

ART THROUGH HISTORY

INTRODUCTION

This programme is suggested for workshops for 3 ° and 4 ° of Primary and it will be carried out with 2 hourly lessons each week over a period of 6 months.

Planning of the class

1-Our first intention on having begun the class is to provoke a discussion on what the pupils know of the topic of the day.

The discussion will centre on the historical and artistic aspects of the chosen topic. The teacher will motivate the pupils by discussing the contents of the information they have contributed and focusing and gathering the main ideas, towards a desired artistic representation.

In order that the discussion is useful, the teacher will have informed the pupils of the topic in the previous session to give them opportunity to gather information to bring to class.

2-The teacher will have selected a topic connected with history and art and craft and the basic pattern of each lesson will be familiar to them. Every session will consist of specific vocabulary: the names of tools and materials being used and everyday expressions. All of the language used in class cannot be learned and remembered by the pupils and has to stay as a passive language, not assumed completely. However they will be interested and receptive to the idea of speaking another language and have the foundations ready to build on at some time in the future.

3-Developing a positive attitude of respect for others is one of the principal aims. The type of work that is being asked of the pupils in the class requires an environment of cooperation, of consideration towards others, of listening before being able to speak,...

4-The order and the respect will continue until the moment when the class ends. Everything will have to be in its place: material, tools, chairs...

5-Aim: to provide the pupils with a snapshot of life in other places and other times in history and relate them geographically on a world map and historically on a time scale graph.

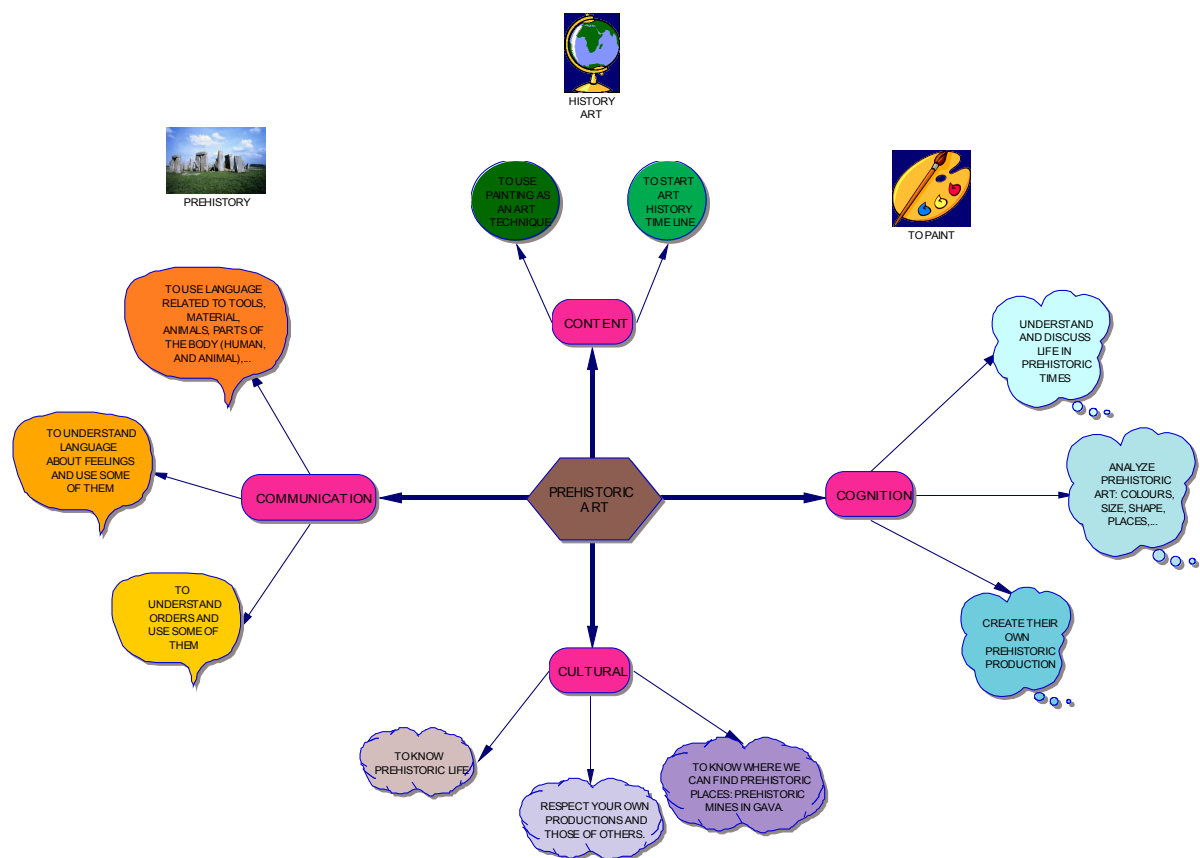
CLASSROOM LANGUAGE

- Get into groups of 4:
 - o Is everyone in a group?
 - o Put the tables in groups of 4, face to face.
 - o Please, one of each group must come here and pick up.....
- Sit down properly.

- Listen to the others carefully.
- Please, be quiet.
- Don't waste the paint.
- Take care with the table, don't stain it.
- Put up your hands to ask things or when you have finished.
- Do you think you are going well?
- Do you think it's going well?
- Empty hands (to listen).

ENCOURAGING AND CHECKING

- You have made a very good job of it.
- That's excellent, fantastic, brilliant, great, well done, perfect, good work, ...
- Try it again.
- The teacher goes around the class asking pupils for their work.
 - What's this?
 - What are you painting now?
 - What colours are you using?



UNIT 1: PREHISTORIC ART

LESSON PLAN

CLIL LESSON PLAN ARTS & CRAFTS TOPIC: Prehistoric Art

AIMS

- To recognize Prehistoric Art.
- To produce a painting in a prehistoric style.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/ CITIZENSHIP
A.CONTENT	A.CONTENT	Language of learning - Specific vocabulary: paint (v,n), cave, paintbrush, to hunt, hunter, light a fire, bow, arrow, spear. -Human and animal parts of the body: head, body, leg, hand, horn, tail,... -Animals: bison, gazelle, giraffe, horse,...	- To understand and put a value on Prehistoric culture. - To value how our culture has changed and evolved over time. - To respect your own piece of work and that of others. - To know where we can find prehistoric sites.
B.COGNITION	B.COGNITION	Language for learning - Explain the meaning of the paintings: magic meaning... - Describe the scenes. - Classroom language. - Following instructions.	
		Language through learning - Dictionary.	

TEACHING NOTES

UNIT 1	PREHISTORIC ART
TIME	4 hours
RESOURCES AND MATERIALS	<ul style="list-style-type: none"> – Prehistory power point. – Books. – Newspapers to cover the tables. – Small containers for paint. – Trays for cleaning paintbrushes. – Cloths to dry paintbrushes. – World and Spain maps. – A3 sketch sheets. – Paints. – Paintbrushes.
GROUPING	- 4-person-groups (just to share materials)
DESCRIPTION OF THE ACTIVITY	<p>ACTIVITY 1:</p> <ul style="list-style-type: none"> – Pupils start explaining what they know about prehistoric time (L1) – Where did they live? – What did they eat? – Where did they paint? What did they paint? On the wall? – What did they paint? Flowers? Tables? ... Animals? Men?

UNIT 1	PREHISTORIC ART
	<p>What are they doing? Are the men in their caves? Are they hunting? What kind of animals? Birds? Bison? Mammoths?</p> <ul style="list-style-type: none"> – Why did they paint? Did they decorate the cave? There are two possible explanations: the first is that men painted in celebration after a successful hunt and the second is that they painted before going to hunt in the hop of a successful hunting. – How did they paint? What colours did they use? Where did they get them from? Did they go to the shop? Please, can you give me some red paint? ... Red colour? Can you tell me where they could find red? ...From blood? What about black? Have you ever lit a fire? What happens if you touch burnt wood? What about brown? Mud? – Did they use paintbrushes? Their hands, fingers,...? <p>VOCABULARY ACTIVITY: This activity will be carried out in each unit.</p> <ul style="list-style-type: none"> – Pupils are given a VOCABULARY sheet of paper where they will write interesting words each pupil decides or prefers. – Some interesting words that pupils have got in their VOCABULARY sheet of paper, will be chosen by the teacher to write them on a piece of paper. The words will be written in English and in Catalan at the back. These pieces will be displayed on the wall. <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> – The pupils look at some pictures (from power point and books) the teacher shows them. During this time the teacher introduces the new vocabulary and explains the scenes and the pupils locate the countries and the cities on maps. – From slide 2 to 16: What is this animal? What parts of its body can you see? (head/tail/legs/...) What colours can you see? Does anybody know where the country/city is? Can you locate it on the map? – From slide 17 to 27: We can see men and women, what are they doing? (They are dancing/hunting/running...) Why do you think they are hunters? (They are carrying bows/arrows/spears) What parts of the body can you see? (head/arms/...) – Slide 28: Look carefully, can you see any differences when you look at these hands? What happened? – Slides 31 and 32: Here you can see pictures and information about Prehistoric Art that I have found in books. From now on you should bring books about the topic we are learning and you should explain what you have found. – Slide 31: As an example the teacher can say: This cave, which is about 100 metres long, was found by chance by two teenagers in 1940. Animals: horses, bison, deer, reindeer and

UNIT 1	PREHISTORIC ART
	<p>unicorns are painted.</p> <p>Arrows: Prehistoric men painted around the animals. We can see some marks because hunters shot their arrows in virtual ceremonies to invoke good hunting.</p> <p>– Slide 32: The first painters: No one really knows where or when the story of painting began. People started making marks and drawings thousands and thousands of years ago. Deep inside caves people are still discovering incredibly ancient paintings that look almost as new as the day they were done.</p> <p>The people who did these cave paintings survived by hunting animals for food and clothing. So maybe the pictures were a kind of magic hunting to try to make sure the hunt went well.</p> <p>Making marks: All kinds of ancient pictures -from complex scenes to simple scratched lines- have been found in caves and on rocks all around the world. No one is 100% sure why they were exactly made, but the ancient artist must have felt they were very important, as they put a lot of effort into them. In the picture on the bottom right hand corner you can see an ancient painter making hand outlines, by blowing mouthfuls of paint over and around their hands.</p> <p>ACTIVITY 3:</p> <p>– Teacher says: “Now you are prehistoric men and women, you are in your cave painting your own scenes of hunting”.</p> <p>ENCOURAGING AND CHECKING</p> <p>ACTIVITY 4: Assessment.</p> <p>- Each pupil is given a photocopy of the assessment.</p> <p>1st question:</p> <p>- You need to fill in the gaps with men or women, different animals, what they use to hunt and parts of the body (human and animal).</p> <p>- As an example the teacher shows slide 25 and explains the picture:</p> <p>This is my Prehistoric painting. You can see men. These men are hunting these animals: gazelles and deer.</p> <p>Men are hunting with bows and arrows.</p> <p>You can see the different parts of the body: heads, arms, hands, legs, feet, horns and tails.</p> <p>2nd question:</p> <p>- The teacher explains the three answers</p> <p>- Choose your answer and tick it.</p> <p>3rd question:</p> <p>- The teacher reads the six sentences and the pupils tick the correct sentences.</p> <p>4th question:</p>

UNIT 1	PREHISTORIC ART
	<ul style="list-style-type: none"> - The teacher reads the question and the pupils answer aloud. Then they write the colours and tick size and quality. <p>ACTIVITY 5:</p> <ul style="list-style-type: none"> - Each pupil reads the 1st question in the assessment. They can practise before for a short time. - Now you are going to give your own presentation to your group. <p>TEACHER'S ASSESSMENT:</p> <ul style="list-style-type: none"> - There is a TEACHER'S ASSESSMENT in each unit. The teacher can assess pupil's learning: Pupil's input, English use, Attitude and Work. - Pupil's input: information pupils bring to the class for their explanations. - English use: the teacher appreciates the efforts the students have put into English language. - Attitude: the teacher appreciates positive attitude: interest, respect for the others' speech, behaviour... - Work: the teacher evaluates the piece of work done. - There are four possible levels: - VG: very good, G: good, S: satisfactory and F: fail.
LANGUAGE	<ul style="list-style-type: none"> - Paint (v,n). - Cave. - Paintbrush. - To hunt. - To light a fire. - Bow, arrow and spear. - Parts of the human and animal bodies: head, body, legs, hand, horn, tail,... - Animals: bison, horse, giraffe, gazelle,...
ASSESSMENT	ACTIVITIES 4 and 5.
BIBLIOGRAPHY	<ul style="list-style-type: none"> - "La Història de l'Art" Des de la prehistòria fins als nostres dies. Claudio Merlo - "The Story of Painting" Abigail Wheatley

UNIT 1: PREHISTORIC ART

ACTIVITY 2



UNIT 1: PREHISTORIC ART

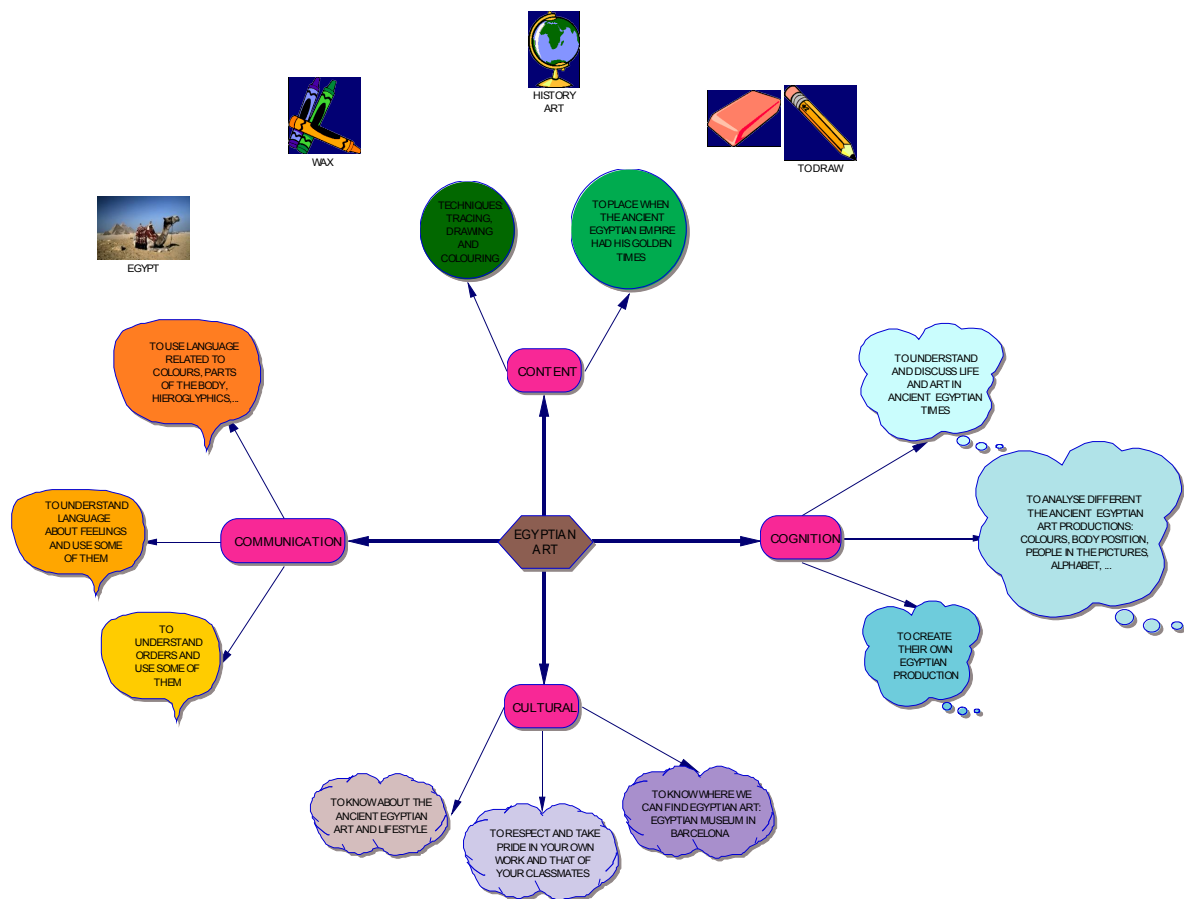
TEACHER'S ASSESSMENT

UNIT:.....

	Pupil's input				English use				Attitude				Work			
PUPILS	VG	G	S	F	VG	G	S	F	VG	G	S	F	VG	G	S	F
1.																
2.																
3.																
4.																
5.																
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UNIT 2: EGYPTIAN ART

MINDMAP



UNIT 2: EGYPTIAN ART

LESSON PLAN

CLIL LESSON PLAN ARTS & CRAFTS TOPIC: Egyptian Art

AIMS - To recognize Egyptian Art.
- To make an Egyptian picture.

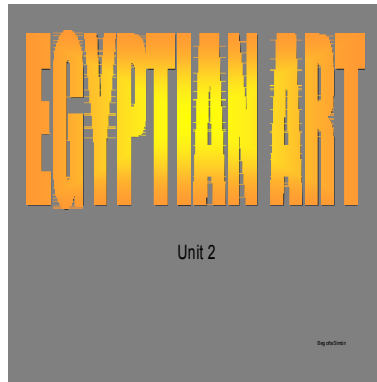
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE /CITIZENSHIP
<p>A.CONTENT</p> <ul style="list-style-type: none"> - To introduce different Ancient Egyptian art productions. - To place Ancient Egyptians time after Prehistoric time in the time-line of History. - To know information about the Ancient Egyptian art and lifestyle. - To give the information required to create an Ancient Egyptian piece of art. 	<p>A.CONTENT</p> <ul style="list-style-type: none"> - To locate Egypt on the world map. - To observe several Ancient Egyptian art productions. - To compare these productions with modern day productions. - To create their own Ancient Egyptian work. 	<p>Language of learning</p> <ul style="list-style-type: none"> - Specific vocabulary: wax, colours, cover, trace, parts of the body and hieroglyphics pictures names. <p>Language for learning</p> <ul style="list-style-type: none"> - Classroom language. - Following instructions. - Describing the scenes. 	<ul style="list-style-type: none"> - To understand and put a value on Ancient Egyptian culture. -To appreciate how our culture has changed and evolved throughout time. - To respect and take pride in their own work and that of their classmates. - To know where we can find Ancient Egyptian Art.
<p>B.COGNITION</p> <ul style="list-style-type: none"> - To identify selected information about Ancient Egyptian art and lifestyle. 	<p>B.COGNITION</p> <ul style="list-style-type: none"> - To remember some important events in Ancient Egyptian History. - Analyse different Ancient Egyptian art productions. - To apply the acquired information to create their own Ancient Egyptian production. 	<p>Language through learning</p> <ul style="list-style-type: none"> - Dictionary. 	

TEACHING NOTES

UNIT 2	EGYPTIAN ART
TIME	6 hours
RESOURCES AND MATERIALS	<ul style="list-style-type: none"> - Egyptian Art power point. - Books. - Different materials pupils bring to class for their explanation. - World map. - Newspapers to cover the tables. - Sketch sheets A4. - Different drawings to trace. - Black and yellow wax pens. - Varnish. - A little varnish container . - Brush. - Paper sheets A3 with the A4 frame in it. - Hieroglyphics. - Pencils, felt pens and pencil colours.
GROUPING	- 4-person-group (just to share material).
DESCRIPTION OF THE ACTIVITY	<p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - The teacher asks the pupils: Can you locate Egypt on the world map? Yes, here it is Egypt. Ancient Egypt took place after Prehistoric times. Have you got some information about ancient Egyptian art? - Each pupil shows the material and explains information he/she has found (L1). <p>ACTIVITY 2:</p>

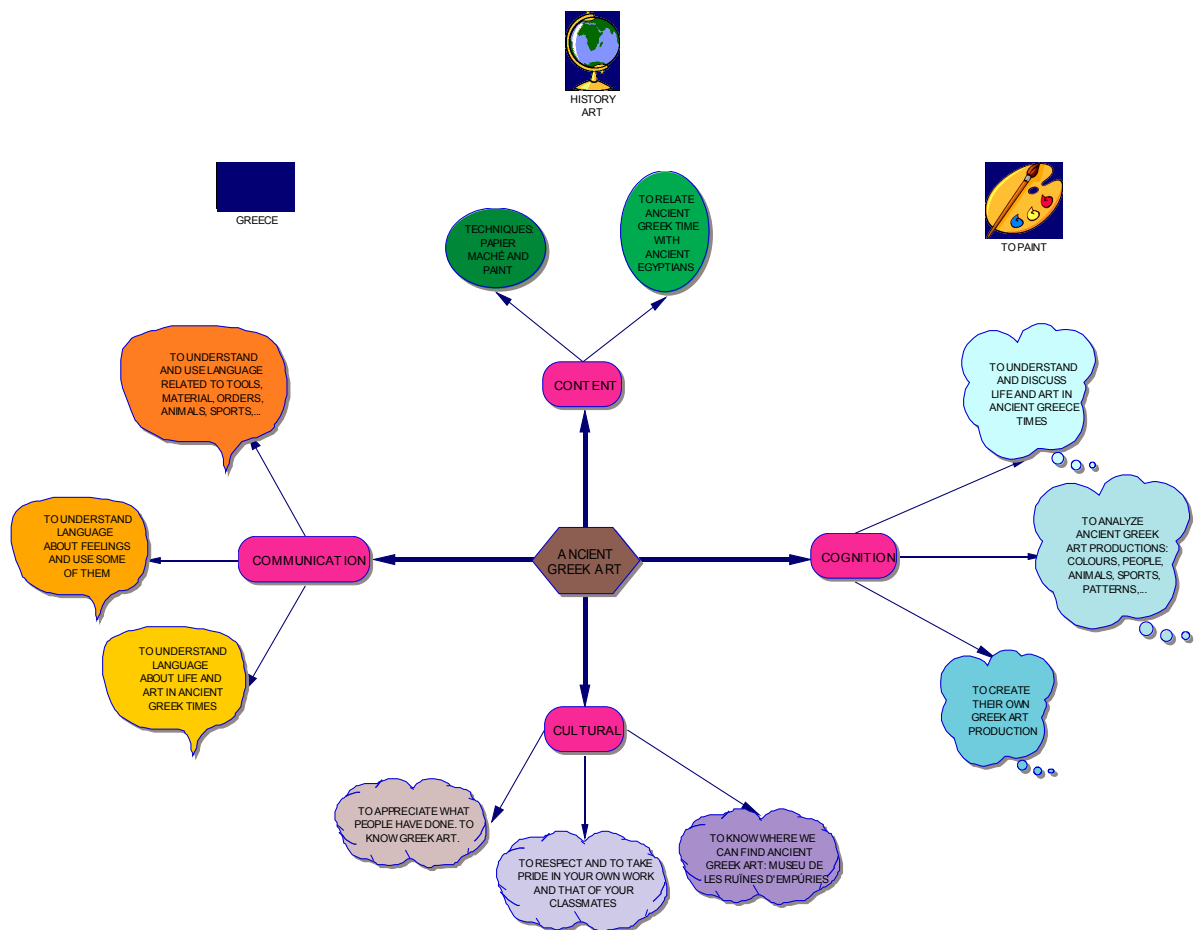
UNIT 2	EGYPTIAN ART
	<ul style="list-style-type: none"> - The teacher shows Egyptian power point and asks questions to guide pupils' answers: - From slide 2 to 6: look at the body and the face. Is anything wrong? Is the face sideways? (Yes/Yes, it is) What about its feet? (Yes/Yes, they are) And the body? (No, it is front-on). The teacher can ask the same question for different parts of the body. - What colour can you see in this picture? (Yellow, black, white...) - Look carefully at the small drawings. What kind of drawings can you see? (Animals: birds, snakes... parts of the body: legs, hands...objects: ropes, baskets...) Do you know how do we call all these pictures? (Hieroglyphics) Do you know what they represent? (Letters or sounds) Do you think hieroglyphics were always the same or they changed throughout time? (Yes) Yes, that's why we can see different hieroglyphics in these Ancient Egyptian pictures. - From slide 8 to 10: these are three Ancient Egyptian pictures. You must choose one of them for your work. The first one is God Horus, the second one is God Osiris and the third one is a Pharaoh. The teacher can repeat the questions about the body position. - Slide 11: look at the alphabet, are there all the letters? Which ones are missing? The Ancient Egyptians had got a consonant alphabet. Some of our letters are not in this alphabet. - From slide 13 to 15: Books. The teacher shows her books and repeats the slide 2 questions. <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> - The teacher tells how they are going to work: <ul style="list-style-type: none"> - Colour the A4 with the yellow wax all paper and afterwards, cover it again with black wax. - When you finish, choose one of the models to trace. (The teacher joins with paper clips the model and the A4 paper). - Trace all the lines of the model. When you finish remove the paper from the model. - Varnish the picture. <p>ENCOURAGING AND CHECKING</p> <p>ACTIVITY 4:</p> <ul style="list-style-type: none"> - Write a sentence on a sheet of paper. Here you have the Hieroglyphic Alphabet (the teacher gives each pupil a photocopy of the Hieroglyphic Alphabet). If you need a letter that is not in this alphabet you can use the symbol * , use another one with a similar sound or don't draw anything. - To fill in the framework you need to divide the framework (A3) into as many sections as hieroglyphics you are going to draw. - Draw all the hieroglyphics and then trace them with felt pens. - Colour the hieroglyphics with pencil colours. - Glue the A4 in the A3. <p>ENCOURAGING AND CHECKING</p> <p>ACTIVITY 5: Assessment.</p> <ul style="list-style-type: none"> - The teacher gives each pupil a photocopy of the assessment. <p>1st question:</p> <ul style="list-style-type: none"> - You need to fill in the gaps with the parts of the body, the hieroglyphics and the colours that you used.

UNIT 2	EGYPTIAN ART
	<p>- If you chose a Pharaoh you don't need to speak about the legs, because we can't see them.</p> <p>2nd question:</p> <p>- Write 3 or 4 words or sentences that you learned in this unit.</p> <p>3rd question:</p> <p>- Write the process that we followed to create your Egyptian work. Write in Catalan but if you can use some words in English, please use them.</p> <p>4th question:</p> <p>- The teacher mimes each word and the pupils choose one or two of them.</p> <p>ACTIVITY 6:</p> <p>- Each pupil reads the 1st question in the assessment. They can practise before for a short time.</p> <p>- Now you are going to give your own presentation to your group.</p>
LANGUAGE	<p>- Specific vocabulary: wax, colours, parts of the body and hieroglyphics pictures names.</p> <p>- Verbs: cover, trace.</p> <p>- Following instructions.</p>
ASSESSMENT	ACTIVITIES 5 and 6.
BIBLIOGRAPHY	<p>- "La Història de l'Art" Des de la prehistòria fins als nostres dies.</p> <p>- "The Story of Painting" Abigail Wheatley.</p> <p>- "The Ancient Egyptians" Lise Manniche.</p> <p>- "Colouring Book of Ancient Egypt" British Museum.</p>



UNIT 3: ANCIENT GREEK ART

MINDMAP



UNIT 3: ANCIENT GREEK ART

LESSON PLAN

CLIL LESSON PLAN ARTS & CRAFTS TOPIC: Ancient Greeks

AIMS

- To recognize Ancient Greek Art.
- To make a Greek plate.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE /CITIZENSHIP
<p>A.CONTENT</p> <ul style="list-style-type: none"> - To introduce different Ancient Greek art works. - To place Ancient Greek time after Egyptian time in the time-line of History. - To give information about Ancient Greek art and lifestyle. - To give the information required to create a Greek plate. 	<p>A.CONTENT</p> <ul style="list-style-type: none"> - To locate Greece on the world map. - To examine several Ancient Greek art works. - To compare these pieces of art with contemporary art. - To make a Greek plate. 	<p>Language of learning</p> <ul style="list-style-type: none"> - Specific vocabulary: animals, gods,... Verbs: tear, glue, paint (verb, name). <p>Language for learning</p> <ul style="list-style-type: none"> - Classroom language. - Following instructions. - Describe the scenes. 	<ul style="list-style-type: none"> - To understand and put a value on Ancient Greek culture. -To appreciate how our culture has changed and evolved throughout time. - To respect your own piece of work and that of others. - To know where we can find Ancient Greek Art.
<p>B.COGNITION</p> <ul style="list-style-type: none"> - To identify selected information about Ancient Greek art and lifestyle. 	<p>B.COGNITION</p> <ul style="list-style-type: none"> - To remember some important events in the Ancient Greece History. - To analyse different Ancient Greek art works. - To apply the information acquired to create their own Greek plate. 	<p>Language through learning</p> <ul style="list-style-type: none"> - Dictionary. 	

UNIT 3: ANCIENT GREEK ART

TEACHING NOTES

TEACHING NOTES

UNIT 3	ANCIENT GREEK ART
TIME	6 hours
RESOURCES AND MATERIALS	<ul style="list-style-type: none"> - Ancient Greek Art power point. - Books. - Different materials pupils bring to the class for their explanation. - World map. - Newspapers to cover the tables and to tear. - Plastic plates. - Adhesive. - Trays (for the adhesive). - Paint. - Paintbrushes.

UNIT 3	ANCIENT GREEK ART
	<ul style="list-style-type: none"> - Small containers (for the paint). - Trays (for water to clean the paintbrushes). - Clothes (to dry the paintbrushes).
GROUPING	- 4-person-groups (just to share material).
DESCRIPTION OF THE ACTIVITY	<p>Start the activity 2 weeks before with personal attention in 15 minutes, with each group of 4.</p> <p>ACTIVITY 1: 1st week:</p> <p>The teacher tells how they are going to work:</p> <ul style="list-style-type: none"> - Tear the newspapers into small pieces (minimum 2x2 cm). - Now we are going to prepare the adhesive: mix water with the adhesive. - Soak the pieces of paper with the adhesive. - Cover the plastic plate with these small pieces of newspapers. <p>ACTIVITY 2: 2nd week:</p> <ul style="list-style-type: none"> - Paint in white colour when the plate is dry. <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> - Starting the activity the teacher asks the pupils: Can you locate Greece on the world map? Yes, here it is Greece. Ancient Greek Art was after Ancient Egyptian Art. Have you got any information about Ancient Greek Art? - Each pupil shows the material and explains information he/she has found (L1). - The teacher asks some questions to guide pupils' discussions: What do you know about the Olympic Games? Why are they Olympic Games and not Greek Games? Do you think ancient Greeks liked sports? Do you know something about Greek's gods? Zeus,.. (L1) <p>ACTIVITY 4:</p> <ul style="list-style-type: none"> - Pupils watch the Ancient Greeks power point. The teacher asks questions to guide pupils' answers: - Slide 2: There is an animal. It is a(horse). There is a man too. He is riding a horse. He is a rider. He is carrying two spears. Look carefully at the border of the plate, is it decorated? (Yes, it is). What is the drawing like? Is it a pattern? What shape is it? (lines) - Slide 3: Look at Greece in the world map, Greece is surrounded by the sea, did Greeks travel on the sea? - Slide 4: How many legs have octopuses got? (eight, "ocho, octo"). Look at the patterns. What shape are they? (lines and waves). - From slide 5 to 9: What animals can you see? What patterns can you see? (dots, rhombus, triangles, circles, crosses, angles, zigzag lines). - From slide 10 to 23: Look at the patterns. What shape are they? - Slide 10: Women are preparing an altar in their house. What do you think they are asking for? (babies, health, peace...) - Slide 11: This man is carrying a sword, a shield and he is wearing a helmet. He is a soldier. He fights in the war. He is a warrior. - Slide 12: What are they? (warriors). They are carrying spears

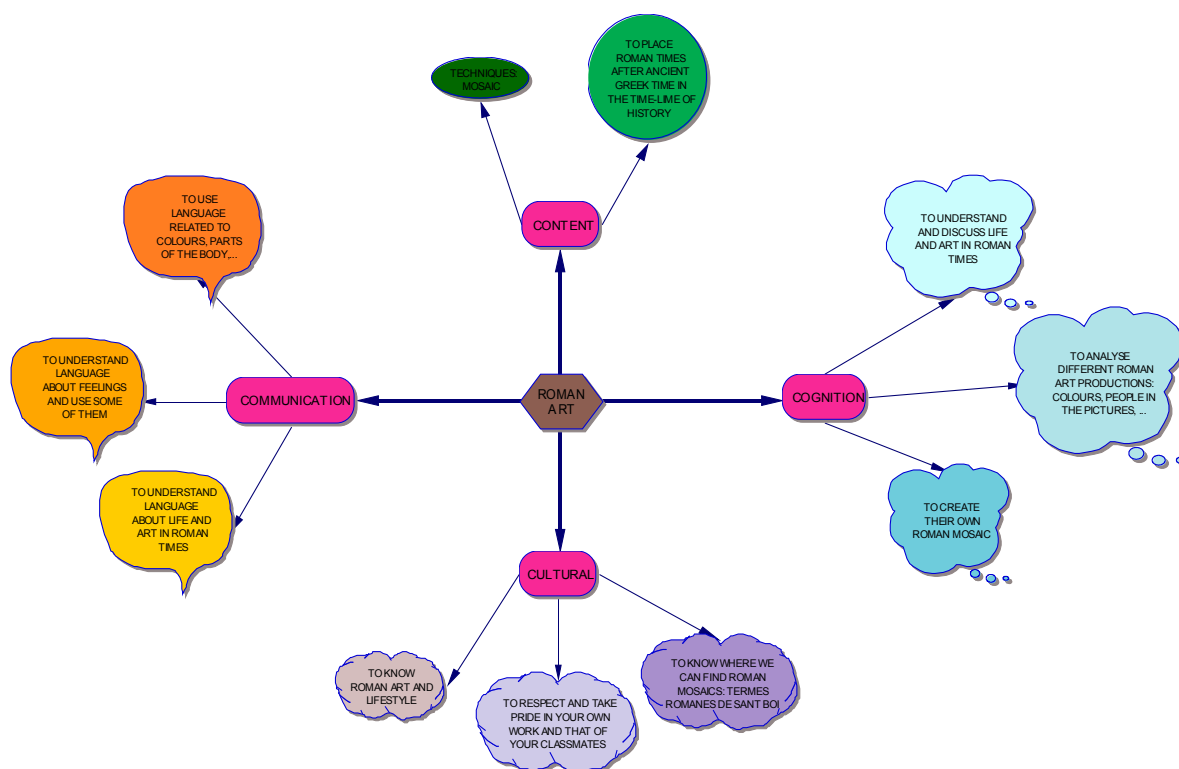
UNIT 3	ANCIENT GREEK ART
	<p>too.</p> <ul style="list-style-type: none"> - Slide 13: Do you know this man? Is Zeus a warrior? (no, he is a god). - Slides 14 and 15: Look at this face. Do you think it is pretty or ugly? Are you scared? Ancient Greeks drew Gorgons to scare evil spirits. - Slides 16 and 17: Look at the Sphinx. Does the head match with the body? Sphinx has got a human head and animal body. - Slide 18: Hera is a goddess and Prometheus is a Titan (a kind of god). - Slide 19: Poseidon is a god and Polybotes is a giant. What are they wearing? (Poseidon is carrying trident and Polybotes a sword, a shield and he is wearing a helmet) - Slide 20: Thetis is a goddess and Peleus is an Argonaut (a kind of hero). What animal can we see? (lion) - Slide 21: Jason is a hero and Athena is a goddess. What animals can we see? (a snake and a ram, it is the sheep male). There are some other pictures we have already talked about, can you see them? (a Sphinx and a Gorgon). - Slide 22: Achilles is a hero. Achilles is wearing a ... (helmet) and he is carrying ... (a shield and a spear). Look at the shield, what can we see? (a Gorgoneion). What animals can you see? (snakes, birds and a rabbit). - Slide 23: Heracles is a hero and Athena is a ... (goddess). Heracles is wearing a skin of a ... (lion). Can you see the helmet? - From slide 25 to 28: These are some ancient Greek drawings about ancient Greek topics that can help you to paint your own plate. - Slide 25: This painting shows a scene from Odyssey. The hero Ulysses wanted to listen to the song of the Sirens (mermaids), dangerous creatures. Ulysses is tied to the mast and his crew has blocked their ears with wax. - Slide 26: patterns. - Slide 27: Gorgon. - Slide 28: The Trojan War began when a Trojan ran off with Helen, the wife of a Greek king called Menelaos. This plate shows a battle between Menelaos and the Trojan prince Hector. Their names are written in Greek letters by their heads. The warrior on the ground is another Trojan. <p>ACTIVITY 5:</p> <ul style="list-style-type: none"> - The teacher tells how they are going to work: now you are going to paint your own Greek plate. As you could see at the power point Ancient Greeks just used a few colours but you can use the colours you want. <p>Pupils have to create a Greek drawing and a pattern on the plate. They use paint and paintbrushes.</p> <p>ENCOURAGING AND CHECKING.</p> <p>ACTIVITY 6: Assessment.</p> <ul style="list-style-type: none"> - The teacher gives each pupil a photocopy of the assessment.

UNIT 3	ANCIENT GREEK ART
	<p>1st question:</p> <ul style="list-style-type: none"> - In this box you have got the words you need to write in the gaps. You must chose the correct word and write it down. <p>2nd question:</p> <ul style="list-style-type: none"> - Tell me the names of the animals you remember. Hands up! - Then write down the names of these animals. <p>3rd question:</p> <ul style="list-style-type: none"> - Look at your Greek plate. How do you feel? The teacher mimes each sentence and the pupils choose one of them. <p>ACTIVITY 7: Checking the assessment:</p> <ul style="list-style-type: none"> - Now we are going to check question 1 and question 2. <p>1st question:</p> <ul style="list-style-type: none"> - Who can read it in aloud voice? - The teacher or a pupil writes the correct word on the blackboard. <p>2nd question:</p> <ul style="list-style-type: none"> - Now we are going to write the animals on the blackboard. If you haven't got all the names, please complete the list.
LANGUAGE	<ul style="list-style-type: none"> - Specific vocabulary: animals, gods, shapes, arms... - Verbs: tear, glue, paint (v,n). - Following instructions.
ASSESSMENT	ACTIVITIES 6 and 7.
BIBLIOGRAPHY	<ul style="list-style-type: none"> - "Ancient Greece" British Museum Colouring Books.



UNIT 4: ROMAN ART

MINDMAP



UNIT 4: ROMAN ART

LESSON PLAN

CLIL LESSON PLAN
ARTS & CRAFTS
TOPIC: Roman Art

AIMS

- To recognize Roman Art.
- To make a Roman mosaic.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE /CITIZENSHIP
<p>A.CONTENT</p> <ul style="list-style-type: none"> - Introduce different Roman art works. - To place Roman times after Ancient Greeks time in the timeline of History. - To give information about Roman art and lifestyle. - To give the information required to create a Roman mosaic. 	<p>A.CONTENT</p> <ul style="list-style-type: none"> - To locate Italy on the world map. - To examine several Roman mosaics. - To compare these mosaics with contemporary mosaics. - To make a Roman mosaic. 	<p>Language of learning</p> <ul style="list-style-type: none"> - Specific vocabulary: colours (light, dark), tiles, cement, frame. - Verbs: choose, glue (verb, name), fill in, clean, ... <p>Language for learning</p> <ul style="list-style-type: none"> - Classroom language. - Following instructions. 	<ul style="list-style-type: none"> - To understand and put a value on Roman culture. - To appreciate how our culture has changed and evolved throughout time. - To respect and take pride in your own work and that of your classmates. - To know where we can find Roman Art.
<p>B.COGNITION</p> <ul style="list-style-type: none"> - To identify selected information about Roman art and lifestyle. 	<p>B.COGNITION</p> <ul style="list-style-type: none"> - To remember some important events in Roman History. - To analyse different Roman mosaics. - To apply the information acquired to create a Roman mosaic. 	<p>Language through learning</p> <ul style="list-style-type: none"> - Describe the scenes. - Dictionary. 	

UNIT 4: ROMAN ART

TEACHING NOTES

TEACHING NOTES

UNIT 4	ROMAN ART
TIME	10 hours
RESOURCES AND MATERIALS	<ul style="list-style-type: none"> - Roman mosaics power point. - Books, pictures,... pupils bring to the class. - World map. - Computers. http://gwydir.demon.co.uk/jo/mosaic/easy.htm - Newspapers to cover the tables. - Coloured tiles. - Glue for tiles. - Wooden frames (24 tiles x 18 tiles). It depends on the size of the tiles.

UNIT 4	ROMAN ART
	<ul style="list-style-type: none"> - Water. - A small container and a stick for each table. - Cement. - Spoons. - Sheets with different models of Roman mosaics. - Coloured pencils or felt pens.
GROUPING	- Groups of four (just to share the material).
DESCRIPTION OF THE ACTIVITY	<p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - Starting the activity the teacher asks the pupils: Can you locate Italy on the world map? Can you locate Rome? Have you ever heard about Caesars, gladiators, Roman emperors? Why emperors? What is an empire? A lot of years ago Rome was an empire in the Mediterranean area. This empire was born in Rome, the current capital of Italy. - Each pupil shows the material and explains information he/she has found (L1). - The teacher asks some questions to guide pupils' discussions: <ul style="list-style-type: none"> - Have you ever visited any Roman ruins? Have you seen there any mosaic? Where can we find these mosaics, on the floor, on the ceiling...? What are the drawings about? What colours did they use?... <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> - Pupils watch Roman power point and the teacher asks questions to reinforce vocabulary. - Slide 2: In this mosaic you can see a... (woman). This woman has got a cloth on her head. - Slide 3: Now we can see a... (man). What do you think he is carrying in his hand? (a musical instrument/a tool/an arm...) - Slide 4: Where is this man? In a mountain? At home? By the sea? What is he doing? Hunting? Fishing? What is he carrying in his hands? (a basket and fishing rod). - Slide 5: This mosaic could be a woman portrait. Look at the frame. This is a... (pattern). Ancient Greeks used patterns and Romans too. - Slide 6: This mosaic could be a picture at home. How many people can you see? (four). They aren't the same age. One of them is very old, another one is young and the others are adults. Look at the patterns. - Slide 7: This face is a mask. I bought it in Sant Boi. Do you know where Sant Boi is ? Have you ever been in Termas Romanas in Sant Boi? Have you seen any mosaics? - Slide 8: Here we can see two men, two hunters. They are hunting. We can see a... (rabbit) and three... (dogs). - Slide 9: Is this a woman or a man? Look at his/her hair. This is a... (woman). What is she wearing? (a dress and boots). What is she doing? (hunting). What is she carrying? (a bow and arrows). What is this animal? (a gazelle). What is it doing? (eating). What is it eating? (leaves from a tree). Look at the patterns. - Slide 10: Look at the back of the mosaic. Can you see these two little boys? Do you know who are they? What are they doing? (If a pupil knows the story, it could be told). And there is a big...(horse).

UNIT 4	ROMAN ART
	<ul style="list-style-type: none"> - Slide 11: Here we can see a lot of... (fish and an octopus). - Slide 12: Look at this fountain with... (three birds and a cat). - Slide 13: In this mosaic we can see... (three animals: a rabbit, a dog) and a wild boar. Look at the pattern. - Slide 14: Here we can see... (a tree, a bird and a horse). Look at the pattern. - Slide 15: These two animals are: a bull and... (a snake). - Slide 16: (A lion). This lion has got very big... (eyes). What colours can you see? (black, white, orange, brown). We can see dark brown and light brown. - Slide 17: (A dog). In this mosaic we can see letters too. CAVE CAN in Latin language means "beware of the dog". - Slide 18: Do you remember this face? (a Gorgon). What colours can you see? (... dark green, light green, dark brown and light brown). - Slide 19: More... (Gorgons). Can you see dark red? And light red? - Slide 20: Look at the boat. There is a man in the centre, do you know who is he? And the group of figures on the right hand side of the mosaic, who do you think they are? Look at their legs, are these legs human legs? (No) they are... (bird legs). - Slide 21: Do you remember this face? (Medusa). In its hair there are... (snakes). Here we have a new... (pattern). - Slide 22: Another... (Medusa). Look at the rectangles, what can you see in the one at the top? (two boats, and a castle?). The one at the bottom has got...(a palm tree, a house, a castle?). - Slide 23: More patterns with lines... (circles, triangles). They used a special material, shells. - Slide 24: What can you see in this mosaic? (a woman, a Medusa, a bird and patterns). As you can see the colour is brown, but different brown colours... (dark and light). - Slide 25: Can you recognize different brown colours? - From slide 27 to 30: Once you have finished your mosaic, you have to choose one of these four models and colour it. - Slides 27 and 28: Here we have... (birds). - Slide 29: Here a... (pattern). - Slide 30: And a... (horse). <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> - In the computer room the teacher explains how they are going to work: <p>http://gwydir.demon.co.uk/jo/mosaic/easy.htm</p> <ul style="list-style-type: none"> - Make a Roman mosaic model with the computer. On the right hand side we have got the instructions. We are going to read and explain them. - You must create a mosaic in the grid. In the power point we saw curved lines but we are just going to use straight lines, we are beginners! <p>ENCOURAGING AND CHECKING.</p> <ul style="list-style-type: none"> - Print the mosaic. This is the model you are going to make in <p>ACTIVITY 4.</p> <p>ACTIVITY 4:</p> <ul style="list-style-type: none"> - Teacher gives a wooden frame and glue to each pupil. The

UNIT 4	ROMAN ART
	<p>teacher hands over coloured tiles pupils need in each table.</p> <ul style="list-style-type: none"> - Following your model, glue the tiles on the wooden board. You must start from the top left hand side corner to the bottom. <p>ENCOURAGING AND CHECKING.</p> <p>ACTIVITY 5:</p> <ul style="list-style-type: none"> - Mix water and cement with a stick in the container. Be careful with cement, it can dry quickly. - Take the cement from the container with a spoon and spread it with your fingers. Fill in the mosaic with cement and clean the surface with water and a sponge, to show the mosaic. <p>ENCOURAGING AND CHECKING.</p> <p>ACTIVITY 6:</p> <ul style="list-style-type: none"> - Here you have got four Roman mosaic patterns. Choose one and colour it with coloured pencil colours or felt pens. <p>ENCOURAGING AND CHECKING.</p> <p>ACTIVITY 7: Assessment.</p> <ul style="list-style-type: none"> - The teacher gives each pupil a photocopy of the assessment. <p>1st question:</p> <ul style="list-style-type: none"> - Look at your mosaic. We are going to describe it. First, colours: what colours did you use? In the second part you need to write what is your mosaic about, is it a castle? A flower?... If you need my help, please ask me. <p>2nd question:</p> <ul style="list-style-type: none"> - Now think about how you have made your mosaic. You can discuss with your partners the correct order. <p>3rd question:</p> <ul style="list-style-type: none"> - Do you think your mosaic is art? You need to choose one answer. (The teacher mimes the three answers). - Why? Choose one answer. (The teacher mimes the three answers). <p>ACTIVITY 8: Checking the assessment:</p> <p>2nd question:</p> <ul style="list-style-type: none"> - What is the correct order? What is the first sentence? Can you read it, please? Is it right? What about the second one? And the third one? And the fourth one? <p>3rd question:</p> <ul style="list-style-type: none"> - What do you think about your mosaic? Do you think it is art? Why? (The teacher can ask these questions to each pupil or just a few of them). <p>1st question:</p> <ul style="list-style-type: none"> - You have a few minutes to practise the 1st question, after that you are going to give your own presentation to us. You can read it or better explain it by heart.
LANGUAGE	<ul style="list-style-type: none"> - Specific vocabulary: colours (light, dark), tiles, cement, frame. - Verbs: choose, glue (verb, name), fill in, clean, ... - Following instructions.
ASSESSMENT	ACTIVITIES 7 and 8.
BIBLIOGRAPHY	- "Ancient Rome" British Museum Colouring Book.

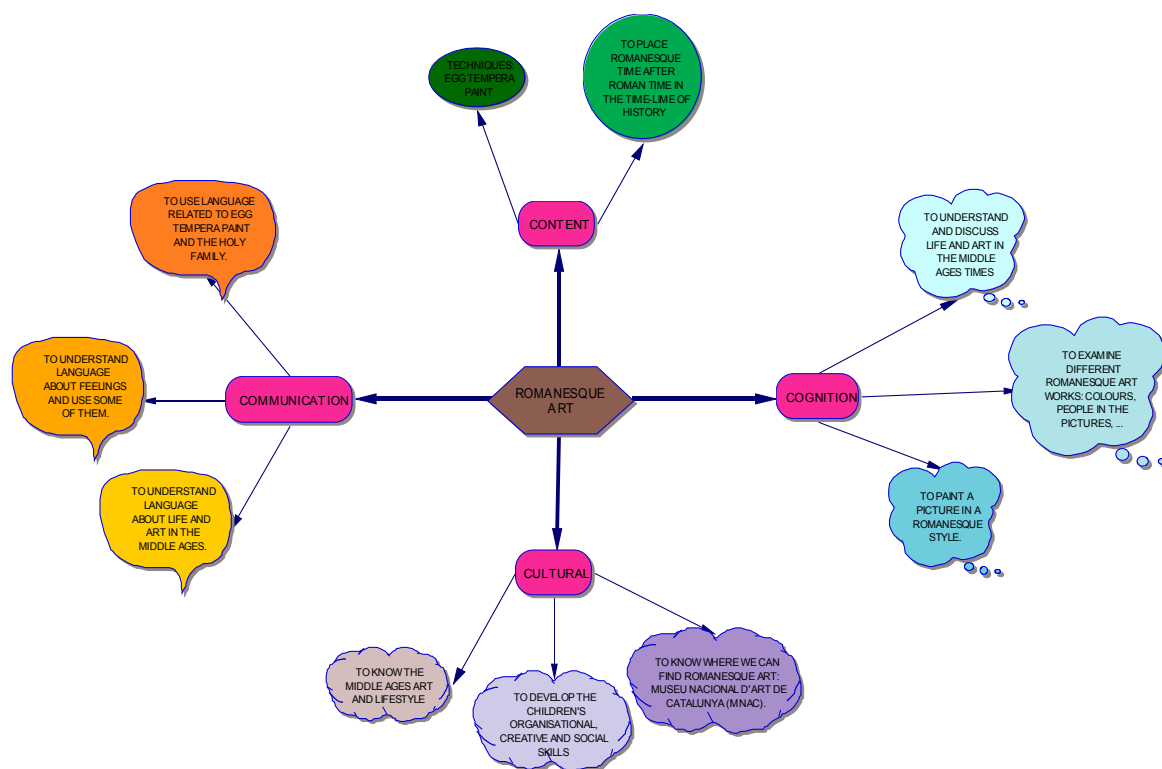
UNIT 4: ROMAN ART

ACTIVITY 2



UNIT 5: ROMANESQUE ART

MINDMAP



UNIT 5: ROMANESQUE ART

LESSON PLAN

CLIL LESSON PLAN ARTS & CRAFTS TOPIC: Romanesque Art

AIMS - To recognize Romanesque Art.
 - To produce a painting in a Romanesque style.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/ CITIZENSHIP
A.CONTENT - To introduce different Romanesque art works. - To place Middle Ages time after Roman times in the time-line of History. - To give information about Romanesque art and The Middle Ages time lifestyle. - To give the information required to create a Romanesque piece of art.	A.CONTENT - To locate places with Romanesque art. - To examine several Romanesque art works. - To compare these pieces of art with contemporary art. - To draw a picture in a Romanesque style.	Language of learning - Specific vocabulary: egg, ground pigment, church, monastery, wing, circle, beard. Verbs: visit, mix, trace. Holy Family. Language for learning - Classroom language. - Following instructions. - Describe the scenes.	- To understand and put the value on Romanesque culture. -To appreciate how our culture has changed and evolved throughout time. - To respect and take pride in your own work and that of your classmates. - To know where we can find Romanesque art.
B.COGNITION - To identify selected information about Romanesque art and lifestyle.	B.COGNITION - To remember some important events in The Middle Ages time. - To analyse different Romanesque paintings. - To apply the information acquired to create a picture.	Language through learning. - Dictionary.	

TEACHING NOTES

UNIT 5	ROMANESQUE ART
TIME	6 hours
RESOURCES AND MATERIALS	<ul style="list-style-type: none"> - Romanesque art power point. - Book. - Different material pupils bring to class for their explanation. - Catalonia and Europe maps. - Newspapers to cover the tables. - Sketch sheets A4. - Pencils. - Tracing paper. - Wooden panels A4 size. - Ground pigments. - Eggs. - Paintbrushes. - Small containers for paint. - Trays for cleaning paintbrushes. - Cloths to dry paintbrushes.
GROUPING	- 4-person-groups (just to share materials).
DESCRIPTION OF THE ACTIVITY	<p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - Each pupil shows the material and explains information he/she has found (L1). - The teacher asks some questions to guide pupils' discussions: <ul style="list-style-type: none"> - What are the paintings about? Which characters can we see in the paintings? And, what are the colours? Where did they paint? In churches, in palaces? They paint on ... (wall, wooden boards...)

UNIT 5	ROMANESQUE ART
	<p>Have you ever visited a Romanesque church? How did they make the paint? They mixed ground pigments and eggs.</p> <ul style="list-style-type: none"> - The teacher displays Catalonia and Europe maps. Tell me the places where you have found Romanesque paintings, now we are going to locate them on the maps. - As you can see we can find Romanesque paintings in different European countries. Romanesque art was born close to Christian monasteries and churches: it is a religious art across Europe. Why? Because the end of the Roman empire meant the beginning of difficult times in Europe. The constant fighting disrupted life so badly that most people had no time for art and culture. So art and culture were kept in monasteries. That was about 1,000 years ago. <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> - The teacher shows Romanesque power point and asks questions to guide pupil's answers. During this time pupils locate places on the maps. - Slide 2: As you can see paintings are on the walls and ceiling. This is San Isidoro's church in León. - Slide 3: Can you read these words? ... (ANGELUS PASTORES) There is an angel, some shepherds... (animals, cows, goats, trees...) - Slide 4: This is an... (angel). Look at the circle around his head, it is the aura. Is it for good people o for bad people? It is for good people: angels, saints, The Holy Family... How do you know this man is an angel? Because he has got wings. - Slide 5: This is a picture in the book "Girona's blessed". What can you see in this picture?... (an angel and houses). Look at the lines at the top of the houses, what can they be? (clouds, wind, rain...) or flames. It is the fire of Babylonia. - Slide 6: Who are these two people? (a woman and a man). They are the first human beings, they are Adam and Eve. They are eating an ... (apple). - Slide 7: It is a church in Romanesque style. In the middle we can see Mary (Jesus Christ's Mother) and Her Son Jesus Christ. - Slide 8: This is the same picture but bigger because we need to read the letters. Look at these three men. Look at their heads, they are wearing... (crowns). What can you read? (MELHIOR GASPAS BA...). Who can they be?... (the Three Wise Men). - Slide 9: This is another famous church in Taüll in Romanesque style. Can you see Jesus Christ in the centre? Look at His fingers. He is blessing. This kind of picture is called Pantocrator. - Slide 10: Look at his face. We can see it perfectly. This is a very simple drawing. Look at the lines on the hair, the nose, the ears, the mouth, the beard. The eyes are looking forward. - Slide 11: Do you think it is a woman or a man?... (a woman). Why? Because... (she is wearing something on her head). - Slide 12: In this picture we can see three parts. In the centre the Pantocrator. How many people are there?... (twelve, six and six). - Slide 13: There is the... (Pantocrator) in the middle. This picture is not in the church, it is in the MAC. - Slide 14: Who are in the centre?... (Jesus Christ and His Mother).

UNIT 5	ROMANESQUE ART
	<p>Look at the pictures around, they could be about Santa Margarita's life.</p> <ul style="list-style-type: none"> - Slide 15: In the centre... (Mary and Her Son). What do the other pictures represent? Hell. Do you think these people are happy or unhappy? - Slide 16: In the centre... (Jesus Christ and His Mother). Look at these three men... (the Three Wise Men). This picture is about Jesus Christ's life. - Slide 17: This man is hunting, he is a ... (hunter). He is...(riding a horse). There are five... (dogs). This picture is not in the church, it is in the Museo del Prado in Madrid. - Slide 18: He is hunting with a ... (bow and arrows). The animal is a... (deer). Do you like hunting? - Slide 19: This picture is a Wise Man. Look at his head. He is wearing a... (crown). Look carefully at the simple style of the face... (eyes, nose, mouth, ear, beard). - Slide 20: This is a painting in ... (hell). The devil is in the centre, he is eating a man. Are there any animals?... (snakes, frogs, lizards). - Slide 22: This is the way they elaborated paints and this is the way we are going to create our paint. <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> - The teacher tells how they are going to work: <ul style="list-style-type: none"> - You are going to design your own Romanesque painting in a sketch sheet of paper. When you finish, you are going to copy your drawings on the wooden panels using the tracing paper. - Pupils make the paints with egg and ground pigments. - Pupils colour their drawings. <p>ENCOURAGING AND CHECKING.</p> <p>ACTIVITY 4: Assessment.</p> <ul style="list-style-type: none"> - The teacher gives each pupil a photocopy of the assessment. <p>1st question:</p> <ul style="list-style-type: none"> - Look at your Romanesque painting. Write about it: the colours? Animals? People? Arms? ... Anything else? Please ask your partners or the teacher for help. <p>2nd question:</p> <ul style="list-style-type: none"> - We learned some new words in this unit. Choose four of them, write them down and represent what they mean. <p>3rd question:</p> <ul style="list-style-type: none"> - Only one is the correct answer, tick it. You can ask your partners. <p>ACTIVITY 5: Checking the assessment:</p> <p>2nd question:</p> <ul style="list-style-type: none"> - Tell us the words you have written and show us the pictures. Who wants to be the first one? <p>3rd question:</p> <ul style="list-style-type: none"> - Which is the correct answer? <p>1st question:</p> <ul style="list-style-type: none"> - You have a few minutes to practise the 1st question, after that you are going to give your own presentation to your group. You can read it or better explain it by heart.
LANGUAGE	- Specific vocabulary: egg, ground pigments, church, monastery,

UNIT 5	ROMANESQUE ART
	wing, circle, beard. - Verbs: visit, mix, trace. - Holy Family. - Following instructions.
ASSESSMENT	ACTIVITIES 4 and 5.
BIBLIOGRAPHY	- "The Story of Painting" Abigail Wheatley.

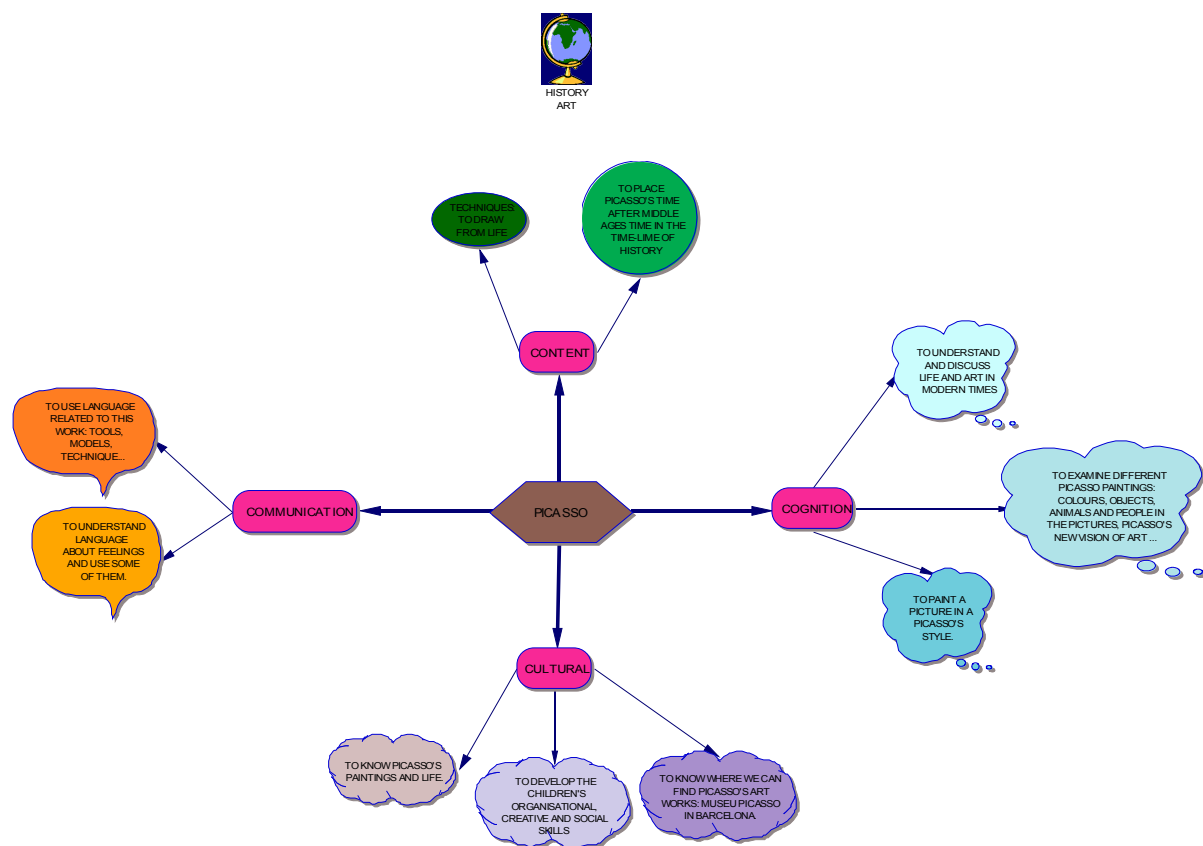
UNIT 5: ROMANESQUE ART

ACTIVITY 2



UNIT 6: PICASSO

MINDMAP



CLIL LESSON PLAN
ARTS & CRAFTS
TOPIC: Picasso

AIMS - To recognize Picasso's paintings.
 - To produce a work in Picasso's style.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/ CITIZENSHIP
A.CONTENT - To introduce different Picasso's paintings. - To place Picasso's time in the 20th century. - To give information about Picasso's paintings and life. - To give information required to create a Picasso's piece of work.	A.CONTENT - To locate Malaga, La Coruña, Barcelona, Madrid in Spain and Paris and Cannes in France. - To examine several Picasso's paintings. - To draw a picture in a Picasso's style.	Language of learning - Specific vocabulary: cut out, rebuild, scissors, glue models pupils bring to the class. - Ordinal numbers: from first to fifth. Language for learning - Classroom language. - Following instructions.	-To appreciate how our culture has changed and evolved throughout time. - To know where we can find Picasso's works. - To respect your own piece of work and that of others.
B.COGNITION - To identify selected information about	B.COGNITION - To remember some important events in Picasso's	Language through learning	

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/ CITIZENSHIP
Picasso's paintings and life.	time. - To apply the information learned to create a picture.	- Dictionary.	

UNIT 6: PICASSO

TEACHING NOTES

TEACHING NOTES

UNIT 6	PICASSO
TIME	6 hours
RESOURCES AND MATERIALS	<ul style="list-style-type: none"> - Picasso pictures power point. - Books. - Different material pupils bring to the class for their explanation. - Models each pupil brings to paint their pictures. - Spain and Europe maps. - Newspapers to cover the tables. - Sketch sheets A3. - Pencils. - Paint. - Paintbrushes. - Small containers for paint. - Trays for cleaning paintbrushes. - Cloths to dry paintbrushes. - Rulers. - Scissors. - Glue.
GROUPING	<ul style="list-style-type: none"> - Into groups of 4. - ACTIVITY 3: in pairs.
DESCRIPTION OF THE ACTIVITY	<p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - Each pupil shows the material and explains the information he/she has found (L1). - The teacher asks some questions to guide pupils' discussions: <ul style="list-style-type: none"> - Where was Picasso born? Can you tell me the date? He lived in different cities. The teacher displays Spain and Europe maps. Can you tell me the names? Now we are going to locate them on the maps. Is there a Picasso museum in Barcelona? Have you ever been there? <p>When did he die? Where?</p> <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> - The teacher shows the power point on Picasso and asks questions to guide pupil's answers. Picasso painted in different styles, in this power point we are going to see few of them. - Slide 2: This is a very famous Picasso's painting. Does it represent a farm? A circus? A war?... (a war). Can you see a fire? Can you see a sword? Are there any animals or people?... (a horse, a bull, a

UNIT 6	PICASSO
	<p>woman, a baby,...)</p> <ul style="list-style-type: none"> - Slide 3: Women are represented in a very simple way. How many women can you see? When did Picasso paint this picture? - Slide 4: What are these people doing?... (dancing, singing...). What colours can you see?, are there dark or light colours? Can you see the window? Is the window open or closed? - Slide 5: Where is the horse on the right hand side, on the left hand side or in the middle?... (on the left hand side). And the ladder?... (on the left). And the cross?... (in the middle). - Slide 6: Who are they?... (a man and a woman, an animal, a robot...). What do you think the blue colour is?... (the sky, the sea...). What about the yellow colour?... (sand, rocks,...). - Slide 7: Look at her face, is it sideways or front-on?... (sideways and front-on). And her mouth?... (sideways). - Slide 8: Look at her hair and her hands. Has she got dark hair or fair hair?... (fair hair). Is she a woman or a girl?... (a girl). Why?... (because she is wearing socks and she is carrying a doll). - Slide 9: Is her neck long or short? ... (long). Where is she sitting down, on the floor or on a chair?... (on the floor). Is she wearing shoes?... (no she isn't). How are her hands?... (crossed). - Slide 10: Guess, what is there?... (a violin) - Slide 11: Where is this town on the coast or in the mountains?... (on the coast). Why?... (because I can see the sea). Is it a sunny day or a cloudy day?... (a sunny day). Why?... (because I can see the sun). - Slide 12: What are they going to eat in the restaurant?... (turkey, chicken,...). And drink?... (wine). What language is it?... (French). Remember, Picasso was living in France (Paris and Cannes). - Slide 13: How many palm trees can you see?... (three). There are many buildings. What kind of buildings can you see?... (a house, a factory...) - Slide 14: What is there on the table?... (a bottle, cheese, coffee pot, oil...). - From slide 16 to 24: And here are some works from Maghull pupils. That's what you are going to do. Each of you are going to draw a picture, after that you are going to cut out these two pictures, you are going to share the pieces and finally you will get a different picture. At the top you can see a photograph of two pupils showing their own pictures. The big picture is one of the two final works. What can you see in this picture?... (a pineapple, plums...). What colours did they use?... (brown,...). <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> - The teacher tells how they are going to work: <ul style="list-style-type: none"> - You are going to design your own Picasso painting. You are going to work in pairs. Choose one partner in the class. Now please sit a couple of pairs per table. <p>Next day we will go on. Each one must bring models to paint.</p> <p>ACTIVITY 4:</p> <ul style="list-style-type: none"> - Each pair of pupils sits one in front of the other. <ul style="list-style-type: none"> - You, the four pupils in each table, must choose the models you are going to paint. Then you have to display the models in the

UNIT 6	PICASSO
	<p>middle of the table.</p> <ul style="list-style-type: none"> - Now you must paint the models from your different points of view. First draw a sketch with pencil. Then paint it. <p>ENCOURAGING AND CHECKING</p> <p>ACTIVITY 5:</p> <ul style="list-style-type: none"> - You are going to work in pairs: <ul style="list-style-type: none"> - First: Now each pair must draw straight lines with a ruler on the back of one of the pictures. - Second: put the two pictures together, one on the top of the other. - Third: cut out the two pictures and put the pieces on the table in the same order. - Fourth: Pupil A chooses one of the pieces and the other one is for pupil B, then B is the first one to choose and so on. - Fifth: Each pupil glues her or his pieces rebuilding the new picture. <p>ENCOURAGING AND CHECKING.</p> <p>ACTIVITY 6: Assessment.</p> <ul style="list-style-type: none"> - The teacher gives each pupil a photocopy of the assessment. <p>1st question:</p> <ul style="list-style-type: none"> - You are going to fill in the gaps in two different ways: first, write a word from the box where you see a line and second, write the word you need to complete the sentences where you see the dots. <p>2nd question:</p> <ul style="list-style-type: none"> - You can look for some information in the books we have got in the class or you can ask your partners. <p>3rd question:</p> <ul style="list-style-type: none"> - You have to tick one or two items. <p>ACTIVITY 7: Checking the assessment:</p> <p>2nd question:</p> <ul style="list-style-type: none"> - Questions from a) to e): Who can read question a) and answer it? Is he/she wrong or right? - Everybody can answer questions f) and g). <p>1st question:</p> <ul style="list-style-type: none"> - You have a few minutes to practise the 1st question, after that you are going to give your own presentation to us. You can read it or better explain it by heart.
LANGUAGE	<ul style="list-style-type: none"> - Specific vocabulary: scissors, glue, models pupils bring to the class. - Verbs: cut out, rebuild. - Ordinal numbers: from first to fifth. - Following instructions.
ASSESSMENT	ACTIVITIES 6 and 7.
BIBLIOGRAPHY	- "Genios del Arte: Picasso". Editorial SUSAETA.

UNIT 6: PICASSO

ACTIVITY 2

