

'Picasso Pieces' pretends to tear the painter's work of art to pieces. The main objective of the project is to develop learners' knowledge about the painter's life and his different styles of art from different periods through the subject of Art and Crafts. The project encourages collaborative and cooperative art work in English. The plan is based on CLIL methodology and it takes into account the key competences of the Catalan Curriculum. The main competences involved when learning through this project are Artistic and Cultural, Linguistic and Audio-visual, Personal, Mathematical and Learning to learn.

'Picasso Pieces' is addressed to the third cycle of Primary Education with groups up to 15 learners, but it is flexible enough to be used with 9 and 10 year-old learners as well. It is designed to be developed at any school, no matter what resources there are. There are also many ICT possibilities which can be adapted if the school doesn't have the necessary facilities.

I've chosen the artist, Picasso, for many different reasons. One of them is because although his work motivates me, I did not have any depth of knowledge about the painter and I think it is very important that learners and teachers can teach-learn at the same time from each others' interests and motivation. Moreover, Picasso's Art is available in his Museum in Barcelona and I think it is interesting to share cultural knowledge through Art, too. Furthermore, Picasso is internationally known and learners can find examples of his art wherever they go.

The plan is divided into three parts. First of all, there is an introductory unit which deals with Picasso's life and periods, but the blue and pink periods are covered in more depth. The second block is focused on Cubism and shapes; it develops the differences between Realism and Cubism focusing on 'Las Meninas' by both Velázquez and Picasso. Last, but not least, there is a third block that mainly focuses on a visit to Picasso's Museum of Barcelona. The last unit can be done at the end of the project or at the beginning, or it can be omitted depending on the opportunities for the school going to the Museum. However, it can also be done as a virtual visit on the Museum's website.

It is possible to extend each block with different activities. For example, in block one learners can create a new portrait to show a different feeling with another colour. In block two, they can write a new fact file with the different characters of 'Las Meninas'. Finally, children can become museum guides in the last block.

The three parts of 'Picasso Pieces' are all progressive as they build on learners' understanding of art and language.

Each block has at least one activity that can be used to evaluate learners. There are also self-assessment and peer-review activities so that learners are able to check their progress in learning about art in a non-native language. There are also activities with differentiation in order to address the diversity of learners in class.

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