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| DEVELOPING ENGLISH THROUGH ART ORIENTED ACTIVITIES | |
| PRIMARY SCHOOL BELTINCI, SLOVENIA  TEACHER: ANDREJA ŽALIK KRANJEC | |
| lesson plan: FEELINGS | resources: |
| level: **lower secondary** | lesson number: **2** |
| Age of students: 13-14 |  |
| UNIT: **FEELINGS** | SUBUNIT:  **FEELINGS 2: LISTENING ACTIVITIES** |
| GENERAL GOALS: Students practise listening skills and respond accordingly. They revise vocabulary for emotions and try to express emotions with sculpting. | |
| VOCABULARY covered during the lesson:  Practise vocabulary covered in lesson Feelings 1. | |
| REQUIRED PRE KNOWLEDGE:  General listening skills. | |
| SPECIFIC OBJECTIVES (specify skills / information that will be learned):   * Students practise listening skills and responses * Students express themselves with sculpting. | |
| MATERIALS NEEDED:   * IWB + projector * Computer * Modelling material, such as clay, plasticine, Das modelling material or similar. | OTHER MATERIALS NEEDED: (realia, apps or programmes):  PowerPoint Emotions 2, part 1 and part 2  IMPORTANT NOTE:  In case the videos in PP don't work download QickTime 7, by Apple |

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| TEACHER | STUDENT |
| **LEAD IN:** ANECDOTES  The teacher tells an anecdote (or two) about Picasso. (appendix 1)  **LISTENING ACTIVITIES**  The teacher launches Emotions 2 part 1. The students will be shown pairs of paintings, but the video is describing only one. If the answer is painting A for example the students touch their nose, if the answer is B they raise the hand (the activities are subject to change. You can decide others than suggested in PP). The teacher writes the responses on the board. Then he shows the paintings, the videos and checks the responses.  Then the teacher launches Emotions 2 part 2 and they do a similar activity with the listening tasks.  **INTERACTIVE STORY**  Then the teacher tells a story about the visit to the gallery. Again the story stops every now and then and the students decide if the correct answer is A, B or C. There are no wrong answers, since it is all guessing, but it requires the students' attention. The story is in first person singular as if it happened to the teacher herself.  SCULPTING  The teacher instructs the students to try to make a sculpture that embodies the emotion of one character from the story.  . | Students say how they were feeling during the listening, how were the characters in the story feeling.  The students learn the appropriate responses, for example if they think the answer is A, they touch their nose. (They can suggest activities for responses.)  The students listen and do the correct activity.  The students listen and do the correct activity  The students listen and do the correct activity  The students chose one character from the story and sculpt something out of the modelling material, that represent that emotion, for example a red spiky ball for furious, or blue dangling mass for the weeping embarrassed child or a white figurine of a man for the indifferent guard. |

Appendix 1:

PICASSO was relaxing on a beach in the south of France when he was accosted by a small boy clutching a blank sheet of paper. The child had evidently been dispatched by his parents to solicit an autographed drawing. After a moment's hesitation, Picasso tore up the paper and drew a few designs on the boy's back instead. He signed his name with a flourish and sent the child back to his parents. Relating the incident at a later date, Picasso remarked thoughtfully,

"I wonder if they'll ever wash him again?"

DURING World War II Picasso suffered some harassment from the Gestapo in Nazi-occupied Paris. An inquisitive German officer, coming into his apartment, noticed a photograph of Guernica lying on a table. "Did you do that?" he asked Picasso.

"No, you did," said Picasso.