

## English & arts: Let's tidy up!

### Aims:

- to expand learners' English vocabulary by labelling a painting
- to write a short picture description in English
- to use prepositions of location correctly (at the top, on the left, ...)

### Literature:

- Kunst Aufräumen (Ursus Wehrli)
- Noch mehr Kunst aufräumen (Ursus Wehrli)



### Double lesson 1:

Time	Content	Material
15'	Warm-up: Look at one painting together (e.g. Van Gogh's bedroom; see example attached below) –What would you name this painting? –What can you see? –Let's label it first (Teachers sticks post-it papers with names of objects that learners name on painting) –What is where? –What do you think of this painting? Do you like it?	–Pictures of various paintings (e.g. Originals from books: Kunst aufräumen) –Post-its Useful chunks: (I can see... / I like... / prepositions)
20'	–In pairs: Choose a painting, label the things you can see in the painting; use sticky labels –If you don't know the words: Use a dictionary	–Pictures of various paintings (e.g. Originals from books 'Kunst aufräumen') –Sticky labels –Dictionary
15'	Come back to circle: –Describe what there is in your painting and where it is	–Useful chunks / prepositions of place
20'	–Individual work: Write a short description of what is where	
10'	–Speed dating (Kugellager): Read your descriptions to two or three others, the listeners have to point to the things in the painting	

### Double lesson 2:

Time	Content	Material
20'	Warm-up: Look at one painting again (e.g. Van Gogh's Bedroom). Look now what Urs Wehrli did with it. –What can you see now? –What has changed?  –Teacher introduces idea of tidying up –Now look at your painting: How would you tidy it up? –Tell a partner how you would tidy it up: <i>I think I could put... / I would sort it in the following way: ...</i>	Painting, tidied-up painting
60'	Individual work: Go on, tidy up your painting or another painting you like. –Cut out and rearrange the elements in your painting –Stick them anew on a colourful background paper	More pictures of paintings; scissors, glues, paper, ...
15'	Describe how you tidied it up... Use these chunks: –Before there was / were... –Now there are/ is... Minimal 5 sentences on the new painting and what has changed.	

Double lesson 3:

Time	Content	Material
30'	Finish the work from last time	
30'	A vernissage of the original paintings and the tidied up versions; pupils look at other pupils' work evt. Pupils put little post-it papers with positive feedback on paintings they like	Post-its
15'	Evt. Look at what Ursus Wehrli did with your paintings; compare what pupils did and what he did!	
15'	-Evaluation of sequence -Tidy up everything	

Example of Ursus Wehrli's 'Tyding up': Van Gogh's 'Bedroom'

