

**CLIL Lesson 2:** Art/History (focusing more on Art) - A classical hero versus a modern hero (Hercules and his Labours and an imaginary reference to the present)

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**Timing:** 50 minutes

**Age of students:** 8 years

**Context and Prior Knowledge:** The learners have already the following knowledge in Greek Mythology: *The Creation of the World, The Olympic Gods, Hercules Feats, The first 4 Labours of Hercules*  
In the previous lesson, the learners have seen reproductions of the Hercules myth in art history and collected, as homework, pictures of modern heroes and their exploits.

For a good success of the lesson a careful planning and classroom preparation is advisable so there will not be any unnecessary waiting times during the lesson.

**Classroom preparation:** (5 minutes)

*2 tables covered with plastic, on each one a primed cardboard from the previous lesson, white glue, 2 bowls for the glue, brushes, painting aprons, scissors (for every learner)*

**Lesson Steps**

<p>1. [15 minutes] [0-15]</p>	<p><b>Lead in and Connection to previous learning</b> (activity: discussion with the whole class): Learners sitting in a half circle to the whiteboard. Teacher tells the learners that we are going to be ARTISTS today creating two artworks about heroes in teamwork: a classical hero and a modern hero. Teacher invites learners to show their pictures of modern heroes and their exploits (attaching them with magnets on the whiteboard. Teacher gives inputs for a class-discussion about <b>classical hero versus a modern hero</b> reading some answers from the questionnaires from the previous lesson (see sheet n° 5, point 4) and asking the following questions: “ Why is this person a hero for you?”- “Can a girl or a woman be a hero?” – “Can just strong people be heroes?”- “What do you think is the difference between a classical hero like Hercules and a modern hero?”-“What could be <i>Labours</i> in our days?” (<i>finding solutions against pollution, racism, poverty, diseases, indifference, criminality,...</i>)</p>
<p>2. [15 minutes] [15-30]</p>	<p><b>Brief introduction to graphical image composition</b> (activity: the whole class): Teacher invites all the learners to cut out their modern heroes and their modern Labours. Teacher selects 2 modern heroines and 1 hero from the learner’s pictures (if there are) and 3 pictures of Hercules art-reproductions. Teacher writes on the whiteboard on one side the following words: <i>classical hero-colour</i> adding the 3 art-versions of Hercules with magnets and on the other side of the whiteboard the following words: <i>modern hero and heroine-colour</i> Teacher tells that now all learners are going to be artists. Artist have to make <b>choices</b> (for example which colours do I use) and <b>plan</b> their creative operation (what is my main message- where do I put the main character-can I make funny image combinations) Teacher shows graphical examples. Teacher tells learners that we are going to do our art-work in two groups as a <i>collective artwork</i> (Teacher writes this word on the board and invites the Learners to vote) <b>Note:</b> all Learners have to vote 3 times: 1. <i>substrate-colour for the classical hero-version</i> (<i>substrate-colour for modern hero-version will be the leftover coloured cardboard made during the previous lesson</i>) 2. <i>version of Hercules in art</i> (<i>main character of the collage- composition</i>) 3. <i>modern hero or heroine</i> (<i>main character of the collage-composition</i>)</p>
<p>3. [15 minutes] [30-45]</p>	<p><b>Creation of two CONCEPTUAL COLLAGES</b> (activity: in groups): Teacher puts all the cut out photocopies (classical and modern separated) on the two tables to the right coloured cardboard while the learners put on their aprons. Teacher divides the class in two groups (classical and modern) and explains them shortly the work steps:  1. working in team <b>everybody</b> has good ideas. We have to <b>listen to all</b> the members of the group and <b>find solutions together</b>.</p>

	<p>2. Lay a composition of the shapes on the cardboard, thinking again about: <i>what is my main message-where do I put the main character-can I make funny image combinations</i>. Try different possibilities, discuss together. You don't have to use all the shapes, some empty spaces can be interesting too.</p> <p>3. When all of you are satisfied with your version you can start glue the shapes on the cardboard</p> <p>Learners-groups go to the their tables and begin to work. (<i>Teacher supervises the activity of both groups</i>)</p> <p>10 minutes before the end of the lesson the Teacher tells the Learners that they have to conclude their work in the next 5 minutes.</p>
<p>4. [5 minutes] [45-50]</p>	<p><b>Conclusion</b> (activity: the whole class):</p> <ul style="list-style-type: none"> <li>-View and comment on the two artworks by the whole class</li> <li>-Learners wash their hands</li> </ul> <p>Teacher attaches the two collages in the classroom (deepening of the topic by daily observation)</p>