**CLIL teachers’ notes**

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| **Focus of session**  *The Impressionists, how and what they painted.* |
| **Content learning objectives**  *To recognise and understand the key characteristics of Impressionist paintings.* |
| **Language learning objectives**  ***To understand descriptions of objects in a painting and feelings evoked by a painting (R, L)***  ***To describe a painting with particular reference to nature and feelings evoked (W, S).***  *Introductory sentences: Sur la photo je vois… Je me sens…*  *Nature vocabulary: un arbre, une rivière, le ciel, la mer, un pommier, l’herbe*  *Adjectives : colours and feelings (triste / heureux / calme)*  *Weather / seasons : il fait froid / beau, C’est le printemps / l’hiver / ‘l’été / l’automne* |
| **Focus artworks and/or hyperlinks**  *Paintings from Gallery 5, in particular*  [link](https://www.fitzmuseum.cam.ac.uk/frenchimpressionists/renoir/2930) (La place Clichy, Pierre-Auguste Renoir)  [link](https://www.fitzmuseum.cam.ac.uk/frenchimpressionists/pissarro/2869) (Piette’s house at Montfoucault, Camille Pissarro)  [link](https://www.fitzmuseum.cam.ac.uk/frenchimpressionists/seurat/studyforasunday) (Study for a Sunday on the Island of La Grand Jatte, Georges-Pierre Seurat)  [link](https://www.fitzmuseum.cam.ac.uk/frenchimpressionists/monet/1237) (Rocks at Port Coton, Claude Monet)  [link](https://www.fitzmuseum.cam.ac.uk/frenchimpressionists/monet/2810) (springtime, Claude Monet) |
| **Resources**  **Handout with:**   * Treasure hunt (match this small piece of picture to the wider picture) * Picture of a portrait for « Quelle est la différence ? » * Key vocab for how the photo makes you feel (je me sens…) * Key vocab for weather / seasons (il fait… c’est…) * Match up journal entries. * Space to write their own journal entry (using the rest of the handout as support)   *Big piece of A3 + board marker for any useful vocab that comes out of discussion that they might want to write in their ‘mots utiles’ section*  *Postcard for first person to have correct match up* |
| **Introductory activity (10 mins)**   * *Treasure hunt to start, getting to know the gallery* * *Choral repetition of key nature vocabulary in the treasure hunt to elicit meaning and practice pronunciation. Encourage students to make note if they didn’t already know.* * *Où est [insert treasure hunt phrase] x2 (they point to the painting)* * *ça veut dire quoi? X2 (elicit English translation)* |
| **To stimulate close looking and understanding (10 mins)**  *Possible prompt questions:*   * *Are these pictures city scenes or countryside scenes?* * *What colours can you see?* * *Do you have a favourite? Why?*   *For additional support: students work together to describe what they can see in a painting, maybe pick their favourite*  *Leading on to:*  *« quelle est la différence ? »*  *Ask them to discuss in pairs what the differences between the, Claude Monet* [link](https://www.fitzmuseum.cam.ac.uk/frenchimpressionists/monet/2810) *and the Vicente López y Portaña* [*link*](https://collection.beta.fitz.ms/id/object/209030) *are.*  *Leading on to:*  *What do you think you might see in a portrait / impressionist painting – put a cross or a tick.*  *Leading on to:*  *Briefly summarise what the key main differences were between traditional painting at the time and the impressionist movement*   * *The types of scenes depicted (landscape rather than historical / portrait)* * *Method of painting (impression rather than precision, mention impasto? The fact they painted outside)* * *Colours, particular focus on light*   *Leading on to:*  *Ask them to go and stand next to a painting that corresponds to the following 5 phrases. Act out these phrases and elicit meaning before they choose a painting.*  *Je me sens calme*  *Je me sens triste*  *Je me sens contente*  *Il fait froid*  *C’est le printemps* |
| **To understand descriptions of paintings (5 mins)**    *5 journal entries, present tense, describing something in the painting and description of feeling, the students match these up to paintings in the gallery (all chosen from pictures that are in the online gallery too so activity can be done online)* |
| **Production – creative writing (10 mins)**  *Imagine you are in the painting, write a short description of what you see (think of objects / colours) and how you feel (think of temperature / feeling). Write this on the space on the handout.* |
| **Plenary (10 mins)**    *Present the small descriptions to each other, other students have to guess which painting and go and stand underneath.* |