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| **El Arte 2 Colores y Formas – Art 2 Colours and Shapes** | | |
| **Learning Outcomes:**  **BA –**  Able to understand and say some colours in Spanish.  Able to understand and say some shapes in Spanish.  Able to talk about a painting using some Spanish words.  **Core –**  Able to understand and say six colours in Spanish.  Able to understand and say six shapes in Spanish.  Able to talk about a painting using Spanish, with some support.  **AA –**  Same as above +  Able to talk about a painting using Spanish, independently. | **Grammar/phonics focus:**   * The letter ‘r’ when it is at the beginning of a word or two ‘rr’s together are pronounced as a rolling ‘r’. For example in the word ‘rojo’. * The letters ‘v’ and ‘b’ are both pronounced like a soft ‘b’ in Spanish. For example in the word ‘verde’. * The letters ‘ll’ are pronounced as a ‘y’ in Spanish spoken in Spain. In Latin America they are pronounced like a ‘j’. For example in the word ‘amarillo’ and ‘estrella’. * The letter ‘z’ is pronounced as a soft ‘th’ in Spanish from Spain and like a ‘s’ in Latin American Spanish. For example in the word ‘azul’. * The letter ‘h’ in Spanish is never pronounced. For example in the word ‘hay’. | **Assessment:**  **Speaking assessment** – ongoing |

**Key Vocabulary**

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| El Arte – Art   * Joan Miró * rojo – red * amarillo – yellow * verde – green * azul – blue * blanco – white * negro – black * una espiral – a spiral * una luna – a moon * un círculo – a circle * una estrella – a star * un triángulo – a triangle | Hablar de arte – Talking about art   * En mi obra hay… - In my artwork there is… * En mi obra hay los colores… - In my artwork there are the colours… |

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| **No.** | **Objectives** | **Vocabulary** | **Lesson Plan** | **Resources** |
| **1** | **To learn about Joan Miró and his paintings.** | * Joan Miró | **Revisit/Revise**   * Explain that this half term we are going to be learning all about a famous painter called Joan Miró. * Joan Miró is from a city called Barcelona which is in Spain. Joan Miró spoke Spanish as well as Catalan (a different language that they speak in Catalunya).   **Main Activity**   * Read the biography and click on the links to find his artwork (slide 55) * Ask sts the following questions:  1. What colours does Miró use? 2. Can you spot any pictures or symbols that appear in lots of his artwork? 3. What do you like about the paintings? 4. What would you call the paintings?  * Record sts ideas on a large flipchart and put on display.   **Plenary**   * Imagine Joan Miró was in the classroom right now. *What would you say to him?* | 1. El Arte 2 PowerPoint 2. Access to the internet |
| 2 | **To understand and say three colours in Spanish.** | * rojo – red * amarillo – yellow * azul – blue | **Revisit/Revise**   * *Who is Joan Miró? What did he do?* * Explain to class we are going to learn to make and describe artwork inspired by Joan Miró. We must do it in Spanish as Joan Miró was Spanish.   **Main Activity**   * Introduce three colours (slides 5-7). * Ask sts to **Escuchad y Repetid** (listen and repeat) (slide 23). * Play **¿Sí o No?** (slide 23) – T says a word and points at a picture. If it is correct, sts say ¡Sí!. If it is incorrect, sts say ¡No! * Play **Dos Opciones** (slide 23) – T says two of the phrases and sts repeat back with the correct answer. * Play **¿Qué Falta?** with vocabulary (slide 30).   **Plenary**   * Throw the bean bag to different sts and say a colour in English. Ask them to repeat back in Spanish. Use for assessment. | 1. El Arte 2 PowerPoint 2. Bean bag |
| 3 | **To understand and say five colours in Spanish.** | * rojo – red * verde – green * amarillo – yellow * azul – blue * blanco – white * negro – black | **CUT OUT DICE TEMPLATES PRIOR TO LESSON.**  **Revisit/Revise**   * Play **Picture Splat** (slide 23) with vocabulary learnt in previous lesson.   **Main Activity**   * Introduce three more colours (slides 8-10) and rehearse by asking sts to  **Escuchad y Repetid.** * Play **Flashcard Find!** place flashcards (Activity PowerPoint slides 4-6) around the room. Say a colour and ask sts to go to that part of the room. When they are there, ask them to say the colour. * Make colour dice (Activity PowerPoint slide 18). Sts draw a ‘splat’ on each part of the template and label the splat in Spanish. Then sts glue the dice together. * In pairs, take it in turns to roll the dice and say the colour. * Ensure sts names are on dice as they will be used in later lesson.   **Plenary**   * Self-assess against learning objective with thumbs. | 1. El Arte 2 PowerPoint 2. Flashcards – Activity PowerPoint slides 4-6 3. Activity PowerPoint slide 18 – x1 per st cut out 4. Colouring pencils/felt tips/crayons 5. Glue |
| 4 | **To understand and say three shapes in Spanish.** | * una espiral – a spiral * una luna – a moon * una estrella – a star | **Revisit/Revise**   * Play **Picture Splat** (slide 25) with all colours.   **Main Activity**   * Introduce three shapes (slides 13-15) in the style of the Miró painting. * Ask sts to **Escuchad y Repetid** (listen and repeat) (slide 26). * Play **¿Sí o No?** (slide 26) – T says a word and points at a picture. If it is correct, sts say ¡Sí!. If it is incorrect, sts say ¡No! * Play **Dos Opciones** (slide 26) – T says two of the phrases and sts repeat back with the correct answer. * Hand out whiteboards, pens and rubbers. Play **Enseñadme** (show me), T says a shape and sts draw it on their board and show the T. First st to draw it wins. Repeat but ask sts to say the shape.   **Plenary**   * *What has helped you to remember the vocabulary so far? What can you do to improve next week?* (listen carefully, practice during the week etc.) | 1. El Arte 2 PowerPoint 2. Whiteboards, pens and rubbers – x1 per st |
| 5 | **To understand and say five shapes in Spanish.** | * una espiral – a spiral * una luna – a moon * una estrella – a star * un círculo – a circle * un triángulo – a triangle | **CUT OUT DICE TEMPLATES PRIOR TO LESSON.**  **Revisit/Revise**   * Play **¿Qué Falta?** (slide 33) with shapes from previous lesson.   **Main Activity**   * Introduce two more shapes (slides 16-17) * With all five shapes ask sts to **Escuchad y Repetid** (listen and repeat) (slide 12). * Play **¿Sí o No?** (slide 12) – T says a word and points at a picture. If it is correct, sts say ¡Sí!. If it is incorrect, sts say ¡No! * Play **Dos Opciones** (slide 12) – T says two of the phrases and sts repeat back with the correct answer. * Hand out dice templates (Activity PowerPoint slide 19) and ask sts to draw their own Miró style shapes (the five shapes sts have learnt in Spanish) on each part of the dice. Sts label each shape. On the sixth shape sts can either draw a ? to indicate it could be any shape OR they can use another shape they have seen in a Miró painting. If sts have drawn another shape, they can look up how to say the shape in Spanish on spanishdict.com. * Ensure names are on dice as they will be used in following lesson. * Sts take it in turns to roll the dice and say the shape to their partner.   **Plenary**   * *What shapes are the easiest to remember? Why?* | 1. El Arte 2 PowerPoint 2. Activity PowerPoint slide 19 – x1 per st cut out |
| 6 | **To create our own Miró drawing and talk about it in Spanish.** | * All of the above + * En mi obra hay… - In my artwork there is… * En mi obra hay los colores… - In my artwork there are the colours… | **Revisit/Revise**   * As a class, make a giant Miró picture on a flipchart. T rolls the colour dice and class say the colour. T draw some swirly lines with a thick felt tip of that colour and fill in some of the gaps. * T/st roll the shape dice and sts say the shape. T draws the shape on the flipchart. * Explain to sts they can choose how big or small they want to make each shape and where they want to put it in their picture.   **Main Activity**   * Sts use their dice to create a Miró inspired artwork (give a set time to do this or complete prior to the lesson). * Introduce the two phrases (slide 58) ‘En mi obra hay…’ (In my artwork there is…) and ‘En mi obra hay los colores…’ (In my artwork there are the colours…) * Practice through choral rehearsal. * T models describing their flipchart from the starter. * In pairs, sts describe their picture to one another.   **Plenary**   * Artwork can be used as a display with the flashcards from this topic * Sts could take their artwork to another class and describe it to sts in the other class. * Alternatively, sts could come to the front of the class and describe it to their teacher. * Individually or as a class, sts complete the self-assessment grid (Activity PowerPoint slide 20) | 1. El Arte 2 PowerPoint 2. Flipchart 3. Felt tip pens in red, yellow, blue, green, black and white 4. Plain paper (A4 or A3) 5. Colour and shape dice from previous lessons 6. Activity PowerPoint slide 20 – x1 enlarged or x1 per st |



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