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CLIL LESSON PLAN

One Photo, Many Meanings

📋 LESSON OVERVIEW

Subject(s)	Creative Arts
Age Group	11–14 years old
Duration	90 minutes or 2 x 45 minutes
CEFR Level	A2–A2+

🎯 LEARNING OBJECTIVES

Content Objectives

Students will:

- recognise that photographs are created through deliberate visual choices,
- identify basic photographic features (angle, focus, framing, light),
- explore photography as a creative art form,
- take a photograph following a visual rule,
- describe and reflect on photographs using simple language.

Language Objectives

Vocabulary: photo, background, focus, angle, light; clear, blurred, close, far, dark, bright

Functional language:

- describing what is visible,
- explaining simple visual choices,
- expressing evaluations of visual content

Skills:

- reading sentence frames & simple rules
- writing: short written descriptions
- listening to peers
- speaking in short descriptive sentences

💬 COMMUNICATION SKILLS

- Reading: sentence starters / frames; short rules.
- Writing: short descriptions.
- Listening: instructions and peer descriptions.
- Speaking: describing photos and visual choices.

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Not a focus of this BICS lesson.

Language for Learning (BICS)

Grammar & syntactic structures:

- Present Simple • there is / are • because

Vocabulary:

- basic photography terms and simple analytical language supported by sentence frames

Pronunciation:

- placing nuclear stress on key content nouns/adjectives in order to maximize intelligibility

Classroom language:

- Look carefully • Work in groups • Take one photo • Explain your choice

Language Through Learning (not planned)

Additional descriptive language emerging naturally.

🧠 COGNITION

LOTS — Remembering, Understanding, Applying

- Noticing relevant features of visual material,

HOTS — Analysing, Evaluating, Creating

- Analysing selected features of visual material,

- Identifying reasons behind photographers' decisions,
- Applying rules to visual content.

- Evaluating visual material: its structural make-up and rules behind author's decisions,
- Creating own visual content.

🔍 GUIDING QUESTIONS FOR TEACHERS

Pre-lesson and in-lesson self-reflection:

- Can my students notice and name key visual features in a photo (angle, focus, framing, light) using the sentence frames?
- Can students stay in descriptive mode rather than jumping straight to "meaning," and can I scaffold that shift effectively?
- Can students identify what is shown vs not shown and express it in simple language?
- When students create their own photo, do they apply the chosen rule clearly, so that others can recognise it?
- During the gallery walk, can students justify their guesses with simple evidence language and do they listen respectfully to others' interpretations?

🌍 CULTURE

- Developing visual literacy,
- Enhancing critical viewing,
- Promoting cooperation when designing visual content and its verbal description,
- Building confidence when expressing oneself and responding to other people's visual expression.

⭐ 21ST-CENTURY SKILLS

BICS-Related Skills

Communication: Students describe photos with simple sentence frames ('I notice ...', 'The focus is on ...', 'I can't see ...'), first word by word and then in full sentences, and explain their own photo to others.

Collaboration: Students work in pairs to describe what is and isn't shown in a photo, and in groups to take one photo following a rule and prepare its three-sentence description.

CALP-Related Skills

Critical Thinking (Basic): Students stay in descriptive mode, analyse angle, focus, framing and light, and justify their guesses with simple evidence language ('I can see this because ...').

Creativity: Students apply photographic concepts to create original visual content that follows a given rule, turning an abstract rule into a concrete image.

Responsibility: Each group is responsible for making its rule recognisable in a single photo and

Creativity: Students take their own photo, deciding how to show the drawn rule (angle, light, blur, framing) as clearly as possible.

Social Skills: During the gallery walk, students guess other groups' rules, listen respectfully to different interpretations, and photo creators confirm or correct the guesses.

for preparing an accurate and clear description of it.

Reflection: Through the What Helped You See? activity and the I Used to Think / Now I Think routine, students reflect on how their understanding of photographs has changed.

📚 METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
15'	**Warm-up Activities**	**What Did You Notice?** Teacher shows 3 visually intriguing photographs, e.g.: • an image taken from a very unusual angle (top-down / extreme close-up), • a photo where the main subject is partly hidden or cropped, • a photo with strong contrast (light/shadow, foreground/background). **Important:** photos should raise questions, not tell an obvious story. Each photo is shown for 10 seconds only. **Step 1 – Silent noticing:** Students look carefully (10 seconds per photo). No speaking. Teacher says: 'Don't say what it means. Just look carefully!' **Step 2 – One-word noticing:** Students say ONE word answering the question: 'What did you notice first?'. Teacher writes selected words on the board, without commenting on them, but helping with translation into target language if needed. Sample students' answers: hands, shadow, corner, blur, window, face, etc. **Step 3 – Sentence upgrade (teacher-led):** Only after students' one-word responses, the teacher models simple descriptive sentences, explicitly upgrading the language, e.g.:	A selection of appropriate, intriguing visuals – pre-selected and/or designed before class.	**ChatGPT / Canva / Gemini:** To create bespoke visuals for the lesson.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		• 'I notice a blurred background.' • 'I can see only part of a person.' • 'The photo is taken from above.' **Assessing prior knowledge** Teacher checks: • students' ability to notice visual features, • their willingness to speak, • their readiness to move from word-level to sentence-level description.		
45'	**Main Activities** Activity 1: 10–15' Activity 2: 10' Activity 3: 20–25' Activity 4: 15'	**Activity 1: How Is the Photo Made?** Students look again at one of the photos from the warm-up. Teacher asks only observational / technical questions: • 'Is the photo close or far?' • 'Is everything clear or blurred?' • 'Is it inside or outside?' • 'Where is the focus?' Sentence frames for students to choose from: • 'The photo is taken from ...' • 'The background is blurred.' • 'The focus is on ...' Teacher sums up by highlighting the Creative Arts link: 'Photographers choose angle, distance, and focus. This is how a photo is made.' **Activity 2: What Do We See – and What Don't We See?** In pairs, students answer two questions about the same photo: • 'What can you see clearly?' • 'What can't you see?' Sentence frames for students to choose from: • 'I can see ... clearly.' • 'I can't see ...' • 'The photo doesn't show ...' Teacher emphasises that not showing something is also a	Sentence frames to be displayed on a slide / blackboard / flipchart etc. • A jar or another appropriate container; a set of slips of paper, large enough to contain one short rule each.	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		choice: 'Not showing something is also a choice for a photographer.' **Activity 3: Create a Photo with a Rule** **Step 1 – Choose a rule (one per group):** Each group randomly draws ONE photography rule, from a set of slips of paper mixed up in a jar or another container: • Only part of the object/person • From above or below • Something blurred • Strong light and shadow • Inside or outside only **Step 2 – Take the photo:** Students, in pairs, take one photo only. The rule that they have chosen should be as clear as possible. **Step 3 – Describe the photo:** Groups prepare three sentences: • 'In our photo, you can see ...' • 'You can't see ...' • 'The photo is taken from ... / with ...' Teacher supports accuracy and clarity. **Activity 4: Gallery Walk – Spot the Rule** Students look at other groups' photos and answer: • 'What rule did they use?' • 'How do you know?' Sentence frames for students to choose from: • 'I think they used the rule ...' • 'I can see this because ...' Photo creators confirm or correct.		
10–15'	**Wrap-Up** **Reflection & Sharing**	**Activity: What Helped You See?** **1.** Students work individually or in pairs. **2. Teacher writes the following prompt on the board:** What helped you understand photos better today? **3.** Students choose two items from a short list and respond orally (or in writing). Sentence frames (A2/A2+):	Visual support (displayed list): • the angle • the focus • light and shadow • what is shown • what is not shown	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		• 'Today, the most helpful thing was ...' • 'It helped me see ...'		
5–10'	**Evaluation & Feedback**	**Teacher Assessment (Observation)** • Noticing and naming key visual features (angle, focus, framing, light) during the warm-up and Activity 1. • Moving from one-word answers to full descriptive sentences using the sentence frames. • Correct use of Present Simple, there is / are and can / can't when describing what is and isn't shown. • Applying the drawn rule clearly in the group photo, so that others can recognise it. • Justifying guesses with 'because' during the gallery walk and listening respectfully to others' interpretations. **Student Self-Assessment** Thinking Routine – I Used to Think / Now I Think **1.** Students choose one photo from the gallery walk (not their own). **2.** They reflect individually first, then share orally (or in writing, if preferred). Sentence frames for students to use: • 'I used to think this photo was ...' • 'Now I think it is ...' Example student output (A2/A2+): • I used to think this photo was just a picture. Now I think the angle is important. • I used to think photos show everything. Now I think some things are not shown. • I used to think photos are easy to take. Now I think you have to choose carefully. Teacher models one example about a different photo and	—	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		encourages reflection on angle, focus, framing, and choice: 'I used to think this photo was simple. Now I think the photographer chose the angle on purpose.'		

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