



GEP 1	Task 2: Reading, Writing and Assessment in CLIL
Title of the lesson or topic	GUESS WHO
Course / year / age	5th grade
Timing	3 sessions
Collaboration with	There isn't any collaboration (I'm the language and the content teacher)
Main objectives of the sessions	-Learn how to draw a human face. -Speak English in a real context. -Share their productions with the world (video format).
Short description of the session/s	They are going to learn how to draw a face in an active way (by working in small groups (watching different videos and writing the main ideas), reading what they have agreed in small groups, writing a rubric in order to help them to revise what they do), drawing a face individually (following the accorded steps) and all these bearing in mind the assessment (both teacher and student- initial evaluation (the drawing of a face), and final evaluation (talking about the final results in a video (all together) and answering to the rubric written for all the students (self-assessment)) / students- co-evaluation (observing and assessing the drawings of other students) .
<i>The descriptions of the activities below should contain:</i> 5. <i>type of input,</i> 6. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i> 7. <i>dynamic instructions with collaborative and cooperative activities,</i> 8. <i>materials used.</i>	



S E S S I O N 1	Activity 1	<p>Materials: projector connected to the computer. Tablets. Time: 1 hour 30 minutes Grouping: individual, groups of four, the whole-class together.</p> <hr/> <p>1-Introduction:</p> <p>-Every student has to draw a person in a white drawing paper (as an initial evaluation) just to see how they draw humans.</p> <p>-Make groups of four by giving a different coloured card to each student. There are six. All the students with the same colour have to work together. Every group has to analyse their four drawings (<i>Is there any part missing? Have they got eyelashes? Eyebrows? Ears? What about the size of everything? Is it the nose where it is supposed to be? ...</i>) and see if there is something to improve (co-evaluation- oral and written activity).</p> <p>Ten minutes later a whole-class conversation would take place, while the teacher would write on the board the most common mistakes they have done. There's a poster on the board revising the parts of the face and introducing new words</p>
	Activity 2	<p>2-Presentation of the task:</p> <p>- There are six different videos related to drawing faces</p> <ol style="list-style-type: none">1- https://www.youtube.com/watch?time_continue=3&v=YirhjwrixcQ2- https://www.youtube.com/watch?v=cdSzAOgSuew3- https://www.youtube.com/watch?v=urg1jyhLlhQ4- https://www.youtube.com/watch?v=bBoa8TAy65s5- https://www.youtube.com/watch?v=X_5cLkL-V9g6- https://www.youtube.com/watch?v=yyfPULeQhPo . <p>Each video is going to be assigned to a group. And the team work can start! Every group has to watch a video while taking some notes. They have to agree about the main information given and about how to make it comprehensible to the rest of the class. The teacher can walk around and help them in their discussion.</p> <p>-Write their notes in the internet wall created for the occasion (https://padlet.com/missatgenviat/q6tmcipnnv9y).</p>



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S E S S I O N 2	Activity 3	<p>Materials: projector connected to the computer, drawing papers, pencil and rubber. Time: 1 hour 30 minutes Grouping: groups of four, individual.</p> <hr/> <p>3- See the comments written on the wall while every group explains or reads what they agreed last day. It's time to have a good conversation to establish what we have to bear in mind when drawing a face. We'll turn this into a checklist (to assess themselves).</p>
	Activity 4	<p>4- Draw a partner's face by sitting in front and taking into account what we have just said. There's a poster to help them (steps to follow).</p>
S E S S I O N 3	Activity 5	<p>Materials: drawing paper, pencil, rubber. Camera. Time: 1 hour 30 minutes Grouping: individual.</p> <hr/> <p>5-Finish the drawings started in the last session. The teacher walks around and chats with the kids. When a child finishes with his/her partner's face, he/she should use the self assessment checklist (the rubric written on the last session) to make sure he/she has followed the steps accorded on session 2. It should be hang on the wall.</p>
	Activity 6	<p>6- The student takes a photo to his/her own drawing.</p> <p>(From this session to the next one I would have some homework because I would be the one in charge of making a video catalogue with all the photos they have made about their artistic faces). On the fourth sessions we will watch it and talk about the drawings (final evaluation).</p>



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<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>Firstly, I would like to clear my mind in terms of the curriculum and about its relation with the activities I propose. The Artistic Domain has specific core competencies grouped in Dimensions that we have to bear in mind when planning a lesson.</p> <p>In Art, the dimension of perception includes the competences that make our students take an active and conscious attitude towards the visual realities. That's why they are asked to observe their friends' face in order to draw it as real as possible.</p> <p>The purpose of interpretation and production, the second dimension, is that the students express themselves and communicate using the language of the arts and sharing thoughts, feelings or ideas with their productions, so the students are asked to discuss about the steps to follow when drawing a face as well as analysing and talking about their partner's drawings.</p> <p>The dimension of imagination and creativity is not an aim in these sessions. They are learning to draw a portrait by observing a real face. So, there isn't anything to imagine.</p>
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>It's CLIL (Content and Language Integrated Learning), so, the main aim is to teach Art to students in a language that is not their own, promoting the learning of content and the simultaneous learning of the foreign language used as a mean of communication. This is because there is a direct context in which every single word, phrase or concept becomes relevant, useful, vivid and meaningful for the students.</p> <p>Students must be encouraged to speak English as much as possible, being confident, feeling comfortable with the L2 and being capable of carrying out with the activity in a cooperative and interactive way. Surely, some pupils might have a bit of initial disorientation for the language used in class and I think correcting their spoken mistakes shouldn't benefit their spontaneity and motivation. So, if necessary, I will paraphrase what they say in a correct way. Teacher must be a model and a guider, a person that accompanies them in that hard process of learning and communicating.</p>
<p>In what way is this lesson plan a good example of what we learnt in the GEP</p>	<p>This lesson plan is based on the CLIL principles that we have already learnt in the GEP course. I have included the use of CLIL teaching techniques such as previous knowledge, groups making, writing tools, visual aids, collaborative work, new technologies, assessment ...</p>



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course session?	
Other important information	-
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p>-All the link:</p> <ol style="list-style-type: none">1- https://www.youtube.com/watch?time_continue=3&v=YirhwrixcQ2- https://www.youtube.com/watch?v=cdSzAOgSuew3- https://www.youtube.com/watch?v=urg1jyhLlhQ4- https://www.youtube.com/watch?v=bBoa8TAy65s5- https://www.youtube.com/watch?v=X_5cLkL-V9g6- https://www.youtube.com/watch?v=yyfPULeQhPo . <p>Padlet: https://padlet.com/missatgenviat/q6tmcipnvv9y</p> <p>Final result: https://youtu.be/TSi_pR0vs0k</p> <ul style="list-style-type: none">-Poster with the main steps to follow when drawing a face.-Self assessment checklist.-Vocabulary poster: the face.



HOW CAN WE DRAW A FACE?
This is the question...

YELLOW GROUP
1 First draw a line
2 Then you have to do a circle
3 Then there are some numbers fore the face
4 Then some lines that you put all the parts of the face like the eyes,nose,lips,hair...
5 Then you have to do the ears with some more lines

ORANGE GROUP
First with a ruler draw a line 11cm and another line 8 cm a cross in the middle of the face. The head is not a circle, it's a bit long.
Second draw the parts of the face: a nose , a mouth , eyes , eyelashes and hair.
The ears are in the middle of the eyes, nose and lips and have an specific size.

BLUE GROUP
The most important things are the principal squares , the line of the eyes and the ears.
So, first we do lines for situate the eyes, nose, ears... like in the video.
When the person is old the shapes increase because older person has wrinkles compared with younger person
It is important that everything is reviewed with vnaigrette.

GREEN GROUP
The most important are the lines of the face.
Draw a vertical line and a horizontal Line.
It's very important that the eyes are in line with the nose and the mouth.
Don't forget the ears!

RED GROUP
DRAWING A FACE...
The measure of the face drawing is important. Draw lines across the face to measure the distances of the eyes, mouth, nose...
The head is not a round circle! The eyes have an spastic size

PINK GROUP
When drawing a face...
First you have to make a circle with a beard , then you make two little circles to do the eyes . Then you make the mouth , the eyebrows, ears and the circle in the eyes to do the pupils. Then a line for the hair on the circle , and then you make the hair.

PADLET

FIRST... SECOND...

THE MOST IMPORTANT THING IS...

WE SHOULD...

DRAW...

THEN...

TO FINISH...

SOME HELP...

SELF ASSESSMENT CHECKLIST	
HOW CAN WE DRAW A FACE?	
1. The head has an inverted egg shape and both parts are symetric.	<input checked="" type="checkbox"/>
2. I have divided the head.	<input type="checkbox"/>
3. The ears fit between the eyes and the nose lines.	<input type="checkbox"/>
4. There are eyebrows and eyelashes.	<input type="checkbox"/>
5. The nostrils rest on the second line.	<input type="checkbox"/>
6. The first line divides the two lips.	<input type="checkbox"/>
7. The corners of the mouth line up with the pupils of the eyes.	<input type="checkbox"/>

CHECKLIST

Proportions of the Face Information Sheet

Proportions of the Face

To begin drawing a portrait you will first need to draw an egg shape. Remember that the narrow part of the egg points down as this will become the chin.

Draw a line vertically right through the center of the egg. This line will make sure that you line up the nose, mouth and eyes correctly.

Draw a horizontal line half way down the egg. This is where the eyes and top of the ears will go.

Half way between the eye line and the chin draw a second horizontal line. This is where the bottom of the nose and ears will go.

A third of the way down from the nose line draw a third horizontal line. This is where the mouth will go.

Draw in the eyes with the corners on the line. To ensure the eyes are the correct size you should be able to fit five equal eye widths across the face.

Draw the bottom of the nose. The nostrils should rest on the line.

Draw in the mouth with the line dividing the two lips. By measuring a third in from the middle corner of the eye and drawing a line vertically on each side, you can achieve an accurate mouth width.

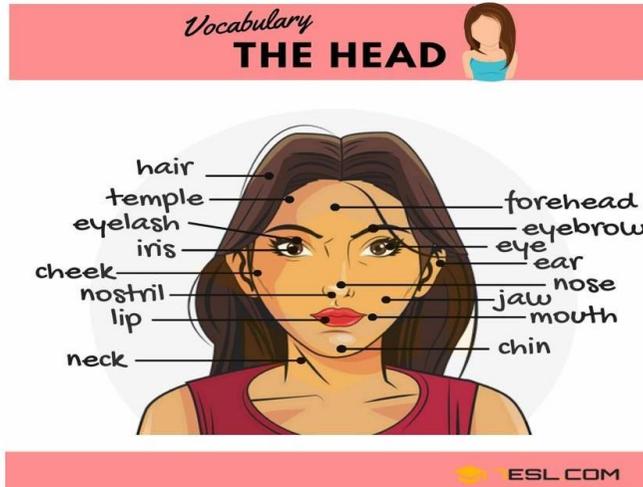
Draw in the ears and the hairline. The hairline can help determine the shape of the face. Remember the ears should fit snugly between the eye and nose lines.

Draw the neck by drawing a vertical line from the outer corner of the eye on each side to achieve the correct width.

Key Stage 3
Year Group 8
Topic: Portraits

STEP BY STEP





POSTER



FINAL RESULT

Self assessment Checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	✓
2. Before-, during- and after- reading activities are prepared.	✓
3. The materials use visuals to support comprehension.	✓



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4. The writing process takes place in joint collaboration with the teacher (modelling)	✓
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	✓
6. The teacher uses different strategies to help students throughout the process of reading and writing	✓
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	✓
8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	✓
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	✓