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| **LESSON: Unit** Creativity. Art 2 Finding out about and describing lines and symmetry in objects, portraits and their own faces | | | | | **School-Gymnasium #1** | | | |
| **Date:** | | | | | **Teacher name: Timofeyeva L.E.** | | | |
| **CLASS: 5** | | | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | | **5.S6**  communicate meaning clearly at sentence level during, pair, group and whole class exchanges  **5.R1**  understand the main points in a limited range of short simple texts on general and curricular topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | | |
| * Use vocabulary on colours describing the objects. | | | | | |
| **Most learners will be able to:** | | | | | |
| Use vocabulary on colours and shapes in long sentences | | | | | |
| **Some learners will be able to:** | | | | | |
| * Use vocabulary on colours, shapes and body parts in long sentences and support their peers. | | | | | |
| **Language objectives** | | | Vocabulary on colours and practice the use of (is\are) | | | | | |
| **Value links** | | | Respect | | | | | |
| **Cross curricular links link** | | | Art | | | | | |
| **ICT skills** | | | Projector or Smart board for power point | | | | | |
| **Previous learning** | | | Colours, shapes | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| Beginning  Middle | **Org moment:** Greeting students.  **Setting the aim of the lesson:**  The aims of the lesson are given in PPT: develop vocabulary on colors, shapes, parts of body  Checking-up of h/t: words: shapes and colours, pictures   1. FA(draw a blue circle, a green triangle, a black square, a yellow rectangle, a purple crescent, a red heart, a pink arrow, a brown pentagon, a white star, an orange hexagon, blue cross, grey diamond) 2. Pupils draw and check each other. 3. **Work over colours and paintings of famous artists:**   **warm = yellow, red, orange, pink; cold = blue, blue/green**, *blue/purple, grey*   1. Primary and secondary colours. 2. Describe 3 pictures and answer the questions: 1.What can you see at the front/ back/ sides/ centre of the painting? 3. 2. What kind of colours did the painter / artist use? (primary/ secondary; warm/ cold; pale/ dark) 4. This / That painting gives me a \_\_\_\_\_\_\_\_\_\_\_(good, happy, sad, angry, hot, cold, quiet, loud, sunny, surprised) feeling. 5. I like / don’t like that / those painting(s) because it / they \_\_\_\_\_\_. 6. What a/ an \_\_\_\_\_\_\_ painting! What \_\_\_ colours!   **Lead-in**  For this part teacher may bring 2 balls made of paper. Balls should be of the same size but different in colors. Teacher will ask the following questions:  1. What do I have in my hands? (You have 2 balls)  2. Are they the same? (No, they are not.)  3. How are they different? (They are different colors)  4. What color is the first\second ball (The first ball is\the second ball is)  To ensure students understand teacher may have some words translated and put up on the board (**different\the same\hold**)  Is symmetry important? Is it easy to draw symmetrical paintings?  Draw the picture and describe it:   * I have drawn symmetrical/asymmetrical picture/ * It is a \_\_\_\_\_ * I have used \_\_\_\_\_\_colours.   I have used such shapes as \_\_\_\_\_ | | | | | | | ppp  toys |
| End | **Feedback**  Students provide feedback on what they have learned at the lesson.  H/T: words for quiz | | | | | | |  |
| **Additional information** | | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | | | **Cross-curricular links Health and safety check ICT links Values links** | | |
| Teacher supports students throughout the class and walks less able students through tasks on needed basis. | | Teacher may see how well the vocabulary is learnt and lesson understood by asking questions on why the student gave the picture a score (2\3\4\5 stars) | | | | Art  Students show respect to each other and the teacher.  Students and teacher stick to safety rules in the classroom. | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | |
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| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |