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| DEVELOPING ENGLISH THROUGH ART ORIENTED ACTIVITIES | |
| PRIMARY SCHOOL BELTINCI, SLOVENIA  TEACHER: ANDREJA ŽALIK KRANJEC | |
| lesson plan FEELINGS 1 | resources: |
| level: **lower secondary** | lesson number: **1** |
| Age of students: 13-14 |  |
| UNIT: **FEELINGS** | SUBUNIT: EMOTIONS VOCABULARY |
| GENERAL GOALS:  Students will enhance their vocabulary for emotions. They will learn some facts about some works of art. | |
| VOCABULARY covered during the lesson:  Anxious, serene, calm, tired, afraid, shocked, jealous, terrified, joyful and more. | |
| REQUIRED PRE KNOWLEDGE:  General vocabulary for feelings (nervous, sad, happy…)  General speaking skills | |
| SPECIFIC OBJECTIVES (specify skills / information that will be learned):   * learn min 10 new words for feelings, * speaking activities for emotions * recite and rewrite a poem * speak about feelings in paintings | |
| MATERIALS NEEDED:   * IWB + projector * computer * a computer/tablet for each student with internet access | OTHER MATERIALS NEEDED: (realia, apps or programmes):  [Powerpoint presentation EMOTIONS 1 for the teacher](file:///C:\Users\Andrea\Desktop\DEAR\Lessons\lessons\lesson%20plans\Emotions%201.pptx)  Gradivo za Emotions 1  Online vocabulary exercises.  (Link to the thesaurus) |
| TEACHER | STUDENT |
| **LEAD IN**  The teacher launches the [PP Emotions 1](file:///C:\Users\Andrea\Desktop\DEAR\Lessons\lessons\lesson%20plans\Emotions%201.pptx) and asks questions. Checks the answers.  Checks synonyms for these words  **VOCABULARY PRACTICE**  Students practice vocabulary for the emotions. After 10 minutes the teacher stops the activity and continues with the PP Emotions 1.  **SPEAKING**  The teacher shows works of art and students say how they feel watching this/how the characters in the paintings feel. They use the new vocabulary.  The teacher briefly presents the artists and the works of art: P.Picasso: Guernica – the bombing of the Spanish town Guernica during Spanish civil war, Matija Jama: Ples, Gustav Klimt: Kiss, Ivana Kobilica: Kofetarica, Munch: Krik, Rockwell: Thanksgiving day  **ACTING**  Students act out a scene from a painting and report how they /the characters feel. Teacher has cards with works of art and the students draw. They act out the emotion in groups. Then they report how they feel.  **A POEM:**  The teacher shows the painting of Kofetarica and reads a poem:  *When I'm depressed I cry,*  *when I'm happy I smile,*  *when I'm tired I just fall asleep.*  *When I'm anxious I clean,*  *when I'm afraid I grit my teeth,*  *when I'm serene, I drink some coffee.*  Find emotions.  Which one is not an emotion? tired  What is it? – feeling  Find the verbs. Change the verbs. What do you do when you are happy, nervous…  **END PRODUCT**: Students read their poem. | Students answer how they feel when they eg. write a test, have holidays, hear about a disaster…  Students use the online thesaurus and find synonyms for the suggested adjectives.  Students do online exercises for the vocabulary (quizzlet, speller, hot potatoes).  Students use the new vocabulary to describe the feelings in the paintings.  Students act out a scene from a painting and report how they /the characters feel.  Students read the poem in an:   * angry voice, * shy voice * nervous voice * calm voice * …   Students use the digital version of the poem to identify the emotions / verbs (activities) and replace them. (Optional extra: after replacing the emotions, students change seats and continue on another computer.)  Students identify and replace the activities. They try to rhyme them.  Students read their poems. |