

ART AND EMOTIONS

GEP2: 2023-24



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IDENTIFICATION OF THE GEP PROJECT	
TITLE	Art and emotions
STUDENTS' CEFR LEVEL (A1, A2...)	A1
GRADE	6th grade, primary
CONTENT AREA(S)	Arts, Emotional Education, English language
NUMBER OF SESSIONS	9
TEACHER(S) INVOLVED	English teachers
KEYWORDS	Art, emotions, Frida Kahlo, Pablo Picasso, Yayoi Kusama

OUR PROJECT

INTRODUCTION



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

During this school term we are going to discover amazing artists from different parts of the world but with a common aspect: They all have made an impact in our society through their artwork and are an inspiration to others. Furthermore we are going to focus on the emotions expressed by their art. More specifically, we are going to challenge ourselves to answer the following question: **How do artists express emotions in their works?** We all know that emotion and art are inherently linked as art is a medium through which emotions can be expressed and evoked.

Here are some ways we can see the connection of emotions and art:

- Artists can choose subject matters that invoke and express specific emotions. For example, a painting of a gloomy landscape may evoke feelings of sadness or melancholy, while a vibrant and colorful artwork may elicit joy or excitement.
- The use of color and composition within art can greatly influence the emotional response of viewers. Warm colors like red and orange may evoke feelings of passion or intensity, while cool colors like blue and green can create a sense of calm or serenity. Additionally, the arrangement and organization of elements in a composition can contribute to the overall emotional impact of the artwork.
- Viewer interpretation: Art allows for subjective interpretation, and viewers can bring their own emotions and experiences to their interpretation of an artwork. This personal connection between the artwork and the individual viewer creates a unique emotional response.

As we see, the connection between emotion and art is a powerful and intricate one. Artists have the ability to both express their own emotions and evoke emotional responses in others through various artistic elements and techniques.

The aim is to prepare a “**An Artist Market - Living Wax Museum**”. In order to achieve this aim, we are going to learn and work through three different artists: Frida Kahlo, Pablo Picasso and Yayoi Kusama. To mention just a few, we are going to...analyze famous paintings, create a poster with the seven elements of art, read a text using the “jigsaw reading technique”, write one of the artist's biographies through the “dictogloss



technique”, create our own speech, it’s poster and outfit in order to bring alive our artist! Once we are ready to become the artists we studied, the Artist Market - Living Wax Museum event will be ready to welcome the rest of the school pupils. Are you ready?

FINAL PRODUCT

An Artist Market Place - Living Wax Museum. This activity will be an opportunity for the students to share all of the knowledge they gathered about one of the three artists studied: Frida Kahlo, Pablo Picasso and Yayoi Kusama. Each group of students will pretend to be the studied artist during their 1 minute speech in order to explain the most representative features of their work and life. This event will be open to rest of the school students.



LESSON PLANNING				
		Developed by the teacher (in English)		
Extret del <u>nou currículum</u> (en Català)				
ÀREA <i>Especifica les àrees/matèries que treballa el teu projecte</i>	COMPETÈNCIES ESPECÍFIQUES <i>Prioritza'n entre 3-5 (extretes del nou currículum) Copia i enganxa del nou currículum. Subratlla la part rellevant de la competència d'acord amb el que treballaràs al projecte.</i>	SABERS <i>Prioritza entre 3-5 sabers (extretes del nou currículum) Copia i enganxa'ls (del nou currículum.) i subratlla la part rellevant d'acord amb el que treballaràs al projecte.</i>	LEARNING OBJECTIVES <i>Create 3-5 objectives that integrate both content and language) By the end of the project, students will be able to... (Use these resources to write integrated objectives. See this list of discursive verbs and these lists of action verbs (document 1 and document 2).</i>	ASSESSMENT CRITERIA & TOOLS <i>Write at least 5 assessment criteria. Make sure they are specific, connected to your learning objectives and that they assess both content and language. For each criteria you create, specify the number of the assessment criteria in the curriculum and the assessment tool you will use</i>
<i>Llengua estrangera</i>	<p>Competència específica 2: Comprendre i interpretar textos orals i multimodals breus i senzills, en la llengua estàndard, i identificar el sentit general i la informació més rellevant, Valorant, de manera progressivament autònoma, aspectes formals i de contingut bàsics, per construir coneixement, formarse una opinió i eixamplar les possibilitats de gaudi i lleure</p> <p>Competència específica 3: Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals Variades, amb autonomia, per expressar idees, sentiments i conceptes, construir coneixement i establir vincles personals</p>	<p>- Bloc: Comunicació oral</p> <p>- Saber: - Interacció oral adequada en situacions d'aula i en contextos formals pautats, amb respecte a les normes de cortesia lingüística.</p> <p>- Bloc: Comprensió lectora</p> <p>- Saber: Aplicació d'estratègies de comprensió lectora abans, durant i després de la lectura (planificació, anticipació, inferències...), en fonts documentals diverses de forma progressivament autònoma.</p>	<p>ORAL COMMUNICATION (SPEAKING)</p> <p>1.Explain orally the most relevant aspects of the artist with appropriate pronunciation, intonation, and rhythm in accordance with the communicative situation.</p> <p>2.Discriminate and express emotions (positive or negative) invoked through a painting using the reviewed vocabulary.</p> <p>(LISTENING)</p> <p>3.Comprehend the general idea and specific information coming from a video to answer explicit, implicit and referential questions about The Artist Market - Living Wax Museum concept.</p> <p>WRITTEN COMPREHENSION</p> <p>4.Implement the skimming/scanning</p>	<p>1.1: Plan and produce short and simple oral presentation in accordance with the communicative situation.</p> <p>Assessment tool: Co/self assessment rubric</p> <p>Curriculum criteria: Foreign language (3.1)</p> <p>3.1 Expressar oralment textos breus i senzills, prèviament preparats, sobre assumptes quotidians i de rellevància per a l'alumnat, utilitzant de forma guiada recursos verbals i no verbals, i usant formes i estructures bàsiques i d'ús freqüent.</p> <p>2.1: Express emotions and sensations evoked from an artistic work piece.</p> <p>Assessment tool: Checklist</p> <p>Curriculum criteria: Education in civic and ethic values (4.1 and 4.2) and Artistic Education (2.3)</p> <p>4.1 Expressar de manera respectuosa les pròpies emocions manifestant una ajustada autoestima en activitats creatives individuals i de grup.</p> <p>4.2 Regular adequadament les pròpies emocions a partir de la identificació d'aquestes i les dels altres, en activitats de</p>

	<p>Competència específica 4: Comprendre i interpretar textos escrits i multimodals, reconeixement el sentit global, les idees principals i la informació implícita i explícita, i realitant, de manera progressivament autònoma, reflexions elementals sobre aspectes formals i de contingut, per adquirir i construir coneixement, i respondre a necessitats i interessos comunicatius diversos</p> <p>Competència específica 5: Produir textos escrits i multimodals amb adequació, coherència i cohesió, aplicant estratègies elementals de planificació, redacció, revisió, correcció i edició, amb regulació dels iguals i autoregulació progressivament autònoma i atenent les convencions pròpies del gènere discursiu triat, per construir coneixement i donar resposta de manera informada, eficaç i creativa a demandes comunicatives concretes</p>	<p>- Bloc: Expressió escrita</p> <p>- Saber: - Aplicació d'estratègies elementals, individuals o grupals, de planificació, redacció, revisió i edició de textos escrits i multimodals de tipus divers, amb diferents propòsits comunicatius de forma autònoma.</p>	<p>technique to understand a text about the artists presented.</p> <p>5. Interpret and discriminate main and implicit ideas of texts (artist's biography) to discriminate right answers coming from comprehension questions.</p> <p>6. Identify and focus on the seven elements of art to create a poster following the writing scaffolding steps.</p> <p>7. Plan and design a lapbook containing the information coming from the artist's biography text provided.</p> <p>8. Design a timeline in order to represent the artist's life with the most important facts coming from a written text.</p> <p>WRITTEN EXPRESSION</p> <p>9. Elaborate simple, written texts (essay) with coherence and cohesion to analyze a painting considering the seven elements of art through self-regulation supports applying strategies for planning, writing, revision, and correction while considering the text typology and the communicative ends.</p>	<p><i>reflexió tant individuals com col·lectives.</i></p> <p><i>2.3 Valorar i compartir les sensacions i emocions i evocacions produïdes per diferents manifestacions culturals i artístiques, atenent el seu context i relacionant-les de manera inclusiva amb la pròpia identitat cultural de manera respectuosa i dialogant.</i></p> <p>3.1: Understand the global and specific message from written.</p> <p>Assessment tool: Checklist</p> <p>Curriculum criteria: Foreign language (2.1)</p> <p><i>2.1 Reconèixer i interpretar el sentit global, així com paraules i frases específiques de textos orals i multimodals breus i senzills sobre temes freqüents i quotidians de rellevància personal i àmbits pròxims a la pròpia experiència, així com de textos literaris adequats al nivell de desenvolupament de l'alumnat, expressats de forma entenedora, clara i en llengua estàndard a través de diferents suports.</i></p> <p>4.1: Understand the specific message and vocabulary coming from written text selecting the best technique.</p> <p>Assessment tool: Checklist</p> <p>Curriculum criteria: Foreign language (4.2)</p> <p><i>4.2 Seleccionar i aplicar, de forma guiada, estratègies i coneixements adequats en situacions comunicatives quotidianes i de rellevància per a l'alumnat que permetin captar el sentit global i processar informacions explícites en textos diversos.</i></p> <p>5.1: Comprehend the global message and specific information from different text typologies.</p> <p>Assessment tool: T/F statement and multiple choice questions</p> <p>Curriculum criteria: Foreign language (4.1)</p>
<p><i>Educació Artística</i></p>	<p>Competència específica 2: Investigar i analitzar diferents manifestacions culturals i artístiques i els seus contextos emprant diversos canals i mitjans d'accés a la informació, per desenvolupar el pensament propi, la identitat cultural i l'esperit crític</p>	<p>- Bloc: Percepció i anàlisi</p> <p>- Saber:</p> <p>- Dissenyar, elaborar i difondre creacions culturals i artístiques col·laboratives, assumint diferents rols, posant en valor el procés, per desenvolupar la creativitat, el sentit de pertinença i arribar a un resultat final</p>		



	<p>Competència específica 3: Experimentar i crear amb les possibilitats del so, la imatge, el cos i els mitjans digitals i multimodals, mitjançant activitats i experiències que incorporin l'aprenentatge autoregulat per expressar i comunicar coneixements, idees, sentiments i emocions.</p>	<p>- Percepció i expressió de les opinions, sensacions i sentiments que ens evoca l'observació activa de les manifestacions audiovisuals treballades compartint-les amb respecte</p>		<p>4.1 Reconèixer i comprendre el sentit global, així com paraules i frases específiques de textos escrits i multimodals breus i senzills sobre temes freqüents i quotidians de rellevància personal i àmbits pròxims a la seva experiència, així com de textos literaris adequats al nivell de desenvolupament de l'alumnat, expressats de forma entenedora, clara i en llengua estàndard a través de diferents suports.</p>
<p><i>Educació en valors Cívics i Ètics</i></p>	<p>Competència específica 4: Desenvolupar l'autoestima i l'estima de l'entorn, a partir de la identificació, expressió i gestió de les emocions i sentiments propis i reconeixent i valorant els dels altres, amb la finalitat d'assolir una actitud empàtica i respectuosa envers un mateix, els altres i la natura</p>	<p>- Bloc: Educació emocional - Saber: - Presa de consciència, expressió i regulació de les emocions pròpies i alienes, basades en una autoestima ajustada, com a aspecte determinant en la millora del benestar individual i col·lectiu en la relació amb un mateix i amb els iguals.</p>		<p>6.1, 7.1 and 8.1: Plan, design and create different artistic elements (timeline, lapbook and poster) in order to achieve a common goal. Assessment tool: Checklist Curriculum criteria: Artistic Education(4.1 and 4.2) 4.1 Planificar els processos de disseny de produccions culturals i creacions artístiques col·laboratives treballant en la consecució d'un resultat final que compleixi uns objectius acordats mitjançant un enfocament coeducatiu basat en la igualtat i la perspectiva de gènere i en el respecte a la diversitat cultural. 4.2 Implicar-se i participar activament assumint i experimentant diferents rols en el procés de creació, fent servir elements de diferents llenguatges artístics i exercint responsabilitat i mostrant respecte. 9.1 : Create a brief writing text with a clear intention considering the recipient, the text typography and the communicative purpose showing care its own elements (planification, production and revision) Assessment tool: Rubric to assess the essay Curriculum criteria: Foreign language 5.1 Organitzar i redactar textos breus i senzills, sobre assumptes quotidians i freqüents, de rellevància personal per a l'alumnat i pròxims a la seva experiència, prèviament</p>



				<p><i>preparats, amb adequació a la situació comunicativa proposada, a través d'eines analògiques i digitals, i usant estructures i lèxic bàsic d'ús comú.</i></p> <p><i>5.2 Seleccionar i aplicar de forma guiada coneixements i estratègies per preparar i produir textos adequats a les intencions comunicatives, les característiques contextuals i la tipologia textual, usant amb ajuda recursos físics o digitals en funció de la tasca i les necessitats de cada moment.</i></p>
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CONTENT (KNOWLEDGE AND SKILLS)

To complete this project, we will cover the following content

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none"> - Frida Kahlo, Pablo Picasso and Yayoi Kusama art. - Create a self-portrait following Frida's style. - Use of interactive strategies to express agreement, disagreement and emotions and feelings. - Strategies for understanding oral productions in the classroom. - Elements of the communicative situation: purpose, recipient, context. - Use and application of grammar items (Present and Past tense & Present Continuous), word order, prepositions and adjectives to describe an emotion. - Explanatory and narrative text. - Specific vocabulary related to art and emotions. 	<ul style="list-style-type: none"> - Expressing of emotions related to an art piece. - Exploration of the expressive and communicative power of artistic language. - Observation and analysis of artistic manifestations. - Acknowledge the power of images for communicative purposes. - Use of digital tools and plastic materials to design a poster, a timeline and a lapbook. - Share with the community the discovery about the artist's presentation. - Plan and produce a simple oral speech in accordance to the communicative ends.



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

- Understand the main and specific ideas of a written text
- Take part in an artistic and collaborative project showing interest and commitment.

CONTENT-OBLIGATORY LANGUAGE

See the *Foreign Language curriculum* of the year you have chosen and select:

1. *Indispensable language items (terminology, academic language)*
2. *Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan...)*
3. *Interactional language*

We can see the content obligatory language overview related to the project through the following link: [COL GEP: ART AND EMOTIONS \(YEAR 2\)](#)

REFERENCES

COMMENTS (OPTIONAL)



- We are aware of the difficulty and extension of the three artists bibliography text. In order to make it as accessible as possible to all students we might consider simplifying it and shortening it if necessary.
- The working groups will be created based on heterogeneity (gender, abilities, characteristics, motivations and interests).
- The intention behind the selected artists is also to empower women through the discovery of the reason why their career has been relevant and worth being part of history.
- Pupils have access to means of investigation (collect, analyze, and use information), sharing ideas, collaborating, and interacting with other learners.
- Due to the lack of ICT resources and its proper function we have not designed many activities which require its use.
- Feedback will be provided to the students in order to guide learners in what is good enough, and what needs improvement, giving learners the chance to redo the task we've given them feedback on.
- Throughout the learning situations the self-assessment technique “thumbs up” will be carried out in order to check students' comprehension.
- As most of the sessions finish with the “Exit Ticket” as a way for students to self assess themselves, the document has only been link once (session 1 -Activity 1.3).

USEFUL ABBREVIATIONS YOU CAN USE

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-E: Student-Expert	S-W: Student-World
ASSESSMENT	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

UNIT OVERVIEW



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

SESSION	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT 
1	Introductory activity: Artists presentation + emotion identification (Frida Kahlo, Pablo Picasso, Yayoi Kusama) + Final product: example video and prompted questions.	35'	O/R/I	T-S WG	-	-
	Unit+ Project overview: Unit recap + didactic unit transcript	35'	O/R/W	S-S/WG	-	-
	KPSI: Knowledge Prior Study Inventory + Exit Ticket	20'	R/W	T-S	-	SA
2	Activity presentation + carefully observe paintings from different artists (brainstorming)	20'	0	S-T/WG	-	-
	Language to describe a painting: classify expressions and vocabulary according to the headings + Orally analyze and describe famous paintings focusing on the emotions expressed by the artist.	60'	0	S-S/SG	-	-
	Exit Ticket	10'	R/W	T-S	-	SA
3	Presentation of the “seven elements of art” + poster elaboration	35'	0	T-S/S-S/WG	-	-

	Analysis of a real painting considering the seven elements of art + essay	50'	O/W	S-S/T-S	-	TA
	Exit Ticket	5'	R/W	T-S	-	SA
4	Activity presentation: steps to follow	5'	L	T-S/WG	-	-
	Frida's Biography text: Dictogloss	80'	L/R/W	T-S/S-S/SG	-	TA
	Exit Ticket	5'	R/W	T-S	-	SA
5	Activity presentation: steps to follow	5'	L	T-S/WG	-	-
	Pablo Picasso's biography text: Jigsaw reading technique + Multiple choice questions	80'	L/S/R/W	T-S/S-S/SG	-	-
	Exit Ticket	5'	R/W	T-S	-	SA
6	Activity presentation: steps to follow	5'	L	T-S/WG	-	-
	Yayoi Kusama biography text: RC: True/False statements + Timeline	80'	L/S/R/W	T-S/S-S	Canva + Padlet	-

	Exit Ticket	5'	R/W	T-S	-	SA
7	Activity presentation: steps to follow	5'	L	T-S/WG	-	-
	Build your own mind map about yourself + small groups presentation + self-portrait imitating Frida's style.	80'	O/W	S-S/SG	-	-
	Exit Ticket	5'	R/W	T-S	-	SA
8-9	Artists Market -The living wax Museum- Recovering the idea through a video :	10'	L	WG	-	-
	Artists Market - The living wax Museum preparation: Lapbook elaboration + draw the outfit of the artist in order to bring it alive.	90'	O/R/W	S-S/SG	-	-
	Artists Market - The living wax Museum preparation: Speech preparation	80'	O/R/W	S-S/SG	-	-
10	Artists - The living wax Museum Market Day: Rehearsal (steps to follow)	5'	L	T-S/WG	-	-
	Artists - The living wax Museum- Market Day: Rehearsal (each group) + Co/Self-Assessment	85'	L/S/R/W	S-S/SG/WG	-	PA/SA/TA



11	Artists Market Day - The living wax Museum	85'	0	S-W/SG	-	-
	KPSI: Knowledge Prior Study Inventory + Project Overview					

SESSION PLANNING

SESSION 1: PROJECT OVERVIEW AND ARTISTS PRESENTATION

OBJECTIVES OF THE SESSION:

- Match the artwork with the name of the artists presented.
- Discriminate the emotions (positive or negative) related to a painting.
- Use vocabulary related to the expression of emotions.
- Detect and structure the main areas of the project.
- Comprehend the general idea and specific information coming from a video to answer explicit, implicit and referential questions about it.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP \(YEAR 2\)](#) - (SLIDE NUMBER 1)

SESSION	ACTIVITIES					
	<i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					



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1.1	Introductory activity: Artists presentation (Frida Kahlo, Pablo Picasso, Yayoi Kusama) and emotion identification . Students will be asked to relate the photo of the artists with their names. Also, they will match different paintings with the artist they think they belong to. Finally, we will review the different paintings one by one and students will be raising up a cardboard (a green one if the emotion the painting is transmitting to them is a positive one, and a red one if the feeling being transmitted is a negative one). Final product: example video and prompted questions .	35'	O/R/I	T-S WG	-	-
1.2	Unit overview: Project overview + Unit recap + didactic unit transcript . In order to present the learning situation to the students an attractive unit recap and a transcript will be provided. They will be asked to select the information from the recap in order to answer the questions from the unit transcript.	35'	O/R/W	S-S/WG	-	-
1.3	KPSI: Knowledge Prior Study Inventory + Exit Ticket : students will complete a KPSI and their exit ticket.	20'	R/W	T-S	-	SA

SESSION 2: LET'S DESCRIBE A PAINTING!

OBJECTIVES OF THE SESSION:

- Hypothesizing about a piece of artwork.
- Using orally Present Continuous and prepositions of location to analyze a painting.
- Structure vocabulary and expressions according to their nature in order to use it orally.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP \(YEAR 2\)](#) - (SLIDE NUMBER 2)



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SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
2.1	Activity presentation + carefully observing paintings from different artists (brainstorming): Students will be looking at different paintings from different artists and they will be asked to brainstorm any idea, word, expression, feeling they come to their minds.	20'	0	S-T/WG	-	-
2.2	Language to describe a painting: classify expressions and vocabulary according to the headings + Orally analyze and describe famous paintings focusing on the emotions expressed by the artist.	60'	0	S-S/SG	-	-
2.3	Exit Ticket	10'	R/W	T-S	-	SA

SESSION 3: THE ELEMENTS OF ART

OBJECTIVES OF THE SESSION:

- Identifying and focusing on the seven elements of art (line, shape and form, color, texture, space and value).
- Designing a poster illustrating the seven elements of art.
- Detecting the seven elements of art in a piece of artwork through answering prompted questions.
- Using orally prepositions of location and consider the word order to analyze a painting.
- Use Present Simple to create an essay analyzing a painting considering the seven elements of art.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP \(YEAR 2\)](#) - (SLIDE NUMBER 3)



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

SESSION	ACTIVITIES					
3.1	Presentation of the “ elements of art ” and its revision + poster elaboration	35'	0	T-S/S-S/WG	-	-
3.2	Analysis of a real painting considering the elements of art through prompted questions + essay + writing scaffolding	50'	0/W	S-S/T-S	-	TA
3.3	Exit Ticket	5'	R/W	T-S	-	SA

SESSION 4: READY, STEADY, GO: DICTOGLOSS ABOUT FRIDA KAHLO IN ACTION!

OBJECTIVES OF THE SESSION:

- Integrating the main aspects related to the work of the artist presented linked to the expression of emotions and his/her life.
- Understand oral messages (biography text read aloud).
- Paraphrasing the oral message through writing.
- Discriminating the texts in order to find common aspects.
- Detecting regular verbs in Past Simple (-ed).

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP \(YEAR 2\)](#) - (SLIDE NUMBER 4)

SESSION	ACTIVITIES					
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	<i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
4.1	Activity presentation: steps to follow	5'	L	T-S/WG	-	-
4.2	Frida's Biography text: Dictogloss	80'	L/R/W	T-S/S-S/SG	-	TA
4.3	Exit Ticket	5'	R/W	T-S	-	SA

SESSION 5: JIGSAW READING TECHNIQUE...ABOUT PICASSO!

OBJECTIVES OF THE SESSION:

- Integrating the main aspects related to the work of the artist presented linked to the expression of emotions and his/her life.
- Hypothesizing about the content of a written text.
- Implement the skimming technique to the text presented.
- Detecting the right answers coming from reading comprehension questions.
- Discussing orally about the topic.
- Detecting Past Simple (regular and irregular verbs) within a written text.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP \(YEAR 2\)](#) - (SLIDE NUMBER 5)

SESSION	ACTIVITIES					



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	<i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
5.1	Activity presentation: steps to follow	5'	L	T-S/WG	-	-
5.2	Pablo Picasso's biography text: Jigsaw reading technique + Multiple choice questions	80'	L/S/R/W	T-S/S-S/SG	-	-
5.3	Exit Ticket	5'	R/W	T-S	-	SA

SESSION 6: LET'S BUILD A TIMELINE ABOUT YAYOI KUSAMA!

OBJECTIVES OF THE SESSION:

- Integrating the main aspects related to the work of the artist presented linked to the expression of emotions and his/her life.
- Implement the scanning technique to the text presented.
- Detecting the right answers coming from true/false statements.
- Design a timeline in order to represent the artist's life with the most important facts.
- Understand the information coming from a video in order to use it to create the timeline through Canva and upload it in Padlet.
- Detecting Past Simple (regular and irregular verbs) within a written text.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP \(YEAR 2\)](#) - (SLIDE NUMBER 6)

SESSION	ACTIVITIES					
	<i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					



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

6.1	Activity presentation: steps to follow	5'	L	T-S/WG	-	-
6.2	Yavoi Kusama biography text: RC: True/False statements + Timeline Reading Comprehension steps	80'	L/S/R/W	T-S/S-S/SG	Canva + Padlet	-
6.3	Exit Ticket	5'	R/W	T-S	-	SA

SESSION 7: BUILDING YOUR OWN MIND MAP!

OBJECTIVES OF THE SESSION:

- Design a mind map using the keywords provided.
- Construct sentences using the keywords provided using the personal description structures provided.
- Use orally the structures presented to talk about oneself.
- Produce a self portrait representing Frida Kahlo's style (emotions, character, preferences).
- Produce sentences orally minding the word order and the question structure.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP \(YEAR 2\)](#) - (SLIDE NUMBER 7)

SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
7.1	Activity presentation: steps to follow	5'	L	T-S/WG	-	-



7.2	Build your map mind about yourself + small groups presentation + self-portrait imitating Frida Kahlo. mind map examples	80'	O/W	S-S/SG	-	-
7.3	Exit Ticket	5'	R/W	T-S	-	SA

SESSION 8/9: ART MARKET - THE LIVING WAX MUSEUM, 3-2-1...GO!

OBJECTIVES OF THE SESSION:

- Comprehend the general idea and specific information coming from a video in order to carry out the tasks.
- Plan and design a lapbook containing the information related to the artist's life.
- Design and execute a speech.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP: ART AND EMOTIONS \(YEAR 2\)](#) - (SLIDE NUMBER 8)

SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
8.1	Artists Market- The living wax Museum preparation- Recovering the idea through a video + project overview	10'	L	WG	-	-



8.2	Artists Market The living wax Museum preparation: Lapbook elaboration (must include all the relevant life aspects of the artist previously presented) + draw the outfit of the artist in order to bring it alive.	90'	O/R/W	S-S/SG	-	-
8.3	Artists Market preparation: Speech preparation: planning my talk + speech template	80'	O/R/W	S-S/SG	-	-

SESSION 10: LET'S REHEARSAL!

OBJECTIVES OF THE SESSION:

- Explain orally the most relevant aspects of the artist with appropriate pronunciation, intonation, and rhythm in accordance with the communicative situation.
- Elaborate simple, written texts with coherence and cohesion, using self-regulation supports.
- Apply strategies for planning, writing, revision, and correction to complete different writing tasks while considering the text typology and the communicative ends.
- Reflect on language, in a guided way, through performing both self and co-evaluation activities, to reveal progress and difficulties. To improve language skills and aspects of difficulties awareness in a foreign language acquisition.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP: ART AND EMOTIONS \(YEAR 2\)](#) - (SLIDE NUMBER 8)

SESSIO N	ACTIVITIES					
10.1	Artists Market- The living wax Museum Day: Rehearsal (steps to follow)	5'	L	T-S/WG	-	-



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

10.2	Artists Market- The living wax Museum Day: Rehearsal (each group) + Co/Self-Assessment rubric	85'	L/S/R/W	S-S/SG/WG	-	PA/SA/TA
10.3	Exit Ticket					

SESSION 11: WELCOME TO THE ARTISTS MARKET -LIVING WAX MUSEUM!

OBJECTIVES OF THE SESSION:

- Explain orally the most relevant aspects of the artist with appropriate pronunciation, intonation, and rhythm in accordance with the communicative situation.
- Integrating the main aspects related to the work of the artist presented, linked to the expression of emotions and his/her life.
- Use orally, forms and structures previously presented (Present and Past Simple) with fluency and accuracy, to communicate specific information.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: [COL GEP: ART AND EMOTIONS \(YEAR 2\)](#) - (SLIDE NUMBER 8)

SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
11.1	Art Market- The living wax Museum Day	80'	0	S-W/SG	-	-
11.2	Art Market- The living wax Museum Day					
11.3	KPSI: Knowledge Prior Study Inventory + Project review	10'	R/W	T-S	-	SA



ANNEXES

Each annex corresponds to the teaching materials created. For each activity, paste the worksheets that you have created and the screenshots of your on-line materials. See example below:

Session 1 activity 1.1 Artists presentation (Frida Kahlo, Pablo Picasso, Yayoi Kusaka) and emotion identification.

ANNEX 1 - Photos



ANNEX 2 - PROMPTED QUESTIONS

Explicit questions

- Which opportunity gives the Living wax Museum to the students?
- Which type of Living wax Museum is?
- Which action do the viewers have to do in order to see the characters alive?
- What did the student Sabrina Wan want to change?"?
- Can you mention two of the characters being represented?

Implicit questions

- Which is the purpose of the video?
- Do you think the students have practiced a lot before performing?
- Do they need to memorize information?
- What do you think students and teachers have learnt from the Living wax Museum?

Referential questions

- How would you feel being one of the students?
- Would you like being one of the students from the video?
- What is the purpose of the video?



Session 1 activity 1.2 [Project overview](#) + [Unit recap](#) + [didactic unit transcript](#)

ANNEX 3 PROJECT OVERVIEW

THE LIVING WAX MUSEUM - ARTISTS MARKET

WHY A LIVING WAX MUSEUM?

To let the students from the school know about the three great artists we studied: Frida Kahlo, Pablo Picasso and Yayoi Kusama. Most importantly we will explain how they expressed their emotions through their art.

WHAT IS A WAX MUSEUM?

A collection of visual displays where students, dressed as famous individuals, stand at attention, while visitors walk around and tour exhibits illustrating the life of the person represented.

STEP 1

LET'S DISCOVER THREE GREAT ARTISTS!

We will work on different activities related to 3 artists: Frida Kahlo, Pablo Picasso and Yayoi Kusama.

STEP 2

EACH GROUP AN ARTIST TO BRING ALIVE!

By a raffle we will find out which artist represents each group (we will have two groups representing the same artist).

STEP 3

POSTER CREATION

You will be creating a display board with illustrations (photos/drawings). It must contain the most important information and facts from the biography texts about the artists we studied.

STEP 4

DESIGN & DRAW THE OUTFIT

Draw the outfit you need to represent the person you are portraying. You must write down every cloth and accessory required.

STEP 5

THE SPEECH

You will pretend to be the artist you picked. Each of you will prepare one minute speech, in first person, using present/past tenses. Use the scaffoldings provided. Write your speech on index cards for the exhibition day. You must learn your speech by heart as a homework. Practise the speech with personality and expression.

STEP 6

REHEARSAL

You will be presenting your speech as if it was the real performance. You will be assessing your own groups' presentation and also your classmates.

STEP 7

EXHIBITION DAY

You must always remain in your character role during the Living Wax Museum. Whenever a visitor stands in front of you, you will be reciting your speech. Before the event is over, each pupil will have ten minutes to walk around and enjoy the event, from the visitors' point of view.

STEP 8

CLOSURE

A brief project review form will be completed.





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

ANNEX 4 UNIT RECAP

WHAT ARE WE GOING TO LEARN?

WHAT ARE WE GOING TO DO?	WHY ARE WE GOING TO DO IT?
HOW ARE WE GOING TO ORGANIZE OURSELVES?	WHAT ARE WE GOING TO PRODUCE?
ANY SUGGESTIONS?	DOUBTS?

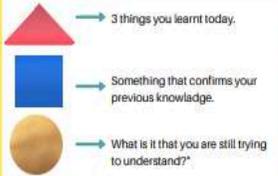
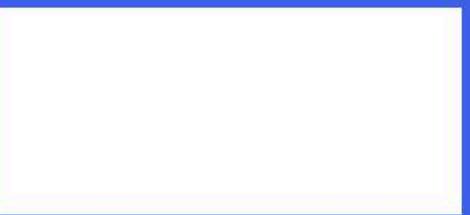
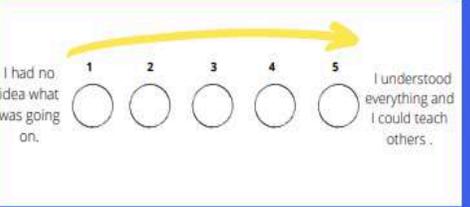
NAME: _____ DATE: _____
CLASS: _____ TEACHER: _____



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

Session 1 activity 1.2 KPSI: Knowledge Prior Study Inventory + Exit Ticket

ANNEX 5 EXIT TICKET

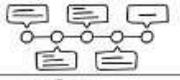
<p>EXIT TICKET</p>  <p>→ 3 things you learnt today.</p> <p>→ Something that confirms your previous knowledge.</p> <p>→ What is it that you are still trying to understand?*</p>	
<p>WHAT CAN I IMPROVE? WHAT HAVE YOU DONE TO REVIEW YOUR MISTAKES?</p>	
<p>HOW COMFORTABLE DO I FEEL ABOUT TODAY'S LESSON?</p>	

ANNEX 6 KPSI

KPSI (Knowledge Prior Study Inventory).

NAME: _____ DATE: _____

INITIAL AND FINAL ASSESSMENT: MAKE A CROSS ACCORDING TO THE DEGREE OF KNOWLEDGE YOU HAVE ON THE FOLLOWING ASPECTS:

WHAT DO I KNOW ABOUT...?		DEGREE OF ACHIEVEMENT			
		I can explain it	I do know	It sounds familiar	I don't know anything about it
• Do you know any of the following artists: Frida Kahlo, Pablo Picasso and Yayoi Kusama? 	Initial				
	Final				
• Do you know how to write an essay about artwork? 	Initial				
	Final				
• Can you rewrite a text in pairs through the dictogloss technique? 	Initial				
	Final				
• Would you know how to describe a picture using the elements of art? 	Initial				
	Final				
• Do you know the Jigsaw reading technique to help you out to understand a text? 	Initial				
	Final				
• Do you know how to create a timeline about a famous artist? 	Initial				
	Final				
• Can you create your own mind map expressing your emotions? 	Initial				
	Final				
• Do you know how to write a text using Present Simple and Past Simple? 	Initial				
	Final				
• Would you be able to produce your own speech in front of an audience? 	Initial				
	Final				



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

Session 2 activity 2.1 Activity presentation + carefully observing [paintings](#)

ANNEX 1 PHOTOS



Session 2 activity 2.1 Language to describe a painting

ANNEX 2 SCAFFOLDING

Language to describe a painting: classify the following expressions and vocabulary according to the headings.

IN FRONT OF/IN THE PICTURE I CAN SEE.../THERE IS/ON THE LEFT OF THE PICTURE.../THERE ARE/ THE MAN IS WALKING.../NEXT TO/ THE PEOPLE ARE PLAYING.../THERE ISN'T/ IT'S RAINING/ AT THE TOP OF THE PAINTING/ AT THE BOTTOM OF THE PAINTING.../ IN THE MIDDLE OF THE PAINTING.../THERE AREN'T ANY.../ON THE RIGHT OF THE PICTURE.../ BEHIND/NEAR/ ON TOP OF/ UNDER

<ul style="list-style-type: none"> • What is in the painting? 	
<ul style="list-style-type: none"> • Say what is happening in the painting using present continuous. 	
<ul style="list-style-type: none"> • Where in the painting? 	

ANNEX 3 TEACHER CHECKLIST

TEACHER CHECKLIST

PBL ITEMS: EXPRESSION OF EMOTIONS THROUGH PAINTINGS	 
<ul style="list-style-type: none"> The student is able to express his/her emotions in a respectful and assertive manner. 	
<ul style="list-style-type: none"> The student is able to identify his/her own emotions. 	
<ul style="list-style-type: none"> The student can assess the emotions evoked coming from art. 	



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

Session 2 Activity 2.3 Exit Ticket

ANNEX 1 EXIT TICKET

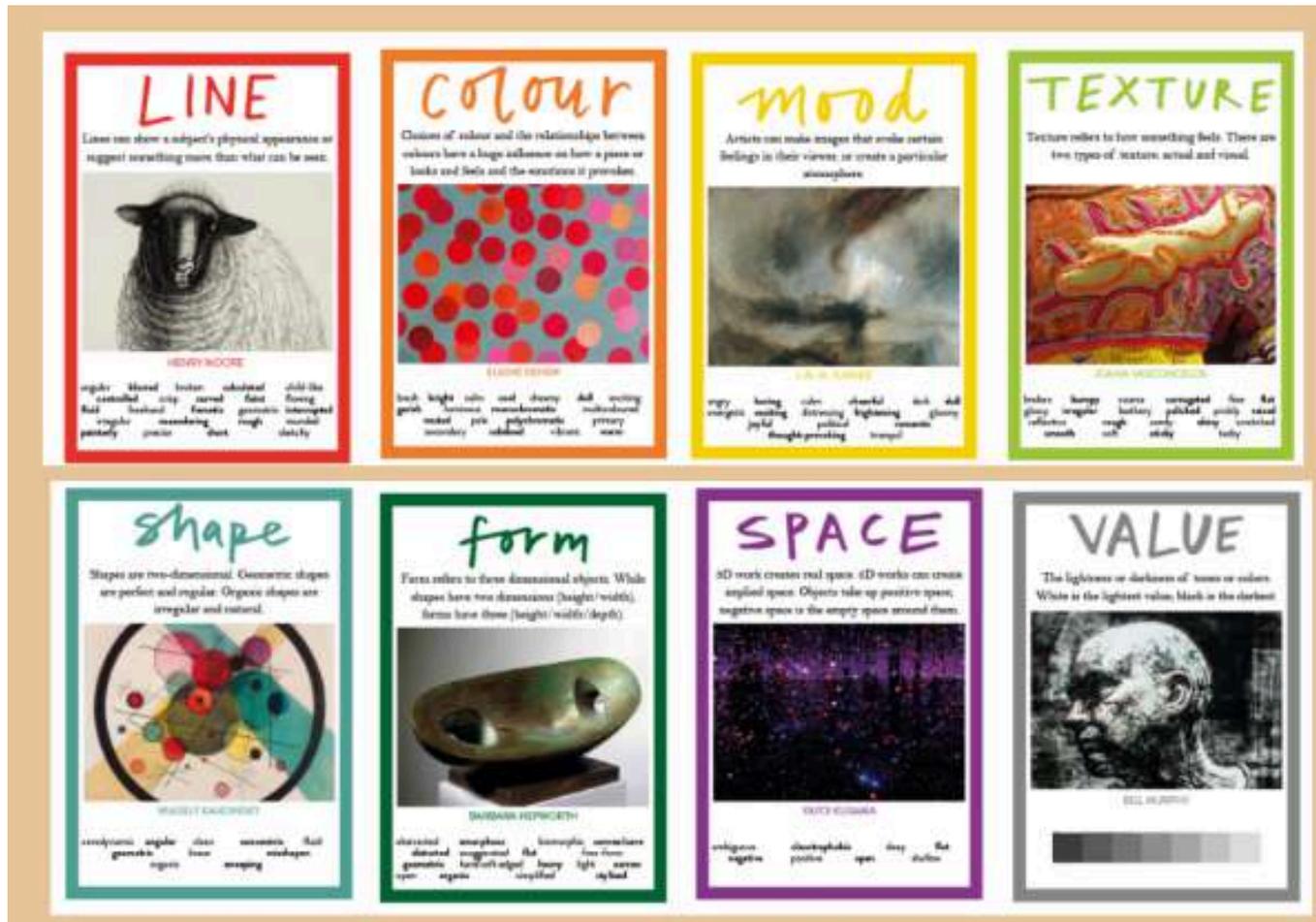
<p>EXIT TICKET</p> <p> → 3 things you learnt today.</p> <p> → Something that confirms your previous knowledge.</p> <p> → What is it that you are still trying to understand?"</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>1.</p> <p>1.</p>
<p>WHAT CAN I IMPROVE? WHAT HAVE YOU DONE TO REVIEW YOUR MISTAKES?</p>	<p></p>
<p>HOW COMFORTABLE DO I FEEL ABOUT TODAY'S LESSON?</p>	<p>I had no idea what was going on.  I understood everything and I could teach others.</p> <p>1 2 3 4 5</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>



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

Session 3 activity 3.1 Presentation of the “[elements of art](#)”

ANNEX 1 PHOTOS



ANNEX 2 TEACHER CHECKLIST

TEACHER CHECKLIST

PBL ITEMS: THE ARTIST MARKET - LIVING WAX MUSEUM (VIDEO COMPREHENSION)	✓ ✗
• The student is able to comprehend the general idea of the video content.	
• The student is able to comprehend specific information coming from the video.	
• The student is able to correctly answer explicit questions about the video.	
• The student is able to correctly answer implicit questions about the video.	
• The student is able to correctly answer referential questions about the video.	



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

Session 3 activity 3.2 [analysis of a real painting](#)

ANNEX 2 SCAFFOLDING

TASK

After orally analysing the painting "Self-Portrait with Thorn Necklace and Hummingbird" from Frida Kahlo, write it down as an essay.

- Write eight lines, one for each of the elements represented on your poster.
- Write simple and short sentences.
- Use the dictionary to check the questions you don't know.
- You must include two lines at the end of the essay explaining the emotions you think Frida was feeling when she wanted to express through the painting.

USEFUL LANGUAGE

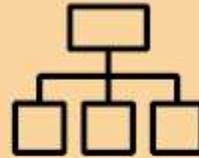


- **Colour:** colour wheel, cool and warm colours
- **Lines:** curve, straight, wavy, circular, dotted.
- **Texture:** smooth, rough, hard, soft, bumpy, jagged, woven
- **Space:** smaller in the distance, filled the whole paper, shows perspective, overlapping shapes.
- **Shape and form:** geometric shapes and free forms
- **Value:** range of light to dark, shading, contrast - light against dark.
- **Emotions:** happiness, love, inspiration, gratitude, amusement, interest, pride, calm, glad, cheerful, realised, serene, sadness, anger, loneliness, fear, rejection, awkward, irritated, frightened, nervous.



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

USEFUL STRUCTURES



- The **title** of the painting is.....The **authors'** name is.....
- Now I want to talk about **the seven elements of art**.....
- About the **colour** I can say that.....
- In relation to the **lines** I see that.....
- Regarding the **texture** I can tell.....
- Around **space** I can confirm that.....
- Concerning the **shape** and **form** I believe that.....
- With respect to the **value** I understand that.....
- From my point of view/from my perspective/ I think/I believe she wanted to express her emotions, such as.....
- From my point of view/from my perspective/ I think/I believe the author was feeling.....because.....



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

Session 3 Activity 3.3 Exit Ticket

ANNEX 1 EXIT TICKET

EXIT TICKET

 → 3 things you learnt today.

 → Something that confirms your previous knowledge.

 → What is it that you are still trying to understand?"

 1.
2.
3.

 1.

 1.

**WHAT CAN I IMPROVE?
WHAT HAVE YOU DONE TO REVIEW YOUR MISTAKES?**

HOW COMFORTABLE DO I FEEL ABOUT TODAY'S LESSON?



I had no idea what was going on. 1 2 3 4 5 I understood everything and I could teach others .

Session 4 activity 4.1 Activity presentation

ANNEX 1 FRIDA KAHLO

DICTOGLOSS: STEPS TO FOLLOW

1. The teacher provides the students images related to the text.
2. The teacher reads the text on a familiar topic at normal speed.
3. The students listen and align the pictures in order of appearance.
4. The teacher repeats the reading, after writing new subject vocabulary (key words) on the board to help participants.
5. Students form pairs and share their notes.
6. The teacher reads the text a final time at a normal speed.
7. Students pairs form fours to produce a final written version of the text.

The aim is to get as close as possible to the original text



FRIDA KAHLO

Born: July 6th 1907

Died: July 13th 1954

Real name: Magdalena Carmen Frida Kahlo y Calderón

Frida Kahlo was born in a village outside of Mexico City called Coyoacán. Her parents were Guillermo Kahlo, a German photographer, and Matilde Calderón y González. She had three sisters and also two half-sisters from her father's first marriage.

When Frida was six years old, she contracted polio. Polio is a viral disease passed from one person to another. Frida was left with a right leg that was shorter and thinner than her left leg. She spent many months recovering, resulting in a delayed start to school. During this period, she spent a lot of time with her father, who taught her about photography.

She was accepted to the National Preparatory School in 1922. This was a huge honor. At this time in history, the National Preparatory School just started letting females into their school. On September 17th 1925, Frida and her boyfriend were involved in a horrible accident. Frida suffered severe injuries that left her bedridden. It was during this time Frida started painting. She had a special easel that could be used while she laid in bed. Frida mainly painted portraits of herself and family.

Upon her recovery, Frida began spending time with friends and was introduced to the successful Mexican artist Diego Rivera. Even though Diego was twenty years older than Frida, they married on August 21st 1929. Frida was very proud of her Mexican heritage. She often dressed in clothes of native Mexican peasants, while her art was influenced by 'mexicanidad'. Mexicanidad was a movement to revive indigenous Mexican culture. Frida's painting also often showed pain and suffering.

Frida traveled across Europe and the United States to showcase her paintings. The Louvre in Paris purchased one of Frida's paintings and made her the first Mexican artist to have art purchased by a world-renowned museum. Even with this success, Frida did not really become a famous artist until after her death. Throughout her career, Frida was often thought of as 'Diego's wife', although her relationship with her husband was often strained.



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

ANNEX 2 TEACHER CHECKLIST

TEACHER CHECKLIST

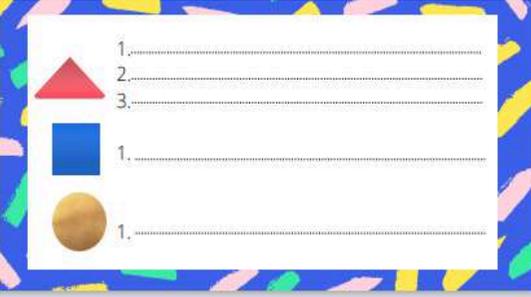
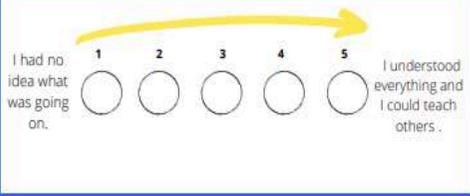
PBL- ITEMS: READING TECHNIQUES (SKIMMING/SCANNING)	✓ ✗
• The student differentiates the two techniques	
• The student understands and selects the best technique according to the activity.	
• The student applies, in a guided manner, the two techniques.	
• When applying the skimming technique the student is able to get a global sense of the text.	
• When applying the scanning technique the student is able to get the explicit information coming from a text.	
• The student asks for help when need it.	
• The student knows how to use online and physical dictionaries.	



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

Session 4 Activity 4.3 Exit Ticket

ANNEX 1 EXIT TICKET

<p>EXIT TICKET</p>  <p>→ 3 things you learnt today.</p> <p>→ Something that confirms your previous knowledge.</p> <p>→ What is it that you are still trying to understand?*</p>	 <p>1.</p> <p>2.</p> <p>3.</p> <p>1.</p> <p>1.</p>
<p>WHAT CAN I IMPROVE? WHAT HAVE YOU DONE TO REVIEW YOUR MISTAKES?</p>	
<p>HOW COMFORTABLE DO I FEEL ABOUT TODAY'S LESSON?</p>	 <p>I had no idea what was going on.</p> <p>1 2 3 4 5</p> <p>I understood everything and I could teach others.</p>

Session 5 activity 5.1 Activity presentation: [steps to follow](#)

ANNEX 1

JIGSAW READING TECHNIQUE: STEPS TO FOLLOW

1. The text will be divided in different sections. Each group will work on a different part and will be responsible to answer the reading comprehension questions provided.
2. Once the groups have completed the questions, the class will be divided into new groups. In these new groups, there will be one student from each of the original groups.
3. Each group represents the entire version of the reading text.
4. Each member of the group shares the answers to the section of the comprehension questions that their original group was responsible for.
5. You should not read the text out loud. You have to discuss the questions and answers.
6. At the end of the activity, all of the students will have learned the answers to all of the comprehension questions from the other students in their group.



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

Session 5 activity 5.2 [Pablo Picasso's biography text](#)

ANNEX 2 BIOGRAPHY

PABLO PICASSO

Real name: Pablo Ruiz Picasso

Place of birth: Málaga, Spain

Famous for: Being a successful artist who co-founded art movements such as cubism and collage

Born: 25th October 1881

Died: 8th April 1973

Early Life

Pablo Picasso was born in Málaga, in southern Spain. When he was baptized, his name was 23 words long! Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Mártir Patricio Clito Ruiz y Picasso. Pablo's father was an artist who taught at the School of Crafts. He particularly enjoyed drawing and painting birds and animals. Under his father's training, Pablo was drawing before he was even able to speak, with his first word eventually being 'lapiz' which means 'pencil' in Spanish. Pablo loved art and spent his childhood learning figure drawing and oil painting, completing his first oil painting, Le Picador, at the age of nine. The painting showed a bullfight.

Art School

After the family moved to Barcelona, when he was 13, he was admitted to the School of Fine Arts in Barcelona. He completed the entrance exam within one week, when it normally took students several months. By the age of 13, Pablo's father was beginning to think that Pablo was an even better artist than he was! At age 16, Picasso's family sent him to continue studying art in Madrid. He went to Spain's top art school, Madrid's Royal Academy of San Fernando, but Picasso didn't enjoy the strict teaching style of the school. Instead, he skipped classes and visited art museums, such as El Prado, where he became inspired to continue painting in his own style.



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

Session 5 Activity 5.3 Exit Ticket

ANNEX 1 EXIT TICKET

<p>EXIT TICKET</p> <p> → 3 things you learnt today.</p> <p> → Something that confirms your previous knowledge.</p> <p> → What is it that you are still trying to understand?"</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>1.</p> <p>1.</p>
<p>WHAT CAN I IMPROVE? WHAT HAVE YOU DONE TO REVIEW YOUR MISTAKES?</p>	<p></p>
<p>HOW COMFORTABLE DO I FEEL ABOUT TODAY'S LESSON?</p>	<p>I had no idea what was going on.  I understood everything and I could teach others.</p> <p>1 2 3 4 5</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>



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

Session 6 activity 6.1 Activity presentation: [steps to follow](#)

ANNEX 1

YAYOI KUSAMA

Name: Yayoi Kusama

Place of birth: Japan (Nagano prefecture)

Born: March 22th 1929

Famous for: Artist, designer, poetry writer

Yayoi Kusama (くさま やよい; Kusama Yayoi) was born in Japan, in the Nagano prefecture (長野県) in 1929. It was there where she began to study art, before moving to New York. Her work always features polka dots, actually she has been called the 'princess of polka dots'. Throughout her many different types of artworks, from paintings to installations to sculptures, the one element in common is the use of dots. These were inspired by visions of talking flowers which she experienced as a child. Kusama says that a field of flowers morphed into dots and began talking to her.

In her work, polka dots are connected to ideas about infinity, and the thought of being one amongst many - people, stars, galaxies - all these things can be represented by her dots. Kusama has created 'infinity rooms' which use mirrors and polka dots to create the illusion of the dots going on forever. Kusama believes this can help people connect to all the things that are bigger than themselves, like our environment or our universe. The common colours that Yayoi Kusama uses in her artwork are: blue, green, pink, yellow and orange.

Her parents managed many plant nurseries and Yayoi loved to spend time in the fields of flowers with her sketchbook. One day she had a funny dream while she was in the field that the flowers started talking to her and she could see all the flower heads as "dots that went on as far as she could see". Yayoi's use of dots was heavily influenced by this dream. Yayoi's parents didn't want her to be an artist but she kept drawing and drawing and convinced them to let her go to art school. In 1948 Yayoi convinced her family to let her study at the art collage. She went to Kyoto City Specialist School of Arts.



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

ANNEX 2 TEACHER CHECKLIST

TEACHER CHECKLIST

PBL- ITEMS: ARTISTIC CREATIVE PROCESS (POSTER, LAPBOOK, TIMELINE)	✓ ✗
<ul style="list-style-type: none"> The student plans the design of the artistic work before starting. 	
<ul style="list-style-type: none"> The final product accomplishes the established objectives. 	
<ul style="list-style-type: none"> The poster contains the seven elements of art. 	
<ul style="list-style-type: none"> The lapbook contains the main life/artistic aspects related to the artist. 	
<ul style="list-style-type: none"> The student showed implication and effort during all the creative processes. 	



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

Session 6 activity 6.2 [Yayoi Kusama biography text](#)

ANNEX 2

YAYOI KUSAMA BIOGRAPHY TEXT

- In small groups read the text carefully following the “reading comprehension steps scaffolding”.

READING COMPREHENSION: TRUE/FALSE STATEMENTS

- Read the true/false statements and signal the correct answer.

TIMELINE

- Review the text once again and build a timeline using Canva. To do it follow the steps in the video.
- The timeline must include all the dates you see in the text in purple colour.
- Upload your timeline in Padlet. To do it follow the video steps 



Session 6 Activity 6.3 Exit Ticket

ANNEX 1 EXIT TICKET

<p>EXIT TICKET</p> <p> → 3 things you learnt today.</p> <p> → Something that confirms your previous knowledge.</p> <p> → What is it that you are still trying to understand?"</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>1.</p> <p>1.</p>
<p>WHAT CAN I IMPROVE? WHAT HAVE YOU DONE TO REVIEW YOUR MISTAKES?</p>	<p></p>
<p>HOW COMFORTABLE DO I FEEL ABOUT TODAY'S LESSON?</p>	<p>I had no idea what was going on.  I understood everything and I could teach others.</p> <p>1 2 3 4 5</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>



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

Session 7 activity 7.1 Activity presentation

ANNEX 1 SCAFFOLDING

1. Use the following keywords to create your mind map and explain it to your group classmates. Finally, create a proper sentence using the language support provided.

- I AM (AGE)...
- I AM (PHYSICAL DESCRIPTION)...
- I AM (CHARACTER DESCRIPTION)...
- I LIKE...
- MY FRIENDS ARE...
- MY FAMILY IS...
- PERSONAL INFORMATION...
- PHYSICAL DESCRIPTION...
- CHARACTER DESCRIPTION...
- MY VILLAGE...
- MY SCHOOL...
- MY HOBBIES ARE...
- MY FAVORITE SPORT/S IS/ARE...

2. Then draw yourself (self portrait) as Frida Kahlo draws herself, with elements that define her character, her preferences and her emotions.



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

ANNEX 2 EXAMPLE



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

ANNEX 3 TEACHER CHECKLIST

TEACHER CHECKLIST

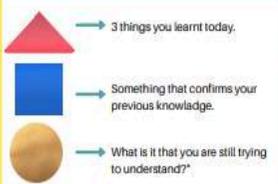
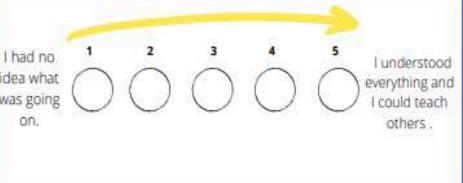
PBL- ITEMS: ARTISTIC CREATIVE PROCESS (POSTER, LAPBOOK, TIMELINE)	✓ ✗
<ul style="list-style-type: none"> The student plans the design of the artistic work before starting. 	
<ul style="list-style-type: none"> The final product accomplishes the established objectives. 	
<ul style="list-style-type: none"> The poster contains the seven elements of art. 	
<ul style="list-style-type: none"> The lapbook contains the main life/artistic aspects related to the artist. 	
<ul style="list-style-type: none"> The student showed implication and effort during all the creative processes. 	



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

Session 7 Activity 7.3 Exit Ticket

ANNEX 1 EXIT TICKET

<p>EXIT TICKET</p>  <p>→ 3 things you learnt today.</p> <p>→ Something that confirms your previous knowledge.</p> <p>→ What is it that you are still trying to understand?*</p>	 <ol style="list-style-type: none"> 1. 2. 3.  <ol style="list-style-type: none"> 1.  <ol style="list-style-type: none"> 1.
<p>WHAT CAN I IMPROVE? WHAT HAVE YOU DONE TO REVIEW YOUR MISTAKES?</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>
<p>HOW COMFORTABLE DO I FEEL ABOUT TODAY'S LESSON?</p>	 <p>I had no idea what was going on.</p> <p>1 2 3 4 5</p> <p>I understood everything and I could teach others.</p>

Session 8 activity 8.1 Artists Market

ANNEX 1 SCAFFOLDING

THE LIVING WAX MUSEUM: SPEECH



Hello! My name is _____

I am best known for _____

I was born on _____ in _____

During my childhood _____

Growing up I _____

The major accomplishment(s) in my life is/are _____

The impact my art has in today's society is _____

because _____

The aspects that make my art significant are _____

I express my emotions through my art using _____

ARTISTS MARKET - LIVING WAX MUSEUM REVIEW

✓	✗	ASSESSMENT ASPECT	EXPLANATION
		THE ARTISTS	I know the main aspects of the three artists and their art characteristics.
		EXPRESSION OF EMOTIONS	I understand how they express their emotions through their artwork.
		POSTER	Helped to make the speech more attractive and entertained.
		REHEARSAL	It was useful.
		MARKET DAY	I enjoyed the experience, and I would like to repeat!



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

NAME: _____ DATE: _____

PLANNING MY TALK

Review and complete the following table to help you to plan your talk.

Introduce yourself and explain what are you going to talk about and why.
For example: My name is..... I'm going to/We are going to present.....because.....

	LANGUAGE	VOCABULARY	STRUCTURES
I KNOW			
I NEED TO KNOW			

Farewell: Thank the audience attention, ask for questions, and say goodbye.
For example: Thank you for your attention/Do you have any questions? / I hope you like it, goodbye.



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

ANNEX 2 TEACHER CHECKLIST

TEACHER CHECKLIST

PBL- ITEMS: ARTISTIC CREATIVE PROCESS (POSTER, LAPBOOK, TIMELINE)	✓ ✗
<ul style="list-style-type: none"> The student plans the design of the artistic work before starting. 	
<ul style="list-style-type: none"> The final product accomplishes the established objectives. 	
<ul style="list-style-type: none"> The poster contains the seven elements of art. 	
<ul style="list-style-type: none"> The lapbook contains the main life/artistic aspects related to the artist. 	
<ul style="list-style-type: none"> The student showed implication and effort during all the creative processes. 	



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Session 10 activity 10.2 Artists Market- The living wax Museum Day: Rehearsal

ANNEX 1 RUBRIC

CO & SELF-ASSESSMENT RUBRIC

ART AND EMOTIONS REHEARSAL: LIVING WAX MUSEUM - ARTISTS MARKET

BY: _____ DATE: _____

	WOW-SIMPLY AMAZING (3 Points)	WELLDONE- YOU HAVE GOT IT (2 Points)	GETTING THERE (1 Point)	MY G.	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
DELIVERY	The group is very well prepared and delivers ideas very clearly manner without depending on notes.	The group is prepared. They depend on notes there are just a few hesitations.	The group is clearly unprepared. They depend too much on notes and there is lots of hesitation.						
GREETING/ FAREWELL	Greets and introduces the topic. The main idea is repeated at the end to sum up.	Greets and introduces the topic to the audience. The main idea is not repeated at the end to sum up or vice-versa.	Does not greet or introduce the topic. The main idea is not repeated at the end to sum up.						
CONTENT	It has been deepened in the topic.	The topic has been covered.	Correct but incomplete ideas.						
ORGANIZATION	The speech is always sequentially organized.	The speech is not always sequentially organized.	The speech is not sequentially organized.						
PRONUNCIATION RHYTHM, INTONATION	Speak clearly all the time. Mispronounces no words. Rhythm and intonation contribute to be easily followed	Speak clearly most of time and mispronounces no words. Rhythm and intonation don't contribute so much to be easily followed.	Frequently mumbles or mispronounces key words. Rhythm and intonation don't contribute to be easily followed.						
BODY LANGUAGE	Is continuously orientated to the audience. Tries to keep eye contact. There aren't any nerve expressions.	Is continuously orientated to the audience. The student doesn't try to keep eye contact. There are some nerve expressions.	Is not orientated to the audience and doesn't try to keep eye contact. There are some nerve expressions.						
VOCABULARY	Uses a wide range of vocabulary and there is no repetition.	Uses some new vocabulary and a few new expressions.	Tend to repeat words all the time.						
MATERIAL	Interesting and attractive material to support the speech. It helps to understand the concepts.	Not attractive or too much interesting. It doesn't help much to understand the contents.	Not really useful to understand concepts. Not attractive or interesting.						
ORIGINALITY	The presenter keeps the audience interest.	The presenter was somewhat enthusiastic and kept the audience attention most of the time.	The presenter was unenthusiastic and the audience showed disinterest.						
WORK GROUP	The presentation shows planning and work group.	The presentation shows some planning and team work.	Shows no team work. Too individualistic.						



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

ANNEX 2 SCAFFOLDING

PRESENT SIMPLE & PAST SIMPLE: Other verbs

PRESENT SIMPLE

WITH POSITIVE SENTENCES • She eats carrots.
SUBJECT + VERB (-S) + OBJECT • They eat carrots.

WITH NEGATIVE SENTENCES • She doesn't eat carrots.
SUBJECT + DON'T/DOESN'T + VERB + OBJECT • They don't eat carrots.

WITH QUESTIONS SENTENCES • Does she eat carrots?
DO/DOES + SUBJECT + VERB + OBJECT • Do they eat carrots?

PAST SIMPLE: regular & irregular

WITH POSITIVE SENTENCES • She played the piano.
SUBJECT + VERB (-ed) / irregular • They played the piano.

WITH NEGATIVE SENTENCES • She didn't play the piano.
SUBJECT + DIDN'T + VERB (base form) • They didn't play the piano.

WITH QUESTIONS SENTENCES • Did she play the piano?
DID + SUBJECT + VERB (base form) • Did they play the piano?

Useful irregular verbs:

go - went	become - became	find - found
see - saw	know - knew	make - made
have - had	get - got	meet - met

PRESENT SIMPLE & PAST SIMPLE: Other verbs

PRESENT SIMPLE

WITH POSITIVE SENTENCES • She eats carrots.
SUBJECT + VERB (-S) + OBJECT • They eat carrots.

WITH NEGATIVE SENTENCES • She doesn't eat carrots.
SUBJECT + DON'T/DOESN'T + VERB + OBJECT • They don't eat carrots.

WITH QUESTIONS SENTENCES • Does she eat carrots?
DO/DOES + SUBJECT + VERB + OBJECT • Do they eat carrots?

PAST SIMPLE: regular & irregular

WITH POSITIVE SENTENCES • She played the piano.
SUBJECT + VERB (-ed) / irregular • They played the piano.

WITH NEGATIVE SENTENCES • She didn't play the piano.
SUBJECT + DIDN'T + VERB (base form) • They didn't play the piano.

WITH QUESTIONS SENTENCES • Did she play the piano?
DID + SUBJECT + VERB (base form) • Did they play the piano?

Useful irregular verbs:

go - went	become - became	find - found
see - saw	know - knew	make - made
have - had	get - got	meet - met



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THE WRITING PROCESS

BEFORE YOU START WITH YOUR WRITING REVIEW THE STEPS YOU MUST CONSIDER TO GET A GOOD RESULT. KEEP THEM IN MIND DURING THE PROCESS AND AT THE END TOO.

TICK EACH QUESTION ONCE YOU REVIEWED IT.



1. PLAN

- Why am I planning a writing text? ✓
- What do I want to say?
- How do I want to say it?
- Who will read my writing?
- Which text structure am I going to use?
- Do I have all the vocabulary knowledge to do my writing?
- Which materials do I need as a support?

3. WRITE

- Have I use expressions, vocabulary and sentence structure previous learned?
- Have I use vocabulary, words and expressions adequate to the audience?
- Have I wrote simple and well structured sentences?
- Have you organized the ideas in different paragraphs?
- Have I use punctuation signals previous learned?

2. DRAFT

CREATE A GRAPHIC ORGANIZER

- Are your thoughts organized?
- Which ideas do I want to develop?
- In which order do I want to say them?
- Who can reviewed it and make suggestions?

4. REVISE

- Have I read what I have written?
- Have I used the best ideas and words?
- Have I consider the suggestions made for others?
- Are my spelling, capitalization and punctuation correct?
- Does full stops separate sentences?
- Have I use "but" or "and" to link sentences?
- Is the text clean and tidy?
- Is my handwriting clear enough?
- Have I used consulting tools such as dictionaries?

READING COMPREHENSION STEPS

NAME: _____ DATE: _____

- Individual silent reading.
- Aloud reading in pairs.
- Type of text:
 - drawings
 - images
 - title
 - word type
- Guess the topic.
- Make predictions.
- Key words meaning.
- Main and secondary ideas.



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Session 10 Activity 10.3 Exit Ticket

ANNEX 1 EXIT TICKET

EXIT TICKET

 → 3 things you learnt today.

 → Something that confirms your previous knowledge.

 → What is it that you are still trying to understand?

 1.
 2.
 3.

 1.

 1.

WHAT CAN I IMPROVE?
WHAT HAVE YOU DONE TO REVIEW YOUR MISTAKES?

HOW COMFORTABLE DO I FEEL ABOUT TODAY'S LESSON?

I had no idea what was going on.



I understood everything and I could teach others.

1
○

2
○

3
○

4
○

5
○

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

UAB
 Universitat Autònoma de Barcelona
 Facultat de Ciències de l'Educació

Assessment materials

ANNEX 1

Teacher's rubric: writing assessment

TEACHER'S RUBRIC: WRITING ASSESSMENT

	NOVICE (1 Point)	AVERAGE (2 Points)	EXPERT (3 Points)	SCORE
CONTENT	Correct but some aspects are missing.	The different aspects have been covered.	It has been deepened in the topic.	
PARAGRAPHS	No topic discerned in each paragraph; ideas are not organized. No cohesion.	Writes paragraphs with some cohesion. A single theme is presented in each paragraph.	Writes cohesive paragraphs with topic sentences and logic order.	
PUNCTUATION	Many sentences have punctuation errors. Some mistakes are made frequently.	Makes a few errors in punctuation.	Uses punctuation making no errors.	
SPELLING	Several spelling errors in each paragraph.	Few spelling errors.	Few difficult words were misspelled.	
VOCABULARY	No variety or richness.	Shows some variety.	Varied and rich.	
SENTENCE STRUCTURE	Uses the target grammar structure making basic and repetitive errors. (Past tense/Questions structure).	Uses the target grammar structure making a few errors. (Past tense/Questions structure).	Uses the target grammar structure with no mistakes. The student is able to self-correct him/her self. (Past tense/Questions structure).	
VOICE	Writing is quite mechanical without much interest for the reader.	Shows some personal interest in the topic.	Gets the reader's attention and holds it.	
PROCESS	The scaffolding hasn't been followed. (plan, draft, write, revise).	It has partially followed the scaffolding (plan, draft, write, revise).	It has followed all the scaffolding parts (plan, draft, write, revise).	



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Teacher's rubric: self-assessment

TEACHER'S SELF-ASSESSMENT

CRITERIA	1	2	3	4	5	6	7	8	9	10
Useful tools and materials have been provided										
Pupils have been well assisted										
Pupils maintained their motivation throughout the LS										
Pair/cooperative work has been carried out effectively										
The LS aims have been achieved										

Which aspects of the LS should I improve?

What can I do to improve them?

Which aspects of the LS were more/less successful?

How can I reinforce pupils' learning?



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