

Unit 1: ARTS: from the model to the action-plan

CLIL LESSON PLAN

subject: ART

LEVEL: Primary School

CLIL TOPIC: Warm and cold colours

LESSON 1

TIME: 60 minutes

TEACHING AIMS

At the end of the lesson pupils will be able to:

- Identify the cold and warm colours
- Categorise the cold and warm colours
- Use the distinct colours correctly

EQUIPMENT & MATERIALS

- Computer
- Projector
- YouTube videos
- Annex1-riddles:

https://www.google.com/search?q=colours+song&og=colours+song&ags=chrome..69i57j0i512j46i512l2j0i512j46i512j0i512j46i512.5897j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:02c36deb,vid:zxlpA5nF_LY

<https://www.youtube.com/watch?v=eGrGkItSLsk>
- Annex 2-the colour wheel
- Annex 3-the butterfly crayons

LEARNING OUTCOMES - 4Cs

CONTENT

- Naming the colour
- Identifying the different categories of colours
- Use the different colour correctly

COGNITION

- Organize the ideas
- Relate and compare
- Classify
- Explain



CULTURE

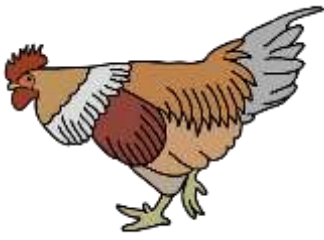
- Developing aesthetic appreciation and consideration
- Understanding the effect of the combinations

COMMUNICATION

Language Function: talking about warm and cold colours
Vocabulary: Primary, secondary, colour wheel,



<p>that can be made between colours</p>	<p>warm, cool, happy, sad</p> <p>Verb: Colour- imperative for instructions Wh-words: What</p> <p>Language structure: What colour is it? Can you guess? What does it mean? What's your favourite colour? My favourite colour is... I like.... What do you notice? What kind of colour/colours is/are...? Mix and....., what do you have? Colour the butterfly with primary colours! Colour the butterfly with secondary colours!</p>
ACTIVITIES	
<p>Step 1: Warm-up</p> <ul style="list-style-type: none"> - The pupils watch a Power point presentation-slides with the riddles (and their answers in pictures to help the students guess the answer easier) <p>From the sky they fall, big snowflakes, all which colour do they like? Of course, it is _____! (White)</p>  <p>At night, we know, we see no colours, Because all she put in her backpack is _____ (Black)</p>  <p>A rooster in a yard, he can't rest What colour is the rooster's crest? (Red)</p>	



The Sun, it's our hero!
little sister,
It is very big and _____ (Yellow)



The moon is a star, it is true,
We see it in the sky, which is _____ (Blue)



I love nature in the spring
because everything is _____ (Green)



Violets are blue and roses are _____ (Red)
That's what she said!



Step 2: Introducing the topic

The pupils watch a short video about colours and then they repeat the colours that they already know. After watching the video, the pupils work together, in pairs, on asking and answering questions about their

favourite colour

https://www.google.com/search?q=colours+song&oq=colours+song&aqs=chrome..69i57j0i512j46i512l2j0i512j46i512j0i512j46i512.5897j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:02c36deb,vid:zxlpA5nF_LY

Step 3: Presentation

The pupils watch a video about primary, secondary warm and cool colours. They learn how the colours are organized on the colour wheel.

The teacher writes the questions on the black/white board to which the students give their answers

<https://www.youtube.com/watch?v=eGrGkjtSLsk>

What do you notice?

What kind of colour/colours is/are...?

Mix and..., what do you have?

The teacher explains the combinations between colour and how they are placed on the Colour Wheel



Step 4: Production

The pupils work in groups, they will colour a butterfly as indicated by the teacher. Each group will have a different type of colour. (primary, secondary, warm, cool)





Step 5: Pupils' works exhibition

The pupils expose their works on the gallery,

EVALUATION

- The pupils make a self-evaluation of their drawings, then their colleagues express their opinions, evaluating each other's works
- The teacher presents the criteria by which he/she gives evaluation (technical aspect, artistic aspect, etc.) and evaluates the drawings