

**PROMOTING CREATIVE  
THINKING IN THE  
CLASSROOM:  
ASSESSING STUDENTS IN  
INNOVATIVE WAYS**



**10, 11 Y 17 DE  
FEBRERO DE 2020**

Plazo de inscripción del  
14 de ENERO al  
6 de FEBRERO





# Unit 5: Colours

Arts and Crafts

(Cristina Viñuela García)



# CONTENTS

- Primary and secondary colors

- Warm and cool colors

- Complementary colors and the color wheel

Achromatic, monochromatic and polychromatic ranges



# CALP- main vocabulary

- Warm and cool colors
- Colors (magenta, cyan blue, yellow, purple, orange...)
- Pigment
- Oil
- Brush, sheet...
- Chromatic
- Achromatic
- Monochromatic
- Polychromatic

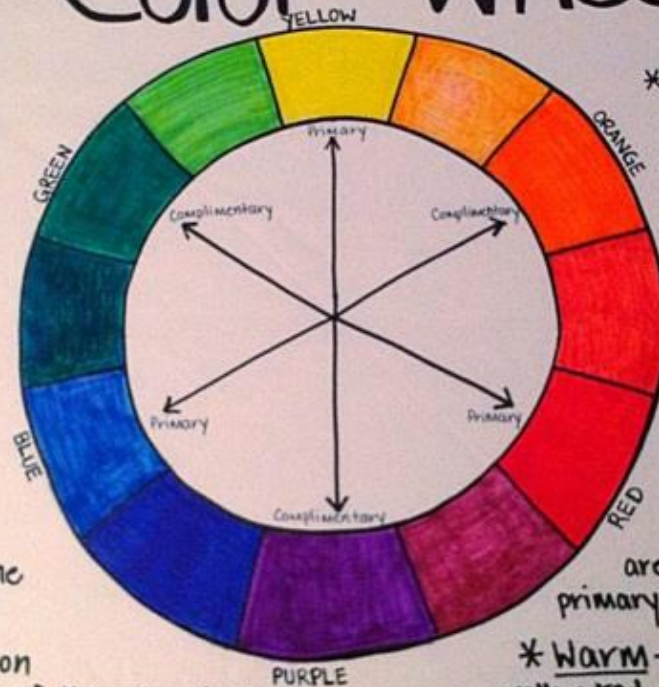
# Advance organizer

○ <https://www.youtube.com/watch?v=4EERSfHiqT8>

# Review!

## The Color Wheel

- \* Achromatic - free of color
- \* Analogous - hues that are next to one another on the color wheel
- \* Chromatic - having color
- \* Complimentary - the colors opposite to each other on the color wheel
- \* Cool - the colors on the blue-green side of the color wheel



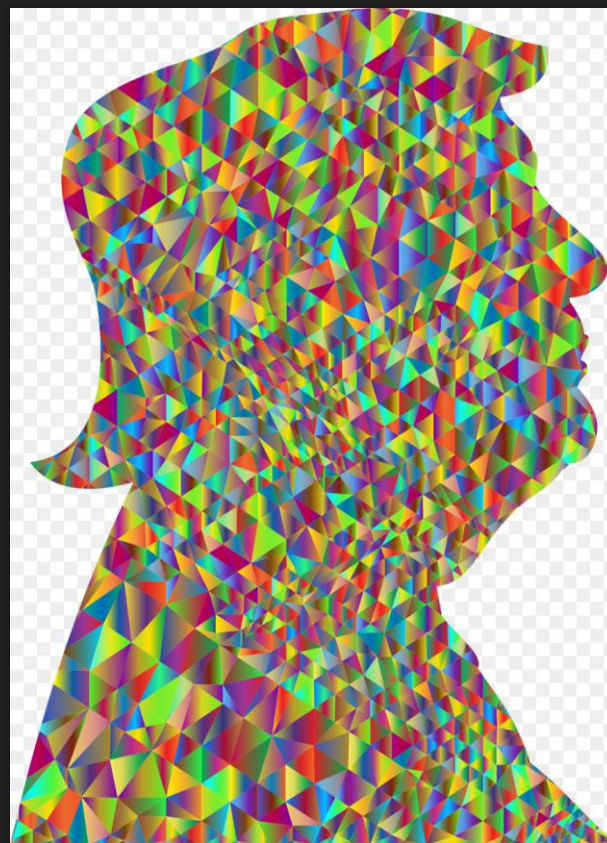
- \* Monochromatic - having one color
- \* Poly chromatic - having many colors
- \* Primary colors - red, blue & yellow
- \* Secondary colors - orange, green & purple (made by mixing primary colors)
- \* Tertiary Colors - are created by mixing primary colors with secondary colors
- \* Warm - the colors on the yellow-red side of the color wheel

# CHALLENGE

- The whole class is going to create a mural with polychromatic range formed by the individuals made by monochromatic ranges in small groups.
- Working in groups of five, they should work on its drawing with an unique color as blue, in its different tones as cyan blue or turquoise. They can combine painting and collage for what they have to cut paper colors from magazines.
- When all the groups have finished, they have to join with other groups partners in order to create a bigger one with multiple colors creating a realistic image.



# EXAMPLARS





# ASSESSMENT

Listen to the music paying attention to the rhythm in order to create your own song with lyrics related to the topic.

Use main vocabulary like:

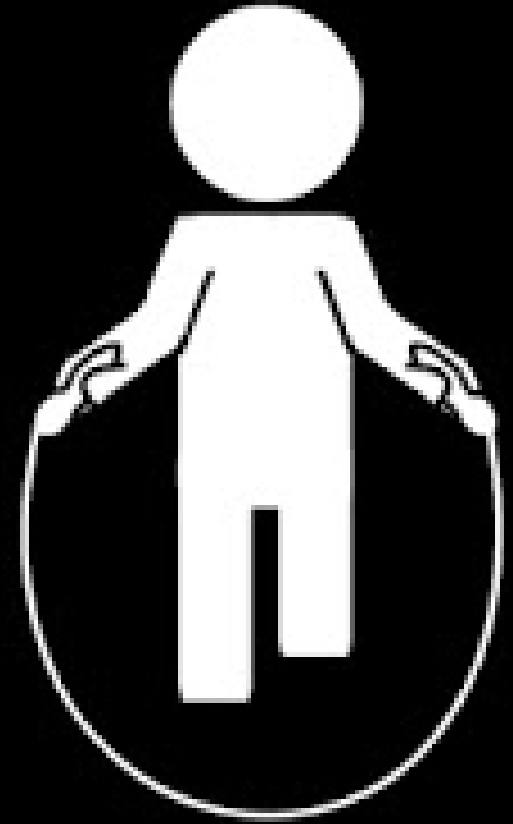
- Warm and cool colors

- Primary and secondary colors

- Complementary colors

<https://www.youtube.com/watch?v=IG2YKWsbPn0>

# JUMP ROPE



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SECONDARY

ÁNGEL BENAVENTE RODRÍGUEZ

# SECTIONS

1- WARM UP

2- INDIVIDUAL ROPE

3- DOUBLE DUTCH

4- CHALLENGES



# SECTION 4: CHALLENGES

<https://youtu.be/FZ4jMSCBswY?t=284>



# CALP

- JUMP
- IN PAIRS
- HOP
- GOOD SIDE
- BAD SIDE
- DODGE
- COOPERATIVE
- AGILITY
- COORDINATION
- TRICKS
- SPRINT
- RYTHM
- TURN
- COUNT
- DECISION

# RULES

- CREATE THEIR OWN CHOREOGRAPHY (INCLUDING HOPPING)
  - MINIMUM DURATION: 30 SECONDS
- YOU HAVE TO CHOOSE MUSIC AND YOU HAVE TO CREATE YOUR OWN LYRICS
- YOU NEED TO INCLUDE 5 HOPS IN YOUR CHOREOGRAPHY IN A CREATIVE WAY
  - PRACTICE AND ANALYZING THEIR CHOREOGRAPHY
  - SPEAK IN ENGLISH AS MUCH AS POSSIBLE

# BACKTRACK

[https://youtu.be/BrGh2Wq7\\_Ro](https://youtu.be/BrGh2Wq7_Ro)

ORIGINAL VERSION: <https://youtu.be/btPJPFnesV4>





# ASSESSMENTS

	YES	NO
They have created their own lyrics	X	
They have included 5 hopping in their Choreography	X	
They did a good analyzing of their Choreography		
They spoke in English	X	X
Their Choreography was creative	X	

\*They have to achieve 4 YES to pass

# EXAMPLES



<https://youtu.be/kc23FvYyyMk?t=60>



<https://youtu.be/yerD3zx8lcU?t=47>

# COLOURS

Secondary First Level - 8 sessions





**Primary  
colours**

**Secondary  
colours**

**Warm & cool  
colours**

**Colour  
wheel**

# CALP: Main vocabulary

- Match
- Add
- Appropriate
- Blank
- Gradient
- Increasing
- Mix
- Show
- Reducing
- Progressively
- Try
- Orange
- Black
- Yellow
- Red
- Primary
- Secondary
- Tertiary
- Warm
- Range



# Colour Wheel

# Introduction



<https://www.youtube.com/watch?v=wwO-wo892pl>



# Challenge

- **Content:** Students need to demonstrate understanding of the colour wheel by creating composition of objects that are arranged to create an accurate colour wheel.
- **CALP:** Match, Add, Appropriate, Blank, Gradient, Increasing, Mix, Show, Reducing, Cut, Choose, In my opinion..., I would suggest... .
- **Rules:** In a group of four, during 30 minutes. It can be made with pencils, food or any object. Even using magazines to create a collage. Students should invent a proper name for the composition. At least, one version by each group. Use as many CALP words as possible when you argue with your classmates
- **Examples:** three different kinds of *Creative Colour Wheel* (next slide)

## Examples

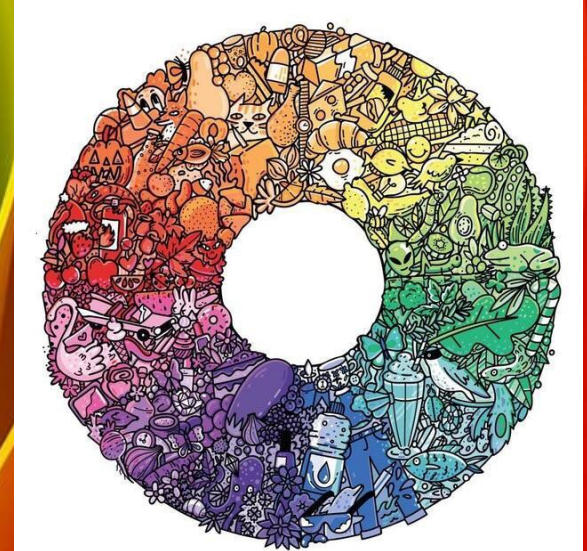
Food



Drink bottles



Drawings



# Assessment

To check your knowledge, you need to change the lyrics from this song to some definition and concepts viewed in this unit.

## Song and lyrics

- Tom Walker - Leave a Light On (Official Video)
- <https://www.youtube.com/watch?v=nqnkBdExjws>
- Tom Walker - Leave a Light On Lyrics
- <https://www.youtube.com/watch?v=glfTU-LjE50>
- Tom Walker - Leave a Light On LYRICS
- <https://www.youtube.com/watch?v=e-PCuo-NO5M>

The second someone mentioned you  
were all alone  
I could feel the trouble coursing through  
your veins  
Now I know, it's got a hold  
Just a phone call left unanswered, had  
me sparking up  
These cigarettes won't stop me  
wondering where you are  
Don't let go, keep a hold  
If you look into the distance, there's a  
house upon the hill  
Guiding like a lighthouse to a place  
where you'll be  
Safe to feel our grace 'cause we've all

made mistakes  
If you've lost your way  
I will leave the light on  
I will leave the light on  
I will leave the light on  
I will leave the light on  
Tell me what's been happening, what's  
been on your mind  
Lately you've been searching for a  
darker place  
To hide, that's alright  
But if you carry on abusing, you'll be  
robbed from us  
I refuse to lose another...

# FIRST AID

WHAT IS FIRST AID, MAIN GOAL

3 STEPS: PROTECT, ALERT AND GIVE FIRST AID

CHECKING RESPONSE AND BREATHING

RECOVERY POSITION AND CPR

CHOCKING AND HEILMICH MANEUVER



# VOCABULARY

- FIRST AID
- CARDIOPULMONARY RESUSCITATION
- RECOVERY POSITON
- AIRWAY
- BREATHING
- COMPRESSIONS
- CHOCKING
- HEILMICH MANEUVER

# VIDEOS

- <https://www.youtube.com/watch?v=tD2qTmDsiHk>
- <https://www.youtube.com/watch?v=aZ5fQyiZgns>

# **The first aid challenge: as a review**

## **sección: CPR**

1- Small groups (3-4 students), You have to represent an emergency situation in which you have to use CPR or at least one of the steps according to the CPR protocol, you have learnt in class. Think of possible emergency situations that you could find in your daily life.

2- How to present, I give them one example: imagine that you find someone lying on the floor in the middle of the road. You are alone, but there are a couple of pedestrians too, following the protocol you found out that he is unconscious but he is breathing, WHAT WOULD YOU DO?...give me more examples...brainstorm.

4- Each group write the “story” in a piece of paper. Then they put the paper in a box. Each group pick up a new story to represent it.

5- They have 10 minutes to rehearse their role play, including, roles of narrator, victim, lifeguard, and witness. They can also call other students to participate in the story as a help for example.

# CREATING THE CPR SONG,

- STUDENTS WILL CREATE A SONG, FOLLOWING THE BASIC STEPS OF CPR PROTOCOL LEARNT IN CLASS.
- THEY CAN SEE ONE EXAMPLE IN THIS LINK:
- <https://www.youtube.com/watch?v=56PrvOfEqHQ>
- HERE YOU HAVE THE MUSIC YOU WILL USE FOR IT:
  - <https://www.youtube.com/watch?v=TdXPR45PFCs>



# MUSICAL INSTRUMENTS



▶ KNOWING DIFFERENT  
FAMILIES

▶ CREATING AN  
INSTRUMENT

▶ LISTENING TO THEM

▶ THE ORCHESTRA

# CALP - main vocabulary

- ▶ String
- ▶ Woodwind
- ▶ Brass
- ▶ Percussion
- ▶ Sound box
- ▶ Bowed
- ▶ Plucked
- ▶ Struck
- ▶ Reed
- ▶ Membrane
- ▶ Valves
- ▶ Pistons
- ▶ Pitched percussion
- ▶ Unpitched percussion
- ▶ Idiophones
- ▶ Aerophones
- ▶ Membranophones
- ▶ Cordophones

- ▶ [https://www.youtube.com/watch?v=5PnE\\_zJuxgY](https://www.youtube.com/watch?v=5PnE_zJuxgY) Stereohearts
- ▶ <https://www.youtube.com/watch?v=QAWMqDb2RFE> metallica
- ▶ [https://www.youtube.com/watch?v=kKrx1gWI\\_Vk](https://www.youtube.com/watch?v=kKrx1gWI_Vk) Vegetable orchestra Vienna
- ▶ Little Einstein : <https://www.youtube.com/watch?v=jDcfT7D4aOY>

# Lesson: Create your own orchestra

## ▶ CALP:

- ▶ PERCUSSION
- ▶ IDIOPHONES
- ▶ MEMBRANOPHONES
- ▶ STRUCK
- ▶ SCRATCH
- ▶ CLAP
- ▶ KICK
- ▶ COLLIDE
- ▶ HIT
- ▶ SHAKE
- ▶ SCRAPE

## ▶ VOCABULARY:

- ▶ BEHIND
- ▶ NEXT TO
- ▶ BESIDE
- ▶ IN FRONT OF
- ▶ LEFT
- ▶ RIGHT
- ▶ HERE
- ▶ THERE
- ▶ NEAR
- ▶ FAR



# EXAMPLAR

## ► Vegetable orchestra - Vienna

► [https://www.youtube.com/watch?v=kKrx1gWI\\_Vk](https://www.youtube.com/watch?v=kKrx1gWI_Vk)





<https://www.youtube.com/watch?v=yQddk3zN3zQ>

Six drummers one apartment

# GUIDELINE

- ▶ You have to use your own body and classroom objects to make your own instruments.
- ▶ You have to create a rhythmic pattern:
  - ▶ Four bars in four/four time.
  - ▶ Use quarter and eighth notes and rests.
  - ▶ You can repeat the rhythmic pattern in your performance as many times as you need, using different timbres.
- ▶ Think about the location of your “instruments” so they can all be heard.
- ▶ Explain the “instruments” using the vocabulary and their location in the orchestra.

# Create LYRICS (INSTRUMENTAL FAMILIES)

- ▶ Havanna Camila Cabello
- ▶ <https://www.youtube.com/watch?v=dd2nfgicFds>

# CALP (for the lyrics)

## ▶ STRING

- ▶ VIOLIN
- ▶ VIOLA
- ▶ CELLO
- ▶ DOUBLE BASS

## ▶ BRASS

- ▶ TRUMPET
- ▶ TROMBONE
- ▶ TUBA
- ▶ FRENCH HORN

## ▶ WOODWIND

- ▶ CLARINET
- ▶ FLUTE
- ▶ OBOE
- ▶ BASSOON





# On holidays!!!

M. Remedios Fernández Delgado



# contents

- Plans
- Packing
- Dialogues – transports
- Activities



# MAIN VOCABULARY

- Passport
- Suitcase /Luggage
- Toiletries
- Airport
- Boarding pass
- Single/ return ticket
- Underground
- Bus/ bus stop
- Museums
- Landmarks
- Tourist information
- Restaurant/ fast food restaurant
- Menu
- Toilet
- Youth hostel



# Packing video

- <https://www.youtube.com/watch?v=Eqc4A3J5rWg>

Write some verses about  
your plans for Greece.




Use "be going to" for  
your plans




Write a chorus, and you  
can repeat it.



Use the  
following backtrack



Lyrics for  
the free  
style trap



[https://www.youtube.com/watch?v=\\_qzo8fRwWHc](https://www.youtube.com/watch?v=_qzo8fRwWHc)



# PART ONE

## EATING OUT: street food

Singing Sugar with Adam Levine

# PART TWO

## EATING AT HOME

Granny's style

# PART THREE

## SHOPPING HEALTHY INGREDIENTS

# PART FOUR

## COOKING BASIC RECIPES

ARE YOU HUNGRY???

Why don't we prepare something to eat?? Let's be MASTERCHEFS at our school

<https://youtu.be/tlyHuNHuw3A> (EXEMPLAR)

CREATE YOUR OWN RECIPE WITH SOME OF THESE INGREDIENTS:

butter (a stick); crackers (a box); cream cheese (a can); vanilla (a tea spoonful);  
bread (a bag); milk (a bottle); eggs (six); bananas (two); chocolate (a bar)

(CALP) You may use this verbs: chop, melt, mix, cook, bake, boil, cut, fry, skin,  
slice, taste

# GIVE A NAME TO YOUR CREATION

Explain your recipe, the process and the result in front of the class (draw it if you may). Use as many CALP words as possible.

# RECORD IT ON A VIDEO

Prepare the recipe at home (you and two friends) and show us the result in one minute!!.



# BASIC VOCABULARY

restaurant; food trucks, take away

fast food, vegan, nutrition, groceries, snack, diet, meal, refreshment, meat, egg, fish, vegetables,

feed, roast, boil, grate, grill, fry, taste

# VIDEOS

[https://www.youtube.com/channel/UCkAGrHCLFmIK3H2kd6isipg?sub\\_confirmation=1](https://www.youtube.com/channel/UCkAGrHCLFmIK3H2kd6isipg?sub_confirmation=1)

BARBRA LICA “The food song”

[https://www.youtube.com/redirect?v=MmsXC74\\_qO8&event=video\\_description&redir\\_token=Wz7rxBAplq4ypgdhCFkC9PVuexp8MTU4MTQ0MjM2NUAxNTgxMzU1OTY1&q=https%3A%2F%2Fitunes.apple.com%2Fca%2Falbum%2Fthe-food-song-single%2Fid768889028](https://www.youtube.com/redirect?v=MmsXC74_qO8&event=video_description&redir_token=Wz7rxBAplq4ypgdhCFkC9PVuexp8MTU4MTQ0MjM2NUAxNTgxMzU1OTY1&q=https%3A%2F%2Fitunes.apple.com%2Fca%2Falbum%2Fthe-food-song-single%2Fid768889028)

# LET'S HAVE FUN!

OUTDOOR ACTIVITIES  
ANA ISABEL ÁLVAREZ PARDO

# MANY WAYS OF LOOK AT OUTDOOR ACTIVITIES

INDIVIDUALLY

TEAMS

WITH THE FAMILY

WITH UNKNOWN PEOPLE

# MAIN VOCABULARY CALP-MAIN VOCABULARY

GO SAILING

HAVE AN ICE LOLLY

GO BOWLING

HAVE A PICNIC

GO SHOPPING

MAKE A CAKE

GO HIKING

HAVE A BARBECUE

GO WINDSURFING

PLAY TABLE TENNIS

GO HORSE RIDING

RIDE A MOUNTAIN BIKE

# GONOODLE RAPS

<https://www.youtube.com/watch?v=j7qdWyHMjwE>

## FUN ACTIVITIES

<https://www.youtube.com/watch?v=388Q44ReOWE>



# Teach the vocabulary through a challenge.

CREATE A STORY RELATED TO:

Activities you can do with your family.

Session\_\_\_\_: Challenge like a review or assessment.

Vocabulary included: GO SHOPPING, GO BOWLING, HAVE A PICNIC, HAVE A BARBECUE, HAVE AN ICE LOLLY, MAKE A CAKE (Create a story with story cubes) make a story- COMIC TEMPLATE-conectors

CREATIVE TEACHING IDEAS FOR THE CLASS

<https://www.weareteachers.com/writing-center-ideas/>

# STORY CUBES-CREATE YOUR OWN STORY

The class will be divided in groups of four people (six groups). Each group will be provided with a set of white cubes. Each face of the cube must be drawn with a different activity. Students can choose the activities they like among the vocabulary given. Finally, they will write a story using a given template.

# CREATE A RHYTHM

Choose one section of your unit, think about a song where you could create a rhythm. It must be like a final assessment or synthesis of the unit you have chosen. You need to show that the contents have been understood by the children.

Any backtrack- A simple one and apply the grammar just by singing

Link of the music- NO WOMAN NO CRY <https://www.youtube.com/watch?v=q4fFFczWK0c>

[IF IT IS SUNNY, YOU CAN GO BOWLING](#)

[IF IT IS RAINY, YOU CAN GO SAILING](#)

[IF IT IS CLOUDY, YOU CAN GO WINDSURFING](#)

How to speak in public

# How to speak in public

Feel confident

Know your audience

Tips for a good presentation

Feedback

# How to speak in public

- Diction
- Self-confidence
- Naturalness
- Sequence
- Humor
- Eye contact
- Nonverbal language
- Intonation
- Introduction
- Development
- Closing
- Empathy
- Patience
- Ingenuity
- Solve problems
- Teamwork

# How to speak in public

- <https://www.youtube.com/watch?v=EfScCATr520>
- <https://www.youtube.com/watch?v=7xxgRUyzgs0>

# Very useful tips for a good presentation

- 1st teach, 2nd challenge
- CALP: Self-confidence, Humor, Eye contact, Nonverbal language, Intonation, Sequence
- Exemplars / explanation: Video of good speaker that shows this tips.
- Challenge:

They have to create simple and practical tricks to use if a person has a lack of one of these tips. For instance, if I am not able to organize/sequence my speech write, the main points in the label of the bottle of water that you may drink during your presentation.

Strategies, solve problem...

Rules: ·Each group or as many as the could

They can use whatever they want (better if its absurd stuff)



- Another one:
- Focus on non verbal communication. One student has to represent an emotion (the teacher tells him/her which one) without saying a word.

- <https://www.youtube.com/watch?v=FP9SLYTSJFQ>

# Holiday time

Festivities  
arrangements  
luggage  
future plans

# main vocabulary

journey

suitcase

goggles

swimsuit

to book

means of transport

sunbathe

sunburnt

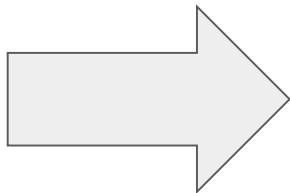
sunstroke

scuba diving

hiking

planning

Click on the arrow and watch this video



# magazine challenge

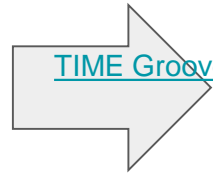
The mayor of Cacabelos is looking for creative activities to attract tourists to this area and he has organised a contest to find the best ideas.

Create an unusual local journey through the villages in your area. Maximum 3 villages. Think about the season of your journey and the age the activity is aimed at

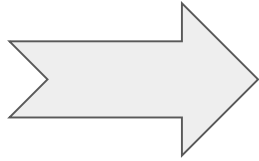
Write a title and highlight 5 words that will catch tourists' attention.

Write a description of the activities.

At the end the students will vote the best activity



[TIME Groove: Classic Floyd Style Psychedelic Rock Backing Track \[F# Aeolian - 63 bpm\]](#)



Create lyrics using the vocabulary “Travel Items”