



Lesson plan – Appearance (Teaching English through Art)		
SUBJECT: English Language	TEACHER: Nani Elena	
GRADE: 5 th – 8 th (Target group)	TIME: 50 min.	
OBJECTIVES	At the end of the lesson, students will: <ul style="list-style-type: none"> • Describe people’s appearance and complexion using a wide range of vocabulary items • Improve receptive and productive skills • Develop their team-work skills 	
MATERIALS	Laptop, OHP, Internet, PowerPoint Presentation, watercolours, brushes, coloured pencils, paper, portraits by famous painters, worksheets, diploma	
LESSON PLAN	Activities	Time
	<p>LEAD – IN: The teacher organizes the students into groups and gives them three indicators <i>Hair, Face, Special features</i> describing complexion. Next, the teacher runs a Power Point presentation with vocabulary items belonging to the aforementioned categories and asks students to match the indicators with the corresponding list of vocabulary items displayed on the slides. Students negotiate the answers within groups and designate a representative to reveal the answer to the audience in the class. <i>Annex 1</i></p>	10 min.
	<p>PRACTICE: 1.1. Teacher provides the groups of students with a worksheet consisting of three paragraphs describing the appearance of the characters depicted in three famous paintings, “<i>Self-Portrait</i>” by Vincent Van Gogh, “<i>Mona Lisa</i>” by Leonardo da Vinci and “<i>Portrait of a Man with a Medal</i>” by Sandro Botticelli. The students have to read the descriptions and match them with the corresponding painting. The teacher gets feedback by asking the representatives of</p>	10 min.



	<p>the groups to reveal their answers. <i>Annex 2</i></p> <p>1.2. Teacher asks the students to choose the portrait they like best and write a short paragraph about what they consider to be the story behind the painting. Teacher provides the students with some general guidelines to rely on in performing the task, namely the emotional state of the person in the painting, his/her social standing and age. The representatives of the groups take the stage and present their character to the class. At the end of the activity, the teacher has the students surf the internet in order to find out the historically acknowledged background of each painting.</p> <p>1.3. Teacher tells the students that they are going to take part in an art workshop and gives each group a sealed envelope containing a famous painting, brushes, watercolours and a sheet of paper. The groups are requested to designate a painter among their peers. The students open the envelopes and describe the portrait as detailed as possible for the painter to make a genuine reproduction of it. As part of the task, the painters are not allowed to see the portrait, they have to rely solely on their colleagues' guidance. At the end of the activity, the original paintings and their replicas are revealed and compared. The group with the most genuine reproduction is declared the winner. <i>Annex 3</i></p>	<p>10 min.</p> <p>20 min.</p>
<p>CONCLUSIONS: Art proved to be an engaging and entertaining means of motivating the students to actively participate in the lesson. They were interested in finding out more about the history behind each painting and eager to demonstrate their communication skills and artistic talent. Students spoke more fluently and more accurately as they were united in their endeavour to produce a prize -</p>		



	<p>winning painting. They were more receptive to vocabulary and able to memorize it rather effortlessly. Art proved to be appealing to students with learning difficulties, as it offered them the opportunity to express themselves artistically as well, thus compensating for their non-proficiency and improving their self-esteem. The artistic visual support helped them to make correlation faster and triggered their long-term memory. Art creates a relaxing atmosphere and enables students, regardless of their level of knowledge, to feel valued and optimistic about how much and how well they can learn.</p>
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Annex 1
PowerPoint Slide

HAIR	FACE	SPECIAL FEATURES
<p><i>What sort of _____ has he/she got?</i></p> <ul style="list-style-type: none">• thin • fine • thick• bushy • straight • wavy• curly • short • medium length• long • dark• fair • red <p><i>He's/ she's got</i></p> <ul style="list-style-type: none">• a fringe • highlights• a side/centre parting <p><i>She wears/ is wearing her hair in ...</i></p> <ul style="list-style-type: none">• a ponytail • a bun• plaits • bunches	<p><i>Describe people's _____</i></p> <p>Shape: • round • square • oval • long • broad • narrow</p> <p>Eyebrows: • bushy • arched • thick • thin</p> <p>Eyelashes: • long • thick</p> <p>Eyes: • big • small • blue/brown/black/green</p> <p>Nose: • big • small • snub • straight • long</p> <p>Mouth: • full • thin • wide</p> <p>Chin: • pointed • square • round</p> <p>Skin: • smooth • lined • wrinkled • spotty</p>	<p><i>Has he/she got any _____?</i></p> <p><i>He/She has got...</i></p> <ul style="list-style-type: none">• freckles • spots• a mole • a scar• a tattoo • a birthmark• a beard • sideburns• a moustache• rosy/chubby cheeks• a double chin <p><i>He/She wears/ is wearing ...</i></p> <ul style="list-style-type: none">• glasses • earrings

Annex 2

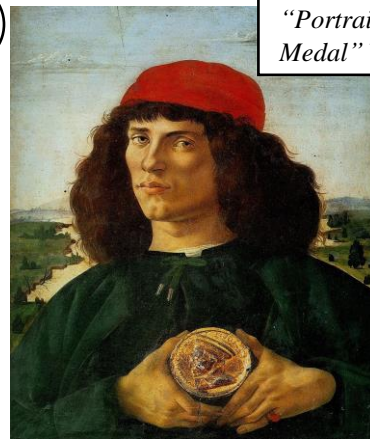
Worksheet

I. Match the descriptions with the corresponding portraits:

1

This is a self-portrait by a famous Dutch post - impressionist painter. He has got short wavy red hair, slicked back with oil hair. His face is broad with a wide forehead. He has got bushy red eyebrows, big blue eyes, a long straight nose and thin lips. His skin is wrinkled and spotted. He wears a beard and a moustache.

A

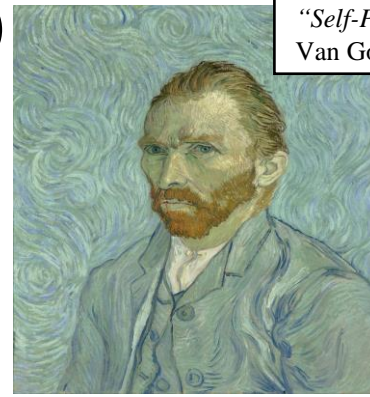


"Portrait of a Man with a Medal" by Sandro Botticelli

2

This is the most famous female portrait in the history of art. The woman depicted in the painting has got a round face with chubby cheeks and a pointed chin. She has also got brown eyes with thin eyelashes and thin eyebrows. Her nose is long and straight and her mouth is full and narrow. She has got long dark hair with a centre parting.

B



"Self-Portrait" by Vincent Van Gogh,

3

The man in the portrait has got medium-length wavy dark hair. He wears a fringe and a red hat. He has got a square face and a double chin, small blue eyes, straight thin eyebrows and a snub nose. His skin is clear – shaven and lined.

C



"Mona Lisa" by Leonardo da Vinci



Annex 3

Worksheet

Describe and paint

“The Portrait of a Young Woman”

by Nicolae Tonitza

