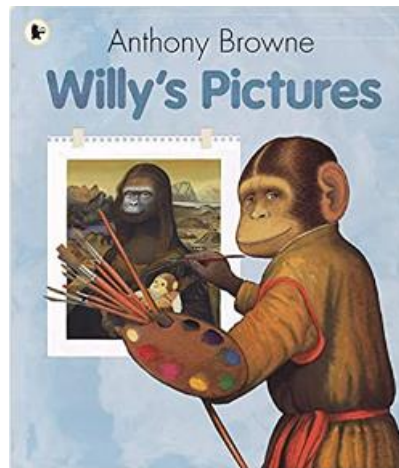


Willy's pictures



Group CM1	Time : 3 or 4 sessions 40'
Topic ARTS	
Previous knowledge/skills <ul style="list-style-type: none">- Various questions and answers of daily life.	
Aim(s)	
Teaching objectives	Learning outcomes
A. Content Make the pupils describe a situation, a picture. Make the pupils create a dialogue reactivating questions and sentences.	A. Content Presenting, describing transformed paintings Creating and oral dialogue and recording it Create a variation of a classical painting.
B. Cognition Create, imagine, to be able to anticipate and choose pictures.	B. Cognition Justifying the link between 2 paintings (common characteristics and differences) Reactivating previous language Creating Anticipating Challenging
C. Communication	
C.1 Language of learning (= topic specific essential vocab & grammar) Colours/ positions description vocab (clothes/ weather/ umbrella/hat/ animals/family/landscape description...)	
C.2 Language for learning (=language needed to operate in the learning environment or in a particular lesson – discuss, justify, explain, etc) I can see.... There is.... There are....	
C.3 Language through learningis like a	

C. Culture/Citizenship

Discover various famous paintings and painters

Materials & resources

Willy's pictures by Anthony Browne

The set of the original paintings used by Anthony Browne for inspiration.

<http://lamaitresseaupetitpois.eklablog.com/les-tableaux-de-marcel-en-art-a209504322>

memo game of paintings

pdf of the book (TNI)

accessories for the role play

magazines

A Musée vous/ A musée moi (Vidéos d'Arte) + English web sites

Follow up :

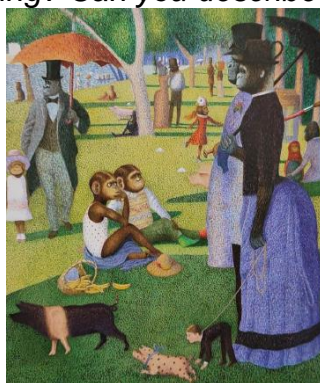
[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Reading_comprehension/Some_of_Willy's_Pictures_fa1282840bz](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reading_comprehension/Some_of_Willy's_Pictures_fa1282840bz)

Teaching plan (type, timing & sequence of activities)

Step 1: English session

Description of a painting "lots and lots and lots of dots".

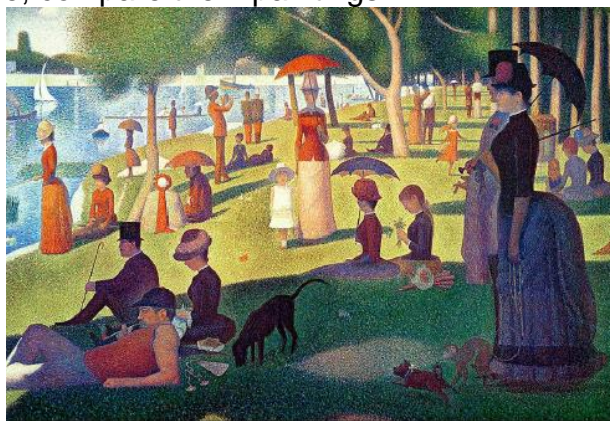
What can you see on this painting? Can you describe this painting?



Then show : "Sunday afternoon on the island of La Grande Jatte" of Georges Seurat

Dimanche après-midi sur l'île de la Grande Jatte.

The children describe, compare the 2 paintings



Step 2: English session

Create a dialogue between several people of the painting.

Group work: 2,3 or 4 pupils.

Accessories: hat/ umbrella/ clothes...

Step 3: Art session

Create a variation of a classical famous painting using the set of Browne's inspirations and pictures from magazines...

Change the landscape, the characters, the accessories...

Materials: inspiration paintings of the book Willy's Picture in black and white/ magazines/ coloring pencils/ crayons/ markers, cardboard ...

Step 4: Art session

Organize an exposition of the step 3

By group or pair, make a dialogue of a variation.

The group tries to guess the chosen painting.

Step 5: Art session

Make a link between the original painting and the Anthony Browne's version justifying your link in describing the picture.

Give to the groups one original painting. They observe it for a while.

Play the video.

<https://www.youtube.com/watch?v=en1CVMKO1Qg>

They have to raise they hands when they recognize the variation of their painting.

They justify why they it is this painting describing and comparing both paintings.

Materials:

Memory game from

<http://lamaitresseaupetitpois.eklablog.com/les-tableaux-de-marcel-en-art-a209504322>

Assessment:

Pupils can speak in a dialogue.

Pupils know some paintings. They memorize the names of 3 or 4 paintings and the painters, the period of creation.

Some examples...

