

## **ACTIVITY FORM.**

### **DESCRIPTION.**

**Activity number / stage:** 3

**Sessions:** 2 sessions

#### **Description of activity:**

Once each school have received their postcards, teachers will appoint one to each group in their class.

First, they will study the native plants of the other schools; their parts and characteristics.

Then, the students will have the opportunity to create an original and creative artwork out of the written description and picture of the plant in the card they have received from their school partners.

These drawings or paintings can be both, individual or collective and students can use different techniques such as finger paints, crayons, pencils, markers, collage, chalk...

Finally, they will display their results in the classroom to exhibit their artistic creations and will present them in front of the class.

Teachers will take pictures of these final drawings to create a Power Point to be sent to the other two schools for their international school partners to enjoy the artworks produced out of this task. They will be able to vote for the best artworks, choosing the best two per class.

#### **Curricular contents:**

- Work in group through collaboration and respect among participants.
- Respect school materials and classroom resources.
- Personal interaction with teachers in English.
- The parts of a plant.
- Native flora: flowers and trees.
- Analysis of images.
- Representation of plants and landscapes.
- Colours used in the artworks.
- Artistic autonomy and creativity.
- Use of plastic techniques.
- Follow the instructions and understand simple commands.
- Colours.
- Simple vocabulary related to plants and Nature.
- Simple action verbs.
- Simple adjectives to describe plants and landscape.
- Simple grammar structures: It's... / There is a...

### **Key competences:**

- Students communicate information and establish personal interactions in a respectful way (LIN).
- Students present oral information in front of class (LIN).
- Students are aware that they are putting in practice cooperative learning strategies (LTL).
- Students take decisions to treat information in an original and creative way (LTL).
- Students help each other to complete their group tasks (SOC).
- Students are able to autonomously resolve possible conflicts that might arise while working in groups (SOC).
- Students develop original and creative results (AUT).
- Students are responsible for their own work (AUT).
- Students value native plants and flora from other parts of Europe (CUL).

### **Learning standards:**

- Take care of the classroom materials and respect the classroom rules **Social awareness and citizenship**
- Stay in silence while others present orally their results **Social awareness and citizenship**
- Show interest in group work **Social awareness and citizenship**
- Use strategies to work individually and in groups, showing abilities to solve conflicts **Autonomous learning and personal initiative**
- Collaborate and help the rest of partners during group work activities **Social awareness and citizenship**
- Present creative compositions clean and in order **Learning to learn**
- Respect the creative compositions of others **Artistic and cultural awareness**
- Present orally the results of activities in a clear way in front of class in English **Linguistic Communication**

### **Methodology:**

Students will work both, individually or in small groups to create artworks that represent native plants from the natural surroundings of one of the other two schools participating in the project. They will be encouraged to put in practice different plastic techniques, following models and instructions provided by teachers to improve their creations.

They will also enjoy the fact that their creations will be seen in the other two schools through pictures.

Teachers will help the students but they will be responsible for their creations, taking their own decisions and organizing their work within the group or individually.

Finally they will have the opportunity to feel very proud to see their artworks exhibited in a central part of their own schools for the rest of students and parents to see the results.

### **Materials / resources:**

Cards received by the other school.

Images of plants send by school partners.

Classroom materials to create the artworks (finger paints, crayons...)

Cardboards to draw, colour or paint the plants.

Power point to show the results.

### **BREAKDOWN OF ACTIVITY.**

#### **1. Preparation:**

1. Choose, along with the students, how to interpret the plants:
  - Individually or in small groups.
  - Which technique to use: crayons, collage, finger paints...
2. Once this has been decided, teachers shall prepare some models / examples to guide the students to paint or draw their plants the best way they can. Also, it would be a good idea to show real images to see the colours, form, etc. This will add to the idea and knowledge the students have of the plant they have to paint, taken from the card received from their school partners.
3. Prepare all the materials:
  - Cardboards, paper...
  - Plastic techniques: crayons, chalk, pencils...

#### **2: Session´s day:**

##### Session 1:

1. Prepare the materials, lay out of the class and groups.
2. Show the cards the school partners have sent and read through the plants´ descriptions and comment on the drawings and colours.
3. Learn more about these plants by seeing real images of these.
4. Give a plant to each group.

##### Session 2:

1. Explain cooperative strategies.
2. Explain different techniques they are going to use.
3. Start the task of painting and while teachers offer continuous help.
4. Take pictures and evaluate the activity using the Students evaluation form.
5. Students present their results orally in front of class.

Later in another session:

1. Students and teachers exhibit the results.
2. Teachers create a Power Point with the results to be sent to the other two schools.
3. Students see the images of the artworks created by their schools partners in the other two schools and vote for the bests.

### **EVALUATION PROCESS.**

Complete "Evaluation form for Students". (DOC.1)

Complete "Evaluation form for Teachers". (DOC. 2)

### **DISSEMINATION OF MATERIAL.**

Create a digital folder including:

1. Teachers' evaluation form.
2. Pictures of processes and final products.
3. Any additional materials (worksheet activities, PPP...).