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CLIL LESSON PLAN

What Can a Movement Say?

📋 LESSON OVERVIEW

Subject(s)	Creative Arts
Age Group	11–14 years old
Duration	90 minutes or 2 x 45 minutes
CEFR Level	A1–A2

🎯 LEARNING OBJECTIVES

Content Objectives

Students will:

- recognise that movements and gestures can communicate meaning,
- identify simple emotions and ideas expressed through body movement,
- explore how movement can be used creatively in dance or performance,
- create a short movement sequence to express a simple message,
- share and reflect on movement-based expression.

Language Objectives

Vocabulary:

- nouns for labelling selected emotions (e.g. frustration, happiness, surprise)
- adjectives for describing a range of different movements (e.g. gentle, energetic, relaxed)

Functional language:

- describing movement
- naming selected emotions
- expressing simple opinions

Skills:

- reading: short captions or labels
- listening: following instructions, listening to peers
- speaking: describing movements and emotions using short phrases and/or sentences

💬 COMMUNICATION SKILLS

- Reading: short captions or labels describing movements or emotions.
- Listening: following simple instructions, listening to peers' descriptions.
- Speaking: naming movements and emotions, describing what they see, expressing likes and dislikes.

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Not a focus of this BICS lesson.

Language for Learning (BICS)

Classroom and cooperation language supported by gestures:

- Watch • Copy • Your turn • Work together

Placing nuclear stress on key content nouns/adjectives in order to maximize intelligibility:

- 'This movement is/feels relaxed.' • 'I think it shows frustration.'

Language Through Learning (not planned)

Additional emotion words or movement descriptions emerging naturally during activities.

🧠 COGNITION

LOTS — Remembering, Understanding, Applying

- Recognising & identifying movements and gestures,
- Matching movements to emotions – and labelling them,
- Copying and practising simple movement patterns.

HOTS — Analysing, Evaluating, Creating

- Deciding which movement(s) express(es) which emotion(s),
- Explaining choices using simple language,
- Creating (and evaluating) a short movement sequence.

🔍 GUIDING QUESTIONS FOR TEACHERS

Pre-lesson and in-lesson self-reflection:

- Can my students match movements to emotions (given (visual) support if needed)?
- Do they use simple descriptive language effectively and with a degree of confidence?
- Are my students at ease when interpreting movement in the target language?
- Is everyone participating actively?

🌍 CULTURE

- Increased awareness that people communicate with their bodies,
- Developing respect for different forms of expression,
- Practising cooperation and turn-taking,
- Building confidence through performance.

⭐ 21ST-CENTURY SKILLS

BICS-Related Skills

Communication: Students name movements and emotions and describe what they see with sentence frames ('It feels tense / relaxed ...', 'I think it shows ...'), both in the warm-up and when guessing other groups' emotions.

Collaboration: Students work in small groups to choose an emotion, agree on a 3–4 movement sequence and prepare their three-sentence description together.

Creativity: Students invent their own movement sequence to express an emotion, turning an idea into body movement and performance.

Flexibility & Adaptability: Students adjust their interpretation when the audience's guess or another group's description differs from their own, and adapt movements so the message becomes clearer.

Social & Cross-Cultural Skills: Students consider how a movement or gesture can mean something

CALP-Related Skills

Critical Thinking (Basic): Students analyse movements by speed, tension and energy, decide which emotion they express and justify their choice with simple language.

Creativity (Academic): Students apply the target vocabulary of movements and emotions to design, describe and perform an original movement sequence.

Responsibility: Each group is responsible for preparing an accurate description of its sequence; one representative reads it out during the performance sharing.

Reflection: Through the I See – I Feel – I Say routine, students compare their description with the original one, identify differences and reflect on how effective the movement's message was.

different in another culture (third sentence of the group description) and show respect for different forms of expression.	

📚 METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
15'	**Warm-up Activities**	**Gesture detective** Students watch the teacher perform a series of everyday movements or gestures (e.g. waving, pointing, shrugging, stopping, jumping lightly, moving slowly, crossing arms, or stretching). Students: • copy the movement, • guess the emotion or idea it shows, • label the emotion in the target language. Teacher models language: • 'It is slow / relaxed / tense / quite fast / energetic / etc.' • 'It shows sadness / frustration / boredom / etc.' • 'Is it happy or surprised?' **Assessing prior knowledge** Teacher observes recognition of emotions linked to gestures, and use of relevant adjectives. If needed (particularly for weaker learners), Teacher can make use of extra cards/handout containing various emotions and their labels. **An extra idea for the handout-based activity:** The pictures/emoticons and their labels on the handout could be mixed up to start with, for students to match them before they engage in the main warm-up activity above.	(Optionally – for extra support) • Cards or pieces of paper or handout with emoticons showing different emotions, and names of these emotions in L2.	**ChatGPT / Canva / Gemini:** To create bespoke visuals for the lesson – faces or emoticons of different emotions.
45'	**Main Activities** Activity 1: 10–15'	**Activity 1: Movement as Expression** Students watch short, silent clips or images of simple dance	Images or short silent videos of dance movements. • A slide or printed poster displaying a	**AI video tools:** For short silent video clips, Teacher can use one of these free AI tools:

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
	Activity 2: 20–30'	movements or poses. For each example, the teacher asks: • 'How can you describe this movement?' • 'Is it fast or slow? / Does it feel relaxed or tense?' etc. • 'What emotion is it?' Students respond orally, using selected sentence frames, such as these: • 'The movement is slow and controlled.' • 'It feels tense / relaxed / energetic.' • 'I think it shows nervousness / confidence / excitement.' • 'The movement looks strong / gentle / smooth.' **Activity 2: Create and Describe** **Step 1 – Create (movement):** Students work in small groups. Each group chooses one emotion, e.g. excited, nervous, relaxed, frustrated, proud, shy. They create a short movement sequence (3–4 movements) to illustrate this emotion. **Step 2 – Describe (language):** Groups prepare three simple sentences: • 'Our movement is (quick / slow / controlled / energetic / gentle / tense / heavy / light / sharp / smooth ...).' • 'It shows (happiness / surprise / frustration ...).' • 'In a different culture it can also show (...).' Teacher supports language production with sentence starters. **Step 3 – Perform:** Groups perform their movement sequence. The audience guesses the emotion and describes what they see, using the three-sentence formula.	selection of sentence starter frames for students to use (if needed, the frames can simply be written on a black/whiteboard).	• Canva AI Video / Shorts Maker • FlexClip AI Education Video Maker • Invideo AI (Text-to-Video & Shorts Generator)
10–15'	**Wrap-Up Reflection & Sharing**	**Performance sharing** Groups perform again, this time with one representative from	—	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		each group reading out their original movement description.		
5–10'	**Evaluation & Feedback**	**Teacher Assessment (Observation)** • Recognising emotions linked to gestures and movements during the Gesture detective warm-up and Activity 1. • Correct use of the target vocabulary: nouns for emotions and adjectives describing movement (e.g. gentle, energetic, tense). • Use of the sentence frames ('It feels ...', 'I think it shows ...', 'The movement looks ...') when describing movements. • Quality of the group sequence: 3–4 movements that clearly express the chosen emotion, and an accurate three-sentence description. • Active participation, cooperation and turn-taking during group work and performances. **Student Self-Assessment** Thinking Routine: I See – I Feel – I Say Each student picks one performance and compares his/her group's description with the original one, identifies any differences, and reflects on them orally or in writing, using the following thinking routine: • **I see –** describe a movement (Now I see a controlled, smooth movement.) • **I feel –** describe a feeling or reaction (When I watch it, I feel relaxed / slightly tense / interested.) • **I say –** express a simple opinion with a reason (For me, this movement feels strong / gentle; the message is (not) easy to understand; it works well / is (not completely) effective.)	—	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Teacher models language and supports hesitant learners.		

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