

Contextualització:

In the tutoring classes students usually explain their problems and fears. Art is a good way to capture them because these troubles are sometimes related to images and metaphors that express their concerns. Some Dalí's paintings are examples of how to get immersed in a dream world to symbolize feelings and emotions and to express them freely.

The teacher can suggest this didactic sequence in order to promote imagination, creativity, originality and sensibility in the Art class through English. Definitely, they will be motivated to participate actively to create a Dalictionary in a cooperative work and a kahoot in collaborative team.

Gènere textual:

They write a summary (Dalictionary) and use different types of connectors: reason and cause (because), purpose (in order to), contrast (but), exemplification to add information (for example, such as), addition (also), comparison (in comparison with), sequence (first, second, then, finally), personal opinion (I think, in my opinion, from my point of view, for me) and conclusion (As a/ in conclusion, To sum up).

Tasca final:

Firstly, students write a short summary (Dalictionary) about their conclusions, feelings and emotions in cooperative work. Secondly, they also illustrate their writing productions with their own interpretations of Dalinian symbols. Thirdly, they create a kahoot as a final assessment in collaborative teams by asking clear and concise questions and writing down 3 multiple choice answers.

Projecció:

Students display their Dalictionaries in the school corridors and present a public exhibition to the audience (other classmates, other levels...) They have to make themselves understood by the audience, that is why they have to be aware of their correct volume, tone, pace and voice projection. On the other hand, they have to use body language, facial expressions and gestures to help understanding not only their conclusions and preferences, but also their feelings and emotions. Moreover, they have to look at everyone in the audience (eye contact).

The teacher or a member of each group records the presentation and it can be published on the school's website/ instagram or presented on a special

day (Portes obertes). All designs are collected to prepare a spiral bound book (cooperative task).

The collaborative kahoot can be played on this special day by families who come to visit the school in order to check how much they know about Dalí's universe.

Seqüència d'activitats:

The unit develops the communicative competence and practises linguistic structures and key-specific vocabulary through the amazing topic of Dalí's universe. It is crucial to prepare not only a suggestive context but also an inspiring atmosphere. That is why both the teacher and students can create it by displaying pictures on the walls of the classroom or providing specific corners as supports to clarify concepts and identify symbols and places to carry out the activities.

The immense power of **visual aids and pictures** helps them to get immersed in the fascinating universe of this charismatic genius. Therefore this proposal focuses on pictures of:

- Objects related to Dalí, painting styles, famous painters, kinds of paintings, places, cities, countries, family, friends and important people, Dalí's artworks, Dalinian symbols, Dalí's masterpieces.

The teacher prepares different cooperative learning strategies and dynamics:

- Warming up, Think, pair, share, Dictogloss, Jigsaw reading, Running dictation, Pair dictation, Family cards and memory games, One paper, one pen, Kahoot.

This project allows students to learn while writing, listening to, interacting, thinking, participating, sharing and creating through a variety of different tasks. Therefore, participation, collaboration, co-working and interaction are required.

This proposal includes the following **10 activities**:

| |
|--|
| ACTIVITY 1: "GUESS THE NEW TOPIC!" |
| <u>Strategy/ Technique</u> : Brainstorming activity to introduce the topic. |

Explanation: The teacher says that there are 6 boxes on his/ her table and that each box contains a different picture. Students have to discover what they have in common.. Then, he/she organizes groups of 4 and gives one box to each group at random.

After that, the teacher assigns roles and numbers: student 1 is the secretary or writer and has to take notes, student 2 is the timekeeper (chronometer), student 3 opens the box and student 4 shows the picture and says what it is to the rest of the group and other groups.

When the teacher rings a bell, each group shows their object to the rest of groups (30"). Once all the objects have been seen, the teacher gives them 1' to discuss in each group and try to guess what these objects have in common.

The teacher writes some language patterns on the SMART BOARD to use:

- In my opinion, all the objects have _____ in common.
- All the objects are related/ refer to _____.

The secretary of each group has to write down the ideas that come to their minds. Then, the teacher rings the bell again and student 1 reads the written ideas. If they haven't discovered the connexion among the objects, the teacher asks to next group (clockwise) and so on.

If they haven't found the solution, the teacher offers a first clue: he/she shows a moustache (picture) and explains that it refers to a famous person, a man.

After that, he/she rings the bell again and each group contrasts ideas to guess who this person could be. 30" later, the teacher asks each group again. If they haven't guessed this person, the teacher says a second clue: this person was (past, so he died) very important/ famous for his job and writes on the SMART BOARD to summarize and clarify the information they know:

- Objects: egg, bacon, bread, ant, butterfly, watch.
- A famous man who is dead.
- He was famous for.....

The teacher suggests that they have to think in jobs and writes some examples (questions and answers) on the board to focus on the structure and the past simple (verb to be/ did auxiliary) as a support:

- **Was** he a singer?
- No, he **wasn't**.
- **Did** he **play** football?
- No, he **didn't**.

Then, students have 1' to write down three jobs. When the teacher rings the bell. The first group starts and the responsible of this group says one job. Then, the second group, and so on (three rounds). After these 3 rounds, if students haven't guessed the famous person, the teacher shows two pictures: the first one is Dalí when he was young and the second one is Dalí when he was old.

Input: visual aids (pictures: egg, bacon, bread, ant, butterfly, watch, moustache, young Dalí, old Dalí) written information on the SMART BOARD as a support:

language patterns and structures about how to make questions (verb to be and other verbs with auxiliary did/ didn't); auditory: teacher's voice (giving instructions) and students' interaction.

Materials: boxes, pictures about objects related to Dalí, two different Dalí's pictures: the first one when he was young and the other one when he was old.

ACTIVITY 2: "YOUR KNOWLEDGE ABOUT ART AND DALÍ"

Strategy/ Technique: Think, Pair, Share (TPS) to activate knowledge and revise vocabulary.

Explanation: The teacher arranges groups of 4. In each group, he/she also arranges two pairs. The teacher assigns a question to each group: Group 1) Painting styles. 2) Famous painters. 3) What can we represent in paintings? 4) Dalí's life (biography) and (artwork: paintings, symbols...)

Firstly, students consider the question on their own and they list their answers (1'). Secondly, they discuss the question with their partner (1'). Finally, they share their ideas with the rest of the group (2').

Each group has a laptop and completes a table on a shared document previously created by the teacher (5-10'). Students can decide the roles: 1) the secretary, 2) the timekeeper, 3 and 4 retell the words they have said and listed during the sharing time. Once the answers have been written, in whole class and looking at the screen where the answers are projected, they revise the vocabulary. Then, they add more words with the help of the teacher. He/she shows some pictures to illustrate different painting styles, famous painters, Dalí's artworks (jewellery, furniture...)

Input: visual aids: some pictures about painting styles (Pointillism, Impressionism, Abstract, Cubism, Realism, Surrealism...), famous painters (Miró, Picasso, Velázquez, Frida Kahlo, Van Gogh, Andy Warhol...), kinds of paintings (landscape, portrait, self-portrait, optical illusion...), Dalí life and artworks (Theatre-Museum in Figueres, Mae West, elephant, giraffe...); auditory: teacher's voice (giving instructions) and students' interaction.

Materials: some pictures: painting styles (Pointillism, Impressionism, Abstract, Cubism, Realism, Surrealism...), famous painters (Miró, Picasso, Velázquez, Frida Kahlo, Van Gogh, Andy Warhol...), kinds of paintings (landscape, portrait, self-portrait, optical illusion, double image...), Dalí life and artworks (Theatre-Museum in Figueres, Mae West, elephant, giraffe...); a laptop per each group.

ACTIVITY 3: "DALÍ'S TIMELINE"

Strategy/ technique: Dictogloss.

Explanation: The teacher arranges groups of 4 and gives some pictures about important events in Dalí's life (Figueres-map, Municipal Theatre, Royal Academy of Fine Arts of San Fernando, Picasso and Miró, Gala, painting "The persistence of memory", the Chupa Chups logo, Freud, Statue of Liberty, autobiography "The Secret life of Salvador Dalí", Hitchcock and Disney, USA and Catalonia (trips), the telephone lobster, Theatre-Museum, Dalí's grave...) and a worksheet (Dalí's timeline) to each group.

The teacher assigns roles: student 1 has to give out the pictures (4 each student), student 2 is the timekeeper and students 3 and 4 write down the year on the timeline. While the teacher is reading a short Dalí's biography, each group puts the pictures in order and completes the timeline (pictures and years). After that, the teacher reads the biography again and students have to discuss (agree or contrast) the right order of the pictures.

The teacher provides language patterns and language frames. They are projected on the SMART BOARD during the activity as a support to carry out the activity:

- I think/ Maybe this picture goes here! - It's ok. I agree...
- Let's put this one here...
- Gala's picture goes before/ after this one.
- In my opinion, Chupa Chups logo is number 3 because _____

Finally, the teacher projects the key (timeline in the right order) on the SMART BOARD and each group checks it.

Input: visual aids: some pictures about important events in Dalí's life; auditory: teacher's voice (giving instructions) and students' interaction

Materials: some pictures about important events in Dalí's life, Dalí's timeline (worksheet) and a short Dalí's biography.

ACTIVITY 4: "FROM CHILDHOOD TO FINAL YEARS"

Strategy/ Technique: Jigsaw reading.

Explanation: The teacher organizes students in groups of 4 and divides the complete Dalí's biography into 4 parts (1.- Childhood and teenager life. 2. - Art school life and falling in love with Gala. 3. - Developing his own style. 4. - Exile in America and final years). The teacher assigns one student in each group to be responsible for a different part and provides vocabulary banks (synonyms,

paraphrasing sentences) to make new information comprehensible.

The teacher puts students with the same part into an “expert group” to talk about and process the details of the different parts (they also take notes). Then, students return to the original cooperative group and take turns sharing their portions of information-biography.

Input: visual aids: some pictures displayed on the walls (telephone lobster, Dalí's picture with the cape, the walking stick and his long curly moustache, Dalí's signature...), written information-biography; auditory: teacher's voice (giving instructions) and students' interaction.

Materials: some pictures displayed on the walls (telephone lobster, Dalí's picture with the cape, the walking stick and his long curly moustache, Dalí's signature...), written information-biography with the vocabulary banks as a support and a worksheet to complete (cooperative group).

ACTIVITY 5: “HOW MUCH DO YOU KNOW ABOUT DALÍ?”

Strategy/ technique: Running dictation. Reading comprehension.

Explanation: The teacher displays some pictures about Dalí's life and his paintings on the walls. Then he/she puts on a table a big envelope. The envelope contains some cards and there is a question written on each card. The teacher explains that he/she will read the questions. After that, the teacher arranges groups of 4 and assigns a number to each member of the group in order to participate: the student who has the paper and the pen is the secretary and has to write the questions and the answers; the one who has the chronometer is the timekeeper.

The teacher rings a bell to start and student 1 stands up and goes to the table to listen the question that the teacher reads. Then he/she returns to his/her group and retells the question. They have to write the question and answer it and so on. Every minute, the teacher rings a bell and student 2 stands up and goes to the table to listen to next question that the teacher reads and so on. Therefore, each teammate has to participate (different rounds). When the writer or the timekeeper has to stand up, they pass the paper, the pen and the chronometer to a teammate (clockwise).

Finally, the teacher provides the key (answers projected on the SMART BOARD).

Input: visual aids: some pictures about Dalí and his paintings; auditory: teacher's voice (giving instructions, questions about Dalí) and students' interaction.

Materials: some pictures about Dalí and his paintings, written questions, information from previous activities/ worksheets as a support.

ACTIVITY 6: "DESCRIBING DALÍ'S PAINTINGS"

Strategy/ technique: Pair dictation (describing and drawing activity); writing activity (describing the painting).

Explanation: The teacher gives two Dalí's paintings ("Swans reflecting elephants" and "Metamorphosis of Narcissus") to each pair. Student A has to describe one of the pictures to his/her partner. Student B tries to understand what A tells him/her and draws it. Student B can also ask questions to his/her partner. They compare the drawing to Dalí's artwork. Then Student B describes his/her Dalí's painting to his/ her partner.

The teacher provides language patterns/ sentence and vocabulary banks as a support. In the same way, the student who describes can use gestures during the explanation-description.

- In this picture you can see... / This picture shows...
- The scene takes place in a desert/ landscape...
- In the foreground/ background/ middle/ centre there is/ are...
- At the top/ bottom of the picture...
- On the right/ left of the picture you can see...
- It's a portrait/ an optical illusion because...

Prepositions of place: next to, in front of, opposite, near, far, between, behind, under, on...

At the end, they write down their description with the language support provided (written activity).

Input: visual aids: two Dalí's paintings ("Swans reflecting elephants" and "Metamorphosis of Narcissus"); auditory: teacher's voice (giving instructions) and students' interaction.

Materials: worksheet (Student A/ Student B with two Dalí's paintings) with vocabulary banks as a support.

ACTIVITY 7: "DALINIAN SYMBOLS"

Strategy/ Technique: Jigsaw reading.

Explanation: The teacher displays the pictures of Dalinian symbols (snail, burning giraffe, silhouettes, grasshopper, watches, butterfly, long shapes, drawers, ant, moustache, horse, long-legged elephant, bee, skull, key, egg, crutches) on the wall as a visual aid and support to identify each symbol (image-word) and to carry out

this activity.

Then he/she organizes groups of 4, provides a worksheet to each member of the group and assigns 4 symbols and a curiosity/anecdote about one of the symbols to each group. Then, the teacher gives to each group a text with the information about their symbols and each member has to complete his/her worksheet (cooperative group). After that, the teacher provides the key to check answers and assigns a number to each member of the group, so he/she becomes an expert and goes to another group to give his/her information. They take turns sharing their segments of information. Finally, each student returns to his/her original group. During this activity, they can look at the pictures displayed on the wall to identify the different symbols.

Input: visual aids: some pictures about Dalinian symbols, written information (meaning of each symbol and a curiosity); auditory: teacher's voice (giving instructions) and students' interaction.

Materials: pictures about Dalinian symbols displayed on the wall as a support to identify them (image- word), worksheet to complete with support (structure patterns to explain the meaning and vocabulary bank to clarify words and paraphrasing them).

ACTIVITY 8: "READING UNCONSCIOUS SYMBOLS"

Strategy/ Technique: Matching images-symbols, words and meanings: family cards and memory game.

Explanation: 1st part (family cards): the teacher organizes groups of four. Students have to match symbols-images-words. Each group has 16 cards (images) + 16 cards (words), so each student has to play with 4 images and 4 words. The teacher assigns roles: student 1 shuffles the green cards, student 2 cuts, student 3 deals and student 4 is the player who goes first. Then, they do the same with the blue ones. They play clockwise.

Each student has to match images with words by asking questions to the other members of the group. The teacher writes on the SMART BOARD this language structure:

- Have you got the image of a butterfly/ word skull?
- Yes, I have. / No, I haven't.

2nd part (memory game): Students have to match words with meanings. Each group has 16 cards (words) and 16 cards (meanings). The teacher assigns roles: student 1 and 2 put all the green cards face down on the table and students 3 and 4 put the red ones. They play the memory game (two pairs versus two pairs). The

first pair (students 3 and 4) starts and picks up a green card and a red one. If the 2 cards are a matching pair, they pick up two cards again, but if the cards are not a match, they are turned back over and it is the turn of the other pair.

When they pick up the cards, they have to read the written words. Once they have a matching pair, they have to say one of the structures that are projected on the SMART BOARD: - X refers to.... / is related to...

- X is the symbol of.... / symbolises...

Input: visual aids (cards with the image, word and meaning; written structures on the SMART BOARD); auditory: teacher's voice (giving instructions) and students' interaction.

Materials: 3 sets of cards (images in blue cards, words in green cards, meanings in red cards) per group.

ACTIVITY 9: "OUR DALICTIONARY!"

Strategy/ Technique: One paper, one pen.

Explanation: The teacher arranges groups of 4. Then, he/she gives them a worksheet to complete (drawing and summary) and assigns numbers in order to participate: student 1 and student 2 are the timekeepers; student 3 and 4 are responsible for the material they need (crayons, felt tips, dictionary...). Student 1 starts, draws a Dalí's symbol and writes down why he/she has chosen it. Every 30", the teacher rings a bell and students take turns in their team clockwise.

Structure patterns are provided to write down the summary-opinion:

- I prefer the _____ because it symbolizes _____ and it's the most original and creative.
- In my opinion, _____ symbolize/s _____, but _____ represent/s _____
- In general _____ is/ are related to _____, but _____ symbolize/s _____ and _____.
- I think _____ is the most imaginative/ innovative/ ingenious because _____.

Once they have completed the worksheet, they share or contrast ideas. Finally, two members of the group draw the symbols and the other pair writes and completes the brief summary in order to prepare the Dalictionary. They display

their Dalictionary on the walls and explain them to the whole class.

They have to take into account the different parts of the **writing process** (from draft to final version):

- **Pre-writing task:** They write a draft and the teacher is there to help. The teacher also provides a self-assessment writing chart as a support.
- **Checking the draft:** The teacher collects all the drafts and checks them. Once he/she has reviewed all the tasks, he/she gives them back to their owners. Students also have a written feedback about their texts; it is the same self-assessment writing chart used during the previous activity but, this time, it is fulfilled by the teacher.
- **Re-writing task:** Students finish their writing task in collaborative group. They check all the comments done by the teacher in their drafts and they try to solve the mistakes in order to improve the final version.

Input: visual aids: Dalí's paintings and symbols, structure patterns projected on the SMART BOARD; auditory: teacher's voice (giving instructions) and students' interaction; hands-on (their Dalictionary: drawing and brief summary-description).

Materials: Dalí's paintings and symbols, worksheet to complete (Dalictionary).

ACTIVITY 10: "WELCOME TO DALÍ'S UNIVERSE!"

Strategy/ Technique: Kahoot.

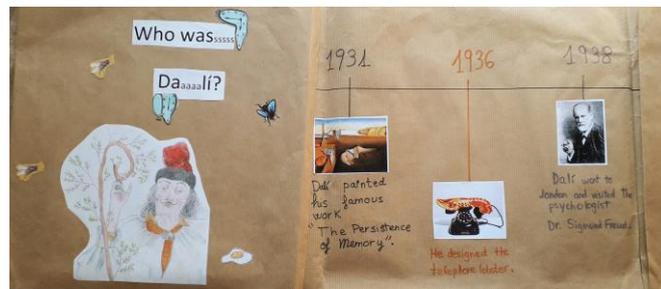
Explanation: The teacher arranges groups of 4. Then, he/she gives them a worksheet to complete and assigns numbers in order to participate: student 1: timekeeper; student 2: looks for information taken during all the didactic sequence (notes, previous worksheets, materials displayed around the classroom), student 3: writes down questions or sentences with gaps and student 4 writes down the multiple choice answers. Each group has to prepare 5 questions with 4 multiple choice answers or 5 sentences with gaps to be filled (gap filling exercise). The teacher, as a "busy bee" helps the groups. When they have written all the questions/ sentences, they create the kahoot by following the teacher's instructions.

Input: visual aids: Dalí's paintings and symbols displayed on the walls of the classroom; auditory: teacher's voice (giving instructions) and students' interaction.

Materials: worksheet to write down the questions and multiple choice answers, previous activities about all the information (Dalí's biography, timeline, paintings...), laptop.

- **Checking the writing chart:** self-assessment writing as a reflection about the writing process (especially when they have to review their drafts and solve the mistakes in order to improve their final version): spelling and capital letters, verb tenses, grammar rules, vocabulary (synonyms, opposite, connectors, paragraphs...)
- Students and the teacher design all together the **assessment criteria and the rubrics** (self-peer-group assessment) taking into account if:
- **Final projects (pictures):** students' work.

Examples Dalís timeline



Examples Dalictionary

Orientacions metodològiques per a la dinamització de la seqüència d'activitats

| DALICTIONARY: SYMBOLS AND OPINIONS | |
|---|--|
| <p>SYMBOL 1:</p>  | <p>OPINION 1: Ants have negative meaning: death and horror. I like them. This symbol is very active.</p> |
| <p>SYMBOL 2:</p>  | <p>OPINION 2: I like skulls because they are funny and original. Dalinian skulls are scary, but marvellous.</p> |
| <p>SYMBOL 3:</p>  | <p>OPINION 3: Butterflies represent beauty, light, colour and transformation. They are colourful and beautiful.</p> |
| <p>SYMBOL 4:</p>  | <p>OPINION 4: I like it because represent the power of time. Soft watches are the most important Dalinian symbol.</p> |

| DALICTIONARY: SYMBOLS AND OPINIONS | |
|---|---|
| <p>SYMBOL 1:</p>  | <p>OPINION 1: I like insects because represent decomposition and death. They are very original and Dalí had a big imagination.</p> |
| <p>SYMBOL 2:</p>  | <p>OPINION 2: I like Dalinian long-legged elephants because they give luck.</p> |
| <p>SYMBOL 3:</p>  | <p>OPINION 3: Soft watches represent the power of time. They refer to immortality and eternity.</p> |
| <p>SYMBOL 4:</p>  | <p>OPINION 4: In my opinion, snails are the most creative Dalinian symbol because it symbolizes Freud's head. Freud was an important psychologist.</p> |