INSTRUCTIONS FOR THE LESSON PLAN: Seville and Rome united by Culture (Renaissance and Baroque ages)

- The general objectives will be decided by the whole group, but each student should decide his/her own objectives.
- The groups will be decided by the students but they should take into account the number of people (3-4) and their level of English.
- The groups will choose the topics they prefer to work on, not only the cultural one but also the linguistic one.
    - o Cultural topics:
        - ▪ The Renaissance and Baroque ages
        - ▪ The Architecture of these ages (XV-XVII centuries)
        - ▪ Suburbs: Trastevere and Triana
        - ▪ Renaissance and Baroque Painting and sculpture
        - ▪ Shakespeare's plays set in Italy
        - ▪ Dante, Machiavelo, Boccacio/ Cervantes, Lope de Vega, Tirso de Molina
    - o Linguistic topics:
        - ▪ Past tenses
        - ▪ Modals in the past
        - ▪ Time adverbs for the past
        - ▪ Time connectors and time clauses
        - ▪ The passive
        - ▪ Relative sentences
- The resources can be the following: Teachers of other subjects, computers, digital board, microphone, camera, mobile phones, dictionary, graduate readings, etc.
- The ICT tools can be chosen by the students depending on the topic they are working on, but they will use at least the following: email, websites, google drive, blog, PPS, etc.
- English should be the usual language used during this project, not only for the written and oral work but also while working in groups.
- All the students must complete all the tasks in the time given by the teacher to be evaluated positively.
- The rubrics will be used as a guide for the different assignments and also as a means of evaluation.
- All the students must fulfill the evaluation questionnaires. They must as well co-evaluate their classmates' performances in the group and the oral presentations. They must also fulfill the unit evaluation.

STUDENTS' BOOKLET

NAME_____

Seville and Rome united by Culture (Roman age)

Objetives:

1. _____
    _____
2. _____
    _____
3. _____
    _____
4. _____
    _____
5. _____
    _____
6. _____
    _____
7. _____
    _____
8. _____
    _____
9. _____
    _____
10. _____
    _____

Group:

1. _____
2. _____
3. _____
4. _____

Contents:

Language: _____

Cultural: _____

Resources:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ICT Tools:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Tasks:

_ Looking for information about the topic assigned to the group

_ Uploading information to the Project blog, twinspace or facebook

_ Preparing the presentation about the grammar point assigned.

_ Creating a question about the grammar point assigned to the group.

_ Answer the grammar test and correct another

_ Creating a quiz about the cultural topic assigned to the group

_ Preparing the contest about Renaissance and Baroque arts

_ Preparation of the presentations to be made in the visits

_ Presentation of the monuments in the site.

_ Creation of audioguides

<u>Evaluation</u>:

_ Initial test: _____ points*

_ Co-evaluation sheet for short talks: _____ points*

_ Contest about Roman age: _____ points**

_ Grammar Test: _____ points**

_ Evaluation of group work: 1-5 (co-evaluation)

- I worked in the tasks: _____ points
- I spoke English: _____ points
- I asked questions connected to the activity: _____ points
- I made suggestions connected to the activity: _____ points
- I answered questions connected to the activity: _____ points
- I invited someone else in the group to contribute: _____ points

_ Rubric for writing: _____ points*

_ Final rubric: _____ points*

_ Evaluation of the unit*

*Provided in the evaluation booklet

**Tests elaborated by students

Renaissance Art

Test Quiz

Questions on this quiz are based on information from
Renaissance Art.

1. Before the Renaissance, what was the primary subject of paintings during the Middle Ages?
a. Animals
b. Kings and Queens
c. Landscapes
d. Christianity
e. Greek Mythology

2. What period of Renaissance art featured artists such as Leonardo da Vinci and Michelangelo?
a. Proto period
b. Early period
c. High period
d. French period
e. Northern period

3. What were the characteristics of paintings and art during the Early Renaissance Period?
a. Symmetry and perfect form
b. Abstract and flat
c. Symbolism and lack of perspective
d. All of the above
e. None of the above

4. What does realism mean when referring to paintings and art?
a. That the painting is flat with little perspective
b. That the subjects and background appear as they would in real life
c. That the paintings are landscapes of nature with no people
d. That the subjects are only people
e. All of the above

5. What artistic technique makes some objects in a picture look further away than others?
a. Shadows
b. Balance
c. Proportion
d. Flattening
e. Perspective

6. True or False: Artists from the Renaissance refused to paint pictures on the subject of religion or Christianity.
a. TRUE
b. FALSE

7. What artistic technique that blurred the lines between subjects was used by Leonardo da Vinci in the Mona Lisa?
a. Perspective
b. Balance
c. Sfumato
d. Foreshortening
e. Proportion

8. What was foreshortening?
a. When artists painted people shorter than they really were
b. A way of making people look taller than they really were
c. When artists used shadow and light to make things appear more dramatic
d. A technique where artists shortened lines in their paintings to give the illusion of depth
e. An ingredient used when baking

9. Which artist below did NOT work during the High Renaissance period?
a. Giotto
b. Michelangelo
c. Da Vinci
d. Rafael
e. All of the above

10. What was the idea or philosophy that changed the way people thought and, therefore, influenced art during the Renaissance?
a. Confucianism
b. Humanism
c. Dadaism
d. Stoicism
e. Communism

About this quiz: All the questions on this quiz are based on information that can be found on the Renaissance Art page at www.ducksters.com/history/renaissance_art.php.

Art History - Baroque

Test Quiz

Questions on this quiz are based on information from
[Art History - Baroque](#).

1. When did the Baroque art movement take place?
a. 1200s
b. 1400s
c. 1600s
d. 1800s
e. 2000s

2. Which of the following is a characteristic of Baroque art?
a. Action
b. Movement
c. Rich materials
d. All of the above
e. None of the above

3. What religion helped to start the Baroque movement?
a. Catholicism
b. Judaism
c. Islam
d. Confucianism
e. Taoism

4. Which artist painted the ceiling of the Church of St. Ignatius and was known for creating optical illusions?
a. Caravaggio
b. Diego Velazquez
c. Andrea Pozzo
d. Bernini
e. Peter Paul Rubens

5. Which artist painted Las Meninas and was the leading Spanish Baroque artist?
a. Caravaggio
b. Diego Velazquez
c. Andrea Pozzo
d. Bernini
e. Peter Paul Rubens

6. Which of the following was one of the foremost Dutch Baroque painters?
a. Caravaggio
b. Diego Velazquez
c. Andrea Pozzo
d. Bernini
e. Peter Paul Rubens

7. Which artist was considered the preeminent Baroque sculptor?
a. Caravaggio
b. Diego Velazquez
c. Andrea Pozzo
d. Bernini
e. Peter Paul Rubens

8. Which artist painted The Calling of St. Matthew and is considered one of the true masters of painting?
a. Caravaggio
b. Diego Velazquez
c. Andrea Pozzo
d. Bernini
e. Peter Paul Rubens

9. What is the period of art between the Renaissance and Baroque called?
a. Cubism
b. Mannerism
c. Impressionism
d. Expressionism
e. Surrealism

10. What is the later part of the Baroque period called?
a. Impression Period
b. Expressive Period
c. Rococo Period
d. Surreal Period
e. Pop Art Period

About this quiz: All the questions on this quiz are based on information that can be found on the Art History - Baroque page at www.ducksters.com/history/art/baroque_art.php.

Coevaluation of gramar presentation

Name	1	2	3	4	5	TOTAL

1. Fluency and use of English
2. Pronunciation
3. Structure of the presentation
4. Clarity, understandable
5. Content, examples

Each ítem must be valued between 0 and 2 (0 / 0,5 / 1 / 1,5 / 2)

WRITING ESSAY RUBRIC

Traits/points	1	2	3	4
Focus and details	The topic and main ideas are not clear	There is one topic, main ideas are somewhat clear	There is one clear well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information
Organization	There is no clear introduction, structure, or conclusion.	The introduction states the main topic. A conclusion is included.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.
Voice	The author's purpose of writing is unclear.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and experience with the topic are limited.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and experience with the topic are evident	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and experience with the topic are evident.
Word choice	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.	The author uses words that communicate clearly, but the writing lacks variety	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.
Sentence structure Grammar Spelling	Sentences sound inconvenient, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar and/or spelling that interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar and/or spelling that interfere with understanding.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar and/or spelling, but they do not interfere with understanding	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar and/or spelling.

FINAL RUBRIC

Trails/Points	1	2	3	4
Adequacy of Spoken and written expression and comprehension (linguistic competences)	Use of an excessively simplified language, with grammar and spelling errors. He/she understands Little and badly	Use of a very simple language with some grammar and spelling errors. He/she only understands the simplest expressions.	Use of correct expression with few errors, use of a Little varied vocabulary. Comprehension is acceptable. He/she understands most language.	Use of correct and expressive language, with a rich and varied vocabulary. He/she understands almost everything.
Realization of tasks and learning results (learning to learn)	He/she hasn't fulfilled almost any task and the tests and work results are limited.	He/she has fulfilled half the tasks and the results of the tests and assignments are little adequate.	He/she has fulfilled most of the tasks and most results of tests and assignments are good.	He/she has fulfilled all the tasks and the results of the tests and assignments are excellent.
Use of ICT Tools (digital competences)	He/she hasn't used any ICT tool or hasn't done it appropriately	He/she has used some ICT tools but not in an effective way.	He/she has used several ICT tools with different results.	He/she has used the necessary ICT tools in an appropriate and effective way.
Decision making and creativity (Sense of initiative)	He/she hasn't taken decisions, only follows instructions.	He/she has taken some decisions but doesn't show creativity.	He/she takes decisions when necessary and tries to be creative.	He/she usually takes decisions and shows much creativity.
Participation and collaboration with group. (social and civic competences)	He/she doesn't participate in taking decisions or collaborate in the assignments and creates conflicts. Negative attitude.	He/she participates a little in the group discussions but doesn't collaborate enough. Passive attitude.	He/she participates frequently enough in the group discussions and normally collaborates in the assignments Good attitude.	He/she participate actively in group discussions, organizes and helps in the assignments. Excellent attitude.
Knowledge about the age. (Consciousness and cultural expressions)	He/she isn't interested in cultural and interdisciplinary contents.	He/she knows some details about the cultural contents but doesn't show much interest.	He/she knows the basic cultural contents about the age but with a lack of details.	He/she knows the cultural contents in detail and shows interest in them.

EVALUATION OF THE UNIT ABOUT ROME & SEVILLE

SELF-EVALUATION OF CONTENTS:

1. Were the tasks fulfilled successfully?

- Searching for information __ Si __ No
- Upload work to the blog __ Si __ No
- Grammar test __ Si __ No
- Contest __ Si __ No
- Presentation __ Si __ No

2. Which would be your mark from 1 to 5 in each activity?

- Searching for information ___
- Upload work to the blog ___
- Grammar test ___
- Contest ___
- Presentation ___

EVALUATION OF THE UNIT:

What do you think about the tasks?
Evaluate from 1(I don't agree) to 5 (I agree)

1. The tasks were interesting ___
2. I have learnt new things ___
3. I like working in groups ___
4. It has been funny ___
5. It has been easy ___

Would you like to make a comment?

EVALUATION

THE GROUP AND ME:

Problems: Evaluate 1(not true)- 3 (true)
__ Not everybody participated
__ We argued for too long
__ We didn't speak English
__ We didn't note down everything
__ The group didn't help me
__ The group laughed at me.
__ I prefer to do the tasks on my own

Comments:

THE TEACHER:

Problems: Evaluate 1(not true)- 3 (true)
__ didn't help me enough
__ made me nervous during oral presentations
__ didn't answer my questions
__ didn't explain my doubts
__ didn't evaluate appropriately
__ didn't explain well what we should do

GENERAL EVALUATION OF THE UNIT:
Choose one option
__ EXCELLENT
__ GOOD
__ ACCEPTABLE
__ NOT GOOD
__ BAD