

Kandinsky Emotions

Context

These children are studying the painter Kandinsky in art. A French specialist teacher is working with the class teacher to teach the art syllabus through the medium of French. This approach is called Content and Language Integrated Learning (CLIL). Here the teacher talks about Kandinsky's work, referring to the importance of colours and associated emotions.

Exploration

This school provides a high level of integration of the curriculum by teaching some subjects through the medium of French. In this lesson the teacher is teaching about the paintings of Kandinsky using clear summary texts. Linguistic work focuses on colours and their associated feelings and emotions, e.g. blue is calm for one child, red is lively for another. Children are also developing thinking skills which link abstract concepts with understanding and language. CLIL work has enabled children to develop high levels of concentration and listening comprehension. Eventually they will be able to increase their level of participation and discussion in French. The specialist teacher chooses her words carefully. She makes use of cognates –words which sound or look similar in both French and in English. She speaks slowly and clearly as she talks about the artist's work, and makes use of mini flash cards to encourage all the children to play an active part in the lesson. They are not forced to speak but can show they understand through the physical response of holding up a card. Cross-curricular work can be introduced at different levels and can be a gradual process, depending on level of confidence in the language and resources available: At a basic level you can integrate aspects of the languages programme into daily routines, e.g. greetings, praise, register, date, weather, familiar work in literacy and maths, ICT, PE and music. At a higher level you might teach aspects of the curriculum using the language, e.g. internet use and email in ICT, a dance in PE, a song in music, a picture in art, making things in D&T, a new concept in maths, aspects of a country in geography, grammatical knowledge in literacy, a topic in science. At an even higher level some schools such as this one have developed CLIL / immersion programmes, teaching a subject using a language other than English, with a good deal of success. You can find further guidance and case studies of cross curricular links and integrated work in Part 3 of the Framework, pages 33 – 45.

Learning Outcomes

The children:

- Perform simple communicative tasks using single words, phrases and short sentences
- Listen for specific words and phrases
- Understand and express simple opinions
- Listen attentively and understand more complex phrases and sentences



Next steps

As children are accustomed to longer spoken and written texts, they will be able to join in by responding with phrases and sentences in the language and by writing short sentences themselves.

- Recognise some familiar words in written form
- Read and understand a range of familiar written phrases
- Follow a short familiar text, listening and reading at the same time
- Identify different text types and read short, authentic texts for enjoyment or information
- Recognise question forms Hear main word classes
- Notice different text types and deal with authentic texts
- Use context and previous knowledge to help understanding Look and listen for visual and aural clues
- Use language known in one context or topic in another context or topic Listen for clues to meaning e.g. tone of voice, key words
- Make predictions based on existing knowledge

Development

- Consider the benefits of introducing some form of cross curricular work. With a colleague explore ways of developing cross-curricular work with your classes. Look at internet sites which will help you with planning and authentic materials.
- Try out a simple level of integration using colours and paintings or geometric shapes.