

# CLIL Module Plan

<b>Author(s)</b>	Francesca Dallago				
<b>School</b>	Istituto Comprensivo Taio				
<b>School Grade</b>	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input 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>	Arte		<b>Topic</b>	How to design a logo	
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The students already had previous CLIL experiences but only some of them have a good command of English. There are three students with a migrant background from Macedonia, Bosnia and Poland; only one of them does not speak Italian, but her knowledge of English is comparable with the rest of the class. There are two students with special educational needs. One is dysgraphical and doesn't have any problems following the lessons, while the other sometimes needs to be supported by the teacher or the educator.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>The students know the basic elements of visual language and they are able to use different art techniques, such as colored pencils, tempera paint, watercolors, oil pastels and so on. They have already used a software to edit pictures, but they never tried to use desktop applications to create vector graphics. The class is motivated and the modules are taught by the Art teacher. Each lesson lasts 100 minutes.</p>	<p>The students know the basic specific art vocabulary and they know how to ask and answer questions and they are able to explain with simple sentences the reason of their choices.</p>

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 12 h
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**Description of teaching and learning strategies**

The main unit purpose is introducing graphic design and learning how to produce a clear and effective logo. Creating a logo for their own (hypothetical) future company is a meaningful activity that motivates the students' learning. During the lessons the teacher will promote the students' interaction and communication: they will work in small groups and collaborate with their peers and will have the freedom to practice different art techniques. Every stage of the lesson is supported by both language (repetition drills, reformulation, simplification and effective questioning) and content scaffolding (visuals and posters). The teacher will activate prior knowledge with warm up activities, use Power Point to explain the topic and encourage the students to discuss.

# Overall Module Plan

<b>Unit: 1</b> What is graphic design? <b>Unit length:</b> 4 h	<b>Lesson 1</b> Graphic elements and design principles
	<b>Lesson 2</b> The concept of identity
<b>Unit: 2</b> Let's design! <b>Unit length:</b> 8 h	<b>Lesson 1</b> Design your logo
	<b>Lesson 2</b> Design your logo - part 2
	<b>Lesson 3</b> How to use Affinity Designer
	<b>Lesson 4</b> Digitalize your work!

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Graphic elements and design principles
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	- To brainstorm on the term “graphic design”; - To activate prior knowledge recalling vocabulary and content students already know; - To participate in the discussion.	The teacher asks the students what are the first words that come to their mind when they hear the term “graphic design”. Students have to write their answer(s) on Mentimeter. After some minutes, the teacher and the class discuss the results.	<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> Design, plan, arrange, organize, advertisements, company, business, pattern, images</p> <p><b>Communicative structures</b> I think of... I associate it with...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Slide on Mentimeter <a href="#">link</a> . Alternatively, the teacher writes “graphic design” on the blackboard.	Formative assessment: The teacher observes the participation of the students and listens to their answers. All the answers are shared
L	S	R	W								

2	10 min	<p>- To listen to the words on the video; - To read the questions and write the answers on the notebook.</p>	<p>Teacher shows a video introducing what graphic design is. The video has some questions in it about the definitions of graphic design. Some learners in turn answer the questions, the others write down the answers. (Questions: 1. What does graphic design combine? Answer: Text and pictures. 2. Line, color, shape, texture, space, form and typography are: the basic visual elements. 3. The key principles of design are: contrast, hierarchy, alignment, balance, proximity, repetition, simplicity and...: function. 4. Which opposite forces collaborate in order to create graphic design? Answer: Artistic expression and practical application.)</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 167 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Visual, hierarchy, alignment, proximity, opposite, practical</p> <p><b>Communicative structures</b> Present tense for the explanations, answering to simple questions. Graphic Design combines/is/refers to...</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<p>Video with questions on Edpuzzle. <a href="#">link</a> Original video: <a href="#">link</a></p>	<p>Formative assessment: observing the students' participation and listening to their answers.</p>
L	S	R	W								

3	15 min	<p>- To define what graphic design is; - To familiarize with unknown vocabulary.</p>	<p>Teacher hands out a worksheet with a partial transcript of the video previously seen. Students read it, paste it on their notebook and create a glossary of the words that they don't know. In order to do that, they ask their classmates for help, and only when nobody is able to give a satisfactory explanation of the meaning of an unknown word, students look for the correct definition using an online dictionary.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 165 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> mediums, engraving, lettering, building blocks, following, to decide upon, rules, brief, concept</p> <p><b>Communicative structures</b> What is a synonym of..? What does .... mean?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U1_L1_ALL1.pdf Worksheet 1, U1_L1_ALL1</p>	<p>- Observing the students interaction. - Formative assessment: observing the students' participation and listening to their answers.</p>
L	S	R	W								

4	20 min	<p>- To list the key elements and principles of graphic design; - To activate prior knowledge; - To express an opinion.</p>	<p>Teacher shows a PowerPoint that graphically sums up the definitions that the students just read. Teacher shows some images and starts a discussion with the students asking them to express their opinion (Do you like the colors of this image? Which impression does this color convey? What do you think about this image?...)</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 917 1375 963"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> to convey, brand, uplifting, fashion, to soothe, approachability</p> <p><b>Communicative structures</b> This makes me think of... To me it looks like... I like/dislike because...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U1_L1_ALL2.pdf Pdf of a PowerPoint presentation, U1_L1_ALL2</p>	<p>- Observing the students interaction. - Formative assessment: observing the students' participation and listening to their answers.</p>
L	S	R	W								

5	35 min	<p>- To recognize and define the visual elements and the principles of design; - To compare the different principles; - To work as a group; - To develop visual observation skills.</p>	<p>The teacher divides the class into 13 groups; the pairs are selected based on the students' abilities. The SEN student is paired with a peer tutor and he is going to be closely supported by the teacher. Each group should elaborate a research about one of the following topics: line, color, shape, texture, space, form, typography, contrast, hierarchy (and proportion), alignment, balance, proximity (and negative space). The teacher gives the procedural instructions and then makes sure the students have a clear understanding. The students are provided with a worksheet featuring several links containing useful material. They are required to write on a Padlet page (the link is provided by the teacher) a clear definition of their topic and to create or download nice and useful images that could better clarify the definition. When the Padlet is complete, one student per group reads his definition and explains it to the rest of the class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 167 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> aesthetically pleasing, effective, attractive, composition, to optimize, to follow</p> <p><b>Communicative structures</b> ...is about the..., it consists in..., it means..., (to imply) it implies that...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>• U1_L1_ALL3.pdf Worksheet 2, U1_L1_ALL3; Padlet "The principles of Design" <a href="#">link</a>; Padlet "The visual elements" <a href="#">link</a></p>	<p>- Ongoing assessment: observing the students working and monitoring their interaction; - Peers assessment: students listen to each other.</p>
L	S	R	W								

6	10 min	- to find out the content of the next lesson.	Students find out the topic of lesson nr. 2 by solving an online puzzle.	<p><b>Skills</b></p> <table border="1" data-bbox="1034 204 1375 252"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Brand</p> <p><b>Communicative structures</b> Students read the words on the puzzle</p>	L	S	<b>R</b>	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Puzzle made with jigsaw planet.com. Link: <a href="#">link</a>	Write the content of the next lesson.
L	S	<b>R</b>	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	The concept of identity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	- To list and define some features of a brand; - To introduce the learners to the topic of the lesson; - To hypothesize and evaluate; - To participate in the discussion.	The teacher shows three images and asks the students what are the first words that come to their minds when they look at them. Three volunteers write the answers on the blackboard, the teacher and the class discuss the results.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Boldness, exceptional, strength, cooperative, harvest season, field trip, hike, sturdy, resistant, heavy-duty</p> <p><b>Communicative structures</b> It makes me think of... To me it means... It's a symbol of... I associate it with... I believe that...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L2_ALL1.pdf</li> </ul> Pdf of a PowerPoint presentation, U1_L2_ALL1	Formative assessment: observing the students activating previous knowledge and observing their accuracy in expressing their perception of a company.
L	<b>S</b>	R	W								

2	15 min	<p>- To comprehend the differences between the terms brand, logo, identity; - To recognize what draws us to a company and the role that design plays.</p>	<p>Teacher shows a presentation and engages students in a discussion about the following topics: - Think of your favorite company and draw its logo. Do you remember the colors used by this company? Would you change them? If so, how and why? - Do you have any particular expectation, story, memory or relationship that makes you choose one company or service over another?</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 165 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> brand, behaviour, consumer, customer, tangible, such as, DIY (do it yourself), affordability, reliability, stationery, signage, collateral</p> <p><b>Communicative structures</b> I think that... They use... I like them because... Use of past tenses</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U1_L2_ALL2.pdf Pdf of a PowerPoint presentation, U1_L2_ALL2</p>	<p>Formative assessment: observing the students' participation and listening to their answers.</p>
L	S	R	W								

3	5 min	<p>- To consolidate the comprehension; - To learn the new words related to the topic.</p>	<p>Students have to match the definitions with the words given.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1037 1013 1375 1059"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> collection, to shape</p> <p><b>Communicative structures</b> it is made up of... It identifies ...via the use of...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U1_L2_ALL3.pdf Worksheet 1, U1_L2_ALL3</p>	<p>Formative assessment: observing the students activating previous knowledge.</p>
L	S	R	W								

4	10 min	<p>- To brainstorm about a dream job; - To report and compare, to evaluate and comment.</p>	<p>The teacher asks the students which profession they would like to choose when they grow up. Students think about what their ideal work and workplace might be. They collect ideas and take notes about the company that they could/would one day build. They should start thinking of a name, a specific field of interest, a vision and so on. To gather all the information they create an online mind map.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1032 164 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  hairdresser, designer, artist, sculptor, mechanic, architect, investigator, engineer, business, company, firm</p> <p><b>Communicative structures</b>  I'd like to become an... I would like to use/express/highlight...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work</p>	<p>- Pencil and a piece of paper; - Online tool to create a mind map: <a href="#">link</a></p>	<p>Formative assessment: observing the students following the instructions.</p>
L	S	R	W								

5	25 min	<p>- To create a visualization of the students' ideas; - To find logo inspiration.</p>	<p>Using an online tool (Bookcreator), students create their "Book of Ideas" where they collect images related to their hypothetical company (which could be an hair salon, a repair shop, an agritur, and so on). Students look for pictures, illustrations, sketches, colors or posters that could inspire or trigger new ideas to design their own logo. They should also research which kind of logo do the competitors in the same field have? Is there any recurring theme? A recurring color? Afterwards, working in pairs, students ask each other questions about their own companies.</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> industry, profession</p> <p><b>Communicative structures</b> I like this picture because... This image makes me feel... This color makes me think of... I'd like to become a... because...</p>	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U1_L2_ALL4.pdf</p> <p>- Log in to <a href="#">link</a> - Worksheet 2, U1_L2_ALL4</p>	<p>- Peers assessment: students listen to each other; - Formative assessment: observing the students' accuracy in researching congruent material; - Formative assessment: monitoring the students as they follow operative instructions (what they need to research, how to organize the book,..)</p>
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6	15 min	<p>- To activate previous knowledge (visual elements and principles of design); - To describe and identify the main features of a company and its purpose; - To list the elements / values / ideas that the logo should convey.</p>	<p>Bearing in mind the “mind map” and the “Book of Ideas”, students write a short text using simple and clear sentences (alternatively, they could also draft a list). The aim is to clarify the mission of their company and the features that they should take into consideration when designing the logo. Students should reflect about their brand strategy, pay attention to the color choice and find a core concept (the logo could convey the company intent/name/value and it should be a concise visual representation of the brand).</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1032 164 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> to convey, to express, to enhance, to stress, to concern, memorable, core</p> <p><b>Communicative structures</b> - My company’s purpose is to [provide educational services / organize yoga classes / design phone apps / sell children’s clothing, grow vegetables using sustainable farming practices....] - Our core values are [provide high product quality / protect the environment / encourage creativity or innovation...] - We [name of the company] exist to provide... - Our logo should express / enhance...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>Pencil and notebook / laptop with a word processing software</p>	<p>- Formative assessment: observing the students activating previous knowledge; - Formative assessment: observing the students following the instructions and their accuracy in describing their company (specific field, mission, ideas, name of the company...).</p>
L	S	R	W								

7	20 min	- To sketch some ideas about the company logo.	Students start to sketch different ideas for their logo. Being well aware of the visual elements and the principles of design, students develop a concept for their logo. The teacher circulates and facilitates, and reminds the students that logos: <ul style="list-style-type: none"> <li>- should allow for quick brand recognition;</li> <li>- should not be visually complex - the simpler the logo, the more recognizable it will be;</li> <li>- should stand out from the competition;</li> <li>- should work well also in black &amp; white.</li> </ul>	<p><b>Skills</b></p> <table border="1" data-bbox="1034 165 1373 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	S	<b>R</b>	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Pencil, rubber and a piece of paper.	Ongoing assessment: observing the students working on their design.
L	S	<b>R</b>	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Design your logo
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<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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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Design your logo - part 2
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<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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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	How to use Affinity Designer
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<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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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	4	<b>Title</b>	Digitalize your work!		
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<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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