

# Women in art

GEP1: 2023-24



**Escola Antònia Simó i Arnó**

[Laia Cequiell Mir](#), Anna Maria Camí Ferrer, Alba Pros Morell

<b>TASK 1 : INPUT &amp; COOPERATIVE /COLLABORATIVE LEARNING IN CLIL</b>	
<b>TITLE OF THE LESSON OR TOPIC</b>	Women in art
<b>AUTHORSHIP</b>	Ana Maria Camí Ferrer, Alba Pros Morell and Laia Cequiell Mir
<b>SCHOOL</b>	Escola Antònia Simó i Arnó
<b>COURSE / YEAR / GRADE</b>	3rd and 4rth grade
<b>TIMING</b>	3 sessions
<b>COLLABORATION WITH...</b>	
<b>OBJECTIVES OF THE SESSION</b>	<ul style="list-style-type: none"> <li>• To describe the different artists' artworks using description's template.</li> <li>• To identify between different artworks and apply each artists' techniques.</li> <li>• To name the basic representative elements of each artist.</li> </ul>
<b>SHORT DESCRIPTION OF THE SESSION</b>	<i>The descriptions of the activities below should contain: dynamic instructions with collaborative and cooperative activities, (with the timing), type of input, questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement all materials used and linked)</i>



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



S E S S I O N  1	Warm up (15 min)	<ul style="list-style-type: none"> <li>- <b>Memory game:</b> Students work in pairs. Teacher gives each pair eight cards with images of some artworks. There are two artworks of each of the women artists that we are going to work with in this project. Students have to pair them without knowing the artists by observing the techniques used. The teacher is going to show them one example, in this way, all students will understand what they are asked to do. You can see the images on this link: <a href="#">Memory game S1.pdf</a></li> </ul>
	Activity 1 (30 min)	<ul style="list-style-type: none"> <li>- <b>Biography dictogloss:</b> The teacher is going to explain that they are going to do a dictogloss. A dictogloss is similar to a dictation, but pupils use the support of images to understand what they are listening to and write, afterward. Students are divided into groups of four members. Each group works with one artist biography. Before starting to read the biography, the teacher will show them the language support so that they can get familiar with the new vocabulary and they can understand the biography better. The teacher reads a short biography to each group and students have to organize/order some pictures related to the biography of the artist they are working with. The teacher is going to read the biography as many times as the group needs. Each member of the group has to collaborate to put the images in order, and when they have all the photos in the correct order, each member is going to write the text. When they finish, they will compare their sentences and the teacher can read it again, in this way, they will make sure that it is correct. On this links, you can access the images and the biographies of all the artists and the different language support worksheets. <a href="#">Dictogloss</a></li> </ul>



	<p>  frida kahlo language support.pdf              laura kina language.pdf              Olga sacharoff language.pdf   Yayoi Kusama language.pdf         </p>
<p><b>Activity 2 (20 min)</b></p>	<ul style="list-style-type: none"> <li>- <b>Expert groups</b>                      In groups, students have to explain the biography they have worked with (supported by the images )to the other mates of the different groups. Students are going to have language support to help them when explaining. When doing this activity, all the pupils will be paying attention to the different explanations and will know all the biographies of the different artists.                      You have the link to the different language support pieces of paper that are used in the previous activity:  <a href="#">frida kahlo language support.pdf</a> <a href="#">laura kina language.pdf</a> <a href="#">Olga sacharoff language.pdf</a> <a href="#">Yayoi Kusama language.pdf</a> </li> </ul>
<p><b>Activity 3 (15 min)</b></p>	<ul style="list-style-type: none"> <li>- <b>Memory correction</b>                      Once the students know the biography of the different artists they will check if their initial guess of the artworks is correct. After checking it, the class will discover if they were right by looking at the different pictures on Google.                 </li> </ul>
<p><b>Wrap-up (10 min)</b></p>	<ul style="list-style-type: none"> <li>- <b>Exit ticket:</b>                      When the lesson is finished, the teacher will deliver one exit ticket to each pupil where they have to write the name of a couple of the artists.                      You can see the exit ticket on this link: <a href="#">Exit Ticket s1.pdf</a> </li> </ul>



S E S I O N  2	Warm-up (10min)	<ul style="list-style-type: none"> <li>- <b>Whose is whose?</b> The teacher will show some images and students have to guess which artist they are related to. They have a look at the image silently and then they suggest a name. The others can agree or disagree. <a href="#">Whose is whose (1).pdf</a></li> </ul>
	Activity 1 (20min)	<ul style="list-style-type: none"> <li>- <b>Learn little by little.</b> A presentation will be shown to all the students and in it they can see different artists' artworks and the styles used by each artist. We can read them together, making comments on some of the works about what they like most or what is most characteristic in each one. Students will rapidly recognize the differences between each artist and the different styles used in their artworks. <a href="#">Women in art GEP (1).pdf</a></li> </ul>
	Activity 2 (20min)	<ul style="list-style-type: none"> <li>- <b>Kahoot!</b> Children play with <a href="#">kahoot!</a> to demonstrate themselves how much they have learnt about each artist. They will answer 10 questions about artists' art-works- styles used and places where they were born.</li> </ul>
	Activity 3 (15 min)	<ul style="list-style-type: none"> <li>- <b>Closing the lesson.</b> They revise together, teachers and pupils, the wrong answers from the <i>kahoot!</i></li> </ul>
S	Warm-up (5 min)	<ul style="list-style-type: none"> <li>- <b>Brain warming!</b></li> </ul>



E S S I O N  3		The teacher will show the images of the previous session and pupils have to say one characteristic of each artist according to the artwork.
	Activity 1 (65 min)	<ul style="list-style-type: none"> <li>- <b>Let's be artists!</b> Pupils are going to choose one artist and they are going to design their own artwork using the artist's technique. They can choose what they want to create and the resources (crayons, felt-tips, pieces of paper, etc.) they will use. If they don't feel self-confident doing this, the teacher can provide them with some examples of what to do such as doing a self-portrait using Frida's style, color a landscape like Olga Sacharoff, coloring in cold colors as Laura Kina or making a colorful and dot-to-dot composition as Yayoi Kusama.</li> </ul>
	Activity 2 (20 min)	<ul style="list-style-type: none"> <li>- <b>Oral presentation</b> Pupils are going to present and describe their artwork to the rest of the class. Students are encouraged to express their opinions about them. They can use this language support to describe their images and give their opinion: <a href="#">Language support (giving opinion).png</a>  <a href="#">Description.pdf</a></li> </ul>
	In terms of academic content, what are the students learning and what are they learning to do?	Students are learning about women artists with their specific techniques. When studying their artworks they will learn to design their own ones.
	In terms of language, what are the students practicing or learning to do?	Pupils are practicing descriptions and biographies.



<p>In what way is this lesson plan a good example of what we learnt in the GEP course modules?</p>	<p>It is a good example because it links the content with the language. They are learning new artists using the English language, receiving input from different sources, and working in groups.</p>
<p>Other important information</p>	<p>Children need more feminist references in all their daily life fields such as on the news, the TV, in sport, fashion... This project will help them with this social benefit, and place women's names into their minds.</p>



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

## SESSION 1

### Warm-up

**MEMORY GAME - ART WORKS**  
Cut out pictures and names of shops and play a memory game to find all pairs, and to remember all the names.



 FRIDA KAHLO	YAYOI KUSAMA	OLGA SACHAROFF
LAURA KINA		



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



## Activity 1: Dictogloss

### FRIDA KAHLO

Frida Kahlo was born in 1907 in Coyocán (Mexico). She had three sisters and they lived in a blue house. When she was five years old, she suffered a strange disease and one of her legs was very thin. One day she had an accident and she had to stay in bed for many years. She started to paint then. She painted portraits of her family and friends but preferred painting herself. She painted her feelings, emotions, and her pain. After many years, doctors had to amputate her leg and one year later, she died in 1954.



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





**LAURA KINA**

Laura Kina was born in Riverside, California, in 1973.  
 Laura Kina was an art professor at DePaul University in Chicago.  
 She has inspiration from historical and family photographs and cultural diversity.  
 Her artwork is influenced by historical and racial differences and the feminist movement.  
 She is a mixed-race Asian American.  
 Kina's artwork is based on very personal topics, for example, her family, friends, memories, and dreams.  
 She retired in 2020.



Image from <https://www.traveler.co/viajes-afhor-opcion-fca48-horns-chicago/2367>



Image from <https://www.zealdr.com/photos-american-history-olympic-2017-10>



Image from <https://www.vca.com/2118327/1695584/function.aspx?externalid=338-ecocsl-mv-0407>



Image from <https://open.spotify.com/artist/1695584/function.aspx?externalid=338-ecocsl-mv-0407>



Image from <https://www.ambival.com/vv/724208327815303040/>



Image from [https://www.freepik.es/fotos/imagen/imagen-concepto-negocio-dinero-plantacion-arc-nuovo-2020-carra-emprerario-minutera-kar-caranullup-e\\_681154.htm#query=retirement%202020&from\\_view=search&track=ais&url=5532296a-3f77-42a1-9340-5b1d69211cc1](https://www.freepik.es/fotos/imagen/imagen-concepto-negocio-dinero-plantacion-arc-nuovo-2020-carra-emprerario-minutera-kar-caranullup-e_681154.htm#query=retirement%202020&from_view=search&track=ais&url=5532296a-3f77-42a1-9340-5b1d69211cc1)

Activity 1 and 2: Language support

<p><b>FRIDA KAHLO</b></p> <p>SHE WAS BORN</p> <p>HAD</p> <p>LIVED</p> <p>SUFFERED</p> <p>PAINTED</p> <p>DIED</p> <p>PORTRAIT</p> <p>DISEASE</p> <p>AMPUTATE</p> <p>ACCIDENT</p> <p>EMOTIONS</p>	<p><b>LAURA KINA</b></p> <p>SHE WAS BORN</p> <p>HAD</p> <p>LIVED</p> <p>HAS</p> <p>IS INFLUENCED BY</p> <p>STUDIES</p> <p>RETIRED</p> <p>HISTORICAL</p> <p>CULTURAL DIVERSITY</p> <p>FEMINIST MOVEMENT</p> <p>INSPIRATION</p> <p>PERSONAL TOPICS</p> <p>MIX-RACE</p>	<p><b>OLGA SACHAROFF</b></p> <p>SHE WAS BORN</p> <p>HAD</p> <p>LIVED</p> <p>LIKED</p> <p>PAINTED</p> <p>DREW</p> <p>DIED</p> <p>WAR</p> <p>PORTRAIT</p> <p>CUBISM TECHNIQUE</p> <p>LANDSCAPES</p>	<p><b>YAYOI KUSAMA</b></p> <p>SHE WAS BORN</p> <p>LIKED</p> <p>HID</p> <p>HAD</p> <p>WENT</p> <p>WORKED</p> <p>BECAME FAMOUS</p> <p>RICH</p> <p>VISION PROBLEMS</p> <p>OIL PAINTING</p> <p>CIRCLES</p> <p>WORLD'S TOP SELLING FEMALE ARTIST</p>
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Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>



## Exit-ticket



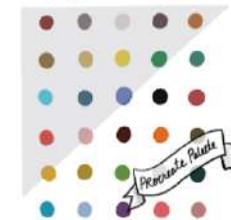
## Session 2

Warm-up: Whose is whose?



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





Activity 1  
Learn little by little

## WOMEN IN ART

<p>Frida Kahlo art works are distinguished for her self-portraits, pain and passion, and bold, vibrant colors.</p>	<p>Laura Kina make drawings inspired from historical and familiar photographs, Kina's works focus on the fluidity of cultural difference. Asian American history and mixed race representations are very representative in her works. Kina also has very strong influences from the feminist movement.</p>



Template adapt

Images also for  
Session 3  
Warm up

Activity 2  
Kahoot



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



Which of the following art works is NOT a Yayoi Kusama's piece?

0 30 Answers



Yayoi Kusama

Olga Shacaroff

Frida Kahlo

Exit preview < 1 of 10 >

Who painted this art work?

0 30 Answers



Yayoi Kusama

Olga Shacaroff

Frida Kahlo

Exit preview < 2 of 10 >

Frida Kahlo liked painting SELF-PORTRAITS.

16 15 Answers



True

False

Exit preview < 3 of 10 >

Olga Sacharoff liked painting nature.

16 15 Answers



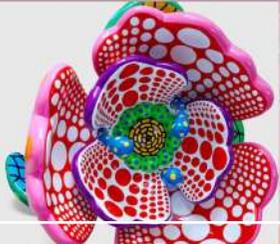
True

False

Exit preview < 4 of 10 >

This art installation was made by:

0 30 Answers



Yayoi Kusama

Laura Kina

Frida Kahlo

Exit preview < 5 of 10 >

Frida Khalo was born in...

0 30 Answers



Colombia

Argentina

Mexico

Brazil

Exit preview < 7 of 10 >



Laura Kina was born in the USA.

15

21 Answers

True False

Exit preview < 8 of 10 > +

Laura Kina paints with cold colours.

11

30 Answers

True False

Exit preview < 6 of 10 > +

Yayoi Kusama was born in...

16

15 Answers

CHINA JAPAN KOREA

CC BY NC SA

Exit preview < 9 of 10 > +

My favourite artist

15

20 Answers

Exit preview < 10 of 10 > +

## Session 3

### Activity 3: Language support



## SELF ASSESSMENT CHECKLIST

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with <b>multimodal</b> and <b>varied</b> input (spoken, written, visual, hands-on...)	yes
2. The input presented is used to <b>help</b> learners <b>understand</b> ideas and <b>construct</b> meaning	yes
3. The input is presented at the right <b>cognitive level</b> and the right <b>language level</b> , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	yes



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4. Students are <b>helped</b> in some way to <b>understand</b> , i.e. input is made comprehensible	yes
5. Students are <b>helped</b> in some way to <b>process</b> the input presented, i.e. activities or questions make students think and construct meaning.	yes
6. Students are presented with <b>good questions</b> (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	yes
7. A variety of <b>collaborative learning strategies</b> are used throughout the session.	yes
8. At least one of the activities presented requires <b>cooperation</b> among students.	yes
9. Students are <b>explicitly taught</b> how to work in groups (or pairs).	yes
10. Students are <b>explicitly guided</b> to succeed in group/pair work <b>discussions</b> and <b>interactions</b> . Clear <b>support</b> to guide their interactions is provided.	yes
11. At least one <b>ICT tool</b> is used to promote <b>learning</b> .	yes



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