

Universidad de Oviedo

**Facultad de Formación del Profesorado y
Educación**

**Trabajo Fin del Máster en Enseñanza Integrada de la
Lengua Inglesa y Contenidos: Educación Infantil y
Primaria**

**LA UTILIZACIÓN DE LAS TIC EN EL ÁREA
DE EDUCACIÓN ARTÍSTICA EN UN ENTORNO
DE APRENDIZAJE INTEGRADO DE
CONTENIDOS Y LENGUAS EXTRANJERAS
(AICLE)**

Autor: Raquel López Rodríguez

Tutor: José Miguel Arias

Junio 2013

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"En las actividades artísticas es peor tener un mal maestro que no tener ninguno"¹

Viktor Lowenfeld

¹ Lowenfeld, Viktor (1947). *Creative and Mental Growth*. New York: Macmillan

1. Introduction: Justification of the project

The changes that our society has suffered in recent years make classic educational standards look outdated because they cannot meet the today demands. The ways of access information have suffered a dramatically change and so has the amount of it available and how quickly we can get it.

Developed countries are moving towards a society characterized by rapid changes which requires educational systems able to meet the needs of that society, ensuring that all different social groups have access to information providing students with tools and knowledge necessary for XXI century.

The UNESCO World Education Report (1998), *Teachers and Teaching in a Changing World*, describes the impact of ICT in conventional teaching and learning, predicting the transformation of the teaching-learning process and how teachers and students access information. This report maintains that the curricula and the teaching and learning processes need to be transformed so that students can acquire the skills enabling work effectively in a dynamic environment, rich in information and constantly changing.

The Lisbon Council (2001) emphasizes that every citizen should possess the skills needed to live and work in the new society of information and that "a European framework should be provided through lifelong learning: ICT skills, foreign languages, technological culture, entrepreneurship and social skills"

In 2009 Escuela 2.0 program was launched by the Spanish ITE² in order to innovate and modernize the way it is taught and learned in schools, through the creation of digital classrooms for the XXI century, laptops for students which can take home, classrooms with interactive digital boards and Internet connection. 2.0 School is addressed to 5th and 6th Primary Education and 1st and 2nd Secondary Education.

The UNESCO publication (2011), *Transforming Education: The Power of ICT Policies*, describes the importance of having clear policy goals, and its transformation into appropriate strategies and plans. On the basis of case studies analysis this report

²Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado

suggests that effective ICT in education policies depend on three main aspects: access to ICT infrastructures and equipment; teacher capacities; and monitoring.

The LOE³ (2006) emerges as a strong commitment to the educational goals raised by the European Union in the coming years. It proposes among the objectives of primary education "start in the use of information and communication technologies to develop a critical mind to the messages they receive and produce" and "acquire, in at least one foreign language, basic communicative competence that allows them to express and understand simple messages and function in everyday situations."

Article 6 of the LOE defines the curriculum as "the set of objectives, basic competencies, content, teaching methods and evaluation criteria." The basic competences are proposed as essential elements of the curriculum that must be present in all teaching-learning process. Although all the competences are necessary and have to be worked from all areas, we will approach ICT and foreign language learning through a curriculum area working at least these two competences:

- **LINGUISTIC COMMUNICATIVE COMPETENCE.** The Linguistic communicative competence refers to the use of language as an instrument of both oral and written communication as learning and regulation of behavior and emotions. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. This competence contributes to the creation of a positive self-image and encourages constructive relationships with others and with the environment. Learning to communicate is to establish links with others, and to approach new cultures acquiring regard and affection to the extent known. The development of linguistic competence is key to learn how to resolve conflicts and to learn how to live.

- **TREATMENT OF INFORMATION AND DIGITAL COMPETENCE.** It refers to the skills to seek, obtain, process and communicate information and transform it into knowledge. Includes different aspects ranging from access to and selection of information to the use and transmission of this in different media, including the use of information and communication technology as an essential element to learn and communicate.

³ Ley Orgánica 2/2006, de 3 de mayo, de Educación.

ICT can be an exceptional resource to help in the teaching and learning process of foreign languages as a tool to promote meaningful learning, to improve students' attention, to critically analyze the wealth of information, etc.

In this context it is of huge importance that educational action is directed to meet these two needs: improve ICT management and foreign language learning. ICT is a resource that can be very useful in all areas, including in foreign language learning, but the latter area also needs to be improved without incurring a reduction in the time spent on other areas that are also part of curriculum. The answer to this situation is found in CLIL (Content Language Integrated Learning). Thus, there is the possibility of teaching a curriculum area in the foreign language in this case it would be the area of Art.

As mentioned above, ICT is a resource that can be very useful in all areas, and so if we talk about teaching a foreign language area, as there are plenty of resources that can access. There is therefore the possibility of combining the use of ICT, learning a foreign language and the study of a curricular area such as Art.

“Art education is the area of learning that is based upon the visual, tangible arts-drawing, painting and sculpture. Nowadays this area includes photography, video, design, computer art...”

Our field of action is Art so we justify the importance of integrating it in the Curriculum, because this implies knowing, preserving and transmitting our culture, which is a response to a natural need to express oneself and communicate with other human beings.

In this sense, we embrace 20 Reasons Why Art is Good For Children⁴

1. Art stimulates both sides of the brain.
2. 33% of kids are visual learners.
3. There are studies that show that kids, who make art, read better and get better grades in science and mathematics.
4. The kids learn by using their senses and art is ideal in this process

⁴ Museo "MOCHA: The Museum of Children's Art" en Oakland. Traducción de Torres, Norbertha. "20 Reasons" http://www.nuestrosninos.com/guias_arte.html

5. The kids need a place to express themselves at school.
6. Art promotes self esteem
7. Art encourages kids to give more attention to the physical space that surround them.
8. Art develops hand and eye coordination.
9. Art stimulates perception.
10. Art teaches them to think openly. It represents a culture of questioners more than a culture of responders.
11. Art teaches that there is more than one solution for a problem.
12. Art teaches kids to think creatively to solve problems.
13. Kids can share and reflect on their work of art and learn something about the world they live in.
14. When art is integrated with the other subjects in the curriculum, kids commit more to the learning process.
15. In the process of doing art, the child is exposed to different possibilities, to discover and to freedom, this way they avoid falling into the control and the predictability of the conventional education in the United States of today.
16. Art nourishes the human soul. One feels good doing it.
17. Art brings the cultural resources of the community into the class.
18. Art involves parents and tutors in the school, inviting them to participate as volunteers in diverse activities.
19. Art provides a common ground across racial stereotypes, barriers and prejudices.
20. Art is valuable all by itself.

The following project arises from teaching staff concern of trying to offer their students a quality education, which means, among others, make the most of the available human resources.

Over the last years there has been a predisposition of teachers to set different actions to try to encourage the improvement of education such as attention to students with special educational needs, attention to diversity, enhance teaching foreign languages, etc

Therefore, as a core objective we present the desire to improve the learning of foreign languages.

The innovation consists on integrating foreign language within a model of teaching / learning of other curricular contents.

Finally, it is important to mention that since our school is a state school with this project we aim to contribute to the value of equality opportunities, as many of the existing multilingual schools are not currently within the reach of all families.

2. Project objectives

2.1. General objectives of the project

We can identify four general objectives:

- ✓ Foster and encourage innovative teaching in school.
- ✓ Integrate foreign language within the teaching and learning of Art contents.
- ✓ Design, develop and plan a coherent didactic proposal, useful and practical for teachers of art.
- ✓ Encourage the participation of the educational community in the development of project.

And a clear purpose of the project for students is that they discover the visual language in its dimension of communication both information and expression, reflecting on the various spaces for display, transmit, display, communicate.

2.2. Learning objectives and competences development

We must bear in mind that we seek to acquire some content by our students, and therefore the project must have didactic objectives to develop.

The learning objectives that we propose will be the reference when proposing different activities. And will guide our project and check the level of achievement of our innovation.

Based on the above, we show the following learning objectives and show how they relate to the development of basic competences.

Art learning objectives based on basic competences to be achieved by students
1. Identify the interests, attitudes and values themselves through observation, analysis, expression and appreciation of works of plastic-visual character. With this objective we encourage the development of the following competences:

1, 6, 7 and 8

2. Promote self-confidence relationships with personal artistic productions, while respecting those of others.

With this objective we encourage the development of the following competences:

5, 7 and 8

3. Discriminating different colors, textures and actions of some objects and materials in the environment.

With this objective we encourage the development of the following competences:

2, 3, 7 and 8

4. To participate actively in the planning and execution of individual and group artistic creations manifesting collaborative and respectful attitudes towards others.

With this objective we encourage the development of the following competences:

5, 6 and 8

5. Experiment with different expressive possibilities of color, texture, measurements, etc, as elements of expression and communication with the physical and social environment.

With this objective we encourage the development of the following competences:

3, 5, 7 and 8

6. Use different elements of the visual language in a creative and fun way to express ideas, feelings and emotions.

With this objective we encourage the development of the following competences:

1, 5, 6 and 8

7. Enjoy with the main artistic cultural environment of Asturias and other cultures.

With this objective we encourage the development of the following competences:

5 and 6

8. Use tools, materials and techniques for artistic expression and represent the characteristics of the works, objects and landscapes worked.

With this objective we encourage the development of the following competences:

1, 6, 7 and 8

9. Coordinate resources for the realization of individual and collective artistic productions.

With this objective we encourage the development of the following competences:

5, 7 and 8

10. Explore expression, artistic and aesthetic possibilities of different materials, objects and art techniques in performing their own productions.

With this objective we encourage the development of the following competences:

6, 7 and 8

11. Discriminate some of the main features of the works of art and most representative artists.

With this objective we encourage the development of the following competences:

6, 7 and 8

12. Use digital resources for observation, searching for information and developing productions, either autonomously or with the help of the teacher.

With this objective we encourage the development of the following competences:

4, 6, 7 and 8

13. Value the contribution that various authors have made to the cultural and artistic heritage.

With this objective we encourage the development of the following competences:

6, 7 and 8

14. Establish guidelines for the process of observation and interpretation of works of a plastic-visual highlighting aesthetic and visual qualities of the same

With this objective we encourage the development of the following competences:

1, 6, 7 and 8

15. Interpret the information that some pictures provide as a means of expression of experiences, ideas and feelings.

With this objective we encourage the development of the following competences:

1, 2, 3 and 4

16. Experience the possibilities of color contrasts, variations and combinations, mixing different kinds of paint as elements of expression and communication with others.

With this objective we encourage the development of the following competences:

5, 6, 7 and 8

17. Plan art activities in group taking an active part, expressing attitudes of collaboration and respect.

With this objective we encourage the development of the following competences:

5, 7 and 8

18. Using the description of processes and communication exchanges, the terms that are specific to the visual language.

With this objective we encourage the development of the following competences:

1, 6, 7 and 8

19. Show initiative in artistic activities proposed respecting the contributions of others.

With this objective we encourage the development of the following competences:

5, 7 and 8

20. Explore possibilities of artistic creation from the knowledge of techniques and materials.

With this objective we encourage the development of the following competences:

6, 7 and 8

The table below shows the competences related to the Art learning objectives.

Art objectives	1	2	3	4	5	6	7	8	9	10
Competences	A,F G,H	E,G H	B,C G,H	E,F H	C,E G,H	A,E F,H	E,F	A,F G,H	E,G H	F,G H

Art objectives	11	12	13	14	15	16	17	18	19	20
Competences	F,G H	D,F G,H	F,G H	A,F G,H	A,B C,D	E,F G,H	E,G H	A,F G,H	E,G, H	F,G H

- A. Linguistic competence
- B. Mathematical competence
- C. Interaction with the environment competence
- D. Treatment of information and digital competence
- E. Social and civic competence
- F. Cultural and artistic competence
- G. Learn to learn competence
- H. Personal initiative competence

2.3. CLIL objectives

- ✓ Increase confidence in the process of learning and interest in foreign language learning.
- ✓ Improve linguistic competence in the language of instruction, in this case, English language.
- ✓ Facilitate social inclusion and equality by providing a large number of language learning activities to suit different learning styles.
- ✓ Improve language skills while learning content.
- ✓ Acquire knowledge using the target language.
- ✓ Understand and value both cultures.

3. ICT and CLIL

3.1. CLIL methodological aspects

3.1.1. What is CLIL?

Content and Language Integrated Learning (CLIL) is an educational approach in which an additional language is used for simultaneous learning and teaching of the contents of a curriculum area and the foreign language, so that, in the process of teaching and learning there are dual aims in which the learning of that content and that foreign language are intertwined.

Marsh (2002) defines CLIL as “any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content”

CLIL is not a new approach of how to teach foreign language or content, it is an approach where both are fused together. It shares common elements with a wide variety of educational practices, such as language immersion and bilingual education and content based language teaching or teaching language as additional language, but they are not the same as Content and Language Integrated Learning which is driven by the content. It is an inclusive approach because it brings together the essence of teaching practice developed in different environments, including a wide range of models that can be applied in a variety of ways with students with different learning styles. A more holistic educational experience for students is provided with a CLIL practice.

Teaching a foreign language is an activity as old as education itself. Since ancient Rome groups with different languages have lived together and some individuals have been educated in a second language, the same happens nowadays with the growing number of multilingual communities resulting from mobility and globalization XXI century. Because of the demand for good results in learning foreign languages there is a growing interest in CLIL. The motivation and interest for language learning can vary from one country to another, but shared interest in achieving the best results in the shortest time possible. This interest is complemented by the need to adapt methodologies of content teaching to the comparison measures between countries through the International Student Assessment (Program for International Student Assessment, PISA) of the Organization for Economic Cooperation and Development (OECD).

The term CLIL was adopted in 1994 in the European context to describe and develop the results obtained in different types of schools in which a language other than their mother tongue was used in the teaching-learning process.

In order to make the methodologies, which have had a high degree of success, available to teaching professionals the CLIL approach was proposed to identify, collect and articulate them.

CLIL is an educational approach in which the focus is on both the language and content:

“The achievement of this dual objective leads to develop a special teaching approach in which the non-language subject is not taught in the foreign language, but with and through the foreign language.” (Informe Eurydice, 2006: 8)

We are not dealing with language learning or content learning but an amalgam of both, this is educational experience that can be difficult to achieve in a foreign language class so here it is where CLIL opens new ways of teaching and learning.

A high degree of linguistic awareness was showed in the late nineties. To achieve the best possible results that take into account different learning styles it was proposed the use of methodologies. The need to improve educational outcomes in language and communication was highlighted by the impact of globalization. To answer this need it was necessary to investigate what approach would be most suitable for each age group and how to get a more appropriate teaching-learning language process. In this way

began to see how to teach a second language while students studying other subjects, thus providing greater exposure to the language.

3.1.2. Reasons for using CLIL

The interest in CLIL in a country or region is supported by two fundamental reasons. These reasons may be reactive (responding to situations) or proactive (creating situations).

There are countries where a foreign language is used for instruction in most schools. This is typical, for example, of some sub-Saharan African countries where an official language is adopted as medium of instruction serving language as national unity. This raises the question of how children and young people are handled in their school when the language in which they are taught is so different from their daily experience. CLIL provides a pragmatic response to overcoming linguistic deficiencies, and promoting equal access to education for all age groups. In the reactive scenario the problem of medium of instruction is identified and curricular and methodological adjustment is carried out. Teachers must take responsibility for language development through a dual approach when teaching other subjects.

Another reason why we pay attention to the different forms of CLIL is to identify proactively solutions to improve language learning or other aspects of the educational, social or personal development.

The debates about economic unity held in Europe in the fifties included items about language policies and the need for higher levels of multilingualism, becoming clear that the different educational systems should make an effort to provide language education for young people.

Then, in 1978 the European Commission made a proposal to member states (EC, 1978) that encouraged the teaching in schools in more than one language. This was a point of reference that acted as a catalyst for CLIL across the continent.

Seeing the ineffectiveness in foreign languages teaching, the Education Council in 1984 accepted that there was a need to give a major prominence to the teaching and learning of foreign languages (EP 1984). Since then, there have been inversions in projects that led to the development of practical education solutions similar to CLIL.

Since 1999, CLIL was considered as the largest educational initiative and the European Council in 2005 recommended that CLIL should be adopted throughout the European Union.

In 2006 was published the first statistic study on where and how it was implemented CLIL (Eurydice, 2006) and it shows that there has been a spectacular acceptance of CLIL in all countries since the appearance of the term in 1994. This is due to four main reasons: the desire of families that children acquire skills in at least one foreign language, the willingness of governments to promote the teaching of foreign languages to achieve socio-economic benefits, the European Commission seeks to lay the foundation for greater inclusion and economic strength and, at an educational level, experts see the educational potential of integrating language teaching with that of other areas.

3.1.3. CLIL lesson

According to the **4Cs** curriculum (Coyle 1999), a successful CLIL lesson should combine elements of the following:

- Content - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- Communication - Using language to learn whilst learning to use language
- Cognition - Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- Culture - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Although these four elements can be dealt with individually, there are no separate elements, connecting them is essential for planning. To determine the type of tasks I have to plan it is important to investigate how the cognitive elements are interconnected with the content

However, it is the content that initially guides the planning in order not to limit or reduce the content to harmonize with the students' language level. It is unlikely that the language proficiency of the students in the second language corresponds to their cognitive level so trying to progress with the language too fast can lead to confusion, errors and lack of motivation.

CLIL integrates language and content learning to a cognitive and cultural level suitable for students. CLIL requires careful planning with the four elements mentioned above, as these will progress at different paces depending on the context. This allows teachers to adopt a more inclusive approach to teaching.

3.2. The use of ICT in the classroom

The demands that society makes to school are changing. Teacher today is a learning facilitator agent, in which the students take an active role having to construct their own knowledge, developing materials and managing resources from an increasingly various information. Nowadays we believe that the product is the knowledge and learning is the process. We must realize that the ultimate and main goal must be the effective learning that leads to the achievement of knowledge. In this Art project the students develop their own materials and resources, from the information available on the different artists and techniques, in this way we are encouraging the construction of knowledge.

The use of ICT promotes motivation, thinking, discovery or creativity. In education, its success depends on their integration in the learning process to achieve knowledge. The effective use of ICT will have a positive effect on the education of students. The fact that many teachers have a lack of confidence with ICT and sometimes refuse to use it, or use it in a way which adds little to the students' engagement and education becomes an obstacle in achieving this. Although it still needs to be improved, the teacher professional development in ICT has become a priority for most schools (Phelps, Graham, and Kerr, 2004).

ICT enables faster and more efficient access of teachers and students to information which can be received not only through texts but also visual and auditory. With the use of ICT, the learning process stops being a mere reception and storage of data received in class. In this way students stop being only one active processor of information and become a significant builder of it. ICT provides multiple resources for self-assessment of their knowledge and immediate feedback.

Thanks to ICT, there are new tools for information and communication processes and new teaching methods which can develop a more effective education. The field where the use of ICT provides greater advantages is in the field of special needs. Many forms of disability limit the possibilities of communication and access to information. In

many of these the computer, with special peripherals can open alternative ways to solve these limitations (Soto and Fernandez, 2003).

There are seven areas where ICT is used to assist students with mild disabilities (Behrmann, 1995):

- Technologies help students to organize their work or thoughts.
- Technologies can provide note-taking assistance for visual learners or for students with reading difficulties so they can review notes.
- It can provide writing assistance for those who have difficulties in spelling
- Technologies help students with assistive productivity tools to work on subjects that may require calculating, categorizing, grouping, and predicting events.
- It helps students to access electronic information.
- It can provide cognitive assistance to students.
- Technologies can be used to develop and modify materials for students with mild disabilities by including video, animation, and text.

ICT are an educational tool so when using it in the classroom we should have a clear idea of what we want to achieve, as ICT should be used to facilitate learning and not as an end in itself. When we plan an activity we must think about what students should learn and how the use of technology can help us to improve the quality of the teaching-learning process. The type of learning is influenced by the teaching strategy used and not by the use of ICT.

There are two aspects in the use of ICT, on the one hand they serve as search tools and on the other to communicate and interact with others. In this Art project I use ICT for both individual student work and the development of collaborative learning processes between groups of students.

ICT as a tool for seeking information and as a teaching instrument, allow teachers to spend more time to promote the cognitive development of students (Mata, 2002, Martinez et al., 2003).

When planning an activity or ICT project we must make explicit not only the objective and content learning, but also the type of technological skills. When using

ICT is important to plan your time, tasks, groupings and work process and we must avoid improvisation. In my project the use of ICT is not considered as a parallel action to the teaching process, the activities developed with computers or other technological tools are integrated with the objectives and the contents that are being taught. ICT is also very useful for complementary activities in which students can self-manage their work.

ICT should be used for the acquisition and development of specific skills in digital and information technology, as well as, resources to support academic learning in different areas.

The International Society for Technology in Education⁵ has established a set of guidelines for the role of ICT teacher in the bilingual instructional environments:

- ✓ Teachers are proficient in the use of common devices.
- ✓ Teachers can use technology tools, software and information resources to increase productivity, promote creativity, and facilitate learning.
- ✓ Teachers can use content-specific tools to support learning and research.
- ✓ Teachers know how to use technology resources to facilitate problem solving and critical thinking.
- ✓ Teachers can utilize technologies to obtain teaching resources and evaluate their effectiveness.
- ✓ Teachers can make effective use of telecommunications systems.

ICT is used to respond to children needs to promote their self-learning, providing the basis for future learning, acquiring behavioural and coexistence habits, taking place growth intellectual changes and acquiring great capacity for learning.

The use of different ICT tools is a very valid resource to work according to the principles of:

- Globality.
- Interdisciplinarity.
- Autonomy.

4. Use and possibilities of ICT and CLIL

⁵ International Society for Technology in Education

According to Isabel Pérez Torres⁶ there are different reasons to use TIC in CLIL:

- ✓ It provides new ways of learning and teaching.
- ✓ ICT and CLIL have methodological and principles coincidences both focus on learning processes and tasks.
- ✓ ICT promotes the combination of the 4Cs.
- ✓ There is an indefinite number of ICT materials to work content in languages other than their mother tongue.
- ✓ Allows us to use more dynamic and cooperative strategies.

According to The NCS IT Program, bilingual instruction through ICT is accepted by students because of the large number of English-language technical terms employed, other reasons why students learn in a CLIL environment using ICT are that the computer-based systems provide immediate feedback, graphics support most of the processes; and students have the opportunity to interact with the software and actually produce items with it. The bilingual instruction is complemented by ICT. Technology enhances teachers and students to work within rich, multimedia learning and communication environments and acknowledge the relationship between language and culture. Many components of CLIL instruction are improved if students are able to create documents, objects, programs and presentations in ways that naturally blend the spoken and written language, sounds and images.

In Multilingualism and ICT⁷, Isabel Torres points out some common aspects of CLIL methodology and teaching ICT:

- ✓ student-centered
- ✓ attention to diversity through a variety of learning styles
- ✓ Task-based learning. Examples of tasks are a document, a mural, a power point presentation and an oral presentation, etc.
- ✓ more varied and autonomous learning
- ✓ cooperative teaching-learning process

⁶ Pérez Torres, Isabel. Por qué usar las TIC en AICLE

⁷ Pérez Torres, Isabel. Uso de Recursos y Herramientas Digitales en la Preparación de Sesiones Plurilingües

- ✓ Use of resources such as power point presentations, podcasts, videos, digital board, audio, dictionary, flashcards, etc. These resources can be use either with linguistic or non-linguistic contents.

ICT can be used in a CLIL project to introduce or review content through the use of audio, video or animation. It is also a good tool in a CLIL environment to deepen the content or to carry out a web research. It helps us to create and develop our own task with a Webquest, for example, offering language learning opportunities because it provides students with exposure to authentic material, meaningful content and possibilities for real communication in the target language (Stoks, 2002).

4.1. CLIL and ICT in Mieres. Survey

The aim of the survey was to gather information about the experiences of using Content and Language Integrated Learning (CLIL) and Information and Communication Technologies (ICT). The survey was conducted among the teachers developing the Bilingual Program in different schools in Mieres.

4.1.1. Methods used to collect data

a. Materials

The survey contained fifteen questions and was divided into two parts. The first part contained general questions about the participants training, place of work and their working experience. The second part contained questions about CLIL, ICT and questions about ICT for CLIL purposes.

b. Procedure

A survey was sent to the head teachers of the Bilingual Program in four primary state schools in Mieres. The biggest challenge was to find not only teachers of languages, but those who were CLIL practitioners who at the same time might have experience of using ICT in their lessons.

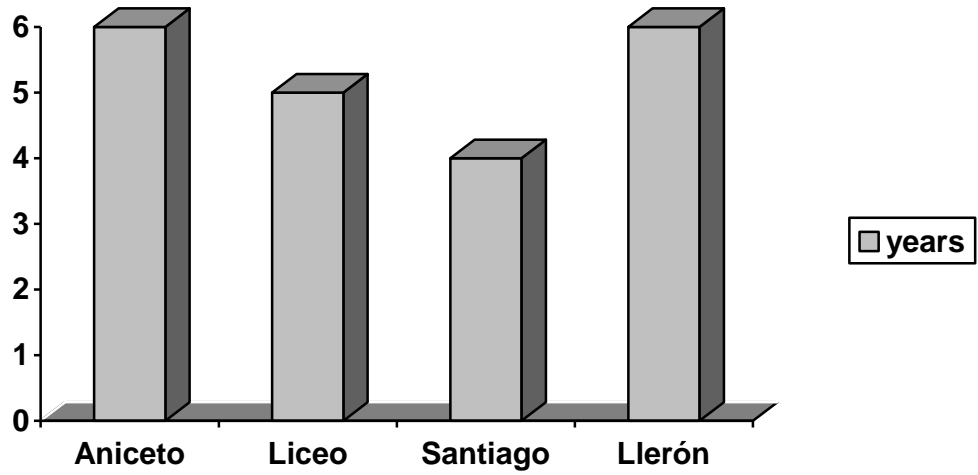
c. Participants

Responses were received from four primary state schools in Mieres: Aniceto Sela, Liceo Mierense, Santiago Apóstol and Llerón Clarín.

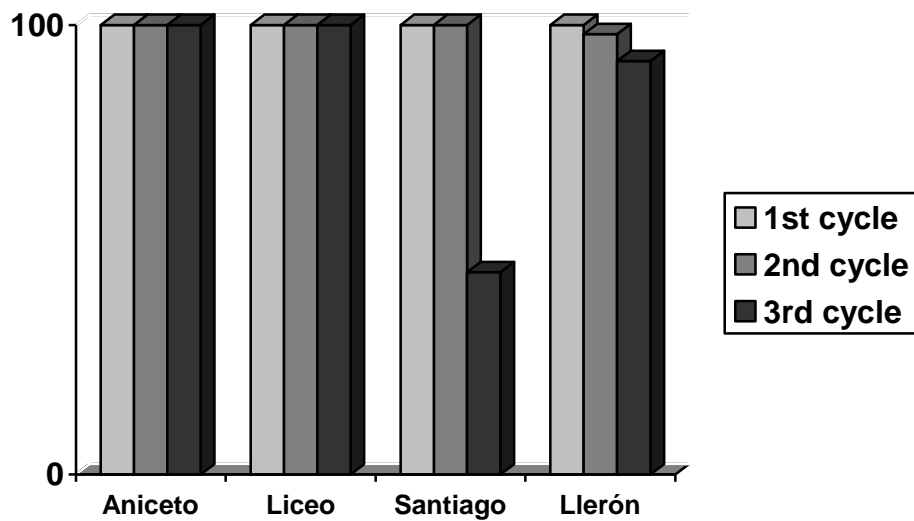
4.1.2. Results

The first part of the survey was designed to gather information about the school and the teachers. During this part I wanted to know if they have a bilingual program in

their schools and if yes for how long. Participants reported developing a bilingual program for an average of 5.25 years with a range of 0 to 6.



I also wanted to know the percentage of students participating in the bilingual program in each of the schools, participants reported the percentages for an average of 94,4 % taking part in the program.



	Ani ceto	Lic eo	Sa ntiago	LLe rón
1 st cycle	100 %	100 %	100 %	100 %
2 nd	100	100	100	98

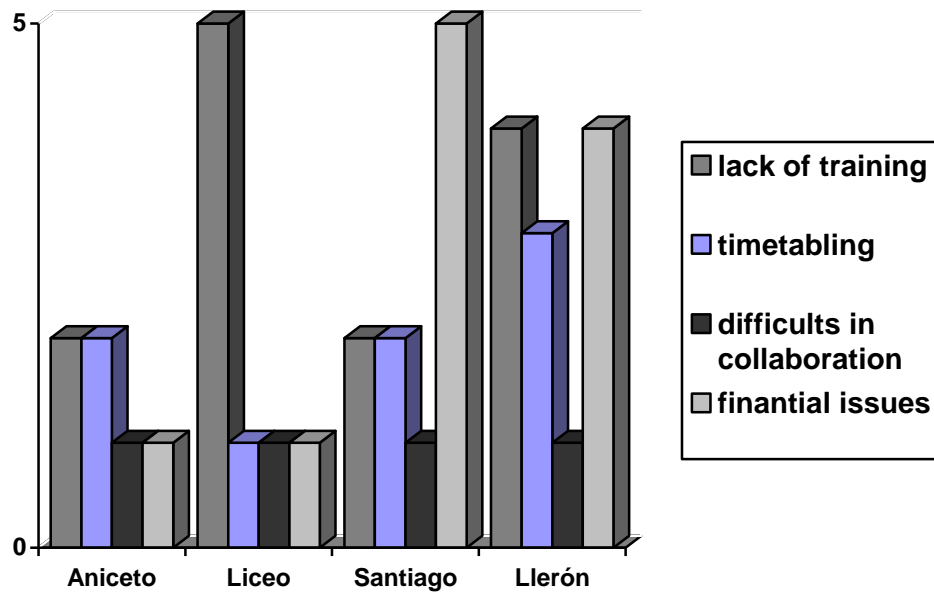
cycle	%	%	%	%
3 rd	100	100	45	92
cycle	%	%	%	%

Participants reported that they have a B2 English level the necessary according to the Regional Ministry of Education to develop a bilingual program. The heads of the bilingual programs in the four schools have all attended to the seminars about the bilingual program offered by the Teachers Resource Centre (CPR) twice a year. Apart from that, heads and rest of teachers have attended to different courses about CLIL such as how to create a CLIL lesson, CLIL methodology, etc. Just one teacher is currently studying the Master in English and Contents Integrated Teaching offered by the University of Oviedo.

Most teachers have worked as English teachers between six and fifteen years and one of them more than 15 years. Participants reported that their experience with CLIL started when they decided to develop such programs in their schools, except one teacher in the Aniceto School who has a three years experience working in a CLIL program while the school has developed the program during the last six years.

The second part of the survey was designed to gather information about CLIL, ICT and CLIL combined with ICT.

For the question about the most difficult aspects of introducing CLIL to schools participants indicated that lack of proper training and pedagogical issues were the most difficult. The next were timetabling issues or difficulties at collaboration between language and subject teachers. The last one was the financial issues, but only one of the participants pointed that that could be a problem.



I also wanted to know which is the best age, according to the participants, for learning through CLIL and all of them indicated early years in primary education as the most suitable ones. For the question about the most effective way of integrating Content and Language, participants firstly pointed out activities set in real context and lots of visual support which enhance students' communication.

I also asked about the most common problems teachers have to face using CLIL, participants pointed out the level of the students' language and once again the lack of proper training.

To gather information about ICT in education I first asked the participants if they use ICT in their lessons and 100% provided a positive answer to this question. The most common ICT used by participants during their lessons are white boards, computers and CDs.

Although ICT is widely used in education, it is still an issue how to incorporate these technologies into CLIL. Participants were asked about the most difficult aspects in combining ICT and CLIL for teachers. A lot of responses oscillate around appropriate materials in a digital form for the CLIL lessons as well as adequate to the level of students' knowledge of the content and language subjects. All the participants pointed out technical issues as the biggest problem as sometimes teachers have to face with them during lessons being very hard for teachers to solve those problems and it could be too time consuming.

I asked about the participants' overall view about the idea of combining CLIL and ICT. 100% of the participants found the idea of combining CLIL and ICT very interesting, positive, motivating and beneficial for the students. All of them think that with the support of ICT, CLIL teaching can be more effective than traditional methods and they see lots of potential in this method as ICT can involve students in the learning process through CLIL.

The last question related to being sufficiently trained for using CLIL and ICT, most of the participants responded that they are not sufficiently trained to face technical problems and they pointed out the lack of resources.

4.1.3. Conclusions

From the responses to the survey I can conclude that there is a huge interest across the primary state schools in Mieres and the teachers see the potential of this method of learning because it promotes learning autonomy and allows students to work at their own pace. It increases the level of student motivation, which helps in the learning process. Using ICT encourages the use of new resources and methods, which also influences CLIL teacher motivation. The teacher has access to a large bank of resources and authentic materials and to free software to create materials adapted to their lessons needs.

5. Work proposal

Finally I propose an Art project combining ICT and CLIL.

5.1. Context of the proposal

The main focus of the project is in the area of Arts education using English as the instruction language. It will take place during the next academic year 2013-2014 in a public school in Mieres.

It is a quite big school with nearly 400 children. There are 18 classes altogether: 12 for Primary Education and 6 for Infant Education.

Each of the classrooms has got a digital board and a computer.

The teaching staff consists of:

- 17 class teachers (11 for Primary and 6 for the Infants)
- 2 Assistant teachers for the Infants.

- 5 teachers of English (they also develop the bilingual program so therefore they teach Science and Art)
- 1 Physical Education teacher.
- 1 Music teacher.
- 1 Speech Therapist.
- 1 Special Needs Teacher.
- 1 Religion teacher.

The project will be developed by two English teachers in the 5th grade, having the support of the rest of English staff members if needed.

5.2. The proposal

The idea is to create a museum in the school, and a **blog** named after the project title.

The title of the project is “the seasons in the Museum” and takes its name from the intention to transform the school halls in four large exhibition areas, corresponding to the four seasons, where all the students at school will contribute to increase the museum funding as well as the blog funding.

The way of thinking and organizing the work of the students will be through workshops. It is an individualized work because the students organized themselves, select materials, etc, therefore promoting personal autonomy. I count with the incorporation of ICT in the development of the didactic process and the teaching and learning processes.

When planning the project, we took into account different steps:

First, consider the content. We have to decide the appropriate contents for the project and place them in the curriculum, select the new knowledge and skills that students will learn and take into account progression in learning.

Once analyzed the content we wonder what cognitive abilities seem more adequate for development in terms of content such as the formulation of hypotheses, problem solving, memorization, understanding or application of new knowledge, etc. We decide what activities or tasks will be more helpful when developing these abilities. It will be also very important to understand how to deal with linguistic demands of these tasks to ensure language learning. Finally, it is important to know if the students have learned and how the formative assessment has informed about the student progress.

Then we define the use and language learning. The cognitive and content demands are related with communication in this step using the so-called language triptych (Coyle, Hood, Marsh, 2010) consisting on dealing with the target language from three interrelated perspectives: language of learning, language for learning and language through learning.

Language of learning refers to the analysis of the target language required to access the basic concepts and skills related to the field of study.

Language for learning focuses on the type of language that students will need in class to carry out the tasks properly.

Language through learning is based on the principle that no effective language can take place without the active participation of language and thought. It is necessary to know the strategies that students can use to access new knowledge on their own.

The fourth step is to develop cultural awareness and opportunities. Integrating intercultural experiences is a necessity in a CLIL class. We ask ourselves how to engage students in developing their own cultural knowledge taking into account the added value of studying Art through a foreign language.

When preparing the project everything is transformed in materials, resources, tasks and activities. Usually, the preparation of materials is what takes longer, although there are some already done that can satisfy some of our needs. However, using materials already prepared for CLIL can be potentially problematic in what refers to language and culture level. We should think of the materials we have and whether they are appropriate or not, and about resources, whether they should be adapted and how.

Having outlined the reason that leads me to design this project, it should be stressed the importance of art activities have in the configuration of human being, we must consider that any artistic discipline works to develop the senses, and it is these that allow build thoughts and configure the concepts of the world around us.

Understanding that the arts are manifestations of the human being, and therefore of the child, that allow capture, through artistic resources and techniques, a product of his imagination or vision of reality, we consider Art activities as a huge educational value tool.








"The arts are neglected because they are based on perception and perception is disdained because they are supposed to, does not include the thought," says Rudolph Arnheim (1954).⁸

Under this approach we consider the idea of developing a project which from the area of artistic expression contributes to the development of our students, particularly with regard to the acquisition and development of basic competences.

⁸ Arnheim, Rudolph. 1954. Arte y percepción visual. Psicología del ojo creador. Madrid: Alianza.

5.2.1. SCHEME OF ACTIVITIES

TIMING

1st TERM	2nd TERM	3rd TERM
<p>Workshop I. Visit to the Bellas Artes Museum of Asturias</p> 	<p>Workshop IV. Monet</p> 	<p>Workshop VI. Miró</p> 
<p>Workshop II. Kandinsky</p> 	<p>Workshop V. Velázquez</p> 	<p>Workshop VII. Dalí</p> 
<p>Workshop III. Klint</p> 	<p>Easter holidays</p>	<p>Workshop VIII. Virtual visit to an art gallery using a gallery website</p>

5.2.2. CENTERS OF INTEREST FOR WORKSHOPS

Workshop I	The museum. Professionals and Facilities
Workshop II	Kandinsky and Abstract Expressionism
Workshop III	Klint and symbolism.
Workshop IV	Monet, Van Gogh and Impressionism
Workshop V	Velazquez and Baroque
Workshop VI	Miró and Surrealism
Workshop VII	Dalí and Surrealism
Workshop VIII	Art Galleries (virtual visit). Professionals and Facilities
In the third session of each workshop or for fast finishers	Work on the project BLOG

5.2.3. PROJECT PLANNING ACTIVITIES: "THE SEASONS IN THE MUSEUM"

	DATE S	ACTIVITIES	PEOPLE INVOLVED	JUSTIFICATION	EXPECTED RESULTS
ST	OCTO BER	Workshop I. "The Museum" Visit the museum School Transformation in a Museum	Families collaborate with teaching staff, students and museum staff	Visit the Museum of Fine Arts of Asturias. Motivating activity for the project Previous work on museum and norms of behavior (using the digital board) Transformation of the halls of the school in a museum with four rooms which correspond with the four seasons, making posters, murals presentation rooms	Student knowledge about working authors and Museum of Fine Arts. Transforming the school halls in a museum. Organize spaces. Norms of behavior. Development of three dimensional works on the "Kandinsky" workshop. Development of basic competences.
	NOVE MBER	Workshop II. "Kandinsky" concentric circles Autumn tree	Teachers, students and families	Works based on authors of interest to our students They work several different art techniques: sculpture and painting Search about the artist on internet	Development of two artworks on the "Klint" workshop. Project and student evaluation Use of different ICT tools
	DECE MBER	Workshop III. "Klint" Tree of Life Adele Bloch-Bamer portrait	Teachers, students and families	How to make a collage (using the digital board) Collage work	Use English as the vehicular language in the class.

	DATE S	ACTIVITIES	PEOPLE INVOLVED	JUSTIFICATION	EXPECTED RESULTS
nd	JANUARY	Workshop IV "Monet" The Haystack	Teachers, students and families	Color contrast and palettes work: hot and cold. Work on two plastic techniques: sculpture and painting. We work in three dimensions	Presentation of evaluation results. Preparation of four art works. Development of basic competences. Use English as the vehicular language in the class Use of different ICT tools
	FEBRUARY	Workshop V "Velázquez" Meninas (mural) Menina (composition)	Teachers, students and families	Work transformation works, transpositions to figurative art. We work in a free, self-learning, self-regulation work, cooperative work, etc..	Preparation of two art works. Development of basic competences. Use English as the vehicular language in the class Use of different ICT tools
	MARCH				Project and students evaluation

	DATES	ACTIVITIES	PEOPLE INVOLVED	JUSTIFICATION	EXPECTED RESULTS
er	APRIL	Workshop VI. "Miró" Woman with bird and star Child with horse	Teachers, students and families	Knowing different artistic tendencies Learning to perform reinterpretations of the works of art. Working different art techniques: painting and sculpture.	Presentation of evaluation results. Preparation of three art works. Development of basic competences Use English as the vehicular language in the class Use of different ICT tools
	MAY	Workshop VII. "Dali" The watches Butterflies boat	Teachers, students and families	An approach to understanding the concept of surrealism. Working in three dimensions the work of butterflies to understand that visual art has multiple possibilities	Preparation of three art works. Development of basic competences. Use English as the vehicular language in the class Use of different ICT tools
	JUNE	Workshop VIII. Virtual visit to an art gallery using a gallery website	Teachers, students	Knowing the impact the project has had in the students	Project and students evaluation

5.2.4. TIMING AND STEPS IN THE DEVELOPMENT OF THE WORKSHOPS.

TEMPORARY STRUCTURE	ACTIVITY	RELATED BASIC COMPETENCES
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FIRST SESSION INITIAL STEP	Author presentation. Finding information in (programming device). Use of ICT, according to the stage. Preparation of presentations (teacher support).	It works: Digital competence Linguistic competence Learning to learn Cultural and artistic
SECOND SESSION DEVELOPMENT STEP	Presentations Exhibition Select which of the workshop options is preferred, free, individual or collective work.	It works: Cultural and artistic Autonomy and initiative Learning to learn Social and democratic Linguistic competence
THIRD SESSION SYNTHESIS STEP	Selection and completion of initiated work. Presentation of the work, cataloging (ICT) and place in the halls exhibition. Work on the BLOG	It works: Cultural and artistic Autonomy and initiative Learning to learn Social and democratic Knowledge of the environment Linguistic competence Digital competence

Basically the development of the various activities of the workshop to perform will be this sequencing of work, which is not supposed to be changed during the development of the project as it is flexible and adopts monitoring and evaluation mechanisms that help to bring improvement mechanisms.

5.3. The proposal Methodology

5.3.1. Work planning

The organization of space is determined by the specific characteristics of the classroom, by the equipment and materials provided and the number of 5th grade students who are 20 in the class.

The art room is large enough for students to enjoy it with freedom and autonomy. The way of thinking and organizing the work of the students are workshops, in which there are activities directed and guided by the teacher for the child to acquire various resources and learn different techniques that will later use personally and creatively in other situations and places.

Workshop objectives are:

- ✓ Learn a particular technique.
- ✓ Interact with all children in the classroom.
- ✓ Acquire habits of respect, cleanliness and order.
- ✓ Use different materials.
- ✓ Develop self-learning and organize their work.

In general, the workshops are a valuable educational resource, stimulating creativity and research, arousing the curiosity and motivation of students. It fosters family - school collaboration, allowing the involvement of parents in the planning, development and evaluation of the activities and tasks.

The planning of the workshops can be varied:

- ✓ Workshops in small groups.
- ✓ Group- class workshops.

To organize workshops in the Art room I'll have in mind the following guidelines:

- ✓ Decide the group of children who participate in each moment in the different corners of activity.
- ✓ Adapt the workshop to the group's capabilities.
- ✓ Connect with the interests and needs of students.
- ✓ Ask tasks involving cognitive conflict.
- ✓ Adequacy of the objectives of the proposal.
- ✓ Give guidance on what we do and why.
- ✓ Select attractive materials that invite experimentation and manipulation.
- ✓ Establish who are going to develop each activity and how, before we start.

5.3.2. Other spaces

The title of the project is “the seasons in the Museum” and takes its name from the intention to transform the school halls in a museum, the second floor is divided into four main areas of corridors, I thought to name each exhibition room with the name of season. Spring room, summer room, autumn and winter room, so that our museum will be the Museum of the seasons.

Each of these areas will be conditioned and adapted to the needs arising from the implementation and application of the project.

The computers room in the school will also be used, to work with computers in search for information and for the presentations of student work.

5.3.3. Groupings

It will be a teaching-learning process based on flexible groups according to the planned tasks.

The objectives and nature of the different activities will determine not only the most desirable teaching strategies in each case and the most appropriate resources, but also different learning situations and, therefore, the composition of student groups.

There is not a unique form of groupings. Flexibility when organizing involves combining different groupings within the classroom, depending on the purpose that we consider at all times.

I see the possible organization of the classroom activities, bearing in mind the importance of combining different groupings according to the different objectives:

a) Large group:

Large group activities are a good tool to bring together a group class around an idea. The teacher's role in this type of grouping is to energize the group for new ideas to emerge on different topics.

Collective work is very useful to work aspects such as, presenting a topic of general interest, the regulation of norms; detection of the student group interests, sharing of experiences, discussions, etc.

b) Small group:

Working in small groups is very useful for introducing new concepts, especially the difficult ones. This type of groups helps the teacher to adapt to different levels and learning styles so that students can connect new concepts with the ones they already have. The small group work is good for implementing learning strategies such as developing a work plan, seek information, formulating hypotheses.

c) Individual work:

This kind of grouping allows teacher to give an individualized teaching, adapting to the pace and possibilities of each subject. It helps teacher to follow in more detail each student's process, checking the level of understanding achieved and detecting where the difficulties are.

5.3.4. Activities: Authors and works

When developing the project and therefore each of the workshops we take into account:

- the specific content that will be covered in the target language
- the language content (vocabulary, structures, language skills and discourse type)
- the connections that can be made between the content and distinctive cultural aspects
- the cognitive skills that students should carry out in order to complete the activities or final task

In each of the workshops of the project, we will work on the 4 language skills (speaking, listening, reading and writing) and on the interaction.

In this way, we will develop:

- ✓ Warm up activities where we use classroom language, we give initial information of the content via text, video, images and we inform students of what they are going to work on and how it will be evaluated.
- ✓ Activities with Art specific content to help develop basic communicative aspects and activities to work discursive aspects such as description.

- ✓ A final task that covers the learning objectives, it develops discursive and cognitive aspects and it summarizes the competences that have been developed in the lesson.

From the result of consensus and dialogue with students in this school year 2012-2013, we have selected some works and artists. During the months of April and May we have conducted a workshop model as a test, which allowed us to select in a democratic way authors and works for the project schedule for the next school year. Once selected authors and artistic currents, the following activities have been designed:

Kandinsky Workshop



1. Based on the famous painting by Wassily Kandinsky *Farbstudie mit Konzentrischen ringen quadrate* (Study of color with concentric squares and circles). We will try to make a mural, for that each student must make two pieces of the mural, concentric circles, using either templates or compass for advanced children. Techniques are soft waxes and varnish.
2. With collage techniques students elaborate an autumn tree with concentric circles following the abstract style of the works of the author. The work is in three dimensions, on cardboard racks, and techniques are paper paste, cut and paste.
3. With watercolor and based on his work *several circles -1926* will make reinterpretation of the work. The technique is watercolor or tempera.

Klint Workshop



1. Based on the picture of the author of The Tree of Life we will work on soft wax and apply gloss and glitter, plus gloss varnish.
2. From the portrait of Adele Bloch-Bauer we will make a collage with photos of each of the students and will use different types ripped papers for the productions.

Monet-Van Gogh workshop



1. From the observation of several of the most significant works of the author students will perform work of color contrasts, with the work of The Haystack as a reference point. Students will color with soft waxes the landscape with colors in the range of cold and range of warm. Free technique, soft wax, pastels, watercolors, etc.
2. From the series of Water lilies elaborate artistic works in three dimensions, water lilies and bridges as well as a group representation with various techniques.

Velázquez workshop



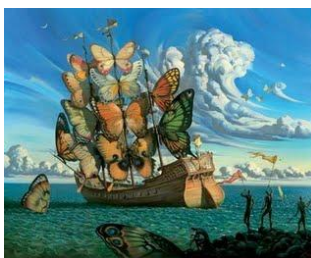
1. From his work Las Meninas, will make a transposition to figurative art from Picasso's work.
2. With a free technique each student will make a Menina or an element of Velazquez painting, to complete a group mural to be included in the exhibition hall of the school.

Miró workshop



1. From the author's works students will make reinterpretations of the works chosen, at least two pieces per student in pictorial style.
2. From his work *Mujer, Pájaro y Estrella*, students will make their work with waste materials in three dimensions, small sculptures from recycled materials: toilet rolls, bottles, caps, cans, etc.

Miró workshop



1. From the concept of surrealism, with reference to the work: *Barco de Mariposas*, our students will carry out a three-dimensional reconstruction of it using some waste materials: nut shells, bottles, kitchen paper rolls, sticks and different colored papers.
2. From a selection of his works students will make a reinterpretation in tempera and other on wax scratched with soft wax.

5.3.5. Attention to diversity

One point to bear in mind when developing any type of project is the need to introduce mechanisms for attention to diversity, so we must keep in mind before scheduling any educational activity the current legislation and in this sense according to Article 71 of the Organic Law 2/2006, of 3 May of Education, it corresponds to the Education Authorities to ensure the necessary resources to students who need an education different from the ordinary could reach the maximum development of their personal skills and, in any case, the objectives set for all students.

The LOE provides in Article 13 that the diversity of students should be a principle on which is based the entire educational process.

So in our school we have priority objective to try to meet the educational needs of each of our students to adapt to their personal circumstances so we can provide appropriate responses at all times.

We believe it is necessary to make a preliminary assessment that will help us as a diagnosis and guide to determine the type of strategies we should adopt. All those curricular actions we have to implement are done looking for the maximum development of basic competences.

From the area of arts education we apply a series of specific actions that facilitate the adjustment to individual differences of our students. Also our school established a series of general guidelines as a reference for all teachers and serve to unify the actions of each teacher:

- ✓ Differentiation in levels of the content and activities that respond both to the different abilities and learning styles and the interest and motivation of students.
- ✓ Adaptations in the teaching methodology can be introduced to work on certain content or activities resulting from the different prior knowledge found in students and the existence of different grades of autonomy and responsibility among students.

Such modifications should not occur only in response to the identification of difficulties, but as their prevention.

On the other hand it should be noted that the use of supplementary teaching materials allow to adjust the teaching-learning process to students' individual differences. The organization of flexible workgroups allows us to propose reinforcement activities according to the needs of each group and adapt the pace of introduction of new content. Regarding the space to create optimal conditions for the development of rich and fluid interactions we promote the possibility to modify the classroom and to create more than one space and the proper arrangement of the furniture.

5.3.6. Agents involved

The project consists of two teachers who will design, develop, implement and evaluate "Seasons in the Museum", following a monitoring and evaluation common protocol which is developed along the project. The results of each evaluation may lead to improvements and modifications in the application and design.

The workshops development will be held by two of the school's English teachers who teach the subject of Art. Other agents involved are the 5th grade class teachers and the rest of the educational community of the school, since students are the receptors of the project families collaborate freely in the different workshops, as support staff.

In outdoor areas when it comes to complementary activities we have the support of the staff of the "Education at the Museum" which takes place from the Fine Arts Museum of Asturias in Oviedo. The Museum of Fine Arts of Asturias wants to get closer to visitors of all ages. It proposes a selection of activities in which schools, families, adults and younger may participate in the diverse experiences in order to arouse their interest and enhance their emotional and social development. Through workshops and educational activities, it is intended to get the students involved in the artistic heritage which preserves the Museum.

5.4. The proposal evaluation

5.4.1. Evaluation of the teaching-learning process

The official curriculum establishes criteria indicating which statements are evaluated for each area. Schools must specify and adapt these criteria in their curriculum specifications.

Evaluation criteria enable the educational activity to allow monitoring the teaching-learning adjusting itineraries taken based on the objectives.

Decree 56/2007 of 24 May⁹, regulates the management and establishes the curriculum of primary education in the Principality of Asturias.

The LOE, the decrees of the curriculum and assessment orders constitute the framework of reference for the development of the evaluation process in schools and classrooms in Primary Education. In this context it is determined that the assessment

⁹ Decreto 56/2007, de 24 de mayo

should cover both the teaching activity as learning and should be an ongoing process, systematic, flexible and inclusive.

The Organic Law 2/2006, of 3 May, provides preliminary title the principles and purposes of the educational system and, therefore, defines the basic lines that will guide the educational intervention.

5.4.2. Monitoring and evaluating CLIL

Monitor the development of a project and evaluate the processes and outcomes is part of teaching-learning process. One of the great challenges for a CLIL teacher is to develop a learning environment that is cognitively demanding and linguistically accessible, where the learning progress is developed both linguistically and in terms of content. Monitoring the tasks can be of great help to give coherence to the project. The tasks go from a low to a high linguistic and cognitive demand and should allow practicing the new language in different ways.

Evaluation processes can be divided among summative and formative. Summative assessment makes a judgment on the ability of students and it is associated with qualifications of a final result. Formative assessment tries to make a diagnosis that will have an immediate impact on the steps of the students. With this type of assessment as teacher I can alter the timing and practice in the middle of the project.

As CLIL teachers we wonder if we must first assess the contents or language and this question leads to another one about what methods we can use to give us reliable information, that is, if an element (content or language) may obstruct the other. CLIL lessons or project must have clear objectives and the use of language is required because at some point the content will have to be formulated, on the other hand, language objectives can be simply to communicate the content effectively, or be focused on grammatical forms. When we designed the project, we had to decide what we want to teach and what was the overall purpose pursued. Here we propose that the content must always occupy a dominant position in terms of objectives, even when we pretend that language is learned safely with content concepts and skills. For the second question, we consider that the content is first and most important when assessing, although many of the principles related to the assessment of contents can be applied to the assessment of language.

5.4.3. Assessment procedures and instruments

Assessment, evaluation design is closely related to learning and curriculum. The principles of educational psychology and curriculum design that reflects the educational reform determine the sense of evaluation of the learning process of students. For the evaluation of learning processes we must always keep in mind the what, how, when and why evaluating.

To carry out the continuous assessment model, various instruments and data collection procedures will be used, detailed in the following table:

PROCEDURES AND INSTRUMENTS	IMPLEMENTATION
systematic observation Personal record Class diary	Observation of students' personal attitudes.
Analysis of student productions Workbooks/ ppt Small writing assignments (blog) oral productions Application and synthesis work Resolution of tasks	Analysis of the evolution of the student in the application of different procedures
Specific targets Oral issues	Analysis of the student's progress in dealing with the concepts

Educational evaluation should also be included in the development of the project and at the service of teaching and learning. This assessment will prove most valuable in the possibility of providing feedback, introducing appropriate correction mechanisms.

The instruments will be used to carry out this evaluation are contained in the following table:

PROCEDURES AND INSTRUMENTS	IMPLEMENTATION
Questionnaires of evaluation of the teaching-learning process	Regular teaching analysis
Oral exchanges with students	Feedback mechanism to detect anomalies in the teaching process.
Results of the students learning process	Ultimately, the process followed in teaching is directly reflected in student learning, this being a good approach to maintain or modify learning systems.

5.4.4. Evaluation of the teaching process

This evaluation will also be continuous and formative and include references to aspects such as:

- Classroom organization.
- The use of the school resources.
- The relationship between teacher and students.
- The use of ICT
- The use of English as instruction language

I. Student evaluation based on criteria relating to learning objectives:

EVALUATION CRITERIA
<ol style="list-style-type: none"> 1. Identify and describe in the language of instruction some of the most obvious features in different art works using appropriate language. 2. Verbalize their impressions and describe in L2 the findings.

3. Express interest in enjoying different artworks.

4. Participate and collaborate carrying out the activities with an attitude of cooperation and respect towards the contributions of the partners

5. The use of colors and mixtures of colors in image processing, the distinction of substance and form and the representation of reality

6. Appreciate the different types of textures in the environment to highlight a feature or highlight expressive qualities in art works, linking reality and image.

7. Express ideas or feelings suggested by the environment and artistic works.

8. Take into account artistic expressions of different cultures, recognizing the role that they have in artistic expression.

9. Manipulate and use different materials in their production as pencils, markers, finger paint, chalk, tempera, wax, cardboard, paper, plastic or waste materials.

10. Properly use of instruments such as scissors, punches, rolls, pads, glue, glue, brushes, rulers or computers.

11. Show originality in the use of materials.

12. Use different techniques such as drawing, painting, printing, collage, modeling, construction or computer programs using different media.

13. Select materials, techniques and media depending on the intentionality of the artistic product.

14. Participate with interest, initiative and sensitivity in artistic productions both individually and collectively using all means and instruments of the school environment.

15. Appropriate use of available resources, keep them tidy and in good condition.

16. Experiment with materials, objects, tools, colors, textures and shapes to perform different art techniques in personal productions.

17. Gather relevant information related to artistic works and their authors.

18. Find information about different art forms using information and

communication technologies.

19. Use the basic tools of computer resources that enable them to show, insert or delete an image and record or delete a sound.

20. Create and designing signs, symbols, cartoons, murals, signs or logos ... with a communicative function and a relationship with the reality they represent.

21. Experiment with materials, objects, tools, colors, textures and shapes to perform different art techniques.

22. Participate gradually in the development of visual and artistic activities and the standards that facilitate an atmosphere of respect and proper work.

23. Describe in L2 and explain both written and orally art works using technical artistic language terms.

24. Participate in activities with interest, helpful attitude and desire to improve.

25. Use ICT for an autonomous art work.

26. Participate in the composition of works of art in group, showing respect and tolerance for others, taking into account the limitations and characteristics of classmates.

II. Student evaluation based on Competences:

In this section we will try to show how to perform with our students skills based assessment, for this we use the technological elements, artistic productions, analysis of student productions, workbooks, oral productions in the language of instruction, application and synthesis work, manual procedures, resolution of tasks and the results of the working sessions.

Personal initiative competence

There are several characteristics associated with leadership, we focus on two principles: take initiative and be able to energize the rest of the group.

The first thing we do is to propose the topics of work and students create groups and choose activities and theme. All this through debates, the leaders (or coordinators of

the group) are those who have the initiative to choose topic, propose and ask other students to join the group.

Then, through debates within the working groups, we see how they have coordinated, organized and have made the rest of the members perform their tasks.

Another important indicator is the organization of the final result they use a presentation and then they elaborate a blog and murals to be displayed in the corridors.

Social and civic competence

Basically it is the cooperation of the members of the class group and its ability to improve the outcome of the final, as well as that of their peers.

One indicator is the communication that exists between members of the group. If there has been little communication it will mean that each student has just do its part of work. If there is a lot of communication you can find students that when trying to find information on his work they have found other useful information and inform the rest to share it, students that encourage the rest of the group to finish their works or help a classmate with his work.

Learn to learn competence

It is easy to assess and collect the questionnaires and diaries for monitoring the working sessions, it is found the quality of the work and productions, the way it is organized, etc.

Cultural and artistic competence

Based on the knowledge and appreciation that students manifest about the contents worked around the authors worked in workshops and the level of understanding and appreciation of artistic productions, both own and others, we also focus on the initiative, imagination and creativity that allows students to express themselves through artistic media.

Linguistic competence

Correct use of language, expository capacity, clarity, writing messages and correct use of language as an expression of experiences and tools to represent and transmit messages.

Digital competence

Use of ICT as transmitter of information and as generator of knowledge, participation in information searches and preparing presentations to expose information to the group, collaborate with the blog.

Interaction with the environment competence

Based on the ability to interact with the group and observe reality in a critical way.

Mathematical competence

Based on the ability to solve problems that arise in the day-to-day classroom, ability to express and relate data and arguments.

5.4.5. Criteria percentage of students Qualification

Technical and esthetic quality of the work done (20%)

Order and cleanliness in the work done (20%)

Attitude and behavior in class (10%)

Use ICT as a resource of information and others (20%)

Understand and produce the vocabulary (in the L2) of the topic (30%)

6. Final conclusions and proposals for continuation

The innovation that produces improvement requires intentionality and planning. It must be durable and have a high rate of utilization and significant improvements to be related to professional practice, this will set the difference between simple innovations (superficial changes) and real innovation. Therefore a phase of the project will be the evaluation and monitoring.

The **monitoring** will allow us to check the systematic collection and analysis of information as our project progresses. It aims to improve the efficiency and effectiveness and its organization. It is based on goals and planned activities during different phases of the planning. It will help us follow a line of work, and also enable management to know when something is not working. If carried out properly, is an

invaluable tool for good management and provides the basis for evaluation. Throughout this monitoring we can determine whether resources are sufficient and well managed, if our work capacity is sufficient and adequate, and whether we are doing what we had planned.

This monitoring will be made permanently by all the teaching staff of the school. In addition students will be involved as part of the process, so that according to their interests, inclinations and abilities they work together in creating the necessary adjustments.

The **evaluation** will consist mainly of comparing the real impacts of our project with agreed strategic plans.

It is focused on what we had set out to do, what we have achieved and how we did it.

Monitoring and evaluation share the same orientation toward learning based on what you do and how you do it, focusing on:

- Efficacy informs you about the appropriate contribution at work in production. It could be input in terms of money, time, personnel and equipment, among others.
- Effectiveness measures the achievements of a program or project in relation to those targets that were set.
- The impact informs you about the influence caused in the situation of the problem you were trying to cope with.

Approach 2nd phase (course 2014-2015)

Viewing the didactic possibilities that this project offers us, it is possible to maintain the project SEASONS IN THE MUSEUM, increasing the funds of the museum exhibitions, the overall objective for the 2nd phase of this project will be: Meeting and working on illustration and illustrators, different techniques to work on different illustrations and work on young and children's world illustrators.

In relation to the museum world: know the idea of art galleries, exhibitions and displays, reserving an area in the main corridor as exhibition hall.

The project can be turned into a global and interdisciplinary activity that allows the active participation of a greater number of members of the educational community with the mediation of the management team and the advice of the guidance department.

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8. Annexes

8.1. Annex: Survey

Survey

Language Integrated Learning (CLIL)

Information and Communication Technologies (ICT)

<p>School Name:</p> <p>Position held within the school:</p>

PART 1	
<p>When did the Bilingual Program begin?</p>	

How many hours per week is English being taught per age group?	
What percentage of the students participate in the bilingual program?	
What kind of training do teachers in the bilingual section have?	
The teachers in the bilingual section have an advanced, intermediate, beginner level of English?	

PART 2	
Are you familiar with CLIL?	
Do you use a CLIL methodology in your class? If yes, for how long have you been using CLIL?	
Most difficult aspects of introducing CLIL (please write a number from the easiest to the most difficult one)	<input type="checkbox"/> Pedagogical issues
	<input type="checkbox"/> Lack of proper training
	<input type="checkbox"/> Timetabling issues
	<input type="checkbox"/> Difficulties at collaboration between language and subject teachers
	<input type="checkbox"/> Financial issues
Which is the best age for learning through CLIL?	
Most effective way of integrating	

Content and Language	
Most common problems you have to face using CLIL	
Do you ICT in your lessons?	
What types of ICT you use during your lessons?	
What are the most difficult aspects in combining ICT and CLIL for you as a teacher?	
What do you think about combining ICT and CLIL?	
Do you think teachers are sufficiently trained for using CLIL and ICT?	
Are you?	

8.2. Annex: Workshop IV Monet/ Van Gogh and The Impressionism

One of the workshops is developed below in more detail.

Activity General Objectives:

- Know the authors works as well as the characteristics of the Impressionist style.
- Know the warm colours and cool colours through Van Gogh and Monet.
- Understand and produce the vocabulary (in the L2) of the topic in a contextualized way.

- Associate the new language learning to the content of the non linguistic area (Art).
- Learn to use with increasing autonomy all the means at its disposal, including new technology, to obtain information and to communicate in foreign language.

TEMPORARY STRUCTURE	ACTIVITY	RELATED BASIC COMPETENCES
FIRST SESSION INITIAL STEP	Author presentation. Finding information in (programming device). Use of ICT, according to the stage. Preparation of presentations (teacher support).	It works: Digital competence Linguistic competence Learning to learn Cultural and artistic

Session Objectives:

- Know Van Gogh, Monet and Impressionism.
- Use ICT to find, select and make a presentation.

Organization of space:

The session will take place in the school ICT classroom.

Activities:

- Look at the pictures and do a brainstorm about what they saw in the pictures. We collect their responses.
- Read the artists biographies.
- Put the sheet in a visible place on the whiteboard in colour and in black and white.
- Also visualize on computer screens.

- Look for more information on PCs, more pictures, more biographies, similarities and differences. We store information and prepare to explain it to others. Children can make their own power point presentations with the information they found.

TEMPORARY STRUCTURE	ACTIVITY	RELATED BASIC COMPETENCES
SECOND SESSION DEVELOPMENT STEP	Presentations Exhibition Select which of the workshop options is preferred, free, individual or collective work.	It works: Cultural and artistic Autonomy and initiative Learning to learn Social and democratic Linguistic competence

Session Objectives:

- know the warm colours and their meaning.
- know the cold colourrs and their meaning.
- know the authors worked and some features of the artistic movement to which they belong.

Organization of space:

We will work in the classroom where there are four work areas:

- watercolour material and instruments.
- labeling and markers materials.
- soft waxes area.
- area for working with cardboard and recycled paper for the development of models of the "Bridge of Giverny" and "Sunflowers".

Activities:

Our students are working on changes that occur in the winter landscape. After observing images, photographs... and especially based on our experience, we have realized that there are colors that predominate and cause us feeling cold. For this reason they are called cold colours. Those containing blue, from green to the violet. We will also work on summer colours, giving the warm feelings.

- Free drawing with watercolors and tempera brush

1. with cool tones.
2. with warm tones.



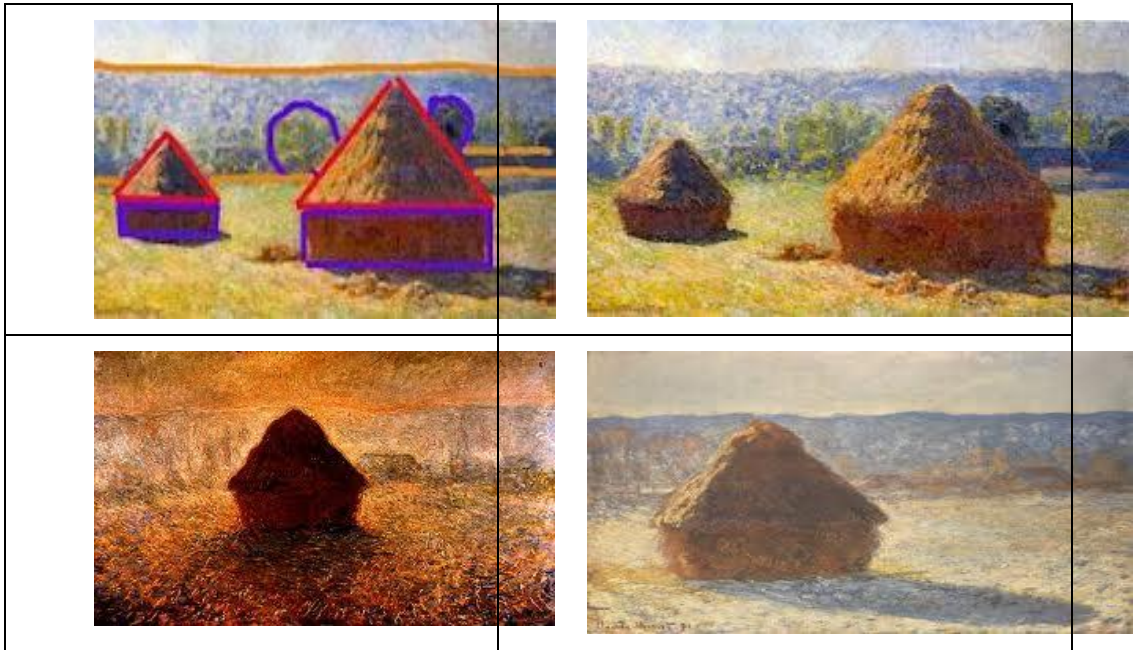
- Paint with pens and markers "Starry Night" by Van Gogh.

1. With cool colors
2. With warm colors



- Paint with soft waxes "The Haystack" by Monet. Draw the figures, see the combination of triangle and circle to outline the haystack.

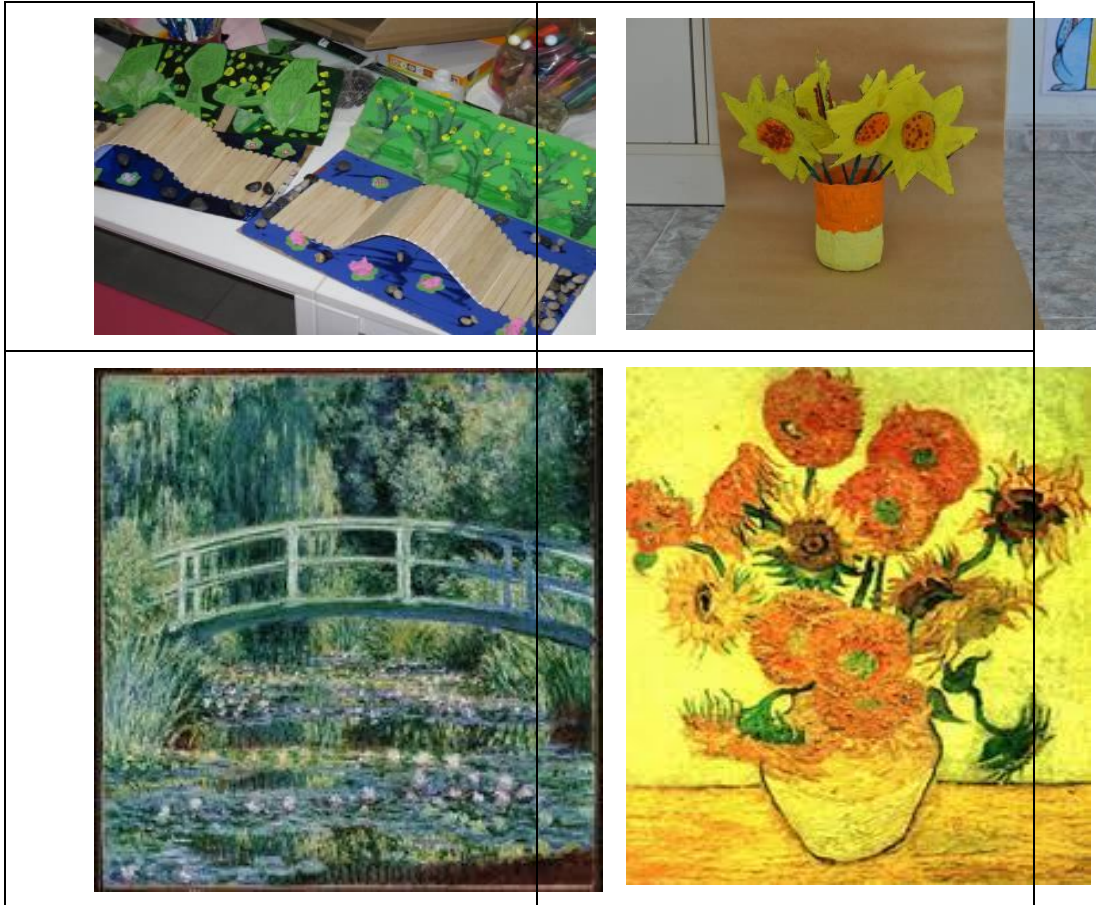
1. With cool colors
2. With warm colors



- We see some works of Van Gogh and Monet and seek authors and work style common features. We focus on two of them "Sunflowers" and "The Bridge at Giverny"



- Elaborate three dimensions works with recycled materials, cardboard, paper rolls, etc...



TEMPORARY STRUCTURE	ACTIVITY	RELATED BASIC COMPETENCES
THIRD SESSION SYNTHESIS STEP	Selection and completion of initiated work. Presentation of the work, cataloging (ICT) and place in the halls exhibition. Contribute to the Blog funding.	It works: Cultural and artistic Autonomy and initiative Learning to learn Social and democratic Knowledge of the environment Linguistic competence Digital competence

Session Objectives:

- Temperature Contrast. What is the temperature contrast?
- Cooperative work.
- Contribute to the Blog funding



Activities:

- We color with free technique and color contrast "Starry Night" by Van Gogh.
- We color with free technique and color contrast "The Haystack" by Monet.



- As synthesis activity, we provide pictorial funds, for display in our museum. The cataloged and hang / exhibit at the exhibition halls.



- Children will work on the **Blog** project, taking photos of the displays and uploading them to the Blog, posting comments and writing descriptions of their works, etc.

8.3. Annex: References of interest on the teaching of Art from a technological approach.

Today, you can find online applications, projects and webs which deal with teaching Art Education and Visual and Plastic Education from a technology perspective. Most of these resources are useful for both students and teachers, to work with them in the classroom or at home.

- Plas-Tic: a project of the Institute of Educational Technology of the Ministry of Education to stimulate artistic production values and artistic expression in High School students. Deals with different curricular contents and classified them by level of education. Includes an extensive collection of activities, proposals for workshops and games for students.
- Art attack: Disney web page where primary school children can enjoy art with a different range of online activities
- NGAkids Art Zone: NGAkids interactives offer an entertaining and informative introduction to art and art history. Featuring a variety of art-making tools that encourage exploration and creativity, these activities are suitable for all ages.
- The Worldwide Kid's Art Gallery: Virtual gallery where children can display their art online for free as well as lots of fun activities.
- Educacionplastica.net: a site maintained by Professor Fernando Ortiz de Lejarazu. The contents are divided into thematic units, with different explanations,

interactive exercises and links to other resources for teachers and students, as applications for students to develop work much the same way as they do in the classroom. In the gallery you can check different artistic works made with ICT resources.

- Taller de plástica: a website of Professor Nestor Alonso, who through flash animation offers different resources to deal with Art teaching in the classroom or at home. Great artists, ideas, sculpture, photography, graffiti, comics and projects are some of the sections of this interactive application.

- Pixelandia: a laboratory of ideas that uses the possibilities of digital media to be applied in the infant and primary classrooms. It is divided into three sections which collects simple information about art and artists, graphic tutorials to develop practical tools and suggestions of activities to do with traditional techniques or with new technology media.

- Espiral cromática: on-line library of resources related to Plastic and Visual Education and technology. Includes links to basic and advanced resources in different areas, such as drawing, design and painting.

- Proyecto Primartis: online educational project for learning Art in primary education. Developed thanks to the agreements Internet en la Escuela and Internet en el Aula, between the MEC and the autonomous communities directed to the profiles of students, teachers. Teachers can choose the teaching units according to the educational level of their students.

8.4. Annex: Self-assessment sheet and teaching-learning process registration

SELF-ASSESSMENT TEACHING PRACTICE SHEET	
Key: Yes, No, Sometimes	
<p>I encouraged student reflection:</p> <ul style="list-style-type: none"> • Explaining the meaning and purpose of the tasks • Establishing relationships with other previous activities 	











<ul style="list-style-type: none"> • Based on the ideas that students have • Knowing opinions, motivations, students challenges • Facilitating student self-assessment <p>My performance encourages:</p> <ul style="list-style-type: none"> • Pupil participation • The gender equality • The tolerance •The solidarity <p>During the development of the sessions:</p> <ul style="list-style-type: none"> • Adequate sessions structure • There have been time-outs • Adequate group organization • The distribution of space has been useful • The use of the material has been optimal 	
<p>Other observations:</p>	

ASSESSMENT TEACHING / LEARNING PROCESS RECORD SHEET		
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Aspects to evaluate	Yes/No	Improvement proposals
<p style="text-align: center;">Evaluation of the project:</p> <ul style="list-style-type: none"> • There is a consistent relationship between all elements of the project • The contents help develop the overall objectives 		

<ul style="list-style-type: none"> • The scheduled workshops cover all levels set for the project • They work all competences. <p>Evaluation of didactic action:</p> <ul style="list-style-type: none"> • There is consistency between all its components: learning objectives, activities, methodology (material, time, etc..) • The teaching method that we apply is consistent with the one we expected • The didactic action is based on the initial level of student <p>Evaluation of results:</p> <ul style="list-style-type: none"> - The objectives achieved correspond with which we predicted - The level reached by the student corresponds to the expected - Our reading of the results is consistent with the level of students and the feedback <p>Meta-evaluation:</p> <ul style="list-style-type: none"> - The evaluation criteria are congruent to the objectives - Assessment procedures are congruent to the evaluation criteria 		
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8.5. Annex: Students self-assessment sheet

I Can...	Key colours: Green (Very Good) Orange (Good) Red (I have to try it again)
<ul style="list-style-type: none"> • select information about an artist 	
<ul style="list-style-type: none"> • make a ppt presentation 	
<ul style="list-style-type: none"> • know some important facts about artist's life 	
<ul style="list-style-type: none"> • select and share materials with my classmates when making a composition 	
<ul style="list-style-type: none"> • describe a painting in the target language (shapes, colours, lines...) 	
<ul style="list-style-type: none"> • make predictions when looking at a painting 	
<ul style="list-style-type: none"> • share ideas with my classmates 	
<ul style="list-style-type: none"> • present my work to the class 	
<ul style="list-style-type: none"> • see different ways to do by others 	
<ul style="list-style-type: none"> • collaborate in the blog 	
<ul style="list-style-type: none"> • use the language of instruction to communicate with teacher and classmates 	