



**Paint your own  
FUTURE  
through  
CLIL**

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**ΙΑ' ΤΣΙΡΕΙΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΛΕΜΕΣΟΥ Κ.Β.**

# Content

- 1. Where to start CLIL in a specific context, e.g. in Art?**
- 2. Building classroom routines in the foreign language**
- 3. Examples – Applying CLIL to the Art National Curriculum**
- 4. Feedback**

# **Where to start a CLIL Art Lesson?**

**Who your students are – their level of English, level of content knowledge, and their requirements.**

**What you will teach, in terms of both content and language, and what materials to use.**

**The who feeds in to the what.**

# Where to start a CLIL Art Lesson?

## How to exploit materials?

One of the first aspects to think about may be the vocabulary – is there any technical or specialist vocabulary that your students need to know for the art course?

## USE: - **communicative methodology**

- make use of a lot of visuals to embed the content
- **it needs to have learners collaborating as much as possible**

**CLIL relies on intrinsic motivation,  
that is, the learners are involved  
in interesting and meaningful  
activities while using the  
language.**

# Building classroom routines in the foreign language

- ★ Establish a routine song to start the lesson e.g. “Give me five”
- ★ Establish the art room rules (behavior and clean-up rules)
- ★ Recognize the essential art materials and how we use them (e.g. flashcards game) – Evaluation (Bingo game)

# Starting the lesson

**Give me 5**

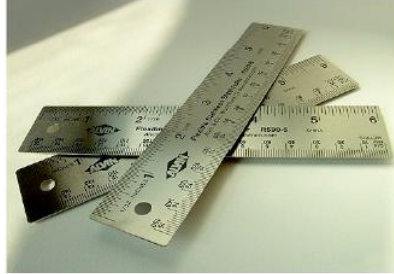




# Paint Brushes



# Rulers



# Tempera Paint



# Mixing Trays



# Oil Pastels



# Markers



# Colored Pencils



# Scissors (for paper)



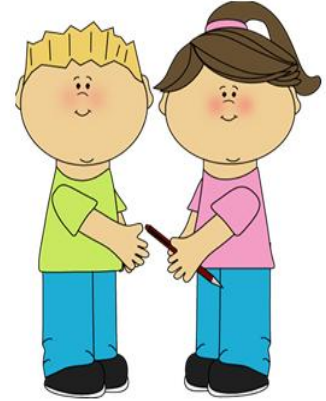




Raise your hand  
to speak



**RESPECT**  
our room, our supplies,  
and each other



Clean up



Work quietly



Stay in your seat



# Hand out the papers



# Give me the eraser



## Any rubbish?

Put your rubbish in the bin



# Draw a shark



# Cut out your shark



# Pass me the pencil



Activities need to be challenging cognitively. They also need to be sequenced in a way that help learners progress from cognitively less demanding and context - embedded tasks using personal talk to tasks that are more cognitively challenging, less context-embedded public talk, and then on to writing.





# Evaluation-Myself



# Lesson 1: My favorite object from my bedroom

## Art Content goals:

The pupils should be able to:

- Explore materials and ideas in relation to their topic and experiment using multiple methods, techniques and mediums
- Record their thought-ideas in various ways (ideogram, key words, arts diary)

## Language goals: To be able to:

- present their favourite object using appropriate language
- justify why they like something, using appropriate language

# My bedroom

## Lesson 1: My favorite object from my bedroom

e.g. Expressing feelings, recalling prior experiences

Pupils bring to class an object they like from their room. Pupils present their objects to their classmates and discuss them. Each pupil explains why they have that specific object in their room and how that reflects aspects of their personality. The pupils are supported in their presentations through language frames on the board.

# Present your favorite object



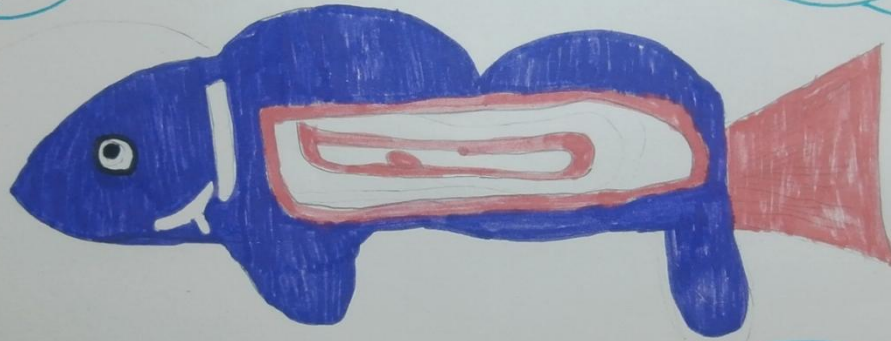


# Evaluation

My favorite object !!  
is my fish

I like it

It makes me feel excited



I Love it

My mum gave it to me

# Lessons 4-5: Creation-Feedback

## Art Content goals:

- Identify the art elements mentioned in the core of the unit, in their environment, in their own work and their classmates' work.
- Enhance their judgement about other people's living spaces through research and action
- Respect other people from other cultures and from various living conditions

## Language goals:

Furniture Vocabulary: (bed, chair, walls, window/windows, shelf/shelves, rug, bedside...)

Other: need, want, poor, rich



# James Mollison (project- «Where Children Sleep»)



There

is

a

bed

in this room.

are

any

chair

in my room.

isn't

walls

aren't

window/windows

shelf/shelves

rug

bedside table

wardrobe

desk

curtains

...

Pupils are also asked to guess whose room it is (boy or girl, age, where from, rich or poor, religion).

It's a \_\_\_\_\_ (boy's/ girl's) room.

She/ He is \_\_\_\_\_ years old.

S/He is from \_\_\_\_\_.

S/He is \_\_\_\_\_ (poor/ rich). (At this point the teacher introduces the new words, **poor** and **rich**, by either explaining that poor is someone who hasn't got any money/euro, or by showing pictures).





### My Bedroom

Name: Andria Efrem

Class: D3 Date: 10.2.2015

My bedroom is my favourite place in the house. In my bedroom I sleep, play with my friends, I relax and I do my homework. In my room I feel happy and relaxed. Also there is a desk, bed, rubbish and there are toys, colour pencils, piggy bank and a puffy in my room. I don't share my room. The colour of wall is pink because it is my favourite colour. From the window I can see the parks, trees, houses buildings, sea and the twin buildings. I love my bedroom.

66

Very Good!



**Pupils create their dream bedrooms** using recyclable materials. They decorate their rooms using any materials they want (paper from old magazines, bottles, wool, etc).





# Walking in the jungle

## Art Content goals:

-Understand the concept of perspective and how we can create a jungle with perspective

## Language goals:

To be able to compare trees, animals by using:

-It is bigger/smaller than...

-It is the biggest/smallest...

**Vocabulary:** Jungle animals

To be able to use prepositions: at the front, at the back, behind

# Activity 1

## What is perspective?



# Feedback from Parents



# Feedback

## Self-Evaluation





# THANK YOU!

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