

ISTITUTO COMPRENSIVO DI SOCI

*Scuola Secondaria di Primo Grado*

***CLIL PROJECT: GIOTTO***

***school year 2016-2017***

Boldrini Gigliola (English teacher)

Barbagli Sonia (Art teacher)

**Classes: 2A, 2B**

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| **Unit 1** | **GIOTTO DA BONDONE** |  |
| **Level** 2nd classes (A2) | **Lessons** 4 | **Lessons timing** 60’ | **Unit timing** 4h |
| **AIMS**  | **ASSESSMENT** |
| To introduce the students in the world of Art in EnglishTo learn about famous painters, their artworks and the art movementTo learn about Giotto’s life, techniques, masterpieces | Self assessment Teacher assessment |
| **Teaching objectives**  | **Materials** |
| To know the artist, his life, his masterpieces and their featuresTo know his innovation in the world of artTo strengthen comunicative competence in different contexts in order to acquire disciplinary content and to be able to develop critical thoughtsTo observe and compare data and / or information To select and classify data and / or information To listen and understand specific information To read and understand descriptive texts to obtain specific information  | Video <http://www.italian-renaissance-art.com/Giotto.html>Worksheet 1: Biography of GiottoWorksheet 2: Grid to fill inGlossary |
| **Basic competences/SKILLS** |
| **Communicative*** To improve linguistic and audio-visual competences
* To improve comunicative competences in artistic and cultural fields
* To ask and give simple information about the artist and his paintings
* To understand, perceive and to be able to value, critically, different cultural and artistic forms of expression

**Methodological*** Learning to learn: to apply study skills that include strategic thinking, cooperation and self-evaluation skills
* Problem solving
* To develop meta-cognitive reflection and cognitive self-assessment
* To identify, select and group

**Personal*** To improve autonomy, initiative and decision taking
* To develop creativity in carrying out projects
* To strengthen and improve logical skills for hypotheses and deductions
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| **LEARNING OUTCOMES** |
| **Content** | **Cognition** |
| To introduce the artist to the studentsTo know Giotto’s biography and discuss about itTo know his masterpieces and techniques | BrainstormingReading and answer questions - Key vocabularyFill in a grid in the labMatch the words/expressions - Listen and complete…Find the differences/CompareSpeaking: introduce the topic |
| **Culture** |
| Awareness of the main features in Giotto’s masterpiecesMake comparisons between Giotto’s new ideas and the previous concept of artTo be able to analyse a work of art and appreciate its artistic value  |
| **Communication**Learn to comunicate and exchange ideas about Giotto, his technique, the new idea of art |
| **Language OF learning** | **Language FOR learning** | **Language THROUGH learning** |
| Key wordsExpressions for describing paintings | Locating things/people in describing a landscape, a scenerySpeaking about colours, art techniquesMaking comparaisons (between two paintings)Expressing opinion, feelings | Give instructionsLanguage in classroom activities |

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| **Unit 2** | **GIOTTO DA BONDONE: analysis of the fresco cycles in the Scrovegni Chapel (Padua)** |  |
| **Level** 2nd classes(A2) | **Lessons** 4 | **Lessons timing** 60’ | **Unit timing** 4h |
| **AIMS**  | **ASSESSMENT** |
| To learn about famous painters, their artworks and the art movement | Self assessment Teacher assessment |
| **Teaching objectives**  | **Materials** |
| To know the artist, his life, his masterpieces and their featuresTo know his innovation in the world of artTo be able to read and analyse the fresco cycles, describe the scenes and discuss about that | VideoWorksheet 1: Biography of GiottoGlossaryReproduction of the cycle of frescoes in the Scrovegni Chapel (Padua) |
| **Basic competences/SKILLS** |
| **Communicative*** To improve linguistic and audio-visual competences
* To improve comunicative competences in artistic and cultural fields
* To ask and give simple information about the artist and his paintings, in particular about the fresco cycles in Padua
* To understand, perceive and to be able to value, critically, different cultural and artistic forms of expression

**Methodological*** Learning to learn: to apply study skills that include strategic thinking, cooperation and self-evaluation skills
* Problem solving
* To develop meta-cognitive reflection and cognitive self-assessment
* To identify, select and group

**Personal*** To improve autonomy, initiative and decision taking
* To develop creativity in carrying out projects
* To strengthen and improve logical skills for hypotheses and deductions
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| **LEARNING OUTCOMES** |
| **Content** | **Cognition** |
| To analyse “The mourning of the dead Christ” in detailTo be able to understand a painting and describe it to the classmatesTo be able to understand all the fresco cycles in the Scrovegni ChapelTo apply art vocabulary and artistic conceptsTo analyse and compare artworks by different artistsTo reproduce one of the depicted scenes and to be able to describe it | BrainstormingReading and answer questions - Key vocabularyFill in a grid in the labMatch the words/expressions - Listen and completeFind the differences/CompareAnalyse other masterpieces and describe themSpeaking: introduce the introduced topic (one chosen scene of the fresco) to the class |
| **Culture** |
| Awareness of the main features in Giotto’s masterpiecesMake comparisons between Giotto’s new ideas and the previous concept of artTo be able to analyse a work of art and appreciate its artistic value To respect and value different artist’s works |
| **Communication**Learn to comunicate and exchange ideas about Giotto, his technique, the new idea of art |
| **Language OF learning** | **Language FOR learning** | **Language THROUGH learning** |
| Key wordsExpressions and words for describing paintings | Locating things/people in describing a landscape, a scenerySpeaking about colours, art techniquesMaking comparaisons (between two paintings)Expressing opinion, feelings | Give instructionsLanguage in classroom activities |

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ISTITUTO COMPRENSIVO DI SOCI

Scuola Secondaria di Primo Grado

***CLIL PROJECT: PICASSO***

***school year 2016-2017***

Boldrini Gigliola (English teacher)

Barbagli Sonia (Art teacher)

**Classes: 3A, 3B**

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| **Unit 1** | **PABLO PICASSO: life, techniques, masterpieces**  |  |
| **Linguistic Level** A2/B1(3rd classes ) | **Lessons**  2 | **Lessons timing** 60’ | **Unit timing** 2h |
| **AIMS**  | **ASSESSMENT** |
| To learn about famous painters, their artworks and the art movement | Self assessment Teacher assessment  |
| **Teaching objectives**  | **Materials** |
| To know the artist, his life, his masterpieces and their featuresTo know his innovation in the world of artTo strengthen comunicative competence in different contexts in order to acquire disciplinary content and to be able to develop critical thoughtsTo observe and compare data and / or information To select and classify data and / or information To listen and understand specific information To read and understand descriptive texts to obtain specific information To answer written questions, complete texts, tables, know and use the specific vocabulary on Cubism, Art and Image  | Video <http://www.raiscuola.rai.it>PPP: Picasso:from his early formation to surrealismWorksheet 1: Read and matchWorksheet 2: Fill in a grid Glossary |
| **Basic competences/SKILLS** |
| **Communicative*** To improve linguistic and audio-visual competences
* To improve comunicative competences in artistic and cultural fields
* To ask and give simple information about the artist, his career and his paintings
* To understand, perceive and to be able to value, critically, different cultural and artistic forms of expression

**Methodological*** Learning to learn: to apply study skills that include strategic thinking, cooperation and self-evaluation skills
* Problem solving
* To develop meta-cognitive reflection and cognitive self-assessment
* To identify, select and group

**Personal*** To improve autonomy, iniziative and decision taking
* To develop creativity in carrying out projects
* To strengthen and improve logical skills for hypotheses and deductions
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| **LEARNING OUTCOMES** |
| **Content** | **Cognition** |
| To introduce the artist to the students.To read and learn his artistic life, the remarkable periods in his career, to learn about Cubism and its features. To be able to understand a work of art, identify compositional elements, use of special technique for creative tasks and describe it to the classmates |  Identifying, classifying, analyzing, synthesizing and evaluating painting elements  |
| **Culture** |
| Awareness of Picasso’s life, the evolution in his career, the main features in his masterpiecesBeing aware of the role of CubismTo be able to analyse a work of art and appreciate its artistic value  |
| **Communication**Learning to comunicate and exchange ideas about Picasso, his technique, the new idea of artDeveloping new vocabulary related to the language of art and drawing Using new acquired vocabulary in context |
| **Language OF learning** | **Language FOR learning** | **Language THROUGH learning** |
| Key wordsDescribing paintings | Locating things/people in describing a landscape, a scenerySpeaking about colours, art techniquesMaking comparaisons (between two paintings)Expressing opinions, feelings | Give instructionsLanguage in classroom activities |

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| **Unit 2** | **PICASSO: *GUERNICA*** |  |
| **Level** A2/B1 (3rd classes) | **Lessons** 2 | **Lessons timing** 60’ | **Unit timing** 2h |
| **AIMS**  | **ASSESSMENT** |
| To learn about famous painters, their artworks and the art movement | Self assessment Teacher assessment |
| **Teaching objectives**  | **Materials** |
| To know the artist, his life, his masterpices and their featuresTo know his innovation in the world of artTo watch and read an artwork from the early twentieth century: Guernica di Picasso, to learn about CubismTo be able to analyse the painting, to describe the main features, symbols and discuss about that | Video: [*youtube* Guernica Pablo Picasso - Guernica (1937) Art History Online](https://www.youtube.com/results?q=youtube+Guernica+Pablo+Picasso+-+Guernica+%281937%29+Art+History+Online)Worksheet 1: Guided questions to peersWorksheet 2: Grid to fill inWorksheet 3: how to read the painting (grid to fill in about the symbols in the painting)Glossary |
| **Basic competences/SKILLS** |
| **Communicative*** To improve linguistic and audio-visual competences
* To improve comunicative competences in artistic and cultural fields
* To ask and give simple information about the artist and his paintings
* To understand, perceive and to be able to value, critically, different cultural and artistic forms of expression

**Methodological*** Learning to learn: to apply study skills that include strategic thinking, cooperation and self-evaluation skills
* Problem solving
* To develop meta-cognitive reflection and cognitive self-assessment
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**Personal*** To improve autonomy, initiative and decision taking
* To develop creativity in carrying out projects
* To strengthen and improve logical skills for hypotheses and deductions
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| **LEARNING OUTCOMES** |
| **Content** | **Cognition** |
| To read of a work of art of the early xxth century: a painting, Guernica by PicassoTo learn about Cubism To create an artwork | BrainstormingReading and answer questions - Key vocabularyFill in a grid in the labMatch the words/expressions Listen and complete…Find the symbols and write them in a gridFind the differences/CompareSpeaking: introduce the painting to the class (explaining the images and the symbols) |
| **Culture** |
| Awareness of the main features in Picasso’s masterpiecesMake comparisons between Picasso’s new technique and the previous concept of artTo be able to analyse a work of art and appreciate its artistic value  |
| **Communication**Learn to communicate and exchange ideas about Picasso, his technique, the new idea of artTalk about personal reactions in front of a work of art (like/dislike) |
| **Language OF learning** | **Language FOR learning** | **Language THROUGH learning** |
| Key wordsDescribing paintings | Locating things/people in describing a paintingSpeaking about colours, art techniquesExpressing the value of symbolism and understand the used symbolsMaking comparaisons (between two paintings of his production)Expressing opinions, feelings | Give instructionsLanguage in classroom activities |