

Lesson Plan

Topic: Talking about Art. Famous painters.

Level : B1

Timing 45 min

Aims: to retrieve Art vocabulary and to integrate students on the international level over one common topic.

CONTENT		
<p>Teaching objectives</p> <ul style="list-style-type: none"> To retrieve art vocabulary To talk about van Gogh, Monet, da Vinci, Warhol, Picasso, Dali To recognise famous artworks To identify artistic concepts the artists introduced and the facts from their lives. 	<p>Learning outcomes</p> <p>Ss will recognise famous works</p> <p>Ss will read about the artists –famous painters</p>	
COGNITION		
<p>Teaching objectives</p> <ul style="list-style-type: none"> To provide Ss with opportunities for: <ul style="list-style-type: none"> Identifying painting genres: abstract, impressionism, expressionism, pop art, etc Answering F/T questions Categorizing/classifying words into groups Analysis, synthesis, inferring Comparing, contrasting, reasoning, combining Ordering, classifying, analysing, justifying Reading for gist 	<p>Learning outcomes</p> <p>Ss can analyse texts</p> <p>Ss will categorise words</p> <p>Ss will be able to read for gist (T/F questions)</p> <p>Ss will complete graphic organisers Placemat (a table for classification of key features)</p> <p>Ss will write justify their choices for “sponge questions”</p>	
CULTURE		
<p>Teaching objectives</p> <ul style="list-style-type: none"> Collaborating in groups To raise awareness about artists Producing reasonable, plausible, justified answers 	<p>Learning outcomes</p> <p>Students learn how to collaborate and collaborating will express their opinions as well as decide on final 3 elements.</p>	
COMMUNICATION		
<p>Language of learning</p> <p>Basic vocabulary related to art: expressionism, impressionism, surrealism, advertising, the Renaissance, the Realist style, Cubism, postimpressionist</p>	<p>Language for learning</p> <ul style="list-style-type: none"> Classroom language Using English for instructions NOTE-TAKING Language to give an opinion. 	<p>Language through learning</p> <ul style="list-style-type: none"> Lg through activities Lg through peer interaction General English
BASIC COMPETENCES		
<ul style="list-style-type: none"> Making use of prior knowledge Critical thinking categorising/comparing and contrasting, etc 		

- Collaborative learning
- Following instructions
- Communicating in English (writing, listening, speaking, reading)

PROCEDURE

Stage/aim	Description	Interaction	Timing
Warm-up Have students recycle art vocabulary	1. Speaking: categorising – Ss look at the jumbled words trying to list categories and justifying the use of categories.	Ss-T	3'
Lead-in (get students talking about art)	2. Talking Walls : Ss line up in two rows and face one another answering the questions: (lower/high order) <i>Do you have a favorite artist?</i> <i>Do you have any artistic talents?</i> <i>What is art?</i> <i>Does art change the way you think or feel?</i> <i>Do you think anyone can be an artist</i> <i>or do you need a special talent?</i> <i>Describe the pieces of artwork in your house.</i> <i>What kind of art is your country famous for?</i>	Ss-Ss	7'
Activating prior knowledge (have students focus on a particular topic)	3.Ss are presented with a placemat which is divided into 4 parts. Each student must complete their own part about a topic: <i>What do you know about Vincent van Gogh, Pablo Picasso, Claude Monet, Salvadore Dali, Leonardo Da Vinci?</i>	Groups of 4-5	5
Presentation: Guiding understanding	4. Ss are divided again so that they form new groups and in each new group there are students from remaining groups. Ss are given texts about artists-painters. Teacher puts T/F	SS-SS Teacher counts up to four. Gives the group a number 1,2,3,4	10'

	<p>statements for each text on the walls around the classroom in a form of a grass skirt. Groups read the texts and then one team member approaches the page with statements and can only tear off one statement at a time, comes back to the group and team decides if the statement is true or false. The winner is the team who finishes first.</p>		
<p>Practice: How to become a renowned artist?</p>	<p>4.Ss return to their original teams and their placemats to answer sponge questions: <i>Which three aspects from the artists' lives contributed to their worldwide fame? Justify your decisions.</i></p> <p>5. Ss make their choices and present their decisions about which aspects of lives helped artists become renowned and present their opinions to others</p> <p>Answers are discussed as a whole class and the three ideal and chosen.</p>	<p>Ss-Ss</p> <p>Ss – Ss</p> <p>T- Ss</p>	<p>5'</p> <p>5'</p>
<p>Follow-up: have students speak</p>	<p>6. Dancing dialogues: Ss move around the class to the music they hear while pieces of artworks (laminated images of paintings) are left on the floor. When music stops, Ss stop and picking up an image with two people on it form a dialogue as if they were characters from an image e.g. <i>Creation of Adam</i> by Michaelangelo. (see attachment); <i>Two girls</i> by Picasso, <i>Siesta</i> by van Gogh</p> <p>7. Homework: Ss pick a picture by the artist and try to create a short dialogue between characters in the image and an artist.</p> <p>8. Extra Lyrics Grab. Ss are given laminated lyrics of the song “Somewhere over the rainbow”. The one who grabs more sentences while listening to the song, wins.</p>	<p>Ss-Ss</p> <p>Individually</p> <p>Ss-Ss</p>	<p>5'</p> <p>5'</p>

Resources:

- Powerpoint Presentation
- Placemat poster size,
- Markers different colours
- Texts about 6 painters, and artists (Warhol, Van Gogh, Monet, Dali, Picasso, Da Vinci and grass skirt statements for each text.
- Images of paintings for dancing dialogues
- Scraps of paper with lyrics on them to be grabbed

Evaluation:

Of language

Teacher's oral language

Group language assessment

Plenary discussion

Of content

Teacher checks activities

Students write answers and speak in class

Plenary and group reading

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