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CLIL LESSON PLAN

Which art period is it?

📋 LESSON OVERVIEW

Subject(s)	Visual Arts · Art History
Age Group	11–14 years old
Duration	45–90 minutes
CEFR Level	A2+ / B1

🎯 LEARNING OBJECTIVES

Content Objectives

- recognise characteristic features of three art periods: Middle Ages, Baroque, Modern Art,
- identify visual elements such as light, contrast and realism,
- classify paintings according to visual criteria,
- justify their classification using evidence.

Language Objectives

Vocabulary:

- language for characterising paintings (light, shadow, contrast, realistic, flat, dramatic, abstract, religious theme)
- functional language for offering justification ('I think this painting is from... because...', 'The use of ___ shows that...', 'This artwork looks ___ because...', 'One characteristic feature is...')

Skills:

- Listening – understanding teacher modelling and peer presentations
- Speaking – explaining classification decisions
- Reading – short feature descriptions
- Writing – short justification sentences

💬 COMMUNICATION SKILLS

- Listening – understanding teacher modelling and peer presentations.

- Speaking – explaining classification decisions.
- Reading – short feature descriptions.
- Writing – short justification sentences.

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Academic vocabulary for characterising paintings: contrast, realistic, abstract, characteristic feature, religious theme.

Language for Learning (BICS)

Classroom and cooperation language supported by gestures and visuals:

- 'I agree / I disagree' • 'Let's check' • 'What do you think?' • 'Maybe it belongs to...'

Language Through Learning (not planned)

Emerging descriptive language during discussion.

🧠 COGNITION

LOTS — Remembering, Understanding, Applying

Students:

- Identify visual features (light, shadow, flat, abstract),
- Match features to correct period,
- Recognise differences between art periods.

e.g. Can you identify which painting shows strong contrast?

HOTS — Analysing, Evaluating, Creating

Students:

- Analyse visual evidence,
- Justify classification,
- Compare two artworks,
- Create a simple artwork inspired by one period (optional).

e.g. Can you explain why this painting belongs to the Baroque period?

🔍 GUIDING QUESTIONS FOR TEACHERS

Pre-lesson and in-lesson self-reflection:

- Which visual elements help students distinguish between periods?
- Are students using evidence or only opinions?
- Can they explain their reasoning clearly?
- Are they applying vocabulary accurately?

🌍 CULTURE

Context & Citizenship:

- Understanding how art reflects beliefs and society,
- Discussing why contemporary art can look very different.

Intercultural Awareness:

- How does art change over time?
- Why do styles develop differently in different periods?

Life Skills:

- Collaboration,
- Decision-making,
- Justifying opinions.

⭐ 21ST-CENTURY SKILLS

BICS-Related Skills

Communication: Students describe paintings and explain classification decisions using sentence frames ('I think this painting is from... because...'), and present their strongest evidence in the wrap-up.

Collaboration: Students work in small groups to sort six paintings and to complete the Art Detectives Report, agreeing on a shared decision and justification.

Flexibility & Adaptability: When classifying, students reconsider their first impression in light of a peer's evidence or the teacher's probing questions and adjust their decision if needed.

Social & Cross-Cultural Skills: Students use cooperation language (I agree / I disagree, What

CALP-Related Skills

Critical Thinking: Students distinguish between evidence and opinion and justify their classification with visual features rather than personal taste.

Analytical Reasoning: Using the Art Detectives Report, students analyse light, shadow, contrast, realism and theme step by step before drawing a conclusion about the period.

Creativity (Structured and Evidence-Based): In the optional task, students create a simple artwork inspired by one period, deliberately applying its characteristic features.

Information Literacy: Students select the most relevant visual information and identify the

do you think?) to discuss different views respectfully, and reflect on how art reflects the beliefs of different societies and periods.

Time Management: Groups complete the classification and the step-by-step worksheet within the allocated time, so that they are ready for the short presentation in the wrap-up.

strongest evidence that supports their classification.

Media & ICT Literacy: Students access paintings via links shared in a group chat, shared drive or Padlet, using mobile phones or tablets to view and zoom in on details.

Productivity & Accountability: Each group produces a completed worksheet and a short oral justification that includes at least two academic vocabulary items.

Leadership & Responsibility: Within each group, students share responsibility for observation, writing and presenting; the presenting student is accountable for delivering a clear, evidence-based justification.

Entrepreneurship: Groups take the initiative to choose and present their strongest piece of evidence persuasively, convincing the class that their conclusion is right.

📚 METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
5–10'	**Warm-up Activities**	**Noticing & vocabulary** The teacher displays three paintings, one from each period: Middle Ages, Baroque, and Contemporary Art. Students answer simple noticing questions, such as: 'Is it realistic?' 'Is the scene dramatic or calm?' 'Do you see strong light and shadow?' The key vocabulary items are introduced visually, with slides and examples. Students are encouraged to notice features without pressure to repeat the words immediately. **Guided Modelling** The teacher analyses one painting aloud using sentence frames, modelling how to describe visual features and justify classification. For example: 'I can see strong	Three visuals with paintings characteristic for each period, for example: Middle Ages: • Virgin and Child with Canon van der Paele – Jan van Eyck Baroque: • The Night Watch – Rembrandt van Rijn Modern Art: • Christina's World – Andrew Wyeth Mobile phones / tablets.	**Canva:** Visuals. **ChatGPT / Gemini:** Searching for example paintings.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		contrast between light and shadow. The scene looks dramatic. I think it is Baroque because of the dramatic light.' Students repeat key phrases and if needed ask for clarifications. The teacher draws / presents a simple chart with the three periods and their characteristic features.		
15–30'	**Main Activities** Group Classification: 10' Art Detectives: 15–20'	**Group Classification** Students work in small groups and receive six paintings/links, two from each period. They first sort the paintings into three groups based on visual features such as light, shadow, contrast, realism, and use of abstract elements. They must justify their classification using at least two academic vocabulary items from the lesson (e.g. contrast, realistic, abstract, dramatic). The teacher circulates, monitoring use of CALP vocabulary and asking probing questions: 'What evidence supports your choice?' or 'Can you explain why you think this painting is different from the other period?' **Art Detectives – Evidence-Based Analysis** Students work in small groups and receive one or two paintings (depending on the level and group dynamics) to investigate in depth. Using the structured 'Art Detectives Report' worksheet, they analyse visual elements step by step (light, shadow, contrast, realism, theme) before making a final decision about the art period (Middle Ages, Baroque, or Contemporary Art). Students must support their conclusion with clear visual evidence and use at least two academic vocabulary items from the lesson. They identify the 'strongest evidence' for their classification and prepare a short oral justification. The teacher circulates, prompting deeper reasoning with questions	Eight (six for Group Classification and two for Art Detectives) visuals for the students to work with – paintings characteristic for each period, for example: Middle Ages: • Madonna in the Church – Jan van Eyck • Madonna of the Rose Bower – Stefan Lochner • Mystic Marriage of St. Catherine – Hans Memling Baroque: • The Milkmaid – Johannes Vermeer • The Young Beggar – Bartolomé Esteban Murillo • La Belle Strasbourgeoise – Nicolas de Largillière Modern Art: • Swans Reflecting Elephants – Salvador Dalí • The Deep – Jackson Pollock • A Friend in Need – Cassius Marcellus Coolidge The teacher provides colour printouts or just links to images. The links can be shared in a group chat, on a shared	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		such as: 'What is your strongest evidence?' or 'How does this feature help you decide?' Detailed scaffolded worksheets (standard and supported version) are provided in the appendix.	drive, or for example via the Padlet app. 'Art Detectives Report' worksheets – two versions available depending on the students' level (see Appendix).	
5–10'	**Wrap-Up** **Reflection & Sharing**	**Presentations** Selected groups briefly present one final classification from the Art Detectives task, focusing on their strongest piece of evidence. Each presentation must include at least one sentence using 'because' and one academic vocabulary word (e.g. contrast, abstract, realistic, dramatic). **Summary** The teacher summarises key learning by eliciting from students: • 'What visual features help us recognise Middle Ages art?' • 'What makes Baroque paintings dramatic?' • 'How can we identify Contemporary Art?' **Exit reflection** Students complete a short exit reflection (oral or written): • 'One feature of Baroque art is...' • 'One difference between Middle Ages and Contemporary Art is...' • 'Today I learned that artists may use ___'	—	—
5–10'	**Evaluation & Feedback**	**Teacher Assessment (Observation)** The teacher observes: • Correct classification • Use of key vocabulary • Ability to justify with evidence • Participation in discussion **Student Self-Assessment** Students complete a quick checklist:	Self-assessment checklist.	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		• I used at least two academic vocabulary items. • I explained my choice using 'because'. • I used visual evidence to support my answer. • I can recognise at least one key feature of each period. **Peer Feedback** In pairs, students share one justification sentence and give simple feedback: • Is the explanation clear? • Is there evidence? • Is academic vocabulary used correctly? Sentence frames for peer response: • 'Your explanation is clear because...' • 'You could add more evidence about...'		

APPENDIX – STUDENT WORKSHEETS

Art Detectives – Student Worksheet Version 1 (without scaffolding)

Step 1 – Observe

Look at the painting.

1. Light & shadow

Is the light strong or soft?

Do you see strong shadows?

_____

2. Contrast

Is there strong contrast between light and dark?

☐ Yes ☐ No

Explain:

_____

3. Realism

Does the painting look realistic?

☐ Very realistic ☐ Not very realistic ☐ Abstract

Explain:

_____

4. Theme

What is the theme?

☐ Religious ☐ Everyday life ☐ Abstract / No clear story

Explain:

_____

Step 2 – Analyse the evidence

Write 2–3 sentences describing important features.

Use these words if possible:

light – shadow – contrast – realistic – flat – dramatic – abstract – religious

_____

_____

Step 3 – Conclusion

This painting belongs to:

☐ Middle Ages ☐ Baroque ☐ Contemporary Art

Justify your answer. Use sentence starters:

- I think this painting is from... because...
- The use of ___ shows that...
- One characteristic feature is...
- This artwork looks ___ because...

Write 3–4 sentences:

_____

_____

_____

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Art Detectives – Student Worksheet Version 2 (with scaffolding)

Step 1 – What can you see?

1. Light

☐ The light is strong. ☐ The light is soft.

I can see _____.

2. Shadow

☐ There are strong shadows. ☐ There are no strong shadows.

The shadows make the painting look _____ (dramatic / calm).

3. Contrast

☐ There is strong contrast. ☐ There is little contrast.

The contrast makes the image look _____.

4. Realism

☐ The painting is realistic. ☐ The painting is not very realistic. ☐ The painting is abstract.

The figures look _____ (real / flat / abstract).

5. Theme

☐ It shows a religious scene. ☐ It shows everyday life. ☐ It has no clear story.

The theme is _____.

Step 2 – Your analysis

Use the words in the box:

light – shadow – contrast – realistic – flat – dramatic – abstract – religious

Complete the sentences:

The painting uses strong _____.

The image looks _____ because _____.

One characteristic feature is _____.

Step 3 – Make a decision

I think this painting is from:

☐ Middle Ages ☐ Baroque ☐ Contemporary Art

Your justification

Complete the paragraph:

This painting is from _____.

I think this because the painting shows _____.

The use of _____ makes it look _____.

Another characteristic feature is _____.

Step 4 – Check your language

Did you:

☐ Use at least 2 vocabulary words? ☐ Use “because”? ☐ Explain your choice clearly?

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