

LIGHT AND SHADOW IN ART

School	<input type="radio"/> Primary	<input checked="" type="radio"/> Middle	<input type="radio"/> High
Year / Class	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3
Subject : ART	Topic: LIGHT AND SHADOW IN ART		
CLIL language	ENGLISH		
Teacher / Teaching team profile	Teacher's role:	<input checked="" type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: ART
	Teacher's role:	<input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: _____
Student group profile (general)	CEFR Level:	<input checked="" type="radio"/> A1 <input type="radio"/> B1	<input type="radio"/> A2 <input type="radio"/> B2
		<input type="radio"/> A1 <input type="radio"/> B1	<input type="radio"/> C1 <input type="radio"/> C2
Timetable fit	<input checked="" type="radio"/> Module <input type="radio"/> Lesson	Previous lessons: (2 hours) How to create a tonal value and gradation scale with a pencil. Three different kinds of chiaroscuro.	
		Present lesson: (2 hours) Light and shadow in Art	
		Future lessons: 1. (2 hours) How to shade a cube, a cylinder, a tube: features of the shadows on different solids' shapes. 2. (2 hours) Create a mixed media still life. 3. (2 hours) Create a painting with a backlight silhouette on a coloured background, choosing the shape and the colours in order to communicate a feeling. 4. (2 hours) Contemporary art: survey on artworks created with light and with shadows – create your own art work made of light or made of shadow.	
Resources & tools	Word Clouds – links https://tagul.com/ti5718xnlg6q/light-and-shadow-in-art-1 https://tagul.com/u4umj1lr1jy2/emotion-nouns Video Edpuzzle – link https://edpuzzle.com/media/57178a23039204474152814c Power Point presentation – file pptx		

	Worksheets with 5 activities (gap-fill text, labelling pictures, word bank, reading, writing, drawing, completing the table) - file docx Venn diagrams for feelings (to do on blackboard)	
Students' prior knowledge, skills, competencies	Subject	Language
	<ul style="list-style-type: none"> • Meaning of tonal value, gradation and chiaroscuro • Use of the pencil and techniques to create tonal gradations and value scale 	<ul style="list-style-type: none"> • Present tense for explanations • Imperative form for instructions • Sequencing connectives for instructions • Adjectives • Zero conditional (meaning of if) • Preposition of place • Vocabulary for expressing feeling
Learning Outcomes expected for this lesson	<p><i>Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".</i></p> <p>Know: kinds of shadows on an object, kinds of lightings in a picture. Be able to: draw a three-dimensional sphere; identify the source of light in a picture. Be aware: that the position of light source changes the visual and emotional perception of the objects around us.</p> <ul style="list-style-type: none"> • Define and draw the shadows on a sphere; name and label them in a picture; • Identify the source of light in a picture; locate it explaining how you understand that it is there (because of shadows) • Define and identify the three kinds of lighting (front light, side light, backlight) in some pictures. • Classify some artworks according to the lighting and give an opinion about feelings and emotions in these paintings. Choose and suggest a title for some paintings. 	
Methodology	<p><i>How the teacher in a particular lesson manages to integrate language and content</i></p> <p>Activate prior knowledge: guessing the lesson with a word cloud Practical activities: Video tutorial: watch and listen to the video, answering the questions in it. Drawing: draw following teacher's instructions and label the drawing with subject-specific vocabulary Power point: teacher explanation to the visuals; use of subject-specific vocabulary and everyday words in specialist ways (questions, answers, descriptions). Recall verbs, preposition of places, nouns, adjectives and use them to complete the tasks. Worksheets with individual, pair and group activities: label pictures, fill the gap in a text, write brief sentences, classify pictures matching them with some emotions in a table (a word bank is on the worksheet and a glossary is on the power point). Invent and write a title for the pictures.</p>	

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
	<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"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	<i>What materials are used during the lesson?</i> <i>Flashcards, pictures, songs, PowerPoint, ICT tools, etc.</i> <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>
<p>1 Warm up activity. Guessing the content of the lesson with a word cloud. What do you think the lesson will be about?</p>	<p>Learners have to guess the content of the lesson from a set of clues on the LIM</p> <p>Guessing the content of the lesson, hypothesising it from a cloud word and from the previous lesson about value, chiaroscuro and grey scale.</p>	<p>Teacher shows a word cloud on the LIM.</p> <p>Learners look at the words and speak in pairs hypothesising the topic. They write the translation of the known words, the unknown words and the content of the lesson. Learners read aloud their definitions.</p>	<ul style="list-style-type: none"> • Reading the words on the LIM • Writing words an a brief sentence • Speaking; asking question and giving opinion 	<ul style="list-style-type: none"> ○ Pair work 	<p>Word cloud created with some key words of the lesson: https://tagul.com/ti5718xnlg6q/light-and-shadow-in-art-1</p>	<p>10 minutes</p>	<p>Write the content of the lesson you guessed from the words cloud</p>

<p style="text-align: center;">2</p> <p>Practical activity. From a circle to a sphere: video tutorial with questions</p>	<p>Learners can see how to draw the shadows on a sphere and how to make it look three-dimensional with gradual value of grey's scale.</p> <p>Define <i>form, shadow</i> and <i>cast</i> shadow on a object.</p>	<ul style="list-style-type: none"> • Teacher shows a short video about how to shade a sphere. The video has questions in it about the procedure and the key words of the subject. • Some learners in turn answer the question on the LIM, the others write down the answer and the key words in their notebook. Some specific subject words as “form shadow” and “cast shadow” need a translation that the learners write on the notebook. • After that the teacher shows the learners a real polystyrene ball on a piece of white cardboard, and asks to repeat the name and the features of the shadows. 	<ul style="list-style-type: none"> • Listening to the words on the video. • Reading the questions • Writing the answers of the questions in the video and the key words on the notebook <p>Technical vocabulary Impersonal pronouns or second person (you) Present tense for the explanation Imperative forms and sequencing Connectives (first, then, next, after that, later) for drawing instructions Adjectives with comparative and superlative forms Zero conditional (meaning of <i>if</i>)</p>	<ul style="list-style-type: none"> ○ <i>Whole class</i> 	<p>Video with questions on Edpuzzle:</p> <p>https://edpuzzle.com/media/57178a23039204474152814c</p> <p>Real objects: a polystyrene sphere, a white cardboard</p>	<p>20 minutes</p>	<p>Listen to the video tutorial and answer the questions in it</p>
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<p style="text-align: center;">3</p> <p>Practical activity. draw three-dimensional spheres</p>	<p>Learners can draw some spheres with their shadows, according to the source of light, to make them look three-dimensional. In the drawing learners practice the gradual value in the tonal gradation, learned in the previous lesson.</p> <p>Draw the spheres with the source of light, <i>form shadow and cast shadow</i>; name and label them in the drawing</p>	<ul style="list-style-type: none"> • The teacher draws three spheres in three different positions on a large, white drawing sheet on the board, following and repeating the instructions of the video. • The learners follow the instructions of the teacher step by step, drawing on a white sheet. Learners draw the three spheres with the light source and the shadows. The first sphere is on the surface, the other two are <i>floating</i> above the surface. • Learners label the drawing with light source and shadows. • Only two spheres are floating, learners answer the questions on the Power Point: “Where are the spheres?” “Why the spheres seem <i>floating</i>?” 	<ul style="list-style-type: none"> • Listening to the instructions for the drawing, following them step by step • Name and label the shadows on the drawing • Speaking: answering the questions <p>Impersonal pronouns Present tense for the explanation Imperative forms and sequencing Connectives (first, then, next, after that, later) for drawing instructions</p>	<ul style="list-style-type: none"> ○ <i>Individual work</i> 	<p>Power Point with a step-by-step drawing sample.</p> <p>Large white sheet on the board and pencil for the teacher</p> <p>White sheets (A4) and pencils for learners</p>	<p>15 minutes</p>	<p>Draw some spheres, shade them according to the light source, and label the two kinds of shadows on the drawing</p>
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<p style="text-align: center;">4</p> <p>Practical activity. Where is the light source? Three kinds of lighting</p>	<p>Learners can understand the different kinds of lighting in a picture, and classify them</p> <p>Identify the light source in a picture; locate it explaining how you understand that it is there (because of shadow)</p> <p>Define the three kinds of lighting, name and label them in some pictures</p> <p>Describe pictures with front light, side light, backlight</p> <p>Draw the shadows on some spheres, according to the different positions of light source.</p>	<ul style="list-style-type: none"> • Teacher shows some pictures on a Power Point presentation and asks to the learners “Where is the light source?” • The whole class reviews the prepositions of place with an image on the power point. • Learners describe the positions of the light source in some pictures using the prepositions of place. • According to the light source learners classify THREE kinds of LIGHTING and write them on the notebook with translation • Learners use a worksheet to describe the placement of the light source in some images, writing individually on a gap-fill text and labelling some pictures (activity A and B) • Working in pairs, the learners discuss and answer 5 questions about light and shadows on the worksheet. The learners write down brief answers (activity C) • Individually, learners draw the shadows on some spheres on the worksheet, according to the different positions of light source (activity D) 	<ul style="list-style-type: none"> • Speaking: give an opinion and answer the questions • Reading the prepositions of place, the explanation of three kinds of lighting and the questions about them. • Write the correct placement of light source and answer the questions about lightening. <p>Technical vocabulary Impersonal pronouns Present tense for explanation Prepositions of place Adjectives Zero conditional (meaning of <i>if</i>)</p>	<ul style="list-style-type: none"> ○ <i>Whole class</i> ○ <i>Pair work</i> ○ <i>Individual work</i> 	<p>Power Point presentation with pictures and questions to show at the beginning of the activity. A slide reviews the preposition of place. Other slides have explanations about lighting, glossary and translations of specific vocabulary and instructions for the activities in the worksheet.</p> <p>Worksheets with gap-fill text, labelling pictures, word bank, open questions and a drawing ready to be completed with shadows (activities A B C D)</p>	<p style="text-align: center;">20 minutes</p>	<p>Review the prepositions of place.</p> <p>Fill in the gap of the light source placement.</p> <p>Label the three kinds of lighting on some pictures.</p> <p>Discuss lighting and write answers</p> <p>Draw the shadows on some spheres according to the different positions of light source.</p>
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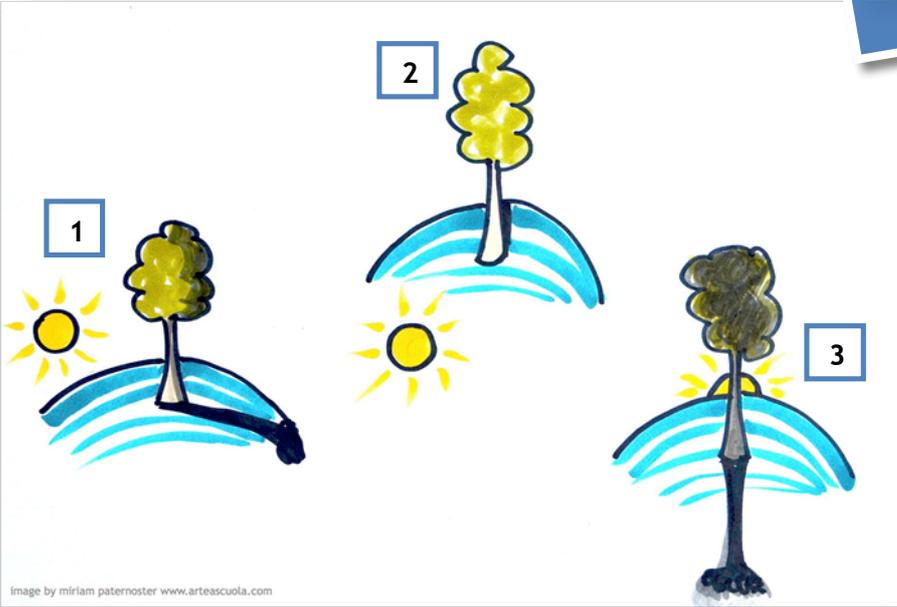
<p style="text-align: center;">5</p> <p>Practical activity. Recall feelings and emotions</p>	<p>Recall and list the nouns of some emotions</p> <p>Classify the emotions in a diagram, dividing them in positive and negative</p>	<ul style="list-style-type: none"> Learners read a text by a video maker. Teacher asks questions and shows some pictures on a Power Point presentation with different kind of lighting. Working in groups of four, learners find out some words about emotions and feelings that we can find in a picture, in a story or in a movie. A student writes the words in a VENN DIAGRAM on the blackboard with a LIST of EMOTIONS (nouns). The nouns are classified in two circles with positive and negative emotions. The intersection between the circles is for “neutral” emotions that can be both positive and negative. When learners finish the ideas, a word cloud on the LIM can suggest some more nouns. 	<ul style="list-style-type: none"> Reading a text Speaking: give opinion and discuss feelings Write the nouns of some emotions <p>Present tense for explanation and description Adjectives Vocabulary for expressing feeling</p>	<ul style="list-style-type: none"> <i>Group work</i> 	<p>Power point presentation with a text, photographs with different lighting sources and a word cloud with a list of emotions https://tagul.com/u4umjl1r1jy2/emotion-nouns</p> <p>Venn diagram on the blackboard with positive, negative or neutral emotions</p>	<p>15 minutes</p>	<p>Identify and suggest nouns of emotions</p>
<p style="text-align: center;">6</p> <p>Practical activity. Can you create feelings with light?</p>	<p>Classify some artworks according to the lighting</p> <p>Compare the paintings and debate about feelings and sensations in these paintings.</p> <p>Choose and suggest a suitable title to the artwork, according to the feelings that it communicates.</p>	<ul style="list-style-type: none"> Working in the previous group of four, learners have to classify in the first column of a table (activity E) nine artworks according to the type of lighting. In the second column they have to associate the emotions to the painting. They have to find out the best choices, discussing each other. A slide shows a model of how to complete the table. In the third column the learners have to invent a title for the painting, according to the emotions they’ve matched to it. Eventually the groups read some paintings’ titles aloud. 	<ul style="list-style-type: none"> Speaking: give opinion and discuss feelings and paintings’ titles Write the emotions and brief sentences for the painting’s titles. <p>Present tense for explanation and description Adjectives</p>	<ul style="list-style-type: none"> <i>Group work</i> 	<p>Power point presentation with photographs of artworks</p> <p>Worksheet with table to categorise information about the pictures. (activity E)</p>	<p>20 minutes</p>	<p>Fill in the table, identifying the correct lighting.</p> <p>Associate emotions to some artworks.</p> <p>Invent and write a suitable title for every artwork.</p>

LIGHT AND SHADOW IN ART

activity A

WHERE IS THE LIGHT SOURCE?

REMEMBER! The shadow is always **ON THE OPPOSITE SIDE OF the LIGHT SOURCE**



Complete using the prepositions of place:

1. The light source is _____ of the tree and the shadow is _____
2. The light source is _____ the tree, and the shadow is _____
3. The light source is _____ the tree, and the shadow is _____ it.

activity B

Label these pictures with the right kind of LIGHTING:

Word bank:
 LIGHTING
 FRONT LIGHT
 SIDE LIGHT
 BACKLIGHT
 SILHOUETTE



activity C

Discuss in pairs and answer these questions; write the answers in your notebook.

1. Think of different LIGHT SOURCES.
2. Is there any difference between NATURAL and artificial LIGHT?
3. Will the shade be the same if we change the POSITION of the light? Why?
4. What happens when there is NO LIGHT?
5. How we can create a SILHOUETTE ?

activity D

With a pencil, draw the shadows on the spheres in the drawing below, according to the sources of light

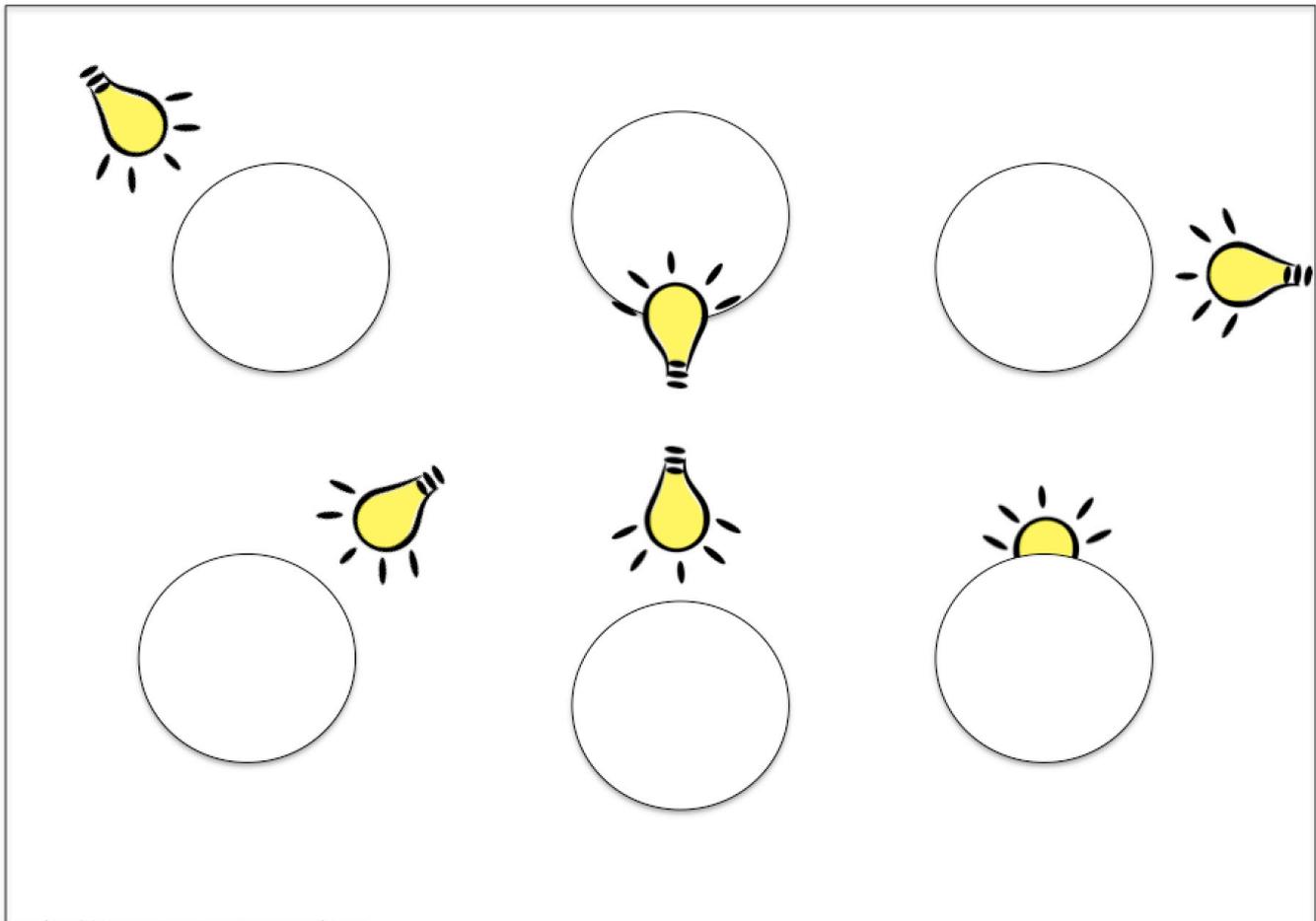


Image by miriam paternoster www.artescuola.com

activity E

WORKING IN GROUPS: ASSOCIATE THE FEELINGS TO THE PICTURES

1. Working in GROUPS of FOUR, find out some words about EMOTIONS that we can find in a picture, in a story or in a movie.
2. Classify the images according to the THREE kinds of LIGHTING, writing the picture's NUMBER in the first column
3. Discuss, in groups, which EMOTIONS are the MOST SUITABLE to describe the picture. You can write two or three kinds of feeling for each picture.
4. Find and write a BRIEF TITLE for the painting, according to the emotions you've choose

TYPE OF LIGHTING	NUMBER of IMAGE	LOOKING AT THIS PAINTING YOU FEEL A SENSE OF:	WRITE A BRIEF TITLE
1. FRONT LIGHT			
2. SIDE LIGHT			
3. BACK LIGHT			