Class level: Years 4-6 / CE1-CM2	Age: 8-11 years old

By the end of the lesson, learners will have:	
Content outcome:	- better understood how music can inspire art. - better understood how art and music can inspire emotions. - had exposure to the work of a range of painters and musicians. - created a piece of artwork inspired by music.
Language outcome:	- revised adjectives of emotion, shapes and colours. - practised using sentence stems to say how different colours, pieces of music and art works make them feel, especially: "How does this _____ make you feel? It makes me feel _____."
Thinking (cognitive) outcome:	- practised analysing art and music - created new art inspired by music

Stage Name and Aim	Procedure	Time	Materials
Setting the scene (starter) Aim: to activate prior knowledge around Kandinsky and his work.	Show *Yellow, Red, Blue* by Wassily Kandinsky and ask what learners know about the painting	2 minutes	*Yellow, Red, Blue* by Wassily Kandinsky (1925)
Revising useful language (starter) Aim**:** To activate language (colours, shapes and emotions) that learners already know.	T uses the Kandinsky painting to revise colours and shapes: "*What colour is this?*" / "*What shape is this?*". T uses emotion cards to revise a range of emotions.	10 minutes	Colours and shapes glossary Picture dictionary of different emotions (with words)

Introducing the topic (starter) Aim: To convey the links between art, music and emotion.	Teacher (T) tells learners that today they will think about the links between art, music and emotion, drawing overlapping circles on the board to convey the meaning. T tells learners that Kandinsky saw shapes and colours when he heard music in English (clarify in L1 if necessary). T asks learners to decide which song they think of when they look at the painting *Yellow, Red, Blue* between the two options. T plays the following songs: • Richard Wagner - *Lohengrin Prelude* • Arnold Schoenberg - *Three piano pieces op.11 n°3.* T explains that this is open to interpretation and there is no one correct option. T shows *Google Arts and Culture. Listen to the painting* task on the projector. T encourages learners to predict the type of music that each shape and colour in the painting makes them think of. This task can be completed in English or in the L1 depending on the learners' language level. T explains that the diagram shows us the music that Kandinsky thought of when he saw the colours and shapes. T asks learners to listen and decide if Kandinsky thought of the same type of music as they did. T clicks on the different shapes to play the music and compares with learner suggestions.	10 minutes	Google Arts & Culture projected on the board.
Content and language focus (main course) Aim: To convey the links between art, and emotion. To focus on the new language: *"How does this _____ make you*	T shows a colour and asks learners, "*How does this colour make you feel?*". T encourages them to mime the emotion and say the word to check understanding and to practise pronunciation. T places coloured flashcards around the classroom. T invites learners to write and draw on the flashcards how each colour makes them feel.	15 minutes	Sentence stems Coloured flashcards.

feel? It makes me feel _____."	T then divides the class into six groups, assigns each group one colour, and asks them to tell the class which emotion was repeated most often. T writes the answers on the board. In pairs, T demonstrates how learners can use these sentence stems to describe how the colour makes them feel: "*How does this colour make you feel? It makes me feel _____.*" T asks individual learners in open class.		
Content and language focus (main course) Aim: to practise linking art and emotion.	T models the same task, changing the sentence stem to: "*How does this **painting** make you feel? It makes me feel _____.*". T asks the question in open class using *Yellow, Red, Blue* to demonstrate. Learners practise asking and answering in pairs using paintings posted around the room: • Kazimir Malevich – *Red Square* (1915) • J. M. W. Turner – *Sun setting over a lake* (1840) • Vincent Van Gogh – *Sunflowers* (1888) • John Constable – *The Hay Wain* (1821) • Claude Monet – *Seagulls, the River Thames and the Houses of Parliament* (1904) • Berthe Morisot – *Lucie Leon at the piano* (1892) Open-class feedback.	10	Paintings around the room
Content and language focus (main course) Aim: to explore the links between music and emotion	T tells learners that music can also make people feel emotion. The teacher plays different pieces of music and asks the learners "*How does this **music** make you feel? It makes me feel _____.*". T tells learners in English that they are going to be part of a scientific study about music (T supports understanding using their first language (L1) if necessary). T shows the interactive diagram created by the University of Berkeley on the projector.	13	A selection of extracts of music. University of Berkeley Diagram

	T clicks on one of the songs randomly and asks learners "*How does this song make you feel?*"). Ask learners to respond: "*It makes me feel _____*". *NB: The adjectives on the site describe the song rather than the emotion (e.g, 'annoying' rather than 'annoyed') so the T paraphrases to show whether the majority of people agree or not with the learners' opinions.* T repeats the same step with various pieces of music from the diagram.		
Content and language focus (main course) Aim: To apply the learners' new understanding of the links between art, music and emotion.	T asks learners to listen and match the paintings below with the songs below. Which painting does the song make them think of? T stresses that there is no right answer. *Paintings* A. Kazimir Malevich – *Red Square* (1915) B. J. M. W. Turner – *Sun setting over a lake* (1840) C. Vincent Van Gogh – *Sunflowers* (1888) D. John Constable – *The Hay Wain* (1821) E. Claude Monet – *Seagulls, the River Thames and the Houses of Parliament* (1904) F. Berthe Morisot – *Lucie Leon at the piano* (1892) *Music* 1. Sergei Prokofiev – Dance of the Knights 2. Antonio Vivaldi – Violin Concerto in E major, RV 269 'Spring' 3. Wolfgang Amadeus Mozart – Requiem in D minor, K. 626 – Lacrimosa 4. Erik Satie – Gymnopédie no. 1 5. Modest Mussorgsky – Night on Bald Mountain 6. Frédéric Chopin – Nocturne in E flat major, Op. 9 no. 2 They share their ideas with the class, using L1 to give more detailed explanations if necessary.	10 minutes	Paintings around the room. Music extracts.

Art production (dessert) Aim: To provide an integrated assessment of the learners' conceptual understanding of the links between art, music and emotion. To provide further practice of the target language.	T explains that the learners will listen to a song and draw/paint a coloured picture inspired by it. Learners listen to the music and draw/paint the picture. In small groups, learners present their work and ask each other: "*How does this painting make you feel? It makes me feel* _____.". **Possible variant:** repeat the activity with another song or allow learners to choose a song. T can provide speaking frames to help learners guess which songs the other learners have chosen.	15 5 5	Arts and Craft supplies Music Speaking frame
Closure (Dessert) Aim: To reflect on what has been learnt.	Show learners Kandinsky's quote: *"Colours can feel like sounds. Yellow can feel like a high note and a dark blue lake can feel like a low sound."* – Kandinsky T translates the quote into L1 and asks learners in English or in L1: "*Can art and music express emotions? Can music inspire art?*". T accepts answers in all languages. Finally, T shows the following statements and encourages learners to put their thumbs up if they can do it better now and thumbs down if they cannot: 1. I can match art and music to feelings. 2. I can say how a painting makes me feel. 3. I can create a painting inspired by music.	5	*Yellow, Red, Blue* by Wassily Kandinsky (1925) Can-do statements

See example materials in the slides accompanying this webinar.

This lesson plan is an indicative example. It can be adapted or divided into a series of shorter lessons to suit your context.