

# Tàpies art and tech workshop

GEP1: 2023-24



Escola La Creu  
Marta Molins & Laura Arjó

TASK 2 : READING & WRITING AND ASSESSMENT IN CLIL	
TITLE OF THE LESSON OR TOPIC	Tàpies art and tech workshop
AUTHORSHIP	Marta Molins & Laura Arjó
SCHOOL	Escola La Creu
COURSE / YEAR / GRADE	6th grade
TIMING	3 sessions
COLLABORATION WITH...	
OBJECTIVES OF THE SESSION	<p>Summarize Tàpies's life using a biopic.</p> <p>Analyze Tàpies's paintings and discuss his main symbols and create their own symbols</p> <p>Produce a short description of their self-portraits made of their own symbols.</p>
SHORT DESCRIPTION OF THE SESSION	<p><i>During these three sessions students are expected to learn about Tàpies' life by discovering his biography and working on it using different linguistic games and some artistic productions like a biopic by using cooperative work.</i></p> <p><i>We introduce students to surrealism focusing on Tàpies' symbols in his main paintings and the intention of their use. Students reproduce analyze Tàpies main symbols and create their ones. With their own symbols, students create a self-portrait and they write a short description following a scaffolding and at the end, the description will be recorded in a a short video to be shown to the other classmates.</i></p> <p><i>To finish with, in collaborative groups, students create an artwork following a Tàpies painting description through a game. And in the end, students will sum up the information about Tàpies choosing three key words and sharing them with a wordcloud application.</i></p> <p><i>Some of the assessment tools that it will be used are: checklist, exit tickets, observation rubrics, that it will let the teacher check their</i></p>



	<i>content and language learning.</i>
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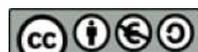
S E S S I O N  1	Activity 1 15 min	<p><b>Tàpies biography: Reader questions</b></p> <p><b>Cooperative pre-reading:</b> First of all, we are going to choose 4 famous paintings previously chosen from Tàpies. Students will work in groups of four people. To make these groups, students will take a puzzle piece randomly. Once puzzles are finished, groups are made.</p> <p><b>Reader questions activity:</b> At the back of each part of the puzzle, they have 2 questions. They have to read them and try to understand what they are about. We can help them to understand, showing them some visual pictures (keywords).</p> <p><b>Support:</b> (keywords): visual pictures.</p> <p><b>Assessment tools:</b> direct observation of group interaction (grid)</p> <p><b>Materials used:</b> Puzzles with questions, Wh- questions (visual support).</p>
	Activity 2 30 min	<p><b>Reading jigsaw: Tàpies biography.</b></p> <p><b>Cooperative reading activity:</b> Students are seated in groups of four. (Activity 1) Students with puzzle part 1, sit together and read text 1, students with puzzle part 2, sit together and read text 2, students with puzzle part 3, sit together and read text 3 and students with part 4 sit together and read text 4. When they finish, they go back with their group.</p> <p><b>Reader questions activity:</b> Each group try to answer each question about Tàpies life. At the end, they will have Tàpies biography. They complete a text using everyone's information.</p> <p><b>Support:</b> (keywords): visual pictures.</p> <p><b>Assessment tools:</b> direct observation of group interaction (grid). Final text.</p> <p><b>Materials used:</b> text 1, text 2, text 3, and text 4. Biography worksheet.</p>



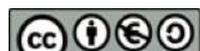
	Activity 3 45 min	<p><b>Tàpies biopic.</b>  <b>Individual activity:</b> Students creates their own biopic about Tàpies life.  <b>Reading activity:</b> Students read the biography again, and summarize Tàpies life by drawing the keywords.  <b>Support:</b> (keywords): visual pictures.  <b>Assessment tools:</b> Rubric  <b>Materials used:</b> Tàpies life biography, drawing paper, pencil, colour pencils and markers.</p>
S E S S I O N  2	Activity 1 10 min	<p><b>Tàpies symbols</b>  <b>Cooperative activity:</b> (students sit in the same groups as in the first session). Each student of the group has a role. 1 student shows Tàpies paintings, 1 student has a dictionary, 1 student takes notes, 1 student is the spokesman...  <b>Identify symbols:</b> students have to identify the symbols in Tàpies pieces and take notes in a grid, and spokesmen share their conclusions to the other groups. If it is necessary, they can look up the unknown words in the grid.  <b>Support:</b> Tàpies artworks.  <b>Materials:</b> flashcards of masterpieces, and the grid.</p>
	Activity 2 10 min	<p><b>Tàpies symbols and their meanings.</b>  <b>Grouping:</b> Students work in pairs.  <b>Reading activity:</b> Matching game. Students sit in pairs, and they read some Tàpies statements, and they try to guess their meaning by matching with the correct symbol.  <b>Support:</b> visual and written support. Online activity. - genially  <b>Assessment tools:</b> Self-assessment activity  <b>Materials used:</b> laptops.</p>
	Activity 3 25 min	<p><b>Let's create a self-portrait with my symbols</b>  <b>Individual activity:</b> Students choose their symbols and justify it using the sentence: I chose....  <b>Drawing activity:</b> Students create a self-portrait using the symbols previously chosen.  <b>Support:</b> visual pictures. (symbols)  <b>Assessment tools:</b> Rubric</p>



		<p><b>Materials used:</b> My symbols' worksheet, pencil and colour pencils.</p>
	<p>Activity 4 45 min</p>	<p><b>Self-portrait description.</b>  <b>Individual activity:</b> Teacher shows her self-portrait and its description.  <b>Writing activity:</b> Students try to justify their own self- portrait using the structure previously worked.  <b>Support:</b> Written structure.  <b>Assessment tools:</b> Self-assessment and teacher assessment – checklist.  <b>Materials used:</b> Teacher self-portraits. Scaffolding support. Worksheet. Checklist.</p>
S E S S I O N 3	<p>Activity 1 30 min</p>	<p><b>Let's show our portraits.</b>          Students have to create a video, they have to show their portrait and read the description in the video. Before they start the recording, they have to complete a checklist.  <b>Support:</b> self-portraits and checklist.  <b>Assessment tools:</b> Self-assessment and teacher assessment – checklist.  <b>Materials used:</b> checklist, laptop, headphones with a microphone.</p>
	<p>Activity 2 45 min</p>	<p><b>Parafaragamus painting (running dictation)</b>  <b>Collaborative activity:</b> in groups of 3, students create a surrealistic painting following the instructions.  <b>Reading activity:</b> Two students of the group go to the wall and read a sentence, and come back to the group and dictate what they have read. The other student draw it. They will repeat the same until they finish the whole painting and changing their roles during the process.  <b>Support:</b> Vocabulary keywords-visual pictures.  <b>Assessment tools:</b> Direct observation of the last production.  <b>Materials used:</b> Parafaragamus template DINA-3, the Parafaragamus description.</p>
	<p>Activity 3</p>	<p><b>Exit ticket</b>  <b>Written activity:</b> Students have to think about three keywords they have learned about Tàpies and</p>



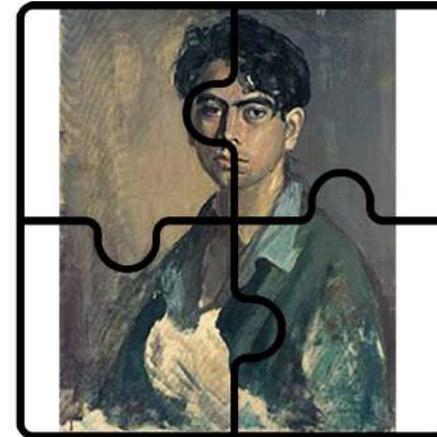
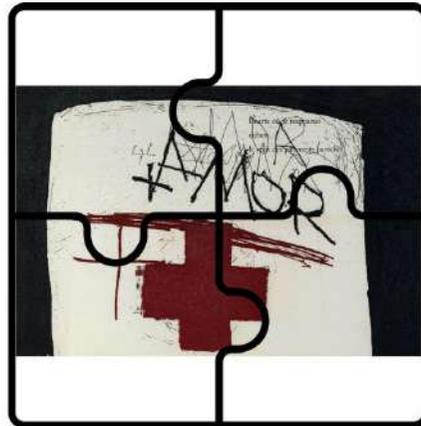
	15 min	<p>they write them on a wordcloud application. (<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>)</p> <p><b>Support:</b> Vocabulary keywords-visual pictures.</p> <p><b>Assessment tools:</b> wordcloud</p> <p><b>Materials used:</b> Laptops</p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>In terms of academic content, students are learning about symbols by analyzing his main paintings. Therefore, they are learning how to create a self-portrait using meaningful symbols. Moreover, they are discovering the main features about Tàpies life. Furthermore, they are learning how to explain to the others their own written productions inspired by the author. At the same time, by reading, students are able to create an artwork and to understand some artist statements. They are also using laptops to record videos and use other applications 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, directions and shapes, ...). Likewise, they are using different structures such as: <i>on the right, on the left, in the middle, past simple, parts of the body, wh- words (questions and answers)</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 tasks are varied and involve language and content. Students work in groups, fostering collaboration and cooperation, being an active part in a team. Moreover, supports given are varied and can be adapted to different levels and, above all, students are practicing the foreign language to develop non-linguistic tasks. Reading and writing activities are included in all sessions, and all the support (such as scaffolding or visual aids) are given to fulfill the activities. Eventually, all the sessions include different type of assessment (self-assessment and teacher assessment) and different tools (checklist, rubric...) to do so.</p>	
<p>Other important information</p>		



# ANNEXES (paste here all the materials, handouts, pictures, worksheets, language support, etc.)

Session 1:

Activity 1. (Materials created by Marta Molins and Laura Arjó)



<p>When did he die? Where did he discover surrealism?</p> <p>2</p>	<p>When was he born? Why did he start painting?</p> <p>1</p>
<p>What did he study? What did he love doing?</p> <p>4</p>	<p>What was his job? Which symbols did he use?</p> <p>3</p>



Template adapted from CLIL-SI 2015. Mor



**WHY**  
REASON

**WHERE**  
PLACE/ POSITION

**HOW OFTEN**  
FREQUENCY

**HOW OLD**  
AGE

**HOW MANY**  
QUANTITY COUNTABLE

**HOW MUCH**  
QUANTITY or PRICE UNCOUNTABLE

**WHAT**  
THING or ACTION

**WHO**  
PERSON or PEOPLE

**WHICH**  
OPTION or CHOICE

**WHEN**  
TIME, DAY, MOMENT

**WHOSE**  
OWNER/ POSSESSOR

**HOW**  
WAY, MANNER, FORM



Activity 2: (*Materials created by Marta Molins and Laura Arjó*)

**ANTONI TÀPIES - BIOGRAPHY**

Antoni Tàpies was a Catalan artist; he was a \_\_\_\_\_ and \_\_\_\_\_. He was born on 13th December \_\_\_\_\_ and he died in \_\_\_\_\_.

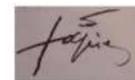
He loved reading \_\_\_\_\_. In 1943 Tàpies began studying a \_\_\_\_\_ at the University of Barcelona; three years later he abandoned it.

He started painting when he felt ill because of a \_\_\_\_\_ disease.

When he started painting, he began as a surrealist but he developed into an abstract artist under the influence of French painting in \_\_\_\_\_.

In 1955, Tàpies began to work with a thick impasto. In his later works he began incorporating real objects. In Tàpies paintings appear lots of symbols like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_...

In 1990 the Tàpies Foundation opened in Barcelona. In this building, there are lots of Tàpies paintings. Now, he is considered one of the most important Catalan artists.



ESCOLA LA CREU

CURS 2023-2024



# ANTONI TÀPIES

Antoni Tàpies was a **Catalan artist**; he was a **painter** and a **sculptor**.

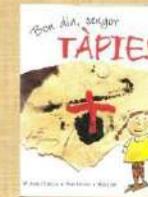


He was born on 13th December 1923 in Barcelona.  
His family strongly supported Catalan autonomy.



His family was well-educated; So, Tàpies **loved reading books** from the very beginning, when he was just a child.

He thought a good painter must read lots of books before doing his first brush-stroke.



He started painting when he felt ill because of a **pulmonary disease**.



In 1943, Tàpies began studying for a **law degree** at the University of Barcelona, but he abandoned this career in 1946 because he loved painting.



When he started painting, he began as a **Surrealist** but he developed into an **abstract artist** under the influence of French painting. Then, he achieved an international reputation. So, he became famous because of his abstract paintings.

SURREALISM



ABSTRACT ART



In Tàpies paintings appear lots of **symbols** like **letters, numbers, parts of the body**, etc.



Antoni Tàpies died when he was 88 years old, in 2012. Now, he is considered one of the most important Catalan artists.



Activity 3: (Materials created by Marta Molins and Laura Arjó)

**CRITERIS D'AVALUACIÓ ANTONI TÀPIES**

DIMENSIÓ PERCEPCIÓ, COMPRENSIÓ I VALORACIÓ			
INDICADORS	<b>COMPETÈNCIA 4:</b> Comprendre i valorar elements significatius de la contemporaneïtat artística. (Biopic i Actitud)		
	AS	AN	AE
	Valora i compren la trajectòria de l'artista plasmant en la producció final alguns dels elements (màxim 6) explicitats.	Valora i compren la trajectòria de l'artista plasmant en la producció final alguns dels elements (entre 7 i 8) més rellevants explicitats.	Valora i compren la trajectòria de l'artista plasmant en la producció final tots els elements (entre 9 i 10) més rellevants explicitats.
	Mostra una mica d'interès cap a l'autor, les obres realitzades pels companys i pel seu propi procés creatiu.	Mostra una actitud d'interès cap a l'autor, les obres realitzades pels companys i pel seu propi procés creatiu.	Mostra una actitud crítica, participativa i d'interès cap a l'autor, les obres realitzades pels companys i pel seu propi procés creatiu.
DIMENSIÓ INTERPRETACIÓ I PRODUCCIÓ			
INDICADORS	<b>COMPETÈNCIA 5:</b> Emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se. (Biopic, Portrait, Parafaragamus, Magic word, Me in an abstract way)		
	AS	AN	AE
	Utilitza el carbonet, el llapis, les ceres, els colors, els retoladors i/o pintura .	Utilitza el carbonet, el llapis, les ceres, els colors, els retoladors i/o pintura de manera correcta i original.	Utilitza el carbonet, el llapis, les ceres, els colors, els retoladors i/o pintura de manera original amb una producció final excel·lent.



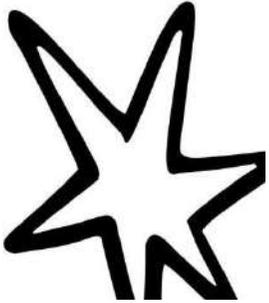
DIMENSÍO IMAGINACIÓ I CREATIVITAT			
INDICADORS	<b>COMPETÈNCIA 8:</b> Improvisar i crear amb els elements i recursos bàsics dels diferents llenguatges artístics. (Magic word, Me in an abstract way)		
	AS	AN	AE
	Crea una composició utilitzant de manera adequada els estris necessaris i combinant formes diverses.	Crea una composició utilitzant de manera adequada els estris necessaris i combinant formes diverses de manera expressiva essent una mica original però poc abstracte.	Crea una composició utilitzant estris diversos, de manera expressiva i demostrant un toc molt original i abstracte.

Session 2:

Activity 1: (*Materials created by Marta Molins and Laura Arjó*)



 *Tapiés symbols*

- Parts of the body
- Stars 
- Numbers
- Shapes
- Letters
- Nature 
- Prints
- Mirrors
- Crosses
- Armchairs
- Clocks
- Insects 

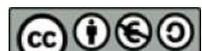






Activity 2: (Materials created by Marta Molins and Laura Arjò)

<https://view.genial.ly/65a7ac2ce84e2a001437d170/interactive-content-hidden-tapiés-symbols>



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



Activity 3: (Materials created by Marta Molins and Laura Arjó)

**TAPIES: MY OWN SYMBOLS**

	I chose ..... because.....



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



Activity 4: (Materials created by Marta Molins and Laura Arjó)

**SELF-PORTRAIT: MY SYMBOLS.**

My **eyes** are two snails *because* it's my favourite food.

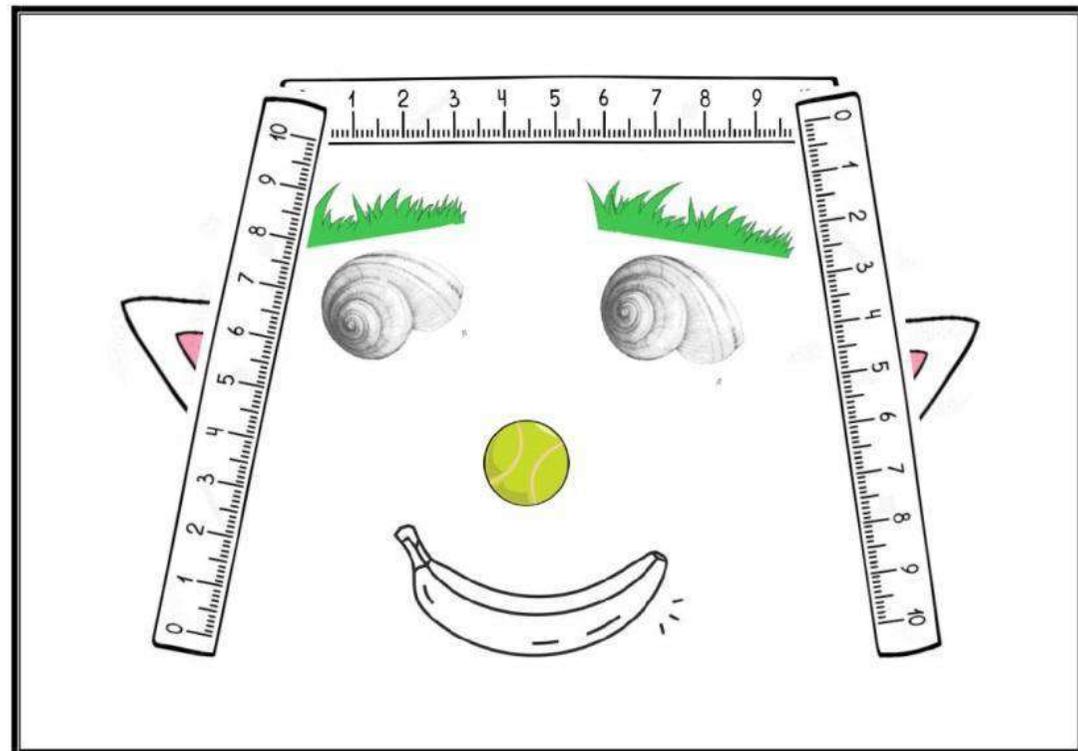
My **eyebrows** are made of grass *because* I like the nature.

My **nose** is a tennis ball *because* I like playing tennis with my friends

My **mouth** is a banana *because* it's my favourite fruit.

My **ears** are two cat's ears *because* I have two cats.

My **hair** is made of rulers *because* I love Maths.



**MY SELF-PORTRAIT**

**MY SELF-PORTRAIT**

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My	eyes eyebrows eyelashes nose mouth ears hair	is are	a an two ---	_____	because	I _____
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The graphic is a dark green rectangular poster with a white border. At the top left, there is a white silhouette of a person's head and shoulders inside a white frame. To the right of the frame, the title "Self-portrait Checklist" is written in a white, handwritten-style font. Below the title, the poster is divided into three sections, each with a heading in yellow uppercase letters. Each section contains two checklist items, each with a red square checkbox and a dashed line for a signature or date.

## Self-portrait Checklist

### DRAWING A SELF-PORTRAIT

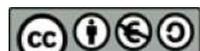
- I have used all my symbols in my self-portrait
- I have drawn all the face parts required

### DESCRIBING A SELF-PORTRAIT

- I have written a description of my self-portrait following the substitution table
- I have taken into account the example of the given description

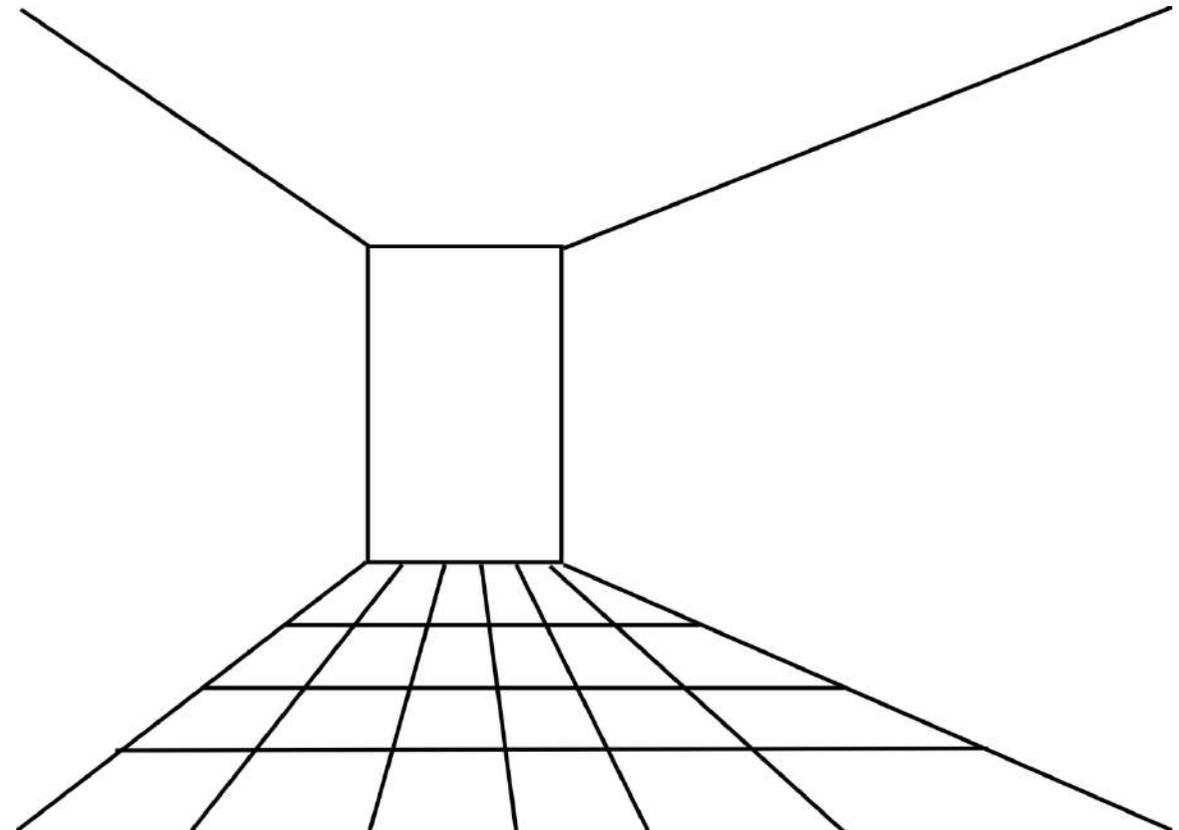
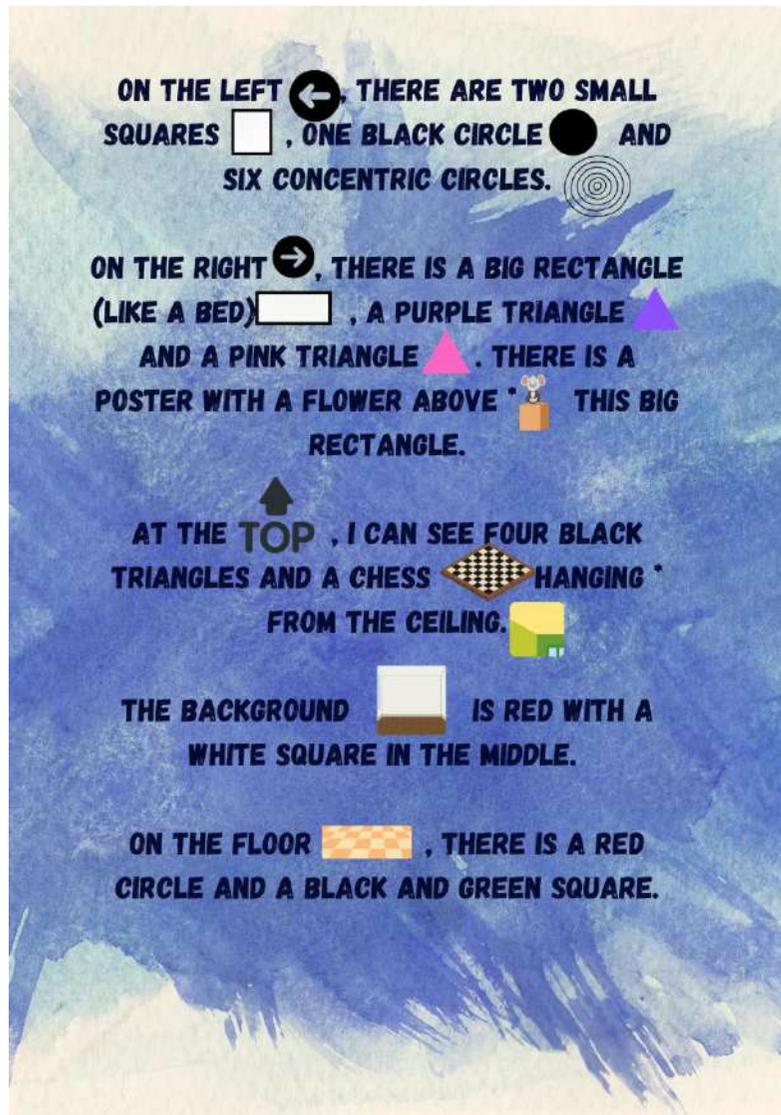
### RECORDING A VIDEO

- I have recorded a video describing my self-portrait
- I have spoken clearly and with the correct volume



Session 3:

Activity 2. (Materials created by Marta Molins and Laura Arjó)



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



8. At least 1 <b>type of assessment</b> is included (self-assessment, teacher assessment or co-assessment)	Yes
9. At least 1 type of <b>assessment tool</b> is used during the sessions (rubric, digital app, checklist, personal dossier...)	Yes

