

Year: 8	Class:	Duration: Half a term
----------------	---------------	------------------------------

Aim of the unit, enquiry question and project summary:
How can we use the works of Salvador Dalí and surrealism to inspire language?

<p>Essential Questions <i>(to challenge and inspire)</i></p> <ul style="list-style-type: none"> • How can we use Surrealism to inspire language? • What is your idea of Surrealism? • What's the most surreal thing you've seen/experienced? • How can your dreams inspire you to write a story in Spanish? • How has Dali influenced modern culture? 	<p>Learning objectives <i>(What national curriculum/exam specific content are they learning)</i></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Describe different aspects and elements of artwork using adventurous adjectives • Use analytical language to describe pieces of art • Use prepositions to say where things are in a painting • Use the concept of surrealism to challenge rational thought with their speaking and writing • Use both the present and preterit tenses • Use the preterit tense to describe a dream in past • Use the preterit tense to reflect on their end product 	<p>Product / Outcomes <i>(What do you want students to have produced - list the key outcomes)</i></p> <ul style="list-style-type: none"> • Students to produce a surrealist parody in the style of 'The Persistence of Memory' and present in a written and spoken form • Students to write an analysis and reflection of their piece
<p>Key Knowledge/Concepts</p> <ul style="list-style-type: none"> • Appreciating the richness and diversity of other cultures • Analysing pieces of art, looking at colours, tones, shapes, moods • Identifying different word categories; nouns, adjectives, verbs, other parts of speech • Using context and clues to work out meaning 	<p>Key skills and learning habits</p> <ul style="list-style-type: none"> • Note taking • Research • Paired and group talk • iPad use • Photography / Photoshop • Effective use of dictionary • Respond to spoken and written language • Using a range of techniques for memorising words, phrases and spellings 	<p>Oracy <i>(what opportunities are there to develop spoken language e.g. debate, Harkness, Socratic Seminars?)</i></p> <ul style="list-style-type: none"> -Paired talk -3s and 6s -Traverse/ Onion -Presentation

Language Futures was originally developed by Linton Village College as part of a Paul Hamlyn Foundation initiative. Management of the initiative passed to the Association for Language Learning in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.



	<ul style="list-style-type: none"> Ability to talk about how they learn 	
<p>Key resources</p> <ol style="list-style-type: none"> Destino film with Disney YouTube http://www.youtube.com/watch?v=GFkN4deuZU Dali What's My Line? Interview on YouTube Get surreal with Salvador Dali – 2 children talking about his paintings, brief version https://www.youtube.com/watch?v=ST52WsmUIM&list=PLEE6B3C33026675A&index=3 Making a surreal tree Dali style http://artwithmrsmith.blogspot.co.uk/2009/06/art-lesson-dali.html PP slides describing in Spanish the painting "La persistencia de la memoria" (attached at end of plan) Material on Dali's Atomic Period 	<p>Vocabulary (<i>What key words will you expect students to learn, how will you ensure they consistently use them?)</i></p> <p>(See separate sheet)</p>	<p>Differentiation / Personalisation (<i>How will you ensure all students can make progress through out your unit?)</i></p> <p>Through regular discussions where they explain their thinking; peer assessment Setting clear manageable but challenging targets for each student and groups of students</p>

Assessment and Assessment opportunities

How will curriculum content be assessed?	How will the final product be assessed?	How will you assess key skills?
<ol style="list-style-type: none"> Through the quality of the end products after each student/group presented a draft which has been peer assessed with feedback on ways to improve (NC level 5 in Speaking) The quality of the written work with accurate use of the Preterito (NC level 5 in Writing) Evidence of ability to use a dictionary to help in accessing new texts (NC level 4 in Reading) 	<ol style="list-style-type: none"> Presentation of each person or group's product which will be peer assessed for confidence of presentation and fluency, creativity of ideas and language accuracy of written and spoken language, feedback on EBI. This should be a public opportunity for students to exhibit their work with displays around the school The written work will be uploaded to the school Intranet for the chance for further feedback 	<ol style="list-style-type: none"> Students will share orally and in groups the strategies used to help them learn and memorise vocab and structures Observations by the teacher of talk in pairs, 3s and 6s Scrutiny of note-taking in books Discussions on how dictionary can be used and research done Peer assessment of how each one has responded to spoken or written Spanish

*The Department for Education removed the assessment system of National Curriculum levels in September 2014

Language Futures was originally developed by Linton Village College as part of a Paul Hamlyn Foundation initiative. Management of the initiative passed to the Association for Language Learning in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.

How will you immerse the students? What is your hook? How will you keep the momentum?

Students will see the clip from Destino and the interview from 'What's My Line?' which will reveal both the dreamlike nature of surrealism and who Dali is. The clip with the annoying American children speaking will also ignite their interest in Surrealism. The description of the painting will link to their Art work. Having a choice of end product will also maintain their interest and enthusiasm. We will try to organise a visit to the Dali Museum on the South Bank which will also enable the students to develop their knowledge in a real setting. In addition, they will be shown various works of Dalí throughout his career along with other Surrealist artists and comedians such as Andre Breton, René Magritte, Mighty Boosh and Reeves and Mortimer. Dali's 'Atomic Period' will link with the art and atoms Science project.

Lesson Sequence Plan

Weeks 1 – 3

Key Language Objectives:

- To introduce the key types of verbs that we will associate with a dream sequence, building on prior Spanish knowledge or in English
- To enable students to talk and write about a painting using key place prepositions
- To revise simple verbs in the 3rd person singular eg se llama, brilla, está
- To ensure that students know who Dali was and what was significant about the Surrealists

(Summarise main area of vocabulary including set phrases, connectives, question forms – see separate vocab and structures list)

Key Grammar Objectives:

- To ensure that students can describe a painting in the present tense using adjectives, adverbs, prepositions and connectives

Predicted areas of difficulty:

- Remembering to ensure the agreement of adjectives by gender and number

Key opportunities for differentiation:

- Pair and Group talk
- Use of visual support
- Kinaesthetic approaches

Language Futures was originally developed by Linton Village College as part of a Paul Hamlyn Foundation initiative. Management of the initiative passed to the Association for Language Learning in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.

Key resources:

- See resources section
- Visit to Dali Museum

- Following viewing of Destino get students to suggest dreamlike verbs either in Spanish or English e.g.: imaginar, sonar, experimentar, buscar, sentir, tener miedo
- Show the interview from 'What's My Line' and set a challenge to find out more about Dali and other Surrealists.

Week 2

- Each group to present some information about Dali and the Surrealists
- Show the clip on Surrealism, ensuring that students make notes and can also re-watch the YouTube clip later
- Present the power point of 'La persistencia de Memoria' getting students to suggest adjectives to discuss on colour, size, quality etc.
- Recap gender and number agreement
- Students need to be thinking about what their final product will be, in consultation with the Art teacher

Week 3

- Visit the Dali Museum
- Complete work on preposition and location phrases in relation to the painting
- Students choose another painting that they have seen in the Museum to describe and produce a written description in the present tense with adjectives, adverbs, prepositions etc.

Weeks 4 - 6

<p><i>Key Language Objectives:</i></p> <ul style="list-style-type: none"> • Students can confidently use the 1st person singular of verbs associated with a dream sequence • Students will be able to present their end-products in oral and written form in accurate Spanish <p><i>Key grammar objectives:</i></p> <ul style="list-style-type: none"> • Students understand the process of forming the 1st person singular in a range of verbs in the preterito • Students can build on their prior knowledge (e.g. adjectival agreements) to produce accurate work <p><i>Predicted area of difficulty:</i></p> <ul style="list-style-type: none"> • Students are able to manipulate language using a variety of verbs in the 1st person preterito <p><i>Key opportunities for differentiation:</i></p> <ul style="list-style-type: none"> • Partner support • Differentiated outcomes • Choice of end-product • Drafting and redrafting process <p><i>Key resources for lessons:</i> See resource list</p>	<p><i>Week 4:</i> Peer assessments of descriptions of chosen paintings. Teacher models his own dream sequence in the preterito. Students suggest what the rules might be for making the 1st person singular. Students start on their own Surrealist piece, a parody of a Surrealist piece. Art teacher models parody of Surrealist piece</p> <p><i>Week 5:</i> Students work in pairs, 3s or 6s on their piece of Art work/poetry etc AND on their description of a dream in the preterito. Produce drafts of each which are presented and given feedback by their peers</p> <p><i>Week 6:</i> Final versions produced, presented to a public audience orally and in written form using the preterito. Peer, teacher and class assessment Written reflection on Art work produced in preterito and put on school intranet. Displays of work put up around the school.</p>
--	--

Language Futures was originally developed by Linton Village College as part of a Paul Hamlyn Foundation initiative. Management of the initiative passed to the Association for Language Learning in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.



--	--

Nouns	Verbs	Adjectives	Adverbs	Prepositions/ location phrases	Connectives	Definite/ indefinite articles
el pintor el cuadro a luz el cielo el bloque de madera las rocas el mar la cabeza deformada la mesa de madera el reloj los relojes el árbol la rama la nariz el ojo la boca la lengua larga algunas hormigas una mosca	es son está se llama hay brilla no brilla me gusta no me gusta pretérito of: soñar imaginar buscar experimenta r sentir tener miedo	marrón gris amarilla amarillas azul azules blanco blancos naranja grande pequeño rígido blando blandos colgado deformada larga bonito interesante creativo imaginativo divertido famoso feo fea aburrido deprimente triste confuso	muy bastante un poco y también	en sobre entre detrás de al lado de debajo de en frente de en el centro a la izquierda a la derecha en la parte de abajo en la parte de arriba	pero porque	un/una/unos/u nas el/la/los/las

Language Futures was originally developed by Linton Village College as part of a Paul Hamlyn Foundation initiative. Management of the initiative passed to the Association for Language Learning in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.

Nouns	Verbs	Adjectives	Adverbs	Prepositions/location phrases	Connectives	Definite/indefinite articles
el pintor el cuadro a luz el cielo el bloque de madera las rocas el mar la cabeza deformada la mesa de madera el reloj los relojes el árbol la rama la nariz el ojo la boca la lengua larga algunas hormigas una mosca	es son está se llama hay brilla no brilla me gusta no me gusta pretérito of: soñar imaginar buscar experimentar sentir tener miedo	marrón gris amarilla amarillas azul azules blanco blancos naranja grande pequeño rígido blando blandos colgado deformada larga bonito interesante creativo imaginativo divertido famoso feo fea aburrido deprimente triste confuso	muy bastante un poco y también	en sobre entre detrás de al lado de debajo de en frente de en el centro a la izquierda a la derecha en la parte de abajo en la parte de arriba	pero porque	un/una/unos/unas el/la/los/las

Vocabulary and structures to describe “La persistencia de la memoria” plus dreamlike verbs

Language Futures was originally developed by Linton Village College as part of a Paul Hamlyn Foundation initiative. Management of the initiative passed to the Association for Language Learning in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.