



Teaching arts and music through English

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Post-webinar activity

Plan a lesson using the three-course-meal structure. More details about this structure can be found in the webinar.

The activity can be based on any painting, but you might like to base it on a painting called *Hearing* (1617-18) by Jan Brueghel the Elder & Peter Paul Rubens. The painting can be found [here](#).

Make use of the [British Council CLIL lesson plan template](#) to plan the lesson.

Defining learning outcomes

Think carefully about the learning outcomes. Learning outcomes describe what the learners will have gained by the end of the lesson. Consider:

- the content the learners will learn about
- the language the learners will need and use during the lesson
- the cognitive/thinking skills they will practise.

Don't forget to exploit any cultural links to the wider world that your lesson provides.

By the end of the lesson, learners will have...	
Content outcome:	
Language outcome:	
Cognitive outcome:	

Planning the lesson

Think carefully about the different stages of the lesson and define clear aims for each one so that you are clear about why it is important and what you hope to achieve.

Add notes to the procedure that are sufficiently detailed to allow another teacher to come in and teach your class at the last minute.

During the webinar, we discussed a ‘three-course meal’ approach to lesson planning, which can be helpful when thinking about CLIL (EMILE/DNL) classes. A recap can be seen in the template below.

Stage Name and Aim	Procedure	Time	Materials
Starter: Activate prior knowledge and language. Introduce the topic			
Main course: Focus on new content and language.			
Dessert: Assess, review and reflect on what has been learned.			

Teach the lesson

Teach the lesson and then take a moment to think critically about it.

- What went well during the lesson?
- Did the lesson achieve the learning outcomes you had defined? Why or why not?
- What would you do differently the next time to make the lesson more effective?
- Was there an appropriate balance between language and content within the lesson?
- How did learners develop thinking skills?
- Were you able to exploit any cultural links?
- How will you follow on from this lesson to consolidate the pupil’s learning?

Apply your reflections to your next CLIL lesson.

Further resources

These resources provide some interesting ideas for working with art and music.

- Advice from the British Council's *TeachingEnglish* platform on using arts and crafts in the classroom with young learners:
 - <https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles/arts-and-crafts-young-learners>
 - <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/using-arts-and-crafts-arts-english-lessons>
 - <https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/activities/level-1/drawing-and-colouring-primary-classroom>
- A six-level course for Arts & Crafts for Primary learners by Julia Mena Dobson
[CLIL World Arts & Crafts – OUP](#)

Note: when using artwork and/or music in your lesson, it is good practice to source images where the artwork is out of copyright, and the image is from [Wikimedia Commons](#) for example. For music, sourcing from open licensed or public domain sources and crediting correctly is also essential. The websites used for this lesson are [Pixabay](#) and [Musopen](#) for example. Other resources you can use include [British Council Collection](#) | [British Council Arts](#) and [Selector Radio Live Sessions - YouTube](#).

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