

TeachingEnglish webinars for teachers

Teaching art and music through English

Julia Mena Dobson

3 February 2026

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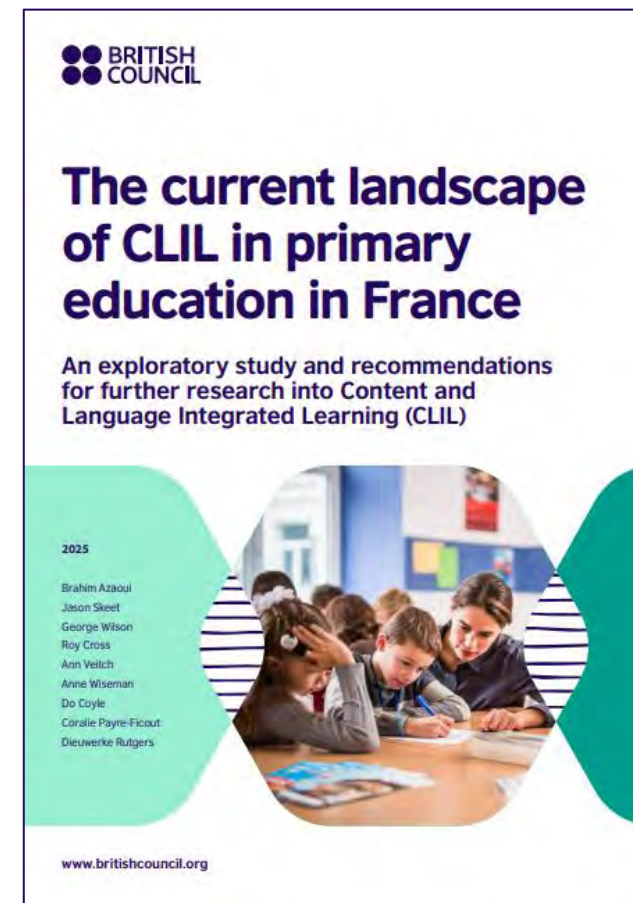
Supporting English teaching, learning and assessment



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<https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/current-landscape-clil-primary-education-france>

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<https://www.britishcouncil.fr/en/education/schools>

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Our workshop on CLIL in primary and secondary education



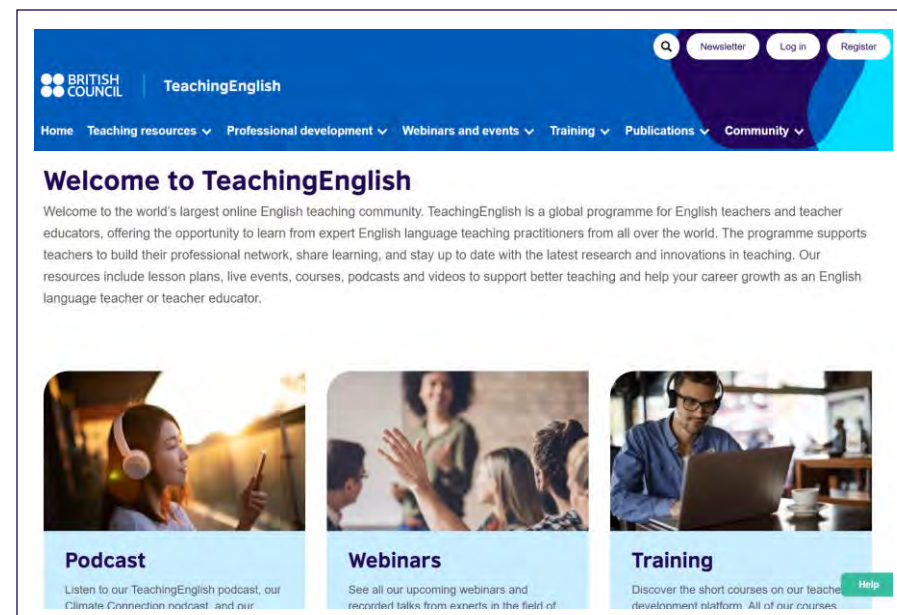
<https://www.britishcouncil.fr/en/programmes/english-programmes/education/projects/clil>

Supporting English teaching, learning and assessment



Workshop on the creation of a language centre within a new Cité scolaire in Sartrouville

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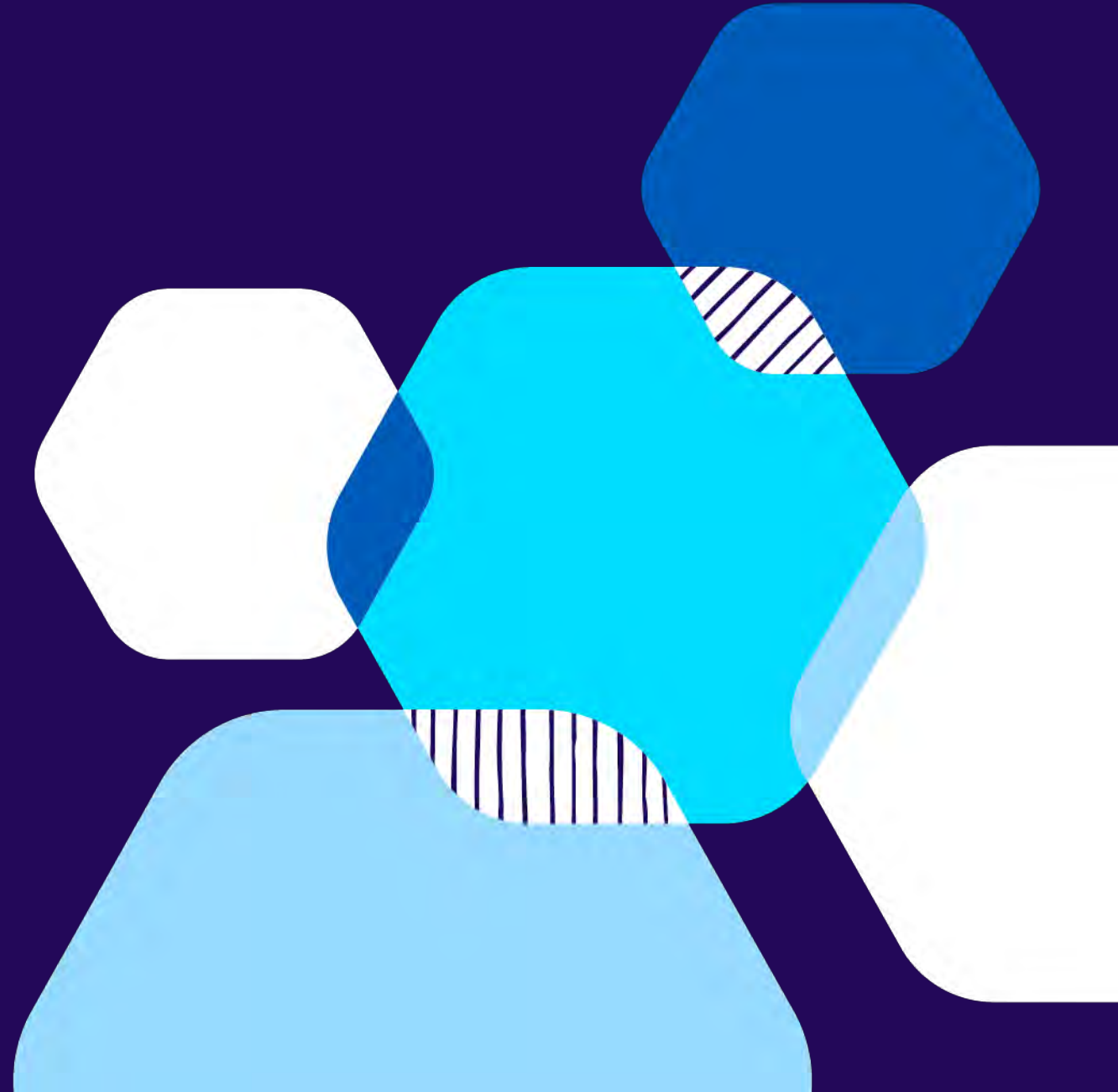
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Session objectives

- What is creativity?
- CLIL planning.
- Example lesson integrating art, music and language.
- Applying what we've learned.

What is creativity?

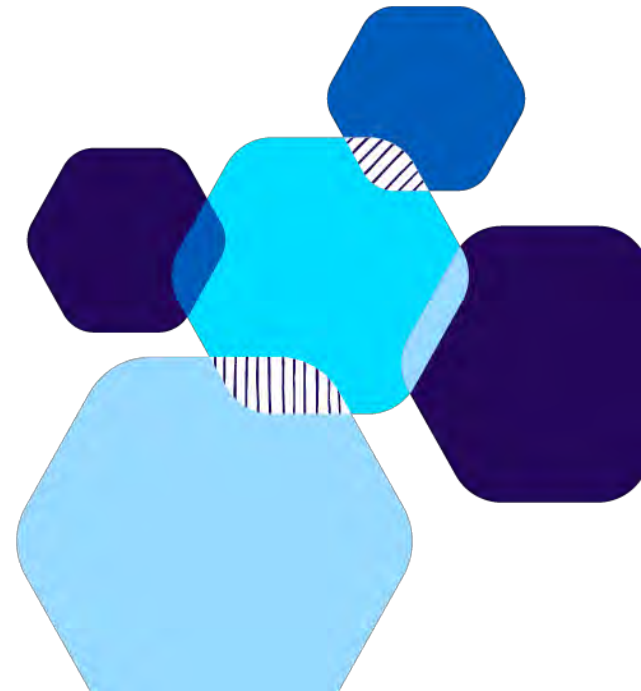


Creativity

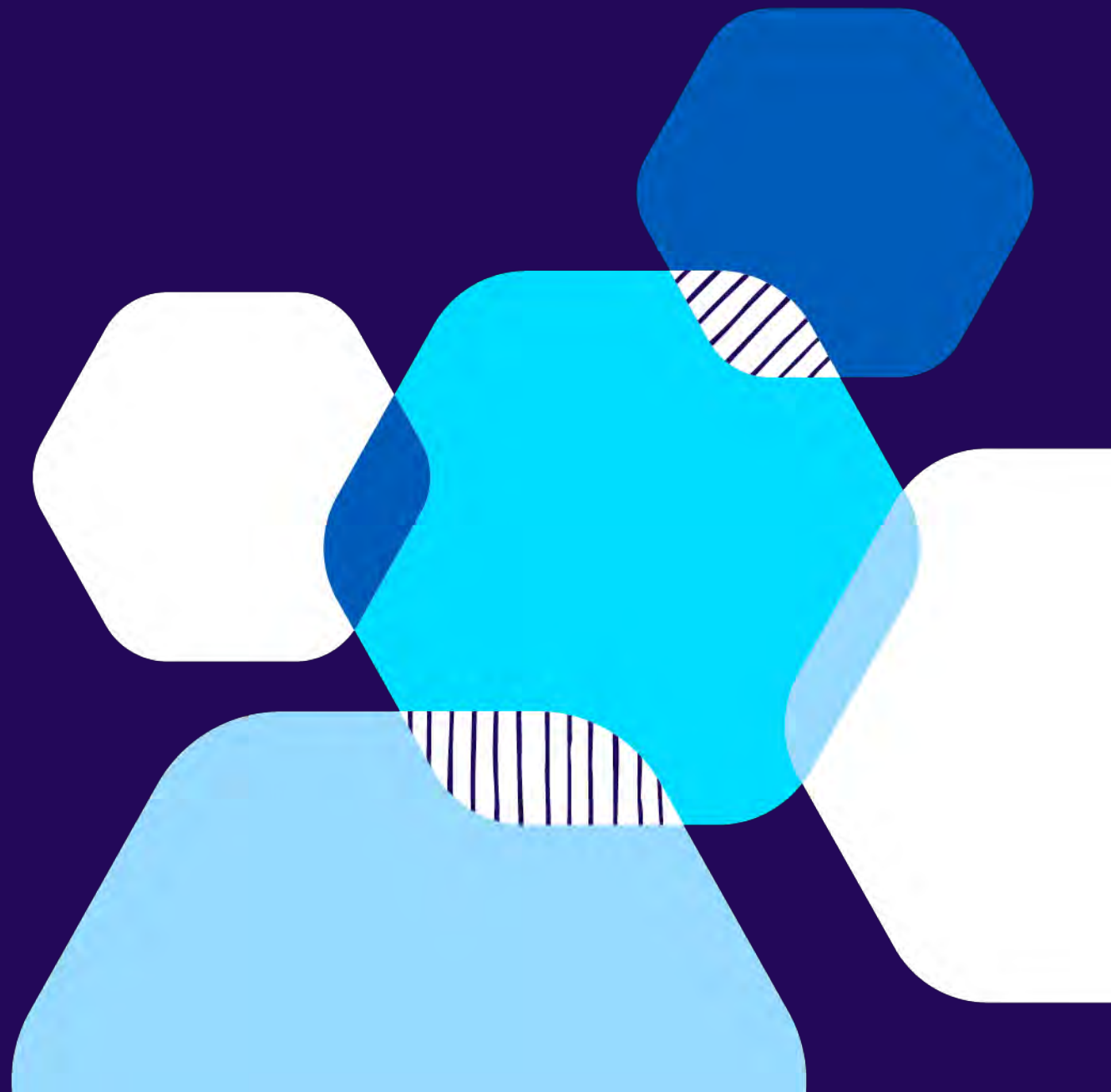
Creativity is the use of imagination or original ideas to create something new. It comes from the Latin word *creare* (meaning "to create").

Creativity is fundamental in children's cognitive development. It fosters:

- **Personal growth and life skills:** imagination, originality, resilience, auto-correction, self-discipline, and autonomy.
- **Self-expression:** identity, expressing ideas and emotions, and multiple mental-health benefits.
- **Social interaction:** collaboration, negotiation and communication.
- **Problem solving skills:** curiosity, open-mindedness, experimentation (e.g., cause-effect), and critical thinking.



CLIL planning



The three-course meal



Starter:

Activate prior knowledge
and language, and introduce the
topic



Main course:

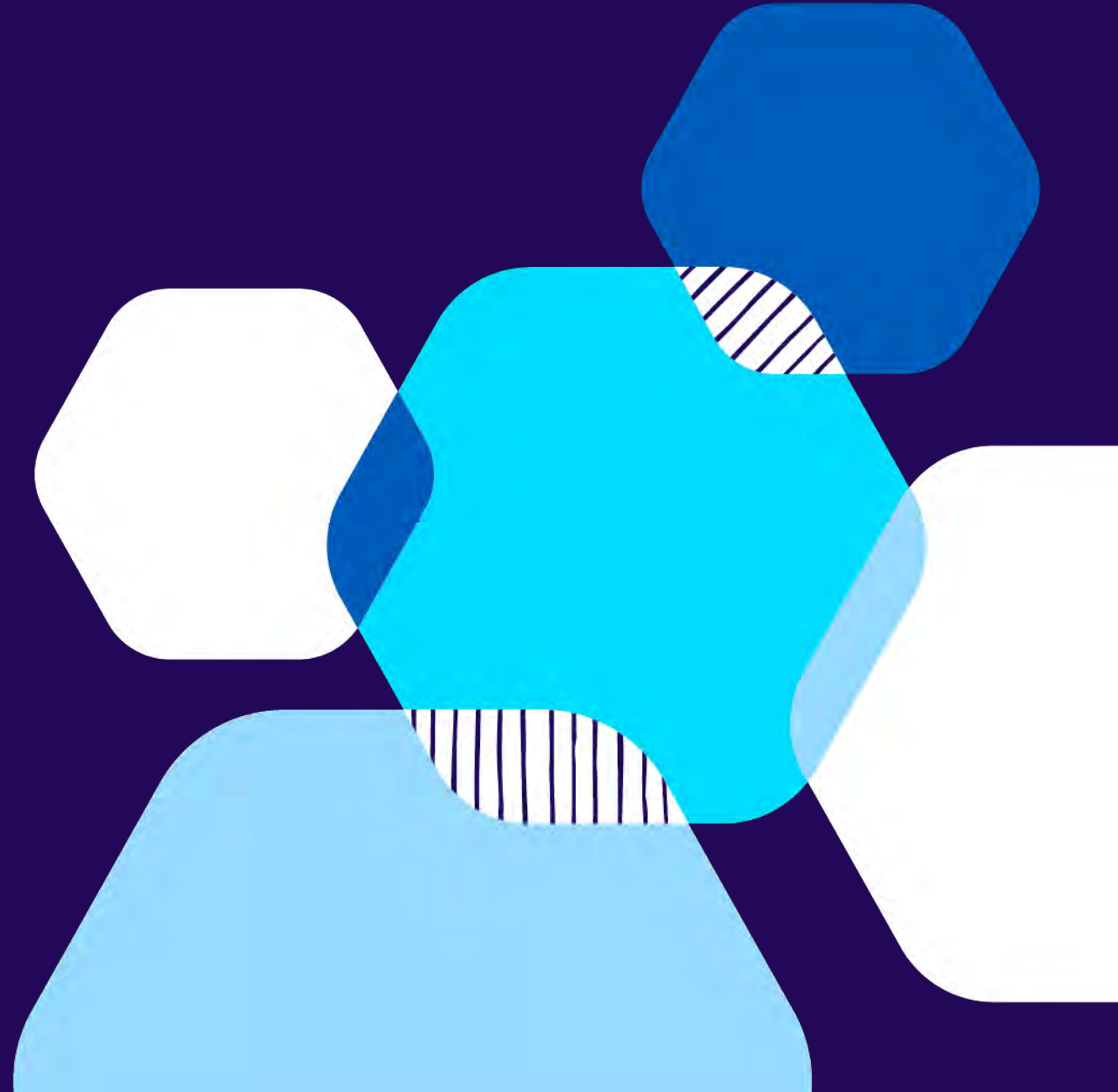
Focus on new content and
language



Dessert:

Review, assess and reflect on
what has been learned

Example lesson: the sound of colours



Learning outcomes

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:

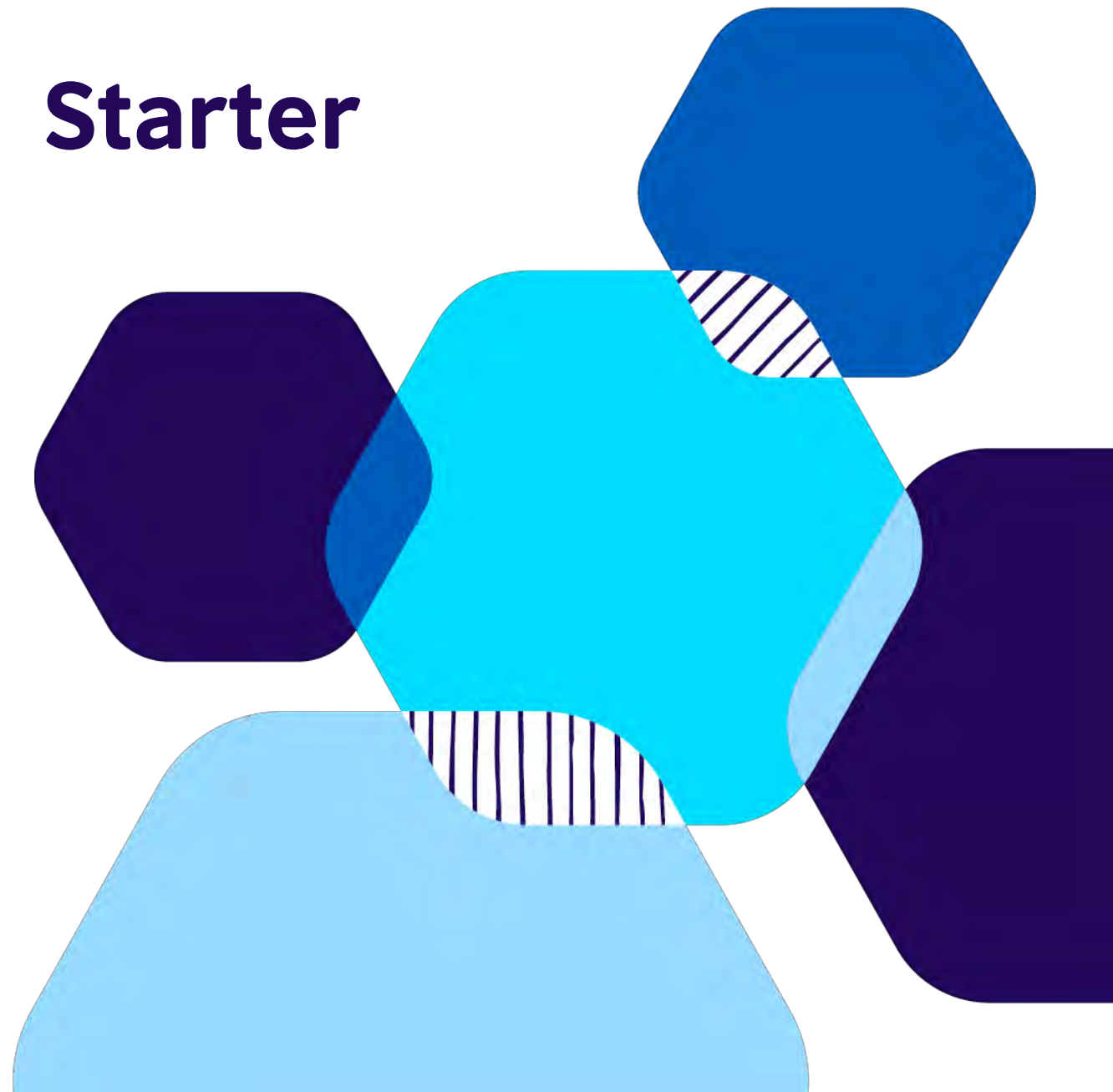
- practised analysing art and music
- created new art inspired by music



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Starter



Setting the scene

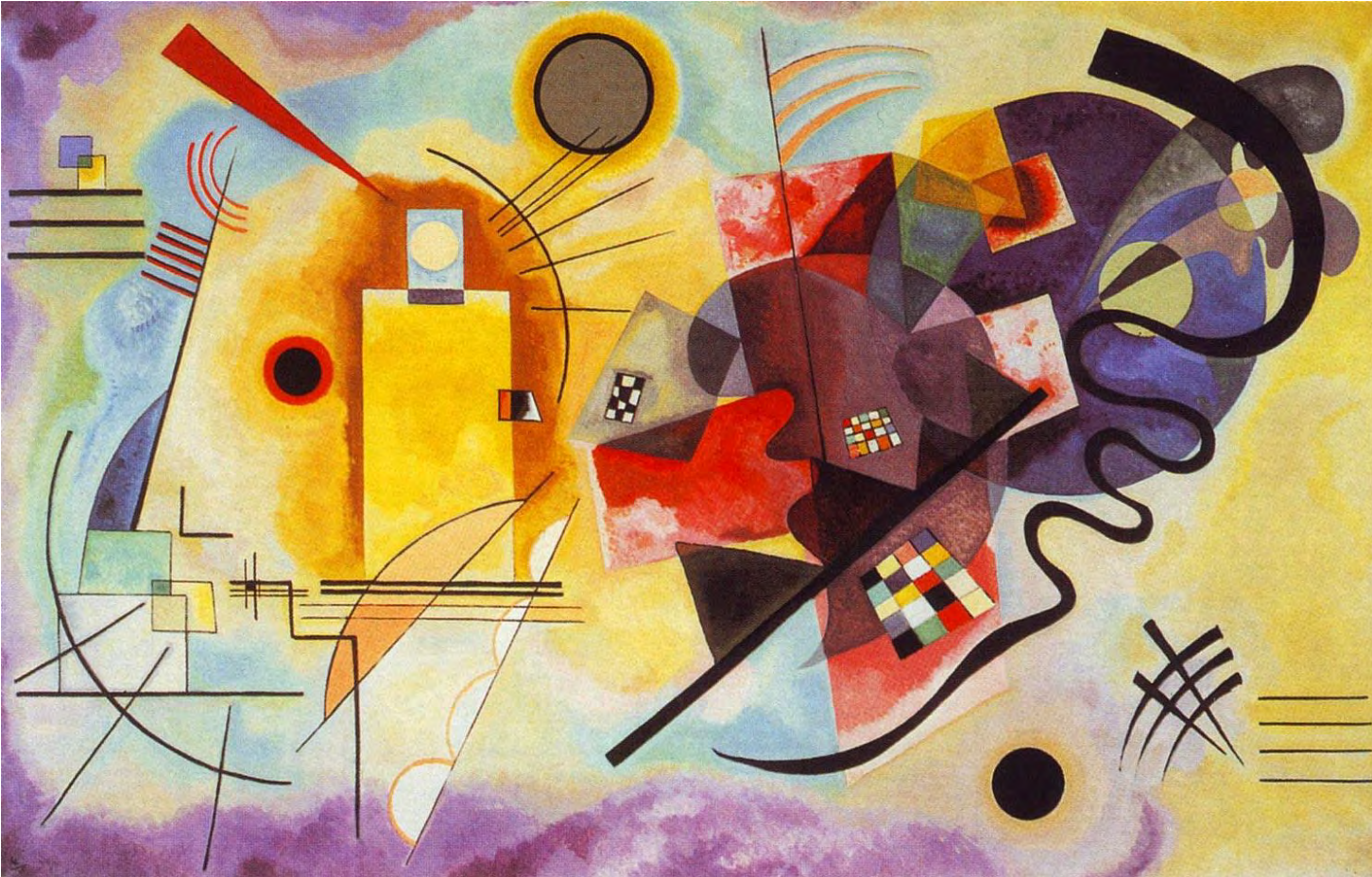
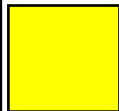
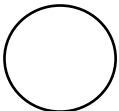












Image: Wassily Kandinsky, *Yellow, Red, Blue*, public domain via Wikimedia Commons

“Colours can feel like sounds. Yellow can feel like a high note and a dark blue lake can feel like a low sound.”

- Kandinsky

Revising useful language

	yellow	+		circle
	dark blue			rectangle
	light pink			triangle
	purple			diamond
	grey			parallel lines
	black			wavy lines

 yellow +  rectangle =  yellow rectangle

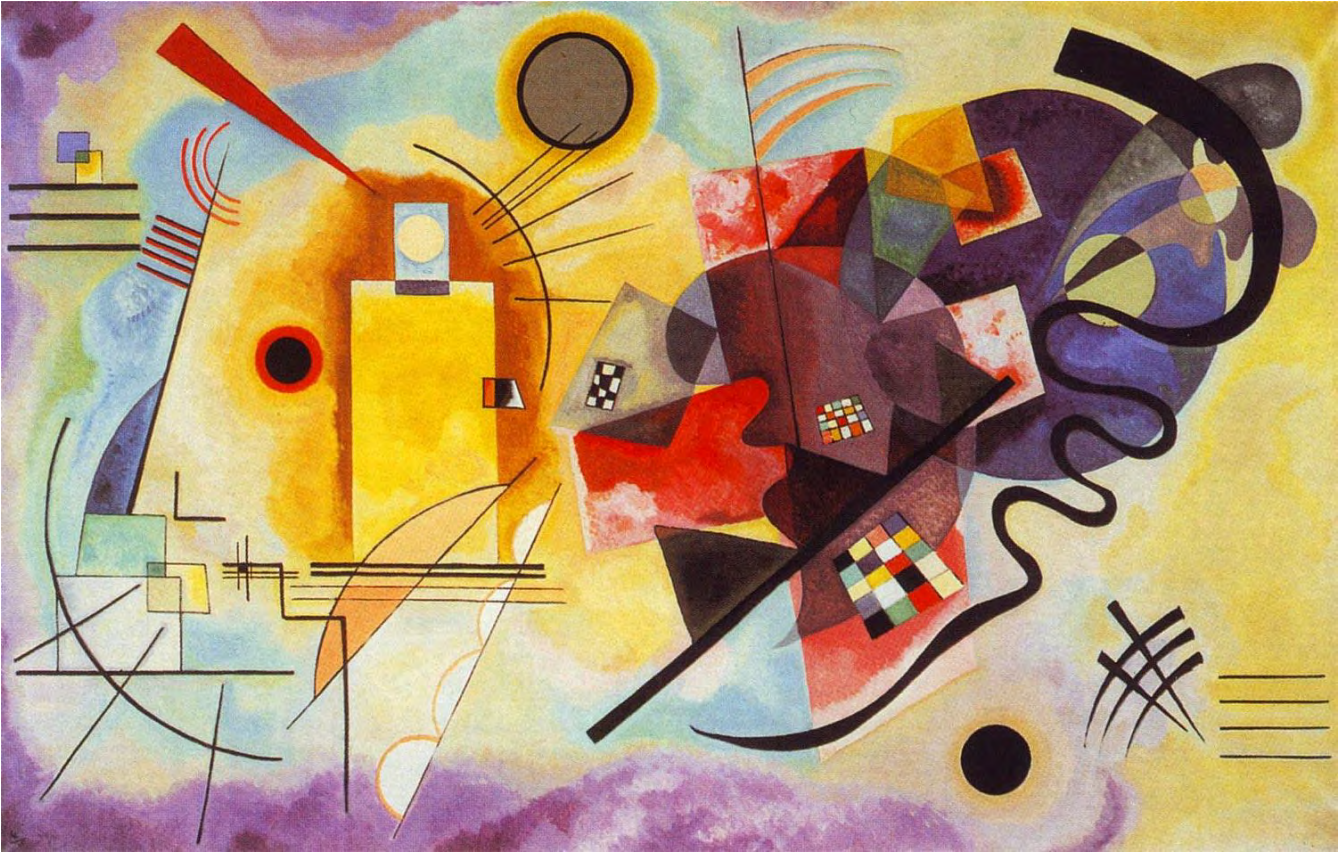




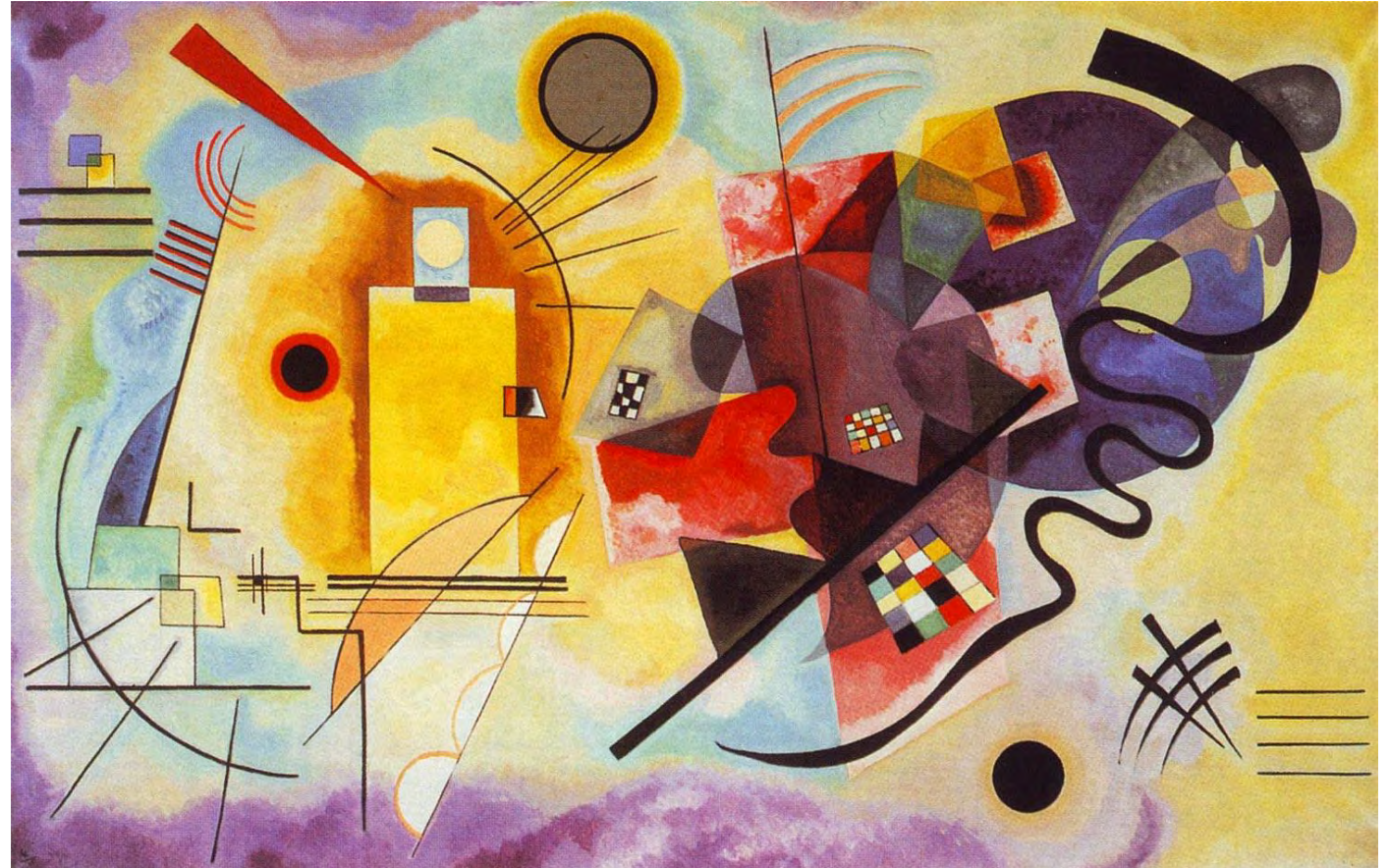


Image: Wassily Kandinsky, *Yellow, Red, Blue*, Public domain, via Wikimedia Commons

Revising useful language

1	2
	
3	4
	

Emoticons by Julia Mena Dobson



Yellow, Red, Blue by Wassily Kandinsky (1925)

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Introducing the topic: links between music, art and emotion

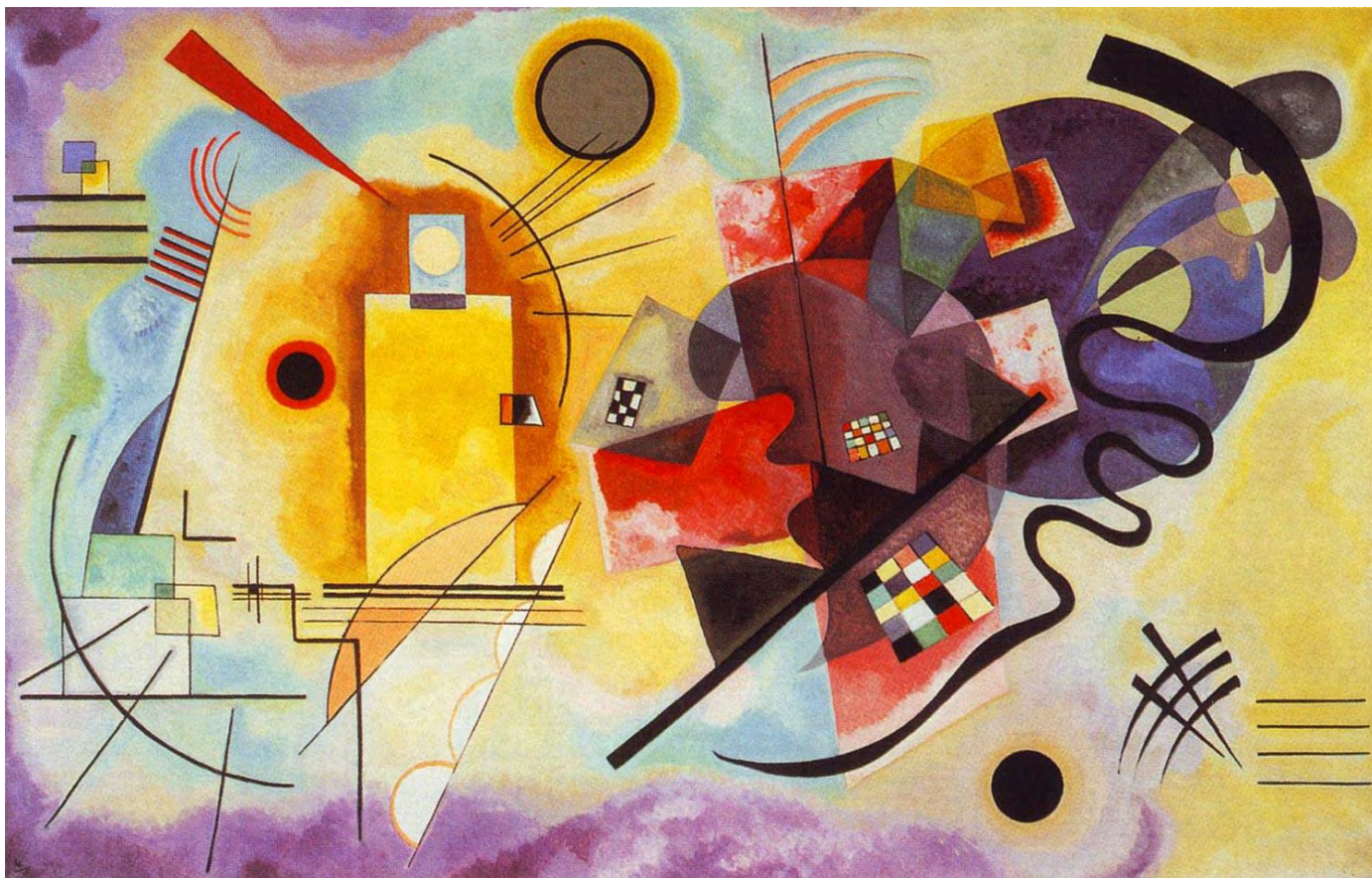


Image: Wassily Kandinsky, *Yellow, Red, Blue*, public domain via Wikimedia Commons

Richard Wagner - *Lohengrin Prelude*

Arnold Schoenberg - *Three piano pieces op.11 n°3*

Music courtesy of musopen.org under a Creative Commons licence.

Music credits

- Richard Wagner, Lohengrin Prelude I, courtesy of European Archive under a Creative Commons Public domain license, <https://musopen.org/music/5058-lohengrin-wwv-75/#recordings>
- Arnold Schoenberg, three piano pieces op.11 n°3: Autonal Simplicity, courtesy of Tim_Kulig_Free_Music under the Pixabay Content License <https://pixabay.com/music/ambient-atonal-simplicity-360872/>

Consolidating learner understanding of the links between art and music

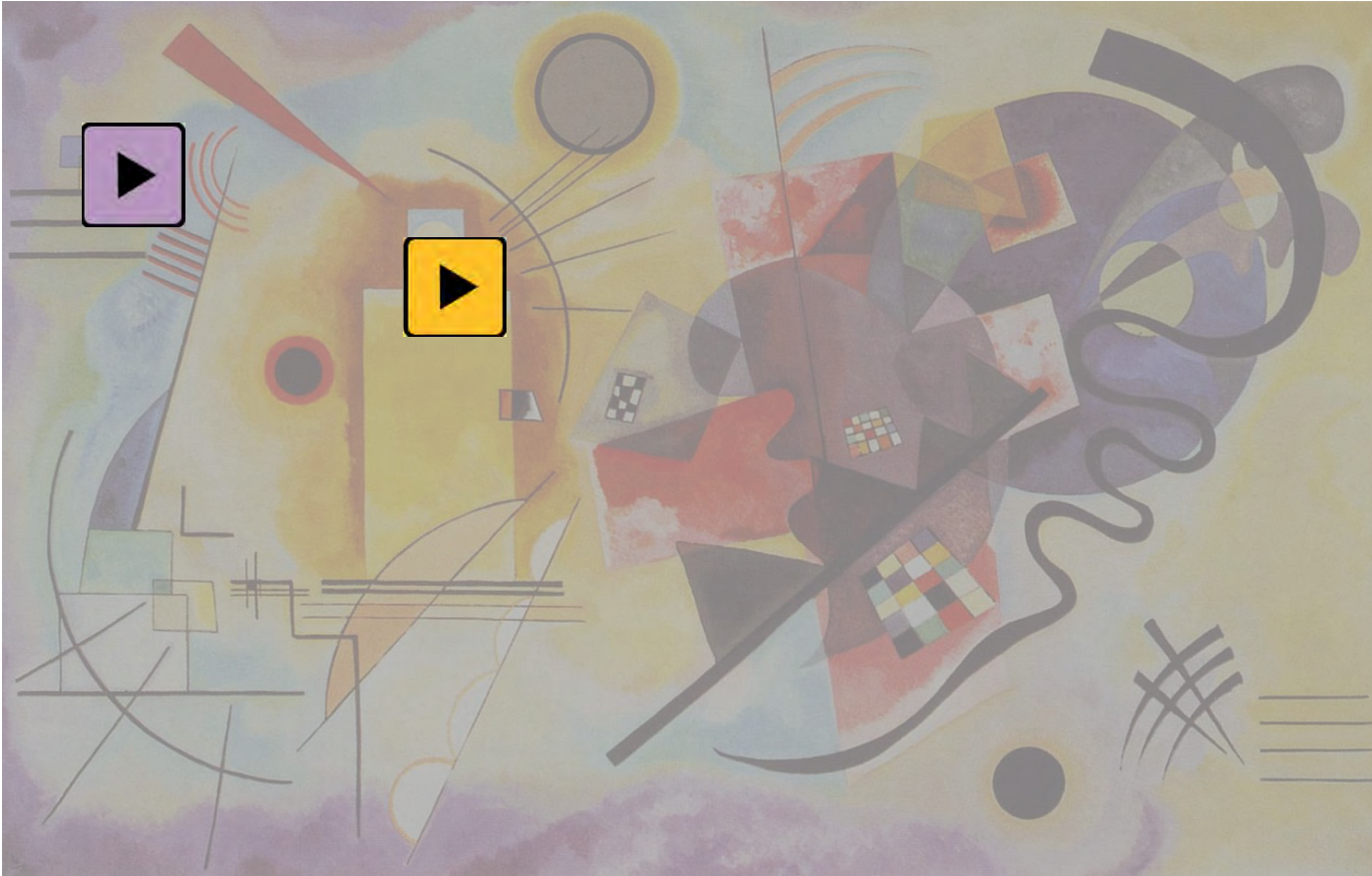


Image: Wassily Kandinsky, *Yellow, Red, Blue*, public domain via Wikimedia Commons
Songs courtesy of the Pixabay license

Google
Arts and Culture:

[https://artsandculture
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ent/play-a-
kandinsky/sgF5ivv105
ukhA](https://artsandculture.google.com/experiment/play-a-kandinsky/sgF5ivv105ukhA)

Music credits

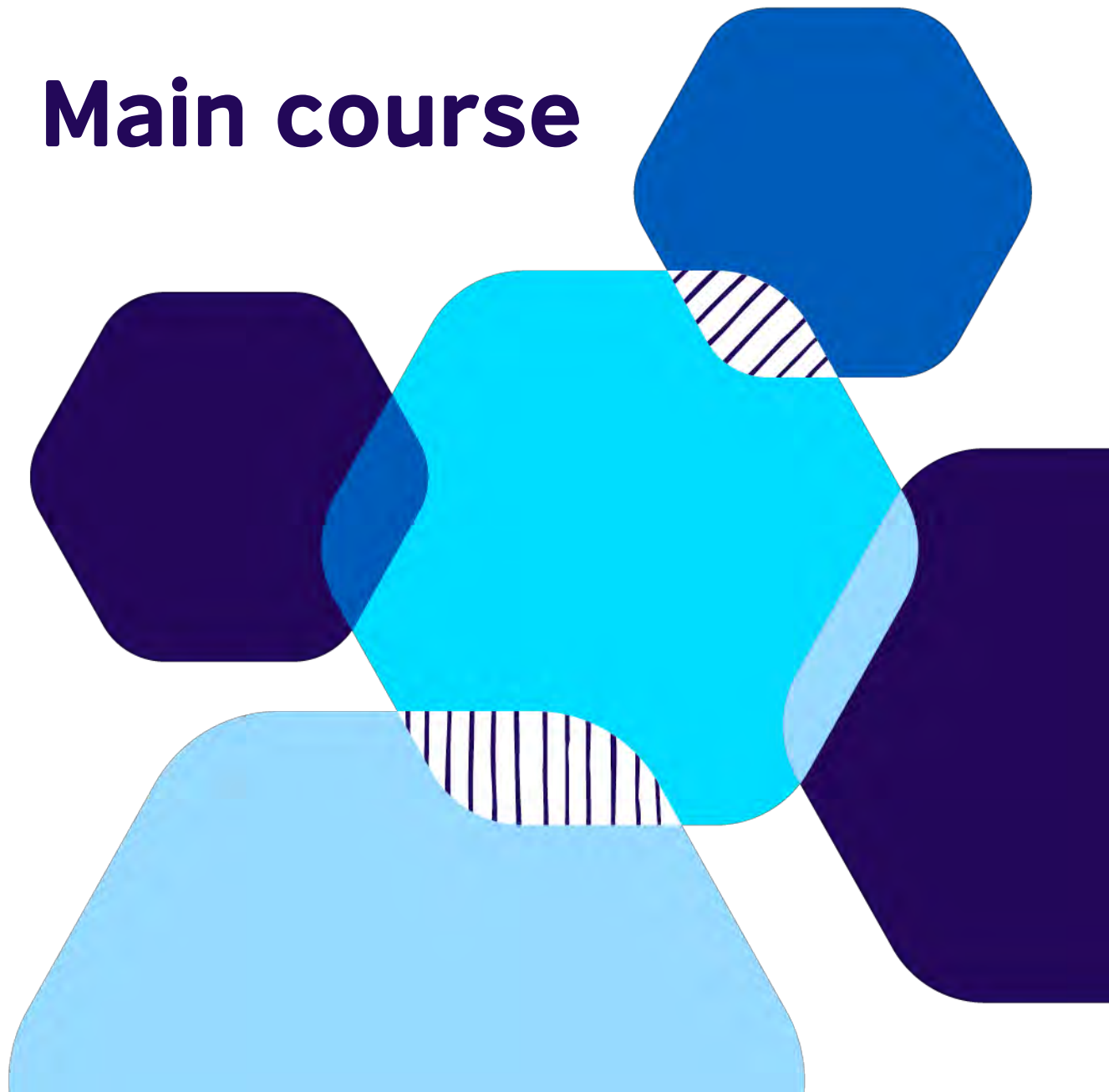
- Purple song: Violet Rain courtesy of Naasic under the Pixabay Content License <https://pixabay.com/music/beats-violet-rain-144024/>
- Yellow song: Bright courtesy of abproo under the Pixabay Content License <https://pixabay.com/music/pop-bright-319770/>



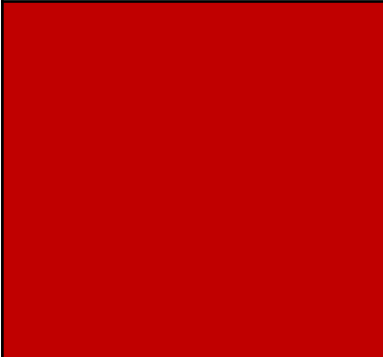

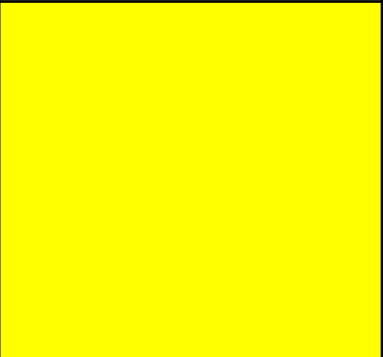

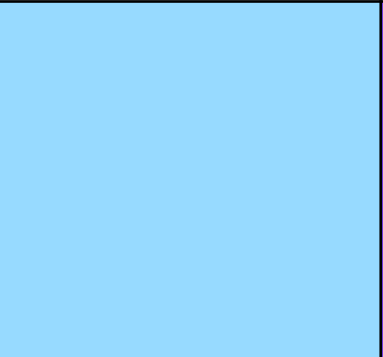

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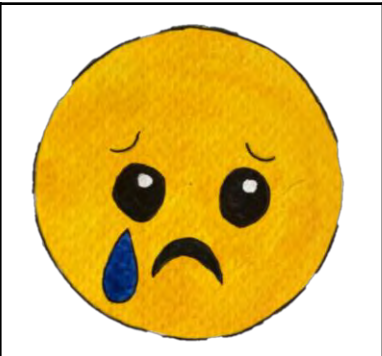

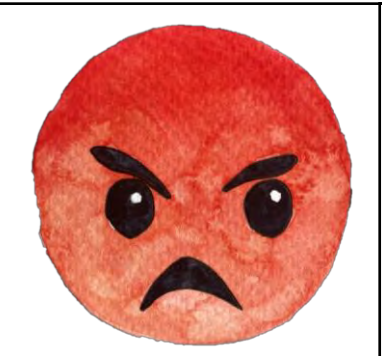


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Main course



How does this colour make you feel?

					
red	orange	yellow	green	blue	purple

					
happy	sad	calm	angry	excited	scared

How does this painting make you feel?

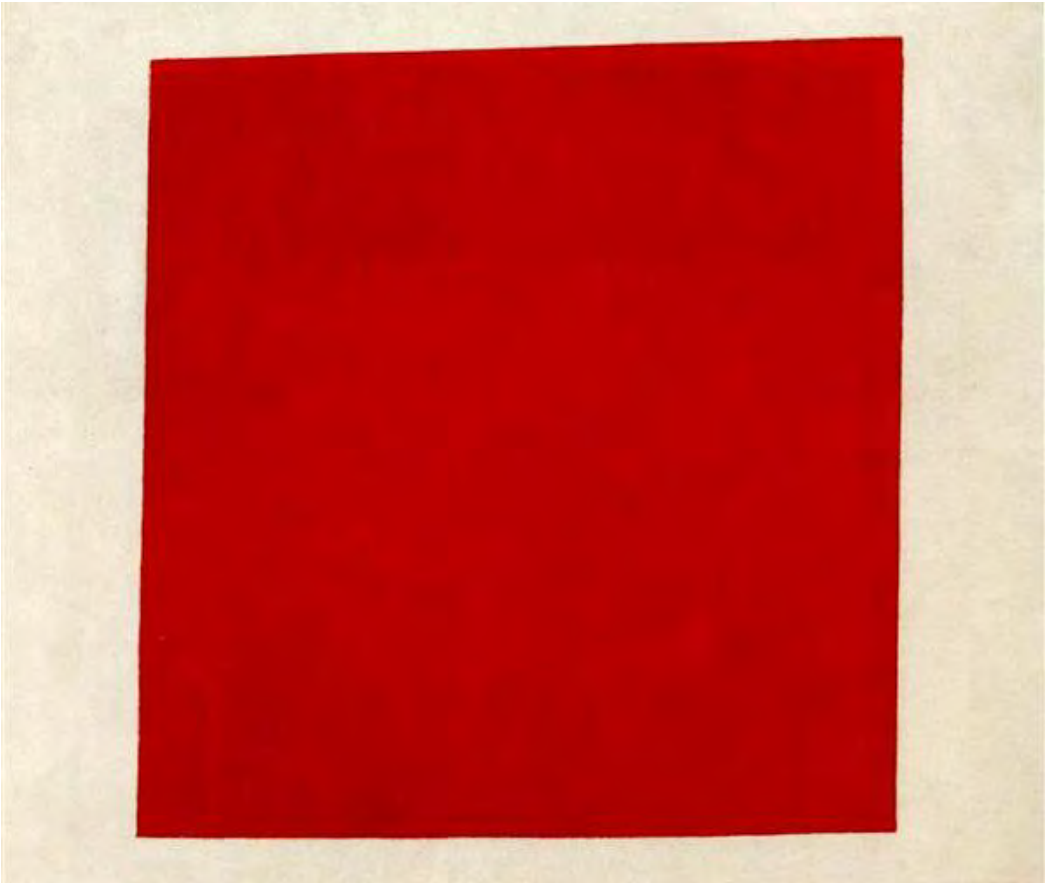








Image: Kazimir Malevich, *Red Square*, public domain via Wikimedia Commons

How does this painting make you feel?

It makes me feel _____.

1			4
2			5
3			6







How does this painting make you feel?



Image: J. M. W. Turner, *Sun setting over a lake*, public domain via Wikimedia Commons

How does this painting make you feel?

It makes me feel _____.

1			4
2			5
3			6

Emoticons by Julia Mena Dobson







How does this painting make you feel?



Image: Vincent van Gogh, *Sunflowers*, public domain via Wikimedia Commons

How does this painting make you feel?

It makes me feel _____.

1			4
2			5
3			6






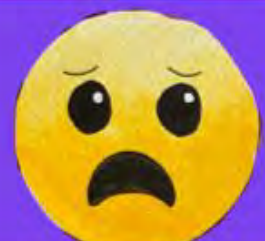
How does this painting make you feel?



Image: John Constable, *The Hay Wain*, public domain via Wikimedia Commons

How does this painting make you feel?

It makes me feel _____.

1			4
2			5
3			6






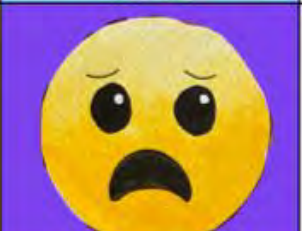
How does this painting make you feel?



Image: Claude Monet, *Seagulls, the River Thames and the Houses of Parliament*, public domain via Wikimedia Commons

How does this painting make you feel?

It makes me feel _____.

1			4
2			5
3			6

Emoticons by Julia Mena Dobson

How does this painting make you feel?



How does this painting make you feel?

It makes me feel _____.






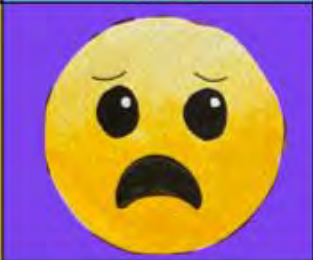
1			4
2			5
3			6

Image: Berthe Morisot, *Lucie Leon at the piano*, public domain via Wikimedia Commons

Practice

- Draw an angry line in the air.
- Think of a place where you feel calm.
- Act excited.
- Point to a colour that makes you sad.
- Say something that makes you happy.
- Make a scary sound.



How does this music make you feel?

1

2

3

4

5

6

happy

sad

calm

angry

excited

scared

1 → happy

1 → sad

2 → sad

3 → calm

4 → angry

5 → excited

6 → excited

6 → scared

Music credits

1. Sad: Sad Documentary Music courtesy of Tunetank via Pixabay license,
<https://pixabay.com/music/small-drama-sad-documentary-music-349124/>
- 2 Angry: The Beast in My Head courtesy of BrightestAvenue via Pixabay license,
<https://pixabay.com/music/metal-the-beast-in-my-head-155364/>
- 3 Calm: Mediation Relaxing Music Background courtesy of DELOSound via Pixabay license,
<https://pixabay.com/music/meditationspiritual-meditation-relaxing-music-background-320405/>
- 4 Happy: Happy Kids Background Music courtesy of SigmaMusicArt via Pixabay license,
<https://pixabay.com/music/happy-childrens-tunes-happy-kids-background-music-456466/>
- 5 Scared: Scary - Scary Horror Dark Music courtesy of YevhenAstafiev via Pixabay license,
<https://pixabay.com/music/mystery-scary-scary-horror-dark-music-434929/>
- 6 Excited: Energetic Upbeat Background Music courtesy of HitsLab via Pixabay license
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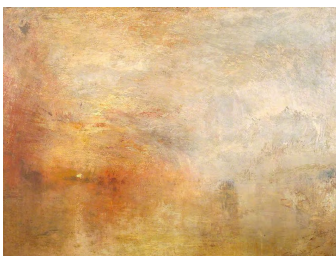


Image: J. M. W. Turner, *Sun setting over a lake*, public domain via Wikimedia Commons



Image: Vincent van Gogh, *Sunflowers*, public domain via Wikimedia Commons

Applying new learning

Match the song and the painting



Sergei Prokofiev - *Dance of the Knights*



Antonio Vivaldi - *Violin Concerto in E major, RV 269 'Spring'*



Wolfgang Amadeus Mozart - *Requiem in D minor, K. 626 - Lacrimosa*



Erik Satie - *Gymnopédie no. 1*



Modest Mussorgsky - *Night on Bald Mountain*



Frédéric Chopin - *Nocturne in E flat major, Op. 9 no. 2*



Image: John Constable, *The Hay Wain*, public domain via Wikimedia Commons



Image: Claude Monet, *Seagulls, the River Thames and the Houses of Parliament*, public domain via Wikimedia Commons

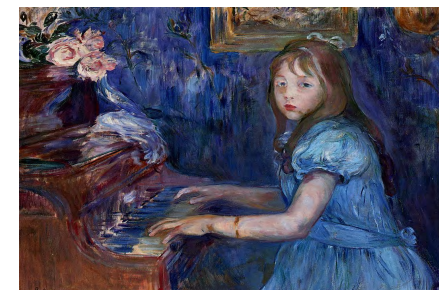


Image: Berthe Morisot, *Lucie Leon at the piano*, public domain via Wikimedia Commons

Music courtesy of the Pixabay licensce or musopen.org under a Creative Commons license.

Music credits

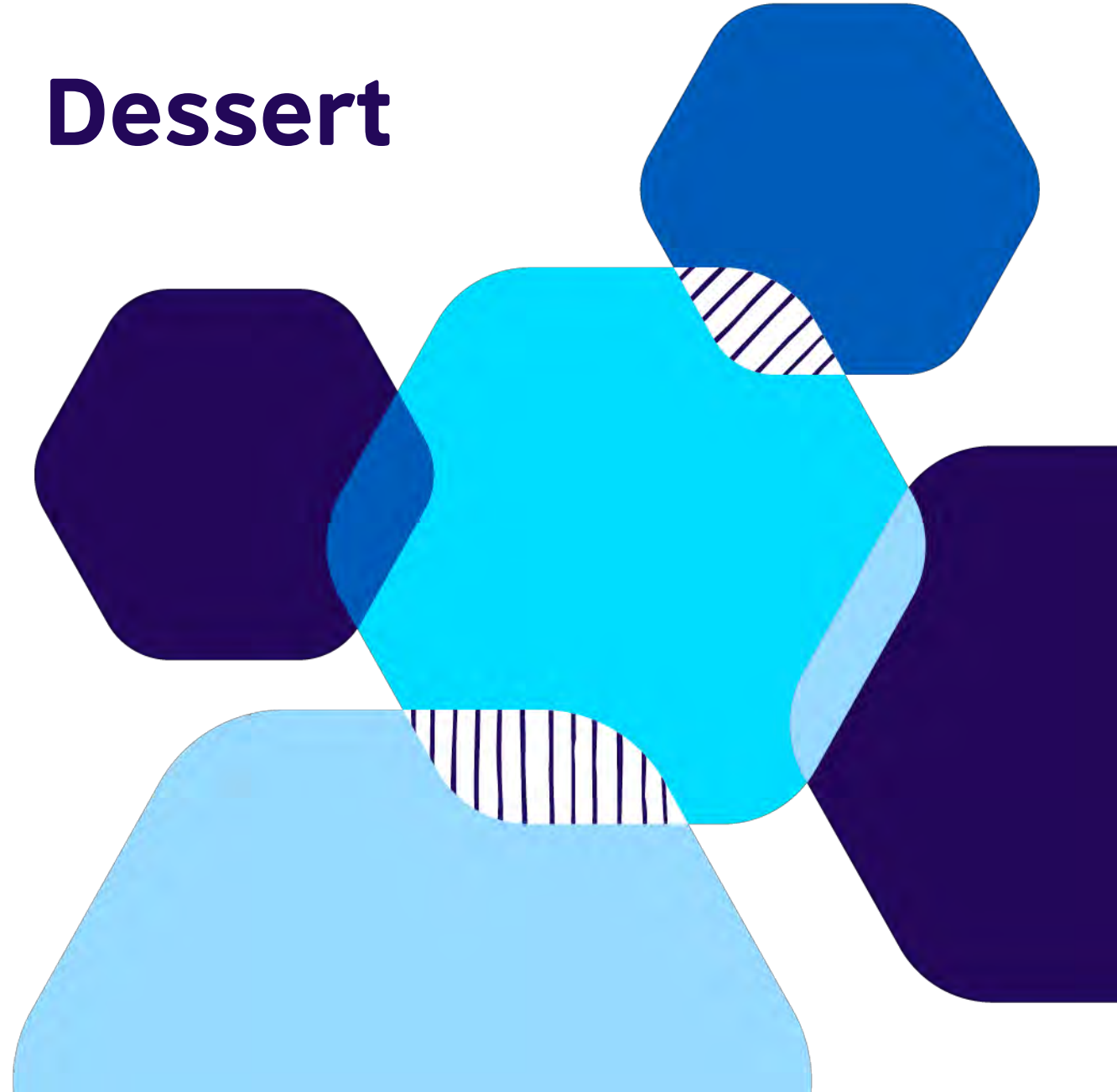
- Sergei Prokofiev, Dance of the Knights recording by [Trygve Larsen](#) from [Pixabay](#)
- Antonio Vivaldi, Violin Concerto in E major, RV 269 'Spring', courtesy of the European Archive under a Creative Commons Public Domain dedication <https://musopen.org/music/14910-the-four-seasons-op-8/#recordings>
- Wolfgang Amadeus Mozart, Requiem in D minor, K. 626, Lacrymosa, courtesy of Markus Staab under a Creative Commons Attribution licence <https://musopen.org/music/43683-requiem-in-d-minor-k-626/#recordings>
- Erik Satie, Gymnopédie no. 1, courtesy of Edward Rosser under a Creative Commons Public Domain dedication, <https://musopen.org/music/8010-3-gymnopedies/#recordings>
- Modest Mussorgsky, Night on Bald Mountain played by Brass Ensemble, recording by Nesrality from Pixabay <https://pixabay.com/music/epic-classical-mussorgsky-night-on-bald-mountain-played-by-brass-ensemble-7640/>
- Frédéric Chopin, Nocturne in E flat major, Op. 9 no. 2, courtesy of Aya Higuchi under a Creative Commons Public Domain dedication, <https://musopen.org/music/108-nocturnes-op-9/#recordings>



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Dessert



Which song do you prefer?

Poll - Vote for your favourite song:



Sergei Prokofiev - *Dance of the Knights*



Erik Satie - *Gymnopédie no. 1*



Antonio Vivaldi - *Violin Concerto in E major, RV 269 'Spring'*



Modest Mussorgsky - *Night on Bald Mountain*



Wolfgang Amadeus Mozart - *Requiem in D minor, K. 626 - Lacrimosa*



Frédéric Chopin - *Nocturne in E flat major, Op. 9 no. 2*

Music credits

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- Frédéric Chopin, Nocturne in E flat major, Op. 9 no. 2, courtesy of Aya Higuchi under a Creative Commons Public Domain dedication, <https://musopen.org/music/108-nocturnes-op-9/#recordings>

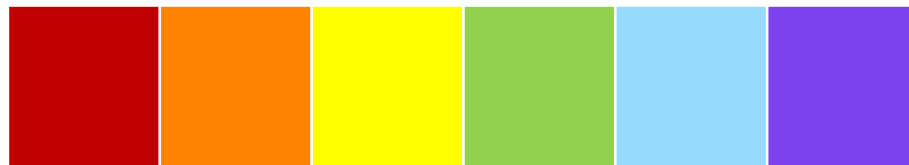
Assessing learning

Listen and create a painting inspired by your song



Present your work using this speaking frame

My painting is



The song I listened to is _____

by _____.

It makes me feel



Pair work - guess the song

Does your song make
you feel _____?

Is your song
_____?

No, it doesn't.

Yes, it does.

No, it isn't.

Yes, it is.

Reflection – Do you agree with Kandinsky?

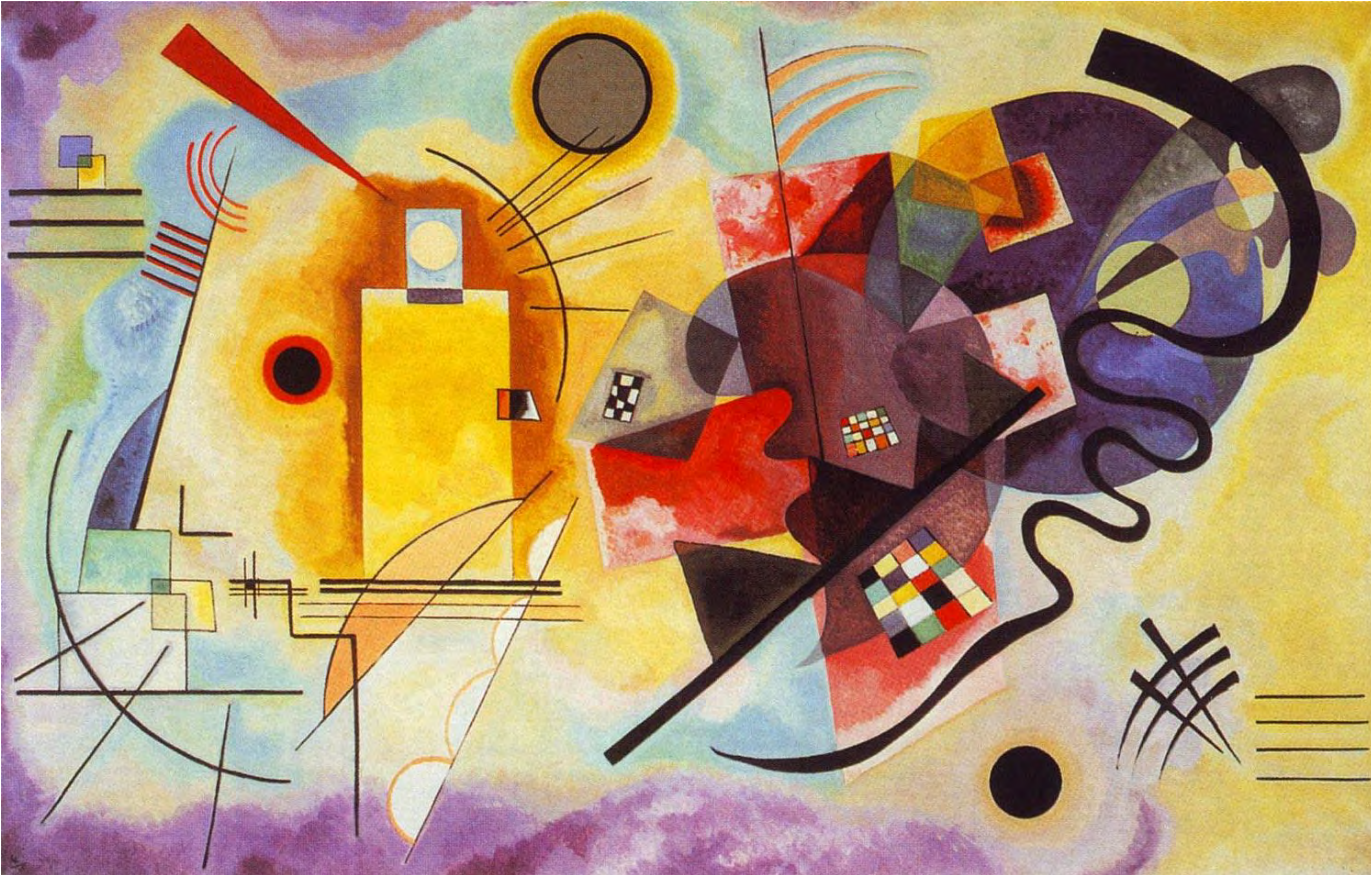


Image: Wassily Kandinsky, *Yellow, Red, Blue*, public domain via Wikimedia Commons

“Colours can feel like sounds. Yellow can feel like a high note and a dark blue lake can feel like a low sound.”

Kandinsky

Assessment for learning

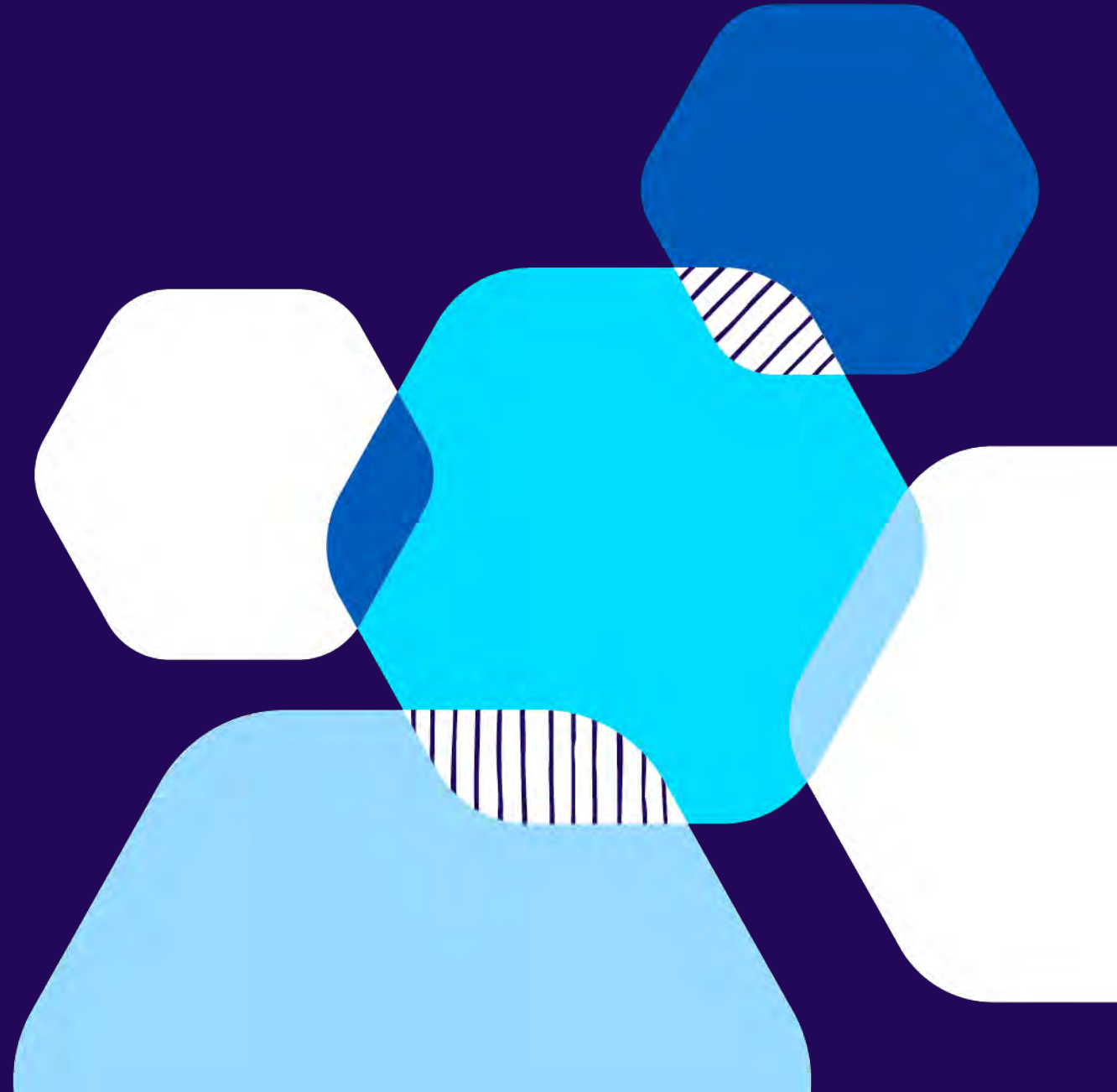
- I can match art and music to feelings.
- I can say how a painting makes me feel.
- I can create a painting inspired by music.

Example lesson plan

<https://www.britishcouncil.fr/programmes-anglais/education/developpement-professionnel/dnl/webinaires>

Class level: Years 4-6 / CE1-CM2		Age: 8-11 years old	
By the end of the lesson, learners will have:			
Content outcome:	<ul style="list-style-type: none">- 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:	<ul style="list-style-type: none">- 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:	<ul style="list-style-type: none">- 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 <i>Yellow, Red, Blue</i> by Wassily Kandinsky and ask what learners know about the painting	2 minutes	<i>Yellow, Red, Blue</i> 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: " <i>What colour is this?</i> " / " <i>What shape is this?</i> ". T uses emotion cards to revise a range of emotions.	10 minutes	Colours and shapes glossary Picture dictionary of different emotions (with words)

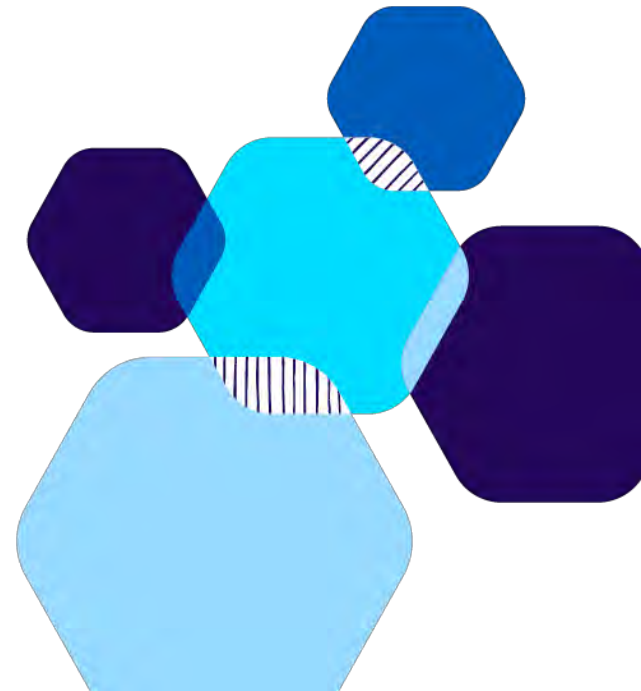
Applying what we have learned in this webinar



How could you use the following painting in class?



Image: Jan Brueghel the Elder & Peter Paul Rubens, *Hearing*, Public domain, via Wikimedia Commons



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<https://bit.ly/CLILartsmusic>



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