



## The Weeping Woman

A Spanish through Art CLIL unit to discover Picasso's art

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| Lesson   | Description of the lesson   | Skills to be addressed:<br>Art + Spanish   | Links to AusVELS<br>Arts and Languages<br>Curriculum (level 3 and 4)  | Assessment   |
|--|---|--|---|--|
| <p><b>Lesson 1:</b><br/>Story telling -<br/>The theft of<br/>the Weeping<br/>Woman</p> | <ol style="list-style-type: none"> <li>1) Teacher introduces key vocabulary that students will need to comprehend the story.</li> <li>2) Teacher tells the story of the theft of the Weeping Woman using strategies to facilitate comprehension (body language, props, voices, visuals).</li> <li>3) In groups of 4 or 5, students put pictures representing key moments of the story in order.</li> <li>4) In groups of 4 or 5, students match short sentences with each of the pictures.</li> </ol> | <p><b>Learning new vocabulary</b> (key nouns and verbs necessary to understand the story). Students develop <b>listening and speaking skills</b> by engaging with the story. Students develop <b>reading and interpreting skills</b> to put pictures and text in order. Students use key vocabulary and <b>find word meaning in context</b>.</p> | <p><b>Listen to a story in Spanish:</b> Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance (ACLSPC114)<br/> <b>Listen for key words</b> in story using intonation and visual cues such as gestures, facial expressions and props to assist understanding. <b>Identify key words in short text:</b> Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (ACLSPC112)</p> | <p>Observations of students as they contribute and retell new targeted vocabulary and as they engage with the story.</p> <p>Anecdotal notes or photographs of students ordering pictures and text: the discussions going on in each of the groups and the way students have ordered the pictures and the text will show what vocabulary students have learnt and how much of the story they have comprehended.</p> <p>Checking student work and discussing it with students.</p> |
| <p><b>Lesson 2+3</b><br/>Planning story</p>  | <ol style="list-style-type: none"> <li>1) As a class we revisit the story told during previous lesson and put the pictures and text in order on the whiteboard.</li> <li>2) In groups of 4 or 5 students make a draft comic to decide how they are going to tell the story using shadow puppets. Then they distribute the characters and props necessary to tell the story amongst the group. The story will be told in both English and Spanish to reach a wider audience.</li> </ol>                | <p>Students <b>revisit and use the vocabulary</b> learnt during the previous lesson to retell the story. Students <b>work collaboratively</b> to plan how they are going to tell the story (they may use comic or similar format to record their ideas). Students develop <b>reading and writing skills</b> to record their own story.</p>       | <p><b>AusVELS Art Curriculum:</b><br/> “With guidance they record the development of ideas; for example, in a visual diary or a digital (audio or screen) journal with records of rehearsals and conversations about the ideas/work they are developing.”</p>   | <p>Observations of students’ work. Looking at students’ written draft: which key targeted nouns and verbs are they using in their draft (<b>language of learning</b>)? Which other words learnt during previous lessons are they using (<b>language for learning</b>)? Which other new words are they using (<b>language through learning</b>)?</p>  |

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| <p><b>Lesson 4:</b><br/>Shadow puppets</p>                | <ol style="list-style-type: none"> <li>1) Students make shadow puppets and props to tell the story.</li> <li>2) Students present their story and record it on video to share on blog.</li> </ol>   | <p>Students develop <b>speaking skills</b> to tell the story using shadow puppets.</p> <p>Students explore different mediums and techniques (comic, shadow puppets) to tell the story.</p> | <p><b>AusVELS Art Curriculum:</b><br/>“Students select, combine and experiment with ways of using a range of arts elements, principles and/or conventions, skills, techniques and processes, to explore arts ideas sourced from their imagination and from their own and other cultures.”</p> | <p>Observing students’ performances: which key targeted nouns and verbs are they using in their draft <b>(language of learning)</b>? Which other words learnt during previous lessons are they using <b>(language for learning)</b>? Which other new words are they using <b>(language through learning)</b>?</p> |
| <p><b>Lesson 5:</b><br/>Exploring Picasso’s portraits</p> | <ol style="list-style-type: none"> <li>1) Students discuss what ideas and emotions the Weeping Woman convey in them. Students describe key features of the work of art.</li> <li>2) Students explore other works by Picasso and identify common features.</li> <li>3) Students learn new vocabulary for the parts of the face. Each student is given a card with a drawing and name of one part of the face inspired in Picasso’s portraits. This student then copies his/her part of the face on his paper. Each student completes his/her portrait by visiting other students who have a different face part and then copying that to their portrait.</li> </ol> | <p>Students <b>learn new vocabulary</b> for the parts of the face.</p> <p>Students learn some adjectives to describe the parts of the face (shapes, size, colour).</p>                     | <p><b>AusVELS Art Curriculum:</b><br/>“Students identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people’s arts works.”</p>           | <p>Observations of students as they contribute and retell new targeted vocabulary.</p>  |
| <p><b>Lesson 6:</b><br/>Making a fake Picasso</p>         | <ol style="list-style-type: none"> <li>1) Students pretend to be the robbers in the story and make a fake Picasso following the artists’ style so accurately that the workers in the museum won’t notice it is a fake.</li> </ol>  |  | <p><b>AusVELS Art Curriculum:</b><br/>“As they explore and respond to their own and others’ arts works, students develop skills, techniques and processes for expressing emotions and ideas, and signifying purpose.”</p>   |   |

## 1.5. LEARNING OUTCOMES FOR THE PROGRAM OF LEARNING

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| Language of learning      | <ul style="list-style-type: none"> <li>- Key nouns for the story: <i>el cuadro</i> (picture), <i>los ladrones</i> (thief), <i>la policía</i> (police), <i>la estación de tren</i> (train station), <i>el museo</i> (museum).</li> <li>- Key verbs for the story: <b>comprar</b> (to buy), <b>entrar</b> (to enter), <b>tomar</b> (to take), <b>dejar</b> (to leave), <b>llamar</b> (to call).</li> <li>- Vocabulary for parts of the face and shoulders (<b>cara, ojos, orejas, boca, nariz, dientes, lengua, cabello, cuello, hombros</b>).</li> </ul> |
| Language for learning     | <ul style="list-style-type: none"> <li>- Verbs to describe learning activities: leer, ordenar, juntar el texto con su imagen</li> </ul>   |
| Language through learning | <p>Through this unit students have been exposed to new vocabulary, including: <i>fotos</i> (photos), <i>atención</i> (attention), <i>reparación</i> (reparation), <i>nota</i> (note), <i>oficial</i> (official), <i>robar</i> (steal), <i>no sé</i> (I don't know), <i>regresar</i> (go back), <i>robar</i> (steal). Other "accidental" vocabulary might come up during the unit.</p>   |

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| <b>What will be done for...</b>   |
| <b>Students who need developing beyond learning outcomes</b>  |
| <p>Students that need developing beyond learning outcomes can come up with their own Spanish sentences or short dialogues to describe each of the scenes in the story, instead of copying down the given sentences.</p>   |
| <b>Students who need support to meet learning outcomes</b>  |
| <p>All students will revisit the key vocabulary at the beginning of each lesson. During independent work students will be supported by peers in their small groups and the teacher to put the pictures representing each of the scenes in the story in order and match the short sentences to the pictures using key nouns and key verbs. This vocabulary will be revisited again once finished the planning stage (comic).</p> |

### 3. APPLYING KNOWLEDGE TO PRACTISE: THE ACTION PLAN

#### 3.1. LEARNING OUTCOMES

My goals for the unit are increasing students' exposure to Spanish and providing many opportunities for them to practise their **listening, reading, writing and speaking skills**. The table below illustrates the key skills students are developing in each lesson.

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| <b>LESSON 1</b>               | <b>STORY TELLING + ordering pictures and text</b>  |
| <b>Main skills developed:</b> | <p><b>LISTENING:</b></p> <ul style="list-style-type: none"><li>- Students listen to the teacher introducing key nouns and verbs and <b>repeat the modelled language</b>. Students <b>recognise</b> and <b>reproduce</b> the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (ACARA, Spanish Curriculum F-2, ACLSPU120)</li><li>- Students <b>listen</b> to a story told entirely in Spanish.</li><li>- Students <b>listen</b> for key words in story using intonation and visual cues such as gestures, facial expressions and props to assist understanding.</li></ul> <p><b>READING:</b></p> <ul style="list-style-type: none"><li>- Students read short sentences in Spanish.</li><li>- Students <b>identify key</b> words in short text (ACLSPC112).</li><li>- <b>Read a short text in Spanish</b>, identify key vocabulary and infer meaning for new words from context. Students show level of comprehension by putting the cards in order of the story.</li></ul> |

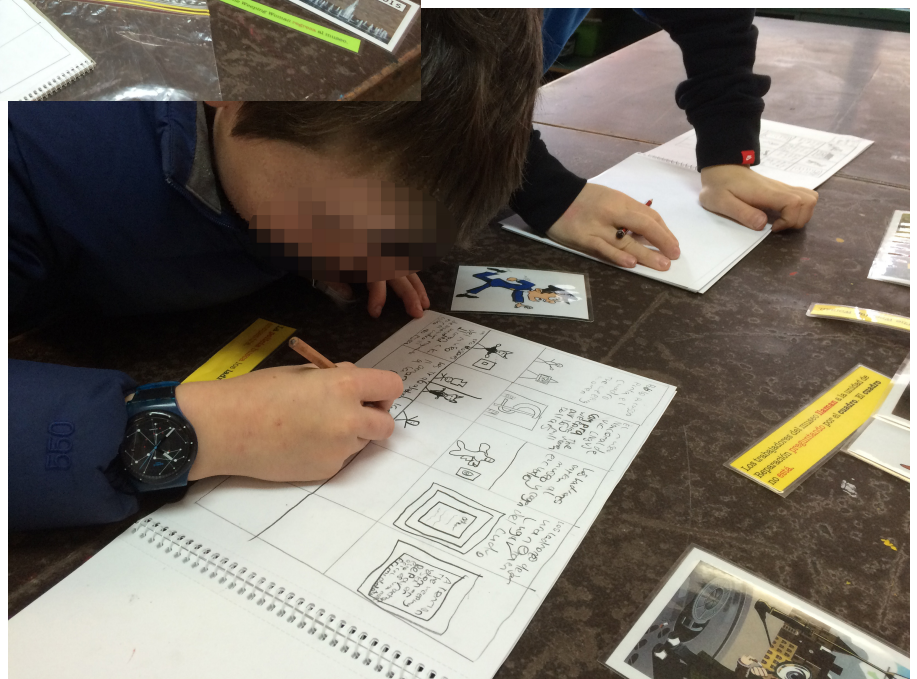


Students in this photo are sorting the pictures immediately after the story telling. This process will help them consolidate what they have learnt and the discussions in each group will help them reach a common understanding of the main events in the story.

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| <b>LESSON 2</b>               | <b>Ordering pictures and text + starting comics</b>   |
| <b>Main skills developed:</b> | <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>- Students <b>read</b> short sentences in Spanish and match them to each picture. Students show their level of comprehension by putting the cards in the same order of the story.</li> <li>- Students identify key vocabulary and infer meaning for new words from context. (ACLSPC112).</li> <li>- Students <b>translate</b> simple words in the text using dictionaries or inferring from context.</li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>- Students <b>write</b> these short sentences in their comics in the same order of the story. This task requires students to read and comprehend the short sentences so they are in the right order. Some students start to write their own sentences to describe the main events in the story or to come up with dialogues. By doing that they show the vocabulary and grammar they have learnt during terms 1 and 2.</li> </ul> |



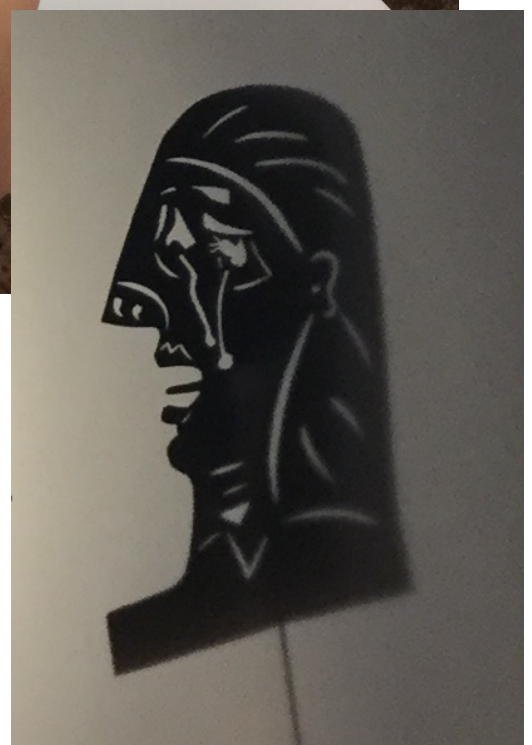
Students in this group have arranged the pictures and matching text in order before starting with their comics. They have discussed the main events they want to include in their comics and have started writing short sentences to describe these.



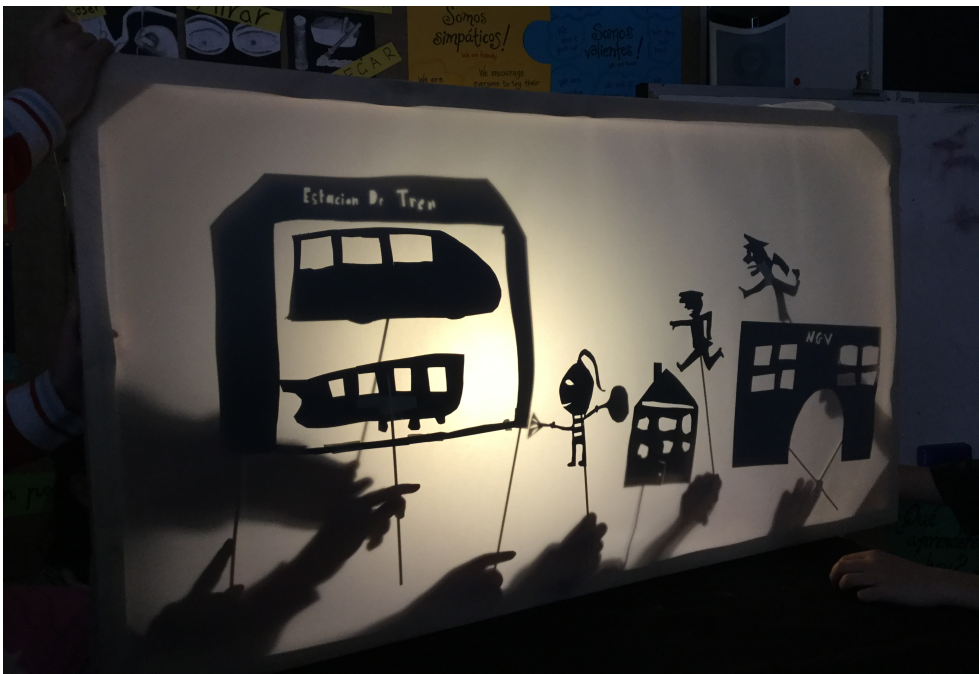
|                               |   |
|-------------------------------|---|
| <b>LESSON 3</b>               | <b>Making the shadow puppets</b>  |
| <b>Main skills developed:</b> | <ul style="list-style-type: none"> <li>- Students <b>create</b> shadow puppets to tell a story: “Students select, combine and experiment with ways of using a range of arts elements, principles and/or conventions, skills, techniques and processes, to explore arts ideas sourced from their imagination and from their own and other cultures.” (AusVELS Art Curriculum).</li> <li>- Students <b>explore</b> Picasso’s work: “Students identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people’s arts works.” (AusVELS Art Curriculum).</li> </ul> |



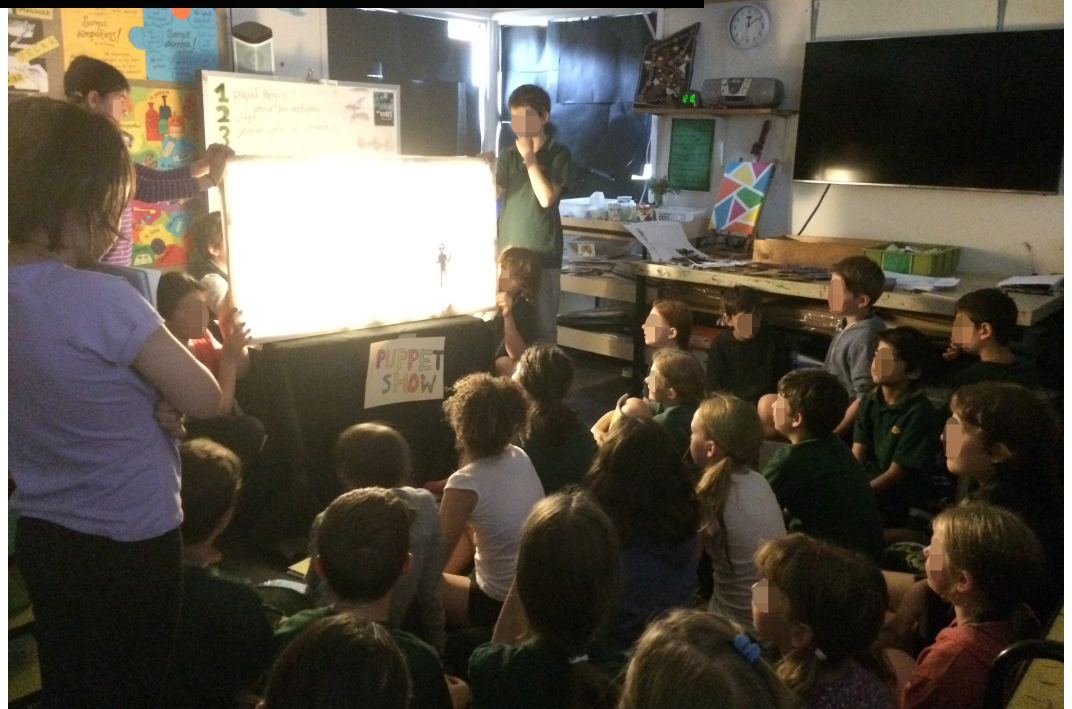
The student in the photograph is planning his Weeping Woman shadow puppet, shading the areas he will cut out later to show the detail in Picasso’s masterpiece.



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| <b>LESSON 4</b>               | <b>Preparing for the show + Shadow puppet show</b>  |
| <b>Main skills developed:</b> | <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>- One student in each group, the narrator, reads the sentences they wrote in their comics out loud to describe each scene.</li> </ul> <p><b>SPEAKING:</b></p> <ul style="list-style-type: none"> <li>- Students perform their shadow puppet show and tell the story of the Weeping Woman using modelled repetitive language (ACARA, Spanish Curriculum F-2, ACLSPC110).</li> <li>- Students incorporate the words they have learnt in Spanish in their dialogues, mixing English with Spanish (“<i>los ladrones call la policia</i>”).</li> </ul> |



Students perform their shadow puppet show.





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| <b>LESSON 5</b>               | <b>Making a Picasso portrait</b>  |
| <b>Main skills developed:</b> | <p><b>RESPONDING AND MAKING:</b></p> <ul style="list-style-type: none"><li>- Students look at some examples of Picasso's portraits.</li><li>- Students make a Picasso portrait inspired by his portraits.</li></ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"><li>- Students <b>name</b> and <b>label</b> the main parts of the face on their Picasso portraits.</li></ul> |



### 3.2. RESOURCES

- I have prepared some props to help students follow the storytelling: a black hat for the robbers, a hat for the police, a vest and a phone for the worker in the museum and a big frame containing a copy of the Weeping Woman, which can be removed from the frame and be replaced with the note.
- Before students can order the text they will put in order some cards representing the main events in the story, including (1) Picasso painting the Weeping Woman in 1937, (2) The NGV buying the picture in 1986, (3) the thieves stealing the picture, (4) the note, (5) the worker in the museum calling the people repairing the picture, (6) the police, (7) the detectives investigating, (8) the train station in Spencer street, (9) the museum nowadays. There will be a pack for each group containing the nine pictures and its correspondent text.
- The cards that students have put in order to match every picture contain short narrative sentences (one or two lines) describing the key events in the story. Whenever possible I've used the key nouns and verbs introduced during the first lesson. However I have introduced some new vocabulary for students to deduct (similar words to English like *nota* or *oficial* or secondary words for students to deduct from context like *robar*, steal). The verbs in all the cards are in present tense. The key vocabulary in the cards has been highlighted to help students identify key words. Verbs have been highlighted in red. Feminine key nouns have been highlighted in pink, whereas masculine key nouns have been highlighted in blue.
- During the second lesson students will follow these instructions to make the shadow puppets. The instructions will be written on the board using the vocabulary learnt during previous lessons: (1) *repartir los personajes de la historia* (distribute characters), (2) *dibujar el muñeco en el paper negro* (draw the puppet on the black paper), (3) *cortar el muñeco con tijeras* (cut the puppet with scissors), (4) *pegar un palo en el muñeco* (glue a stick on the black paper).
- During the third lesson students will be given single words for the parts of the face.

### 3.3. ASSESSMENT

- Observations of students as they contribute and retell new targeted vocabulary and as they engage with the story.
- Anecdotal notes or photographs of students ordering pictures and text: the discussions going on in each of the groups and the way students have ordered the pictures and the text will show what vocabulary students have learnt and how much of the story they have comprehended.
- Observations of students' work. Looking at students' comic: which key targeted nouns and verbs are they using in their draft comics (**language of learning**)? Which other words learnt during previous lessons are they using (**language for learning**)? Which other new words are they using (**language through learning**)?
- Observing students' performances: which key targeted nouns and verbs are they using in their draft (**language of learning**)? Which other words learnt during previous lessons are they using (**language for learning**)? Which other new words are they using (**language through learning**)?

## REFERENCES

- Australian Curriculum Assessment and Reporting Authority, 2015. *Australian Curriculum - Spanish*. [Online resource]
- AUSVELS, 2015. *AUSVELS - Arts Curriculum*. [Online resource available at: <http://ausvels.vcaa.vic.edu.au/The-Arts>]
- Coyle, D., Hood, P. & Marsh. D. 2010. *CLIL: Content and Language Integrated Learning*. Cambridge, Cambridge University Press.
- Online Picasso Project: <https://picasso.shsu.edu>
- [Museu Picasso de Barcelona: http://www.museupicasso.bcn.cat](http://www.museupicasso.bcn.cat)

Pablo Picasso **pinta** el **cuadro** *The Weeping Woman*.

El Museo Nacional de Victoria (NGV) **compra** *The Weeping Woman* por 1.6 millones de dólares.

Los **ladrones entran** al museo y **cogen** el **cuadro**.

Los **ladrones dejan** una **nota** en lugar del **cuadro**.

La **nota dice**: “Atención. *The Weeping Woman* **está** en reparación. Esto **es** una **nota** oficial.  
Firmado: ACT”

Los **trabajadores** del museo **llaman** a la unidad de Reparación **preguntando** por el **cuadro**. El **cuadro** no **está**.

Los **trabajadores llaman** a la **policía**.

La **policía busca** los **ladrones** pero no los **encuentra**.

Los **ladrones dejan** el **cuadro** en la **taquilla** 227 en la **estación de tren** de *Spencer Street*.

El **cuadro** *The Weeping Woman* **regresa** al **museo**.

