

# THE SCHOOL WEARS TÀPIES

**How would Antoni Tàpies prepare the exposition for Year  
2 during the Setmana Cultural at our school?**



**Authorship**

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**Grup d'Experimentació per al Plurilingüisme**

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## PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

### Identification

<b>Title</b>	The school wears Tàpies
<b>Authorship</b>	Núria Nadal and JèssicaBalcells
<b>With the support of</b>	Lluís Pastor, AsunMontolio and Sara Petit
<b>School</b>	Joan Miró
<b>CEFR Level (B2,C1,C2?)</b>	A0 (Starter)
<b>Grade</b>	2nd grade
<b>Content areas</b>	Arts and Crafts
<b>Number of sessions</b>	6
<b>Teacher(s) involved</b>	Núria Nadal, Sara Petit, Lluís Pastor and JèssicaBalcells
<b>Key words</b>	Antoni Tàpies, emotions, feelings, cooperative work

## INTRODUCTION TO THE PROJECT TEACHING SEQUENCE

Have you ever heard about Tàpies? Do you know what he wanted to express in his masterpieces? Are you able to put into his shoes? This project will provide you with some ideas of how Antoni Tàpies gets inspired to create artworks and exhibitions. In the end, you will create something extraordinary. Are you ready to release your inner artist?

**Driving question:** How would Antoni Tàpies prepare the exposition for Year 2 during the Setmana Cultural at our school?

### GOALS

1. To identify and express personal feelings
2. To create an artwork using Tàpies as a referent
3. To describe their creations
4. To organize their art exhibition

### HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS?

- 1.1. Identifies and expresses personal feelings.
- 2.1. Recognizes Tapies' art and applies Tapies' techniques in his/her creations.
- 2.2. Creates an artwork using Tàpies as a referent.
- 2.3. Describes and presents orally his/her creation

<b>FINAL PRODUCT</b>  <b>What is the final product?</b>	<ul style="list-style-type: none"> <li>- To organize an art exhibition.</li> <li>- To create an artwork for the school art exhibition during the “Setmana Cultural” for our colleagues and families.</li> <li>- To create an artwork labelling (description of the piece of art)</li> </ul>
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KEY COMPETENCES		
1	Communicative, linguistic and audiovisual competence	X
2	Mathematical competence	X
3	Interaction with the physical world competence	X
4	Cultural & artistic competence	X
5	Digital competence	X
6	Social and civic competence	X
7	Learning to learn competence	X
8	Personal initiative and entrepreneurship competence.	X

## CONTENTS (Knowledge and Skills)

TOPIC-RELATED CONTENTS	TOPIC-RELATED SKILLS
<ul style="list-style-type: none"><li>- Tàpies (life, style and techniques)</li><li>- Emotions and feelings</li><li>- Art exhibition</li></ul>	<ul style="list-style-type: none"><li>- Researching how to organize an art exhibition.</li><li>- Identifying and expressing personal feelings through art.</li><li>- Observing and analysing art.</li><li>- Creating a masterpiece.</li><li>- Describing their creations.</li><li>- Putting on an art exhibition</li></ul>

## CONTENT-OBLIGATORY LANGUAGE

- Tàpies exhibition:
  - Daily materials: bed, dishes, cupboard, table, chair, window, door, box
  - Lines and shapes: curved, straight, zig zag, wavy, circle, rectangle, square, triangle
  - Colours: green, yellow, purple, red, blue, grey, black, white, pink
- Emotions: Happy, sad, calm, scared, angry, loved
- Signs: cross/addition sign, subtraction, multiplication, letters (T/A)
- Artwork, sculpture, painting, artwork labelling
- Materials: fabric, wood, clay (soil/water), ropes, wire, varnish, plaster
- Material qualities: rough-smooth, hot-cold
- Places from the school: canteen, classroom, corridor, terrace, playground, kitchen, hall, library, computer room, music room, science room, ceiling, wall, floor, door, window, chair, table
- School materials: paintings, brushes, papers, scissors, glue, papier maché, newspaper, thread, pencil, rubber, pencil sharpener

- **Structures:**
  - I feel...
  - I am... / we are...
  - For me it's important because...
  - My special object is...
  - I place it in...
  - It's/it isn't...

### **PERSONAL and EMOTIONAL DEVELOPMENT**

- Make the effort to participate in class
- Collaborate cooperatively
- Be aware there is progress and reflection on the learning process
- Be critic on the own work

### **MATERIALS and RESOURCES**

- Power Points
- Self-assessment, peer-assessment and group assessment grids
- Storybook "The Color Monster"
- KWL chart
- Emotion Pots
- Flashcards (materials to create and artwork, emotions...)
- Big points
- Kahoot

## REFERENCES

*We previously visited FundacióTàpies, so children have some basic knowledge about this artist.*

*We will visit museums virtually.*

*Art theory*

*In their classes, with their tutor, they will carry out the artwork.*

*In order to see their learning process we are going to use a portfolio and assess themselves using a rubric.*

## COMMENTS

- Heterogeneous distribution of the groups to attend diversity and foster cooperative work.
- Positive feedback to foster students' learning process.
- Teacher's follow up of the group work.
- Teacher's role is being a facilitator.
- Students have an active role and are the center of their learning.

## ACKNOWLEDGEMENTS

## UNIT OVERVIEW

Session	Activities	Content-obligatory Language	Timing	Skills Reading Writing Listening Speaking Interaction	Interaction T-S S-S S-Expert S-World	CMC	Assessment Peer assessment Self-assessment Teacher assessment ...
1	Brainstorming Antoni Tàpies museum (Visiting FundacióTàpies webpage).	-	20'	Listening Speaking	T-S		Teacher observation
	Ask them the driving question and discuss ideas for the art exhibition	-	20'	Listening Speaking Writing	T-S S-S		Teacher observation
2	Tell them “The Color Monster” story	Anger Love Fear	20'	Listening	T-S		-



		Calmness Sadness Happiness					
	Hot/cold game: searching for the emotion pots	Boiling Hot Cold <i>Freezing</i> <i>It's here!</i> <i>You are...</i>	20'	Listening Speaking	T-S S-S		Teacher observation
	How do you feel today?	<i>I feel</i> green/pink/yellow/black/blue / red <i>I'm happy / angry / sad / calm / scared / loved /</i>	20'	Speaking	T-S S-S		Teacher observation
3	Who's Tàpies? - True and	It's true	25'	Speaking,	T-S		Teacher

	False	It's false We don't know		reading, listening, interaction	S-S		observation
	Photos decription	Daily life objects (bed, dishes...) <i>This is an object/painting</i>  Lines and shapes <i>I can see straight lines, thick lines...</i>  Colours <i>I can see blue, black...</i>	35'	Speaking, writing interaction	T-S S-S		Teacher observation
4	Tàpies / Not Tàpies	<i>It's Tàpies</i> <i>It isn't Tàpies</i>	20'	Speaking, interaction	T-S S-S		Teacher observation
	Guess what	Material qualities: <i>It's Cold-hot /Rough-smooth</i>	10'	Speaking, interaction	T-S S-W		Teacher observation

	Personal Objects	<p>Objects:</p> <p><i>My special object is...</i></p> <p><i>I placed it in... (the classroom, terrace,...)</i></p>	30'	<p>Interaction</p> <p>Drawing</p> <p>Speaking</p>	S-S		Teacher observation
5	Artwork labelling (collaborative writing)	<p>Name of the artwork</p> <p><i>"For me it's important because..."</i></p> <p>Materials: paint/real objects/wooden/wire</p> <p>Name of the artists (students' name)</p>	30'	<p>Speaking</p> <p>Interaction</p> <p>Writing</p>	S-S		Teacher observation
	Big points	<p>Name of the artwork</p> <p>Materials: paint/real objects/wood/wire/colors</p> <p>What they want to represent: a memory or a feeling</p>	30'	Speaking	S-W		Teacher observation

6	Art exhibition display	<i>Hang the artwork here.</i> <i>Put the artwork here.</i>	40'	Speaking, interaction	S-S S-W		Teacher observation
	Assessment	Artwork/artwork labelling: Feelings (anger, happy,...) Collaboration	20'	Writing	S-S		Rubric

## TEACHING MATERIALS

### SESSION 1-

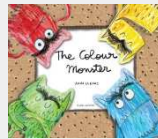
["FundacióTàpies" website](#)

Book- *"Bon diasenyorTàpies"*



### SESSION 2-

Script ["The Colour Monster"](#)



Story book- *"The Colour Monster"* - Anna LLenas

The emotion pots- 6 pots fill with colour wooden representing each emotion



### SESSION 3-

Presentation True-False Tàpies

Tàpies artworks pictures

Vocabulary (shapes/lines/colours/object-painting)

#### SESSION 4-

Tàpies-Not Tàpies presentation

Vocabulary file (materials/materials qualities/the school)

#### SESSION 5-

Antoni Tàpies Labelling presentation/Labelling words

#### SESSION 6-

Rubrics file

