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| CLIL LESSON PLAN | |
| CLIL PATHWAY: Art/Craft | **LEVEL:** Primary Education (6th grade) |
| CLIL MODULE: DESIGN | **CLIL TOPIC:** Design Basics |
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| TEACHING AIMS | **MATERIALS** |
| -Students will be able to brainstorm what they already know about the topic of the unit.  -Students will be able to describe the content of photographs relevant to the topic.  -Students will be able to brainstorm different types of designers.  -Students will be able to design a picnic for their friends.  -Students will be able to identify four famous designs and describe what they know about them.  -Students will be able to create three different sofa patterns for different locations.  -Students will be able to consider a definition of design.  -Students will be able to identify the various definitions of design and compare with their own definition.  -Students will be able to consider advice about deciding on a career in design. | -Course Book  -Workbook/Language Study Book  -Teacher’s Resource CD-ROM  -MAT1-Big Ideas; Creativity,Design and Innovation Camp(Video)  -MAT2-PPT  -MAT3-Vocabulary Worksheet  -Class Audio CD  -Photocopiable activity |
| LEARNING OUTCOMES - 4Cs | |
| CONTENT | **COGNITION** |
| -Students will be able to brainstorm what they already know about design.  -Students will be able to talk about different types of design.  -Students will be able to use modals to talk about past. | **Remember t**o **identify** different types of design and what they know about them and to **define** what they think is design and what it entails  **Understand t**o **interpret** different definitions of design to **differentiate** between different types of design |
| CULTURE | **COMMUNICATION** |
| - Develop awareness about designing  - Recognise the different types of design | **Language Function:**  -Talk about different types of design.  -Use modals to talk about past.  **Vocabulary:**  design, designer, packaging, graphics, fashion, interior designer, process, pattern, define, garment, decorate, intention, specific, intend, career, deadline, exhibition, redesign, sketchpad  **Verb:**  - had to/ could/didn’t have to/should have  -must / can’t / couldn’t) + have  -[ (may/may not )(might / might not) (could) ] + have  **Language structure:**  You should have called your grandmother yesterday. It was her birthday.  I had to clean the whole house.  I could ride a bike when I was a child but I can’t ride now.  I didn’t have to go to school last Monday because it was holiday. |
| ACTIVITIES | |
| Step 1 – To tune pupils into English  - Teacher /pupils greet each other in English.  Step 2- To help pupils understand what the lesson is about  - Teacher tells pupils what they are going to do. Teacher encourages students to talk about what they know about design. Teacher asks students some questions to encourage them.  -What does a designer do?  -What do designers design?  -Have you ever designed anything? If not, would you like to design something? What?  -What qualities does a designer need to have?  -Do you think you can be a designer in the future?  -Can you name any famous designers?  Step 3 – Talking about design  Teacher elicits students' ideas without indicating whether they are correct or not. Teacher shows MAT1. Teacher tells volunteer students to express their ideas about the video they watched. Teacher tells students to go to page 49 in CB. Teacher tells students to look at the photographs and asks some individual students to tell what they see in each photograph with only one sentence. Teacher tells students to work in pairs, look at the photographs again and describe each photograph in turn to each other and write down five key words for each, in their notebooks.  Step 4 – Group work  Teacher divides class into groups of four and opens MAT2 to show related photos in the CB. Teacher tells groups to discuss about the answers of the questions in MAT2 about photographs. Teacher tells groups to take notes about their answers. Teacher gives 10 minutes to finish group work. Teacher asks students to tell their answers for the questions and volunteer groups read their answers. Teacher tells same groups to redesign the classroom. Once students have completed the task, teacher matches each two groups and these groups compares their design with the other group's design. If there is time teacher tells students to design anything related to the photographs on page 49. For example, a dress they would like to wear, a car they would like to drive, etc.  Step5- Listening to a conversation including modals  Step6-Talking about Past Modals and giving examples | |
| EVALUATION | |
| * Teacher will assess learning by eliciting and checking activity. | |
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