

Author: BARBARA BRUGOLA

ITTEN COLOUR WHEEL

School	<input type="radio"/> Primary	<input checked="" type="radio"/> Middle	<input type="radio"/> High		
Year / Class	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject : ART	Length: 100 minutes		Topic: THEORY OF COLOUR		
CLIL language	ENGLISH				

Teacher / Teaching team profile	Teacher's role:	<input checked="" type="radio"/> Main Teacher	Subject taught:
		<input type="radio"/> Co-teacher	ART
		<input type="radio"/> Other: _____	
	Teacher's role:	<input type="radio"/> Main Teacher	Subject taught:
		<input type="radio"/> Co-teacher	_____
		<input type="radio"/> Other: _____	

Student group profile (general)	CEFR Level:	<input checked="" type="radio"/> A1	<input type="radio"/> A2	<input type="radio"/> C1
		<input type="radio"/> B1	<input type="radio"/> B2	<input type="radio"/> C2
	<input type="radio"/> Experiences of CLIL	<input type="radio"/> Migrant background		
	<input type="radio"/> English mother tongue	<input type="radio"/> Special Educational Needs : _____		
	<input checked="" type="radio"/> Other mother tongue	<input type="radio"/> Other: _____		

Timetable fit		Previous lessons:
	<input checked="" type="radio"/> Module	1. What is colour? Colour as light. Perception of an object's colour. Definition of additive and subtractive colour systems. Classification of primary and secondary colours.
	<input type="radio"/> Lesson	2. Definition of colour's characteristics. Application : painting a monochrome colour scale.
		Future lessons:
		4. Definition of seven strategies for colour combination according to Itten's theory. Creation of two version of the same landscape: first version with warm colours and second version with cold colours.
		5. Art and advertisement: naming Itten's colour combinations that could be seen in the images shown and suggest which feelings/ideas are connected to.
		Creating a personal colour wheel to describe an idea/feeling.

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<p>Resources & tools</p>	<ol style="list-style-type: none"> 1. Video Edpuzzle -link Colour Wheel Tutorial min 3:36 https://edpuzzle.com/media/5734639fb873499d61ba9049 2. Video Edpuzzle -link Colour Wheel Tutorial min 2: 55 https://edpuzzle.com/media/57346f89d067e33d41f97962 (differentiation) 3. Worksheet (#1) <i>Crossword</i> 4. Worksheets (#2) with <i>Visual organiser-Matrix</i> , (#3) with <i>Visual organiser Flow Chart</i> 5. Image “Farbkreis”, Johannes Itten (1961) from WIKIPEDIA https://it.wikipedia.org/wiki/Johannes_Itten#/media/File:FarbkreisItten1961rettificatoPure.png 6. Worksheet (#4) with <i>Checklist</i> 	
<p>Students’ prior knowledge, skills, competencies</p>	<p style="text-align: center;">Subject</p> <ul style="list-style-type: none"> - Knowledge: Understand the difference between primary and secondary colour. - Skills: recall and identify different types of colour. -Competence: Be able to fill an area with a uniform coat of tempera. 	<p style="text-align: center;">Language</p> <ul style="list-style-type: none"> - Use of the present tense (explain and describe); - Zero conditional (meaning of it); - Glossary: Colours (nouns); Tools (nouns); Action (Verbs); - Imperative form (instructions); - Appropriate connectors (for different steps of the work).
<p>Learning Outcomes expected for this lesson</p>	<p>Most learners should:</p> <ul style="list-style-type: none"> - know how to get the secondary colours from mixing the primary ones, to get the tertiary colours from mixing the primary and the secondary, to arrange the colours in the Itten Colour Wheel; - be able to follow the instructions and make their own Itten Colour Wheel; - be aware that Itten Colour Wheel is a way of showing the relations between primary, secondary and tertiary colours. <p>Learning outcomes:</p> <p>content understand the difference between different types of colour; use knowledge of colours to classify and make them;</p> <p>language use appropriate connectors when describing the steps for making Itten's colour wheel; - use appropriate tenses when explaining the procedure;</p> <p>attitude -listen attentively to others' contributions during group talk.</p> <p>What thinking and learning skills?</p> <ul style="list-style-type: none"> - <i>recall</i> the relation between primary and secondary colours in subtractive colour system; - <i>classify</i> colours in primary, secondary and tertiary; - <i>locate</i> primary, secondary and tertiary colour in Itten Colour Wheel; - <i>put in order</i> the instructions to make a Itten Colour Wheel - <i>apply</i> the instructions to obtain secondary and tertiary colours; - <i>make</i> a colour wheel, <i>using</i> the tools to <i>draw</i> and paint; - <i>explain</i> how to get secondary and tertiary colours and <i>retell</i> the procedure in own words; - <i>evaluate</i> the work of the partner and give peer feedback with a checklist. 	

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	<i>Purposes of learner communication</i>	Strategies
Methodology	<i>To activate and review learners' subject knowledge and subject-specific vocabulary</i>	Handouts: Crossword
	<i>To check understanding of new content</i>	Quiz with answer (video tutorial-Edpuzzle) Handouts: Visual organiser to complete. Put in order the instructions Making the colour wheel
	<i>To use a model to help learners communicate information accurately.</i>	Handouts: (Put in order) the instructions
	<i>To give learners practice in evaluation of a partner's work.</i>	Handouts: Check list to evaluate work.
	<i>To give learners confidence (before writing).</i>	Encourage learners to communicate orally.

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
0	<i>What is the purpose of this activity of the lesson.</i>	<i>What will happen during this stage of the lesson</i>	<i>Competencies developed</i>	<ul style="list-style-type: none"> ○ <i>Whole class</i> ○ <i>Group work</i> ○ <i>Pair work</i> ○ <i>Individual work</i> 	<p><i>What materials are used during the lesson?</i> <i>Flashcards, pictures, songs, PowerPoint, ICT tools, etc.</i> <i>All materials should be referenced clearly paying attention to the copyright rules</i></p>	<i>The timing of each activity should be as accurate as possible.</i>	<i>Assessment tools in relation to the learning outcomes of the lesson</i>
<p>1 ACTIVATING PRIOR KNOWLEDGE</p>	<p>Review learners' subject knowledge and subject-specific vocabulary</p> <p><i>Thinking skills:</i> recall, match</p>	<p>0. Teacher says what they are going to do, write the learning outcomes on the blackboard</p> <p>1. Teacher gives <i>Worksheet 1</i>.</p> <p>2. Learners work in pair and complete the crosswords.</p> <p>3. The whole class checks the answers with the teacher.</p>	<p>- Reading, - Interacting, - Choosing, - Writing.</p> <p>Language: - Subject-specific language</p>	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ <i>Individual work</i> 	<p>- Crossword, see Worksheet 1</p>	<p>5 minutes= start</p> <p>8 minutes=Activity with worksheet#1</p>	<p>- Number of right answers (self-assessment)</p>

<p style="text-align: center;">2 PROCEDURE</p>	<p>Learners practice in listening to instructions; New content is introduced; Understanding is checked; A model is used to help learners communicate.</p> <p style="text-align: center;">Thinking skills:</p> <p style="text-align: center;"><i>recall</i> fill in the blanks <i>define secondary, tertiary colours</i> put in order the steps of the instructions</p>	<ol style="list-style-type: none"> 1. Teacher shows to the whole class the video tutorial on the digital whiteboard and asks to answer to the questions or fill the gap. 2. Learners answer in turn. 3. Teacher gives worksheets (# 2 , # 3) 4. Learners work in pair on the exercise (put in order the instructions, complete a visual organizer) 5. Learners that end the activity earlier can watch the second part of the video tutorial. 	<p>- Watching and listening to the video; - Reading the questions; - Writing the answer of the questions,</p> <p>Language:</p> <p>-BICS, -subject-specific language, - communicative functions of language: 1. <i>Giving instructions – imperative form</i> 2. <i>Sequencing;</i> 3. <i>Connectives (first, then, next, after that, later)</i> 5. <i>Describing objects - present tense</i> 6. <i>Zero conditional</i></p>	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	<p>Video 1: https://edpuzzle.com/media/5734639fb873499d61ba9049</p> <p>Worksheet: 2, 3</p> <p>Video 2 : https://edpuzzle.com/media/57346f89d067e33d41f97962 (differentiation)</p>	<p>5 minutes (video) + 10 minutes (worksheet)</p>	<p>- Number of the right answers (self-assessment)</p>
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<p style="text-align: center;">3 PRACTICAL ACTIVITY: MIXING COLOUR WHEEL</p>	<p>Check understanding of new content; Develop learners' ability to use tempera, mix colours, use the brush properly. Develop learners' ability to keep clean and tidy.</p> <p style="text-align: center;">Thinking skills:</p> <p style="text-align: center;"><i>apply the instructions;</i> <i>draw the colour wheel;</i> <i>locate secondary, tertiary colours on the colour wheel;</i> <i>make secondary and tertiary colour.</i></p>	<p>1. Teacher asks to the whole class to prepare the materials and tools in order to make the colour wheel (the one with 12 wedges).</p> <p>2. Learners individually draw and paint the colour wheel.</p> <p>3. Teacher goes around in order to monitor their work.</p> <p>4. Learners make the wheel and colour it; they can check the instructions' list and they can ask to the teacher.</p> <p>5. Teacher asks to clean and put the material away when the colour wheel is finished.</p> <p>5. Learners clean and tidy up.</p>	<p>- Listening to the list of materials and tool to prepare in order to start the activity; - Reading the instruction; - Asking for advices; - Listen to teacher's advices.</p> <p>Language:</p> <p>-BICS, -subject-specific language, - communicative functions of language: 1. <i>Giving instructions – imperative form</i> 2. <i>Sequencing;</i> 3. <i>Connectives (first, then, next, after that, later)</i> 5. <i>Describing objects - present tense</i> 6. <i>Zero conditional</i> 7. <i>Giving advice – should form</i></p>	<ul style="list-style-type: none"> ○ <i>Whole class</i> ○ <i>Group work</i> ○ <i>Pair work</i> ○ <i>Individual work</i> 	<p>Worksheet: 2, 3</p> <p>Tools and material: <i>Learners need the three primary colours, brush, rule, pencil, rubber, a white sheet, a container to mix painting in it.</i></p>	<p style="text-align: center;">50 minutes</p>	<p>- Peer assessment with check list (see Worksheet 4)</p> <p>- ongoing classroom assessment (by the teacher)</p>
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<p style="text-align: center;">4 COMMUNICATIVE TALK</p>	<p>Review learners' subject knowledge and subject-specific vocabulary. Give learners confidence for a talking task. Improve orality. Evaluate work.</p> <p style="text-align: center;">Thinking skills:</p> <p><i>put in order the sequence of instructions; retell in their own words the sequence of steps for making Itten wheel.</i></p>	<ol style="list-style-type: none"> 1. Teacher asks the class to work in groups 2. Learners gather together in group of four persons (groups already set at the beginning of the module). 3. Teacher makes the purpose and outcome of the communication clear to the learners; identifies time; assigns group roles. 4. Learners retell in their own words the sequence of steps for making the Itten wheel. 5. Teacher monitor the groups. 6. Teacher asks to form pairs and use the checklist to assess each other's colour wheel and give one suggestion. 7. Learner compile the check list, give one suggestion about how their partner can improve their work. 	<p>- Speaking; - Listening to; - Interacting; - Reading (the check list);</p> <p>Language:</p> <p>-BICS, -subject-specific language, - communicative functions of language: 1. <i>Giving instructions – imperative form</i> 2. <i>Sequencing;</i> 3. <i>Connectives (first, then, next, after that, later)</i> 5. <i>Describing objects - present tense</i> 6. <i>Zero conditional</i> 7. <i>Giving advice – should form</i></p>	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	<p style="text-align: center;">Worksheet 4</p>	<p>7 minutes (talking time) +</p> <p>7 minutes (peer assessment about Itten colour wheel with checklist)</p>	<p>ongoing classroom assessment : teacher monitors the groups.</p>
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<p style="text-align: center;">5 PLENARY</p>	<p>Think about content and language before leaving the class.</p> <p style="text-align: center;"><i>Thinking skills:</i> <i>revise</i> <i>evaluate</i></p>	<p>1. Teacher asks the learners to check the learning outcomes and if they think they achieve them. (hands up: yes -in part - no)</p> <p>2. Teacher shows to the whole class the image “Farbkreis” from Wikipedia website on the digital whiteboard and ask some questions.</p> <p>3. Learners answer in turn.</p> <p>4. Teacher anticipates what they will do next lesson.</p>	<p>- Speaking; - Listening to; - Interacting</p>	<ul style="list-style-type: none"> ○ Whole class ○ <i>Group work</i> ○ <i>Pair work</i> ○ <i>Individual work</i> 	<p>Image “<i>Farbkreis</i>”, <i>Johannes Itten (1961)</i> from WIKIPEDIA</p> <p>https://it.wikipedia.org/wiki/Johannes_Itten#/media/File:FarbkreisItten1961rettificatoPure.png</p>	<p>8 minutes</p>	
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