

# CLIL Module Plan

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<b>School</b>	Liceo artistico Depero				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Storia dell'arte		<b>Topic</b>		Museum
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The lessons of this module have been designed for a fourth-grade class at Liceo artistico Depero (Art High School) in Rovereto, consisting of 19 students (16 girls and 3 boys). There are no students with special educational needs in the group. Within the class, there are two tracks: graphic design and design. Socially, the class is not very cohesive, and friendships tend to align with the division of the two tracks. The learning level is heterogeneous. The level of English proficiency also varies: there are students with a B1 level up to a girl with a certified C1 level. The classroom's technological equipment includes a PC connected to a monitor, and each student has a personal device.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	No prior knowledge prerequisites are required for this module, as it will cover a topic not directly connected to the art history curriculum. It will indeed focus on the institution of museums. We will then proceed with an in-depth study of a local museum.	To express opinions. Present simple, present continuous, present perfect, Past simple, passive, modal verbs, superlative and comparatives. Lexis and grammar expressing similarities and difference.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 6
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**Description of teaching and learning strategies**

This module is an explorative journey into the world of museums, specifically in Trentino. The topic has been chosen because I believe it is important to introduce high school art students to this institution, as they may become professionals in this field, and it's equally crucial to make known the other educational agencies in the area. It is, therefore, essential to make them aware from now on of the characteristics, purposes, and cultural and social implications of a museum. We will discover and deeply investigate the definition of Museum according to ICOM, the most important non-governmental association in the world for museums. After this introduction, students will explore the Tridentine Diocesan Museum and the interesting exhibitions organized over the years. The choice to delve into this museum stems from my long work experience in this institution. The discovery of this museum will break down the stereotypes that often revolve around this type of institution and it can increase awareness of the historical and artistic value of their territory. The teaching approach prioritizes student engagement and participation over teacher-led instruction, emphasizing fluency over accuracy. The activities planned for the course include an icebreaker activity, brainstorming, reading, writing, speaking, working group, contests, and an exit ticket. The materials will be: computer based quiz, questionnaire and descriptive texts.

# Overall Module Plan

<p><b>Unit: 1</b> What is a museum? <b>Unit length: 2</b></p>	<p><b>Lesson 1</b> INTRODUCTION</p> <p><b>Lesson 2</b> ICOM definition</p>
<p><b>Unit: 2</b> MUSEO DIOCESANO TRIDENTINO <b>Unit length: 3</b></p>	<p><b>Lesson 1</b> An in-depth exploration in Trentino</p> <p><b>Lesson 2</b> THE TRIDENTINE DIOCESAN MUSEUM</p> <p><b>Lesson 3</b> EXHIBITIONS</p>
<p><b>Unit: 3</b> FINAL TEST AND EXIT TICKET <b>Unit length: 1</b></p>	<p><b>Lesson 1</b> FINAL TEST AND EXIT TICKET</p>

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	INTRODUCTION
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15	A short explanation of the CLIL methodology. Clarifying topics, duration, organization, and evaluation of the module.	The entire module will be accompanied by a presentation prepared on Canva, in which all the phases are outlined and which contains the links or QR codes for other applications. Brainstorming with open questions: What does the acronym CLIL stand for? Each student has to try to say what is the meaning of each letter of the acronym. The teacher collects all the opinions on the whiteboard and she explains which are the features of Clil, focusing on the meaning of the 4 Cs. For the explanation of	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Lesson, topic, Content and language integrated learning.</p> <p><b>Communicative structures</b> Present tenses, modal verbs. Communicative functions: giving examples.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>FROM_ICOM_TO_TRENTO.pdf</li> </ul> Whiteboard, LIM, Interactive Glossary: <a href="#">link</a> ; slide: <a href="#">link</a> . The QR code of the Glossary is included in Canva presentation.	To evaluate the learning process, it will be sufficient to review participation in group activities and the effectiveness of individual contributions.
L	S	R	W								

			<p>... of the explanation of what CLIL is, an interactive glossary created with Genially is used; to explain what the 4 Cs are, a slide is projected. After that, she briefly presents what the module is about, the lesson objectives and the lesson rules. Students should listen, take notes and make questions.</p>			
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2	35	<p><b>KNOWLEDGE:</b> to know the correct definition of museum. <b>SKILLS:</b> to be able to hypothesize the most suitable definition and the correct role of the museum in the society; to cooperate with others.</p>	<p>This activity is structured with an initial brainstorming session with two open questions. In pairs, students have to answer two questions: What is a museum? Write the names of five Italian or International museums. The questions are posed using Mentimeter. At the end of the task, there is an interactive discussion of their responses in order to sum up all the ideas.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Key vocabulary related to museums, e.g.: artifact, collection, curator, gallery, visitor, exhibition, display, conservation, archaeology, artwork, sculpture, painting...</p> <p><b>Communicative structures</b> Communicative functions: defining a museum; present tenses, modal verbs, passive forms.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• MUSEUM_ACTIVITY_1.docx</li> <li>• FROM_ICOM_TO_TRENTO.pdf</li> </ul> <p>Mentimeter quiz: <a href="#">link</a>; BYOD program. The QR code of Mentimer quiz is included in Canva presentation.</p>	<p>To evaluate the learning process, it will be sufficient to review participation in group activities and the effectiveness of individual contributions.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	ICOM definition
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50	<p><b>KNOWLEDGE:</b> to know the official definition of a museum according to ICOM. <b>SKILLS:</b> to be able to compare two definitions, to express opinions, <b>TO BE AWARE:</b> of the importance of the role of the museum in society.</p>	<p>After briefly summarizing the phases of the previous lesson, the teacher hands out to the students a sheet containing two definitions of museums (one from 2007 and one from 2002) according to ICOM. The teacher introduces ICOM starting from the sentence: Museums have no borders, they have a network, and through a ICOM's website. Individually, each student will have to follow the instructions on the</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Specific vocabulary about society and right, such as: inclusion, diversity, participation, and sustainability</p> <p><b>Communicative structures</b> To be able to express an opinion (In my opinion, I think, ...) and to justify a choice.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• ICOM_MUSEUM_DEFINITION.pdf</li> </ul> <p>White board, LIM, Interactive; BYOD program. Icom website: <a href="#">link</a></p>	<p>To evaluate the learning process, it will be sufficient to review participation in group activities and the effectiveness of individual contributions.</p>
L	S	R	W								

instructions on the sheet. This exercise is useful to make them reflect on the evolution of the concept of the museum over the years. At the end of the activity, the concepts of inclusion, diversity, participation, and sustainability will emerge. The students share the answer they provided to the question: In your opinion, which are the most important words that ICOM added? Try to explain the reason why these new words have been added.

2	50	<p>KNOWLEDGE: knowing ICOM: its mission and its history.</p> <p>SKILLS: organizing a digital presentation and speaking to the audience; active listening to their classmates. BE AWARE: being able to synthesize and systematize the learned information and communicate effectively.</p>	<p>The students divide into two groups. Group 1 explores the section of the ICOM website dedicated to the association's history. The second group delves into the section dedicated to the mission. Through the guiding questions created by the teacher, the two groups will present to the class what they have discovered, using a digital presentation with some notes. The links to the specific sections of the websites and the guiding questions are uploaded on a specially created Padlet.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="875 165 1218 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Specific vocabulary about ICOM and museum.</p> <p><b>Communicative structures</b> Past tenses; modal verbs;</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>White board, LIM, Interactive; BYOD program. PADLET: <a href="#">link</a>. The QR code of padlet is included in Canva presentation.</p>	<p>To evaluate the learning process, it will be sufficient to review participation in group activities and the effectiveness of individual contributions.</p>
L	S	R	W								



# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	An in-depth exploration in Trentino
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	30	<p><b>KNOWLEDGE:</b> knowing the variety of types of museums in our local area;  <b>SKILLS:</b> being able to express opinions;  <b>AWARENESS:</b> be aware of the importance of breaking down prejudices.</p>	<p>Before the activity begins, the teacher displays the outline of the phases of this section through the presentation on Canva. The teacher proposes an icebreaker activity aimed at estimating the students' knowledge regarding their familiarity with museums in Trentino. Through a survey created with Mentimeter (CFR. LINK IN MATERIALS), the students must guess the names of various museums in Trentino. Among the museums, there is also the Tridentine Diocesan Museum, which, most likely, the students are not familiar with and have never visited. The debriefing phase will focus precisely on this.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="907 167 1249 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  Vocabulary about the variety of museum (e.g. Art museums, History museums, Science museums, Natural history museums, Archaeological museums)</p> <p><b>Communicative structures</b>  Past tenses (I have never been there...)</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>FROM_ICOM_TO_TRENTO.pdf</li> </ul> <p>White board, LIM, Interactive; BYOD program. LINK TO MENTIMETER PDF: <a href="http://urly.it/3_c-k">urly.it/3_c-k</a>; BYOD program. The QR code of Mentimer quiz is included in Canva presentation.</p>	<p>To evaluate the learning process, it will be sufficient to review participation in group activities and the effectiveness of individual contributions.</p>
L	S	R	W								

2	20	<p><b>KNOWLEDGE:</b> knowing the Tridentine Diocesan Museum;</p> <p><b>SKILLS:</b> being able to express your own opinion; <b>BE AWARE:</b> to modify opinion based on the knowledge acquired.</p>	<p>The teacher presents a hypothetical situation: the class is on a trip to Trento and has one free hour. A visit to the museum is suggested. The teacher asks the students for their initial reaction. Their ideas are collected in a word cloud created with Mentimeter. This is followed by a shared debriefing moment.</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Vocabulary about feelings and emotions</p> <p><b>Communicative structures</b> Conditionals</p>	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• Wordcloud.png</li> <li>• FROM_ICOM_TO_TRENTO.pdf</li> </ul> <p>White board, LIM, Interactive; BYOD program. The QR code of the Word cloud is included in Canva presentation.</p>	<p>To evaluate the learning process, it will be sufficient to review participation in group activities and the effectiveness of individual contributions.</p>
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	THE TRIDENTINE DIOCESAN MUSEUM
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50	<p><b>KNOWLEDGE:</b> knowing the museum's locations and its collections;</p> <p><b>SKILLS:</b> being able to do an efficient web search; speaking to the audience; active listening to their classmates</p> <p><b>BE AWARE:</b> looking for meaningful images of the museum; being able to synthesize and systematize the learned information and communicate effectively.</p>	<p>After a brief explanation of the museum provided through the slides of the presentation on Canva, the students are divided into 4 groups. Each group is assigned to explore one of the 4 museum locations in depth. The teacher has prepared 4 sheets for each location with a brief description and exercises aimed at text comprehension. Each text is accompanied by a different type of exercise: completion, matching terms to definitions, true or false. and multiple-</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Specific vocabulary about civic tower, early Christian Basilica, Diocesan Museum Collection.</p> <p><b>Communicative structures</b> Verbs to describe and explain.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• Tridentine Diocesan Museum Collection_TRENTO.pdf</li> <li>• TORRE DI PIAZZA_ok.pdf</li> <li>• Historic Art Collection Ownership.pdf</li> <li>• BASILICA .pdf</li> <li>• FROM_ICOM_TO_TRENTO.pdf</li> </ul> <p>PADLET: <a href="#">link</a>. The QR code of padlet is included in Canva presentation.</p>	<p>To evaluate the learning process, it will be sufficient to review participation in group activities and the effectiveness of individual contributions.</p>
L	S	R	W								

country.

case, and multiple choice questions. After completing the reading work, each group must upload at least two significant images of the assigned location to the specially created Padlet. In the Padlet, students also find the answers to the exercises. Each group will then describe the location starting from the selected images.

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	EXHIBITIONS
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10	Re-activate and recollect what has been done during the last lesson.	Teacher: asks questions, shows presentation about the last lesson (locations of the museum). Students: answer questions, describe, explain, rephrase. To the students, it is said that their knowledge of the Diocesan Museum has improved, but it's not sufficient for a deep understanding of this place. To fully appreciate it, a better understanding of the museum's activities is necessary. The teacher will present four exhibitions organized by the museum staff over the years.	<p><b>Skills</b></p> <table border="1" data-bbox="907 167 1249 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary related to previous lessons.</p> <p><b>Communicative structures</b> Past tenses direct speech</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>FROM_ICOM_TO_TRENTO.pdf</li> </ul> <p>Specific slides on Canva presentation.</p>	To evaluate the learning process, it will be sufficient to review participation in group activities and the effectiveness of individual contributions.
L	S	R	W								

2	40	KNOWLEDGE: knowing the topics of some particularly significant exhibitions organized by the museum over the years.	The teacher asks the students to write down the names of 4 exhibition titles; she also asks them to write down the 4 topics covered. She then asks the students to guess the	<p><b>Skills</b></p> <table border="1" data-bbox="907 1236 1249 1284"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> <li>QUESTIONARIO.pdf</li> <li>TERRA_MALA.pdf</li> <li>RE-VELATION.pdf</li> <li>SIMONINO.pdf</li> <li>Brothers and Sisters.pdf</li> <li>FROM_ICOM_TO_TRENTO.pdf</li> </ul>	To evaluate the learning process, it will be sufficient to review participation in group activities and
L	S	R	W								

SKILLS: being able to express opinions. BE AWARE: of the variety of topics covered by the exhibitions organized by the museum and of the impact that certain topics can have on public opinion.

topic of each exhibition by observing some artworks presented in the slides. After a brief discussion about their opinions, the students are divided into 4 groups. Each group has each exhibition text accompanied by a glossary to clarify some technical terms (cfr. Materials). To help students delve deeper into the artworks on display, catalogs for the four exhibitions are available to students. Each group will be given a questionnaire (cfr. Materials) with guiding questions to help them determine which, in their opinion, is the best exhibition from a social impact perspective. At the end of this discussion, the students from each group will have to explain their choice to the class.

**Key vocabulary**

Specific vocabulary about prison, fake news, use of the veil, environment and pollution.

**Communicative structures**

Evaluate, hypothesize, explain.

Individual work

the effectiveness of individual contributions.



# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	FINAL TEST AND EXIT TICKET
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60	To ensure every student has a thorough knowledge of every part of the module recall knowledge, answering, closed and open questions	The teacher review the exam with students, providing clear instructions.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	S	<b>R</b>	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• CLIL Final test.pdf</li> </ul>	Summative and final assessment.
L	S	<b>R</b>	W								

2	15	Students should be able to assess their own learning. This exercise also allows students to evaluate the module.	The teacher invites the students to fill out an Exit ticket created using Google form consisting of 3 questions: 3 things I learned, 2 things I found interesting and would love to know more, 1 question I have. Students can access the Google Form through a QR code shown on the Canva presentation.	<p><b>Skills</b></p> <table border="1" data-bbox="909 165 1249 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> All previous vocabulary.</p> <p><b>Communicative structures</b></p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>FROM_ICOM_TO_TRENTO.pdf</li> </ul> <p>GOOGLE FORM: <a href="#">link</a>.</p>	Self-assessment.
L	S	R	W								