**“How to draw trees”**

**“Art and image in third year of secondary school”**

**Student profile:** 20 students, aged 10-11.

They often work in teams and cooperate efficiently.

They always use the target language in the foreign language lessons. They make use of various digital tools either in the classroom (interactive whiteboards) or in the school's computer room.

They use G-suite.

**Language level:** B1 (based on the Common European Framework reference for languages)

**Duration:** 3 teaching periods

**Individual occupation time:** 45’

**Requirements and Prior Knowledge:** Classroom with interactive whiteboard or projector and internet connection.

Knowledge of internet navigation and use of Web 2.0. tools, main knowledge of artistic techniques.

**Brief description of the scenario**

The scenario consists of three lesson modules :

* Sustainable development and environmental protection;
* The trees and their representation;
* Artistic workshop and final products.

**1st teaching period: The sustenible development**

***1st Activity: Introducing the aim of the project***

**Time:** 20’

**Type of activity**: video-projection and note-taking

**Class organization**: Discussion begins in the classroom

**Actions/Tasks:** teacher illustrates the effects of pollution on the natural environment and the objectives of Agenda 2030

<https://www.youtube.com/watch?v=e6rglsLy1Ys>

***2nd Activity: In-depth study on the techniques of representation of nature and in particular of the trees "en plain air"***

**Time:** 10’

**Type of activity**: Watching videos

**Class organization**:  work in classroom

**Actions/Tasks:** Students reflect on main techniques of representation of shadows and light to create light and shade effects.

<https://www.youtube.com/watch?v=SI93Em1gIIw>

***3rd Activity: Return of homeworks***

**Time:** 15’

**Type of activity**:  analysis of pupils’ sketches

**Class organization**:  activity in classroom

**Actions/Tasks:** teacher and students discuss in the classroom about difficulties

**2nd teaching period: Drawing a tree “en plain air”**

***1st Activity: Video wacthing***

**Time:** 20’

**Type of activity**: web research and vision of videotutorial by artists

**Class organization**: work starts in the classroom

**Actions/Tasks:**  How to draw a tree

<https://www.youtube.com/watch?v=-mSOVeSdkH8>

***2nd Activity: graphic drawings***

**Time:** 10’

**Type of activity**: artistic lab

**Class organization**:  work in classroom

**Actions/Tasks:** Students try to reproduce some tree drawings

***3rd Activity: Artistic workshop outdoor***

**Time:** 25’

**Type of activity**:  artistic lab

**Class organization**:  activity in the garden of the school

**Actions/Tasks:** students complete "still life" representing some tree present in the garden of the school

**3rd teaching period: Vote your favourite european giant tree**

***1st Activity: link to the website***

**Time:** 10’

**Type of activity**: instructions on the development of the final theme

**Class organization**: computer room

**Actions/Tasks:** teacher show pupils the site for participation in a competition to vote the giant tree in Europe

<https://www.gianttrees.org/en/tree-of-the-year>

***2nd Activity: platform use and voting***

**Time:** 10’

**Type of activity**: compiling final lists and final proclamation

**Class organization**:  work in classroom

**Actions/Tasks:** teacher invites pupils to express their preferences

**3rd *Activity: Glossary***

**Time:** 25’

**Type of activity**:  ITC work

**Class organization**:  use of WordArt application

**Actions/Tasks:** The students task is to create the word cloud using the knowledge acquired and using the app “WordArt”.

In this way they acquire the skills to use the ITC and broaden their range of terminology.

**Expected learning outcomes**

Students are expected to develop the following skills:

- Be motivated by improving their overall language skills through engaging in everyday topics of their interest;

- To enrich their vocabulary;

- To surf on websites of general interest and identify, understand and summarize information;

- To work as an active partner in an online discussion, express their views, be able to do a debate and express comment in favor or against the peers opinions;

- To develop critical thinking about the reality that surrounds them and learn how to read and interpret it;

**KEY WORDS:** environment, sustainability, art, creativity, digital

**Language of communication:** English

**Digital literacy:** Students develop the ability to search through the huge data the Internet provides, and  discuss information acquired through digital tools, ideas and arguments.

**Visual literacy**: Students develop the ability to understand and use images (understanding and creating maps, drawings, sketches.....).

**Information literacy:** Students develop the ability to find, evaluate and synthesize information  from websites.

**Critical literacy:** Students develop the ability to pose questions and evaluate choices.

Sitography:

Vote your favourite european giant tree

<https://www.gianttrees.org/en/tree-of-the-year>

How to draw a tree

<https://www.youtube.com/watch?v=SI93Em1gIIw>

<https://www.youtube.com/watch?v=-mSOVeSdkH8>

the final task:

GLOSSARY

<https://wordart.com/edit/z1olovkjuk7s>