

**Teacher's name:**

**Lesson plan:** Cultural Heritage: Art in Early Medieval Europe

**Title of unit:** Romanesque Art

LEARNING OUTCOMES	
CONTENT	LANGUAGE
Students will be able to identify: <ul style="list-style-type: none"><li>the main features of Romanesque Art (e.g. barrel vaults, Roman arches, building techniques and aesthetic tendencies)</li><li>representative Romanesque artworks, classifying them chronologically and also by origin, author and style.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>describe concisely and precisely a Romanesque artwork using the appropriate terminology and phraseology.</li></ul>

Activities	Possible scaffolds	Possible differentiation *
1. Warm up <i>Standing in a circle, the students explain what they know about Medieval times. Misconceptions are discussed, including where they have come from?</i>	Clips from movies or TV shows in order to elicit additional opinions (e.g. The Name of the Rose Game of Thrones or The Pillars of the Earth) Two students write what the other students say on the board.	
2. Writing <i>Individually, students write down their background knowledge about Medieval Age and Romanesque Art (column 1 and 2 in the Activity sheet).</i>	Activity sheet Chart with three columns: What I know What I want to learn What I learnt	

<p>3. Discussing what they want to learn according to the previous activity sheet and the intended learning outcomes. Trying to reach an agreement.</p>	<p>Intended learning outcomes are on the board.</p>	
<p>4. Contextualisation <i>In groups of 3-4, they complete a timeline ordering facts, events, objects, characters and people, etc.</i></p>		
<p>5. Introducing technical vocabulary and phraseology by having students individually read parts of short descriptions, and organise these so as to create meaningful sentences.</p>	<p>These text are supported by visuals that include parts of a Romanesque church.</p>	
<p>6. Students make a sketch of an artwork based on the descriptions.</p>		
<p>7. Peer review. In pairs they compare their drawings and complete what is missing. After that, the drawings are displayed on the walls and classmates go around writing what they consider to be the strengths of other students' work or make some suggestions for how to improve the work .</p> <p><i>Time permitting students who have been given feedback by their peers place coloured dots on the feedback slips to indicate whether the feedback was useful or not. This is intended to help all students to better reflect on the quality of their feedback.</i></p>		
<p>8. Solving the mystery. The whole class stands up and tries to determine which descriptions that they worked with apply to which pictures.</p>		

<p><i>This is taken up as a class and if need-be mistakes are discussed and corrected.</i></p>		
<p>9. In pairs, students prepare and present to the class an explanation about one important Romanesque monument, building or artwork.</p>	<p>Prior to undertaking the activity, the whole class lists the items they consider essential for the presentation. To help illustrate how they are expected to create and present their work, an example from a Spanish Islamic artwork is given to them as a model.</p>	
<p>10. Review. <i>After each presentation, the students pose 2-5 questions (quiz, multiple choice, open questions, etc.) to the rest of the class so as to check their understanding of the presentation. The class could also ask questions of the presenters.</i></p>		
<p>11. Returning to the outcomes with all the students in order to discuss their achievement. During the review, students are also asked to list new words they learned, and some useful phrases from the day that they could use in the future.</p>		
<p>12. Filling in the 3<sup>rd</sup> column from activity 2.</p>		

\* Differentiation is the process of identifying, with each learner, the most effective strategies for achieving agreed targets (Weston 1992).