

# **ENJOY MODERNISM**

## **Lesson plans**

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LESSON PLAN	MODERNISM	
UNIT 1	BUILDINGS	
Sessions	<ol style="list-style-type: none"> <li>1. Uses and characteristics of buildings I</li> <li>2. Uses and characteristics of buildings II</li> <li>3. Characteristics of the Modernist Style I</li> <li>4. Characteristics of the Modernist Style II</li> <li>5. History</li> </ol>	

AIMS
<ul style="list-style-type: none"> <li>• To recognise the uses for Modernist buildings.</li> <li>• To recognise materials used by Modernist architects.</li> <li>• To have a general knowledge about the characteristics of this Style.</li> <li>• To recognise the main characteristics of Modernism in buildings.</li> <li>• To understand where the architects found their inspiration.</li> <li>• To have a general knowledge of the importance of this style in Catalonia.</li> </ul>
Contribution to competences
<p><b>Communicative:</b> Can interpret and understand the situations she/he will encounter in everyday context and beyond.</p> <p><b>Artistic and Cultural:</b> Can understand, perceive and value, critically, different cultural and artistic forms of expression.</p>

LEARNING OUTCOMES
<p><b>. Will know:</b></p> <ul style="list-style-type: none"> <li>- How to recognize some features of Modernist buildings.</li> <li>- How to distinguish materials used on Modernist buildings.</li> <li>- How to recognize essential elements of Modernist decorations.</li> <li>- The effect of Modernism in Terrassa, Catalonia and Europe.</li> </ul> <p><b>. Be able to:</b></p> <ul style="list-style-type: none"> <li>- Apply vocabulary related to Modernist buildings.</li> <li>- Understand how some buildings with tilted columns stand.</li> <li>- Identify nature in decoration.</li> <li>- Compare two animals in mythology.</li> <li>- Place some countries in Europe where Modernism was called Art Nouveau</li> </ul> <p><b>. Will be aware of:</b></p> <ul style="list-style-type: none"> <li>- The importance of curves in design</li> <li>- The value of Modernism architecture</li> <li>- How to cooperate in a group</li> </ul>

COGNITION	CONTENT	CULTURE
<ul style="list-style-type: none"> <li>. Remembering vocabulary</li> <li>. Matching images and buildings' uses.</li> <li>. Understanding information</li> <li>. Classifying images and materials</li> <li>. Giving reasons</li> <li>. Hypothesizing about buildings</li> <li>. Identifying leaves and European countries and cities.</li> </ul>	<ul style="list-style-type: none"> <li>. Uses of buildings.</li> <li>. Characteristics of buildings in the Modernist</li> <li>Style: materials, shapes and decoration.</li> <li>. Timeline about Modernism (Art Nouveau) period.</li> <li>. Locating Modernist movements on a map of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>. Interest in knowing and valuing Modernist architecture</li> <li>. Respect and value ideas and opinions of other people or classmates</li> </ul>
<b>COMMUNICATION</b>		
LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
<p><b>Vocabulary:</b>  <u>Kinds of building:</u> office – factory – building of flats – religious – school - park  <u>Parts of a house:</u> wall – roof – chimney – window – door – balcony – arc – column.  <u>Materials :</u> glass – wood –iron – tiles – brick – stone - concrete  <b>Adjectives:</b>  Bright – curved – high  big – bigger – the biggest  more/ less – colored  <u>Kinds of lines:</u> horizontal – vertical – diagonal – parallel – zigzag - wavy – looped – curly – scalloped - convergent  <b>Structures:</b>  I like ... - I prefer... I think ...  How many ... are there?  There is/are ...  Has it got ...?  Why? Because ...</p>	<ul style="list-style-type: none"> <li>. Expressing opinions and comparisons between buildings.</li> <li>. questioning and answering</li> <li>. Expressing their own opinion</li> <li>. Expressing possibilities</li> </ul>	<ul style="list-style-type: none"> <li>. The use of the dictionary for vocabulary extension</li> <li>. Questions that are raised in the sessions</li> </ul>
<b>ASSESSMENT CRITERIA</b>		
<p>Students should be able to:  Identify materials used in Modernist buildings.  Describe some features about Modernist buildings.  Identify different designs for decorating buildings</p>		

<b>LESSON PLAN</b>	MODERNISM	
<b>UNIT 2</b>	ARCHITECTES	
Sessions	1. Lluís Muncunill 2. Antoni Gaudí 3. Visiting a building	

<b>AIMS</b>
<ul style="list-style-type: none"> <li>• To know about the main representative Modernist architects of this style in Terrassa, in Barcelona and in Norwich.</li> <li>• To be able to describe Modernist buildings.</li> </ul>
<b>Contribution to competences</b>
<p><b>Communicative:</b> Relating observations, explanations, emotions and giving accounts of experiences after visiting one modernist building.</p> <p><b>Artistic and Cultural:</b> Understanding and valuing Muncunill and Gaudí modernist work and recognizing some of their known buildings.</p>

<b>LEARNING OUTCOMES</b>
<p><b>. Will know:</b></p> <ul style="list-style-type: none"> <li>- How to recognize some features of Muncunill and Gaudí's live.</li> <li>- How to distinguish the work of these two architects.</li> <li>- Names of different buildings by Muncunill and Gaudí.</li> </ul> <p><b>. Be able to:</b></p> <ul style="list-style-type: none"> <li>- Identify Modernist buildings by Muncunill and Gaudí</li> <li>- Make a lay out of a modernist building</li> <li>- Place historical events on a timeline</li> <li>- Place The most known Modernist buildings from Muncunill and Gaudí</li> <li>- Report a visit to a Modernist building.</li> </ul> <p><b>. Will be aware of:</b></p> <ul style="list-style-type: none"> <li>- The value of Modernism architecture</li> <li>- How to cooperate in a group</li> </ul>

COGNITION	CONTENT	CULTURE
<ul style="list-style-type: none"> <li>. Remembering vocabulary</li> <li>. Understanding information</li> <li>. Matching words and definitions</li> <li>. Sequencing facts on a timeline</li> <li>. Predicting outcomes (before the visit)</li> </ul>	<ul style="list-style-type: none"> <li>. Features about houses at the beginning of XX century.</li> <li>. Facts about Muncunill and Gaudi's life.</li> <li>. Visit to a Modernist building</li> </ul>	<ul style="list-style-type: none"> <li>. Interest in knowing and valuing Modernist architecture</li> <li>. Respect and value ideas and opinions of other people or classmates</li> </ul>

**COMMUNICATION**

LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
<p><b>Vocabulary:</b> Style –decoration –the layout –creative – store - functional –façade –vault – pattern – resort to</p> <p><b>Prepositions:</b> . on the right – on the left . at the top – at the bottom . long – short –wide – narrow . in – on – next to – opposite</p> <p><b>Adverbs :</b> . after – before</p> <p><b>Structures:</b> I think ...; Maybe... ; It could be... Why? Because ...</p>	<ul style="list-style-type: none"> <li>. Expressing opinions and comparisons between lay outs of houses.</li> <li>. Expressing their own feelings</li> <li>. Expressing possibilities</li> <li>. Talking about the past</li> <li>. Describing a building</li> </ul>	<ul style="list-style-type: none"> <li>. The use of the dictionary for vocabulary extension</li> <li>. Questions that are raised in the sessions</li> </ul>

**ASSESSMENT CRITERIA**

<p>Students should be able to: Identify modernist buildings by Muncunill and Gaudí Fill in a worksheet with information about Muncunill and Gaudí</p>
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<b>LESSON PLAN</b>	MODERNISM	
<b>UNIT 3</b>	ART	
Sessions	<ol style="list-style-type: none"> <li>1. “Trencadís” a special mosaic</li> <li>2. Stained-glass</li> <li>3. Jewellery</li> <li>4. Make a poster</li> </ol>	

<b>AIMS</b>
<ul style="list-style-type: none"> <li>• To know about techniques used by architects to decorate buildings and practise similar techniques.</li> <li>• To know how to prepare a poster to present an exhibition.</li> </ul>
<b>Contribution to competences</b>
<p><b>Artistic and Cultural:</b> Understanding and valuing modernism as a form of expression.  <b>Methodological:</b> Applying skills that include strategic thinking and cooperation and self-evaluation skills</p>

<b>LEARNING OUTCOMES</b>
<p><b>. Will know:</b></p> <ul style="list-style-type: none"> <li>- Features of decoration Modernist buildings.</li> <li>- Materials needed for each particular decoration technique.</li> </ul> <p><b>. Be able to:</b></p> <ul style="list-style-type: none"> <li>- Observe and comment on features of decoration, giving examples.</li> <li>- Do similar techniques.</li> <li>- Create a poster</li> </ul> <p><b>. Will be aware of:</b></p> <ul style="list-style-type: none"> <li>- The value of Modernist architecture</li> <li>- How to work individually and cooperate in a group</li> </ul>

<b>COGNITION</b>	<b>CONTENT</b>	<b>CULTURE</b>
<ul style="list-style-type: none"> <li>. Remembering vocabulary</li> <li>. Comparing different designers' work.</li> <li>. Generating their own ideas to create their own designs</li> </ul>	<ul style="list-style-type: none"> <li>. Technique to make "trencadís", a kind of mosaic.</li> <li>. Technique to make stained-glass.</li> <li>. Technique to make wire jewellery.</li> <li>. Design a poster</li> </ul>	<ul style="list-style-type: none"> <li>. Interest in knowing and valuing Modernist architecture</li> <li>. Respect and value ideas, opinions and work of other people or classmates</li> </ul>

**COMMUNICATION**

<b>LANGUAGE OF LEARNING</b>	<b>LANGUAGE FOR LEARNING</b>	<b>LANGUAGE THROUGH LEARNING</b>
<p>Vocabulary: Colours – shapes – buildings – materials – glass – wire - frieze prepositions</p> <ul style="list-style-type: none"> <li>. on the right – on the left</li> <li>. at the top – at the bottom</li> </ul> <p>Adjectives: The easiest/ most difficult Happy / sad</p> <p>Structures:</p>	<ul style="list-style-type: none"> <li>. Expressing opinions and comparisons between lay outs of houses.</li> <li>. Expressing their own feelings</li> <li>. Expressing possibilities</li> <li>. Talking about the past</li> <li>. Asking and answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>. The use of the dictionary for vocabulary extension</li> <li>. Questions that are raised in the sessions</li> </ul>

**ASSESSMENT CRITERIA**

<p>Students should be able to: Do the prepared worksheets Make their own creations in a modernist style Collaborate in groups Self assess their art work and use of language.</p>
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