

# CLIL Module Plan

|                      |  |                         |                                    |                               |                                       |
|----------------------|--|-------------------------|------------------------------------|-------------------------------|---------------------------------------|
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| <b>School</b>        | Istituto Pavoniano Artigianelli          |                         |                                    |                               |                                       |
| <b>School Grade</b>  | <input type="radio"/> Primary            |                         | <input type="radio"/> Middle       |                               | <input checked="" type="radio"/> High |
| <b>School Year</b>   | <input type="radio"/> 1                  | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4       | <input type="radio"/> 5               |
| <b>Subject</b>       | Storia dell'arte                         | <b>Topic</b>            |                                    | Impressions of Renaissance    |                                       |
| <b>CLIL Language</b> | <input checked="" type="radio"/> English |                         |                                    | <input type="radio"/> Deutsch |                                       |

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|--|---|
| <b>Personal and social-cultural preconditions of all people involved</b> | <p>Student groups and classes in both educational institutions are rather heterogeneous as regards linguistic competencies, both in their mother tongue and in the English and German language. Levels vary from class to class and we can generally say that in both schools involved they go from A1-2 (mainly in the first year) until B1 (in the second and third years) or even above (B2-C1) in the fifth year. In the previous years all groups involved have shown interest in CLIL modules, positively responding to the activities proposed, showing appreciation for a more active way of teaching and learning. In terms of commitment to learning and motivation they are very different and slightly less motivated than technical or grammar school students because their main goal is to get trained and find a job.</p> |
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| <b>Students' prior knowledge, skills, competencies</b> | <b>Subject</b>   | <b>Language</b>   |
|  | <p>The students need to have a clear timeline of this period in history. In particular they need to know when the Renaissance took place in order to collect different aspects related to history, history of art, literature etc.</p> | <p>The students' prior knowledge, competencies and skills are related to a B2 level. B2 4 Conditionals, 3 Futures (-ing, going to, will), Simple passive, Relative clauses, Reported speech, Used to, Present Perfect, Continuous Past Perfect (had taken); MODAL VERBS: should/ought to, could, you'd better, may/ might, I'm not sure; LINKERS: because of, due to, even if, in spite of, unless, in other words, so to continue, for example</p> |

|                      |   |           |
|----------------------|---|-----------|
| <b>Timetable fit</b> | <input checked="" type="radio"/> Module | Length 20 |
|----------------------|---|-----------|

**Description of teaching and learning strategies**

During the module teachers use these methodological approaches: Task-Based Learning, Project-Based Learning and Cooperative Learning, All the choices and strategies are directed to promote interaction and communication during the lesson involving students, such as: pair work, group work and plenary share and choice of media. Learning activities are connected to expected learning outcomes. The students, during the lesson of the module, have to use ICT technologies in order to develop the competences that the activities consider and a part of assessment is made according to observation and assessment grids that teachers use through all the lessons.

# Overall Module Plan

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|---|--|
| <p><b>Unit: 1</b><br/>Launch activities<br/><b>Unit length: 2</b></p> | <p><b>Lesson 1</b><br/>Launch of the module</p>  |
|   | <p><b>Lesson 2</b><br/>Launch of station learning</p>  |
| <p><b>Unit: 2</b><br/>Stations learning<br/><b>Unit length: 9</b></p> | <p><b>Lesson 1</b><br/>Renaissance art</p>   |
|   | <p><b>Lesson 2</b><br/>The origins of the Renaissance</p>  |
|   | <p><b>Lesson 3</b><br/>Italian City-States</p>   |
|   | <p><b>Lesson 4</b><br/>Linear perspective and Brunelleschi</p>                                   |
|   | <p><b>Lesson 5</b><br/>Sculpture and Donatello</p>   |
|   | <p><b>Lesson 6</b><br/>Painting and Masaccio</p>   |
|   | <p><b>Lesson 7</b><br/>Daily life in the Renaissance</p>   |
|   | <p><b>Lesson 8</b><br/>Renaissance in the Italian courts: Leonardo, Raphael and Michelangelo</p> |
|   | <p><b>Lesson 9</b><br/>Italian architecture in the Renaissance and the Ideal City</p>            |

|  |   |
|--|---|
| <p><b>Unit: 3</b></p> <p>A Renaissance product</p> <p><b>Unit length: 5</b></p>                          | <p><b>Lesson 1</b></p> <p>What is a meaningful Renaissance product?</p> |
| <p><b>Unit: 4</b></p> <p>Being a Renaissance person in the 21st Century</p> <p><b>Unit length: 2</b></p> | <p><b>Lesson 1</b></p> <p>Who is a Renaissance man today?</p>           |
| <p><b>Unit: 5</b></p> <p>Final quiz and feedback</p> <p><b>Unit length: 2</b></p>                        | <p><b>Lesson 1</b></p> <p>What have I learnt about Renaissance?</p>     |

# CLIL Lesson Plan

|                    |   |                      |   |              |                      |
|--------------------|---|----------------------|---|--------------|----------------------|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 1 | <b>Title</b> | Launch of the module |
|--------------------|---|----------------------|---|--------------|----------------------|

| Activity | Timing | Learning Outcomes   | Activity Procedure   | Language   | Interaction | Materials | Assessment |   |   |   |   |
|----------|--------|---|--|--|-------------|-----------|------------|---|---|---|---|
| 1        | 1 hour | The students can construct and explain meaning from oral and graphic messages. They interpret and use information in a new way and can put elements together to form a functional whole, a point of | 1. At the beginning, the teacher introduces the module and explains the governing question of all the activities: What does the Renaissance mean to us? How do we evaluate this important time in our history? Why is Italy so famous in the world? Teacher and students discuss these questions and have a conversation about their own concept of the Renaissance. 2. Then students listen to the video: "Renaissance introduction" and find out more about the Renaissance. 3. While they are listening to this video, they try to catch its general meaning and what it's really about and write this down on Post-its 4 | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Key vocabulary: Specific terms related to the Renaissance's period and the principal cultural and artistic aspects that characterized it.</p> | L           | S         | R          | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U1_L1_ALL1.pptx</li> <li>• U1_L1_ALL2.docx</li> <li>• U1_L1_ALL3.docx</li> <li>• U1_L1_ALL4.docx</li> </ul> <p>These materials contain a slideshow presentation with explanations of the activities the students have to do, a link to the video: "Renaissance introduction" and assessment and observation grids.</p> | During the activities, the teacher evaluates what the students understood by watching the video and the quality of the discussions they have over the course of the whole lesson. See assessment and observation grids. |
| L        | S      | R   | W  |  |             |           |            |   |   |   |   |

point of view. They can make judgments and justify decisions.

Then they have a plenary check, because they stick their Post-its on the wall, in order to create a classroom vocabulary using Renaissance terminology. 5. Then, the students write down the main ideas and concepts of the video we have just seen, and they read and explain them to the whole class. 6. The students answer these final questions: Did this activity help you understand what the Renaissance really means? Have you learned more details about the Renaissance? Afterwards, they discuss what they've learned in a conversation led by the teacher.

### **Communicative structures**

Communicative structures Renaissance took place in... It's characterized by... It's an important period of Italian and global history compared to the Middle Ages, the Renaissance...

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|----------------------------|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 2 | <b>Title</b> | Launch of station learning |
|--------------------|---|----------------------|---|--------------|----------------------------|

| <b>Activity</b> | <b>Timing</b> | <b>Learning Outcomes</b> | <b>Activity Procedure</b> | <b>Language</b> | <b>Interaction</b> | <b>Materials</b> | <b>Assessment</b> |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

|   |        |  |   |   |   |   |   |   |   |   |  |
|---|--------|--|---|---|---|---|---|---|---|---|--|
| 1 | 1 hour | <p>The students can interpret meaning from oral, written and graphic messages. They can use information in a new way. They debate and justify their decisions. They formulate their personal point of view about the methodology that they will use during the module.</p> | <p>The teacher introduces and explains what Station learning is: - how they proceed during this module about the Renaissance, - what the timetable of the activities is - which are the assessment parameters. So, in pairs or in small groups, they figure out what Station learning is through warm-up activities about the Renaissance. They also gain experience in creating a time-limited exercise that they can change later if they run out of time. It's also important to make sure there's sufficient time for them to do all the activities and to understand how long each exercise lasts.</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Key vocabulary Specific terms and perspectives related to the Renaissance and to the different aspects of this period indicated by the different activities offered by the Stations in which the students are involved during the module.</p> <p><b>Communicative structures</b><br/>According to me... In my opinion... I disagree/agree with you, because... The Renaissance is characterized by... During this period men discovered...</p> | L | S | R | W | <p><input type="checkbox"/> Whole class<br/><input checked="" type="checkbox"/> Group work<br/><input checked="" type="checkbox"/> Pair work<br/><input type="checkbox"/> Individual work</p> | <ul style="list-style-type: none"> <li>• U1_L2_ALL1.pptx</li> <li>• U1_L2_ALL2.docx</li> </ul> <p>The materials include a presentation about what Station learning is, how it's structured around the Renaissance and some warm-up exercises about the form and duration of each Station learning exercise.</p> | <p>We evaluate the exercises that the pairs or the groups develop and the quality of the students' discussions and interactions. See observation and assessment grids.</p> |
| L | S      | R  | W   |   |   |   |   |   |   |   |  |

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|-----------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 1 | <b>Title</b> | Renaissance art |
|--------------------|---|----------------------|---|--------------|-----------------|

| <b>Activity</b> | <b>Timing</b> | <b>Learning Outcomes</b> | <b>Activity Procedure</b> | <b>Language</b> | <b>Interaction</b> | <b>Materials</b> | <b>Assessment</b> |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
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| 1 | 1 hour | <p>The students can construct, interpret and explain the meaning of written messages. They can compare the artistic expressions belonging to different periods: Middle Ages and Renaissance. The students can put elements together to create a functional whole.</p> | <p>Students, in groups, read in advance a presentation about the origins, the values and the characteristics of the Renaissance and the differences between medieval and Renaissance art. Then, they read a work sheet which explains Renaissance art in particular, when it took place and what are the particular aspects that characterized it (the different period, the particular style and technique, ...). All the students, in groups, have to produce a map of the beginning of the Renaissance and the artistic expressions of this period.</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to the Renaissance: historical, cultural and artistic aspects.</p> <p><b>Communicative structures</b></p> | L | S | R | W | <p><input type="checkbox"/> Whole class<br/><input checked="" type="checkbox"/> Group work<br/><input type="checkbox"/> Pair work<br/><input type="checkbox"/> Individual work</p> | <ul style="list-style-type: none"> <li>• U2_L1_ALL1.pptx</li> <li>• U2_L1_ALL2.docx</li> </ul> <p>These materials contain a presentation of the beginning of the Renaissance, its values and characteristics and a comparison between medieval and Renaissance art and a work sheet about Renaissance art.</p> | <p>See observation and assessment grids. The maps that each group produces will be evaluated.</p> |
| L | S      | R   | W  |   |   |   |   |   |  |  |   |

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|--------------------------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 2 | <b>Title</b> | The origins of the Renaissance |
|--------------------|---|----------------------|---|--------------|--------------------------------|

| Activity | Timing | Learning Outcomes  | Activity Procedure  | Language  | Interaction | Materials | Assessment |   |  |   |  |
|----------|--------|--|---|---|-------------|-----------|------------|---|--|---|--|
| 1        | 1 hour | The students can put various elements together to form a functional whole and create a new product, such as a summary of the specific topic of the lesson. They can distinguish between all the different parts and how they relate to each other. The students learn to use information in a new way. | Students, in groups, summarize the beginning of the Renaissance, after analysing a mind map, reading a presentation and answering some questions in a work sheet about the subject of the lesson. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to the origins of the Renaissance and the protagonists of this phase of the period that the students are learning about.</p> <p><b>Communicative structures</b></p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L2_ALL1.jpg</li> <li>• U2_L2_ALL2.docx</li> <li>• U2_L2_ALL3.gif</li> </ul> <p>These materials include a mind map of the basic characteristics of the Renaissance, a presentation of the artistic origins of this period and a work sheet which explains what Humanism and the Renaissance are and how they are interconnected.</p> | See observation and assessment grids. The summaries each group produces will be evaluated. |
| L        | S      | R  | W   |   |             |           |            |   |  |   |  |

# CLIL Lesson Plan

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| <b>Unit number</b> | 2 | <b>Lesson number</b> | 3 | <b>Title</b> | Italian City-States |
|--------------------|---|----------------------|---|--------------|---------------------|

| Activity | Timing | Learning Outcomes   | Activity Procedure  | Language   | Interaction | Materials | Assessment |   |  |  |  |
|----------|--------|---|---|--|-------------|-----------|------------|---|--|--|--|
| 1        | 1 hour | The students can interpret meaning from written, oral and graphic messages. They discriminate between different pieces of information and use them in a new way to produce a personal product or to elaborate on them. They put elements together to form a functional whole in order to create a new product or point of view. | The students have to create a map of Italy during the Renaissance. So they have to design a map that describes the situation of our country in the 14th and 15th Centuries. At the end of this learning activity, they have to check what they studied using the questions that they find at the end of the work sheet:<br>"Renaissance: Italian City- States". | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions on the subject of Station Learning.</p> <p><b>Communicative structures</b></p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L3_ALL1.pptx</li> <li>• U2_L3_ALL2.docx</li> </ul> <p>These materials include a map of Italy in the 14th and 15th Centuries with a general explanation. To amplify this presentation, there is a work sheet which gives students a chance to conduct a more thorough investigation of our country during the period they are learning about.</p> | The quality of the interactions and participation of each student will be evaluated using assessment and observation grids. The answers to the questions that each group gives, after they have studied the topic. |
| L        | S      | R   | W   |  |             |           |            |   |  |  |  |

# CLIL Lesson Plan

|                    |   |                      |   |              |                                     |
|--------------------|---|----------------------|---|--------------|-------------------------------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 4 | <b>Title</b> | Linear perspective and Brunelleschi |
|--------------------|---|----------------------|---|--------------|-------------------------------------|

| Activity | Timing | Learning Outcomes  | Activity Procedure   | Language   | Interaction | Materials | Assessment |   |  |   |  |
|----------|--------|--|--|--|-------------|-----------|------------|---|--|---|--|
| 1        | 1 hour | The students can interpret meaning from oral, written and graphic messages. They can illustrate information in a new way. They can make judgements, justify their opinions, argue, debate and support their ideas. | The students have to read and complete the work sheet: "Building Brunelleschi's Dome" which gives them the opportunity to focus their attention on some specific terms and aspects that they will investigate in greater depth during and after listening to the video: "How an Amateur Built the World's Biggest Dome". They also have to read and study a biography about Brunelleschi and how he invented linear perspective. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to the topic of the lesson.</p> <p><b>Communicative structures</b><br/>I think / I believe / I feel / In my opinion / It seems to me... It's false / true That's my opinion, and yours? What do you think?</p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L4_ALL1.docx</li> <li>• U2_L4_ALL2.docx</li> <li>• U2_L4_ALL3.docx</li> </ul> <p>These materials include a work sheet with some exercises and activities about Brunelleschi and linear perspective, a biography of this Renaissance man and a link to the video: "How an Amateur Built the World's Biggest Dome".</p> | See observation and assessment grids. It will be evaluated by the quality of the interaction among the students and the exercises each group does during the lesson. |
| L        | S      | R  | W  |  |             |           |            |   |  |   |  |

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|-------------------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 5 | <b>Title</b> | Sculpture and Donatello |
|--------------------|---|----------------------|---|--------------|-------------------------|

| Activity | Timing | Learning Outcomes   | Activity Procedure   | Language   | Interaction | Materials | Assessment |   |  |  |   |
|----------|--------|---|--|--|-------------|-----------|------------|---|--|--|---|
| 1        | 1 hour | The students can interpret meaning from oral, written and graphic messages. They can use information in a new way. They can put elements together to form a functional whole and create a new product or point of view. | The students have to learn about Renaissance sculpture, in particular Donatello and some of his important sculptures: "Saint George", "Saint Mark" and "David", thanks to a biography of the artist, a written analysis and two videos. So they have to connect all the information about the topic and try to analyze, in its principal aspects, another work of art by Donatello: "Maria Maddalena". | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions of the topic of the lesson.</p> <p><b>Communicative structures</b></p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L5_ALL1.docx</li> <li>• U2_L5_ALL2.docx</li> <li>• U2_L5_ALL3.JPG</li> <li>• U2_L5_ALL4.jpeg</li> <li>• U2_L5_ALL5.docx</li> <li>• U2_L5_ALL6.jpg</li> </ul> <p>These materials include a biography of Donatello, the links to two videos: "Saint George_Donatello" and "Saint Mark_Donatello", the images of these two sculptures, a written description and analysis of "David" and the image of: "Maria Maddalena".</p> | See observation and assessment grids. The description of the sculpture that each group tries to describe will be evaluated. |
| L        | S      | R   | W  |  |             |           |            |   |  |  |   |

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|-----------------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 6 | <b>Title</b> | Painting and Masaccio |
|--------------------|---|----------------------|---|--------------|-----------------------|

| Activity | Timing | Learning Outcomes   | Activity Procedure   | Language   | Interaction | Materials | Assessment |   |  |   |   |
|----------|--------|---|--|--|-------------|-----------|------------|---|--|---|---|
| 1        | 1 hour | The students use facts in a new way because they can illustrate them and discuss them to compare their points of view and ideas. They put elements together to create a new product, with the help of the whole group's contributions | The students read and study the biography of Masaccio. Then they analyze: "Holy Trinity", which is an important painting in Florence, in which this artist used a lot of Renaissance techniques. At the end, they produce three slides displaying the most important aspects of this fresco. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to the topic of the lesson.</p> <p><b>Communicative structures</b><br/>This painting / fresco was made by..., in the... Century This is produced using... It represents the third dimension because...<br/>The artist produced this effect by...</p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L6_ALL1.docx</li> <li>• U2_L6_ALL2.docx</li> <li>• U2_L6_ALL3.docx</li> </ul> <p>These materials include a biography of Masaccio and the analysis of: "Holy Trinity".</p> | See observation and assessment grids. The slides that the group produces will be evaluated. |
| L        | S      | R   | W  |  |             |           |            |   |  |   |   |

# CLIL Lesson Plan

|                    |   |                      |   |              |                               |
|--------------------|---|----------------------|---|--------------|-------------------------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 7 | <b>Title</b> | Daily life in the Renaissance |
|--------------------|---|----------------------|---|--------------|-------------------------------|

| Activity | Timing | Learning Outcomes  | Activity Procedure  | Language  | Interaction | Materials | Assessment |   |  |  |   |
|----------|--------|--|---|---|-------------|-----------|------------|---|--|--|---|
| 1        | 1 hour | The students interpret oral, written and graphic messages. They use information in a new way in order to create a new product. They rewrite the information that they studied to create a product. | The students have to read, understand and derive meaning from written messages about people who lived during the Renaissance. The aspects that they investigate are: daily life, dancing, food, fashion and inventions. Then they produce an overview of life in the Renaissance and they can use a mind map, a schematic or some slides. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expression related to the topic of the lesson.</p> <p><b>Communicative structures</b></p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L7_ALL1.pdf</li> <li>• U2_L7_ALL2.pdf</li> <li>• U2_L7_ALL3.pdf</li> <li>• U2_L7_ALL4.pdf</li> <li>• U2_L7_ALL5.pdf</li> </ul> <p>These materials include some short presentations about aspects of daily life in the Renaissance.</p> | See observation and assessment grids. The quality and accuracy of the product that each group produces will be evaluated. |
| L        | S      | R  | W   |   |             |           |            |   |  |  |   |

# CLIL Lesson Plan

|                    |   |                      |   |              |   |
|--------------------|---|----------------------|---|--------------|---|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 8 | <b>Title</b> | Renaissance in the italian courts: Leonardo, Raphael and Michelangelo |
|--------------------|---|----------------------|---|--------------|---|

| Activity | Timing | Learning Outcomes  | Activity Procedure  | Language   | Interaction | Materials | Assessment |   |  |   |   |
|----------|--------|--|---|--|-------------|-----------|------------|---|--|---|---|
| 1        | 1 hour | The students derive meaning from oral, written and graphic messages. They can distinguish between individual parts, how they relate to each other and to the overall structure and purpose. They put elements together to form a functional whole and create a new product or point of view. | Through these activities, the students come to understand more about three important Renaissance artists: Michelangelo, Leonardo and Raphael. They have to read, to complete and to develop the activities about Michelangelo and Leonardo included in the worksheets. For Raphael, they have to create a simple table in which they write the most important characteristics of the ten paintings to be found in the material. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to the topic of the lesson.</p> <p><b>Communicative structures</b></p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L8_ALL1.jpg</li> <li>• U2_L8_ALL3.png</li> <li>• U2_L8_ALL4.png</li> <li>• U2_L8_ALL5.jpg</li> <li>• U2_L8_ALL6.pdf</li> <li>• U2_L8_ALL7.gif</li> <li>• U2_L8_ALL8.jpg</li> <li>• U2_L8_ALL9.docx</li> <li>• U2_L8_ALL2.jpg</li> </ul> <p>This material includes two work sheets about Michelangelo, one about Leonardo and a text with the description of ten significant paintings by Raphael.</p> | See observation and assessment grids. The quality and the accuracy of the exercises and the table that each group produces will be evaluated. |
| L        | S      | R  | W   |  |             |           |            |   |  |   |   |

# CLIL Lesson Plan

|                    |   |                      |   |              |  |
|--------------------|---|----------------------|---|--------------|--|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 9 | <b>Title</b> | Italian architecture in the Renaissance and the Ideal City |
|--------------------|---|----------------------|---|--------------|--|

| Activity | Timing | Learning Outcomes   | Activity Procedure  | Language   | Interaction | Materials | Assessment |   |  |   |  |
|----------|--------|---|---|--|-------------|-----------|------------|---|--|---|--|
| 1        | 1 hour | The students interpret meaning from written, oral and graphic messages. They use information in a new way. They put together different elements or information to create a new product. | The students read a text about Renaissance architecture and note the principal aspects. Then they listen to the video: "An overview of Renaissance architecture" which offers more information about the topic and note the principal aspects in order to study and learn this information. Then they complete the work sheet: "Italian Renaissance and the Ideal City" which includes some warm-up questions about the topic, a reading and comprehension exercise, a listening exercise and the development of a short essay. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to the topic of the lesson.</p> <p><b>Communicative structures</b><br/>In my opinion... For me, the ideal city could be built with these materials / in this way,... It would be available for young people... It would solve the problem of smog because...</p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L9_ALL1.docx</li> <li>• U2_L9_ALL2.pdf</li> </ul> <p>These materials include a text and a link to a video about Renaissance architecture in general and a work sheet which examines the concept of the Ideal City during that period.</p> | See observation and assessment grids. The quality and the accuracy of the answers to the activities included in the materials will be evaluated. |
| L        | S      | R   | W   |  |             |           |            |   |  |   |  |

# CLIL Lesson Plan

|                    |   |                      |   |              |   |
|--------------------|---|----------------------|---|--------------|---|
| <b>Unit number</b> | 3 | <b>Lesson number</b> | 1 | <b>Title</b> | What is a meaningful Renaissance product? |
|--------------------|---|----------------------|---|--------------|---|

| Activity | Timing  | Learning Outcomes  | Activity Procedure   | Language   | Interaction | Materials | Assessment |   |   |  |   |
|----------|---------|--|--|--|-------------|-----------|------------|---|---|--|---|
| 1        | 5 hours | The students can put elements together to create a new product. They can make judgments and justify decisions supporting their ideas. They can also debate with one other in their work groups. The students can distinguish between individual sections, how they relate to each other and to the overall structure and purpose. The students can use information in a new way. | After studying the Renaissance by developing all the activities in their Station learning module, the students work in groups to produce an original product which summarizes the principal artistic, historical and cultural aspects of this period. At the end, each group explains its product, paying particular attention to how they worked to produce it. They also create a comprehensive and well-produced presentation of those elements of the Renaissance that they examined in depth. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to Renaissance and the particular product that each group decides to create.</p> <p><b>Communicative structures</b><br/>According to me... I think that... I disagree/agree with you because... In my opinion... This product is... We can make...</p> | L           | S         | R          | W | <input checked="" type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | All the materials that the students need to create their products. | The quality (clarity, efficacy, accuracy of information, graphic choices) of products about the Renaissance, using assessment and observation grids to evaluate the group work. |
| L        | S       | R  | W  |  |             |           |            |   |   |  |   |

# CLIL Lesson Plan

|                    |   |                      |   |              |                                 |
|--------------------|---|----------------------|---|--------------|---------------------------------|
| <b>Unit number</b> | 4 | <b>Lesson number</b> | 1 | <b>Title</b> | Who is a Renaissance man today? |
|--------------------|---|----------------------|---|--------------|---------------------------------|

| <b>Activity</b> | <b>Timing</b> | <b>Learning Outcomes</b> | <b>Activity Procedure</b> | <b>Language</b> | <b>Interaction</b> | <b>Materials</b> | <b>Assessment</b> |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

|   |         |   |   |   |   |   |   |   |   |  |  |
|---|---------|---|---|---|---|---|---|---|---|--|--|
| 1 | 2 hours | <p>Students can interpret meaning from oral, written and graphic messages. They can use information in new ways such as discussing it with their partners. The students compare the same aspects in different ages: the past and contemporary society. They can make judgments, justify decisions and support their ideas with valid arguments.</p> | <p>The students listen to the video: "Being a Renaissance Person in the 21st Century" and catch the general meaning from the video in order to develop a personal idea about the topic, helped by the learning activities they took part in in the previous lessons. This video offers the opportunity to update those aspects that characterize a Renaissance man in our contemporary society. The students interact with each other as a class and discuss the suggestions in the video in a debate led by the teacher. During this activity, teacher offers the students a vocabulary and scaffolding support.</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to Renaissance.</p> <p><b>Communicative structures</b><br/>According to me... I think that... I agree/disagree with you because.... I think that you're right but... In my opinion...</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class<br/><input type="checkbox"/> Group work<br/><input type="checkbox"/> Pair work<br/><input checked="" type="checkbox"/> Individual work</p> | <p>• U4_L1_ALL1.docx</p> <p>The materials include a link to the video: "Being a Renaissance Person in the 21st Century".</p> | <p>Evaluated in this lesson are the students' participation and the quality of their interactions based on assessment and observation grids.</p> |
| L | S       | R   | W   |   |   |   |   |   |   |  |  |

# CLIL Lesson Plan

|                    |   |                      |   |              |                                       |
|--------------------|---|----------------------|---|--------------|---------------------------------------|
| <b>Unit number</b> | 5 | <b>Lesson number</b> | 1 | <b>Title</b> | What have I learnt about Renaissance? |
|--------------------|---|----------------------|---|--------------|---------------------------------------|

| Activity | Timing  | Learning Outcomes  | Activity Procedure   | Language   | Interaction | Materials | Assessment |   |   |   |   |
|----------|---------|--|--|--|-------------|-----------|------------|---|---|---|---|
| 1        | 2 hours | The students recognize and recall relevant knowledge from long- term memory. They can summarize, discriminate, classify and explain facts about the Renaissance. They relate them to each other and to the overall structure and purpose. The students can make judgments, select information and evaluate it. | At the beginning, in two groups, the students play the quiz Kahoot, which allows them to learn and review the aspects of the Renaissance they studied during the Station learning in a funny and competitive way. This activity offers them the opportunity to check their learning in order to construct their self-assessment. After that, each student answers some questions given to them by the teacher. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Specific terms and expressions related to the Renaissance.</p> <p><b>Communicative structures</b></p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U5_L1_ALL1.docx</li> <li>• U5_L1_ALL2.pdf</li> </ul> <p>The materials include some quiz Kahoot that teacher prepared for the students, in order to verify their learning and to allow them to make a self-assessment and some written questions about the topic of the whole module.</p> | Assessment concerns two types of products and activities. So, it will be evaluate the results that each student realizes during kahoot quiz and the answers that each student gives to the questions about the topic of the whole module. |
| L        | S       | R  | W  |  |             |           |            |   |   |   |   |