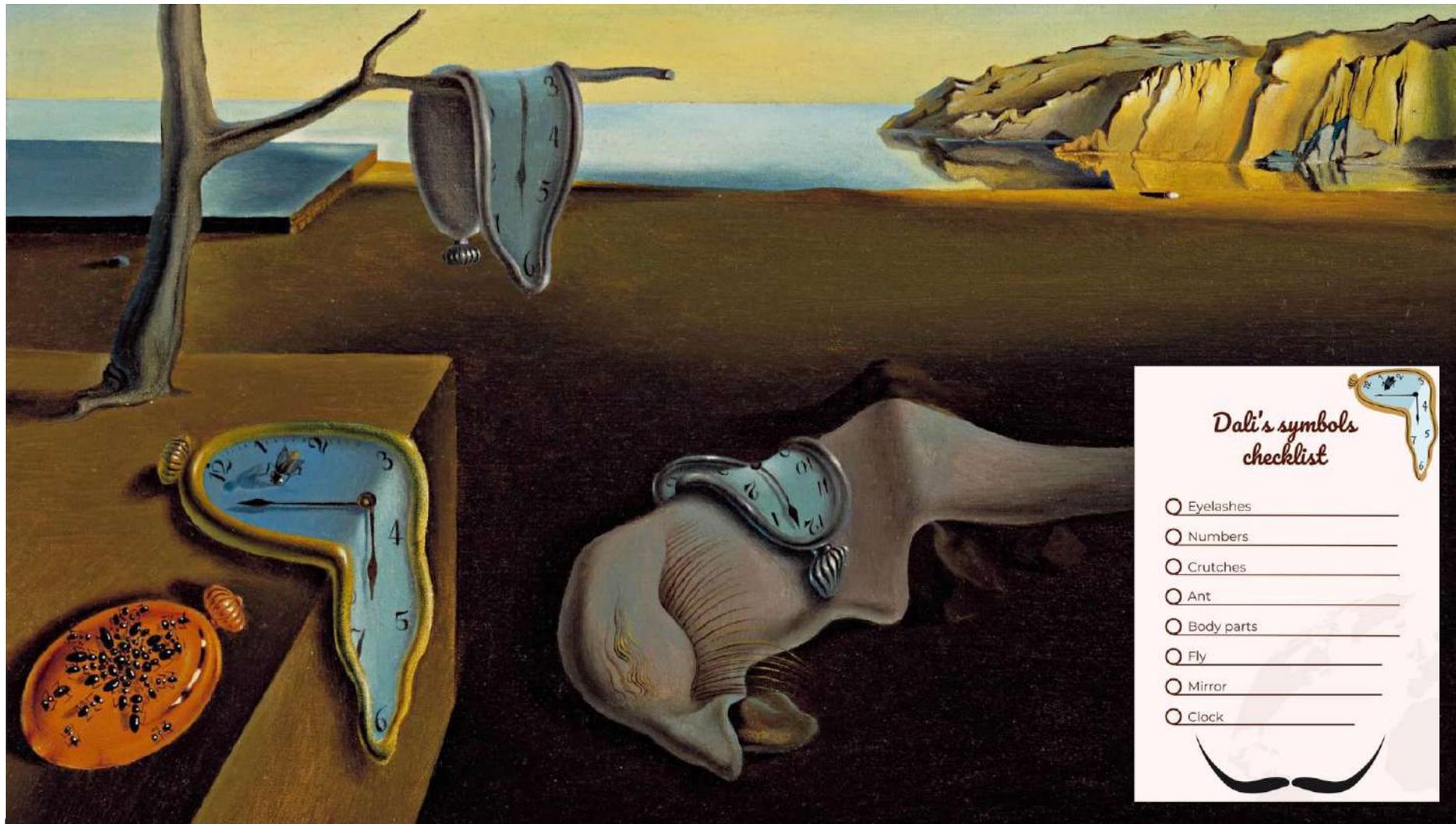
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|--|---|--|---|---|--|
|  <p><b>Mirror</b></p> |  <p><b>Eyelashes</b></p> |  <p><b>Fly</b></p> |  <p><b>Clock</b></p> |  <p><b>Ant</b></p> |  <p><b>Crutches</b></p> |
| <p>IT IS A<br/>INSPIRATIONS AND<br/>A SOURCE OF<br/>CREATIVITY TO THE<br/>AUTHOR.</p>                  | <p>THEY REPRESENT<br/>FEMININITY</p>  | <p>IT IS A<br/>INSPIRATIONS AND<br/>A SOURCE OF<br/>CREATIVITY TO THE<br/>AUTHOR.</p>                | <p>IT REPRESENTS<br/>THE<br/>OMNIPRESENCE<br/>OF TIME</p>   | <p>IT SYMBOLIZES<br/>DEATH, DECAY,<br/>AND THE<br/>POTENTIAL FOR<br/>DESTRUCTION.</p>                 | <p>IT REPRESENTS<br/>DEATH, SNOBBERY,<br/>AND COMFORT IN<br/>OLD AGE.</p>                                  |



Activity 3:

@HiGASFYProductions. 2020. Activity 3- Salvador Dali - How To Draw Dali's "The Persistence of Memory" aka "The Melting Clocks".

Youtube: <https://www.youtube.com/watch?v=skLm6PSVY7Q>

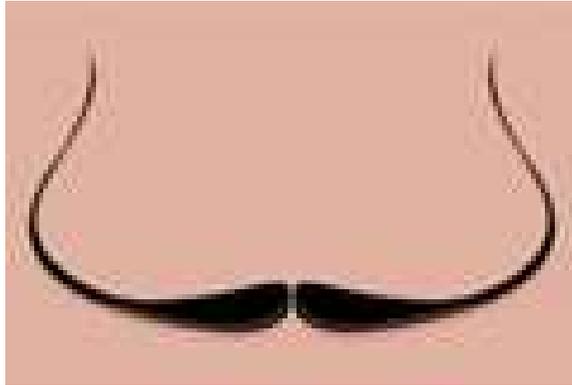


Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>



## Session 3

### Activity 1: Dalí's moustache



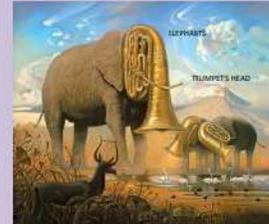
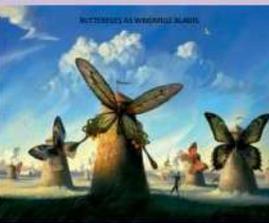
### Activity 2:

[https://docs.google.com/presentation/d/1rCd1elOvcuUkpY1XcLt\\_ehwJbZFQgI8z/edit?usp=sharing&ouid=111694902083160191096&rtpof=true&sd=true](https://docs.google.com/presentation/d/1rCd1elOvcuUkpY1XcLt_ehwJbZFQgI8z/edit?usp=sharing&ouid=111694902083160191096&rtpof=true&sd=true)



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



|   |  |   |   |
|---|--|---|---|
| <p><b>CREATURES<br/>IN DALI'S FANTASY<br/>WORLD</b></p>  | <p><b>PAINTINGS</b></p>  |    |    |
|    |  |    |    |
|    |  |    |    |
|   | <p><b>SCULPTURES</b></p>   |  |  |



Activity 3:

DESCRIBE YOUR FANTASTIC CREATURE AND ADD A PICTURE OF IT: (HAVE A LOOK AT THE EXAMPLE!)

FANTASTIC CREATURE



|  |                    |                   |  |   |
|--|--------------------|-------------------|--|---|
| <p>The one <b>on the left</b><br/>         The one <b>on the right</b><br/>         The one <b>in the middle</b></p> | <p>is a _____.</p> | <p>It has got</p> | <p>a butterfly<br/>         a giraffe<br/>         a duck 's<br/> <b>an ant</b><br/>         a hamster</p> | <p>wings<br/>         body<br/>         fins (on its head).<br/>         head<br/>         legs</p> |
|--|--------------------|-------------------|--|---|



## 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. 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    |
| 7. A variety of collaborative learning strategies are used throughout the session.  | Yes    |
| 8. At least one of the activities presented requires cooperation among students.  | Yes    |



|   |     |
|---|-----|
| 9. Students are explicitly taught how to work in groups (or pairs).   | Yes |
| 10. Students are explicitly guided to succeed in group/pair work discussions and interactions. Clear support to guide their interactions is provided. | Yes |
| 11. At least one ICT tool is used to promote learning.  | Yes |

