

Modulo CLIL STORIA DELL'ARTE

ITC DEGANUTTI Udine

a.s. 2010 - 2011

Docenti : Prof. Polano, Prof. Tubaro

Titolo del modulo	1920's Art Deco
classi	5A erica
livello linguistico	Intermediate/ upper-intermediate(B1+/ B2)
punto del programma	Conoscere i principali elementi degli anni venti e dell'immaginario del periodo (grazie anche alla lettura del testo The Great Gatsby) Conoscere i significati simbolici e i valori espressivi delle forme utilizzate Conoscere il significato economico e sociologico del grattacielo nella metropoli statunitense (es. NYC e Chicago) Saper comunicare i contenuti con immagini e testo organizzato in PPT - Contribuire al lavoro di gruppo
contenuti disciplinari	Art Deco negli Stati Uniti nelle diverse forme espressive - I Grattacieli più rappresentativi di NYC (Rockefeller Center, Empire State Building, Chrysler Building) - La Chicago Competition per la costruzione della sede del Chicago Tribune e il Tribune Tower
numero di ore	6 ore
materiale	Fonti informative in rete fornite dal docente, Libro di testo
Supporti	Siti Web (inseriti in ciascun lavoro) e LIM utilizzati in laboratorio multimediale
compresenza	Sì

Lesson plan

- Art Deco
- Rockefeller Center
- The Chrysler Building
- The Empire State Building
- The Competition
- The Tribune Tower

LESSON PLAN

1. PRESENTATION

The art teacher presents the topics on which the students will work with a list of web sites and discusses the layout to follow.

2. GROUP WORK

Students divide into groups of 4 or 5 and choose one of the topics presented in class .They are told to research specific information about the topic starting from the websites . They will have to prepare a PPT containing images and short texts to aid them in orally presenting in a more detailed form the topic. Work starts in the multilab and continues at home, sharing the data collected, and writing the texts. They should focus on localization, structure, decorative elements, curiosities and tourist appeal.

3. CLASS PRESENTATION

Each group presents to the class and to the teachers their work , divided into sections explaining the PPT and adding details.

Both Art and English teacher ask questions about how they worked and what they presented . Some answers are collected to the research while others require a personal response.

4. EVALUATION

The art teacher will give a mark for content, layout and structure of the work, while the English teacher will evaluate fluency, choice of vocabulary, and the ability to answer unexpected questions.