



CLIL LESSON PLAN

What is art made of?



LESSON OVERVIEW

Subject(s)	Creative Arts
Age Group	7-10 years old
Duration	90 minutes or 2 x 45 minutes
CEFR Level	A1-A2



LEARNING OBJECTIVES

Content Objectives

Students will:

- recognise different materials used in art and everyday objects,
- identify what simple works of art and classroom objects are made of,
- experiment with materials while creating a simple work of art,
- express creativity and personal choice through art-making,
- express their preferences.

Language Objectives

Vocabulary:

- materials
- functional language for describing objects / works of art
- functional language for describing preferences

Skills:

- reading: recognising words, reading short descriptions
- listening: following simple instructions, listening to peers' short descriptions



COMMUNICATION SKILLS

- Reading – short descriptions of works of art.



- Listening – following simple instructions, listening to peers' short descriptions.
- Speaking – naming materials and describing objects/works of art using simple phrases, asking questions about works of art, expressing preferences.

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 and visuals:

- Look! • Here! • My turn / Your turn
- Understanding and following simple instructions.

The teacher consistently models pronunciation, stress and intonation, placing clear emphasis on key vocabulary and sentence frames to support fluency and comprehension.

Language Through Learning (not planned)

Different materials children might come across during the lesson, names of different types of works of art.

COGNITION

LOTS — Remembering, Understanding, Applying

- Recognising and naming materials,
- Matching objects with materials,
- Sorting and choosing materials.

HOTS — Analysing, Evaluating, Creating

- Deciding which materials to use for a work of art,
- Explaining choices using simple language, gestures or pointing.

GUIDING QUESTIONS FOR TEACHERS

Pre-lesson and in-lesson self-reflection:



- Can students recognise and name materials with visual support?
- Have I given them various samples of materials or their visual representations to support their learning?
- Do students attempt to use the language introduced?
- Are all students actively involved?



CULTURE

- Creativity and self-expression through art,
- Collaboration and turn-taking,
- Respect for different ideas and works of art,
- Building confidence in sharing personal work.



21ST-CENTURY SKILLS

BICS-Related Skills

Communication: Students name materials and describe objects and works of art with simple sentence frames ('It's made of ...', 'I can see ...'), and share their own work during the gallery walk and guided tour.

Collaboration: Students explore real materials together in the Touch & guess group activity and work in groups of 4–5 during the guided tour, taking turns as guide and visitors.

Creativity: Students create their own collage or small construction, choosing materials freely and expressing personal ideas through art-making.

Flexibility & Adaptability: During the art-making activity, students adapt their plans to the materials available and try different combinations when an idea does not work as expected.

Social & Cross-Cultural Skills: Students listen to peers' descriptions and react respectfully to different works of art and preferences, including those that differ from their own.

CALP-Related Skills

Critical Thinking: Students match objects with materials and sort them, then use the See–Think–Wonder routine to observe works of art and decide how they feel about them.

Problem-solving: Students decide which materials suit the work of art they want to make and how to join or combine them in a collage or small construction.

Creativity (Academic): Students apply what they have learnt about materials in art to produce an original work, connecting the identified materials with their own artistic choices.

Productivity & Accountability: Each student produces a finished work of art and presents it to the class, explaining what it is made of using the lesson's target language.

Leadership & Responsibility: During the guided tour, one student in each group acts as the guide and is responsible for describing the works of art to the visitors.



Time Management: Students complete their work of art within the allocated time so that it is ready to display for the gallery walk and guided tour.

Initiative: In the Find something made of... activity, students move around the classroom independently, find objects and point them out to peers without waiting for the teacher.



METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
15'	Warm-up Activities	<p>Touch & guess Group activity – exploring real materials The teacher shows the students a choice of real materials (e.g. wood, metal, plastic, paper, glass, rubber). Students explore the materials using touch and sight. They guess and react using single words, gestures or simple phrases. The teacher models vocabulary naturally without forcing repetition.</p> <p>Assessing prior knowledge By observing and listening to the students, the teacher may assess their prior knowledge – whether they are aware that different objects are made of different materials, whether they have come across the materials presented.</p> <p>Match Students look at the sample materials and everyday objects. They label each sample or object with a word card. The teacher models and repeats the structure 'It's made of ...'. Choral repetition and pointing activities support memorisation.</p> <p>Find something made of ... Students move around the classroom to find objects made of specific materials. They point to objects and use sentence frames with visual support. Peer</p>	<p>Real material samples or objects – a piece of wood, metal, rubber, plastic, glass, wool, clay.</p> <ul style="list-style-type: none"> • Cards or pieces of paper with names of materials to serve as labels. 	—



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		interaction is encouraged in a low-pressure environment.		
45'	Main Activities Materials in art: 10–15' Let's make art!: 20–30'	Materials in art The teacher shows the students different works of art made of various materials (e.g. sculptures, statues, collages, simple crafts). Step 1 – Identifying materials: With every new picture the teacher asks the question: 'What is it made of?' Students answer chorally or individually using sentence frames: 'It's made of ...' or 'I can see ...'. The teacher models and repeats answers, pointing to the materials and works of art. Step 2 – Expressing preferences: After identifying the materials in the visuals, the teacher asks: 'Do you like it?' or 'Do you like this work of art?' Students respond using simple phrases: <ul style="list-style-type: none"> • 'I like it' / 'I don't like it' • 'It's nice' / 'It's interesting' / 'It's beautiful' Let's make art! Students create a simple work of art (collage or small construction) using selected materials. They choose materials freely. The teacher circulates, asks simple questions and models language individually: 'What is it made of?' / 'I can see ...' / 'Do you like it?'	Some visuals showing pieces of art made of different materials – a sculpture made of wood, paper, clay... a statue made of metal, some modern art creations made of different materials – collages etc. <ul style="list-style-type: none"> • Paper, sample materials used during the warm-up, recycled materials, glue, scissors, optional clay or wool. 	ChatGPT / Canva / Gemini search engine: To search for or create visuals for the lesson – works of art made of different materials and visuals of different everyday objects made of different materials.
20'	Wrap-Up Reflection & Sharing Sharing & gallery walk: 10' Guided tour: 10'	Sharing & gallery walk Students display their works of art. They present them to the whole class using simple sentences or sentence frames. Guided tour in an art gallery The teacher divides the students into groups of 4–5. In each group one student is a guide, the others are tourists / visitors in an art gallery. The groups participate in guided tours – the guides describe the works of art using the target language from the lesson.	Students' works of art.	—



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
10'	Evaluation & Feedback	<p>Teacher Assessment (Observation)</p> <ul style="list-style-type: none">• Recognising and naming materials with visual support during the warm-up and the Materials in art activity.• Use of the sentence frames 'It's made of ...' and 'I can see ...' when describing objects and works of art.• Expressing preferences with simple phrases ('I like it / I don't like it'; 'It's nice / interesting / beautiful').• Explaining choices of materials for their own work of art using simple language, gestures or pointing.• Active participation and use of classroom language (Look! Here! My turn / Your turn) during group work and the guided tour. <p>Student Self-Assessment</p> <p>Final reflection – a simplified See–Think–Wonder routine.</p> <p>The teacher explains the meaning of the coloured cards: green = I like it, red = I don't like it, yellow = I want to know more about it, and models how to use them while observing works of art and materials. Students look at works of art and materials shown by the teacher and follow the routine:</p> <ul style="list-style-type: none">• I see: the students name the materials in the visual.• I think: the students hold up green cards if they like it, red ones if they don't.• I wonder: the students hold up yellow cards if they want to know more about this particular work of art. <p>Teacher models language and supports students as needed.</p>	Coloured cards – green, red and yellow – a set of 3 cards per student.	—