

ARTISTS FROM LLEIDA

Lesson plans

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UNIT:	Artists from Lleida
LESSON:	Lesson 1: Leandre Cristòfol's sculpture

AIMS	
To know of an artist from Lleida: Leandre Cristòfol.	

CONTRIBUTION TO COMPETENCES	
<p>Communicative: Expressing ideas or thoughts through sculpture.</p> <p>Artistic and cultural: Understanding and interpreting abstract art. Applying the techniques and resources of making a sculpture using reused materials in order to express an idea.</p>	

TEACHING OBJECTIVES What it is planned to teach	LEARNING OUTCOMES What learners will be able to do at the end of the lesson
<ul style="list-style-type: none"> - To develop knowledge of Cristòfol's life, context and works - To develop an understanding of different types of sculpture: figurative and abstract - To create their own abstract sculpture with wire - To create their own abstract sculpture with recycled materials - To compare the artist with another one: Iglésias del Marquet 	<p>Will know:</p> <ul style="list-style-type: none"> - Some Cristòfol's life facts and relate them to his works - The difference between figurative and abstract art <p>Will be able to:</p> <ul style="list-style-type: none"> - Explain Cristòfol's life in general terms - Recognise some Cristòfol's works of art - Differentiate between figurative and abstract sculptures - Design a sculpture of wire representing an abstract concept before doing it - Create an abstract sculpture with recycled materials - Explain their own procedure when creating the sculptures - Find similarities and differences in the life and art of Leandre Cristòfol and Josep Iglésias <p>Will be aware of:</p> <ul style="list-style-type: none"> - The value of other's work

CONTENT
<ul style="list-style-type: none"> - Leandre Cristòfol's sculpture - Figurative art, abstract art - Responsibility in the use of tools or materials

COGNITION
<ul style="list-style-type: none"> - Classifying sculptures according to different criteria - Describing sculptures - Interpreting Cristòfol's sculptures - Generating their own way to express an abstract concept - Expressing an idea through art - Comparing information about different artists - Identifying similarities and differences among two different artists

CULTURE
<ul style="list-style-type: none"> - Respect ideas and opinions of other people - Interest in knowing and valuing works of art of different people (artists and classmates)

COMMUNICATION
Of learning
Vocabulary
<i>Figurative art, abstract art</i>
Cristòfol's life: <i>to move; carpenter; to be recalled by the army; to take refuge; award;</i> Materials of sculptures: <i>spindle, wooden egg, piece of wood, knitting needles, needles, piece of cork, umbrella ribs, telephone wire, wood ball, a ball of cork, a piece of wire, egg boxes, plastic rings, polystyrene, umbrella, net, plastic ball, palette</i>
Structures
Past simple tense: <i>He was born...; He lived...; He studied...; He moved to...;</i> There's / There are Prepositions: <i>on the left, on the right, at the top, at the bottom, in the middle, in the corner, in the background, in the foreground</i> Present simple tense. Third person singular: <i>The piece of wire bends. It looks like ...</i> Let's... Present simple tense: <i>Take a ... and a ...; Stick the ... to the ...; Put the ... in the ...</i>
For learning
<ul style="list-style-type: none"> - Explaining somebody's life facts - Describing a sculpture - Expressing preferences (Let's) - Describing the procedure of making a picture
Through learning
<ul style="list-style-type: none"> - The use of dictionaries for vocabulary extension - Language through activities - Questions that are raised in the sessions
ASSESSMENT CRITERIA
Can the students ...?
<ul style="list-style-type: none"> - Recount some and relevant Cristòfol's life facts - Differentiate between figurative and abstract sculptures? - Design an abstract sculpture with one specific purpose: express an abstract concept - Value other students' works - Use recycled materials in order to create an abstract sculpture and give it a meaning
ACTIVITIES
<ul style="list-style-type: none"> - Ordering Cristòfol's life facts - Creating a timeline - Describing sculptures - Writing down what the students think a sculpture represents or is - Design an abstract sculpture on a sheet of paper with charcoal pencils, representing a concept - Make an abstract sculpture with wire - Take a photograph of the sculpture and print it - Describing materials and procedure of making an abstract sculpture

UNIT:	Artists from Lleida
LESSON:	Lesson 2. Josep Iglésias del Marquet and collage.

AIMS	
To know of an artist from Lleida: Josep Iglésias del Marquet	

CONTRIBUTION TO COMPETENCES	
<p>Communicative: Defining oneself through art. Artistic and cultural: Applying techniques (collage) of different artistic languages (2D works). Applying her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value.</p>	

TEACHING OBJECTIVES What it is planned to teach	LEARNING OUTCOMES What learners will be able to do at the end of the lesson
<ul style="list-style-type: none"> - To develop knowledge of Iglésias' life, context and works - To develop an understanding of Pop Art movement and collage technique - To create their own collage expressing oneself (in form of a postcard) - To compare the artist with another one: Leandre Cristòfol 	<p>Will know:</p> <ul style="list-style-type: none"> - Some Iglésias' life facts and relate them to his works - Main characteristics of Pop Art - Main characteristics of collage technique <p>Will be able to:</p> <ul style="list-style-type: none"> - Explain Iglésias' life in general terms - Recognise some Iglésias' works of art. - Identify characteristics of Pop Art works - Use collage technique - Design a collage expressing oneself - Justify their own work - Find similarities and differences in the life and art of Leandre Cristòfol and Josep Iglésias <p>Will be aware of:</p> <ul style="list-style-type: none"> - The value of other's opinion and works

CONTENT
<ul style="list-style-type: none"> - Josep Iglésias' life: main facts - Josep Iglésias collages - Collage technique - Pop art

COGNITION
<ul style="list-style-type: none"> - Analysing main characteristics of different works of art (paintings, collage) - Comparing different works of arts - Reasoning why a work of art is classified as Pop Art - Giving ideas to develop a collage - Identifying things and objects that can define oneself - Planning their own work - Expressing oneself through art - Comparing information about different artists - Identifying similarities and differences among two different artists - Generating ideas in order to create a display and presentation of one artist

CULTURE
<ul style="list-style-type: none"> - Interest in knowing about their closest context: artist of their province - Interest in knowing and valuing works of different people (artist and classmates)

<ul style="list-style-type: none"> - Respect ideas and art work of other people - Value the use of reused materials

COMMUNICATION
Of learning
Vocabulary
<p><i>Pop art</i> <i>Collage technique</i> <i>Landscape, portrait</i> Iglésias' life: <i>Law, to marry</i> Colours: <i>navy blue, lime green, bottle green, pale brown, fuchsia, burgundy.</i> Shapes: <i>octagon, square, triangle, circle, parallelogram, cube, oval, trapezoid, sphere, rectangle, pentagon, cylinder</i> Other words: <i>fields, cloth, to paste, magazines, advertising, to poste, label</i></p>
Structures
<p>Past simple tenses: <i>He was born; He studied; He moved to;</i> <i>There is / There are</i> <i>The painters both ...</i> <i>Neither of them ...</i> <i>He (...) but he (...).</i> <i>Maybe he ...</i> <i>I'm going to use (...) because...</i> <i>I have used (...) because ...</i></p>
For learning
<ul style="list-style-type: none"> - Explaining somebody's life facts - Describing a work of art - Comparing different lives and works of art - Expressing possibility - Giving reasons
Through learning
<ul style="list-style-type: none"> - The use of dictionaries for vocabulary extension - Language through activities - Questions that are raised in the sessions

ASSESSMENT CRITERIA
Can the students ...?
<ul style="list-style-type: none"> - Recount some relevant facts about Iglésias' life - Recognise Pop Art works of art - Imitate Iglésias' paintings: using geometrical forms and bright colours - Predicting what materials they are going to need and use in a work - Design a collage with one specific purpose: defying themselves - Value other students' work

ACTIVITIES
<ul style="list-style-type: none"> - Wall dictation - Comparing works of art - Making a painting in Iglésias' style - Fill in the gaps - Making a collage in group - Reporting about their work of art - Planning and making their postcard (collage) - Describing materials and procedure of making their work (postcard). - Ordering and sequencing information about the artist - Identifying correct information - Making a display and presentation about one of the artists