**CLIL teachers’ notes – French & Portraits**

**Gallery 3**

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| **Focus of session**  Reading a portrait painting. |
| **Content learning objectives**   * To learn how to read a painting * To understand the relevance of historical background / cultural information |
| **Language learning objectives**   * To understand descriptions of people depicted in paintings (R) * To understand and use key descriptive vocabulary i.e. prepositions, adjectives and colours (R, W, S) * To describe physical & personality traits in the first person (W, S)   *je porte + clothing & colours*  *Personal description: personality traits & physical appearance (je suis…)*  *key prepositions (à côté de, devant, près de)*  *il y a + basic landscape vocabulary*  *j’ai + pets/animals* |
| **Focus artworks and/or hyperlinks**  5 Portraits in Gallery 3:   1. The Braddyll family 2. Elizabeth Vernon 3. Countess of Southampton 4. Charles, 7th Earl of Northampton 5. William Glendonwyn |
| **Additional resources**  Activity booklet  Large paper & pen to note useful vocab. |
| **Introductory activity – to recap known vocabulary**   * Students complete the circling and matching activities on p1 of the booklet. |
| **To stimulate close looking and understanding – to understand descriptions of paintings and recognise key features**   1. Students focus on one portrait. Look closely at the portrait for one minute, then turn away and in pairs jot down all the things you remember from the painting – who, clothes, objects, pets, etc. 2. Students feed back. Jot down the responses and discuss i.e. cela donne l’impression qu’il est riche ou pauvre? /content ou triste ?/intelligent ou important ? 3. Students work in pairs to read the descriptions on p2 and find the correct portrait; they then choose the words from the box to complete the gaps. Discuss answers. |
| **Production – creative writing**  Students imagine they are a character in one of the portraits. They write a profile in the first person, including a description of **physical attributes** (clothing, colours, physical traits) as well as **personality traits** according to an individual/personal ‘reading’ of the portrait.  They should also include **information** about the painting, for example by describing a pet (J’ai un chien marron…) and/or their outfit (Ici, je porte une veste rouge…) |
| **Plenary**    Students present their profiles in the target language for other students to guess. |