

Author: BARBARA BRUGOLA

## ITTEN COLOUR WHEEL

<b>School</b>	<input type="radio"/> Primary <input checked="" type="radio"/> <b>Middle</b> <input type="radio"/> High
<b>Year / Class</b>	<input checked="" type="radio"/> <b>1</b> <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Subject : ART</b>	<b>Length:</b> 100 minutes <b>Topic: THEORY OF COLOUR</b>
<b>CLIL language</b>	<b>ENGLISH</b>

<b>Teacher / Teaching team profile</b>	Teacher's role: <input checked="" type="radio"/> <b>Main Teacher</b> <input type="radio"/> Co-teacher <input type="radio"/> Other: _____         Subject taught: <b>ART</b>
	Teacher's role: <input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____         Subject taught: _____

<b>Student group profile (general)</b>	CEFR Level: <input checked="" type="radio"/> <b>A1</b> <input type="radio"/> A2 <input type="radio"/> C1 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C2
	<input type="radio"/> Experiences of CLIL <input type="radio"/> Migrant background <input type="radio"/> English mother tongue <input type="radio"/> Special Educational Needs : ____ <input checked="" type="radio"/> <b>Other mother tongue</b> <input type="radio"/> Other: _____

<b>Timetable fit</b>		Previous lessons:  1. What is colour? Colour as light. Perception of an object's colour. <b>Definition</b> of additive and subtractive colour systems. <b>Classification</b> of primary and secondary colours.  2. <b>Definition</b> of colour's characteristics. <b>Application:</b> painting a monochrome colour scale.
	<input checked="" type="radio"/> <b>Module</b> <input type="radio"/> Lesson	Future lessons:  4. <b>Definition</b> of seven strategies for colour combination according to Itten's theory. <b>Creation</b> of two version of the same landscape: first version with warm colours and second version with cold colours.  5. Art and advertisement: <b>naming</b> Itten's colour combinations that could be seen in the images shown and <b>suggest</b> which feelings/ideas are connected to.  <b>Creating</b> a personal colour wheel to <b>describe</b> an idea/feeling.

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Resources & tools	<p><b>1. Video Edpuzzle -link Colour Wheel Tutorial min 3:36</b>  <a href="https://edpuzzle.com/media/5734639fb873499d61ba9049">https://edpuzzle.com/media/5734639fb873499d61ba9049</a></p> <p><b>2. Video Edpuzzle -link Colour Wheel Tutorial min 2: 55</b>  <a href="https://edpuzzle.com/media/57346f89d067e33d41f97962">https://edpuzzle.com/media/57346f89d067e33d41f97962</a>          (differentiation)</p> <p><b>3. Worksheet (# 1) Crossword</b></p> <p><b>4. Worksheets (#2) with <i>Visual organiser-Matrix</i> ,          (#3) with <i>Visual organiser Flow Chart</i></b></p> <p><b>5. Image “Farbkreis”, Johannes Itten (1961) from WIKIPEDIA</b>  <a href="https://it.wikipedia.org/wiki/Johannes_Itten#/media/File:FarbkreisItten1961rettificatoPure.png">https://it.wikipedia.org/wiki/Johannes_Itten#/media/File:FarbkreisItten1961rettificatoPure.png</a></p> <p><b>6. Worksheet (#4) with <i>Checklist</i></b></p>
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	Subject	Language
Students’ prior knowledge, skills, competencies	<ul style="list-style-type: none"> <li>- Knowledge: Understand the difference between primary and secondary colour.</li> <li>- Skills: recall and identify different types of colour.</li> <li>-Competence: Be able to fill an area with a uniform coat of tempera.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of the present tense (explain and describe);</li> <li>- Zero conditional (meaning of it);</li> <li>- Glossary: Colours (nouns); Tools (nouns); Action (Verbs);</li> <li>- Imperative form (instructions);</li> <li>- Appropriate connectors (for different steps of the work).</li> </ul>

Learning Outcomes expected for this lesson	<p><b>Most learners should:</b></p> <ul style="list-style-type: none"> <li>- <b>know how</b> to get the secondary colours from mixing the primary ones, to get the tertiary colours from mixing the primary and the secondary, to arrange the colours in the Itten Colour Wheel;</li> <li>- <b>be able to</b> follow the instructions and make their own Itten Colour Wheel;</li> <li>- <b>be aware</b> that Itten Colour Wheel is a way of showing the relations between primary, secondary and tertiary colours.</li> </ul> <p><b>Learning outcomes:</b></p> <p><b>content</b> understand the difference between different types of colour; use knowledge of colours to classify and make them;</p> <p><b>language</b> use appropriate connectors when describing the steps for making Itten's colour wheel; - use appropriate tenses when explaining the procedure;</p> <p><b>attitude</b> -listen attentively to others' contributions during group talk.</p> <p><b>What thinking and learning skills?</b></p> <ul style="list-style-type: none"> <li>- <b>recall</b> the relation between primary and secondary colours in subtractive colour system;</li> <li>- <b>classify</b> colours in primary, secondary and tertiary;</li> <li>- <b>locate</b> primary, secondary and tertiary colour in Itten Colour Wheel;</li> <li>- <b>put in order</b> the instructions to make a Itten Colour Wheel</li> <li>- <b>apply</b> the instructions to obtain secondary and tertiary colours;</li> <li>- <b>make</b> a colour wheel, <b>using</b> the tools to <b>draw</b> and paint;</li> <li>- <b>explain</b> how to get secondary and tertiary colours and <b>retell</b> the procedure in own words;</li> <li>- <b>evaluate</b> the work of the partner and give peer feedback with a checklist.</li> </ul>
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<b>Methodology</b>	<i><b>Purposes of learner communication</b></i>	<b>Strategies</b>
	<p><i>To activate and review learners' subject knowledge and subject-specific vocabulary</i></p> <p><i>To check understanding of new content</i></p> <p><i>To use a model to help learners communicate information accurately.</i></p> <p><i>To give learners practice in evaluation of a partner's work.</i></p> <p><i>To give learners confidence (before writing).</i></p>	<p>Handouts: Crossword</p> <p>Quiz with answer (video tutorial-Edpuzzle)</p> <p>Handouts: Visual organiser to complete. Put in order the instructions</p> <p>Making the colour wheel</p> <p>Handouts: (Put in order) the instructions</p> <p>Handouts: Check list to evaluate work.</p> <p>Encourage learners to communicate orally.</p>

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<b>0</b>	<i>What is the purpose of this activity of the lesson.</i>	<i>What will happen during this stage of the lesson</i>	<i>Competencies developed</i>	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ Group work</li> <li>○ Pair work</li> <li>○ Individual work</li> </ul>	<i>What materials are used during the lesson?</i> Flashcards, pictures, songs, PowerPoint, ICT tools, etc. <i>All materials should be referenced clearly paying attention to the copyright rules</i>	<i>The timing of each activity should be as accurate as possible.</i>	<i>Assessment tools in relation to the learning outcomes of the lesson</i>
<b>1</b> ACTIVATING PRIOR KNOWLEDGE	Review learners' subject knowledge and subject-specific vocabulary  <i>Thinking skills: recall, match</i>	0. Teacher says what they are going to do, write the learning outcomes on the blackboard  1. Teacher gives <i>Worksheet 1</i> .  2. Learners work in pair and complete the crosswords.  3. The whole class checks the answers with the teacher.	- Reading, - Interacting, - Choosing, - Writing.  <b>Language:</b> - Subject-specific language	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ Group work</li> <li>○ Pair work</li> <li>○ Individual work</li> </ul>	- Crossword, see <b>Worksheet 1</b>	<b>5 minutes= start</b>  <b>8 minutes=Activity with worksheet#1</b>	- Number of right answers (self-assessment)

<p style="text-align: center;"><b>2</b> PROCEDURE</p>	<p>Learners practice in listening to instructions; New content is introduced; Understanding is checked; A model is used to help learners communicate.</p> <p style="text-align: center;"><b>Thinking skills:</b></p> <p style="text-align: center;"><i>recall</i> <i>fill in the blanks</i> <i>define secondary, tertiary colours</i> <i>put in order the steps of the instructions</i></p>	<p>1. Teacher shows to the whole class the video tutorial on the digital whiteboard and asks to answer to the questions or fill the gap.</p> <p>2. Learners answer in turn.</p> <p>3. Teacher gives worksheets (# 2 , # 3)</p> <p>4. Learners work in pair on the exercise (put in order the instructions, complete a visual organizer)</p> <p>5. Learners that end the activity earlier can watch the second part of the video tutorial.</p>	<p>- Watching and listening to the video; - Reading the questions; - Writing the answer of the questions,</p> <p><b>Language:</b></p> <p>-BICS, -subject-specific language, - communicative functions of language: 1. <i>Giving instructions – imperative form</i> 2. <i>Sequencing;</i> 3. <i>Connectives (first, then, next, after that, later)</i> 5. <i>Describing objects - present tense</i> 6. <i>Zero conditional</i></p>	<ul style="list-style-type: none"> <li>○ <b>Whole class</b></li> <li>○ <b>Group work</b></li> <li>○ <b>Pair work</b></li> <li>○ <b>Individual work</b></li> </ul>	<p><b>Video 1:</b> <a href="https://edpuzzle.com/media/5734639fb873499d61ba9049">https://edpuzzle.com/media/5734639fb873499d61ba9049</a></p> <p><b>Worksheet: 2, 3</b></p> <p><b>Video 2 :</b> <a href="https://edpuzzle.com/media/57346f89d067e33d41f97962">https://edpuzzle.com/media/57346f89d067e33d41f97962</a> (differentiation)</p>	<p><b>5 minutes (video)</b> + <b>10 minutes ( worksheet)</b></p>	<p>- Number of the right answers (self-assessment)</p>
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<p style="text-align: center;"><b>3</b> PRACTICAL ACTIVITY: ITTEN COLOUR WHEEL</p>	<p>Check understanding of new content; Develop learners' ability to use tempera, mix colours, use the brush properly. Develop learners' ability to keep clean and tidy.</p> <p style="text-align: center;"><b>Thinking skills:</b></p> <p><i>apply the instructions; draw the colour wheel; locate secondary, tertiary colours on the colour wheel; make secondary and tertiary colour.</i></p>	<p>1. Teacher asks to the whole class to prepare the materials and tools in order to make the colour wheel (the one with 12 wedges).</p> <p>2. Learners individually draw and paint the colour wheel.</p> <p>3. Teacher goes around in order to monitor their work.</p> <p>4. Learners make the wheel and colour it; they can check the instructions' list and they can ask to the teacher.</p> <p>5. Teacher asks to clean and put the material away when the colour wheel is finished.</p> <p>5. Learners clean and tidy up.</p>	<p>- Listening to the list of materials and tool to prepare in order to start the activity; - Reading the instruction; - Asking for advices; - Listen to teacher's advices.</p> <p><b>Language:</b></p> <p>-BICS, -subject-specific language, - communicative functions of language: 1. <i>Giving instructions – imperative form</i> 2. <i>Sequencing;</i> 3. <i>Connectives (first, then, next, after that, later)</i> 5. <i>Describing objects - present tense</i> 6. <i>Zero conditional</i> 7. <i>Giving advice – should form</i></p>	<ul style="list-style-type: none"> <li>○ <i>Whole class</i></li> <li>○ <i>Group work</i></li> <li>○ <i>Pair work</i></li> <li>○ <i>Individual work</i></li> </ul>	<p><b>Worksheet: 2, 3</b></p> <p><b>Tools and material:</b> <i>Learners need the three primary colours, brush, rule, pencil, rubber, a white sheet, a container to mix painting in it.</i></p>	<p><b>50 minutes</b></p>	<p>- Peer assessment with check list (see <b>Worksheet 4</b>)</p> <p>- ongoing classroom assessment (by the teacher)</p>
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<p style="text-align: center;"><b>4</b> COMMUNICATIVE TALK</p>	<p>Review learners' subject knowledge and subject-specific vocabulary. Give learners confidence for a talking task. Improve orality. Evaluate work.</p> <p style="text-align: center;"><b>Thinking skills:</b></p> <p><i>put in order the sequence of instructions; retell in their own words the sequence of steps for making Itten wheel.</i></p>	<p>1. Teacher asks the class to work in groups</p> <p>2. Learners gather together in group of four persons (groups already set at the beginning of the module).</p> <p>3. Teacher makes the purpose and outcome of the communication clear to the learners; identifies time; assigns group roles.</p> <p>4. Learners retell in their own words the sequence of steps for making the Itten wheel.</p> <p>5. Teacher monitor the groups.</p> <p>6. Teacher asks to form pairs and use the checklist to assess each other's colour wheel and give one suggestion.</p> <p>7. Learner compile the check list, give one suggestion about how their partner can improve their work.</p>	<p>- Speaking; - Listening to; - Interacting; - Reading (the check list);</p> <p><b>Language:</b></p> <p>-BICS, -subject-specific language, - communicative functions of language: 1. <i>Giving instructions – imperative form</i> 2. <i>Sequencing;</i> 3. <i>Connectives (first, then, next, after that, later)</i> 2 5. <i>Describing objects - present tense</i> 6. <i>Zero conditional</i> 7. <i>Giving advice – should form</i></p>	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ <b>Group work</b></li> <li>○ Pair work</li> <li>○ Individual work</li> </ul>	<p style="text-align: center;"><b>Worksheet 4</b></p>	<p><b>7 minutes (talking time) +</b></p> <p><b>7 minutes (peer assessment about Itten colour wheel with checklist)</b></p>	<p>ongoing classroom assessment : teacher monitors the groups.</p>
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<p><b>5</b> <b>PLENARY</b></p>	<p>Think about content and language before leaving the class.</p> <p><i>Thinking skills:</i> <i>revise</i> <i>evaluate</i></p>	<p>1. Teacher asks the learners to check the learning outcomes and if they think they achieve them. (hands up: yes -in part - no)</p> <p>2. Teacher shows to the whole class the image “Farbkreis” from Wikipedia website on the digital whiteboard and ask some questions.</p> <p>3. Learners answer in turn.</p> <p>4. Teacher anticipates what they will do next lesson.</p>	<p>- Speaking; - Listening to; - Interacting</p>	<ul style="list-style-type: none"> <li>○ <b>Whole class</b></li> <li>○ <i>Group work</i></li> <li>○ <i>Pair work</i></li> <li>○ <i>Individual work</i></li> </ul>	<p>Image “<i>Farbkreis</i>”, <i>Johannes Itten (1961)</i> from <b>WIKIPEDIA</b></p> <p><a href="https://it.wikipedia.org/wiki/Johannes_Itten#/media/File:FarbkreisItten1961rettificatoPure.png">https://it.wikipedia.org/wiki/Johannes_Itten#/media/File:FarbkreisItten1961rettificatoPure.png</a></p>	<p><b>8 minutes</b></p>	
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