

## Artist's Book

<b>School</b>	Middle
<b>Year / Class</b>	3
<b>Subject :Art</b>	Topic: Artist's Book
<b>CLIL language</b>	English

<b>Teacher / Teaching team profile</b>	Teacher's role: Main Teacher	Subject taught: Art
	Teacher's role: Co-teacher	Subject taught: English language

<b>Student group profile (general)</b>	CEFR Level: A1
	Experiences of CLIL Migrant background

<b>Timetable fit</b>	Module	Previous lessons: in the first lesson the teacher explained to the learners the topic of the entire module. The teacher explained to them the learning outcomes they need to achieve. The teacher also delineated the schedule of every single lesson. The teacher provided the learners with the historical and theoretical foundation of an artist's book. The teacher indicated that the practical objective of the course is for every student to create their own Artist's Book for an exhibition.
		Future lessons: in the following lesson the learners will carry out the Mate VS Mate activity. They will prepare a poster collating the descriptions of each individual Artist's Book they prepared in the previous lesson. Each one in turn, they will orally present their work and at the end together they will choose the most original one.

<b>Resources &amp; tools</b>	Scaffolding Images from pixabay and flickr LIM, PPT, worksheets, presentation, glossary
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	Subject	Language
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<b>Students' prior knowledge, skills, competencies</b>	<b>Knowledge:</b> to know what an Artist's Book is to know the most renown book artists.  <b>Skills:</b> To be able to identify Artist's Books  To be able to cooperate in group and share ideas	Revisited: high and medium frequency words used in art lessons.  Structures: I think it's.... I think they're.... I like this artist because... He uses .... Use of past tenses Use of future tenses  Functions: Describing books and artists Compare similarities and differences
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<b>Learning Outcomes expected for <u>this lesson</u></b>	<ul style="list-style-type: none"> <li>○ To know different binding materials.</li> <li>○ To be able to understand the relationship between book content and binding materials.</li> <li>○ To be able to describe an Artist's Book.</li> <li>○ To be able to work in group.</li> <li>○ To be able to share ideas.</li> </ul>
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<b>Methodology</b>	<ul style="list-style-type: none"> <li>○ <i>Explaining new words using oral language and images every time it's possible</i></li> <li>○ <i>Giving a glossary with the most used words with some definition and images to support the meaning</i></li> <li>○ <i>Allowing learners to use code-switching (Guessing activity and speaking activity)</i></li> <li>○ <i>Encouraging learners to speak in pairs and to contribute with personal suggestion in the work group</i></li> <li>○ <i>Providing example of grammatical structures</i></li> <li>○ <i>Providing chunks of language to use during the Clil lesson</i></li> <li>○ <i>Allowing the wait-time</i></li> <li>○ <i>Creating a positive mood</i></li> <li>○ <i>Showing (with an example) how to do a task/activity</i></li> </ul>
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Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<p><b>1</b></p> <p><b>Hidden words</b></p>	<p>This is a consolidation learning activity to review the first lesson. The purpose is to <u>remind</u> learners of <u>vocabulary content</u> they've been learning already.</p>	<p>At the beginning of the lesson the learners will work individually to search subject-content words in a grid. The teacher will give them a list of vocabulary already known. At the end of it learners will find the <b><i>hidden word</i></b>.</p> <p>The hidden word is the subject of the lesson. The teacher checks during the activity if the students achieved specific content language.</p>	<p>To activate prior knowledge</p> <p>To remind and review content vocabulary</p>	<p>Individual activity</p>	<p>The <i>Hidden words</i> game has been made by the teacher. The icons come from <a href="http://www.pixabay.com">www.pixabay.com</a></p>	<p>5 minutes</p>	<p><i>Can do</i> statements for a formative assessment on student's prior knowledge.</p> <p>I can remember the words</p> <p>I can write the words</p>

<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Guess what?</b></p>	<p>The main purpose of this activity is to explain new content and new specific language. The focus for the learners is to comprehend the listening and be able to complete different tasks in the worksheet.</p>	<p>The teacher will show the learners a Power Point about the most renowned artist's book of Depero and the features related to the artist's books (such as editor, colophon). There will be images about different binding, material, content, size and font. The teacher will give a worksheet to the class, one each student. They will have to answer different tasks related to the activity "Guess what". This allows them to be more operative and participate in the listening activity. At the same time the teacher will check if the on-going comprehension is fulfilled and have a feedback on student's progress (formative assessment). The teacher will support them with a glossary. Some images are added to facilitate comprehension. Code-switching is accepted during the pair work activity.</p>	<p>To remember and to recognise content vocabulary, prior knowledge</p> <p>To check understanding of new content</p> <p>To learn new words</p> <p>To be able to answer and use language structure</p> <p>To be able to evaluate</p> <p>To be able to hypothesize</p> <p>To be able to work in pairs</p>	<p>Whole class (the listening activity)</p> <p>Individual (fill in the worksheet)</p> <p>Pair work (answer orally to questions)</p>	<p>Use of PPT with images taken from <a href="http://www.flickr.com">www.flickr.com</a> and <a href="http://www.pixabay.com">www.pixabay.com</a>.</p> <p>Use of glossary with words and definitions.</p>	<p>26 minutes</p>	<p>Formative assessment "worksheet"</p> <p>See the attachment with worksheet.</p>
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<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Board game</b></p>	<p>The main purpose of this <u>group</u> activity is to monitor the comprehension of the previous listening activity and to learn new words related to the topic. It reminds also some words already known in the previous activities. The learners will work in heterogeneous groups. The main aim for them is to be collaborative for a common purpose.</p>	<p>After the listening activity, learners will work in group to consolidate the comprehension and to learn new vocabulary. They will have <b>to match</b> the definitions with the words given. The teacher will introduce some images to support the definition understanding. They're allowed to use glossary. The teacher monitors the students through indicators related to group working (see the column of assessment).</p>	<p>To demonstrate comprehension</p> <p>To learn new vocabulary</p> <p>To be able to work in groups.</p> <p>To be able to share ideas.</p> <p>To be able to contribute to the work.</p>	<p>Group work</p>	<p><i>The Board Game</i> has been made by the teacher. The icons and the images come from <a href="http://www.pixabay.com">www.pixabay.com</a> and <a href="http://www.flickr.com">www.flickr.com</a></p>	<p>7 minutes</p>	<p>Formative assessment</p> <p>-I participated actively in the group</p> <p>-I let the other students take the initiative and decide</p> <p>-I accepted all the suggestions of the other students without discussion</p> <p>-I tried to contribute my own ideas and suggestions to the work</p>
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<p><b>4</b></p> <p><b>Mate Vs Mate</b></p>	<p>The main aim for the students is to describe materials and they will use for their artwork and motivate their choice. They will demonstrate again the knowledge of content and specific language. It gives opportunity to report and compare, to evaluate and comment.</p>	<p>This is a <u>pair work</u> speaking activity. Learners will work in pair asking and answering the question to each other. They should be able to describe the features of their own Artist's Book and motivate their answers. The teacher will provide language structure support for less able learners. All the students will have to write down the task. They're allowed to use glossary. At the end of the activity the teacher will choose 3 students to tell the class their own description (formative assessment). Code-switching is accepted for all. In the next lesson learners will prepare a poster with all the descriptions made by the class.</p>	<p>To use specific vocabulary</p> <p>To be able to describe or list</p> <p>To be able to use correct language structure</p> <p>To be able to comprehend the partner</p> <p>To be able to encourage and motivate partner</p> <p>To be able to evaluate and comment</p>	<p>Pair work</p> <p>Individual work</p>	<p>The icons and the images come from <a href="http://www.pixabay.com">www.pixabay.com</a> and <a href="http://www.flickr.com">www.flickr.com</a></p> <p>Some language structure support will be provide for less able learners.</p> <p>They can use the glossary as a support.</p> <p>Code switching is accepted.</p>	<p>6 minutes</p>	<p><i>Can do</i> statements for a formative assessment on student's progress.</p> <p>Can I use specific vocabulary?</p> <p>Can I describe materials?</p> <p>Can I use language structure?</p> <p>Can I understand my partner?</p> <p>Can I motivate my partner?</p> <p>Can I evaluate the work of my partner?</p>
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<p><b>5</b></p> <p><b>Self-assessment time!</b></p>	<p>This is a meta-cognitive time related to this lesson and the activities the students have done. The first stage is to focus on the activity they liked most or didn't; the easier one or more difficult; be aware on what and how they achieved it. The second stage is about how students worked, the teacher gives them some indicators to follow. The final stage is about how the students worked in group, the teacher gives them indicators again.</p>		<p>To be aware of what to learn</p> <p>To be aware of how to learn</p> <p>To be aware of what to do best</p> <p>To be aware of what to improve</p> <p>To be able to cooperate in a group</p>	<p><i>Individual work</i></p>	<p>The Self-assessment has been made by the teacher. The icons and the images come from <a href="http://www.pixabay.com">www.pixabay.com</a> and <a href="http://www.flick.com">www.flick.com</a></p>	<p><i>6 minutes</i></p>	<p><i>See the attachment Self-assessment time!</i></p>
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