

TEACHING NOTES

LESSON 1: Introduction to Sculpture

ACTIVITY 1	WARMING UP
Timing	5'
Grouping	Plenary
Material	A computer and a data projector for the PP1 (ART)
Teacher's Aim	To present different artworks
Pupils' Aim	To be aware of the different types of artworks
Management	<ul style="list-style-type: none"> The teacher shows the PP1. Pupils have to pay attention and watch it in silence. The slides have different types of artworks such as paintings, hanging mobiles, reliefs, buildings, drawings and sculptures.
Language	<ul style="list-style-type: none"> Once the presentation has finished, the teacher asks: <i>What do all those images have in common?</i> Pupils should reply: <i>They are works of Art.</i>

ACTIVITY 2	WHAT KIND OF WORK?
Timing	10'
Grouping	Pupils work in pairs
Material	<ul style="list-style-type: none"> Sets of 12 laminated cards (6 word cards and 6 picture cards). A computer and a data projector for the PP2 (correction).
Teacher's Aim	To provide the pupils with different names for different artworks
Pupils' Aim	To be able to name different types of art works
Management	<ul style="list-style-type: none"> The teacher gives a set of 12 laminated cards to each couple of pupils. Each set of cards has 6 word cards with the words 'painting', 'building', 'sculpture', 'drawing', 'relief' and 'hanging mobile' written on them; and 6 picture cards with 6 different pictures representing these words. They have 1 minute to match each picture with the right word. We correct it all together with the help of the power point presentation, which shows the same pictures they have in the cards.
Language	<ul style="list-style-type: none"> When correcting the activity, the teacher asks: <i>What kind of artwork is this?</i> Pupils should reply: <i>This is a ... drawing / painting / sculpture / relief / building / hanging mobile.</i>

ACTIVITY 3	SCULPTURE OR NOT?
Timing	15'
Grouping	Plenary
Material	A computer and a data projector for the PP1 and PP3
Teacher's Aim	To present the topic: 'Sculpture'
Pupils' Aim	To distinguish sculptures from other pieces of art.
Management	<ul style="list-style-type: none"> The teacher shows again the PP1 with all the artworks and asks: <i>Are all of them pieces of sculpture?</i> Of course, pupils answer 'NO'. After doing ACTIVITY 2, they all know that those photographs are different types of artworks. The teacher now shows all the pictures, one by one (PP3).
Language	<ul style="list-style-type: none"> When looking at the pictures one by one, the teacher asks: <i>Is it a sculpture?</i> Pupils answer either A or B: <i>A) No, it isn't. It is a drawing / painting / relief / building / hanging mobile.</i> <i>B) Yes, it is a sculpture!</i>

ACTIVITY 4	ACTIVITY SHEET
Timing	20'
Grouping	Pupils work individually
Material	Activity worksheet
Teacher's Aim	To make pupils familiarize with Sculpture.
Pupils' Aim	To understand the whole meaning of the sentences.
Management	<ul style="list-style-type: none"> The teacher hands out an activity sheet which is full of sentences related to Art. Pupils have to tick those sentences which apply to Sculpture. Later on, we correct it all together. Pupils take turns to read aloud and to give their opinions about if the sentences they have read apply to sculpture or not.
Language	<ul style="list-style-type: none"> Pupils need to read carefully all the sentences. It is not important if they do not know every single word. What it really matters is that they understand the whole meaning, so they can say if it has something to do with Sculpture or not. When correcting, pupils practise their pronunciation.

ACTIVITY 5	CONCLUSION: DEFINITION OF SCULPTURE
Timing	10'
Grouping	Plenary
Material	A computer and a data projector for the PP4
Teacher's Aim	To make pupils think about the definition of sculpture.
Pupils' Aim	To define 'sculpture' by finding its main features.
Management	<ul style="list-style-type: none">• The teacher shows a fourth power point (PP4) containing <u>only</u> images of sculptures.• The teacher now asks the following question: <i>What do all sculptures have in common?</i>
Language	<ul style="list-style-type: none">• When trying to answer to the teacher's question, inspired by the activity sheet, pupils should be able to produce sentences of this sort:<ul style="list-style-type: none">- <i>Sculptures have got volume</i>- <i>Sculptures are three-dimensional artworks</i>- <i>Sculptures are meant to decorate</i>- <i>Sculptures are made out of hard materials such as iron, wood, metal, plastic, stone, marble and plaster.</i>

LESSON 2: Let's make a Mural!

ACTIVITY 1	DO YOU REMEMBER?
Timing	10'
Grouping	Plenary
Material	---
Teacher's Aim	To remind pupils of the contents from last lesson.
Pupils' Aim	To revise contents from last lesson.
Management	<ul style="list-style-type: none"> The teacher introduces some questions in order to remind pupils of contents from last lesson. i.e. <i>What kind of work is this?</i> (showing a laminated card). The teacher repeats the same question using different laminated cards until they have revised all the vocabulary: 'painting', 'building', 'sculpture', 'drawing', 'relief' and 'hanging mobile'. Next, the teacher goes into Sculpture by asking: <i>What can you tell me about sculptures? What did we say last lesson?</i>
Language	<ul style="list-style-type: none"> Vocabulary: 'painting', 'building', 'sculpture', 'drawing', 'relief' and 'hanging mobile'. Structure: 'This is a ...' Structure: 'Sculptures have ... / are ...'.

ACTIVITY 2	MURAL ON SCULPTURE
Timing	50'
Grouping	Pupils work in groups of 4
Material	Card, pencil, rubber, felt-tip pens, crayons, glue, photos of sculptures
Teacher's Aim	To make pupils interiorize the main features of sculpture.
Pupils' Aim	To make a mural on what they have learnt about sculpture.
Management	<ul style="list-style-type: none"> The teacher provides each group with a card and lots of pictures of sculptures. Each group will have to create their own mural which will have: a title, the main features concerning sculpture and some images of sculptures. At the end, we will have various murals with very similar content but with a different organisation, since each mural will have its own personality. We can make a display with all these murals.
Language	The teacher will speak always in English when giving instructions or commenting on the pupils' work. However, pupils can use their mother tongue (MT) while working with their classmates.

LESSON 3: Sculpture – Main features

ACTIVITY 1	CLASSIFICATION
Timing	10'
Grouping	Pupils work in groups of 3
Material	Sets of cards with words related to materials, shape, size and colour (all of them mixed up)
Teacher's Aim	To make pupils think of a good criteria to classify words.
Pupils' Aim	To classify some words into different categories.
Management	<ul style="list-style-type: none"> • Children have to classify these word cards following their own criteria. • Pupils will have to justify their classification later on. • At the end, we would like to have four different categories of words: materials, size, shape, colours. • We can make a display for the class showing this classification, so it can work as a bank word from now onwards.
Language	<p>Pupils are allowed to use their mother tongue when discussing the classification within their groups. But they have to speak in English when justifying their classification. In order to do so, they can use this frame:</p> <p><i>'We think that _____ , _____, _____, etc. go together because they are words related to ... (size / shape / colours / materials/ etc.)'</i></p>

ACTIVITY 2	GAME
Timing	20'
Grouping	The class is divided into 2 teams
Material	<p>Realia:</p> <ul style="list-style-type: none"> ❖ For colours: felt-tip pens or crayons of different colours ❖ For materials: a piece of wire, of wood, of metal, of iron, of marble, of bronze, of plaster, of terracotta, of cardboard, of cloth, of paper, of glass, and a stone. ❖ For shapes: a doll, an animal toy, shapes for little children. ❖ For size: a set of Russian dolls.
Teacher's Aim	<ul style="list-style-type: none"> • To make children acquire vocabulary without being aware of doing it.
Pupils' Aim	<ul style="list-style-type: none"> • To interiorize the vocabulary related to materials, shape, size and colour. • To have fun.
Management	<ul style="list-style-type: none"> • The teacher divides the class into two teams. Each team lines up in front of the teacher's table, but the farthest it is possible. • We can start playing with 'materials', for instance. The teacher thus displays all the different materials on a table. • The first two children of each line will start playing the game. • The teacher will say a word. For example: "wood!"

	<ul style="list-style-type: none"> • The first pupil to get the piece of wood from the table will be the winner and will give a point to his/her team. • When two players have had their turn, they go to the end of the line. • As soon as the teacher realises that pupils do not make any mistakes, s/he can move on to another category of words: size, colours, shapes.
Language	<p>While playing the game, pupils will probably need some structures such as:</p> <ul style="list-style-type: none"> - <i>Whose turn is it?</i> - <i>How many points have we got?</i> - <i>I won!</i> - <i>We are winning!</i> - <i>What is (iron)?</i>

ACTIVITY 3	PAIR UP!
Timing	20'
Grouping	Pupils work individually to find their pair
Material	<ul style="list-style-type: none"> ❖ Sheets of paper with different images of sculptures. ❖ Sheets of paper with different descriptions of sculptures. ❖ A computer and a data projector for the PP5
Teacher's Aim	<ul style="list-style-type: none"> • To make pupils read and understand the description of different sculptures.
Pupils' Aim	<ul style="list-style-type: none"> • To match their sculpture/description with the right description/sculpture. • To find their right partner.
Management	<ul style="list-style-type: none"> • Half of the class have a card with the image of a sculpture (all of them different one another). The other half of the class have a card with the description of a sculpture. • Firstly, each pupil has to look at or read carefully his/her sheet of paper, without showing it to anyone. • When the teacher says: '<i>Time!</i>', children have to move around the class looking for their partner. If they have an image of a sculpture, they have to look for its right description. If they have a description, they have to look for the right image. • After 5 minutes, they sit down next to his/her partner (if they found him/her!). • Each couple read their description and we all check if the description in the text matches with the image. • It's better to have a power point presentation (PP5) ready with the same images of the sheets of paper, so all pupils can see them when we are correcting the exercise.
Language	<p>Once the teacher has corrected the activity and all the sculptures have the right description below it (they can stick them on the wall), the teacher asks them for the structure followed in all these descriptions (PP5 = frame). Children should reply something like this:</p>

	First – name of the sculpture Second – name of the sculptor Third – year when it was made Fourth – place where it is now displayed Last – description of the sculpture: shape, colour, size, materials.
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ACTIVITY 4	DESCRIBE THESE SCULPTURES
Timing	10'
Grouping	Pupils work individually
Material	Activity worksheet
Teacher's Aim	To provide students with a structure/frame to describe a sculpture.
Pupils' Aim	To be able to describe a piece of sculpture.
Management	<ul style="list-style-type: none"> The teacher hands out the activity sheet and reads the instructions. The exercises are gradually more difficult, with more gaps to fill in. Pupils work individually.
Language	The frame for this exercise is this: <ul style="list-style-type: none"> - <i>The name of this sculpture is ...</i> - <i>The sculptor who made it is ...</i> - <i>He/She is from ... (country)</i> - <i>He/She made it in ... (year)</i> - <i>It is currently displayed in ... (place)</i> - <i>The sculpture is ... (shape)</i> - <i>It is ... (colour)</i> - <i>It is ... (size), so it is ... (adjective)</i> - <i>It is made out of ... (material)</i>

LESSON 4: Important sculptors and sculptures

ACTIVITY 1	BRAINSTORMING
Timing	15'
Grouping	Plenary
Material	Blackboard, Support Teaching Resources guide.
Teacher's Aim	<ul style="list-style-type: none"> To assess the pupils' knowledge of well-known sculptors or sculptures across the world.
Pupils' Aim	<ul style="list-style-type: none"> To express their knowledge of famous sculptors or sculptures across the world.
Management	<ul style="list-style-type: none"> The teacher asks the children if they know the name of any sculptor. If they do, the teacher writes it down on the blackboard. S/he can draw two different columns, one for Spanish sculptors and the other one for foreign sculptors. The teacher can give names if s/he sees children do not know much on the topic. S/he can ask, for example: <i>Does Giacometti sound familiar to you? He is an important sculptor from Switzerland</i> (and give other names like this). Please, see Support Teaching Resources to check all the names the teacher should provide his/her pupils with. Next, the teacher asks pupils to name any sculpture they know: either a famous one or even one from their village/town/city, which they feel more familiar with. Again, the teacher can draw two different columns, one for sculptures located in the area (i.e. Torredembarra, Tarragona) and another one for sculptures which are far away from school. In this case the teacher can also help giving ideas of sculptures. Please, see also Support Teaching Resources.
Language	<p>The teacher is going to be asking questions of this kind:</p> <ul style="list-style-type: none"> - <i>Do you know the name of any sculptor at all?</i> - <i>Where is s/he from?</i> - <i>What is the name of the sculpture? / Do you know the name of the sculpture you are thinking about?</i> - <i>Where is it?</i> - <i>What is it like? Is it very big? What colour is it?</i> - <i>Do you know the name of the sculptor who made it?</i> <p>Pupils should use the structure learnt in the previous lesson in order to talk about the sculptures they know:</p> <ul style="list-style-type: none"> - <i>The name of the sculpture is ... / I don't know the name of the sculpture.</i> - <i>The sculptor who made it is ... / I don't know the sculptor who made it.</i> - <i>It is (displayed / located) in ... (place: village, town, etc.)</i> - <i>Description (colour, shape, size, materials)</i>

ACTIVITY 2	SCULPTURE RESEARCH
Timing	45'
Grouping	Pupils work in pairs
Material	Computers, sample sheet of the final product (STR)
Teacher's Aim	<ul style="list-style-type: none"> To make pupils reflect on where to find information (i.e. books, internet). To provide pupils with the tools to search for information (in the library, in the computer room).
Pupils' Aim	<ul style="list-style-type: none"> To find information on a specific sculpture.
Management	<ul style="list-style-type: none"> The teacher explains the next task, which consists of a research for information about a particular sculpture. In order to be more explicit, s/he can show them a sample of the final result s/he wants to get from them. Please, see Support Teaching Resources for this sample. Pupils pair up. Each pair must opt for one sculpture of the ones we have just mentioned in the brainstorming. They should choose the one for which they feel more curious about. But note that each pair must study a different sculpture. Once the two partners have agreed about which sculpture to work on, they go to the ICT Room to do the research for information. At the end, all the worksheets will be displayed on a wall of the classroom. So they can check their classmates' job.
Language	<p>While they are searching for the information, they are allowed to speak in their mother tongue, but they know that the final product must be written in English. The structure of the page they have to design must include a picture of the sculpture and the "technical specifications", following the structure of last lesson:</p> <ul style="list-style-type: none"> - <i>The name of this sculpture is ...</i> - <i>The sculptor who made it is ...</i> - <i>He/She is from ... (country)</i> - <i>He/She made it in ... (year)</i> - <i>It is currently displayed in ... (place)</i> - <i>The sculpture is ... (shape)</i> - <i>It is ... (colour)</i> - <i>It is ... (size), so it is ... (adjective)</i> - <i>It is made out of ... (material)</i> <p>Please, see Support Teaching Resources for the example.</p>

LESSON 5: HENRY MOORE (part 1)

Note that Lessons 5 and 6 focus on Henry Moore but could be applied to any other sculptor following the same pattern, that is to say, doing the same or similar activities.

ACTIVITY 1	IMPORTANT SCULPTORS (Linking activity: Lessons 4 to 5)
Timing	25 minutes
Grouping	Plenary first, next in pairs and finally they work individually.
Material	Grids A & B for pupils "A" & "B" + Activity worksheet to reproduce the dialogue (pupils). Answer sheet from the STR (teacher).
Teacher's Aim	<ul style="list-style-type: none"> To practise the interrogative.
Pupils' Aim	<ul style="list-style-type: none"> To acquire knowledge about some of the most striking sculptors across the world.
Management	<ul style="list-style-type: none"> Pupils pair up, naming themselves A or B. The teacher hands out grid A to "A pupils" and grid B to "B pupils". These grids contain information about some of the most important sculptors we were commenting on last lesson. The two grids obviously contain information of different sculptors (except for Pablo Picasso). Pupils have to read their grid carefully and individually. The teacher asks what is the question they have to formulate to get the information on the first column (<i>Where was Pablo Picasso from?</i>). And the same for the rest of columns. The teacher hands out the activity worksheet. In this case, it is the same for everyone ("A pupils" and "B pupils"). We start doing the exemple of Pablo Picasso all together. In pairs, and without looking at their partner's grid, they have to ask each other the same questions to complete their grid. They can follow the example as a language frame. Finally, they have to write down the whole conversation held with their partner in the activity worksheet.
Language	Formulating questions (WH- questions + past tense): <ul style="list-style-type: none"> - <i>Where was he from?</i> - <i>When was he born?</i> - <i>When did he die?</i> - <i>What field/s did he work in?</i> - <i>What movement does he belong to?</i> - <i>What are his famous works?</i>

ACTIVITY 2	HENRY MOORE' S BIOGRAPHY
Timing	10 minutes
Grouping	Pupils work individually
Material	Activity worksheet
Teacher's Aim	<ul style="list-style-type: none"> To know the pupils' knowledge about Henry Moore. To practise the interrogative.
Pupils' Aim	<ul style="list-style-type: none"> To think about what they do not know about Henry Moore.
Management	<ul style="list-style-type: none"> The teacher encourages the children to take slow thinking time about all the things they do not know and/or would like to know about Henry Moore. Children write it down on the activity worksheet. The teacher writes in English on a poster all the questions about Henry Moore that the children ask. We will try to answer them later on.
Language	<p>After doing ACTIVITY 1, children should be able to formulate questions using the past:</p> <ul style="list-style-type: none"> - WH- questions + past tense - <i>Did he... (marry)?</i> - <i>Was he...?</i> - <i>How many children did he have?</i>

ACTIVITY 3	MAKE A TIME LINE ABOUT HENRY MOORE'S LIFE
Timing	25 minutes
Grouping	Pupils work individually first and in groups of 4 afterwards.
Material	Activity worksheet (with pieces of paper), glue, big paper.
Aim	To learn about Moore's life
Management	<ul style="list-style-type: none"> The teacher divides the children into groups of four. S/he assigns a letter (A/B/C/D) to each pupil in the group. S/he can ask them to repeat the letter s/he assigned them in order to ensure they will remember their role during the activity. The teacher hands out the activity sheet. Pupils cut out the three pieces of paper from the worksheet. On each piece they draw a picture or write what they listen to. The teacher says: "<i>Listen and draw or write</i>". And s/he reads sentences A1, A2, A3, B1, B2, B3, C1, C2, C3, D1, D2, D3, D4. Having drawn their pictures, the pupils get into groups of 4 (A, B, C, D) and stick the pictures in the right order on a big piece of paper to create a time line. Pupil A begins with his/her first picture and at the same time explains to the others what his/her picture represents (in order to develop cooperative learning).
Language	The students can use their mother tongue when explaining the pictures to their classmates (MT).

LESSON 6: HENRY MOORE (part 2)

ACTIVITY 1	HENRY MOORE'S STYLE
Timing	10 minutes
Grouping	Pupils work individually
Material	Activity worksheet (pupils); answer sheet (teacher)
Pupils' Aim	<ul style="list-style-type: none"> To learn about Moore's style.
Management	<ul style="list-style-type: none"> The teacher hands out the worksheet, which contains images of 4 different sculptures. S/he tells the students that not all of them are made by Henry Moore. Using the information they already have about the artist, children have to think which sculptures are made by him. Pupils do the exercise individually. Once they have finished they can check with their partners. Plenary: correction of the activity.
Language	The teacher should encourage children to use this chunk of language: <i>"I think sculpture D is made by Henry Moore because ..."</i> . (frame)

ACTIVITY 2	HENRY MOORE'S SCULPTURES
Timing	25'
Grouping	Pupils work individually
Material	A slide with 4 sculptures made by Henry Moore, activity worksheet.
Pupils' Aim	<ul style="list-style-type: none"> To study Moore's work
Management	<ul style="list-style-type: none"> The teacher shows the slide with Moore's sculptures for two minutes. Children try to remember as many features of the four sculptures as possible. They write them in column "I think". They check their answers with their partner. The teacher shows the slide again, so they can check if they were right or not. They write this in column "It is".
Language	Children can use the frame provided in Lesson 3 to describe a piece of sculpture. In addition to this, they revise the vocabulary related to colours, shape and materials. They also practise these chunks of language: - <i>"I think..."</i> . - <i>"I thought it was... but it is..."</i>

ACTIVITY 3	COMPARE SCULPTURES
Timing	15'
Grouping	Pupils work individually
Material	Slide with 4 sculptures made by Henry Moore, activity worksheet.
Teacher's Aim	<ul style="list-style-type: none"> To practise the comparative.
Pupils' Aim	<ul style="list-style-type: none"> To go on studying Moore's work. To be aware of the differences among sculptures.
Management	<ul style="list-style-type: none"> The teacher shows the same slide of the previous activity and asks questions of this sort: <i>What colour is sculpture 1? What colour is sculpture 2? Are they the same colour? When was sculpture 3 made? When was sculpture 4 made? So which one is older?</i>
Language	<p>Pupils use comparatives to answer the questions. Useful frame:</p> <p>..... is white, while is black.</p> <p>..... is bigger / smaller than</p> <p>..... is taller / shorter than</p> <p>..... is wider than</p> <p>..... is newer / older than</p> <p>..... is made out of, while is made out of</p>

ACTIVITY 4	CAN YOU ANSWER NOW ANY OF THE QUESTIONS YOU DIDN'T KNOW LAST SESSION ABOUT HENRY MOORE?
Timing	10 minutes
Grouping	Pupils work individually / in pairs / in threes
Material	Poster with the questions of Activity 2/Lesson 5.
Teacher's Aim	<ul style="list-style-type: none"> To make pupils aware of their process of learning.
Pupils' Aim	<ul style="list-style-type: none"> To answer some questions about Henry Moore that they did not know before doing Lessons 5 and 6.
Management	<ul style="list-style-type: none"> The teacher goes back to all those questions s/he wrote on a poster in Activity 2 of Lesson 5. Children try to answer them with all the information they now have about Henry Moore. If there is any question without an answer, tell them to look for the answers at home on internet. They can find the answers at this address: http://es.wikipedia.org/wiki/Henry_Moore The students will share the answers with their classmates in the next session (only if there were questions with no answers).
Language	The teacher should encourage children to use this chunk of language: <i>"I think sculpture B is made by Henry Moore because ..."</i> .

LESSON 7: SCULPTURES IN OUR AREA

ACTIVITY 1	BRAINSTORMING
Timing	10'
Grouping	Plenary
Material	Blackboard, Support Teaching Resources guide, Touristic brochure of Torredembarra.
Teacher's Aim	<ul style="list-style-type: none"> To know the pupils' knowledge of the sculptures sited in the area: in town (Torredembarra) and/or in their village.
Pupils' Aim	<ul style="list-style-type: none"> To express their knowledge of local sculptors or sculptures.
Management	<ul style="list-style-type: none"> The teacher asks the children if they know the name of any local sculptor or sculpture. In fact, we already commented on this topic a little bit in Lesson 4, when we were talking about important sculptors and sculptures across the world. Thus, they should remember some names. Please, see Support Teaching Resources to check some ideas the teacher could suggest here. The teacher writes them down on the blackboard. S/he can draw two different columns, one for sculptures located in the area (i.e. Torredembarra, Altafulla, Tarragona) and another one for local sculptors. Finally, we try to agree which sculpture is the most famous one in Torredembarra. The conclusion should be: Alpha and Omega, made by Rafael Bartolozzi. It is displayed on a big platform on the sea. (Bring touristic leaflet of Torredembarra into the classroom, so children can have a look).
Language	<p>The teacher is going to be asking questions of this kind:</p> <ul style="list-style-type: none"> - <i>Do you know the name of any sculpture at all?</i> - <i>Where is it?</i> - <i>What is it like? Is it very big? What colour is it?</i> - <i>Do you know the name of the sculptor who made it?</i> - <i>What is it made out of?</i> <p>Pupils should use the structure learnt in Lesson 3 in order to talk about the sculptures they know:</p> <ul style="list-style-type: none"> - <i>The name of the sculpture is ... / I don't know the name of the sculpture.</i> - <i>The sculptor who made it is ... / I don't know the sculptor who made it.</i> - <i>It is (displayed / located) in ... (place: village, town, etc.)</i> - <i>Description (colour, shape, size, materials)</i>

ACTIVITY 2	OBSERVATION OF ALPHA & OMEGA
Timing	10'
Grouping	Plenary
Material	A slide with several photos of the sculpture <i>Alpha & Omega</i> .
Pupils' Aim	<ul style="list-style-type: none"> To observe and describe <i>Alpha & Omega</i> sculpture.
Management	<ul style="list-style-type: none"> The teacher puts the slide/s with different images of the same sculpture: <i>Alpha & Omega</i>, and asks: <i>What can you tell me about this sculpture?</i>
Language	<p>The teacher is going to be asking questions of this kind:</p> <ul style="list-style-type: none"> - <i>What is the name of this sculpture?</i> - <i>Where is it?</i> - <i>What is it like? Is it very big? What colour is it? What shape has it got? What is it made out of?</i> - <i>Do you know the name of the sculptor who made it?</i> <p>In order to reply to the teacher's questions or just to express themselves, pupils should use again these kind of structures/chunks of language that they now know very well:</p> <ul style="list-style-type: none"> - <i>The name of this sculpture is ... / I don't know the name of this sculpture.</i> - <i>The sculptor who made it is ... / I don't know the sculptor who made it.</i> - <i>It is (sited / located) in ... (place)</i> - <i>Description (colour, shape, size, materials)</i>

ACTIVITY 3	RESEARCH FOR ALPHA & OMEGA SCULPTURE
Timing	40'
Grouping	Pupils work in pairs
Material	Computers; sample sheet of the final product.
Teacher's Aim	<ul style="list-style-type: none"> To make pupils widen their knowledge about a local sculpture.
Pupils' Aim	<ul style="list-style-type: none"> To develop their skills on finding information about a specific sculpture.
Management	<ul style="list-style-type: none"> The teacher tells the pupils they are going to do an internet research task, very similar to the one carried out in Lesson 4. However, now they all have to look for information about the same sculpture: <i>Alpha & Omega</i>, located in Torredembarra. During the previous activity they have been commenting on this sculpture departing from the observation of some photos/images of the sculpture. Now their task is to check and justify all those observations by finding authentic proof of what they said. Thus, children have to search for information about the sculpture <i>Alpha & Omega</i> on the internet.

	<ul style="list-style-type: none"> • The teacher can show the children the sample used in Activity 2 of Lesson 4 to remind them of the final product they are asked for. Please, see Support Teaching Resources for this sample. • Pupils pair up. It is compulsory not to be with the same partner as the one on the previous research (Lesson 4). • Now they are ready to start doing the research for information. • At the end, all the worksheets will be displayed on a wall of the classroom.
Language	While they are searching for the information, they are allowed to speak in their mother tongue, but they know that the final product must be written in English. The structure of the page they have to design must include a picture of the sculpture and the "technical specifications". Please, see Support Teaching Resources for the example.

LESSON 8: REPRODUCING A LOCAL SCULPTURE

(INDIVIDUAL WORKSHOP)

ACTIVITY 1	INTRODUCTION TO THE WORKSHOP
Timing	
Grouping	Plenary
Material	Slide with four photos of the sculpture <i>Alpha & Omega</i> (STR). They can also look at the information/photos they put on display last week about this sculpture.
Pupils' Aim	<ul style="list-style-type: none"> • To think of the materials they want to use to make a reproduction of the sculpture <i>Alpha & Omega</i>.
Management	<ul style="list-style-type: none"> • The teacher says they are going to make a reproduction of the main sculpture in Torredembarra: <i>Alpha & Omega</i>. (Optional: bring a sample into the class). S/he can show a slide with four photos of the sculpture. Please, see Support Teaching Resources for this slide. • The teacher asks the pupils what materials could they use to make this reproduction. Possible answers: <i>modelling clay, papier maché, plasticine</i>. • Each pupil has to think individually the materials s/he would use to reproduce this sculpture. In order to choose the best materials to make this reproduction, pupils should take into consideration its main features: shape, proportions, colour, etc. • Once they have made up their minds, they have to make a list of the materials they will need to make it. For example:

	<ul style="list-style-type: none"> - If they choose CLAY: clay, water, plastic pot, modelling tools, paint, paintbrush. - If they choose PAPIER MACHÉ: PVA glue, water, plastic pot, paintbrush, tissue paper, paint, newspaper. • The teacher organizes the pupils in groups according to the materials they chose: i.e. all the "clay pupils" together, all the "papier maché pupils" together, etc. This way it is much easier when handing out the materials.
Language	<p>The teacher is going to ask questions of this sort:</p> <ul style="list-style-type: none"> - <i>What is the main sculpture in Torredembarra?</i> - <i>What is the name of the sculptor who made it?</i> - <i>What is it made out of?</i> - <i>Where is it?</i> - <i>How big is it? Size?</i> - <i>What materials would you use to make a reproduction of this sculpture?</i>

ACTIVITY 2	LET'S WORK!
Timing	
Grouping	Pupils work individually.
Material	Photo of the sculpture; the materials the pupils choose.
Pupils' Aim	<ul style="list-style-type: none"> • To reproduce a local sculpture.
Management	<ul style="list-style-type: none"> • The teacher hands out all the materials needed by the pupils. • Pupils start working. • They should have enough time as for them to finish
Language	<p>Pupils do not need much language here, as it is an individual activity. However, they should use English with any structure/vocabulary they already know in the foreign language. For example:</p> <ul style="list-style-type: none"> • CLASSROOM OBJECTS • COLOURS • NUMBERS • STRUCTURES such as: <ul style="list-style-type: none"> - <i>Have you finished with (the paintbrush)?</i> - <i>Can I borrow your (scissors), please?</i> - <i>I've run out of (red paint).</i> - <i>Can I have (more glue), please?</i> - <i>Can I go to the toilet, please?</i>

LESSON 9 & 10: DESIGNING A SCULPTURE FOR SCHOOL

(TEAM WORKSHOP)

ACTIVITY 1	INTRODUCTION TO THE WORKSHOP
Timing	
Grouping	
Material	
Pupils' Aim	<ul style="list-style-type: none"> • To
Management	<ul style="list-style-type: none"> • The
Language	

ACTIVITY 2	LET'S WORK!
Timing	
Grouping	
Material	
Pupils' Aim	<ul style="list-style-type: none"> • To
Management	<ul style="list-style-type: none"> • The
Language	