CORSO CLIL IPRASE 2017-2018

CLIL Module/Lesson Plan

The language of Comics

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School Grade	☐	Middle ☐		☐	
School Year	1 ☐	☐	☐	☐	☐
Subject :	Art		Topic: Comics		
CLIL language	English ☐		☐		

Personal and social-cultural preconditions of all people involved	This is a hypothetical 20 students class. There is a student with special needs assisted by a support teacher during the lessons and two students with migratory background. The class is motivated and has a medium level of performance. All learners have previous experience of CLIL. The average CEFR level is A1. The lessons of this module are taught by the art teacher.

	Subject	Language
Students' prior knowledge, skills, competencies	**Knowledge** To know that comics have a specific language. To understand the basic code of comics language. **Skills** To be able to draw and describe a simple comic character. To be able to work in group and to share ideas.	High frequency words used in the art lessons. Specific comics vocabulary used in the first unit. Present simple, present continuous. Imperative forms for instructions. Adjectives, preposition and nouns. Verbs.

Timetable fit	○ Module	12 hours

	○ Lesson	1 hour

Description of teaching and learning strategies	• Activating prior knowledge with warm up activity. • Explaining new words using oral language and images every time it's possible. • Giving flashcards to use during the lesson (with some definition and images to support the meaning). • Giving a glossary with the most used words. • Using Power Point to explain the topic with images related to short written texts. • Giving worksheet with individual and pair activities (matching activities, drawing activities, classifying activity, activities in which students have to use their creativity skills). • Allowing learners to use code-switching strategies. • Using scaffolding. • Encouraging learners to speak in pairs. • Providing example of grammatical structures. • Watching video tutorial. • Giving instructions with practical examples if it's necessary. • Creating a positive mood.

Overall Module Plan

Unit 1: Introduction to the Comics World	**Lesson 1**

• Introduction to comic books and comic strips and their structures.
 	
• Study of characters:
    • classify characters in comic books
    • draw a personal character: draw and recognize some facial expressions
    • describe the characters.
 	
Unit length : 5 hours
	Identify the genre of different comic books: superhero, fantasy, horror/supernatural, science fiction (Sci-fi), action/ adventures, humor, romance.
	Comic books, comic strips and graphic novels.
	What comic book have you read?
	What comic books do you prefer?
	Identify the structures of comics (panels, templates).

	Lesson 2 Identify different characters in comic books. Create a character, studying and drawing some important facial expression. Describe your character.

Unit 2: The language of Comics	Lesson 1
• Balloons and visual metaphors. • Sound effects (onomatopoeia). . • Different types of shots and angles. Unit length: 4 hours	Recognize the different types of balloons. Draw and describe some different types of balloons. Create suitable texts for different balloons. Recognize and understand visual metaphors in comics. Create and describe your own balloon.
	Lesson 2 Recognize and understand onomatopoeia in comics. Identify some onomatopoeia with the sound they represent. Draw your personal onomatopoeia.
	Lesson 3 Recognize and understand some different shot and angles in comics.

Unit 3: Create your comic strip	Lesson 1
• Create your own comic strip (3 or 5 panels), using the learned elements: Unit length: 3 hours	Create and draw a personal comic strip.

CLIL Lesson Plan

Unit number 2	Lesson number 1	The language of comics: balloon and visual metaphors

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1 **Warm up activity: Who's your character?**	5 minutes	The purpose of this activity is to activate the prior knowledge of the students, in order to recall vocabulary and content they have already learned. It's also useful to review and to consolidate the topic of the last lesson. **Students have: to** describe orally some features of their characters; **To understand** oral descriptions of characters.	The teacher will tell the students they have to talk each other about the topic of last lesson. They have to make questions and answer about the comic character they have drawn. In the previous lesson they have also written a description of each character that will be used for answer to this task. The teacher will provide the students with a sheet with	*Skills* **L** **S** R W *Key vocabulary* Specific comic book vocabulary: character *Communicative structures* "Who is your character? What's his/ her/ its name? How old is he/ she/ it ? Where is he/ she/ it from? When/ where was he/ she/ it born? How is he / she/ it like? What are his / her/ its superpowers/ abilities? Who are his/her/its friends/ enemies?" "My character is…(a bat)	Pair work	Students' descriptions of their characters Students' drawings of their characters "Speaking activity" See ***Attachment 1_Speaking activity***	A formative assessment will be made during oral expositions, when students introduce their character to the classmates.

			questions to make	His/ her/its name is... He's / she's/ it's … years old. He's/ She's/it's from… He's / she's /it's … He/ She/It was born on/ in... He's / she's/ it's (small/ intelligent...) He / she/ it can / can't (fly). His / Her/Its best friend/s is / are..."				

				Skills	o Whole class		
2 **Power Point** (except slide 12: visual metaphors)	10/15 minutes	The outcomes of this activity is to show the students the standard balloons used in Comics language around the world. **Students have:** **to know** how characters speak in comic books; **to understand** that different balloons have different use and meaning; **to identify** different types of balloon.	The teacher will show the students a Power Point about differently shaped balloons in comics. The teacher will explain that every type of balloon has a particular use and meaning, depending on the code of comics' language. The Power Point is illustrated with speaking comic characters accompanying explanations, to facilitate comprehension. In the Power Point	L S R W • Reading and listening • Asking and answering questions • Writing Key words on the notebook *Key vocabulary* Specific comics language vocabulary: balloons, speech bubbles, whisper balloon, thought balloon, scream balloon, speech balloon, etc.	o Whole class	*Attachment 2_Power Point* made by the teacher *Attachment 3_Flashcards* made by the teacher *Attachment 4_Glossary*	The teacher will observe the participation of the students.

			there are questions that some learners in turn can read and answer. (for example in slide 5: "Do you recognize some of these balloons?") In this case, code switching is permitted. A glossary will be given as support. The students will write the other key words or new words on their notebook.	*Communicative structures* Present simple and continuous: "We use this balloon when the character: is whispering is shouting is speaking in a normal voice.. is screaming… is thinking or dreaming" "Do you recognize some of these balloons? "Can you guess the meaning of…?" "Do you know how…?"			
3 **Identify the balloons!**	5 minutes	**In this activity students have: to identify** the different types of balloons and their use; **to classify** the balloons according with their use and	In pairs students have to match the different types of balloons with the descriptions of their use. They can write the number of the sentence inside the balloons. Some	*Skills* | L	S	R	W | *Key vocabulary* Balloon, character.. Whisper balloon Thought balloon Speech balloon Scream balloon	○ Pair work	Flashcards made by the teacher *Attachment 5_Worksheet 1*	Formative assessment (match activity) + self-correction.

| | | meanings. | flashcards with examples will be provided.

The teacher will do the correction on the LIM, writing the number of the sentence in the correct balloon. At the same time students will have to correct their worksheet. | *Communicative structures*

Present simple and continuous

We use this balloon when the character:
is whispering
is shouting
is speaking in a normal voice..
is screaming… | | | |
|---|---|---|---|---|---|---|---|

				Skills	o Pair work	*Attachment 5_Worksheet 2*	Formative assessment (worksheet 2) + self-correction.
4 Draw a suitable balloon for each text!	5 minutes	**In this activity students have:** **to draw** a balloon in a correct way; **to read** sentences with different intonation and tone: normal speech, interrogative tone, exclamation; **to connect** the shape of balloons with a suitable text.	The students will work in pair on Worksheet 2. They'll have to draw a suitable balloon for each text. The correction will be done on the LIM. Students in turn, during the correction, will have to read aloud the sentences with the right intonation. The teacher will draw the outlines of a suitable balloon around each text on the LIM. Flashcards will be provided.	[L] [S] [R] [W] The Students have to draw balloons and read sentences with different intonation and tone. *Key vocabulary* Balloon, character, scream, whisper… *Communicative structures* "Why do we use this balloon?" "We use this balloon because/when… the character is talking with a normal voice (this is a speech balloon); the character is screaming, (this is a scream balloon); the character is thinking, (this is a thought balloon); the character is whispering (this is a whisper balloon); the voice is coming from a radio (this is a radio balloon); different characters are speaking at the same time".		Flashcards made by the teacher	

| 5 Write a suitable text for each balloon! | 6 minutes | **In this activity students have to invent** a suitable text for each balloon. | Each student will work on his/her Worksheet 3, creating an original text. If some students will be in difficulty, they will allowed to take inspiration by Worksheet 2, but a personal composition would be appreciated. | *Skills*

 L S R W

 Key vocabulary

 The students have to use the correct vocabulary learned during the unit.

 Communicative structures | o Individual work | *Attachment 5_Worksheet 3* | Formative assessment. The teacher will evaluate the suitability of the texts and the correct use of language. |

| 6

What's the visual metaphor? (slide 12 of PPT) | 5/10 minutes | **In this activity the students have to hypothesize** the meaning of some visual metaphors. | The teacher will show the class the slide 12 of the PPT about "visual metaphors". The student will have to guess the meaning of each visual metaphor, answering in Italian. The teacher will write the answers in English on the LIM. Then students will take notes in order to complete Worksheet 4 at home. It consists in a completion task with scaffolding. In the next lesson the task will be corrected in class and then collected by the teacher and correct it at home. | *Skills*

| L | S | R | W |

Key vocabulary

Graphic symbols, visual metaphor, note, doodle, dots, exclamation mark, bulb.

Communicative structures

"What does it mean this visual metaphor?"
• "It's a note" "We use a note when the character is whistling"
• "It's a black doodle" "We use a black doodle when the character is angry"
" It's a z"
• "We use a z when the character is sleeping"
• "It's an exclamation mark" "We use an exclamation mark when the character is surprised"
• "It's a bulb" "We use a bulb when the character have an idea" | o Whole class
o Individual work at home | Power Point

Attachment 5_Worksheet 4 | Formative assessment |

				Skills		YouTube video:	Summative assessment.
7 **Create your personal balloon!!**	10 Minutes	**In this activity students have:** **to watch** a video on YouTube to take inspiration for their home activity. **At home they will have:** **to invent and draw** a personal balloon, using creativity and imagination; **to describe and motivate** their work.	The teacher will show the students a silent video on YouTube. In the video there is a hand drawing many different types of balloons. The teacher will explain that every cartoonist can invent a personal balloon. The balloon's shape can depends on what the character is doing or saying and on his/her/its emotions. (For example: if the character is freezing, the balloon may seem frozen; if the character is in love, the balloon may be heart-shaped). For the next lesson students will have to draw a personal and original balloon, then they will have to show and describe their balloons to the whole class.	L S R W The students have to watch a silent video. *Communicative structures* Examples: "I drew this balloon because my character is in the desert…" "I drew this balloon because my character loves ice cream"	○ Whole class	http://www. thevisuallinguist. com /2011/04/comics-and-pictorial-metaphor.html	Drawings will be collected and assessed at home by the teacher. The following criteria will be used to evaluate the work: creativity and originality of the drawing; correct technique of drawing and accuracy; oral description and motivation of the work.