

ENCOURAGING INDEPENDENT LEARNING THROUGH A CLIL DIDACTIC PROPOSAL

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Summary

The following Didactic Proposal centers around the current standard of students' learning skills and how the use of Content and Language Integrated Learning (CLIL) can improve the development of Independent Learning skills by building a solid methodological foundation. Through the Art subject in Canary Island's curriculum, this Proposal targets a group of 11-12 year old students whose characteristics have been studied and analyzed in order to design an appropriate plan based on the CLIL principles. Said plan was put into practice in a high school during two months leading to a process of in-field experimentation and adaptation. The results were analyzed and then transformed into a series of conclusions and guidelines for improving the original Didactic Proposal in hopes of putting it into practice and continuing its development.

Key words: Didactic Proposal, CLIL, cognition, Art classroom, high school.

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1. Introduction

We live in a time where the way we systematically approach education and more specifically, language learning, is changing at such a hasty pace never seen before. It is evident there is a need for speaking more than one language fluently in a world where everyone is connected and therefore needs to communicate with people from every part of the world. In such context, teachers and educators have now more than ever an immense responsibility over their shoulders. This endeavor is not any less than an ambitious challenge, specially when integrating language and content together.

For this reason, more and more professionals focus their efforts on developing methods, theories and tools for teachers to tackle this priceless enterprise. One way of contributing to this cause is by researching, leaning and applying said methods and tools incorporating them into our teaching practice, experimenting and observing the outcomes for latter analysis of the results. This paper attempts to do so by designing a Didactic Plan with some of the most up-to-dated cognitive development theories and modern teaching methodologies as reference.

2. Theoretical Framework

2.1. CLIL (definition & principles)

The term Content and Language Integrated Learning (CLIL) was launched during 1994 in conjunction with the European Commission. CLIL as an approach has slowly been gaining acceptance in European countries. In fact, in some countries, teachers are now required to use CLIL in their classrooms.

But, what is CLIL? CLIL is defined as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is not an individualized focus on either content or on language alone. Instead, they are interwoven, even if the emphasis is greater on one or the other at a given time.

The numerous versions of CLIL can be categorized by two different approaches:

- *Strong*: also known as content-driven, where the majority of the focus is on subject content. The learning objective would be addressed to skills and subject concepts.
- *Weak*: also known as language-driven, where the primary objective would be the learning of the language.

When teachers are planning a CLIL lesson, there are four principles to think about.

As described by many scholars (Coyle et al. 2010) the 4 C's framework is a basic structure formed by the four main components of CLIL. The 4 C's are:

- **Communication:** Students learn together and work in groups, talking with each other as well as with the teacher, using as much of the new language as they can.
- **Community/Culture:** Being a method which aims at increasing the capacity of people to communicate with each other through a foreign language, the inclusion of cultural awareness in a CLIL lesson should be of the utmost importance. This is specially enhanced by the fact that culture is both transmitted and shown through language, and that language is a cultural component itself.
- **Content:** In traditional teaching, teachers prepare a lesson around a logical development of the area the students have been working on. It's just the same with CLIL. Teachers develop lessons around what the students already know. In this way, students build their content knowledge like building a wall, one course on top of the other, as if they were stacking bricks.
- **Cognition:** One goal of the CLIL approach is to cognitively challenge learners and develop their creative potential. For content learning to be effective learning, students must be cognitively engaged, which involves the development of thinking skills. Thinking skills were categorized in Bloom's Taxonomy as Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) as early as 1956. Said Taxonomy was revised in more recent years by Anderson and Krathwohl, adding Middle Order Thinking Skills (MOTS) as connectors between the previous two.

2.2. Developing Cognitive Skills

From Piaget's Theory of Cognitive Development (1936), we can reference the Four Stages of Cognitive Development in order to identify the learning moment or scheme students are currently working on. By identifying where they are on their development, teachers can become better companions and provide richer learning environments that sufficiently challenge students while still staying within a controlled and safe space.

As further described in the Context section of this plan, in the of 1st of ESO, students are between the ages of 11 and 12. By now, most have mastered the Concrete Operational Stage (from 7 to 11 years), characterized by Logical Thought: the ability to make logical manipulations of concrete—but not theoretical—objects, serialize, order and group things into classes based on common characteristics and also, reason and follow rules and regulations. By the end of the Concrete Operational Stage it is also common to

show noticeable improvement in mood self-regulation. Here, the students in question are at the Formal Operational Stage (11 years and older), where they begin to master Abstract Reasoning. At this stage, children begin to develop abstract thinking, deductive reasoning and an overall increased ability to think systematically and symbolically.

It is worth mentioning that not all children reach the Formal Operational Stage. Je Ajayi, M.D., a board-certified psychiatrist at Connected Minds in Smyrna, Georgia explains that "those who don't [reach the Formal Operational Stage] will demonstrate marked inabilities to perform mathematical calculations, think creatively, use abstract reasoning or imagine the outcome of particular actions. They also fail to develop deductive logic, a skill that is critical in the math and science". Additionally, Dr. Ajayi states that "Children also develop the capacity for systematic thinking in the formal operational state." Kids' thinking starts with a hypothesis that is deduced to testable assumptions, and they are able to isolate and combine variables to come to a logical conclusion.

2.3. Independent Learning

A major aim of CLIL teaching is to help students to work independently in order to solve problems and to develop their own knowledge and skills. Independent learning can be seen from two broad perspectives. The first perspective is as a general pedagogy, a pedagogy of questioning rather than a pedagogy of delivering answers. The second perspective emphasizes individual "ownership" of the learning process, which includes making informed choices about seeking guidance or collaborating with others, as independent learning does not mean learning in isolation (Chen et al. 2017).

This dissertation focuses on the latter perspective. The ability of making self-informed decisions and the process that leads to such capability is one of the most valuable skills a person can develop. It not only allows for critical thought but also provides the ground for a life of continuous learning. For that reason, encouraging Independent Learning is one of the main goals of the presented Didactic Proposal.

3. Critical Assessment of the Current Didactic Plan

In order to design a functional Didactic Proposal adapted to the characteristics and needs of its context, an analysis of the current Art Didactic Plan of Mayco School will be carried out. Relevant key points will be addressed and taken into consideration while reflecting on the aspects that could be strengthened.

3.1.General Analysis of the Learning Program

As an overall review, the School's Art plan will be discussed and analyzed, as well as an assessment the methodology used for the subject. But first, a summary of Mayco School's education offerings and structure will be explored as introductory context.

3.1.1.Mayco School Context

Mayco School of English offers immersive English programs from Nursery, Kindergarten (3-6 years old), Primary (7-11 years old) and Secondary up to 4th of ESO (12-16 years old) distributed on four different headquarters: Mayco Nursery, Mayco I and II for Pre- K up to K-6 and Mayco III for 1st of ESO (K-7) up to 4th of ESO (K10). The school provides detailed attention in small group classes in order to keep a familiar and personal environment.

Mayco School of English is a private school with limited openings each year. Most of the students who attend this centre benefit from a favored socio-economical status with access to multiple learning resources.

At the Secondary Education headquarter there are the following classes:

- 1st of ESO, with 30 students divided in two groups.
- 2nd of ESO, with 24 students not divided.
- 3rd of ESO, with 16 students not divided.
- 4th of ESO, with 20 students not divided.

3.1.2.Art Subject Structure

Art is a mandatory subject for only two of the four grades imparted at Mayco, 1st and 3rd of ESO. Its Art department works with the assistance of only a single teacher who is in charge of planning and teaching both 1st and 3rd grade. In addition to the Art subject, the Art teacher also co-operates on the subject of Communicative Practices.

3.1.3.Analysis of the Art Learning Plan for 1st of ESO at Mayco

(See Annex 1 for table of current Art Learning Plan for 1st of ESO)

The current Art Learning Plan at Mayco School follows the Canary Island's Education and legislation revised guidelines, including the content and competences required for this learning stage. As with most learning plans, the document is divided in a

general section including general objectives (Annex 2) and individual sections describing every unit in detail.

The starting point context is described with a general description of the number of students and the fact that none of them require special attention. There are no other details regarding prior knowledge, learning styles/difficulties or achievement levels. Due to personal/health reasons, memos from other years are not available. For this reason it is challenging to determine whether the objectives set on this plan are relevant to the particular needs of this group of students. Nevertheless, said objectives are reasonable for their age range.

The plan specifies Project Based Learning (PBL) methodologies for all units as the main learning strategy. PBL allows the use of theoretical knowledge in practical scenarios, adding the element of experience and reinforcing skills such as problem solving, project management or collaboration.

In relation to the structure of leaning units, there seems to be a lack of coherence on progression. The plan leaps from an introductory unit such as Unit 1: *Visual Elements* where student start learning about the basic of tools and techniques in art, to Unit 2: *Decorative Geometry* which requires a higher level of understanding of elements and techniques in order to value geometry properties. Additionally, the last unit presented on this plan (3Dmensional world) does not belong to the 1st of ESO curriculum and might be too advanced for this stage.

Seating arrangements and resources are specified for each unit depending on the content requirements. It is worth mentioning that during the two first units, groups both large and small are included in the plan, while in the last three units students are expected to work individually.

Regarding assessment methods, they are not described on the plan, giving the opportunity for teachers to implements any assessment criteria they consider fit for each specific context.

4. CLIL Didactic Proposal

4.1. Introduction

In the current era, the power of an image has gained unprecedented prominence due to its importance as a media to transmit a message. The daily reality of images that reach us through the different media raises a need for general education on concepts and values around these images.

This subject prepares students for understanding and analyzing the social, cultural, natural and artistic environment they live in. Its purpose will be to develop perceptive, expressive and aesthetic skills based on theoretical-practical knowledge.

4.2. Justification

4.2.1. Canary Island's Education Law (BOC)

This didactic program is based on the following legal framework:

- Ley Orgánica 2/2006, de 3 mayo, de Educación.
- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE) (BOE no 295, de 10 de diciembre).
- Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y el Bachillerato (BOE n.o 3, de 3 de enero de 2015).
- Decreto 81/2010, de 8 de julio, por el que se aprueba el Reglamento Orgánico de los centros docentes públicos no universitarios de la Comunidad Autónoma de Canarias Bachillerato (BOC no 143, de 22 de julio de 2010).
- Decreto 315/2015, de 28 de agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y del Bachillerato en la Comunidad Autónoma de Canarias (BOC no 169, de 29 de agosto de 2015).
- Decreto 83/2016, de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y del Bachillerato de la Comunidad Autónoma de Canarias (BOC no 136, de 15 de julio de 2016).
- Decreto 25/2018, de 26 de febrero, por el que se regula la atención a la diversidad en el ámbito de las enseñanzas no universitarias de la Comunidad Autónoma de Canarias (BOC no46, de 6 de Marzo de 2018).

4.2.2. Canary Island's Plan for Promoting Foreign Languages Learning (PILE)

The Autonomous Community of the Canary Islands has published different orders to facilitate the learning of English. The Ministry of Education has been developing the *Integrated Content and Foreign Language Learning Program* (CLIL) since 2004.

The Government of the Canary Islands has considered it necessary to establish a plan to promote foreign languages (PILE) that contemplates the continuity of the existing centers immersed in linguistic programs and articulates a procedure for the implementation of new actions by responding to the current needs in the educational and social field raised by the Council of Europe in the conclusions of the "Europe 2020 Strategy".

In the European context, it is implied the obligation to activate a change that improves students' language competence. The strategic lines of action are:

- 1.- Organization of the multilingual model for teaching.
- 2.- Recognition of linguistic competence.

With these strategic lines of action, the PILE serves to promote a global linguistic education that concerns all the languages present and taught in the school environment.

Both strategic lines will be developed along four lines of action:

- Regulations: Develop a regulatory framework that ensures its correct application.
- Educational centers: New teaching and learning methodology for the vehicular languages in which the curriculum is taught.
- Teachers: Teaching staff is directly responsible for the correct application of the methodological innovation processes. The PILE is based on their training to improve the level of competence of the students in foreign languages.
- Students: Through the PILE, language learning is promoted, including the main language of schooling, students are brought closer to the plurality of languages and the diversity of cultures, and the construction of knowledge in different disciplines is facilitated.

4.3. Context

The following Didactic Proposal has been designed for a specific group of students between 11 and 12 years of age who attend 1st grade of ESO at Mayco School. The two classes of 1st of ESO are composed of 15 students (male and female) each. The small size of the groups makes it possible for personalized attention, assessment and feedback.

Both groups are heterogeneous character-wise, with a variety of very different personalities and learning patterns.

It is noteworthy, that each group has a slightly unique “group personality”, being one a more talkative and easily distracted group while the other shows additional care for concentration and engagement while maintaining a calmer environment given the same circumstances. These group characteristics have been studied and taken into consideration while developing this proposal.

On a socioeconomic and cultural point of view of students share similar backgrounds, making this a fairly homogeneous class. Most students come from well educated middle-high class families with similar ethnicities.

Considering the length of the school year from mid September until the end of June, excluding holidays, and taking into account students of 1st of ESO have Art subject only twice each week, the total number of sessions for this subject is 70 sessions. These sessions are distributed as follow:

- 1st Term (Sep-Dec): 29 sessions
- 2nd Term (Jan-March): 21 sessions
- 3rd Term (Apr-June): 20 sessions

4.4. Objectives

4.4.1. General

1. Promoting student autonomy and individual responsibility
2. Promoting cooperative learning
3. Developing language of learning and language for learning
4. Developing key competences and multiple intelligences
5. Implementing CLIL methodology
6. Work with assessment, self-assessment and peer-assessment techniques

4.4.2. Specific

1. Identify, explain and analyze visual elements of the image.
2. Use visual elements of the image on expressive compositions.
3. Use of different graphic techniques.
4. Use balance, proportion and rhythm.
5. Reflect and be able to explain own work.
6. Appreciate Canarian artistic and cultural heritage.
7. Development both global and local perspectives.

8. Understand color & texture properties (Color theory).
9. Differentiate and classify textures.
10. Use color and texture as tools for self expression.
11. Experiment with paper and reused (claimed) material to create textures.
12. Attention to tidiness and neatness in the work space
13. Understand the elements present in communication (sender, receiver, message, medium).
14. Identify and understand the different functions of visual and audiovisual language.
15. Identify and create icons.
16. Recognize trends.
17. Create comics using their specific characteristics (banners, speech bubbles, onomatopoeia...).
18. Identify elements of communication used in advertisement.
19. Value cultural and historical heritage in the Canary Islands.
20. Use technical drawing tools (traditional and digital).
21. Identify the elements of geometric flat shapes: point, line, segment, plane, angles, circles.
22. Understand and use Thales Theorem.
23. Understanding and finding midpoints and bisectors.
24. Constructing and dividing circles and circumferences.
25. Classify and construct triangles
26. Math properties of right triangles
27. Classify and construct polygons from three to six sides inscribed and knowing one side

4.5.Competences

Skill development and acquisition are fundamental when addressing the teaching-learning process. Working on a skill involves learning to respond to unexpected situations at school, making room for the possibility of solving similar situations in different contexts, preparing students to discover how to be, how to do and how to apply the knowledge learned. In short, it means achieving not only specific knowledge, but also the degree to which they are capable of recognizing, formulating and dealing with problems in real life contexts.

- **Linguistic Communication (CL)**

Every communicative process has common elements and therefore, Art Education facilitates the access to specific resources in order to express ideas, feelings and emotions thereby, enriching communication.

The different art expressions serve as a communication vehicle that transcends language barriers and is universally understood.

- **Math and Basic Science and Technology Skills (CMCT)**

Flat geometry, perspective and representation of shapes allow the use of proportions, dimensions, relationships, positions and transformations that help students acquire Mathematical Skills. In addition, observation, experimentation, discovery, reflection and analysis applied to creative processes reinforce the acquisition of basic Science and Technology. Skills.

- **Digital Skills (CD)**

Combining the use of traditional art mediums and the use of computer design and drawing programs can increase student's resources and benefit them with their communication and expression of ideas, problem solving skills and carrying out individual or collaborative projects.

Digital Skills imply creative, critical and safe use of information and communication technologies, as well as respect for the rights and freedoms of people in the digital world.

- **Learning to Learn (AA)**

When students reflect on the Art process they become aware of their own abilities and resources, plan the creative processes adapted to their final objectives, experiment with different techniques, materials and media by exploring their expressive potential, monitor the process and its progress towards the final goal. Eventually, they become able of evaluating the results obtained, accepting successes and errors as an instrument for improvement.

- **Social and Civic Skills (CSC)**

Collaborating in group projects and learning by experimenting team work, students are encouraged develop Social Skills required in such environments. They will foster attitudes of respect towards others, tolerance towards differences, cooperation, flexibility and understanding of different points of view.

- **Sense of Initiative and Entrepreneurship (SIEE)**

In order to develop this skill it is necessary to promote students capacities for analysis, planning, organization, selection of resources, decision making, problem solving and evaluation as well as self-assessment as means to transform ideas into art productions.

- **Cultural Awareness and Expression (CEC)**

This competence implies knowing, understanding, appreciating and critically valuing, with an open and respectful attitude, different cultural and artistic manifestations, styles and trends of different periods, as well as using them as a source of enrichment and personal enjoyment while considering them as part of the wealth and heritage of the people, thus contributing to its conservation.

4.6. Methodology

Developing a work system requires to tackle existing knowledge, hobbies and experiences of the students, which will allow establishing work guidelines in order to follow and gradually incorporate contents according to the needs each group presents.

The following subsections describe the methods and strategies applied on this CLIL Didactic Plan.

4.6.1. Teaching Style

CLIL methodology is not necessarily limited to a specific set of teaching techniques. However, it requires active methods, co-operative classroom management, and an emphasis on all types of communication (linguistic, visual and kinaesthetic) (Pavesi et. al., 2001).

The following teaching methods have been selected for this plan according to their characteristics that are considered to fit with the dynamic and collaborative teaching style that accompanies the CLIL methodology. Starting with the Project Based Learning approach, in addition to Gamification strategies and finishing with common teaching models used in the context of the Canary Islands Education System, this section provides a series of guidelines for a consistency on the Teaching Style during the implementation of this Didactic Plan.

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time investigating in order to respond to an engaging, and often complex question, problem or challenge. This hands-on

approach provides an opportunity to encourage independent learning. Starting with the teacher's guidance and assistance on every step of the process during the first sessions and giving more autonomy as they master the steps of project-making, students will gradually develop the tools to search, process and create upon the given project with little to no teacher management.

When speaking of gamification, this dissertation refers to the use of design elements characteristic for games in non-game contexts. Educational games are serious games. Concentration using words and definitions, an arcade game where players identify art styles and techniques, and spacial puzzles are all educational games. However, the game makes repeated practice much more enjoyable than simple memory learning. As mentioned by Douglas Brown on his 1994 book *Principles of Language Learning and Teaching*, motivation is a necessary personality factor that the learner needs in order to acquire a second language (L2).

Last but not least, there are Teaching Models often used when describing the teaching style on Didactic Proposals. As seen on previous programs from Mayco School, here are the names used to describe said models and their Spanish acronyms (note this Didactic Proposal is meant for a school within Spain and these acronyms are commonly used among other teaching professionals).

- **Expository Teaching Models (EXPO):** Through presentations and workshops, students are taught new knowledge. It is a way to provide new topics in an orderly manner.
- **Role Playing (JROL):** With this type of teaching model, skills such as empathy and effective communication are learned. It is about representing a specific situation, such as curating an exhibition or presenting a large architectural project.
- **Guided research (INVG):** In this case, the teacher raises a topic to investigate while guiding students on information searching techniques. In this way, students develop vocabulary and data search skills.
- **Group research (IGRU):** A searching problem or topic is presented for students to learn about by searching for information. Social skills are developed as students and teacher must agree on how to solve the given problem.
- **Concept Creation (FORC):** This model offers students a way to clarify or explain the information introduced in class. It provides the ability for them to be the ones who can elaborate the concepts.

4.6.2. Grouping and Class Arrangement

Depending on the kind of activity or the nature of each session, students work individually, in small groups, big groups or all together as one group.

- During theory classes, each student will sit in their own seat and work individually with the possibility of interacting, giving and receiving feedback from peers and teachers.
- On the other hand, while working with mediums like cardboard, paint or other large materials, students are encouraged to sit in groups and share tools, resources and ideas.
- When working with digital media, students can sit individually or in small groups when sharing computers/devices.

In order to achieve fitting and functional group settings, a Multiple Intelligences test will be carried out at the beginning of the course following the model proposed by Gardner in 1983 (Gardner, 2010) to find out how students use their abilities to solve problems or create products.

4.6.3. Activity Styles

In order to apply the different methodologies and attend to the different characteristics of the student body, it is necessary to plan a wide variety of activities. The following Activity Styles can be representative of the ones intended for this proposal:

- **Ice-breakers:** quick activities used at the beginning of a course or a lesson to help the students and teacher get to know each other. Helps everyone to feel more comfortable and to build group cohesiveness while foster a positive classroom environment.
- **Introductory activities:** aimed at generating interest in students, as well as finding out students' prior knowledge.

- **Reflection and development activities:** focused on gradual integration of new content, the practice of skills and abilities and the creation of new mental schemes.
- **Reinforcement and extension activities:** they will be aimed at those students who need, on certain occasions, more appropriate proposals for the acquisition of learning. They are also intended for those students who demand a deepening of learning beyond the expected levels.
- **Verification or evaluation activities:** designed to verify the adequate achievement of the objectives.

4.6.4. Learning Resources and Spaces

Traditional teaching systems often rely on textbooks, blackboards and lectures as main sources of information. When introducing CLIL methodology and independent learning, teaching and learning resources demand higher levels of novelty and engagement potential.

Projectors, interactive whiteboards, computers/devices and all kinds of audiovisual resources are part of the everyday at a modern classroom. On this CLIL Didactic Proposal Digital utilities are included as a very important element of the classes' dynamics. Audiovisual webpages like the listed bellow enrich the learning experience inviting students to become active parts on their learning experience:

- **Quizizz:** Web that allows to create quizzes and contests for the classroom.
- **Genially:** an online tool to create all kinds of visual and interactive content easily and quickly.
- **OmniGeometry:** Designed to create geometric formations based on recursive geometric shapes.
- **Pixl:** cloud-based suite of image editing tools and utilities, including several photo editors and a photo sharing service
- **Tux Paint:** is a free design program for children ages 3 and up. It is simple to use, with cheerful sound effects.
- **Storyboardthat:** Opensource Storyboarding Software in which we can create a comic or a Storyboard in a very intuitive way.
- **Desmos:** graphing calculator that allows the user to observe functions and their behavior on the Cartesian plane according to the value of each of their variables.

Youtube is another tool regularly used as a visual instructional aid for tutorials and illustrative references. Social media is part of the resources for this Didactic Plan as it already plays a mayor rol in the lives of today's youth. It is intended to demonstrate how to look for the positive, useful and didactic side of social media platforms rediscovering them as tools for leaning.

More traditional art supplies such brushes, acrylic paint, markers, pens, pencils, drawing pads, cardboard, scissors, glue... are included in this plan as they are recognized as helping tools in the development of cognitive skills such spacial perception and motor coordination, specially fine motor skills (Montessori, 2019).

As for learning spaces, the **classroom** will be the place where most sessions will take place. Students are used to this room as their learning space and therefore it is considered an optimal place for most of the activities planned. Students will also have the opportunity to make use of the school **library** resources during research session. On the other hand, some activities such the ones included in Unit 3: *Visual Laboratory* require more space, for that reason the **playground** and **gym** are also included in this section.

4.6.5. Complementary activities

- Participation in drawing, painting, comic, poster contests, etc. at a local, regional or national level, in addition to those convened by the school itself.
- Outings to spaces in the nearby environment to carry out practical activities such as life drawing, painting, photography, video, etc.
- Organized visits to museums, exhibitions and/or workshops, temporary or permanent, as well as any activity considered to be of cultural interest from the area of plastic and visual education.

4.7. Diversity and Inclusion

Having the Attention to Diversity in Bilingual Education (ADiBE) project as a main reference, this plan caters for all diversities (learning styles, achievement levels, learning paces, etc.). ADiBE counts with CLIL programs across Europe work towards an inclusive, innovative, and reflective society by offering research-based evidence and concrete resources to improve language learning and make bilingual education a more inclusive reality for all. Its objectives are:

- to identify difficulties and best practices in catering to diversity in intercultural and content integrated language learning and teaching.
- to produce and implement project, task, and ICT-based activities to make CLIL accessible to all kinds of achievers.
- to design and pilot teacher training modules to empower practitioners to step up to this important challenge.

The ADiBE project brings together key figures with great experience in the field with the ultimate aim to contribute to the integration of all students, regardless of their socioeconomic status, educational background, or achievement level in an effort to make CLIL accessible to all.

In an effort to fulfill these objectives with the students of 1st of ESO, individual care and consideration are to be taken for each and every one of them. Ongoing observation during sessions, follow-up students development and discussing potential difficulties among teachers are some strategies to implement with the support of the resources shared by the ADiBE project.

4.8. Assessment

Assessment allows to know whether students are acquiring the skills and objectives that have been marked in the Didactic Proposal. The assessment of student's learning process will be continuous, formative and inclusive, meaning there is a special focus on process and progress over final results.

4.8.1. Assessment Tools, Criteria and Learning Standards

As Assessment Tools we understand all the works, tasks, projects and activities students generate which allows for checking whether concepts and contents are being assimilated. On that note, the category of these tools vary depending on the assessed skill or content. Assessment Tools can be oral interactions in the classroom, elaborated homework or surveys/questionnaires.

Assessment Criteria are the specific references formulated to address the level of development of determined competences. They describe the characteristics or qualities of what must be valued and what students must demonstrate in their actions in a situation of a given context.

Following the Canarian Art curriculum guidelines, the 8 Assessment Criteria are listed on the annexes (Annex 3). Each Criteria is connected to the Learning Standards

stipulated on the same curriculum. All Learning Standards are also listed on the annexes (Annex 4).

4.8.2. Grading Methods

For the majority of the activities and tasks there will be rubrics with specific criteria and standards of performance. Said rubrics will be used to assign a numeric grade as well as provide personalized constructive feedback for each student on each Assessment Tool. Regarding this grading, several other factors are considered in addition to the previous instrument: punctual delivery, neatness, content analysis, general conclusions, oral and written expression, and personal effort.

In order to provide an accurate analysis of each student's own progress, the initial assessments and feedback gathered during Unit 1 will serve as a starting point to use as future reference throughout the following units.

4.9. Strategies on Cognitive Skills Development

Strategies for Cognitive Development are one type of strategy that both teachers and learners can use in order to facilitate the learning process. All of these strategies involve deliberate manipulation of language to improve learning. Some examples include repetition, organizing new language, summarizing meaning, guessing meaning from context and using imagery for memorization.

What all strategies have in common is that they need to be engaging and challenging enough to keep students motivated throughout the process. In order to design effective activities, teachers must keep in mind both cognitive and social factors since these both determine whether students will commit to the process or not try at all.

- **LOTS, MOTS and HOTS**

Bloom's Taxonomy differentiates six broad categories of thinking skills: Knowledge (remember), Comprehension (understand), Application (apply), Analysis (analyze), Evaluation (evaluate) and Synthesis (create) (Vicente, 2008). As mentioned, Bloom separates these categories in two groups, Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS), later Anderson and Krathwohl, added Middle Order Thinking Skills (MOTS) as a middle step.

LOTS are the first approach to learning something: understanding, remembering, recreating... once those skills are mastered, one can access the HOTS: evaluating,

adapting, building. But, there is work in between those two steps. As a means to master any skill, it is crucial the act of repetition, that is practicing and applying knowledge using MOTS: contrast, question, examine...

- PBL as a Learning Vehicle

This fast-changing society requires educating through experience by building shared knowledge generated from interaction and promoting autonomy. Project Based Learning is a methodology where a set of tasks focused on the resolution of questions or problems (challenges), through a process of research and/or creation performed by students in a relatively autonomously way and with a high level of involvement and cooperation, culminate in a final product presented to the rest of the group (shared knowledge).

Projects allow students to approach the curriculum in a meaningful and engaging way. Democracy is exercised because teaching is understood as a dialogue where students play an active part in their education. PBL allows students to choose and be involved, it facilitates their empowerment and makes them protagonists of their own learning process, reinforcing the idea of Independent Learning.

4.10. Structure, Planning and Timing of the Teaching Units

TABLE 2. UNITS AND SESSIONS

TERM		UNITS	SESSIONS
FIRST	1	What are “Visual elements”?	6
	2	Ways I can represent Visual Elements	10
	3	Visual Laboratory	13
SECOND	4	Gallery of Visual Arts	6
	5	What are “Visual Languages”? Can I speak them?	6
	6	A world made of images	9
THIRD	7	Time Machine: A graphic story about Visual Language	5
	8	Where does Geometry Live?	7
	9	I can build anything!	8
			70

4.10.1. Descriptive Table of Each Unit

TABLE 3. DIDACTIC PROPOSAL FOR ART SUBJECT FOR 1ST OF ESO AT MAYCO SCHOOL

Unit 1 What are “Visual Elements”?		<p>Introduction: This unit brings the opportunity to make a first contact with Art specific vocabulary. During <i>What are “Visual Elements”?</i> students will learn about the basic elements of images (dot, line, color, texture and plane) starting by understanding the theory and then exploring their surroundings in search of examples, for later recreate in their own compositions.</p>		<p>Timing:</p> <p>Sept 13th/ Sep 29th</p>
Methodology Foundation				
<p><u>Teaching Method:</u></p> <p>CLIL, PBL, TBL, INV, IGRU, INVG, EXPO</p>		<p><u>Grouping:</u></p> <p>Individual (TIND) Small Groups (PRGU)</p>		<p><u>Spaces:</u></p> <p>Classroom Library</p>
<p><u>Subjects/Content Coordination:</u></p> <p>ICT (Browsing for information and Cyber security). Mathematics (Planes and Axes Systems).</p>			<p><u>Objetives:</u></p> <ol style="list-style-type: none"> 1. Identify, explain and analyze visual elements of the image. 2. Use visual elements of the image on expressive compositions. 3. Try on different graphic techniques. 4. Use balance, proportion and rhythm. 5. Reflect and be able to explain own work. 6. Appreciate Canarian artistic and cultural heritage. 7. Be aware of both global and local perspectives. 	
<p><u>Resources:</u></p> <p>School Moodle Projector, whiteboard, devices Art Supplies (pens, pencils, markers, drawing pads) Audiovisual resources (Youtube, Canva, Quizizz, Genial.ly)</p>				
Curricular Foundation				
<p><u>Assessment Criteria:</u></p> <p>SEUP01C01, SEUP01C02, SEUP01C03, SEUP01C04</p>		<p><u>Competences:</u></p> <ul style="list-style-type: none"> • Linguistic Communication (CL) • Digital Skills (CD) • Learning to Learn (AA) • Sense of Initiative and Entrepreneurship (SIEE) • Social and Civic Skills (CSC) • Cultural Awareness and Expression (CEC) 		<p><u>Assessment Techniques:</u></p> <p>Observation Analysis Tracking</p>
<p><u>Assessed Learning Standards:</u></p> <p>1,2,4,5,6,7,10,12,13,14,15, 17,19, 20, 22, 23, 24, 25</p>				
Justification				
<p><u>Crossed elements and strategies to develop education of values:</u></p> <ul style="list-style-type: none"> • Foster cooperative work, respect and protection of our heritage. • <i>Environmental Education Project:</i> one of its objectives is to teach students about nature and advocate for the respect of the environment. • Encourage civic behavior and non-violent communication by modeling it. 				

<p align="center">Unit 2 Ways I can represent Visual Elements</p>	<p>Introduction: Art's possibilities of expression are nearly endless. This unit focusses on learning the basics of several techniques dividing them in three groups: Dry techniques, Wet techniques and Digital techniques.</p>		<p>Timing: Oct 4th/ Nov 8th</p>
<p>Methodology Foundation</p>			
<p><u>Teaching Method:</u> CLIL, PBL, TBL, FORC, INV, IGRU, INVG</p>	<p><u>Grouping:</u> Individual (TIND) Small Groups (PRGU)</p>	<p><u>Spaces:</u> Classroom</p>	
<p><u>Subjects/Content Coordination:</u> History (Different expressions of art depending on the time and place).</p>	<p><u>Objetives:</u></p> <ol style="list-style-type: none"> 1. Identify, explain and analyze visual elements of the image. 2. Use visual elements of the image on expressive compositions. 3. Try on different graphic techniques. 4. Reflect and be able to explain own work. 5. Appreciate Canarian artistic and cultural heritage. 6. Pay attention to tidiness and neatness in the work space. 7. Be aware of both global and local perspectives. 		
<p><u>Resources:</u> School Moodle Projector, whiteboard, devices Art Supplies (pens, pencils, markers, drawing pads, brushes, acrylic paint) Audiovisual resources (Youtube, Quizizz, Canva, genial.ly) Open source digital art software (Pixlr, Tux Paint)</p>			
<p>Curricular Foundation</p>			
<p><u>Assessment Criteria:</u> SEUP01C01, SEUP01C02, SEUP01C03, SEUP01C04</p>	<p><u>Competences:</u></p> <ul style="list-style-type: none"> • Linguistic Communication (CL) • Digital Skills (CD) • Learning to Learn (AA) • Sense of Initiative and Entrepreneurship (SIEE) • Social and Civic Skills (CSC) • Cultural Awareness and Expression (CEC) 	<p><u>Assessment Techniques:</u> Observation Analysis Tracking Peer-assessment</p>	
<p><u>Assessed Learning Standards:</u> 1,2,4,5,6,7,10,12,13,14,15, 17,19, 20,22,23,24, 25,</p>			
<p>Justification</p>			
<ul style="list-style-type: none"> • Foster cooperative work, respect and protection of our heritage. • Encourage civic behavior and non-violent communication by modeling it. 			

<p align="center">Unit 3 Visual Laboratory</p>	<p>Introduction: As with any other language, Art needs practice in order to be fluent at. <i>Visual Laboratory</i> brings the opportunity to broaden previous knowledge and explore the applications of plastic techniques.</p>		<p>Timing: Nov 10th/ Dec 22nd</p>
<p>Methodology Foundation</p>			
<p><u>Teaching Method:</u> CLIL, PBL, TBL INV, IGRU, INVG</p>	<p><u>Grouping:</u> Individual (TIND) Small Groups (PRGU)</p>	<p><u>Spaces:</u> Classroom Playground Gym</p>	
<p><u>Subjects/Content Coordination:</u> PE (Movement as a way of expression).</p>	<p><u>Objetives:</u></p> <ol style="list-style-type: none"> 1. Identify, explain and analyze visual elements of the image. 2. Use visual elements of the image on expressive compositions. 3. Try on different graphic techniques. 4. Reflect and be able to explain own work. 5. Pay attention to tidiness and neatness in the work space. 6. Understand color & texture properties (Color theory). 7. Differentiate and classify textures. 8. Use color and texture as tools for self expression. 9. Experiment with paper and reused (claimed) material to create textures. 		
<p><u>Resources:</u> School Moodle Projector, whiteboard, devices Art Supplies (pens, pencils, markers, drawing pads, brushes, acrylic paint, recycled materials, glue, chalk, glitter) Audiovisual resources (Youtube, Canva, Quizizz, genial.ly) Open source digital art software (Pixlr, Tux Paint, Toontastic)</p>			
<p>Curricular Foundation</p>			
<p><u>Assessment Criteria:</u> SEUP01C01, SEUP01C02, SEUP01C03, SEUP01C04</p>	<p><u>Competences:</u></p> <ul style="list-style-type: none"> • Linguistic Communication (CL) • Digital Skills (CD) • Learning to Learn (AA) • Math and Basic Science and Technology Skills (CMCT) • Sense of Initiative and Entrepreneurship (SIEE) • Social and Civic Skills (CSC) • Cultural Awareness and Expression (CEC) 	<p><u>Assessment Techniques:</u> Observation Analysis Tracking Peer-assessment Self-assessment</p>	
<p><u>Assessed Learning Standards:</u> 1,2,4,5,6,7,10,12,13,14,15, 17,19, 20,22,23,24, 25,</p>			
<p>Justification</p>			
<ul style="list-style-type: none"> • Foster cooperative work, respect and protection of our heritage. • <i>Environmental Education Project:</i> one of its objectives is to teach students about nature and advocate for the respect of the environment. • <i>Recycling project:</i> Its main goal is for students to learn the benefits of recycling, the advantages that it entails and acquire this habit. • Encourage civic behavior and non-violent communication by modeling it. 			

<p align="center">Unit 4 Gallery of Visual Arts</p>	<p>Introduction: It is important to summarize, put together and demonstrate in a practical way all that has been accomplished during the first term. This unit is dedicated entirely to the creation of a <i>Gallery of Visual Arts</i> gathering small exhibitions of student's work.</p>		<p>Timing: Jan 10th/ Jan 26th</p>
<p>Methodology Foundation</p>			
<p><u>Teaching Method:</u> CLIL, PBL, TBL, IGRU, EXPO, JROL</p>	<p><u>Grouping:</u> Small Groups (PRGU)</p>	<p><u>Spaces:</u> Classroom</p>	
<p><u>Subjects/Content Coordination:</u> English (Writing an essay: Exhibition Manifesto).</p>	<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify, explain and analyze visual elements of the image. 2. Use visual elements of the image on expressive compositions. 3. Try on different graphic techniques. 4. Use balance, proportion and rhythm. 5. Reflect and be able to explain own work. 6. Pay attention to tidiness and neatness in the work space. 7. Understand color & texture properties (Color theory). 8. Use color and texture as tools for self expression. 		
<p><u>Resources:</u> School Moodle Projector, whiteboard, devices Art Supplies (pens, pencils, markers, drawing pads, brushes, acrylic paint, recycled materials, glue, chalk, glitter) Audiovisual resources (Youtube, Quizizz, Canva, genial.ly) Open source digital art software (Pixlr, Tux Paint, Toontastic)</p>			
<p>Curricular Foundation</p>			
<p><u>Assessment Criteria:</u> SEUP01C01, SEUP01C02, SEUP01C03, SEUP01C04</p>	<p><u>Competences:</u></p> <ul style="list-style-type: none"> • Linguistic Communication (CL) • Digital Skills (CD) • Learning to Learn (AA) • Math and Basic Science and Technology Skills (CMCT) • Sense of Initiative and Entrepreneurship (SIEE) • Social and Civic Skills (CSC) • Cultural Awareness and Expression (CEC) 	<p><u>Assessment Techniques:</u></p> <p>Observation Analysis Tracking Peer-assessment Self-assessment</p>	
<p><u>Assessed Learning Standards:</u> 1,2,4,5,6,7,10,12,13,14,15, 17,19, 20,22,23,24, 25,</p>			
<p>Justification</p>			
<ul style="list-style-type: none"> • Foster cooperative work, respect and protection of our heritage. • <i>Environmental Education Project:</i> one of its objectives is to teach students about nature and advocate for the respect of the environment. • <i>Recycling project:</i> Its main goal is for students to learn the benefits of recycling, the advantages that it entails and acquire this habit. • Encourage civic behavior and non-violent communication by modeling it. 			

<p align="center">Unit 5 What are “Visual Languages” and Can I Speak them?</p>	<p>Introduction: Because we live surrounded by images, understanding of their social, cultural, natural and artistic nature becomes vital. This unit’s purpose is to develop in students perceptive and expressive abilities based on theoretical-practical knowledge of visual and audiovisual languages.</p>		<p>Timing: Jan 31st/ Feb 16th</p>
<p>Methodology Foundation</p>			
<p><u>Teaching Method:</u> CLIL, PBL, TBL, INVG, IGRU, FORC, EXPO</p>	<p><u>Grouping:</u> Small Groups (PRGU)</p>	<p><u>Spaces:</u> Classroom Library</p>	
<p><u>Subjects/Content Coordination:</u> Communicative Practices (Elements of communication).</p>	<p><u>Objetives:</u></p> <ol style="list-style-type: none"> 1. Identify, explain and analyze visual elements of the image. 2. Use visual elements of the image on expressive compositions. 3. Use different graphic techniques. 4. Use balance, proportion and rhythm. 5. Understand color & texture properties (Color theory). 6. Reflect and be able to explain own work. 7. Pay attention to tidiness and neatness in the work space. 8. Understand the elements of communication (sender, receiver, message, medium). 9. Identify and understand the different functions of visual and audiovisual language. 		
<p><u>Resources:</u> School Moodle Projector, whiteboard, devices Art Supplies (pens, pencils, markers, drawing pads) Audiovisual resources (Youtube, Quizizz Canva, genial.ly) Open source digital art software (Pixlr, Tux Paint, Toontastic)</p>			
<p>Curricular Foundation</p>			
<p><u>Assessment Criteria:</u> SEUP01C01, SEUP01C02, SEUP01C04, SEUP01C06</p>	<p><u>Competences:</u></p> <ul style="list-style-type: none"> • Linguistic Communication (CL) • Digital Skills (CD) • Learning to Learn (AA) • Math and Basic Science and Technology Skills (CMCT) • Sense of Initiative and Entrepreneurship (SIEE) • Social and Civic Skills (CSC) • Cultural Awareness and Expression (CEC) 	<p><u>Assessment Techniques:</u> Observation Analysis Tracking Self-assessment</p>	
<p><u>Assessed Learning Standards:</u> 1,2,4,5,6,7,10,12,13,14,15, 17,19,20,22,23,24,25,39,45</p>			
<p>Justification</p>			
<ul style="list-style-type: none"> • Foster cooperative work, respect and protection of our heritage. • <i>Environmental Education Project:</i> one of its objectives is to teach students about nature and advocate for the respect of the environment. • <i>Recycling project:</i> Its main goal is for students to learn the benefits of recycling, the advantages that it entails and acquire this habit. • Encourage civic behavior and non-violent communication by modeling it. 			

<p align="center">Unit 6 A world of Images</p>	<p>Introduction: Understanding Visual Languages allows to identify them and their elements present around us. A world of Images centres on Icons, Trends and how they are used in advertisement. Although predominantly digital, this unit includes “old-school” ways of poster design.</p>	<p>Timing: Feb 28th/ March 30th</p>
<p>Methodology Foundation</p>		
<p><u>Teaching Method:</u> CLIL, PBL, TBL, INVG, INV, IGRU, FORC, EXPO</p>	<p><u>Grouping:</u> Individual (TIND) Small Groups (PRGU)</p>	<p><u>Spaces:</u> Classroom Library</p>
<p><u>Subjects/Content Coordination:</u> ICT (Social Media Safety and Cyber-bullying). Ethical Values (Respect and Self esteem)</p>	<p><u>Objetives:</u></p> <ol style="list-style-type: none"> 1. Use visual elements of the image on expressive compositions. 2. Use balance, proportion and rhythm. 3. Use color & texture properties. 4. Use different graphic techniques. 5. Reflect and be able to explain own work. 6. Pay attention to tidiness and neatness in the work space. 7. Understand the elements of communication (sender, receiver, message, medium). 8. Identify and create icons. 9. Recognize trends. 10. Identify elements of communication used in advertisement. 	
<p><u>Resources:</u> School Moodle Projector, whiteboard, devices. Art Supplies (pens, pencils, markers, drawing pads, scissors, glue, cardboard, poster paper). Audiovisual resources (Youtube, Tik-tok, Instagram, Quizizz, Canva, genial.ly). Open source digital art software (Pixlr, Tux Paint).</p>		
<p>Curricular Foundation</p>		
<p><u>Assessment Criteria:</u> SEUP01C01, SEUP01C02, SEUP01C04, SEUP01C06</p>	<p><u>Competences:</u></p> <ul style="list-style-type: none"> • Linguistic Communication (CL) • Digital Skills (CD) • Learning to Learn (AA) • Math and Basic Science and Technology Skills (CMCT) • Sense of Initiative and Entrepreneurship (SIEE) • Social and Civic Skills (CSC) • Cultural Awareness and Expression (CEC) 	<p><u>Assessment Techniques:</u> Observation Analysis Tracking Self-assessment Peer-assessment</p>
<p><u>Assessed Learning Standards:</u> 1,2,4,5,6,7,10,12,13,14,15, 17,19,20,22,23,24,25,39,45</p>		
<p>Justification</p>		
<ul style="list-style-type: none"> • Foster cooperative work, respect and protection of our heritage. • <i>Recycling project:</i> Its main goal is for students to learn the benefits of recycling, the advantages that it entails and acquire this habit. • Encourage civic behavior and non-violent communication by modeling it. • Raising awareness and open communication on the influence of social media among young people. 		

Unit 7 Time Machine: A graphic story about Visual Language	Introduction: Cartoons can convey a message far more quickly than a written notice, that is one of the reasons they are used powerfully in advertising across many industries. By creating a comic, students are encouraged to encapsulate what they have learnt during the last two terms in a practical way.	Timing: April 11th/ April 25th
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Methodology Foundation

<u>Teaching Method:</u> CLIL, PBL, TBL, INVG, INV, IGRU, FORC, EXPO	<u>Grouping:</u> Big Groups (GGRU)	<u>Spaces:</u> Classroom Library
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<u>Subjects/Content Coordination:</u> Technology (Sketching and Mind maps)	<u>Objetives:</u> <ol style="list-style-type: none"> 1. Use visual elements of the image on expressive compositions. 2. Use balance, proportion and rhythm. 3. Use color & texture properties. 4. Use different graphic techniques. 5. Reflect and be able to explain own work. 6. Pay attention to tidiness and neatness in the work space. 7. Understand the elements of communication (sender, receiver, message, medium). 8. Identify and create icons. 9. Recognize trends. 10. Create comics using their specific characteristics (banners, speech bubbles, onomatopoeia...). 11. Value cultural and historical heritage in the Canary Islands.
<u>Resources:</u> School Moodle Projector, whiteboard, devices. Art Supplies (pens, pencils, markers, drawing pads, scissors, glue, cardboard, poster paper). Audiovisual resources (Youtube, Canva, Quizizz, Genial.ly). Open source digital art software (Pixlr, Tux Paint, Storyboardthat).	

Curricular Foundation

<u>Assessment Criteria:</u> SEUP01C01, SEUP01C02, SEUP01C04, SEUP01C06	<u>Competences:</u> <ul style="list-style-type: none"> • Linguistic Communication (CL) • Digital Skills (CD) • Learning to Learn (AA) • Math and Basic Science and Technology Skills (CMCT) • Sense of Initiative and Entrepreneurship (SIEE) • Social and Civic Skills (CSC) • Cultural Awareness and Expression (CEC) 	<u>Assessment Techniques:</u> Observation Analysis Tracking Self-assessment Peer-assessment
<u>Assessed Learning Standards:</u> 1,2,4,5,6,7,10,12,13,14,15,17,19,20,22,23,24,25,39,45		

Justification

- Foster cooperative work, respect and protection of our heritage.
- *Recycling project:* Its main goal is for students to learn the benefits of recycling, the advantages that it entails and acquire this habit.
- Encourage civic behavior and non-violent communication by modeling it.
- Raising awareness and open communication on the influence of social media among young people.

<p align="center">Unit 8 Where does Geometry live?</p>	<p>Introduction: Geometry is present everywhere we look, starting from nature and continuing all the way to the International Space Station. <i>Where does Geometry live?</i> invites students to reflect on its impact as well as to get acquainted with tools traditionally used on technical drawing like compasses and set squares.</p>		<p>Timing: April 27th/ May 18th</p>
<p>Methodology Foundation</p>			
<p><u>Teaching Method:</u> CLIL, PBL, TBL, INV, IGRU, EXPO</p>	<p><u>Grouping:</u> Individual (TIND) Small Groups (PRGU)</p>	<p><u>Spaces:</u> Classroom</p>	
<p><u>Subjects/Content Coordination:</u> Mathematics (Triangles). English (Final social task coordination: link context).</p>	<p><u>Objetives:</u></p> <ol style="list-style-type: none"> 1. Use visual elements of the image on expressive compositions. 2. Use balance, proportion and rhythm. 3. Use different graphic techniques. 4. Reflect and be able to explain own work. 5. Pay attention to tidiness and neatness in the work space. 6. Value cultural and historical heritage in the Canary Islands. 7. Use technical drawing tools. 8. Identify the elements of geometric flat shapes: point, line, segment, plane, angles, circles. 9. Understanding and finding midpoints and bisectors. 10. Constructing and dividing circles and circumferences. 11. Classify and construct polygons from three to six sides inscribed and knowing one side. 		
<p><u>Resources:</u> School Moodle Projector, whiteboard, devices. Art Supplies (pens, pencils, markers, drawing pads, compass, set squares, ruler). Audiovisual resources (Youtube, Canva, Quizizz, genial.ly).</p>			
<p>Curricular Foundation</p>			
<p><u>Assessment Criteria:</u> SEUP01C07, SEUP01C08</p>	<p><u>Competences:</u></p> <ul style="list-style-type: none"> • Linguistic Communication (CL) • Digital Skills (CD) • Learning to Learn (AA) • Math and Basic Science and Technology Skills (CMCT) • Sense of Initiative and Entrepreneurship (SIEE) • Social and Civic Skills (CSC) • Cultural Awareness and Expression (CEC) 	<p><u>Assessment Techniques:</u> Observation Analysis Tracking</p>	
<p><u>Assessed Learning Standards:</u> 49,50,51,52,53,54,55,56,57,58, 59,61,62,63,65,66,67,68,69, 70.</p>			
<p>Justification</p>			
<ul style="list-style-type: none"> • Foster cooperative work, respect and protection of our heritage. • <i>Recycling project:</i> Its main goal is for students to learn the benefits of recycling, the advantages that it entails and acquire this habit. • Encourage civic behavior and non-violent communication by modeling it. • Raising awareness and open communication on the influence of social media among young people. 			

Unit 9
I can Build anything!

Introduction: Realizing all previous knowledge serves a practical purpose encourages to keep learning. This unit adds the last piece of content of the school year and invites students to use all skills learned in one last free project to close the subject.

Timing:
May 23rd/
June 20th

Methodology Foundation

Teaching Method:
CLIL, PBL, TBL, INV, IGRU, EXPO

Grouping:
Individual (TIND)
Small Groups (PRGU)
Big Groups (GGRU)

Spaces:
Classroom

Subjects/Content Coordination:
Mathematics (Proportion and Thales Theorem).

- Objetives:
1. Use visual elements of the image on expressive compositions.
 2. Use balance, proportion and rhythm.
 3. Use different graphic techniques.
 4. Reflect and be able to explain own work.
 5. Pay attention to tidiness and neatness in the work space.
 6. Value cultural and historical heritage in the Canary Islands.
 7. Use technical drawing tools (traditional and digital).
 8. Identify the elements of geometric flat shapes: point, line, segment, plane, angles, circles.
 9. Understanding and finding midpoints and bisectors.
 10. Constructing and dividing circles and circumferences.
 11. Understand and use Thales Theorem.
 12. Classify and construct polygons from three to six sides inscribed and knowing one side
 13. Classify and construct triangles.
 14. Math properties of right triangles.

Resources:
School Moodle
Projector, whiteboard, devices.
Art Supplies (pens, pencils, markers, drawing pads, compass, set squares, ruler).
Audiovisual resources (Youtube, Canva, Quizizz, Genial.ly, Omnigeometry, Desmos).

Curricular Foundation

Assessment Criteria:
SEUP01C07, SEUP01C08

- Competences:
- Linguistic Communication (CL)
 - Digital Skills (CD)
 - Learning to Learn (AA)
 - Math and Basic Science and Technology Skills (CMCT)
 - Sense of Initiative and Entrepreneurship (SIEE)
 - Social and Civic Skills (CSC)
 - Cultural Awareness and Expression (CEC)

Assessment Techniques:
Observation
Analysis
Tracking
Self-assessment
Peer-assessment

Assessed Learning Standards:
49,50,51,52,53,54,55,56,57,58,
59,61,62,63,65,66,67,68,69, 70.

Justification

- Foster cooperative work, respect and protection of our heritage.
- *Recycling project.* Its main goal is for students to learn the benefits of recycling, the advantages that it entails and acquire this habit.
- Encourage civic behavior and non-violent communication by modeling it.

5. Learning Situation

5.1. Introduction

Plastic Arts, Visual and Audiovisual Education contributes to the formation of an agile, productive, rational, reflective and imaginative mind that facilitates critical perception and a more personal expression ability.

5.1.1. Title

Where does Geometry Live?

5.2. Curriculum Foundation

5.2.1. Learning Goals of the Unit

1. Value cultural and historical heritage in the Canary Islands.
2. Use technical drawing tools (traditional and digital).
3. Identify the elements of geometric flat shapes: point, line, segment, plane, angles, circles.

5.2.4. Curricular Factors

5.2.4.1. Assessment Criteria:

- Criteria 7 [SEUP01C07]: Recognize and differentiate the elements of plane geometry, through the analysis of their characteristics, properties and relationships, and through the use of traditional and computer technical drawing instruments in fundamental layouts and constructions on the plane, in order to solve basic problems of plane geometry and appreciate the importance of technical drawing.
- Criteria 8 [SEUP01C08]: Recognize, differentiate and classify regular and irregular polygons based on their sides and angles, through the analysis of their geometric and mathematical properties, direct observation and the use of traditional and computerized technical drawing instruments in tracing triangles, quadrilaterals and pentagons, to identify geometric shapes in the environment and solve polygon problems, appreciating the importance of geometry and recognizing the influence of technical drawing in different fields.

5.2.4.2. Related Assessment Learning Standards:

49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61, 62, 63, 65, 66, 67, 68, 69, 70.

5.2.4.3. Competences:

- Linguistic Communication (CL)
- Digital Skills (CD)
- Learning to Learn (AA)
- Math and Basic Science and Technology Skills (CMCT)
- Sense of Initiative and Entrepreneurship (SIEE)
- Social and Civic Skills (CSC)
- Cultural Awareness and Expression (CEC)

5.3. Methodology Foundation

5.3.1. Teaching Style

As indicated on the description table of Unit 8, during this learning situation CLIL and PBL strategies are always present.

Teaching Method:
INV, IGRU, EXPO

5.3.2. Grouping and Seating Arrangements

Students will seat in pairs as they are used for other subjects and are encouraged to collaborate and support their peers during group and pair work as well as during individual work.

5.3.3. Learning Resources and Learning Spaces

During this unit and due to the nature of its content, all sessions will take place in the classroom. In order to project the presentations and video demonstration that accompany the theoretical part of the unit, computers/devices, a whiteboard and a projector are necessary and therefore the classroom is the most convenient place. The need for tables and drawing materials such drawing pads, pencils, pens, markers, eraser, ruler, set squares and compass also make it necessary to work in the classroom, preferably in the group's own learning space where students have all their materials.

5.4. Contextualization

This unit starts by the end of March and students have already learnt about Visual Elements, Visual Language and Icons during the previous units. By now, they all are capable of using several graphic techniques, identify and work with the elements of visual composition and also have experience working with guidelines and deadlines.

5.5.Detailed Unit Plan

Session 1: INTRODUCTION

On this first approach to the unit, students are presented with short activities and games to determine their previous knowledge. It is also the opportunity to provide them with a list of contents and the plan for the following sessions.

- Activity 1: Video *Donald Duck-Mathmagic Land*. (10 min)

(https://www.youtube.com/watch?v=U_ZHsk0-eF0)

-Intro: 00:00-2:35

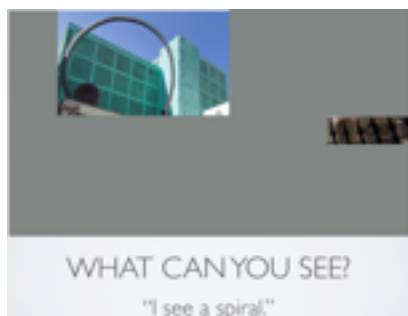
-Geometry in ancient Greece and proportion: 7:17-11.13

As a first approach, a video of the importance of geometry is projected and commented with students. Participation is encouraged by often stopping the video and asking open questions about it.

- Activity 2: Spoken interaction. *Spot the geometric shapes on pictures of local buildings. Tenerife Edition*. (5 min)

Presented as a game, this is an initial evaluation of what shapes do students identify as well as what buildings and pieces of art they can recognize. It is also an opportunity to appreciate the cultural heritage of the Canary Islands.

EXAMPLES OF THE SPOKEN INTERACTION GAME

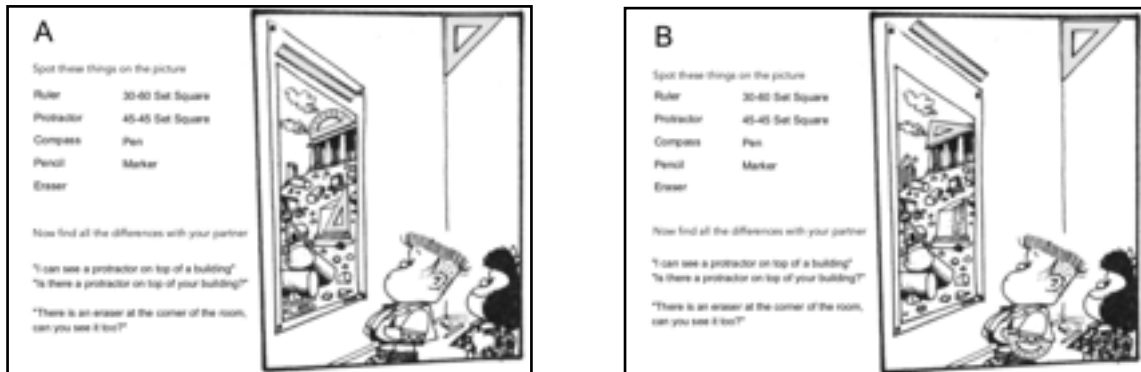


- Activity 3: Spoken interaction in pairs. Pair-work jigsaw. *Spot the differences activity: Geometric drawing materials*. (10-15 min)

Using the classic “Spot the 7 differences game” as a pretext, students are encouraged to use communication on this talkative twist that involves pair work and the use of the Language Triptych (Coyle et al., 2010) to complete the activity. Working in groups of two, each student has one image different than their partner’s and by describing

what they see and asking each other using the given vocabulary, they have to spot all the differences.

PAIR-WORK JIGSAW SHEETS



- Theoretical content: Unit presentation. *Explanation of sessions, activities & assessment criteria for this unit.* (15min)

Writing on the whiteboard a scheme of the unit's contents and activities while briefly explaining them and asking for doubts about it. During this explanation the following points are reviewed:

-Constructing geometric shapes, using drawing tools, designing using geometric shapes.

-Small tasks, 2 activities and 1 final project that incorporates all knowledge acquired during the unit (there are three options and students will vote on one topic for the whole group)

-Turn-in daily tasks ALWAYS.

-Plausible consequences for interrupting/misbehaving during class. Decide as a group what consequences could work.

Session 2: FIRST APPROACH TO GEOMETRY. LINES

- Intro: Icebreaker. *Positive feedback from each other.* (5 min)

This Icebreaker was considered necessary after noticing the style of communication and the way students treat their peers which can be improved. In an effort to foster appreciation and cooperation among students, this short activity encourages them to write anonymous compliments about their peers. By the end of the session, each retrieves a piece of paper with their name and all the positive feedback their classmates wrote about them.

- Theoretical content: Lines. *Introduce Kandinsky's work.* (10 min)

Explanation of what a line is, types of lines using a presentation projected on the whiteboard for visual support. Introducing Kandinsky's work as an example for the use of lines as a way of expression.

- Activity 1: Video tutorial task and explanation. *Constructing a parallel line through a given point.* (15 min)

(<https://www.youtube.com/watch?v=PCdaktSB6NY&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoik&index=1>)

(<https://www.youtube.com/watch?v=PCdaktSB6NY&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoik&index=1>)

Task based on a video tutorial projected on the whiteboard and simple steps written on the whiteboard and explained orally. Students write down the steps on one side of a paper and draw on the other sides following the steps and using compass, ruler, pencil, eraser and marker.

By the end of the session, students turn in their work for assessment and feedback. [Note: All videos of this unit are available on a YouTube playlist. The link is posted in the class Moodle from the first session for students to watch anytime.]

- Activity 2: Video tutorial task and explanation. *Constructing the perpendicular bisector of a line segment.* (15 min)

(<https://www.youtube.com/watch?v=3v5HL5nrmrJE&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoik&index=2>)

(<https://www.youtube.com/watch?v=3v5HL5nrmrJE&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoik&index=2>)

Task based on a video tutorial projected on the whiteboard and simple steps written on the whiteboard and explained orally. Students write down the steps on one side of a paper and draw on the other sides following the steps and using compass, ruler, pencil, eraser and marker.

By the end of the session, students turn in their work for assessment and feedback.

- Activity 3 (homework): Practical activity. *Be a Kandinsky. Constructing parallel lines with 45-45 set square and 30-60 set square.*

With Kandinsky's style in mind and using both set squares, students are asked to draw a composition including parallel and perpendicular lines. The required materials for this activity beside the set squares, are drawing pad, pencil, eraser, crayons and/or color markers. [Note: this homework is uploaded into the classroom Moodle.]

Session 3: BASIC GEOMETRIC SHAPES. TRIANGLES

- Ice breaker: Feedback time. *Highlights of last sessions' tasks.* (3 min)

Starting the session with a little review of last sessions line tasks. Giving feedback on the ones that were very well done as well as those that need to improve and how to do so.

- Intro: The importance of planning in design. *Introduce Mayco's New Logo activity.* (5 min)

By introducing the next activity planned for the unit, students are invited to focus on their designs for a new Mayco School logo (which consists on an equilateral triangle). The guidelines for this activity are:

- Equilateral triangle
- At least 9cm tall
- Centered on a drawing pad paper
- Use at least 2 colors
- Final shape in ink (pen or marker)
- Leave constructing marks in pencil

- Theoretical content: *Brand examples with geometric shapes.* (10 min)

With a presentation projected on the whiteboard about brands that use geometric shapes on their logos, students see visual examples of how geometry lives everywhere we look. With these few references and the guidelines given during the beginning of the session they can start thinking about how they will approach their redesign.

- Activity 1: Video tutorial task and explanation. *Drawing an equilateral triangle given the measurement of one side.* (15 min)

([https://www.youtube.com/watch?](https://www.youtube.com/watch?v=avJ81eKT91U&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoitk&index=4)

[v=avJ81eKT91U&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoitk&index=4](https://www.youtube.com/watch?v=avJ81eKT91U&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoitk&index=4))

Task based on a video tutorial projected on the whiteboard and simple steps written on the whiteboard and explained orally. Students write down the steps on one side of a paper and draw on the other sides following the steps and using compass, ruler, pencil, eraser and marker.

By the end of the session, students turn in their work for assessment and feedback.

- Activity 2 (for homework): Video tutorial task and explanation. *Drawing an equilateral triangle inscribed in a circle.*

(<https://www.youtube.com/watch?v=MbUIShaj52Y&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoitk&index=5>)

As we do in class, students are encouraged to follow the tutorial and this time come up themselves with a short list of steps extracted from the indications of the video.

- Activity 3: Autonomous work. *Redesigning Mayco's logo.* (15 min)

During the reminding time students start sketching and noting ideas for their design making sure they follow the guidelines of the activity.

Session 4: BASIC GEOMETRIC SHAPES. HEXAGONS

- Ice breaker: Feedback time. *Highlights of last sessions' tasks.* (3 min)

Starting the session with a little review of last sessions triangle task. Giving feedback on the ones that were very well done as well as those that need to improve.

- Activity 1: Individual activity. *Redesigning Mayco's logo.* (10 min)

Students have the opportunity to ask for peer or teacher support and finish their designs before turning their work in for assessment.

- Activity 2: Video tutorial task and autonomous work. *Drawing a hexagon inscribed in a circle.* (20 min)

(<https://www.youtube.com/watch?v=shVumum36k4&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoitk&index=6>)

This time, students will work individually or in small groups following the tutorial and extracting the steps they need to follow in order to achieve the hexagon.

By the end of the session, students turn in their work for assessment and feedback.

Session 5: SQUARES & FINAL PROJECT

- Activity 1: Video tutorial autonomous task. *Drawing an square inscribed in a circle.*

(<https://www.youtube.com/watch?v=e-i64DkVFC0&list=PLrUP1NI1rW49uP6ocPcbUaFUa-DGXoik&index=7>) (20 min)

As they did with the last task students will work individually or in small groups following the tutorial and extracting the steps they need to follow in order to achieve the hexagon. While doing so, the teacher approaches each student individually to give feedback on their last task (the hexagon) and give support on the current task in case it is needed.

By the end of the session, students turn in their work for assessment and feedback.

- Theoretical content: Explanation. *Final Group Task*. (10 min)

For the Final Task, students are divided in groups of 3 or 4 people (designated by the teacher and taking into account each students' aptitudes. Groups must be heterogeneous and balanced). Using a presentation projected on the whiteboard as visual support, students are introduced to the final project guidelines which are:

- Lines only (no coloring or shading)
- Front view, flat figures (no volume)
- Centered on a drawing pad paper
- Final shape in ink (pen or marker)
- Leave constructing marks in pencil
- Write the names of all group members on the back

- Activity 2: *Sketching ideas for the final project* (20 min)

The rest of the session students can search online for references, test and experiment with *Desmos* (software that allows to create geometric shapes using intuitive tools or by introducing numeric data), write down notes regarding their designing plan and start sketching.

Session 6: FINAL PROJECT

- Intro: Reminder of the Final Project specifications. *Requirements for this final activity and what is expected from this project*. (5 min)
- Activity 1: Group work. *Brainstorming and Sketching ideas*. (15 min)

Students take turns to write words on the whiteboard related to the final project. Each student can write one word but each word can only be written once. This way one idea can motivate new ones and stimulate students' creativity. After everyone has written a word we all discuss their meaning and possible ways of expressing them on paper.

- Activity 2: Group work. *Planning ahead*. First tries.

Students start working on their first attempts in order to experiment the limitations and strengths of their ideas.

- Activity 3: Group work. *Drawing the final design*.

Session 7: FINAL PROJECT PRESENTATION

- Extra time: Group work. *Final touches on their Final Projects*. (10 min)

Students have some minutes to finish any final detail.

- Activity 1: Spoken interaction: *Public presentation*. (20 min)

Each group will stand in front of the class and give a speech about their design, with the intention to sell it to the rest of the group and win as the best design.

- Activity 2: *Silent voting*. (10 min)

Each student can vote any of the designs, including their own, by raising their hand but only vote once.

- Closing: Goodbyes and Survey. (10 min)

Because this is the last session, it is a good time to review the highlights of the unit and thank everyone for their great work. Also the opportunity to remind them about the Feedback survey posted on the classroom Moodle.

5.6. Assessment

From the first session students' work and attitude are being monitored and would be taken in consideration for final grading. Every task must be turned in and that would be part of the continuous evaluation. As for the activities, they represent a big part of this

unit's grade because students must use the techniques learnt during class and show they understand them.

Rubrics will be used to assign numeric grades. In addition to that grade, personalized constructive feedback is provided for each student on each task and activity.

Regarding this grading, other factors like punctual delivery, peer assistance/ collaborative spirit and personal effort are taken into consideration.

In order to provide an accurate analysis of each student's own progress, the initial assessments and feedback gathered during Lesson 1 will serve as a starting point to use as future reference throughout the following sessions.

Taking into account the nature of this unit, this is the evaluation ratio for its different parts.

15% Tasks

15% Attitude

35% Activities

35% Final Group Project

5.7. Analysis of Results and Plan for Improvement

- ACTIVITIES MONITORING AND PROGRESS

Each activity and task has been reviewed and assessed according to its nature. For daily tasks, it was important that students turned them all even those that were incomplete and they were assessed with "completed", "almost done" and "half-way". While most students successfully turned in all their completed or almost completed tasks, some struggled to finish, specially with the last ones.

Activities on the other hand, were assessed by a generic rubric (Anexx 5) with a numeric grade from 1 to 10. Most students turned their work on time while some didn't meet the deadline and brought theirs on latter sessions. While every student turned their activities, many did not follow the instructions correctly and failed to meet the assessed criteria.

- SURVEY ON STUDENTS' FEEDBACK

After the last session, students were asked to give feedback about how they experienced the unit via a Google form (https://docs.google.com/forms/d/e/1FAIpQLScdWQEQ1DigMxSuhQMvpRNVB_Izli_99ATsYvrI3Zzt5O0QLA/viewform?usp=sf_link). One of the questions of the survey asked whether they referred the

Kandinsky activity or the redesign of the Mayco Logo. Most students enjoyed the first one, which allowed them to experiment with shapes and colors more freely. On another question, students were asked to describe their perfect class by using two words. The answers went from “watch movies” to “respectful and responsible”.

From these answers we can come to the conclusion that creative freedom is something students appreciate and enjoy. We can also see that there is not one perfect way of approaching the classroom but instead, we can build it with the help of students and their feedback.

- PLAN FOR IMPROVEMENT

After putting into practice the learning situation, some considerations come to mind in order to improve the current plan:

1. Instead of planning activities for the whole duration of the class, it might be convenient to plan for shorter ones leaving extra time in case of unforeseen situations like the previous class taking longer, for example.
2. Some students can be faster than others completing tasks. For those cases it is convenient to have backup activities prepared.
3. Some days students have a hard time focusing on their work and even staying seated. It would be convenient to start every session with some relaxing activity such a video or a calming ice-breaker.
4. Having students with such diverse personalities, it is of much help having options when setting activities or keeping the conditions for the mandatory tasks flexible enough for students to find their best interests while meeting the criteria requirements.

6. Conclusions

Two months and a half at a school, give a good taste of what teaching feels like but it is definitely not enough to become a teacher. After this experience, one fair conclusion is that theory rarely matches reality. Reading about cognitive development and CLIL methodology gives notions on how teaching could be but it does not prepare for how teaching currently is. Only the act of teaching can train someone for the challenges that come with it. Experience is one of the best tools in this long journey. It really can't be emphasized enough the importance of incorporating both sides of teaching: the theoretical with the practical.

Not only it is important to get to the real world in order to learn how to become a teacher but also it is necessary to be intentional about it. It becomes clear that the preparation before the class is as important as the observation during the class and the analysis of what was observed afterwards. All those steps become a crucial part of developing and improving one's teaching methods. Adding on that process of continuous investigation, cooperation among teachers benefits by broadening perspectives and making the way towards improvement easier. There is always space for improvement and there is always something new to learn, working together we help each other to keep going, to learn faster and to become better versions of ourselves.

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8. Glossary

- CLIL** (Content and Language Integrated Learning)
- CE** (Criterios de Evaluación = Assessment Criteria)
- ESO** (Educación Secundaria Obligatoria = Mandatory Secondary Education)
- EXPO** (Expositive)
- FORC** (Formación Conceptual = Concept Creation)
- HOT's**(Higher Order Thinking Skills)
- IGRU**(Investigación Grupal = Group Research)
- INV**..... (Investigación Individual = Individual Research)
- INVG**(Investigación Guiada = Guided Research)
- JROL**(Juegos de rol = Rol-playing)
- LOT's**.....(Lower Order Thinking Skills)
- MOT's**(Middle Order Thinking Skills)
- PBL**(Project Based Learning)
- PILE**.....(Plan de Impulso de Lenguas Extranjeras = Promoting Foreign Languages Plan)

9. Annexes

ANNEX 1. SUMMARY OF 1ST OF ESO ART'S DIDACTIC PROGRAM

TERM	FIRST		SECOND		THIRD
UNIT	UD1 Visual Elements	UD2 Decorative Geometry	UD3 The Visual Language	UD4 Technically Perfect	UD5 3Dimensional world
ASSESSMENT CRITERIA	SEUP01C01, SEUP01C02, SEUP01C03, SEUP01C04, SEUP01C05	SEUP01C01, SEUP01C02, SEUP01C03, SEUP01C04	SEUP01C01, SEUP01C02, SEUP01C04, SEUP01C06	SEUP01C07, SEUP01C08	SEUP01C01, SEUP01C02, SEUP01C07
ASSESSING LEARNING STANDARDS	1,2,4,5,6,7,10,12,13,14,15,17,19,20,22,23,24,25,29,30,33,34,41,42, 43	1,2,4,5,6,7,10,12,13,14,15,17,19,20,22,23,24,25	1,2,4,5,6,7,10,12,13,14,15,17,19,20,22,23,24,25,39,45	1,2,4,5,6,7,15,17,19,20,22,23,24,25,39,45	1,2,4,5,6,7,15,17,49,50,51,52,53,54,55,56,57,58,59,61
SKILLS	CMCT, CD, CEC, CL, AA, SIEE, CSC	CD, CEC, CL, AA, SIEE, CSC	CMCT, CD, CEC, CL, AA, SIEE, CSC	CD, CEC, CL, AA, SIEE, CSC	CMCT, CD, SIEE, CEC
ASSESSMENT TECHNIQUES	Observation & Analysis				
METHODOLOGIES/ STRATEGIES	DEDU, EXPO, END, EDIR, INVG PBL	EDIR, DEDU PBL	END, EXPO, SIM PBL	EDIR, MEM PBL	EDIR PBL
GROUPING	Individual (TIND) Pairs (GGRV) Groups (GHET)	Individual (TIND) Small Groups (PRGU) Groups (GHET)	Individual (TIND)	Individual (TIND)	Individual (TIND)
LEARNING SPACES	Classroom				

ANNEX 2. GENERAL OBJECTIVES OF THE ART PLAN FOR 1ST OF ESO AT MAYCO SCHOOL

Specification of the course objectives:

- Perform a critical interpretation of the images of the natural and cultural environment,
- Appreciate cultural and aesthetic values and understand them as part of the diversity of cultural heritage, thus favoring its conservation and improvement.
- Critically assess social habits related to consumption and the impact of human beings on the environment
- Promote attitudes of tolerance and respect for equal rights, and rejection of stereotypes that discriminate between men and women.
- Use plastic language to represent emotions and feelings, as well as experiences and ideas.
- Contribute to the improvement of communication, critical reflection and respect between people.
- Understand the relationships between plastic, visual and audiovisual language with other languages, and choose the most appropriate mode of expression according to communication needs, thus promoting the development of creativity.
- Use the new information and communication technologies as a means of helping to create artistic works and projects.
- Use scientific knowledge to know and apply methods, and look for possible solutions to problems, reinforcing it through technical drawing and design.
- Carry out designs and projects planning decision-making and assuming responsibilities, which develops the ability to learn to learn, self-knowledge, self-esteem, entrepreneurial spirit, critical sense and personal initiative.
- Work as a team promoting tolerance, cooperation and solidarity between people.
- Contribute to the development of creativity, the use of different means of expression and representation, and the appreciation of artistic creation and its languages as a means of communication and individual and collective enjoyment, contributing to its conservation through respect and dissemination of works artistic.

ANEXX 3. ASSESSMENT CRITERIA FROM THE CANARY ISLANDS' ART CURRICULUM

1. Identify and value the configurative elements of the image through the analysis of its visual qualities and experimentation with its expressive possibilities, through the direct observation of images, the oral and written description of own and others' graphic-plastic productions, as well as the use of different supports, materials, techniques and graphic-plastic resources in the realization of compositions to express emotions and ideas.
2. Recognize and differentiate the elements that intervene in basic compositions, through the analysis and explanation of the compositional schemes and laws of artistic manifestations, through direct observation of the environment, to apply them to graphic-plastic creative processes and produce basic personal compositions or collective, valuing the own creative processes and others of the plastic arts and design.
3. Identify and differentiate the properties of color and textures by analyzing their qualities, relationships and expressiveness; experimentation with primary and secondary colors and textures, in abstract or figurative personal compositions; and the use of different graphic techniques to express sensations and understand and value the richness and capacity of expression that these elements have in graphic-plastic productions.
4. Create abstract or figurative compositions with different communicative intentions, as well as know and apply various dry, wet and mixed techniques, using different supports and materials, and checking their expressive and communicative possibilities, to build a global vision of different graphic-plastic techniques.
5. Recognize and differentiate the elements that intervene in the process of visual and audiovisual communication through the analysis and identification of the factors that intervene in it, its purpose or function and the degrees of iconicity of the images, through the direct observation of the communicative environment and the design of images with a different significant-meaning relationship, to interpret the visual and audiovisual messages of the world around us.
6. Identify and recognize the different visual and audiovisual languages, as well as their characteristics, resources and specific elements, through the direct observation of still and moving images, the use of different resources and graphic documents, and the design of comics, to interpret the visual and audiovisual advertising messages present

in the environment, and appreciate the different styles and trends, valuing, respecting and enjoying the Historical and Cultural Heritage.

7. Recognize and differentiate the elements of plane geometry, through the analysis of their characteristics, properties and relationships, and through the use of traditional and computer technical drawing instruments in fundamental layouts and constructions in the plane, to solve basic problems of plane geometry and appreciate the importance of technical drawing.
8. Recognize, differentiate and classify regular and irregular polygons based on their sides and angles, through the analysis of their geometric and mathematical properties, direct observation and the use of traditional and computerized technical drawing instruments in tracing triangles, quadrilaterals and pentagons, to identify geometric shapes in the environment and solve polygon problems, appreciating the importance of geometry and recognizing the influence of technical drawing in different fields.

ANEXX 4. LEARNING STANDARDS FROM THE CANARY ISLANDS' ART CURRICULUM FOR 1ST OF ESO

1. Identifies and values the importance of the point, the line and the plane by analyzing, orally and in writing, images and graphic plastic productions of one's own and those of others.
2. Analyze linear rhythms by observing organic elements, in the landscape, in objects and in artistic compositions, using them as inspiration in graphic-plastic creations.
3. Experiment with the point, the line and the plane with the concept of rhythm, applying them freely and spontaneously.
4. Experiment with the expressive value of the line and the dot and their tonal possibilities, applying different degrees of hardness, different positions of the graphite or colored pencil (lying down or vertical) and the pressure exerted on the application, in compositions by hand raised, geometrically structured or more free and spontaneous.
5. Make compositions that transmit basic emotions (calm, violence, freedom, oppression, joy, sadness, etc.) using different graphic resources in each case (chiaroscuro, lines, dots, textures, colors...).
6. Analyze, identify and explain orally, in writing and graphically, the basic compositional scheme of works of art and their own works, paying attention to the concepts of balance, proportion and rhythm

7. Make basic compositions with different techniques according to the proposals established in writing
8. Make modular compositions with different graphic-plastic procedures in applications to textile, ornamental, architectural or decorative design.
9. Represents isolated and grouped objects from nature or from the immediate environment, providing them in relation to their formal characteristics and in relation to their environment.
10. Experiment with primary and secondary colors studying additive and subtractive synthesis and complementary colors.
11. Make changes to color and its properties using techniques of pigment color and light color, applying ICT, to express sensations in simple compositions.
12. Represents with chiaroscuro the spatial sensation of simple volumetric compositions.
13. Make abstract compositions with different graphic techniques to express sensations through the use of color.
14. Transcribe tactile textures to visual textures through frottage techniques, using them in abstract or figurative compositions.
15. Create compositions applying simple creative processes, through written proposals adjusting to the final objectives.
16. Knows and applies creative methods for the elaboration of graphic design, product designs, fashion and its multiple applications.
17. Reflects and evaluates, orally and in writing, the own and other's creative process from the initial idea to the final execution.
18. Understands and uses the different levels of iconicity of the graphic image, making sketches, notes, schematic, analytical and mimetic drawings.
19. Properly uses the known plastic graphic techniques, applying them appropriately to the objective of the activity.
20. Uses graphite and colored pencil, creating chiaroscuro in figurative and abstract compositions by applying the pencil continuously on homogeneous or degraded surfaces.
21. Experiment with temperas applying the technique in different ways (brushes, sponges, drips, different degrees of humidity, prints...) evaluating the expressive possibilities according to the degree of opacity and the creation of chromatic visual textures.
22. Uses paper as a material, manipulating it, tearing it, or folding it, creating visual and tactile textures to create compositions, material collages, and three-dimensional figures.
23. Create abstract and figurative shapes with cut-out paper, composing them for illustrative, decorative or communicative purposes.

24. Take advantage of recycled materials for the production of works in an environmentally responsible way and taking advantage of their graphic-plastic qualities.
25. Keeps his work space and his material in perfect order and condition, bringing it to the classroom when necessary for the preparation of activities.
26. Analyze the causes of an optical illusion by applying knowledge of perceptual processes.
27. Identify and classify different optical illusions according to the different Gestalt laws.
28. Design optical illusions based on the laws of Gestalt.
29. Distinguish signifier and signified in a visual sign.
30. Differentiate figurative images from abstract ones.
31. Recognizes different degrees of iconicity in a series of images.
32. Create images with different degrees of iconicity based on the same theme.
33. Distinguish symbols from icons.
34. Design symbols and icons.
35. Performs an objective reading of an image identifying, classifying and describing its elements.
36. Analyze an image, through a subjective reading, identifying the elements of significance, narrative and the visual tools used, drawing conclusions and interpreting their meaning.
37. Identify different frames and points of view in a photograph.
38. Make photographs with different frames and points of view applying different compositional laws.
39. Design a comic using vignettes and banners, balloons, kinetic lines and onomatopoeia appropriately.
40. Make an animation with digital and/or analog media.
41. Identifies and analyzes the elements involved in different acts of visual communication.
42. Identifies and analyzes the elements involved in different acts of audiovisual communication.
43. Distinguishes the function or functions that predominate in different visual and audiovisual messages.
44. Design, as a team, visual and audiovisual messages with different functions using different languages and codes, following the different phases of the process in an orderly manner (technical script, storyboard, realization...). Critically assess the results.
45. Identify the visual resources present in visual and audiovisual advertising messages.
46. Design an advertising message using visual resources such as figures of speech.

47. Reflect critically on a work of cinema, placing it in its context and analyzing the cinematographic narrative in relation to the message.
48. Prepares multimedia documents to present a topic or project, using digital resources appropriately
49. Draw the lines that pass through each pair of points, using the ruler, highlight the triangle that is formed.
50. Point out two of the edges of a parallelepiped, on real models, studying whether they define a plane or not, and explaining what it is, if so.
51. Draw parallel, transversal and perpendicular lines to a given one, passing through defined points, using square and bevel with sufficient precision.
52. Construct a lobed circle of six elements, using the compass.
53. Divide the circumference into six equal parts, using the compass, and draw with the ruler the regular hexagon and the equilateral triangle that is possible.
54. Identify the 30°, 45°, 60°, and 90° angles on the square and bevel.
55. Add or subtract positive or negative angles with a ruler and compass.
56. Construct the bisector of any angle, with a ruler and compass.
57. Add or subtract segments, on a line, measuring with the ruler or using the compass.
58. Draw the perpendicular bisector of a segment using compass and ruler. Also using rule, square and bevel.
59. Divide a segment into equal parts, applying Thales' theorem.
60. Scale a polygon using Thales' theorem.
61. Explains, verbally or in writing, the most common examples of loci (percentage line, bisector, circumference, sphere, parallel lines, parallel planes,...).
62. Classify any triangle, looking at its sides and angles.
63. Construct a triangle knowing two sides and one angle, or two angles and one side, or its three sides, using the tools correctly.
64. Determine the centroid, incenter or circumcenter of any triangle, previously constructing the corresponding medians, bisectors or perpendicular bisectors.
65. Draw a right triangle knowing the hypotenuse and one leg.
66. Correctly classify any quadrilateral.
67. Construct any parallelogram knowing two consecutive sides and one diagonal.
68. Correctly classify any polygon from 3 to 5 sides, clearly differentiating whether it is regular or irregular.
69. Correctly construct regular polygons with up to 5 sides, inscribed in a circumference.
70. Correctly construct regular polygons with up to 5 sides, knowing the side.

71. Correctly solves the cases of tangency between circumferences, properly using the tools.
72. Correctly solves the different cases of tangency between circles and straight lines, using the tools appropriately.
73. Correctly build a regular oval, knowing the largest diameter.
74. Build various types of ovals and ovoids, according to known diameters.
75. Correctly build spirals of 2, 3 and 4 centers.
76. Execute designs applying repetitions, turns and symmetries of modules.
77. Correctly draw the main views of frequent volumes, identifying the three projections of their vertices and their edges.
78. Constructs the chivalrous perspective of simple prisms and cylinders, correctly applying simple reduction coefficients.
79. Makes isometric perspectives of simple volumes, correctly using the square and bevel for drawing parallels.

ANEXX 5. GENERIC RUBRIC FOR ART ACTIVITIES

ACTIVITY ASSESSMENT

	Not quite there yet (1-4)	Getting there (5-7)	Great job! (8-10)
Accuracy following instructions 25%	The theme and style do not match the one asked for this activity. Did not follow any of the indications for this activity.	The theme and style is similar but not exactly the one asked for this activity. Followed some of the indications for this activity.	Theme and style match perfectly the ones asked for this activity. All instructions were followed and successfully met.
Presentation 25%	Work is messy, shows no care to detail or neatness.	Work done with basic care to detail and neatness.	Work done with good care to detail and neatness.
Use of knowledge and planning 25%	Demonstrates basic to no use of materials and techniques learnt during this unit and the previous ones. Shows no planning or pride.	Demonstrates a competent use of materials and techniques learnt during this unit and the previous ones. Shows some planning and pride.	Demonstrates a sophisticated use of materials and techniques learnt during this unit and the previous ones. Shows clear planning and pride.
Creativity and self expression 25%	Shows minimal engagement in the creative process. Work is not detailed and lacks original ideas or risks taken.	Shows perseverance in the creative process. Work is somehow detailed, explores some different options and takes some creative risks.	Shows a high level of engagement in the creative process. Work is clearly detailed, explores many different options and take creative risks.