

## MODELLO DI PIANIFICAZIONE CLIL

Subject:Historyof Art

Prof.ssa Francesca Starrabba

UNIT BALANCE

### ***“Surrealism and Totalitarianism”***

*Describe here the general balance of the unit.*

<p><b>Abstract (short description of the unit or module) max 5/8 rows.</b> The unit is composed by 1 module whose aim is to show students the universal artistic outcry against the enormous brutality, destruction and suffering of wartime violence.</p>
<p><b>CONTENT AIMS</b> Be able to describe surrealist pictures Be able to compare pictures To know the main characteristics of Surrealism looking for Salvador Dalì To be able to summarize main information about Dalì’s biographie To be able to recognize the main parts of a story To reflect about social themes of surrealism</p>
<p><b>COMMUNICATION</b></p>
<p>LANGUAGE (GENRES, PHRASES, COLLOCATIONS, PHRASAL FORMS,...) Describing,defining, comparing and contrasting Activities to practise all four skills</p>
<p>CHUNKS</p>
<p>VOCABULARY (BICS, CALP, MICROLANGUAGE) Revisited and new</p>
<p>GRAMMAR Present tense,linking words,describing words(adjectives and/or adverbs),prepositions(behind,in front of, next to,in the bottom/top right/left,in the foreground,etc.)</p>
<p><b>COGNITION AIMS</b> Learning skills (affective, metacognitive and cognitive) Examining and comparing historical documents or/and images Describing,comparing and contrasting,reasoning,evaluating visual and/or written sources documents such as: photos, pictures, films, etc. Expressing and sharing own ideas and opinions Communicating and collaborating</p>

### CULTURAL AIMS

Communicating and collaborating

Reflecting about some social themes such as: war, justice, violation of liberty, the value of peace.

### LEARNING STYLES COVERED (Multiple intelligences theory)

### EVALUATION AND ASSESSMENT

Example of realistic products :

**1.spoken product** such as:an individual,pair or group presentation, a dedcription of a picture,etc

**2.visual product** such as : a poster, a map,etc.

**3.written product** such as a summary, a poster,a diary,etc.

### OPTIONAL

COMMUNITY DISPLAYS/IMPACT ON OUTSIDE LIFE
VISITS
COLLABORATION/ IMPACT ON COLLEAGUES/SCHOOL
PARENTS

### GENERAL LESSON PLAN

*Describe here the stages of the lesson/s.*

Nr. Lesson	Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME
		ACTIVATING FINDING SORTING OUT METACOGNITION ASSESSMENT					


**PROCEDURE AND MATERIALS**

*Describe here the procedure of every single step of the lesson/s.  
Include materials to be used: images, videos, web links, text, tasks to be completed, evaluation  
and assessment materials etc.*

# First Lesson

## First Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
<b>1°</b>	<p>Warming UP Activity 1: “Painting the picture of war”</p> <p>Activity 2: “Fill in the gaps”</p>	<p>Brainstorming/ let’s look</p> <p>reading and writing</p>			In pairs			<p>5 questions about Dali’s work</p> <p>2 pictures: “Soft construction with boiled beans” and “Guernica”</p>
<b>PROCEDURE</b>		<p>The teacher shows two pictures about the Spanish Civil war. Students are invited to read the text about the topic and to write in the sentences some words have their letters missing. They have to choose the right word from the options given.</p>						
		<p>Before the main activity the teacher introduce new vocabulary and revise and practise describing and linking words and prepositions (next to, beside, under, above ,in the foreground, the background, in the bottom/top right-/left, etc )</p>						



## Second Lesson

### Second Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
2°	<p>“Compare anxious visions for anxious time”</p> <p>Activity 2: Describing the pictures. Communicating Expressing and sharing own ideas and opinions</p>	<p>Reading and writing: critical and descriptive catalog of the works</p>	<p>In pairs or in small groups</p>	<p>Describing, comparing and contrasting ,reasoning, evaluating visual sources such as: photos and pictures. Expressing and sharing own ideas and opinions</p>	<p>Speaking, listening and writing. Writing(taking notes)</p>	<p>20-30 minutes</p>	<p>Present simple Linking and describing words prepositions</p>	<p>Pictures ,different kinds of images: “Surrealism – Spanish Civil War – 1936 – Dali” and “Romanticism - Napoleonic wars – 1821 - Goya”</p>
PROCEDURE		<p>Choose 2 pictures or images of canvas about the current topic of study. “Surrealism – Spanish Civil War – 1936 – Dali” and “Romanticism - Napoleonic wars – 1821 - Goya”</p>						
		<p>Group students into teams of three to five students, depending on the size of the class.</p>						
		<p>Each group read the texts and one student should take notes and write the group’s responses</p>						
		<p>Each group write a critical and descriptive catalog of the works.</p>						
		<p>At the end every group reports his tasks and compare them with the other groups</p>						
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## Third Lesson

### Third Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material	
<b>3°</b>	<b>“Looking for Salvador Dali” Activity 3:</b>	Gallery walks Cities of Dali’s life  Maching	In pairs	Reading, Speaking and Listening	Accuracy Pronuncia tion			Photocopies Photos of different places: Figueres, Portlligat, Madrid, Paris, Castel of Pùbol	
PROCEDURE									

## Fourth Lesson

### Fourth Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
4°	"What's Surrealism?"	Mutual dictation	In pairs	Reading, Speaking and Listening	Accuracy Pronunciation			Photocopies Photos of different surrealist pictures. Text of mutual dictation
PROCEDURE		Get the students into pairs. The students are divided into pairs of student As and student Bs and then each given the relevant worksheet, either A or B.						
		The aim of the activity is to dictate their information in order to get the complete text. Tell them they each have part of a text and that they must complete the text without looking at each other's worksheet.						
		Tell them they do this by taking it in turns to read part of their text. As one reads, the other partner fills in the gaps in the text, then they change around until the activity is complete. Student A reads to student B his/her part. B writes in the gaps. Then B reads to A so that A fills in the gaps.						
		At the end you can get the students to compare their two halves of the text and correct any mistakes.						

## Fifth Lesson

### Fifth Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
<b>5°</b>	<b>“Techniques and new terms - Glossary”</b>	<b>Maching</b>	In small groups	Remembering, identifying, comparing and contrasting, reasoning.	Speaking and reading	Depends on length of the text		<b>Labels and definitions</b>
PREPARATION		Discuss the words and mach them with the definitions						
PROCEDURE		The student reads to the others a definition on the wall, then the team finds the correct label on the table to the mach on the wall.  After that student changes the role.						

## Sixth Lesson

### sixth Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
6°	"Surrealist Cinema"	"Vocabulary"	In pair	Remembering, identifying, comparing and contrasting, reasoning.	Writing, Speaking and reading	Depends on length of the text		Photos and images about Bunuel film "Un chien andalou"  Text  List of Words and Definitions
PREPARATION		Show the photos and images to the students Give a list of words to the students						

<p>PROCEDURE</p>	<p>Listen while the text is read (by the student) and number the words in order in which you hear them.</p> <p>Now listen to definitions and say which words on your list they define.</p> <p>Then write in the words next to their definitions (give definition on paper)</p> <p>Now read the text yourself and control the mistakes (give the text)</p>
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**Seventh Lesson**  
**seventh Activity**

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
7°	<p>“Dali’s Theatre – Museum”</p> <p>“Artist’s biography”</p>	Answers and questions	In pair	Remembering, identifying, comparing and contrasting, reasoning.	Writing, Listening, Speaking and reading	Depends on length of the text		<p>Photos and images about the Museum</p> <p>Written Text</p> <p>List of answers about text</p>
PREPARATION		<p>Make sure that the text you choose is short, free-standing and of approximately the same length and difficulty.</p> <p>Prepare a set of questions of a similar length about different aspects of the same topic which cover the information in the text: 1) author’s life; 2) his works in the Museum;</p>						

<p>PROCEDURE</p>	<p>Show the photos and images to the students</p> <p>The students look at the images</p> <p>Give each group the text and a list of questions. Before they begin ,tell them that they will not find answers to all the questions in the text , so where not given, they must work together to try and guess the answers to questions.</p> <p>The students read the text. Explain that everyone needs to take notes.</p> <p>Than they provide the informations required</p>
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**Eighth Lesson**  
**Eighth Activity**

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
8°	<p>A movie about Surrealism</p> <p>“Artist’s works”</p>	<p>Watch a movie</p> <p>Answers and questions</p>	In pair	Remembering, identifying, comparing and contrasting, reasoning.	Writing, Listening, Speaking and reading	Depends on length of the text		<p>Movie</p> <p>Written Text</p> <p>List of answers about movie and text</p>
PREPARATION		<p>Make sure that the movie you choose is short, free-standing and of approximately the same length and difficulty.</p> <p>Prepare a set of questions about the movie</p>						

<p>PROCEDURE</p>	<p>Watch the movie</p> <p>Explain that everyone needs to take notes.</p> <p>Then they provide the informations required</p>
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