

# What do you think, is it Gothic or Romanesque architecture?

GEP1: 2022-23



**Escola José Juan Ortiz (Sant Andreu de la Barca)**  
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<b>TASK 1 : INPUT &amp; COOPERATIVE /COLLABORATIVE LEARNING IN CLIL</b>	
<b>TITLE OF THE LESSON OR TOPIC</b>	What do you think, is it Gothic or Romanesque architecture?
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<b>SCHOOL</b>	Escola José Juan Ortiz (Sant Andreu de la Barca)
<b>COURSE / YEAR / GRADE</b>	Year 6
<b>TIMING</b>	6 sessions of 1:30h each = 9h
<b>OBJECTIVES OF THE UNIT</b>	<ol style="list-style-type: none"> <li>1. Identify the main characteristics of Gothic and Romanesque architecture.</li> <li>2. Discover and recognize Gothic or Romanesque buildings in Catalonia, Spain and Europe.</li> <li>3. Design a Gothic or Romanesque building and explain why it belongs to one style or another.</li> </ol>
<b>SHORT DESCRIPTION OF THE UNIT</b>	<p>Students will be immersed in the art of the Medieval Age. We will focus on Romanesque and Gothic architecture, so they will discover the main characteristics of each one and the main differences between them. Moreover, the final product will be the creation of a Romanesque or Gothic model and the exposition of their model, where they will have to explain why their model belongs to the Romanesque or Gothic art and why by explaining the characteristics.</p>



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



S E S S I O N 1	Activity 1	Time	Management	<p><b>Contextualization of the Unit and Previous Knowledge:</b> To locate where the Romanesque and Gothic architecture took place in History, it is important to know the previous knowledge of students related to “The Prehistory Ages” and “The Ages of History”.</p>
		10’	Groups of 4 Collaborative	<p>We will give the students a three level History timeline cut into pieces (<b>Annex 1</b>). The first level will be Prehistory and History labels, the second level will be the ages themselves labels, and the third level will be the facts that establish the beginning of a new age. In fours, students will have to put all the labels in the correct order according to their knowledge. To do so, they will be given some expressions to help them communicate their opinions. (<b>Annex 2</b>)</p>
		10’	Whole class group	<p>Once they consider the timeline is in order, we will discuss its order all together. One group at a time and in turns, the speaker of each group will express their ideas, and we will have to put the History timeline in the correct order. It will be hung on the blackboard (big size).</p> <p>Students will be told to keep their History timeline in order until the end of the class.</p>
	Activity 2	5’	Groups of 4 Collaborative	<p><b>Warm up:</b> Students will be given two puzzles (<b>Annex 3</b>). One puzzle will be a Romanesque building, the other puzzle will be a Gothic building. They will be asked to put the pieces together. They will be given some expressions to help them communicate their opinions. (<b>Annex 2.1</b>)</p>
		10’	Whole class group	<p>We will ask students to locate these two buildings (<b>Annex 2.2</b>) in a specific Age of History. What do they think? Why do they think these buildings belong to a certain Age of History? Etc. (<b>Annex 2</b>) We must take into account that, these students when they were in Year 5, they went to a project called “Time machine” where they worked all the periods of History and Prehistory, so they might remember some of the most emblematic characteristics of each period “in general and related to the architecture”.</p> <p>Finally, we will conclude that these buildings belong to the Medieval Age. (teacher will hang two pictures of Romanesque and Gothic buildings in the blackboard History Timeline).</p>
	Activity 3			



Activity 4	5'	Groups of 4 Cooperative	<p><b>Think about it:</b> Where do you think these buildings are located? Students will complete the first column of a group grid (<b>Annex 4</b>) with the name of the building, and in the second column they will have to write down their beliefs about where these two buildings are located. (the responsible to fill in the grid will be the <b>scribe</b>). They will be given some expressions to help them communicate their opinions.</p>
	10'		<p>Afterwards, the pupil <b>in charge of material</b> will pick up a tablet, click on a Genially link (<b>Annex 5</b>) and all the group members will have to find the two buildings in the map (Europe, Spain, Catalonia and the specific city). Once they have found them (the two buildings), they will have to complete the third column of the grid by expressing the real location. (<b>scribe</b>).</p>
	15'		<p>Finally, the <b>captain</b> of each group will have to express the real location of their buildings to the whole group. They will have to use the structure “we thought the Duomo di Milano was located in Germany, but it is located in Milano - Italy). While the captains are explaining the information gathered in their groups, the teacher will project the Genially link with all the buildings and locations that will appear gradually.</p> <p><b>The detective/mediator</b> will be in charge of controlling that the team is doing the activities correctly in the time established and in a proper atmosphere.</p> <p>You can see the roles established in (<b>Annex 5.1</b>)</p>
	10'	Whole class group	<p><b>Roman - Gothic? :</b> After all the buildings have been located (12 in total, so each group will have two buildings). The teacher will ask students to make two groups according to the similarities of the buildings. They will have to observe the pictures closely and place the similar ones on the right of the interactive board, and the other group on the left side. (<a href="#">Wordwall 1</a>) (<a href="#">Wordwall 2</a>) (<b>Annex 6</b>). When they have been placed, the teacher will explain to them that one group of buildings belongs to the Romanesque Wordwall art and the other group belongs to the Gothic art. Moreover, the teacher</p>



		15'	Whole class group (chorus)	<p>will ask them to which Age of History these two artistic styles belong. (previously worked at the beginning of the session).</p> <p><b>Romanesque or Gothic?:</b>          *To begin with, it is very important to bear in mind that we will start this activity in this session, but it will be finished in the next one.</p> <p>The teacher will project a PPT slide (<b>Annex 7</b>) with an image of the “Cathedral of Barcelona and the Boí Taüll church”, and will encourage students to express the differences they observe among the two buildings.</p> <p>While doing so, the teacher will rephrase what students say, will hang on the vocabulary with a visual support and will make them repeat (chorus) full sentences (<b>Annex 8</b>). For example: one student says in Catalan or Spanish (<i>aquest edifici té els murs gruixuts/este tiene los muros gruesos</i>), so the teacher will say the Romanesque building has got thick walls while representing with hands, and students will have to repeat. And then, the teacher will ask, so the Romanesque building has thick walls, what about the Gothic building? So they can also work on opposites.</p>
SESSION 2	Activity 1	20'	Whole class group (chorus)	<p><b>Reminder and keep building:</b>          *To begin with, it is very important to continue working on the unfinished activity of the last session.</p> <p>Teacher will project again the PPT slide (<b>Annex 7</b>) with an image of the “Cathedral of Barcelona and the Boí Taüll church”, and will encourage students to express the differences they observe among the two buildings.</p> <p>While doing so, the teacher will rephrase what students say, will hang on the vocabulary with a visual support and will make them repeat (chorus) full sentences (<b>Annex 8</b>). For example: one student says in Catalan or Spanish (<i>aquest edifici té els murs gruixuts/este tiene los muros gruesos</i>), so the teacher will say the Romanesque building has got thick walls while representing with hands, and students will have to repeat. And then, the teacher will ask, so the Romanesque building has thick walls, what about the Gothic building? So they can also work on opposites.</p>



S E S S I O N	Activity 2	20'	In pairs	<p><b>What are the principal characteristics?</b>                  Students will be given a laptop and two menti codes. The codes will be given one at a time to create two word clouds where the main Romanesque and Gothic characteristics are gathered. They will have the flashcards as a reference.                  Moreover, we will write down in the blackboard the minimum of characteristics they may write in each menti (3 in each menti).</p>
	Activity 3	20'	Groups of 4 Collaborative	<p><b>Dictogloss</b>                  One student will have a worksheet with 5 images in a row and a short description below (related to a Gothic or Romanesque building). This student will have to read aloud the short description, and the other three members of the group will have to pick up the correct images mentioned and order them as they are dictated by their classmate. <b>(Annex 9)</b></p> <p>We will provide them with four sets, so at least, each student can read one description and can order three sets.</p>
	Activity 4	30'	Groups of 4 Collaborative	<p><b>Gothic or Romanesque, what do you think?</b>                  A kahoot will be presented to the students, and they will have to choose whether a statement describes a Gothic or Romanesque building by answering the questions. <b>(Annex 10)</b></p>
	Activity 1	20'	Pairs	<p><b>Warm up, guess which:</b>                  One student will have a picture of a Romanesque or Gothic building (one of the ones they have been exposed to in the previous sessions). First, the student with the picture must think if it's Romanesque or Gothic and write it down under the photo.                  The partner will have to make 3 questions in order to guess if it is Romanesque or Gothic. To do so, he/she will have a visual thinking support and a worksheet to write the three questions and the answer that he/she got <b>(Annex 11)</b>. Once he/she guesses it, they will swap the roles.</p> <p><b>Hands on:</b></p>



3	2	1h i 10'	Groups of 4 Cooperative	<p>Each group will be given a video link where they will have to watch the procedure to build a Romanesque or Gothic building model, and some template to use it as a reference if needed. In order to do so, the roles must be respected:</p> <p><b>Captain:</b> will be the person in charge of asking the teacher any question. He/She will be the one to negotiate and decide how the group is going to work (which part of the model is going to be done by which person).</p> <p><b>Scribe:</b> after watching the video, he will write down all the material needed to make the model; which will be given to the responsible for material so he/she can gather everything in need.</p> <p><b>Detective/Mediator:</b> will search in the online dictionary if they have any doubt about vocabulary related to material required. He/She will be in charge of controlling that the team is doing the model correctly in the time established and in a proper atmosphere.</p> <p><b>Responsible for material:</b> will be the student in charge of picking up all the material needed to build the model. Will pick up the tablet, so the group can watch the video about how to create a Romanesque or Gothic building model.</p> <p>Moreover, when the model is finished (they will have 4h and 10 minutes to do so), they will have to make an exposition explaining the main characteristics of their building.</p> <p>They will be given two assessment tools:</p> <ul style="list-style-type: none"> <li>- one rubric for the oral exposition (<b>Annex 12</b>)</li> <li>- one orientation base grid for the model itself. (<b>Annex 13</b>)</li> </ul> <p>The videos that will be provided to each group of students are the following ones:</p> <p><b>Group 1 (Romanesque building) - medium level</b>          Template to be adapted by each group:  <a href="https://profesoradoreligion.blogspot.com/2020/01/maqueta-de-iglesia-para-colorear-y.html">https://profesoradoreligion.blogspot.com/2020/01/maqueta-de-iglesia-para-colorear-y.html</a>  <a href="https://youtu.be/tVpX4IfWJBw">https://youtu.be/tVpX4IfWJBw</a></p> <p><b>Group 2 (Romanesque building) - medium level</b></p>
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			<p>Template to be adapted by each group:  <a href="https://profesoradoreligion.blogspot.com/2020/01/maqueta-de-iglesia-para-colorear-y.html">https://profesoradoreligion.blogspot.com/2020/01/maqueta-de-iglesia-para-colorear-y.html</a>  <a href="https://www.youtube.com/watch?v=JMPgOAL56uA">https://www.youtube.com/watch?v=JMPgOAL56uA</a></p> <p><b>Group 3 (Romanesque building)</b> - challenging level          Template to be adapted by each group:  <a href="https://profesoradoreligion.blogspot.com/2020/01/maqueta-de-iglesia-para-colorear-y.html">https://profesoradoreligion.blogspot.com/2020/01/maqueta-de-iglesia-para-colorear-y.html</a>  <a href="https://www.youtube.com/watch?v=DyJRjIHPQGM">https://www.youtube.com/watch?v=DyJRjIHPQGM</a></p> <p><b>Groups 4,5,6 (Gothic building)</b> - medium level          Template to be adapted by each group:  <a href="https://profesoradoreligion.blogspot.com/2020/01/maqueta-de-iglesia-para-colorear-y.html">https://profesoradoreligion.blogspot.com/2020/01/maqueta-de-iglesia-para-colorear-y.html</a>  <a href="https://www.youtube.com/watch?v=pnSitsUbuYo">https://www.youtube.com/watch?v=pnSitsUbuYo</a></p>
S E S S I O N 4 & 5	Activity 1	3h	<p><b>Keep building our Romanesque/Gothic building:</b>          Students will have two more sessions to work on their building model.</p> <p>As a reminder, we should explain or let the students explain themselves the roles they have and the functions of each role to avoid future arguments among the group members.          We also have to let them know the time remaining to finish the model (that's to say this session and one more). But we can always negotiate, if they have been working hard, and they haven't had enough time, we can add another session to finish their models.</p> <p>Bear in mind, that depending on the skills of the students, they will need one more session.</p>



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S E S S I O N  6	<p><b>Activity 1</b></p> <p>1h i 30'</p> <p>Groups of 4 Cooperative</p>	<p><b>Time to shine:</b></p> <p>In groups, they will have to make the exposition of their Gothic or Romanesque building model. To do so, they will be provided with some language scaffolding. <b>(Annex 13.1)</b></p> <p>The teacher or another classmate will video-record all the expositions for dissemination in the school webpage.</p> <p>How are we going to proceed with each group?</p> <ol style="list-style-type: none"> <li>1) One group will do the exposition while recording it.</li> <li>2) Once they have finished, classmates will give positive comments about the expo and mention some things they must improve for next time (constructive comments, not destructive).</li> <li>3) Students of the group who have done the exposition will complete the “oral exposition rubric” with their beliefs.</li> <li>4) They will give the teacher both the oral exposition rubric and the “orientation base grid” filled in.</li> <li>5) The other groups who have been listening will have to complete a “checklist” about the exposition of their classmates. (one checklist per group). <b>(Annex 14)</b></li> </ol>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>		<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- The different ages of history and prehistory (timeline).</li> <li>- The artistic movement in the Medieval age regarding architecture, that’s to say Romanesque and Gothic styles.</li> <li>- The main characteristics of both styles: Romanesque and Gothic.</li> </ul>
<p>In terms of language, what are the students practising or learning to do?</p>		<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Expressing their own opinions.</li> <li>- Expressing location of buildings.</li> <li>- Wide variety of adjectives (opposites) to contrast Romanesque and Gothic characteristics.</li> <li>- Use of simple structures It is, It has got, and more complex ones regarding comparisons.</li> <li>- Vocabulary related to the material needed to build their model.</li> </ul>
<p>In what way is this lesson plan a good</p>		<p>We think this lesson plan is a good example because we have tried to include activities related to</p>



<p>example of what we learnt in the GEP course modules?</p>	<p>what we have learnt during the GEP lessons.          For instance, we provide varied input (visual, written, mimics, hands-on, etc.). We have tried to incorporate some new activities such as the dictogloss, or some resources such as the menti to create two word clouds where the main Gothic and Romanesque characteristics are gathered. We promote different kinds of groupings, collaborative, cooperative work, pair work and whole class group work along the sessions. Moreover, we provide students with some scaffolding, so they can learn step by step, and they can gain some confidence. And finally, we have tried to incorporate some ICT tools to do research, to watch videos, etc.</p> <p><b>The way we are going to handle the 6 sessions is:</b>  <u>Sessions 1 and 4:</u> Teacher 1 will be leading the explanation of the activities and giving support to the groups, Teacher 2 will be giving support around the groups and Teacher 3 will be recording the session.  <u>Sessions 2 and 5:</u> Teacher 2 will be leading the explanation of the activities and giving support to the groups, Teacher 3 will be giving support around the groups and Teacher 1 will be recording the session.  <u>Sessions 3 and 6:</u> Teacher 3 will be leading the explanation of the activities and giving support to the groups, Teacher 1 will be giving support around the groups and Teacher 2 will be recording the session.</p>
<p>Other important information</p>	<p>Bear in mind that these sessions are planned according to the specific competences of the new curriculum:  <b>-Specific competence 1:</b> Discover artistic proposals from different cultures, eras and styles, through perception and experience, to develop curiosity, respect, and enjoyment.</p> <p><b>Assessment criteria specific competence 1:</b>  <b>1.1.</b> Distinguish and value works of cultural and artistic manifestations of different genres and styles, eras and cultures with a gender perspective, showing interest, curiosity, and enjoyment towards them, through perception and experience.  <b>1.2.</b> Analyse cultural and artistic manifestations in different contexts based on the exploration of their</p>



	<p>characteristics, establishing relationships between them and valuing the diversity that generates them.</p> <p><b>-Specific competence 4:</b> Design, develop and spread cultural and artistic works, accepting the responsibility of the several roles in the group, valuing the process, for developing the creativity, the feeling of belonging and to achieve a final goal.</p> <p><b>Assessment criteria specific competence 4:</b></p> <p><b>4.1.</b> Plan the design process of cultural and collaborative artistic productions, working to achieve a final goal coming to an agreement through a co-educational approach based on equality, gender view and on respect for cultural diversity</p> <p><b>4.2.</b> Engage and actively participate by assuming and experiencing different roles in the creation process, using elements of different artistic languages, and exercising responsibility and showing respect.</p> <p><b>4.3.</b> Give documentary evidence and share creative experiences, enjoying the final goal obtained, describing the parts of the creative process and the established roles, valuing the opinions and feelings of others, through a co-educational approach, based on equality, and respect for cultural diversity.</p>
<p>Webgraphy</p>	<p>Annex 3 images taken from:</p> <ul style="list-style-type: none"> <li>● Viquipèdia</li> <li>● <a href="https://saposyprincesas.elmundo.es">https://saposyprincesas.elmundo.es</a></li> <li>● <a href="https://www.turismoencatalunya.es">https://www.turismoencatalunya.es</a></li> <li>● <a href="https://espanafascinante.com">https://espanafascinante.com</a></li> </ul> <p>Annex 5 images taken from:</p> <ul style="list-style-type: none"> <li>● Viquipèdia</li> </ul>



Annex 7 images taken from:

- Viquipèdia
- <https://www.barcelo.com>
- <https://www.biodiversidadvirtual.org>

Annex 8 images taken from:

- <https://es.wikipedia.org>
- <https://www.mbuchholz.com/photoblog/photo-gallery/gothic-architecture>
- <https://www.artemis.bm/news/> <https://www.istockphoto.com/>
- <https://en.wikipedia.org/>
- <https://quizlet.com/748765815/autosaved>
- <https://blog.stephens.edu/arh101glossary/?glossary=groin-vault>
- <https://i0.wp.com/www.glosarioarquitectonico.com/>
- <https://www.verpueblos.com/cataluna/>
- <https://www.shutterstock.com/>
- <https://compostela.co.uk/great-portals/romanesque-tympanum-conques>
- <https://www.istockphoto.com//>
- [https://es.wikipedia.org/wiki/Torre\\_del\\_Oro](https://es.wikipedia.org/wiki/Torre_del_Oro)
- <https://es.dreamstime.com/imagen-de-archivo-torre-del-castillo-de-wartburg-imag-e19618271>
- <https://www.lookphotos.com/en/images/10222783-Staircase-in-Neo-Gothic-chapel>



- <https://www.shutterstock.com/es/search/low-wall>
- <https://cornerstonewallsolutions.com/tall-retaining-wall-designs/>
- <https://www.pickpik.com/blue-and-white-white-feathers-background-blue-feathers-fluffy-68549>
- <https://www.wallpaperflare.com/man-standing-near-body-of-water-human-people-person-lake-wallpaper-efczt>
- <https://unsplash.com/es/fotos/LwCQ7WED-P8>

Annex 9 images taken from:

- Viquipèdia
- freepik
- <https://www.nytimes.com/>
- <https://www.123rf.com/>
- <https://vivecamino.com/>
- <https://www.travelgeekery.com/>
- <https://stock.adobe.com/>

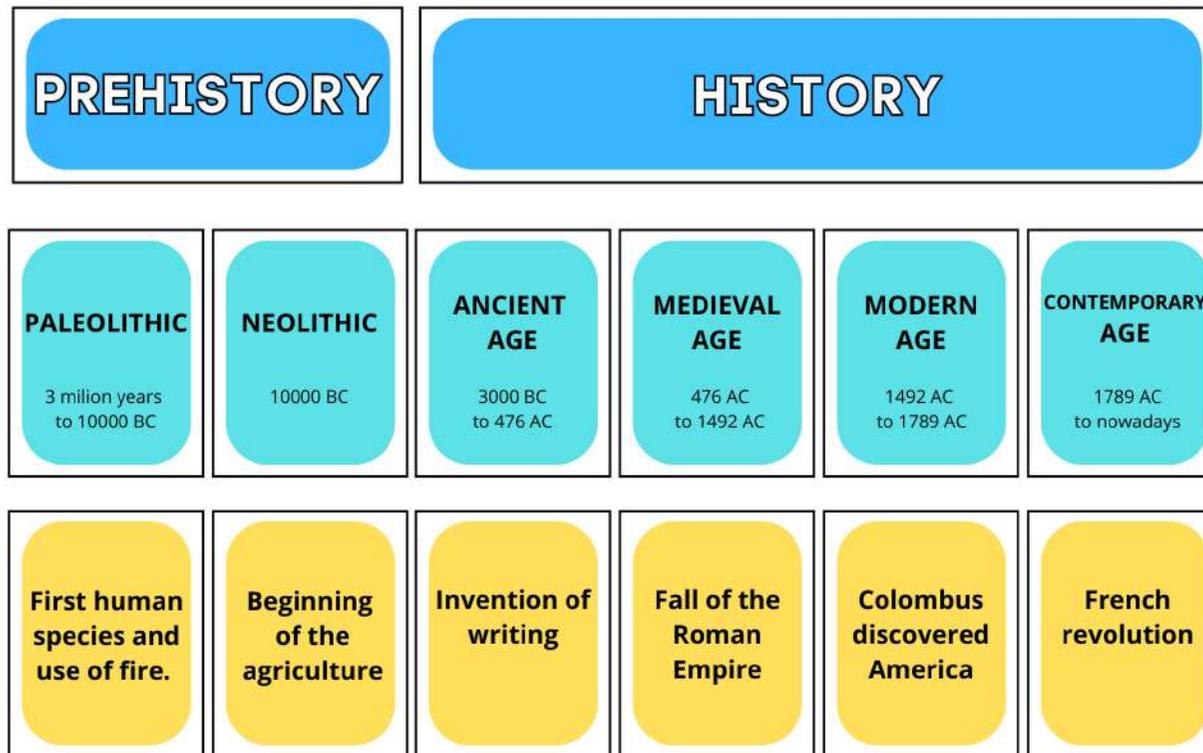


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ANNEXES (materials, handouts, pictures, worksheets, language support, etc.)

ANNEX 1 - PREHISTORY AND HISTORY TIMELINE



Canva link to access to the timeline

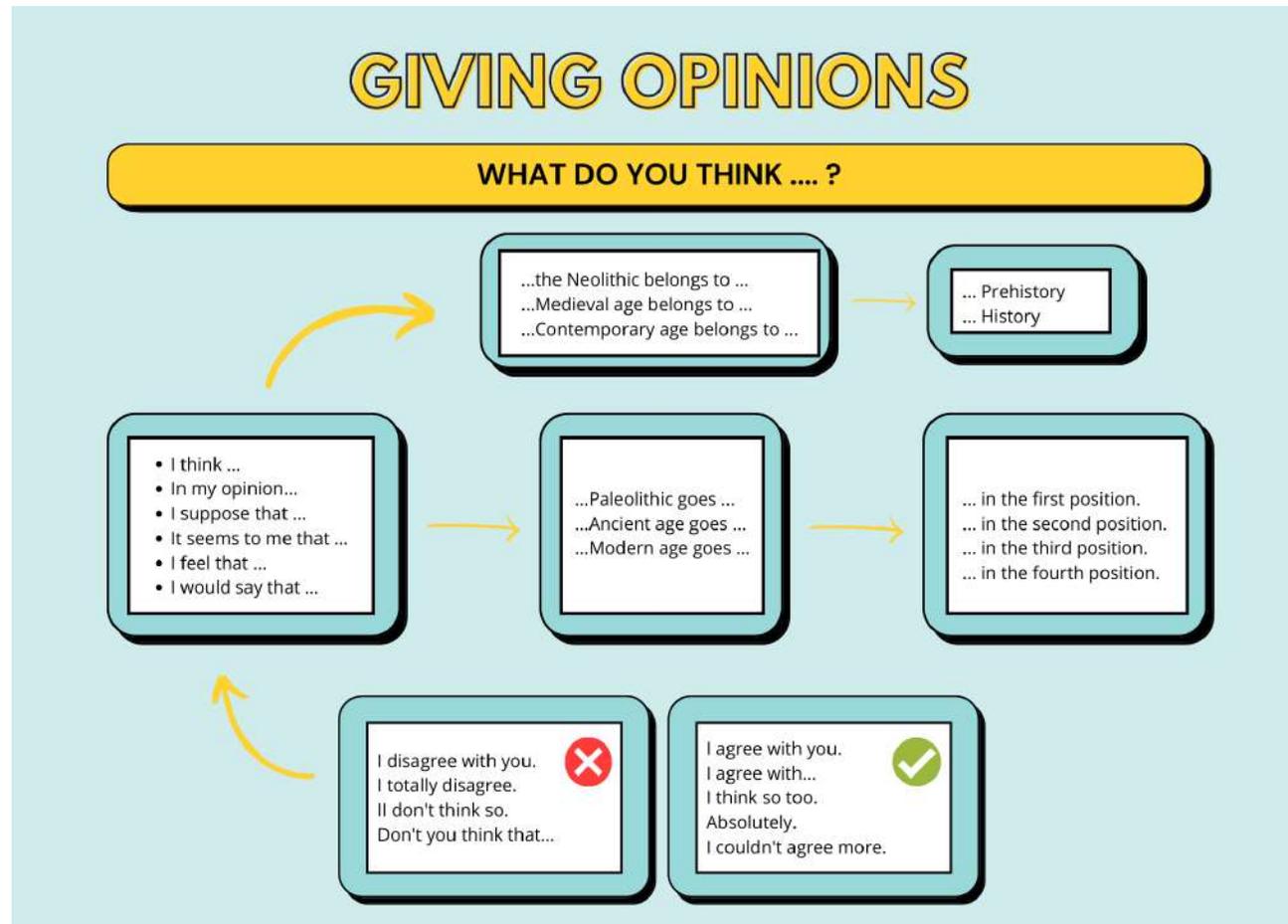
[https://www.canva.com/design/DAFSkizkpFQ/xUalazwoPlcJlrfMhTKnKA/view?utm\\_content=DAFSkizkpFQ&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSkizkpFQ/xUalazwoPlcJlrfMhTKnKA/view?utm_content=DAFSkizkpFQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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ANNEX 2 - GIVING OPINION BANK OF SENTENCES



Canva link to access to the giving opinion bank of sentences

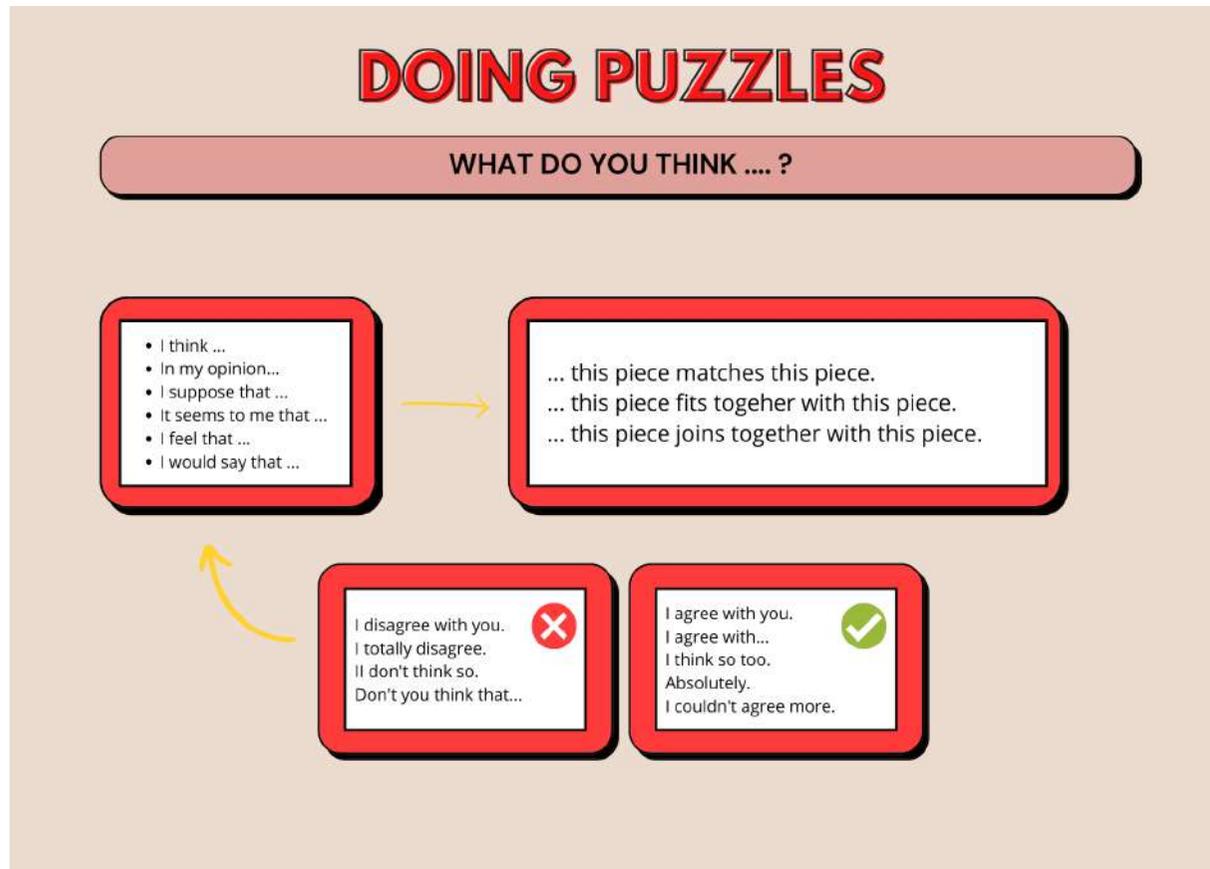
[https://www.canva.com/design/DAFSk8uyTNM/ZZJQQHnujsQKQcB4tvC5vQ/view?utm\\_content=DAFSk8uyTNM&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSk8uyTNM/ZZJQQHnujsQKQcB4tvC5vQ/view?utm_content=DAFSk8uyTNM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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ANNEX 2.1 - DO PUZZLES BANK OF SENTENCES



Canva link to access to the “Doing puzzle” bank of sentences

[https://www.canva.com/design/DAFVTKxCetQ/5SOqtTZCO3HNISKjruK4hQ/edit?utm\\_content=DAFVTKxCetQ&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFVTKxCetQ/5SOqtTZCO3HNISKjruK4hQ/edit?utm_content=DAFVTKxCetQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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ANNEX 2.2 - TWO BUILDINGS - GOTHIC AND ROMANESQUE



SANT CLIMENT DE TAÜL CHURCH



CATHEDRAL OF BARCELONA

<https://ca.wikipedia.org/>



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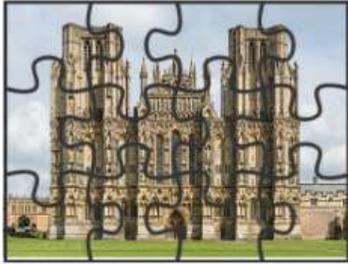


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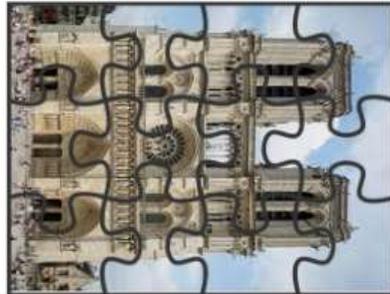


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### ANNEX 3 - PUZZLES ROMANESQUE AND GOTHIC BUILDINGS



1



2



6



7

Canva link to access to the puzzles:

[https://www.canva.com/design/DAFSqvtUBkk/zD4ErTdRZmwo9c6pr7eyQ/edit?utm\\_content=DAFSqvtUBkk&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSqvtUBkk/zD4ErTdRZmwo9c6pr7eyQ/edit?utm_content=DAFSqvtUBkk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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Digitalització, Currículum i Llengües**

## ANNEX 4 - GRID TO EXPRESS LOCATION OF THE BUILDINGS

Group members names: \_\_\_\_\_ Date: \_\_\_\_\_

### I THINK IT IS LOCATED IN.....

	NAME OF THE BUILDING	WHERE WE THINK IS LOCATED?	WHERE IS LOCATED?
BUILDING 1			
BUILDING 2			

Canva link to access the grid:

[https://www.canva.com/design/DAFSk0I1Lmc/MkuJrl9JaxiZuJN\\_iJFYKA/view?utm\\_content=DAFSk0I1Lmc&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSk0I1Lmc/MkuJrl9JaxiZuJN_iJFYKA/view?utm_content=DAFSk0I1Lmc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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ANNEX 5 - GENIALLY

# LOCATE THE BUILDINGS



Genially link to access to the activity:

<https://view.genial.ly/637e02506663a100122d69a8/interactive-image-imagen-interactiva>



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



## ANNEX 5.1 COOPERATIVE WORK ROLES



Canva link to access to the cooperative work roles established in our school:

[https://www.canva.com/design/DAEqGdWYOtw/AzSc\\_Ddb2e-GllsCdY3KfA/edit?utm\\_content=DAEqGdWYOtw&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAEqGdWYOtw/AzSc_Ddb2e-GllsCdY3KfA/edit?utm_content=DAEqGdWYOtw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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## ANNEX 6 - WORDWALL

Wordwall Create better lessons quicker

Home Features Price Plan

0:02



Romanesque

Gothic

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Submit Answers



Wordwall link to access to the activity:

<https://wordwall.net/resource/38554114/idioma-en-ingl%c3%a9s/sort-the-pictures-romanesque-or-gothic>



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ANNEX 7 - PPT SLIDES BARCELONA CATHEDRAL AND SANT CLIMENT CHURCH

WHAT DIFFERENCES CAN YOU SEE?



Viquipèdia. L'enciclopèdia lliure



Viquipèdia. L'enciclopèdia lliure

1

WHAT DIFFERENCES CAN YOU SEE?



<https://www.barcelo.com/>



<https://www.biodiversidadvirtual.org/>

2

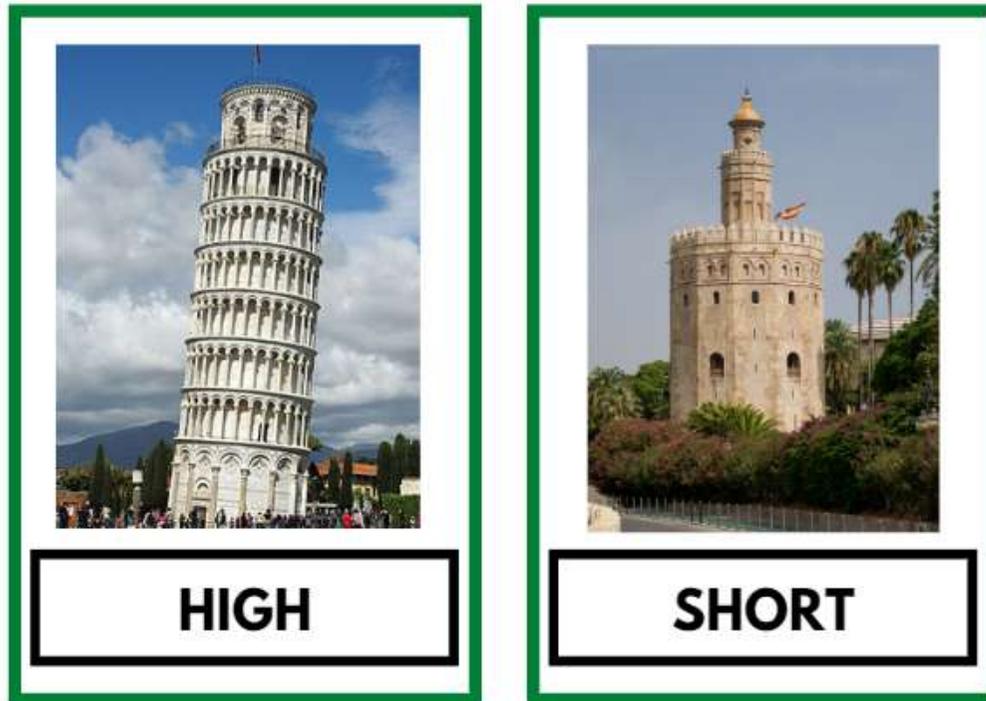
Link to the PPT: [https://docs.google.com/presentation/d/1tq6fjy0UCmuBWhmWE-SPp5fWq8wv221L9Lk\\_cK2u6Cw/edit?usp=sharing](https://docs.google.com/presentation/d/1tq6fjy0UCmuBWhmWE-SPp5fWq8wv221L9Lk_cK2u6Cw/edit?usp=sharing)



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## ANNEX 8 - FLASHCARDS VOCABULARY



Links to the flashcards:

[https://www.canva.com/design/DAFSm7UWm-8/PBsqDMm8dXSOL-eliroMAw/view?utm\\_content=DAFSm7UWm-8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSm7UWm-8/PBsqDMm8dXSOL-eliroMAw/view?utm_content=DAFSm7UWm-8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

[https://www.canva.com/design/DAFSrvduDak/rRJn27JhbzL-aay4RDNA9w/view?utm\\_content=DAFSrvduDak&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSrvduDak/rRJn27JhbzL-aay4RDNA9w/view?utm_content=DAFSrvduDak&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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



Generalitat de Catalunya  
Departament d'Educació  
**Direcció General d'Innovació,  
Digitalització, Currículum i Llengües**

## ANNEX 9 - DICTOGLOSS

I am going to describe the Church of Sant Climent de Taüll. This church is located in a rural area surrounded by green grass. It has got a tall tower made of stone, that's why its walls are very thick.

PICTURE



PICTURE



PICTURE



PICTURE



PICTURE



Link to access the dictogloss:

[https://www.canva.com/design/DAFSyL95IVY/1wW-mS3shizMzCkioS-0ZQ/view?utm\\_content=DAFSyL95IVY&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSyL95IVY/1wW-mS3shizMzCkioS-0ZQ/view?utm_content=DAFSyL95IVY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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## ANNEX 10 - KAHOOT

**Kahoot!** Home Discover Library Reports Groups Marketplace Upgrade Create

### Romanesque or Gothic architecture.

0 plays · 0 players

Start Assign Practice

Romanesque or Gothic characteristics.

A public kahoot

asanc377 Updated 36 seconds ago

**Questions (11)** [Show answers](#)

- 1 - Quiz  
What kind of building is it?  60 sec
- 2 - Quiz  
Does this building belong to the Romanesque or the Gothic architecture?  60 sec
- 3 - Quiz  
The cathedral of Barcelona is a ..... building.  60 sec
- 4 - Quiz  
Why is the Burgos cathedral a gothic building?  60 sec
- 5 - Quiz  
Which of the following characteristics DON'T belong to a Romanesque building.  60 sec

Link to access the kahoot:

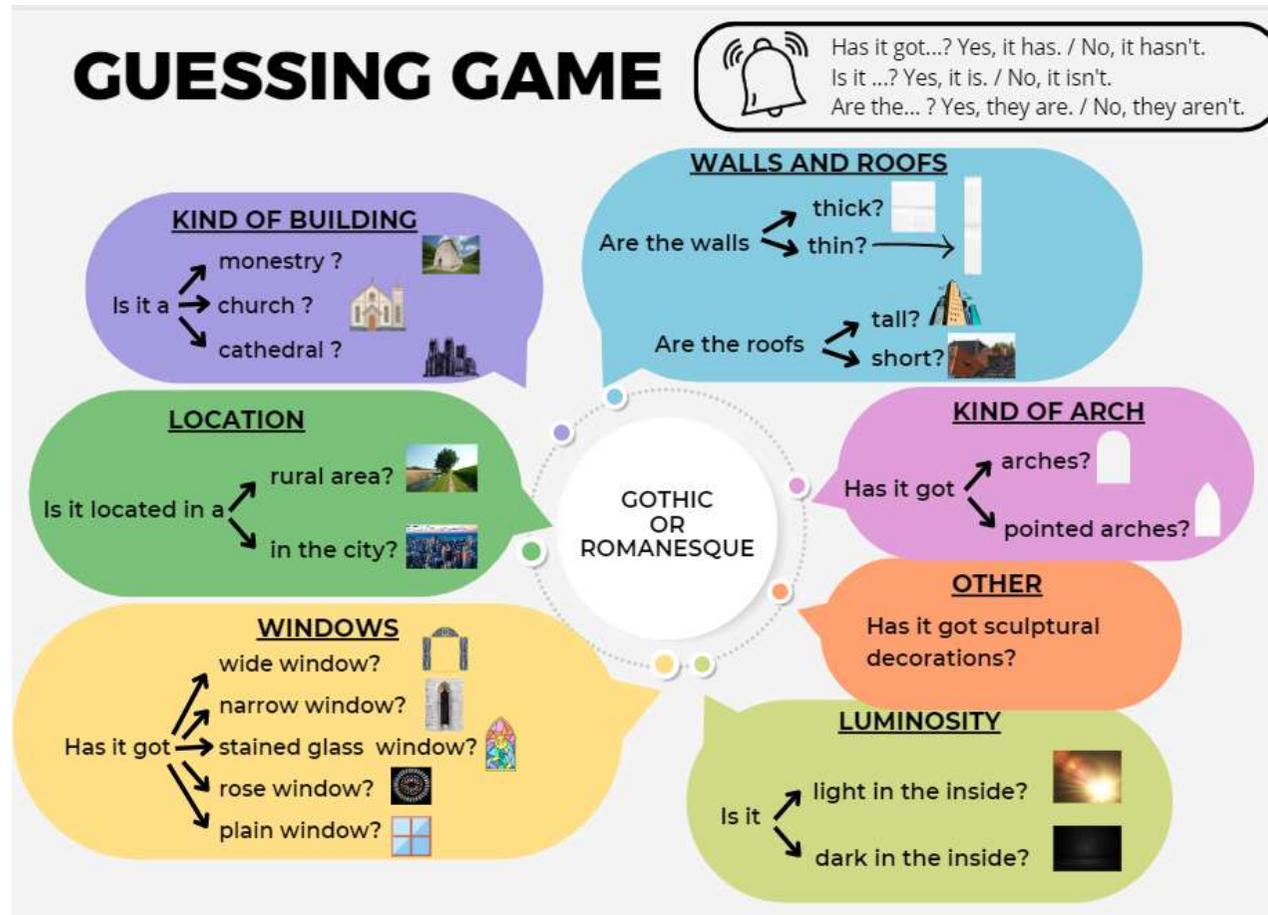
<https://create.kahoot.it/share/romanesque-or-gothic-architecture/32dee037-8aa4-41ee-bd33-ba16a3b37509>



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



ANNEX 11 - VISUAL THINKING SUPPORT AND WORKSHEET



Link to access the visual thinking support:

[https://www.canva.com/design/DAFSyecj110/M6NXy6AMmH296vw5-gNhSQ/view?utm\\_content=DAFSyecj110&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSyecj110/M6NXy6AMmH296vw5-gNhSQ/view?utm_content=DAFSyecj110&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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



# GUESSING GAME

My question - The answer I got

 _____ _____ _____	→	 _____ _____ _____
 _____ _____ _____	→	 _____ _____ _____
 _____ _____ _____	→	 _____ _____ _____

GOTHIC  
OR  
ROMANESQUE

Link to access the worksheet:

[https://www.canva.com/design/DAFSyoDtPLI/cK56P50inAHScUBxeRu6fQ/view?utm\\_content=DAFSyoDtPLI&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSyoDtPLI/cK56P50inAHScUBxeRu6fQ/view?utm_content=DAFSyoDtPLI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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## ANNEX 12 - RUBRIC ORAL EXPOSITION

WHAT DO WE EVALUATE?	EXPERT 2 points	ADVANCE 1,5 points	FAIR 1 point	NEEDS IMPROVEMENT 0,5 point
<b>CONTENT AND SEQUENCE</b>	Exposes all the content demanded. 6-7 characteristics of the Gothic or Romanesque building model. Good structure (presentation, contents in order, conclusion).  Exposa tot el contingut demanat. Bona estructura (presentació, continguts exposats en ordre, cloenda).	Exposes five or four of the content demanded. Good structure but the presentation or the conclusion is missing.  Exposa entre cinc i quatre dels continguts demanats. Exposició ordenada però falta la presentació o conclusió.	Exposes only three of the content demanded. The structure is not very ordered and the presentation and conclusion are missing.  Exposa només tres dels continguts demanats. Exposició poc ordenada i falta la presentació i la conclusió.	Exposes less than three of the content demanded. The structure is not ordered and the presentation and conclusion are missing.  Exposa menys de tres continguts demanats. La exposició no és gens ordenada i falta la presentació i la conclusió.
<b>LINGUISTIC CORRECTION</b>	0 grammatical and/or morphosyntactic errors.  0 errors gramaticals i/o morfosintàctics.	1-2 grammatical and/or morphosyntactic errors.  1-2 errors gramaticals i/o morfosintàctics.	3-4 grammatical and/or morphosyntactic errors.  3-4 errors gramaticals i/o morfosintàctics.	5 or more grammatical and/or morphosyntactic errors.  5 o més errors gramaticals i/o morfosintàctics.
<b>PRONUNCIATION</b>	Pronounces the words correctly and vocalize well. (between 0 and 2 words)  Pronuncia les paraules correctament i vocalitza bé. (entre 0 i 2 paraules)	Pronounces correctly but finds it difficult to vocalize some words (between 3 and 5 words).  Pronuncia correctament però li costa vocalitzar algunes paraules (entre 3 i 5 paraules).	Makes pronunciation and vocalization errors (between 6 and 8 words)  Fa errors de pronunciació i vocalització (entre 6 i 8 paraules)	Makes pronunciation and vocalization errors (between 9 and 11 words)  Fa errors de pronunciació i vocalització (entre 9 i 11 paraules)
<b>VOLUME AND GESTURES</b>	The volume is appropriate to the situation, the gestures are natural and looks at the audience continuously.  El volum és adequat a la situació, gesticula amb naturalitat i mira al públic continuament.	The volume is too high or low, he looks at the audience continuously but the body posture is not correct.  El volum és massa alt o massa baix, mira al públic continuament però està repenjat en algun lloc.	The volume is too high or too low, and sometimes turns its back on the audience.  El volum és massa alt o massa baix, i en ocasions dona l'esquena al públic.	The volume is very low and you can hardly hear it. Avoids public contact.  El volum és molt baix i quasi bé no s'escolta. No es dirigeix al públic.
<b>VISUAL SUPPORT</b>	Refers to the model during all the exposition. Points to each label and part of the model when talking about the content.  Fa referència a la maqueta durant tota l'exposició. Assenyalava cada etiqueta i part de la maqueta i fa referència.	Refers to the model between 4 and 5 times. Points to each label and part of the model when talking.  Fa referència a la maqueta entre 4 i 5 vegades. Assenyalava a les fotografies/imatges quan parla d'elles força sovint.	Refers to the model 3 times. Points to the labels intermittently.  Fa referència a la maqueta 3 vegades. Assenyalava a les etiquetes de manera intermitent.	Refers to the model less than 3 times. It makes no reference to the labels.  Fa referència a la maqueta menys de 3 vegades. No fa cap referència a les etiquetes.

Link to access rubric:

[https://docs.google.com/document/d/1KZMHze-4QKqwK8jhzbpNgJnYSMsBZLLa/edit?usp=share\\_link&oid=108338487527300214108&tpof=true&sd=true](https://docs.google.com/document/d/1KZMHze-4QKqwK8jhzbpNgJnYSMsBZLLa/edit?usp=share_link&oid=108338487527300214108&tpof=true&sd=true)



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## ANNEX 13 - ORIENTATION BASE GRID FOR THE MODEL

Orientation base for making a model and its oral presentation to classmates.

Put a tick (✓) when you have completed an item.

Planning	<ul style="list-style-type: none"> <li>• Draw or make an outline of the model.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Select the proper material to make the model.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Listen and collect the proposals of all the members of the group.</li> </ul>	
Knowledge that we apply in our model	<ul style="list-style-type: none"> <li>• Design the floor of the building, depending on whether it is Romanesque or Gothic.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Make the walls</li> </ul>	
	<ul style="list-style-type: none"> <li>• Build the architectural elements (Romanesque or Gothic) representative of the chosen style.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Insert the roof.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Put external decorative elements.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Paint the model.</li> </ul>	

Link to access the orientation base grid:

<https://docs.google.com/document/d/1QLgoe6mlwqxKWh1DXAHmhZK73UfOWuw8Ru0jwC1xK8w/edit?usp=sharing>



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



## ANNEX 13.1 LANGUAGE SCAFFOLDING FOR THE ORAL EXPOSITION

# ORAL EXPOSITION

**INTRODUCTION**  
Hello! We are.....  
And we are going to explain the main characteristics of our building.

**WALLS AND ROOFS**  
The walls are 

thick

thin

  
The roofs are 

tall

short

**KIND OF BUILDING**  
Our building is a 

monestry

church

cathedral

**KIND OF ARCH**  
It has got 

arches

pointed arches

**LOCATION**  
It is located in a 

rural area

in the city

**LUMINOSITY**  
It is 

light in the inside

dark in the inside

**WINDOWS**  
It has got 

wide window

narrow window

stained glass window

rose window

plain window

**CONCLUSION**  
For all these reasons, we can say our building is Gothic / Romanesque.

Link to access the Canva:

[https://www.canva.com/design/DAFVTU95qBY/3jtBxa2a5Sp3TU-OVaCJYA/edit?utm\\_content=DAFVTU95qBY&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFVTU95qBY/3jtBxa2a5Sp3TU-OVaCJYA/edit?utm_content=DAFVTU95qBY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



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## ANNEX 14 - CHECKLIST TO CO-EVALUATE

### CHECKLIST

#### CO-ASSESSMENT ABOUT ROMANESQUE AND GOTHIC BUILDING MODELS

Name of the group who assess:	
Members of the group:	



<b>Title of the presentation</b>				
Write a tick (✓) if the answer is positive or a cross (X) if the answer is negative.	<b>Is the model well built?</b>	<b>Does the model have the labels?</b>	<b>Is the handwriting of the labels clear?</b>	<b>Is the structure of the oral exposition clear?</b>
<b>Punctuation</b>	<b>1 point = learning</b>	<b>2 point = advanced</b>	<b>3 points = expert</b>	
<b>Name of the classmates doing the exposition →</b>				
<b>Was the oral exposition</b>				

Link to access the co-assessment checklist:

[https://docs.google.com/document/d/13M1IPOr9V\\_fzLeFc6Rgxm7XFVRh--1gl/edit?usp=sharing&oid=108338487527300214108&rtpof=true&sd=true](https://docs.google.com/document/d/13M1IPOr9V_fzLeFc6Rgxm7XFVRh--1gl/edit?usp=sharing&oid=108338487527300214108&rtpof=true&sd=true)



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



<b>SELF ASSESSMENT CHECKLIST</b>	
<b>Task 1 : Input &amp; Cooperative / Collaborative learning in CLIL</b>	<b>YES/NO</b>
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
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



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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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