**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
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| **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
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| **Additional resources**Activity bookletLarge paper & pen to note useful vocab. |
| **Introductory activity – to recap known vocabulary** * Students complete the circling and matching activities on p1 of the booklet.
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| **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.
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| **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.  |