

TeachingEnglish webinars for teachers

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# Teaching art and music through English

**Julia Mena Dobson**

3 February 2026

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# Supporting English teaching, learning and assessment



# Supporting English teaching, learning and assessment

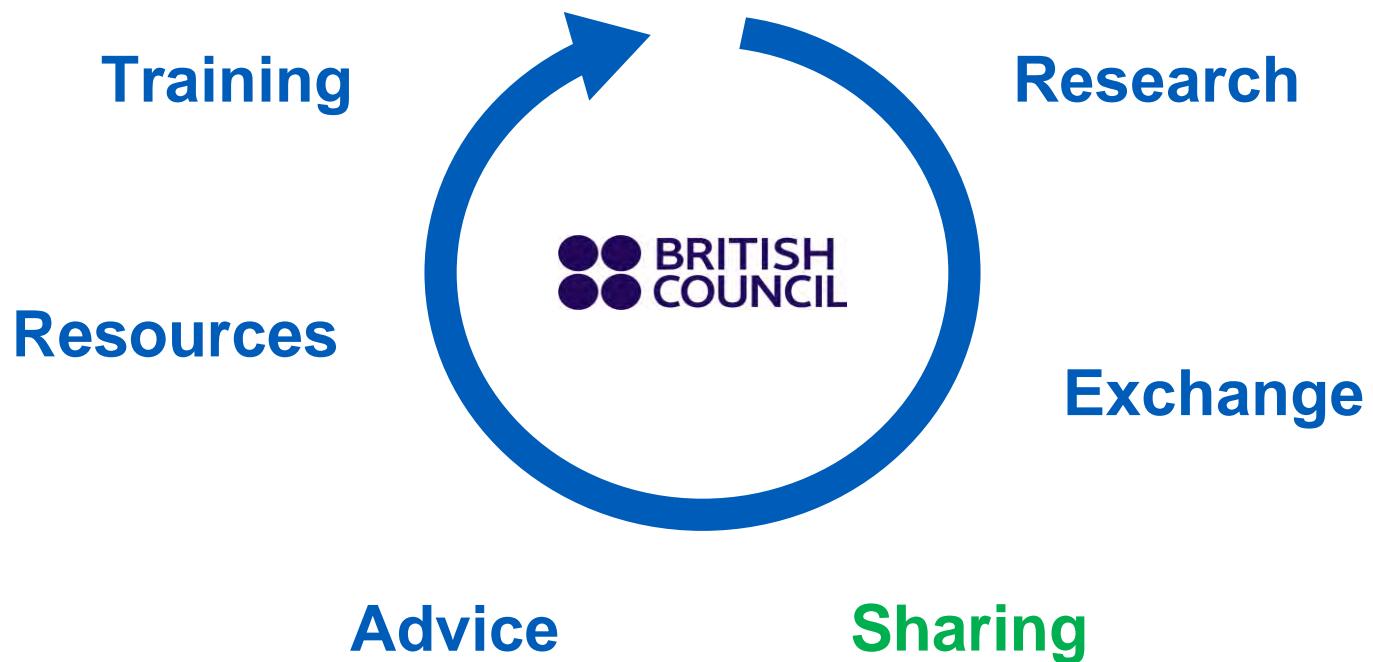


# Supporting English teaching, learning and assessment



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# Supporting English teaching, learning and assessment



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TeachingEnglish webinars for teachers

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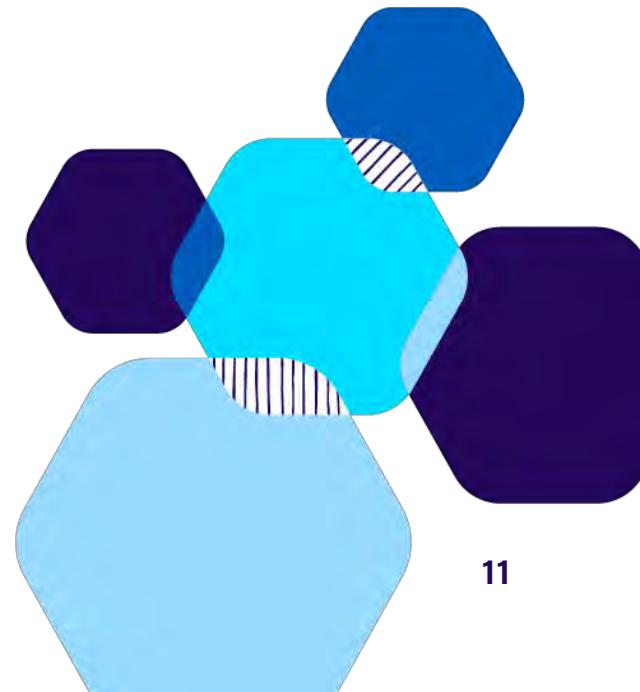
# Teaching art and music through English

**Julia Mena Dobson**

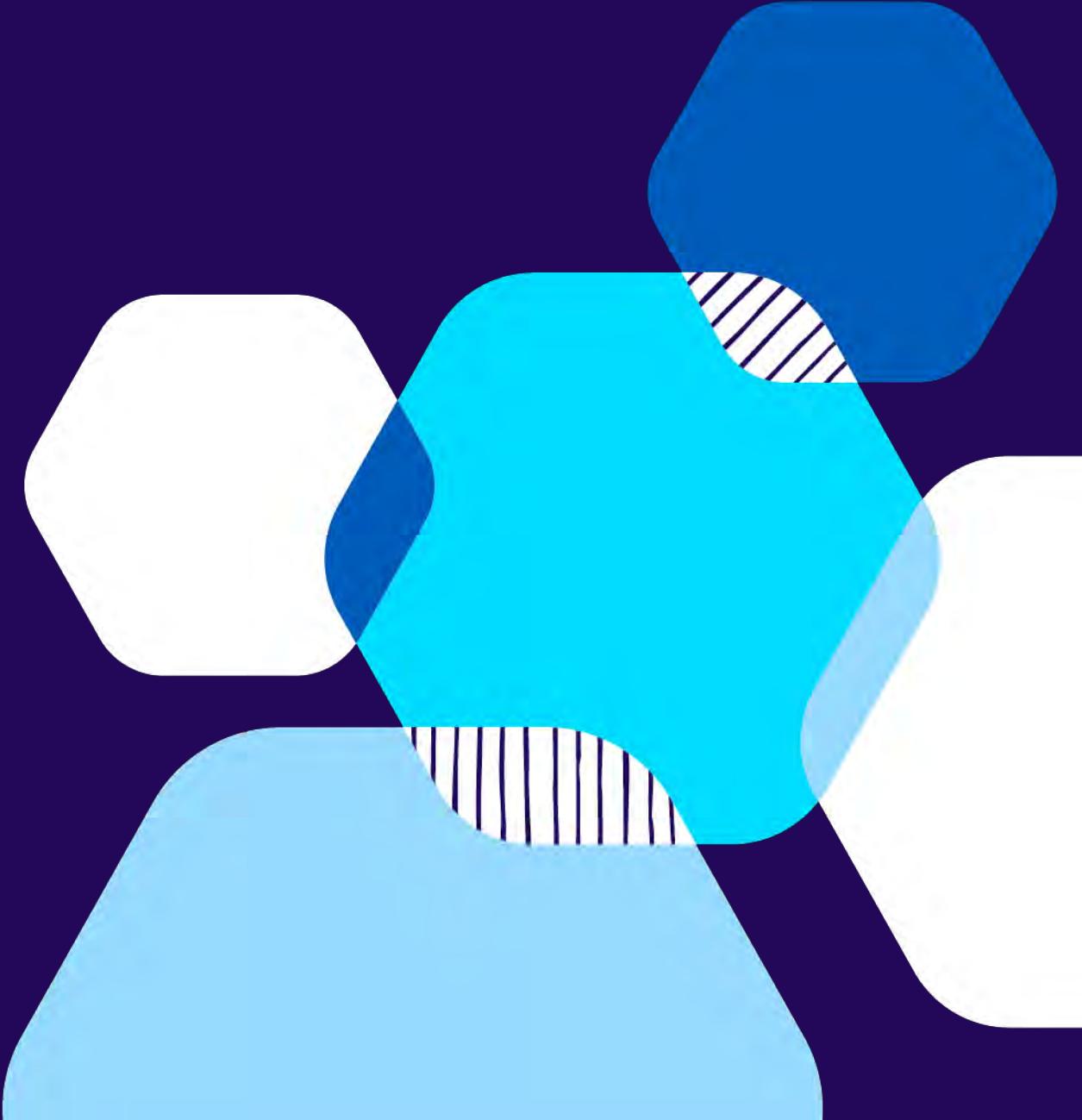
3 February 2026

# Session objectives

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



# What is creativity?

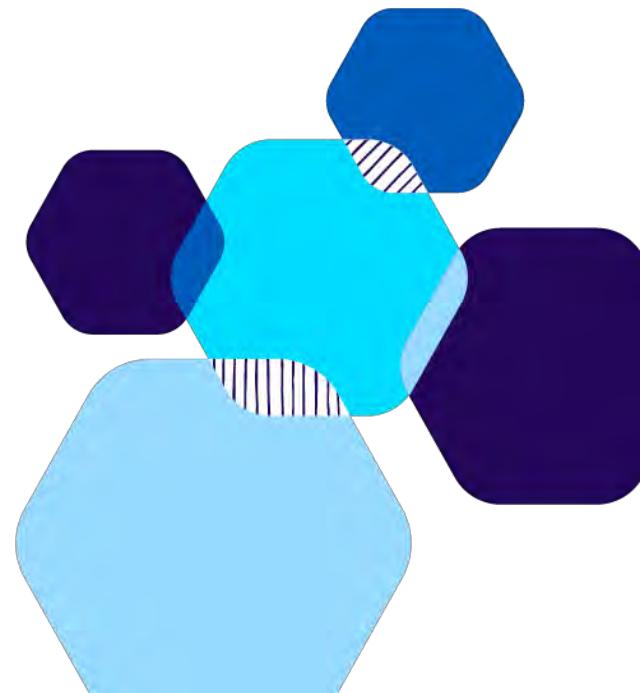


# Creativity

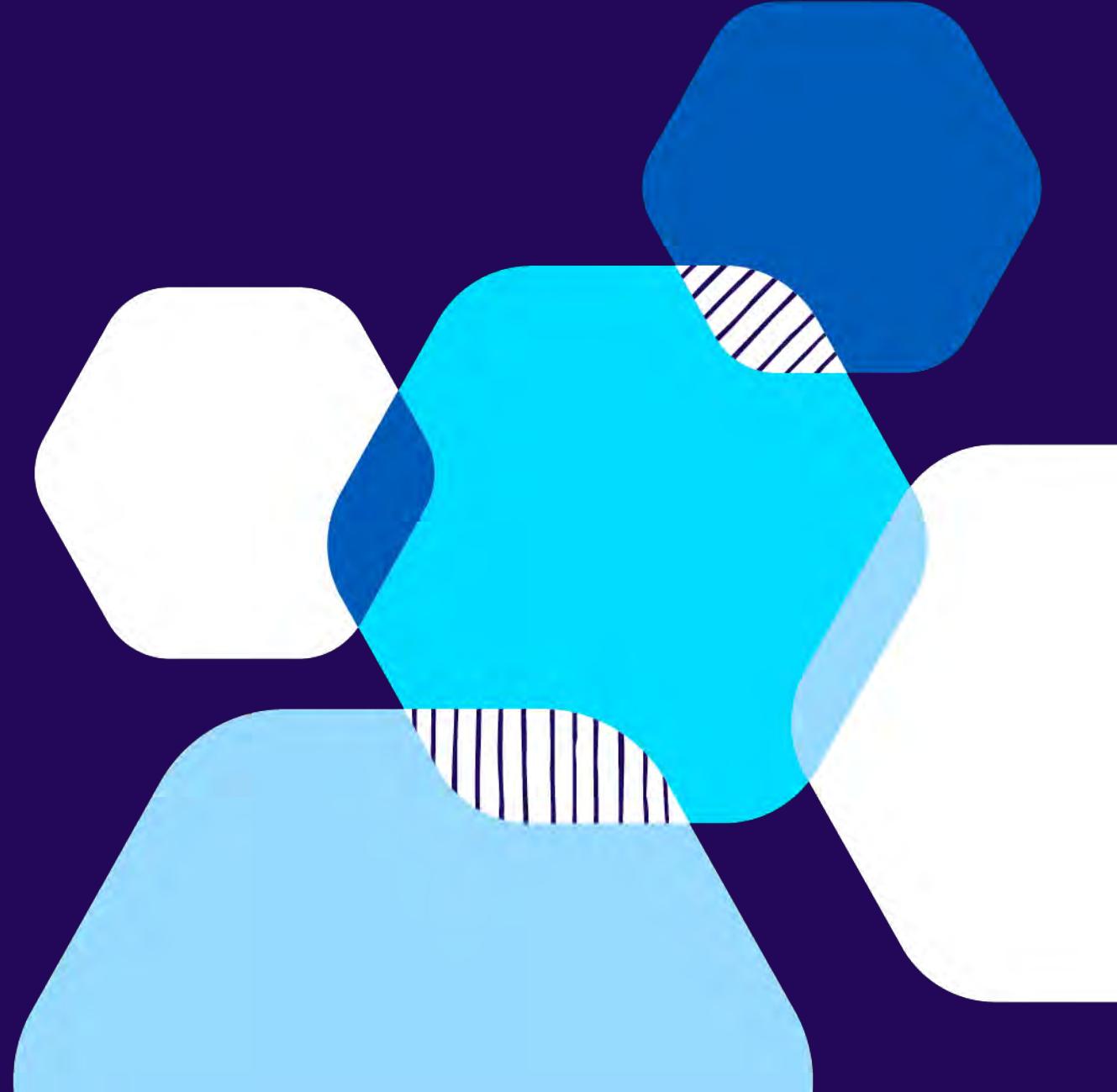
Creativity is the use of imagination or original ideas to create something new. It comes from the Latin word *creare* (meaning "to create").

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

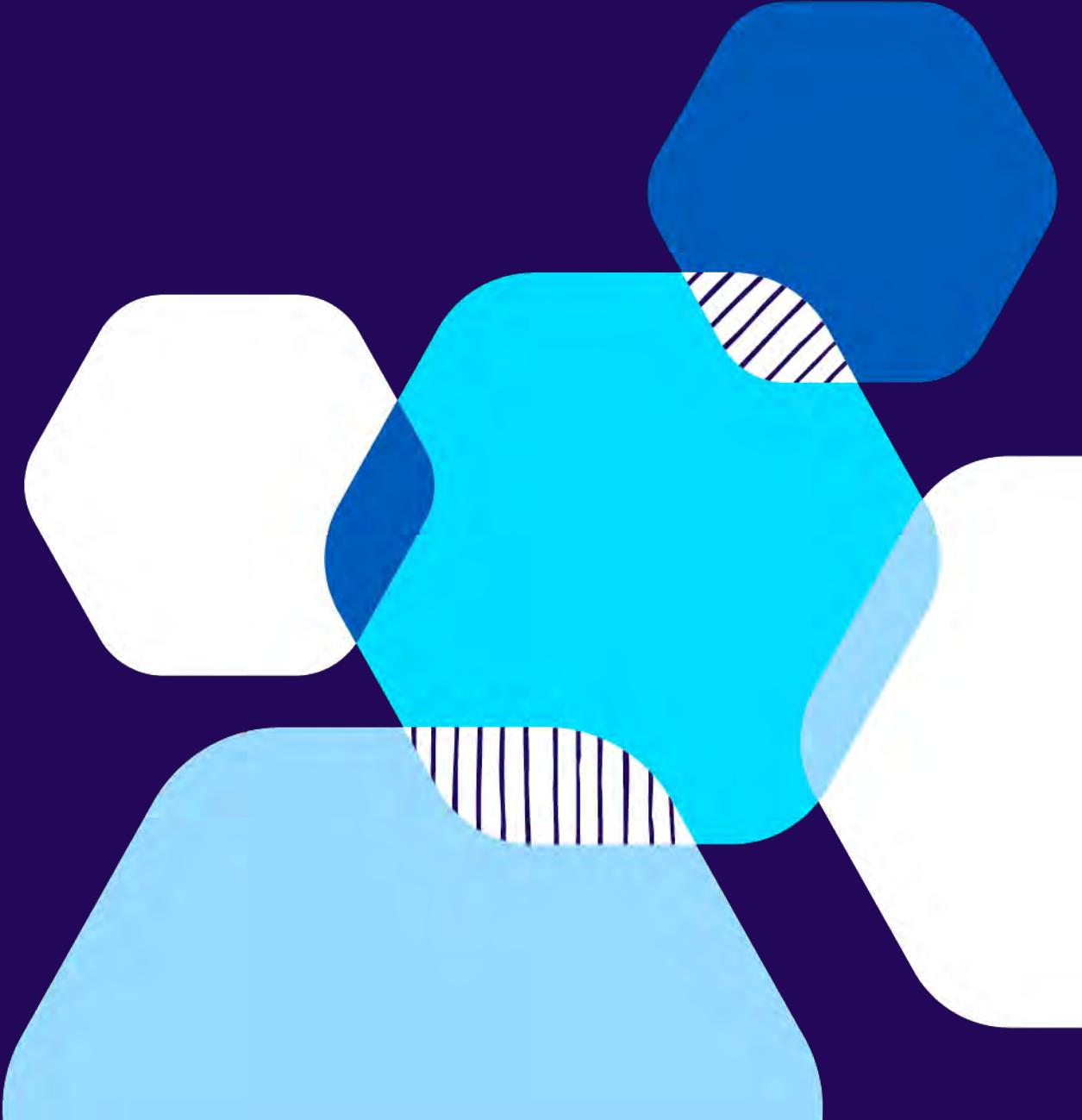
## **Main course:**

Focus on new content and language

## **Dessert:**

Review, assess and reflect on what has been learned

# Example lesson: the sound of colours



# Learning outcomes

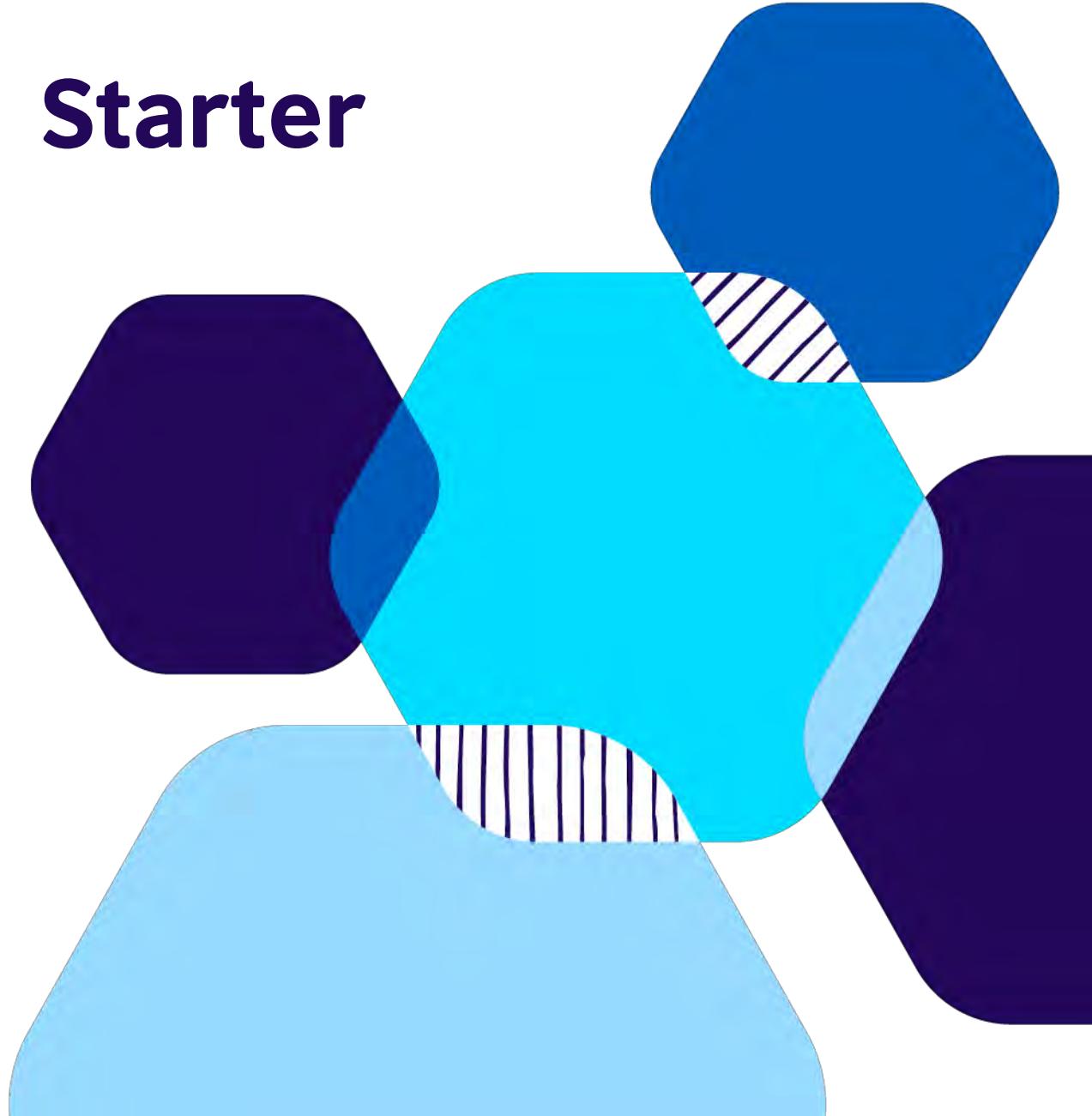
By the end of the lesson, learners will have:

Content outcome:	<ul style="list-style-type: none"><li>- better understood how music can inspire art.</li><li>- better understood how art and music can inspire emotions.</li><li>- had exposure to the work of a range of painters and musicians.</li><li>- created a piece of artwork inspired by music.</li></ul>
Language outcome:	<ul style="list-style-type: none"><li>- revised adjectives of emotion, shapes and colours.</li><li>- 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 _____."</li></ul>
Thinking (cognitive) outcome:	<ul style="list-style-type: none"><li>- practised analysing art and music</li><li>- created new art inspired by music</li></ul>



Photo by Julia Mena Dobson

# Starter



# Setting the scene

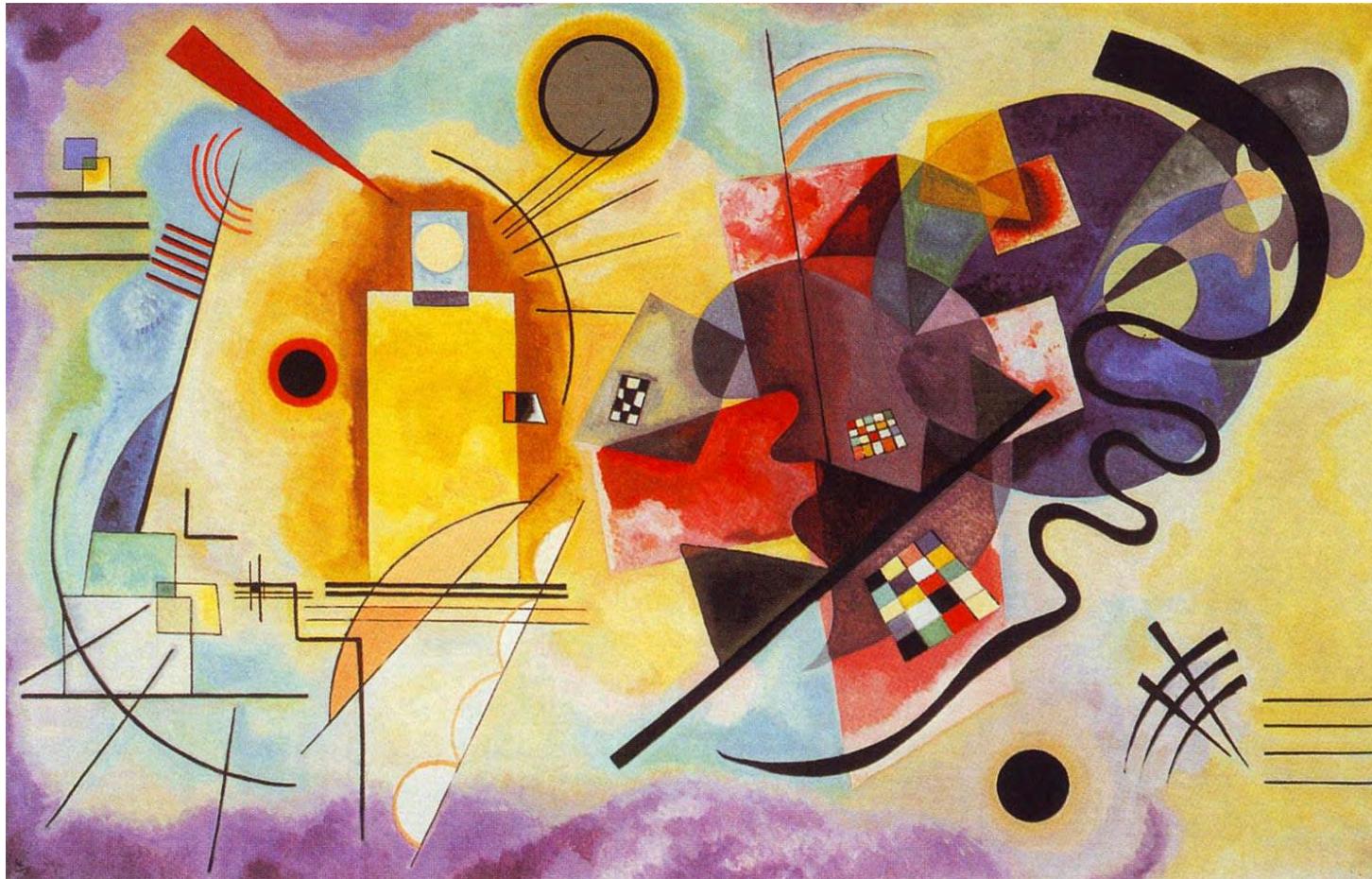
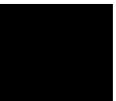


Image: Wassily Kandinsky, *Yellow, Red, Blue*, public domain via Wikimedia Commons

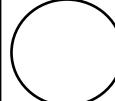
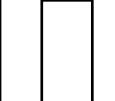
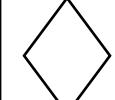
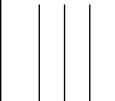
“Colours can feel like sounds. Yellow can feel like a high note and a dark blue lake can feel like a low sound.”

- Kandinsky

# Revising useful language

	yellow
	dark blue
	light pink
	purple
	grey
	black

+

	circle
	rectangle
	triangle
	diamond
	parallel lines
	wavy lines

$$\text{yellow} + \text{rectangle} = \text{yellow rectangle}$$

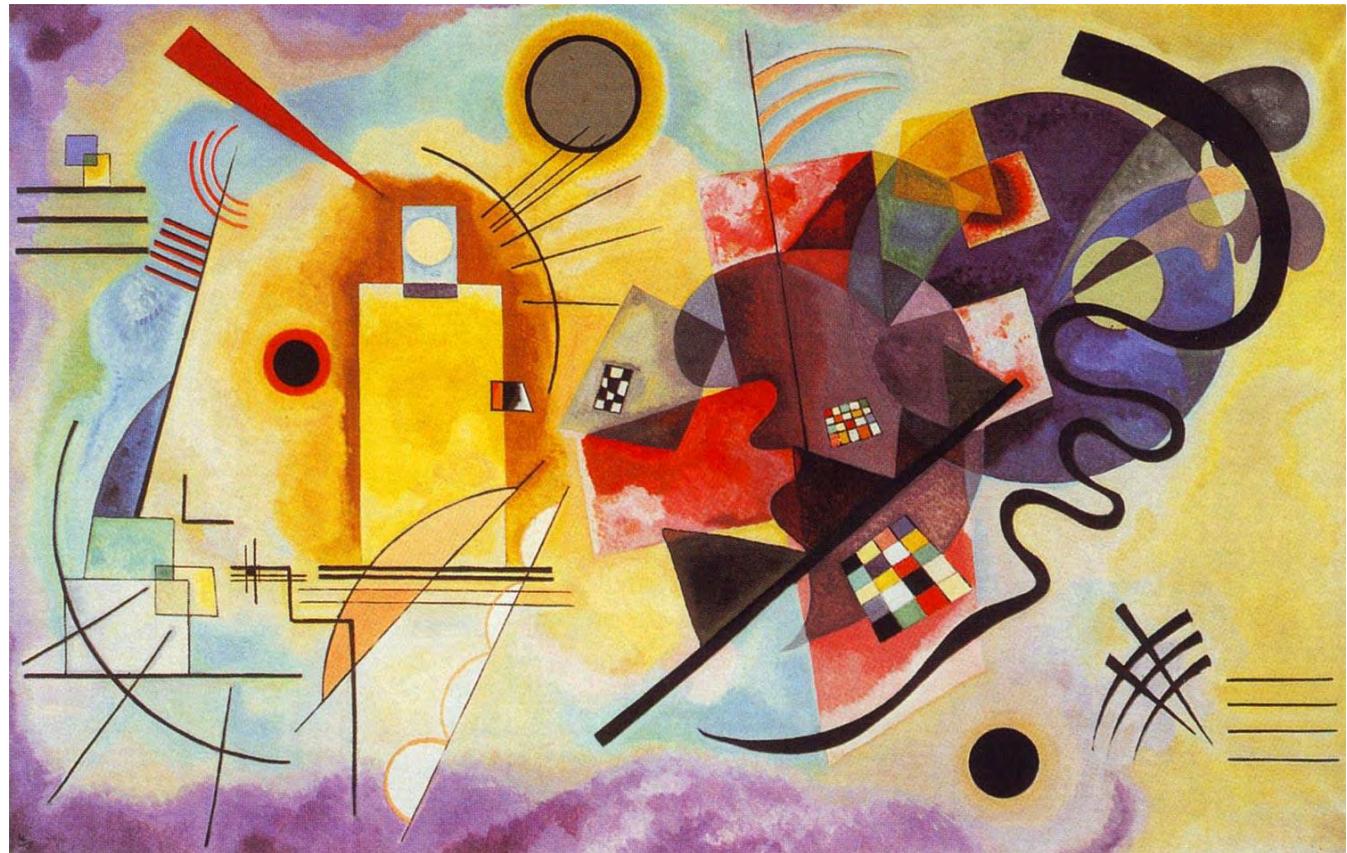
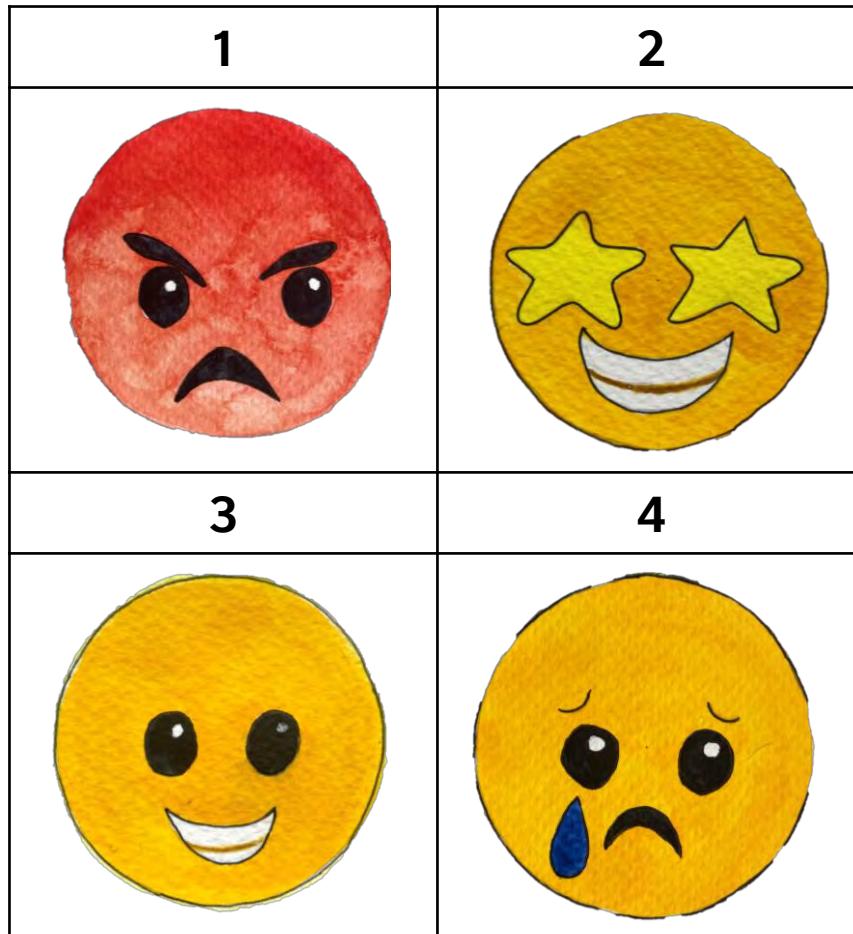
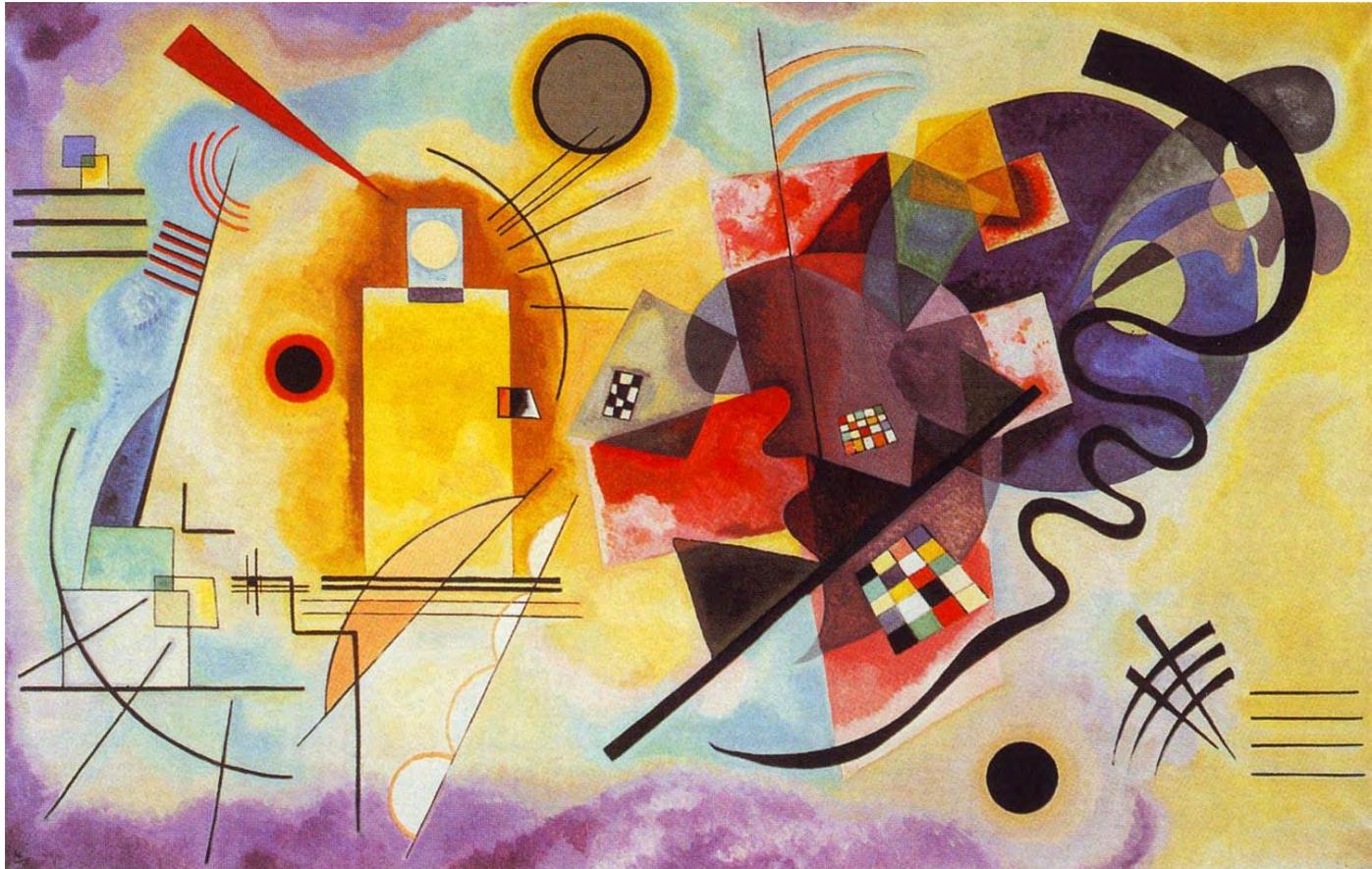


Image: Wassily Kandinsky, *Yellow, Red, Blue*, Public domain, via Wikimedia Commons

# Revising useful language



Emoticons by Julia Mena Dobson



*Yellow, Red, Blue* by Wassily Kandinsky (1925)  
©Wassily Kandinsky, Public domain, via Wikimedia Commons

# Introducing the topic: links between music, art and emotion

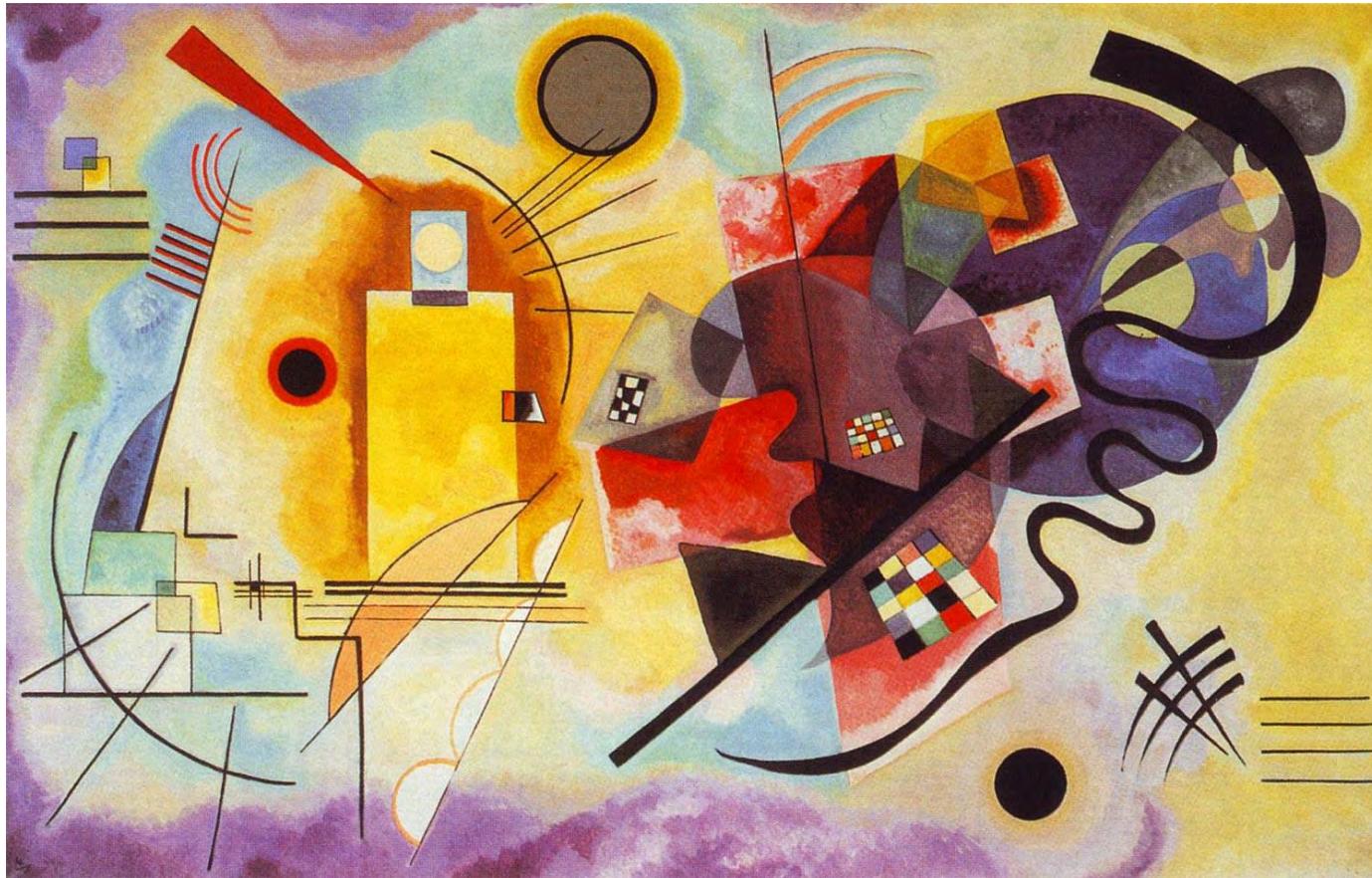


Image: Wassily Kandinsky, *Yellow, Red, Blue*, public domain via Wikimedia Commons

-   Richard Wagner - *Lohengrin Prelude*
-   Arnold Schoenberg - *Three piano pieces op. 11 n°3*

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

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# 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

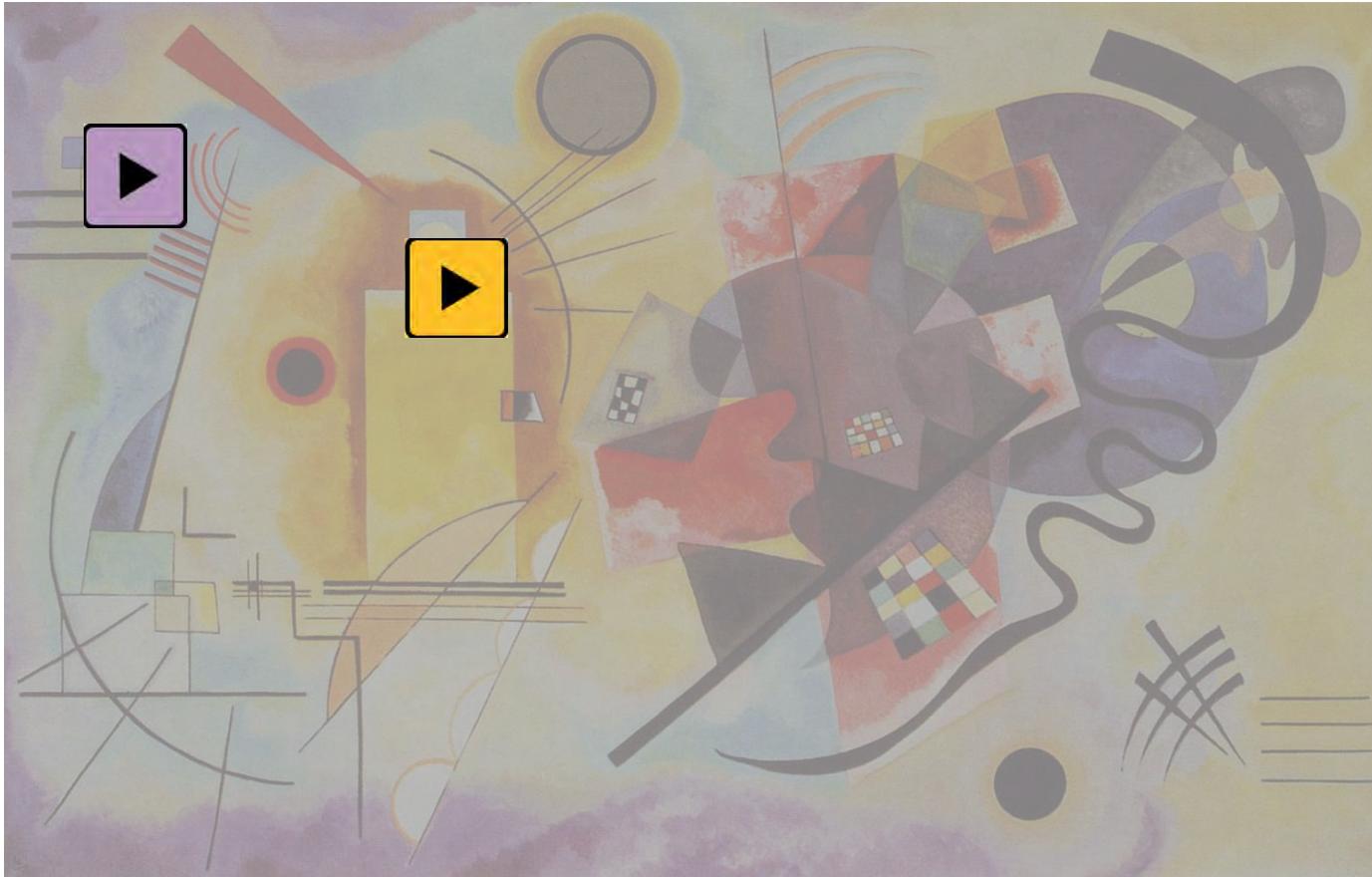


Image: Wassily Kandinsky, *Yellow, Red, Blue*, public domain via Wikimedia Commons  
Songs courtesy of the Pixabay license

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Arts and Culture:

<https://artsandculture.google.com/experiment/play-a-kandinsky/sgF5ivv105ukhA>

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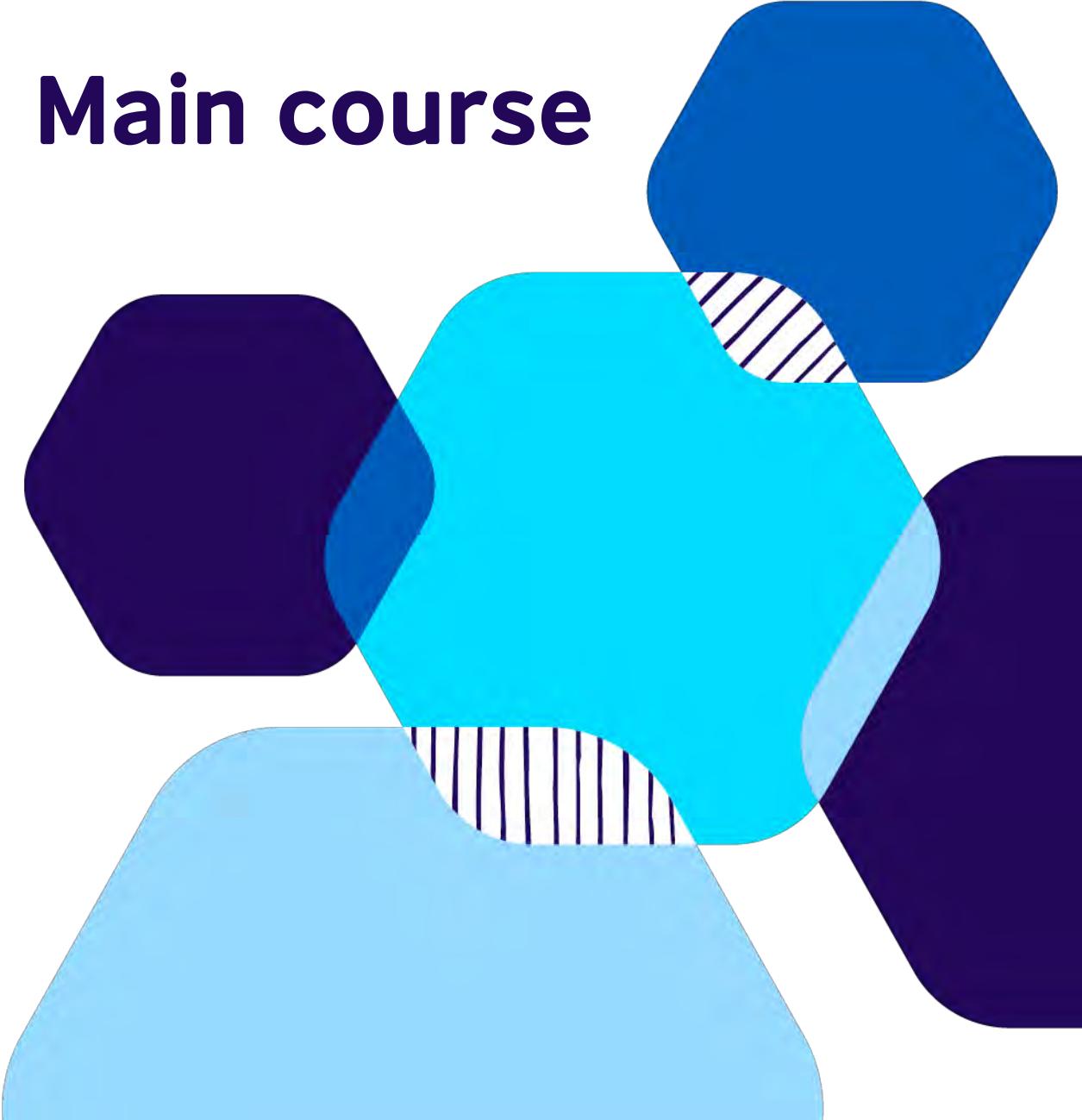
## Music credits

- 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 Contente License <https://pixabay.com/music/pop-bright-319770/>



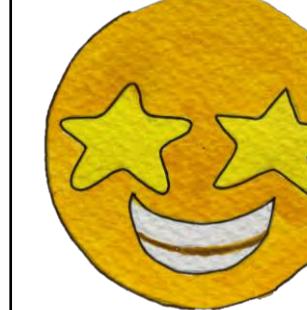
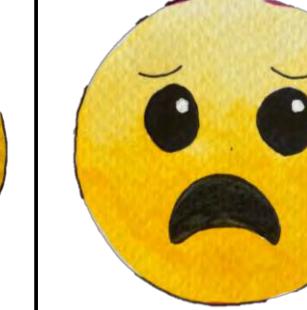
Photo by Julia Mena Dobson

# 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?

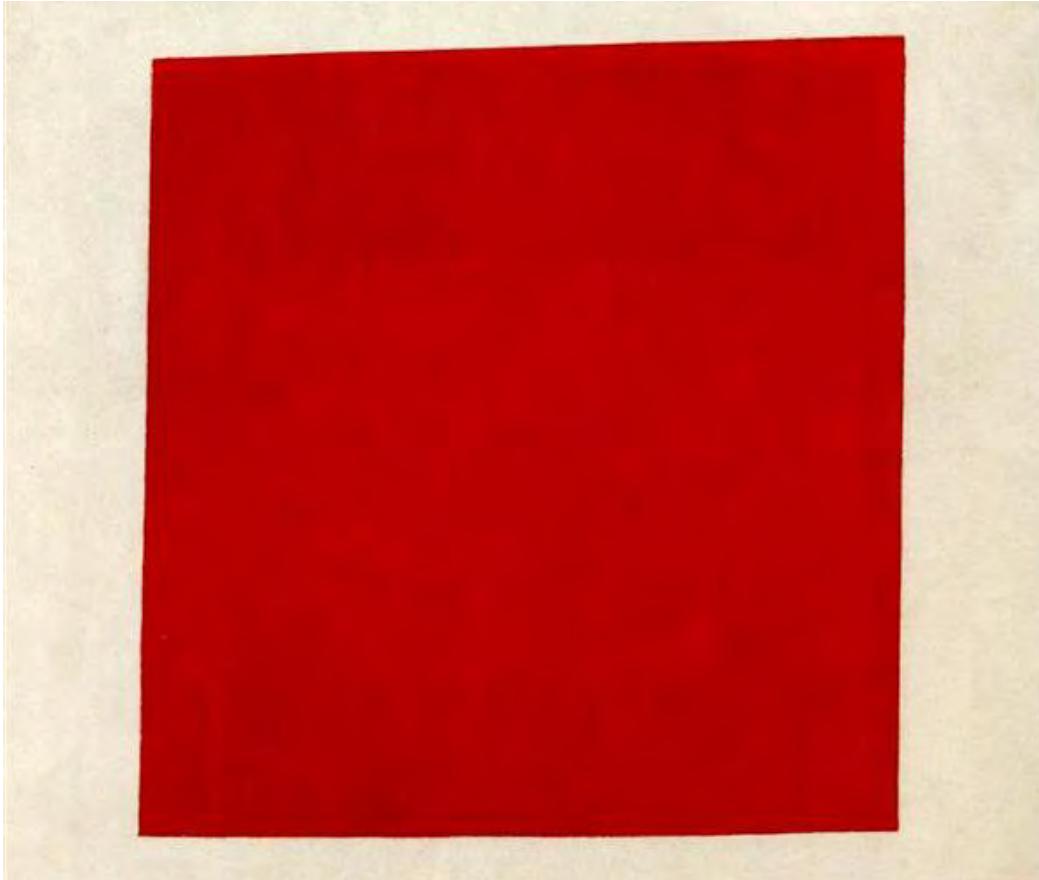
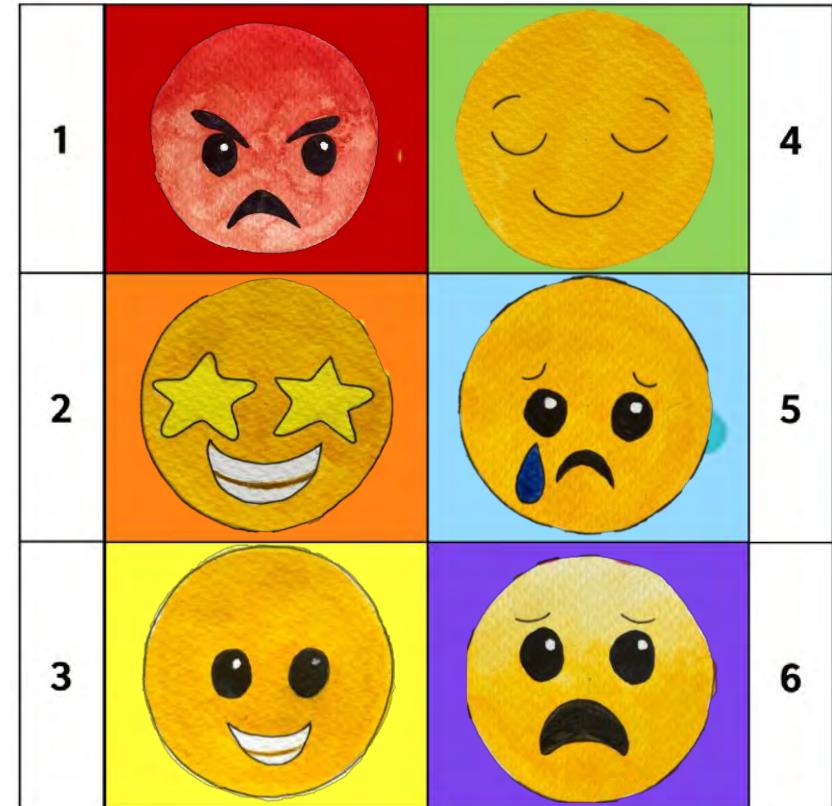


Image: Kazimir Malevich, *Red Square*, public domain via Wikimedia Commons

How does this painting make you feel?

*It makes me feel \_\_\_\_\_.*



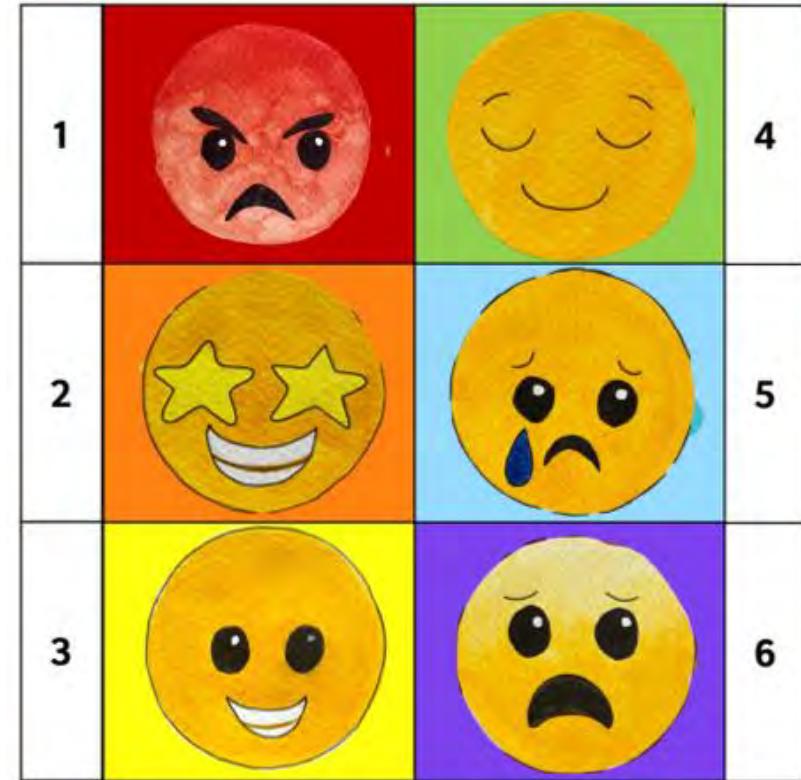
# How does this painting make you feel?



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 \_\_\_\_\_.*



Emoticons by Julia Mena Dobson

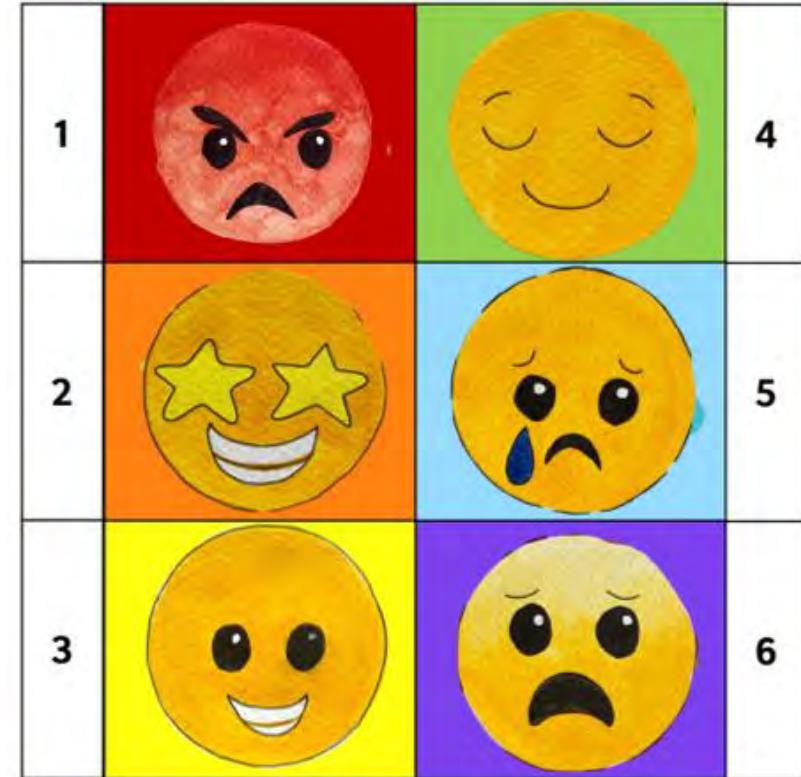
# How does this painting make you feel?



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

How does this painting make you feel?

*It makes me feel \_\_\_\_\_.*



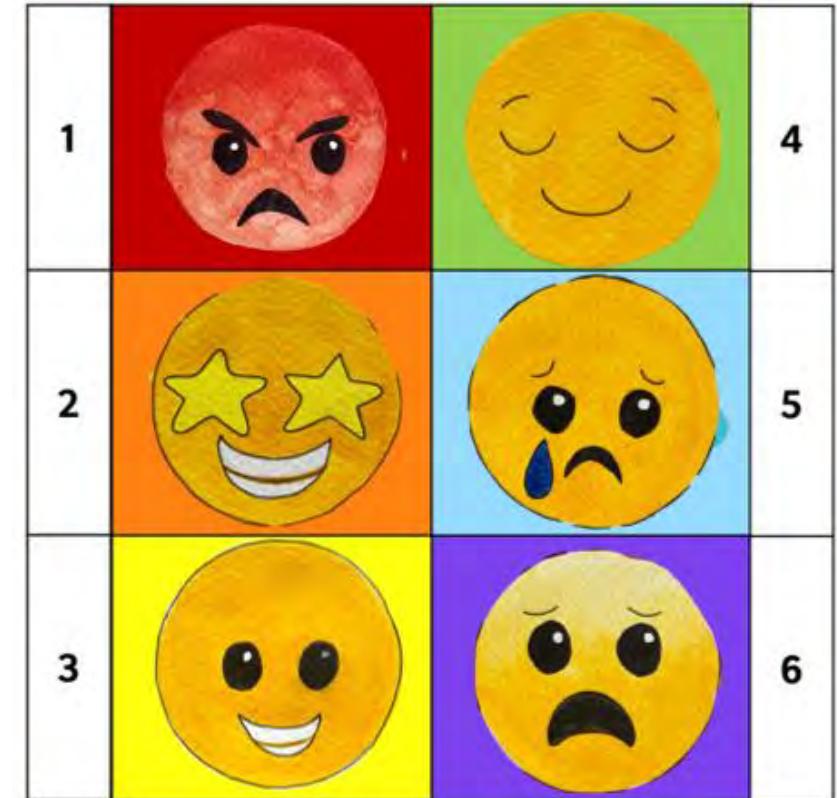
# How does this painting make you feel?



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

How does this painting make you feel?

*It makes me feel \_\_\_\_\_.*



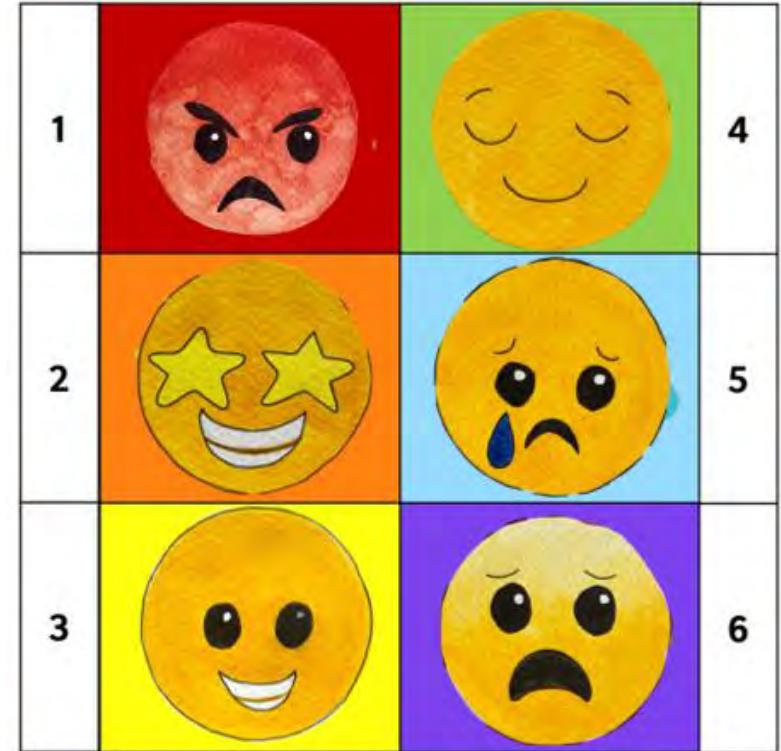
# How does this painting make you feel?



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 \_\_\_\_\_.*



Emoticons by Julia Mena Dobson

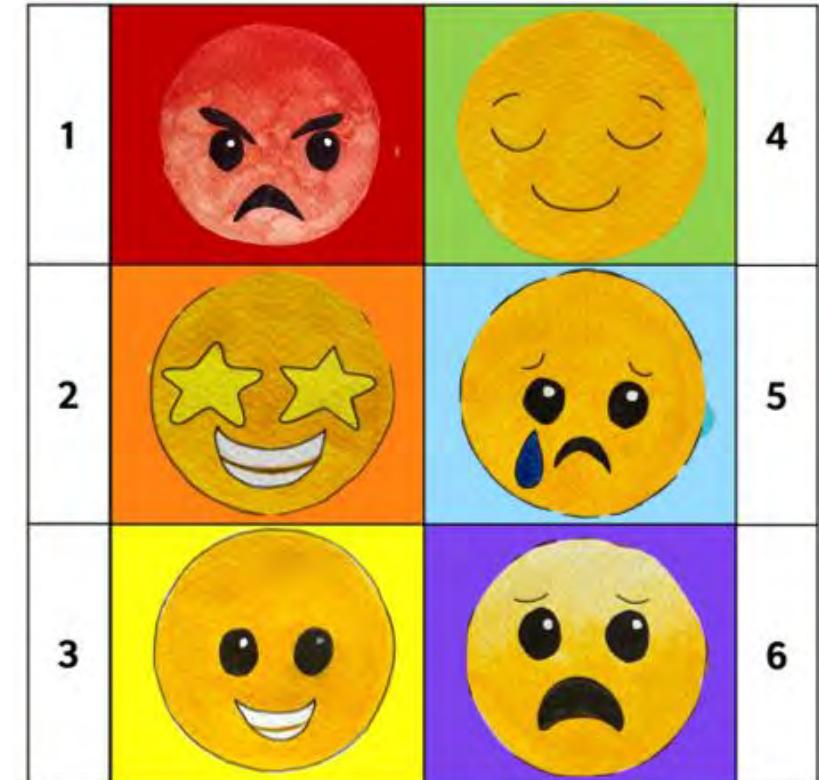
# How does this painting make you feel?



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

How does this painting make you feel?

*It makes me feel \_\_\_\_\_.*

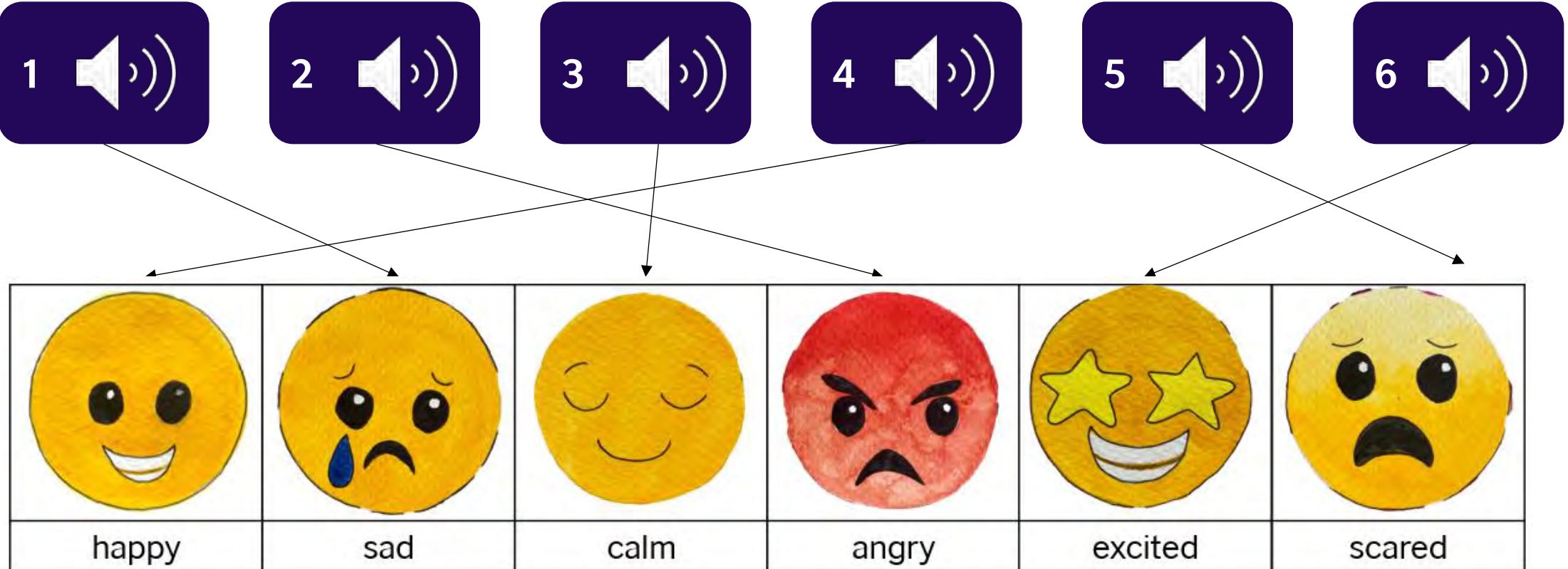


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# Practice

- 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?



Music courtesy of the Pixabay license

# 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  
<https://pixabay.com/music/upbeat-energetic-upbeat-background-music-333747/>

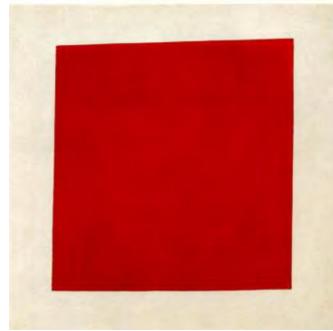


Image: Kazimir Malevich, *Red Square*, public domain via Wikimedia Commons



Image: J. M. W. Turner, *Sunset 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

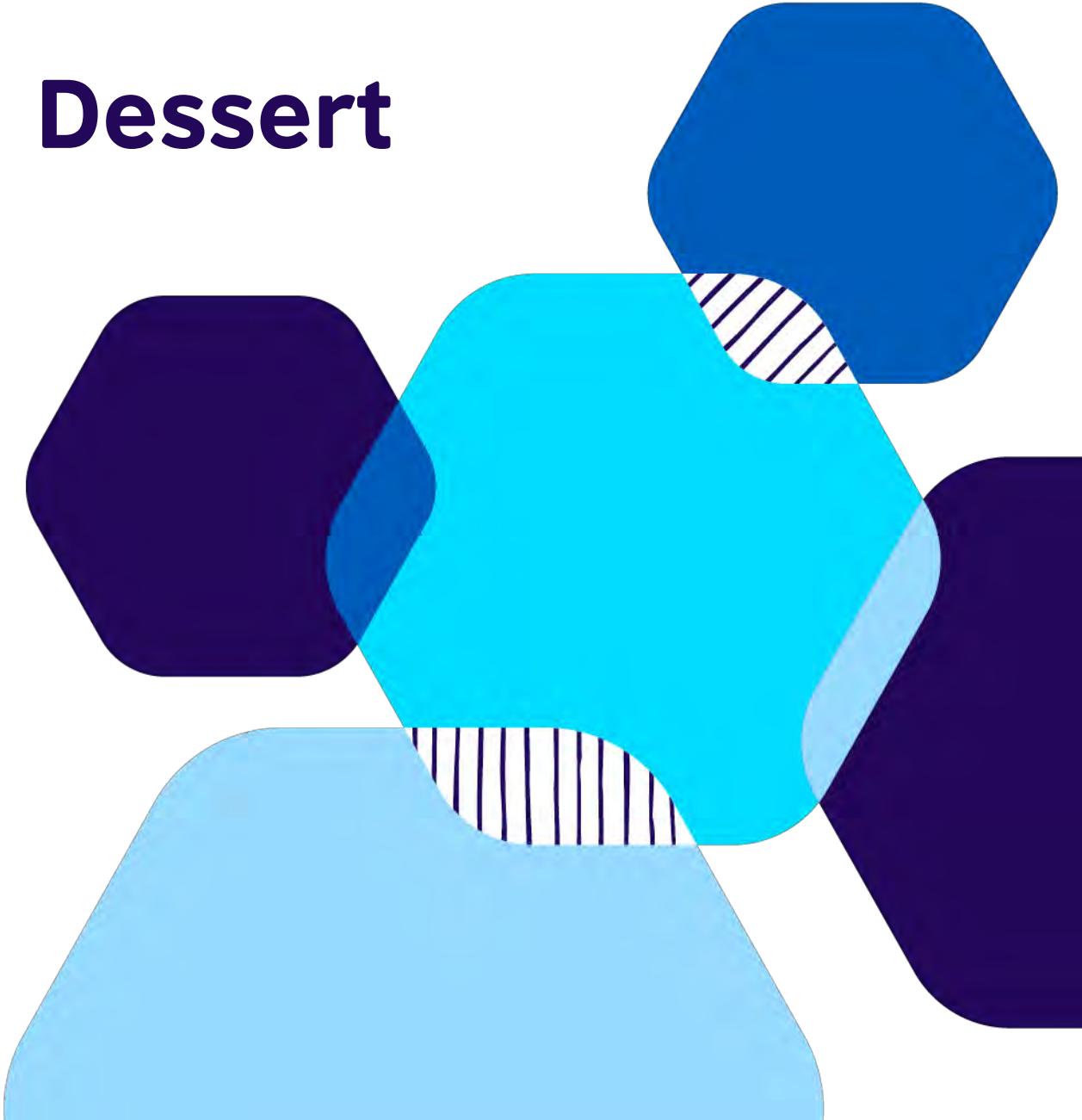
# Music credits

- 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>



Photo by Julia Mena Dobson

# 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

- 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>
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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



Photos by Julia Mena Dobson

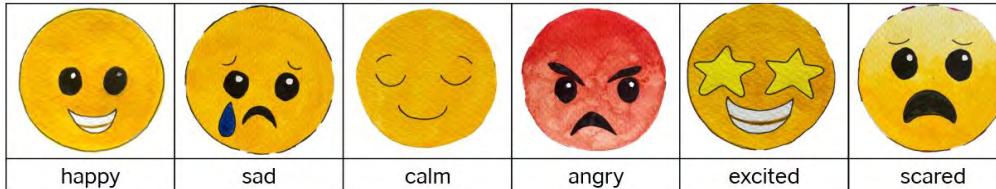
# Present your work using this speaking frame

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?

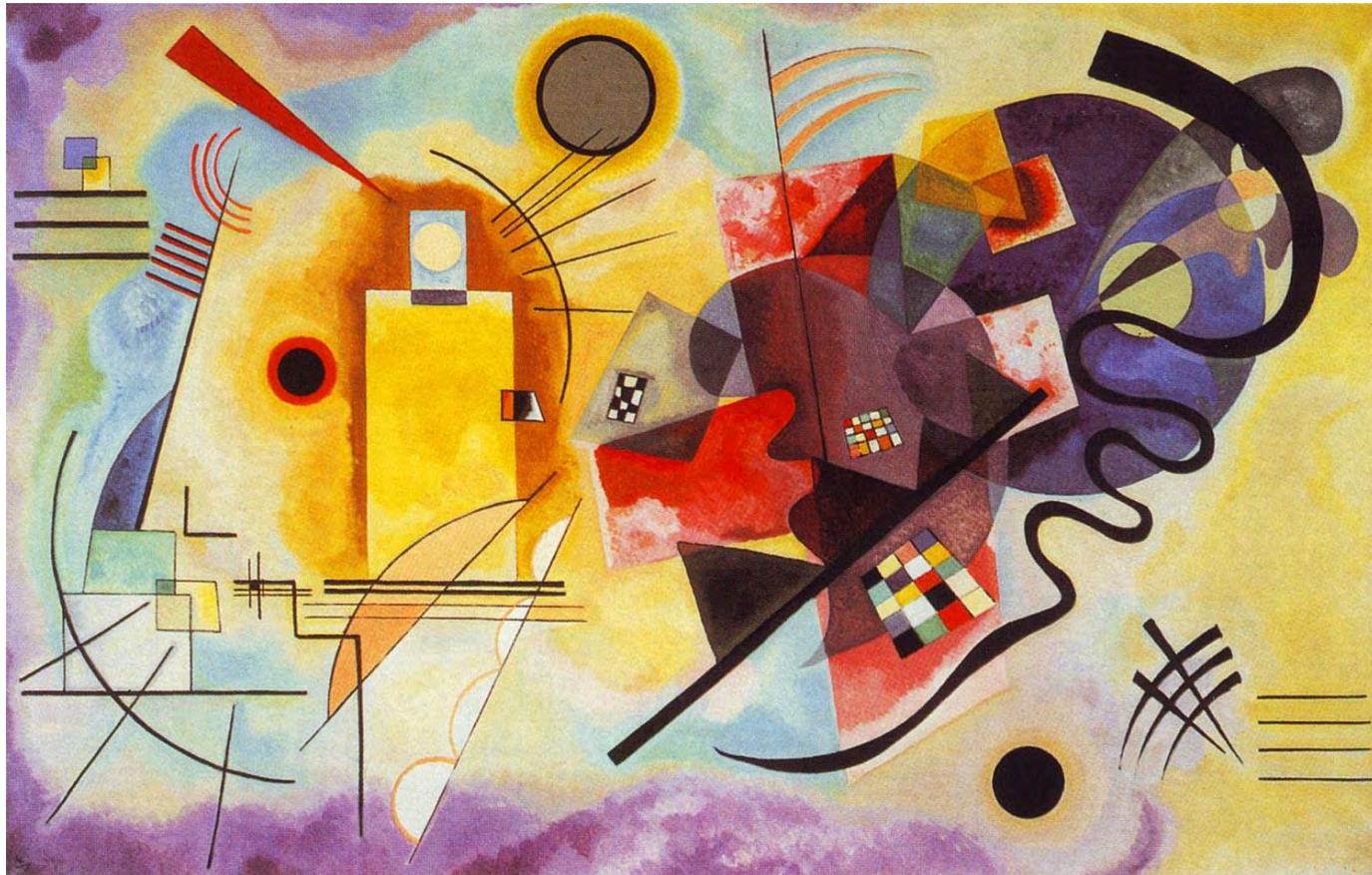


Image: Wassily Kandinsky, *Yellow, Red, Blue*, public domain via Wikimedia Commons

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

Kandinsky

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# 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

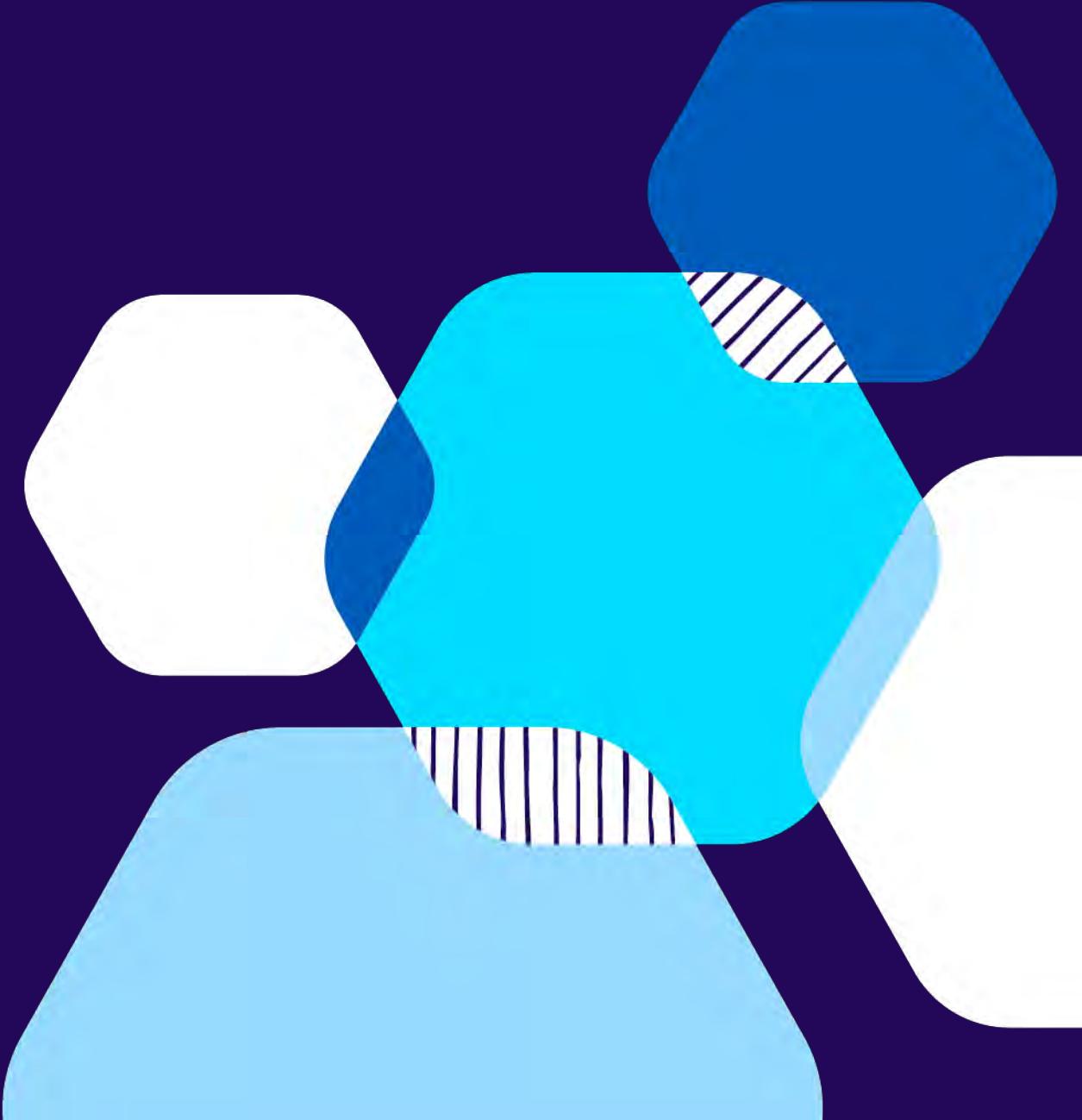


CLIL Lesson Plan  
Arts and Music  
Julia Mena Dobson

<https://www.britishcouncil.fr/programmes/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"><li>- better understood how music can inspire art.</li><li>- better understood how art and music can inspire emotions.</li><li>- had exposure to the work of a range of painters and musicians.</li><li>- created a piece of artwork inspired by music.</li></ul>				
Language outcome:	<ul style="list-style-type: none"><li>- revised adjectives of emotion, shapes and colours.</li><li>- 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 _____."</li></ul>				
Thinking (cognitive) outcome:	<ul style="list-style-type: none"><li>- practised analysing art and music</li><li>- created new art inspired by music</li></ul>				
Stage Name and Aim	Procedure	Time	Materials		
<b>Setting the scene (starter)</b>  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)		
<b>Revising useful language (starter)</b>  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)		

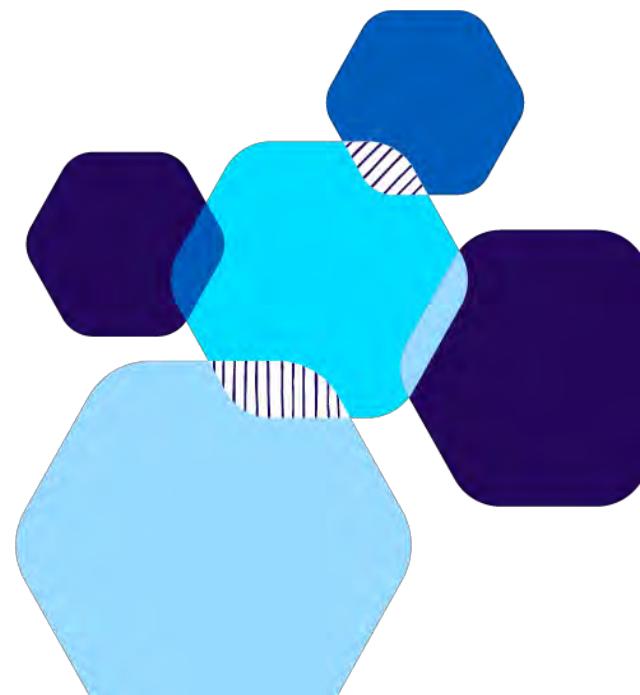
# Applying what we have learned in this webinar



# 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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