

CLIL-module: Mix and match

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Rationale for CLIL with English and art

CLIL lessons try to increase effective language learning in the classroom. Students benefit greatly from the educational approach of *Content and Language Integrated Learning* in which two subjects combine the teaching of language and content. The combination of English and art in CLIL lessons allow students to work with the language in a very playful, hands on and interactive way. This promotes an authentic language use in the classroom and students can train their communicative skills in a meaningful context. Additionally, the two subjects make a practical match since they are very closely intertwined. Language in art is a necessary part to reflect on created work. Pictures, paintings and sculptures at the same time promote and can be used as conversational starters and scaffolds. The visual support art and pictures offer, help learners understand and express themselves better in the foreign language. CLIL lessons have the advantage of being easily adjustable to match different language levels and provide different scaffolds, so the individual needs of every student are met during the project. The open and communicative setting during the lessons gives strong students the option to work and speak on their level. Furthermore, these dual-focused lessons have a masking-effect and most students are able to speak more freely without the intimidation and pressure of grades. This allows learners to experiment and grow their productive and receptive language repertoire.

Overview

This module is an easy steppingstone for students to learn more about surrealism and the culture surrounding it. The first task encourages students to dig deeper and let their creativity run wild: the learners get two nouns which they forge into a single word - this result in a fantasy object or creature. The teacher gives the students a limited time span to sketch this imaginary object or creature. Providing the necessary scaffolds, learners get the chance to share their sketch with classmates and take part in a brief conversation exchanging opinions and explaining their surrealistic sketch. This short sketching task is a very brief but activating introduction to the topic of surrealism in art.

Following this first task, students will be presented with an example picture (the fork-duck), which the children describe using the I-D-E-A-Method. This second task provides the pupils with the necessary vocabulary and practice to describe a picture. The curious and mysterious duck-creature is intriguing and the backstory, of how the fork-duck came to be, can't be left out. After students made some assumptions on why the fork and the duck ended up together, the teacher tells the story of the fork-duck. All the necessary scaffolds for story writing will be integrated into the example text, so the teacher can reference back to this story later on in the project.

To dive deeper into the topic of surrealistic art and the culture surrounding it, the pupils will be presented with different art from René Magritte (belgian artist). The learners will be given the task, to describe (IDEA-Method) and compare the different paintings and find common aspects. These similarities and findings characterises the surrealistic art period and give the students further inspiration. At this point there will be a discussion in class, to define the word "surrealism" and clarify the meaning. During this task, pupils practice giving a formal description, comparing and analyzing a picture and engaging in conversation. They will be able to revisit the vocabulary used in task two and use the given scaffold, phrases and chunks. Inspired by these surrealistic creations in this strange and fascinating art, pupils now become the artist. In the fourth task, students write down their own nouns and blindly pick two of the words. The learners draw their resulting fantasy object or creature in a surrealistic style and pick a fitting name for their art piece. After finishing the surrealistic drawing, pupils go around in the classroom, look at the created pictures and try to distinguish the two nouns hidden in the picture.

As a task to give students a better idea of a story structure, students will get a short text which they have to match to a corresponding picture from René Magritte. In small groups they can have a short discussion on what picture matches their story and later present their assumption in class.

As a task to further practice and create surrealistic art, learners get a half of a painting and the instructions to complete the painting with another object/animal. After this task, students can reflect on their work and exchange ideas on background stories, different combinations and possible adjustments.

As a final task to tie everything together, pupils are asked to combine a copy of their painting with a copy of a classmates painting – therefore creating a combination of an unseen surrealistic creature or object containing four different things. After finishing the drawing, students write down a fitting backstory and title for their surrealistic creature or object which can be presented in class later on.

Aufgabenset

Im Überblick besteht das Aufgabenset somit aus den folgenden Lernaufgaben:

1) **Konfrontationsaufgabe I**

Students combine two nouns (the teacher has given) and try to sketch this fantasy object/creature as one.

2) **Konfrontationsaufgabe II**

The teacher shows the picture of the fork-duck, and lets the students describe it. Afterwards the students listen to the story of how the fork and the duck ended up together.

3) **Erarbeitungsaufgabe**

Students compare different paintings from the surrealist artist and find common aspects (focus: René Magritte)

4) **Vertiefungsaufgabe**

Write down random nouns, chose two and draw them.

5) **Übungsaufgabe I**

Story-matching: the students are given some pictures of René Magritte and are asked to match stories to the pictures.

6) **Übungsaufgabe II**

The children are given a section of an object (e.g., half a light bulb) and add a drawing to it so that it results in a surrealist drawing.

7) **Syntheseaufgabe**

Imagine you are a surrealist. Choose one of your pictures and a picture of another student and combine them. Prepare your story on how the objects ended up together.

4Cs Framework

Content	Cognition	Culture
<p>Arts</p> <ul style="list-style-type: none"> Looking closely at pictures by artists and encountering artists (René Magritte) Describing pictures and inventing stories about them courageously, creatively change and add to pictures surrealistic painting / drawing Develop creativity <p>Language</p> <ul style="list-style-type: none"> Story-telling giving descriptions, acquire new vocabulary (connection to everyday items/vocabulary), nouns 	<ul style="list-style-type: none"> Work steps to help brainstorming: sketching, laying out, changing, cut out, reassemble Describe and analyse images (IDEA Modell) Understanding important things about artists through reading and listening Partner exchange to help brainstorm ideas Creative approach to art; everyone can be an artist - create something new Reflect on learning progress and goals, describe learning gains 	<ul style="list-style-type: none"> Art history: René Magritte (surrealism) Task: look at different paintings from the artist René Magritte and find common ground be able to understand the visual impressions of others follow lessons and communicate with limited language skills
Communication		
<p><u>Language of learning</u></p> <ul style="list-style-type: none"> Use of vocabulary like colours, materials, key words, and short sentences like "the fork is grey" Use of structures for describing pictures or colours "they are together because the duck ate the fork" 	<p><u>Language for learning</u></p> <ul style="list-style-type: none"> Asking for something "can I use your picture? Can I make a copy of it?" Use classroom language (Can you say this again? I don't know... express what you (don't) like and briefly give reasons for it 	<p><u>Language through learning</u></p> <ul style="list-style-type: none"> Insights into learners` thinking about their paintings "ohhh, this is funny" Insights into their learning "it`s difficult...how can I combine this?" <p>(nicht planbar, doch interaktives Lernen ermöglichen, kognitive</p>

<ul style="list-style-type: none"> • Name objects in the picture • State the positions of the objects in the picture • Make a short description of the picture (using guiding questions) • Use adjectives to describe the picture • Read and write stories about pictures (how they were created) 	<ul style="list-style-type: none"> • exchange ideas in groups, e.g. tell where things go (I put this here and that here...) • give each other feedback (I like in your painting...because it makes me / it feels...) • Give a short presentation 	<p>Aktivierung hochhalten, Lernen durch Reflexionsmomente sichtbar machen, etc.)</p>
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BG-Kompetenzbereiche

Wahrnehmung & Kommunikation	Prozess & Produkte	Kontexte & Orientierung
<ul style="list-style-type: none"> • In diesem Kompetenzbereich lernen die SuS das ästhetische Wahrnehmen und das Reflektieren von Bildern. Sie setzen sich mit Bildern aus der Kunst und Alltag auseinander. • Bei der Konfrontationsaufgabe II müssen sie ein Bild wahrnehmen und beschreiben. • Bei der Erarbeitungsaufgabe vergleichen sie diverse Kunstwerke von René Magritte und entdecken dabei Unterschiede und Gemeinsamkeiten. 	<ul style="list-style-type: none"> • In diesem Bereich steht der kreative Prozess im Vordergrund: SuS können sich auf bildnerische Frage- und Problemstellungen einlassen, wobei sie Lösungsvarianten entwerfen oder skizzieren. --> Es geht darum, ästhetische Wahrnehmungen (Imagination, Beobachtungen, Empfindungen) bildnerisch darzustellen. • Bei der Vertiefungsaufgabe müssen sie ein Objekt vervollständigen, ergänzen oder verändern. • Bei der Übungsaufgabe I sollen die SuS zwei ausgesuchte Nomen bildnerisch verknüpfen. • In der Synthesaufgabe sollen die SuS aus zwei Zeichnungen zwei Objekte aussuchen und diese neu kombinieren. 	<ul style="list-style-type: none"> • In diesem Kompetenzbereich setzen sich die SuS mit unterschiedlichen Bildtypen aus Kunst und Alltag auseinander. Sie verstehen die zeit- und kulturgebundene Bedeutung und Funktion von Bildern. • Bei der Erarbeitungsaufgabe setzen sich die SuS intensiv mit Kunstwerken von René Magritte und mit dem Surrealismus auseinander.
<p>BG.1.A.2.c.</p> <ul style="list-style-type: none"> • können Lebewesen, Situationen, Gegenstände über eine längere Zeit beobachten, Bilder betrachten und sich über ihre Empfindungen und Erkenntnisse austauschen. • können ihr Vorwissen mit der Beobachtung vergleichen und Bildmerkmale erkennen. <p>BG.1.A.3.b.</p> <ul style="list-style-type: none"> • können Eigenschaften und Qualitätsmerkmale von Bildern beschreiben und beurteilen (z.B. Motiv, Farbklang, Bildaufbau). 	<p>BG.2.A.1</p> <ul style="list-style-type: none"> • können eigene Bildideen und Fragestellungen aus ihrer Fantasie- und Lebenswelt zu Natur, Kultur und Alltag entwickeln (z.B. Mensch, Tier- und Pflanzenwelt, Geschichten, Erfindungen, Schriften). <p>BG.2.C.2.c.</p> <ul style="list-style-type: none"> • können durch Abbilden, Verfremden, Umgestalten und Schichten Darstellungsmöglichkeiten erproben und anwenden. • können durch Umdeuten und Spiegeln Darstellungsmöglichkeiten erproben und anwenden. 	<p>BG.3.A.1.b.</p> <ul style="list-style-type: none"> • können Symbole, Komposition und Ausdruck in Kunstwerken aus verschiedenen Kulturen und Zeiten sowie in Bildern aus dem Alltag untersuchen und beschreiben.

Übersicht über das kompetenzorientierte Aufgabenset

Drei-vier CLIL-Doppellektionen für die 4.-6. Primarschulklasse mit folgenden Lernzielen:

- Ihr könnt eine kreative Geschichte auf Englisch schreiben und sie vorstellen/vorlesen.
- Ihr könnt aus mehreren Bildern verschiedene Elemente neu kombinieren und ein neues Bild daraus gestalten (im surrealistischen Stil).
- Ihr lernt die Kunstepoche des Surrealismus kennen und könnt Besonderheiten der Bilder des Surrealismus und des Künstlers beschreiben.
- Ihr lernt neue Nomen in Englisch kennen.

Im Überblick besteht das Aufgabenset somit aus den folgenden Lernaufgaben:

Doppellektion I

Lernaufgaben	Verbal Scaffolding	Lernschritte	Material	Zeit
Konfrontationsaufgabe I Students combine two given nouns and try to sketch this fantasy object/creature as one.	Combine these two objects to one new object. → clarify meaning of combine sth. Scaffolding for walking around in the classroom: -I like your picture because... it is funny	<ul style="list-style-type: none"> • the teacher shows the students two nouns ex. apple, face • the students try to draw a picture where these two elements are combined to one object/creature -> given time is 4-5 minutes • the students get the opportunity to walk around in the classroom and chat about their results (in English) 	cards of the two nouns to hang up on the blackboard A6 Paper, pencils Scaffolding sentences on the blackboard	20'
Konfrontationsaufgabe II The teacher shows the picture of the fork-duck, and lets the students describe it. Afterwards the students listen to the story of how the fork and the duck ended up together.	Well prepared story of the fork-duck as a model for the "Syntheseaufgabe" at the end of the module. It has the colour... The shape is...(round) It is colourful and funny Maybe the duck ate the fork?	<ul style="list-style-type: none"> • The teacher now shows a picture of the fork-duck and lets the students simple describe what they can see on the picture as a first step (with the I-D-E-A-Method). • Then the students are asked to describe it and then make some assumptions on why the fork and the duck ended up together. • Afterwards the teacher reads the story of the fork-duck. The story is a model for the task the kids have to do in the end of the module. • To make sure students understood the story, the teacher asks a few yes/no questions. Students stand up if they consider the answer to be yes or sit down if they think it's no (→ Bewegungspause). 	picture of fork-duck story of the fork-duck Scaffolding sentences on the blackboard	15'

<p>Erarbeitungsaufgabe Students compare different paintings from the surrealist artist and find common aspects (focus: René Magritte)</p> <p>Clarify the word “surrealism” What does surreal mean?</p> <p>Common aspects: -Objects are clearly drawn but mixed (do not seem to fit together) -Against the norms at this time -Inner dream world / visions</p>	<p>This picture has the same...as -colours -shapes ... He tried to...</p> <p>These pictures look similar because...</p> <p>These pictures look different because...</p> <p>It`s not realistic that...</p>	<ul style="list-style-type: none"> • The teacher hangs up different pictures of the surrealism (from the artist René Magritte). • The students label the elements they recognize on the pictures on post-it`s (nouns like “apple” or adjectives like “orange”) • The students look at the pictures and try to find similarities and differences. They discuss possible characteristics of all pictures (I-D-E-A-Method). • The students learn the most important aspect of surrealism. • Clarify the word “surrealisms”. What does surreal mean? 	<p>different paintings (surrealism)</p> <p>post-it`s pencils</p> <p>Scaffolding sentences on the blackboard</p>	45`
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Doppellektion II

<p>Vertiefungsaufgabe Write down random nouns, chose two and draw them.</p>	<p>Prepared nouns for students who don't come up with ideas:</p> <ul style="list-style-type: none"> - tree - train - apple - face - snowman <p>I can see a.... Is this a...?</p>	<ul style="list-style-type: none"> • The students write down nouns that come to their minds (4-5 nouns). • They close their eyes and chose two random word cards. • Words can be exchanged with the neighbour. • The students are now asked to draw a picture where both nouns are combined. • The students should give their picture a suitable name. • After drawing, they go around in the classroom and show the students their picture. The students tell which nouns they recognise. 	<p>A4 paper, pencils/ coloured pencils</p> <p>Scaffolding sentences on the blackboard</p>	20`
<p>Übungsaufgabe I Story-matching: the students are given some pictures of René Magritte and are asked to match stories to the pictures.</p>	<p>I think this story is about this picture because....</p> <p>This picture matches this text...</p>	<ul style="list-style-type: none"> • The students analyse the pictures and read the texts. • They discuss in small groups, which story could match which picture. • They present their assumptions in the plenary. 	<p>written stories and matching pictures (of René Magritte)</p> <p>Scaffolding sentences on the blackboard</p>	20`

<p>Übungsaufgabe II The children are given a section of an object (e.g., half a light bulb) and add a drawing to it so that it results in a surrealistic drawing.</p>	<p>Once upon a time... A long, long time ago... and then ... suddenly there was... after that... and this is why ...</p>	<ul style="list-style-type: none"> • The students work independently on their drawing. • The students can choose between coloured pencils and neocolor when drawing. • Then the students are asked to think about how the creature came to be. 	<p>A4 paper, pencils/ coloured pencils, neocolor</p>	<p>40`</p>
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Doppellektion III

<p>Syntheseaufgabe Imagine you are a surrealist. Choose one of your pictures and a picture of another student and combine them. Prepare your story on how the objects ended up together.</p>	<p>Once upon a time... A long, long time ago... and then ... suddenly there was... after that... and this is why...</p>	<ul style="list-style-type: none"> • The students chose a copy of a drawn picture of another student and one of their own pictures. • They are asked to combine these two pictures so that they create a surrealist painting (cut out and reassemble). • The students do a collage and can add details and/or transitions with coloured pencils, neocolor. • The students prepare a background story of how the situation/creature in the picture came to be. • The students should give their picture a suitable name. • For the faster one`s: draw a background • Presentation in small groups (groups of four). After the presentation, every student hangs up their picture + story on a wall/blackboard. The students get the opportunity to look at all the pictures + stories in the breaks. 	<p>A4 paper, pencils/ coloured pencils, copies of the students work (for the new task), neocolor</p>	<p>90`</p>
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