

Creative Flapbook: Exploring Brazilian Artists in English

Lengua Extranjera | Inglés | Design Thinking

Descripción

This lesson plan invites secondary students aged 12-15 to actively engage in creating a flapbook about Brazilian artists from various fields of art, presented entirely in English. The purpose is to combine artistic expression with language skills by incorporating comparative and superlative adjectives in their flapbooks. Students will work collaboratively in pairs or groups of three, fostering teamwork and communication. This hands-on project links cultural learning with English language practice, encouraging students to explore Brazil's rich artistic heritage while developing grammar and vocabulary in context. The flapbook will be prepared for presentation at the school fair on June 26, making the task authentic and motivating. By integrating art and language learning through the Design Thinking methodology, students will empathize, define, ideate, prototype, and evaluate their creations, which enhances critical thinking and creativity. This project connects with students' interests in art and culture, improves their English in a meaningful way, and equips them with skills useful beyond the classroom, such as research, design, and public speaking.

Objetivos de Aprendizaje

- Research and identify key Brazilian artists across different artistic disciplines.
- Create a flapbook using English to describe artists, employing comparative and superlative forms accurately.
- Collaborate effectively in pairs or small groups to design and produce an artistic and informative flapbook.
- Present the flapbook clearly in English, demonstrating understanding of content and language use.
- Reflect on the design and content choices to improve the flapbook based on peer and teacher feedback.

Recursos Necesarios

- Printed images and brief biographies of selected Brazilian artists (e.g., Tarsila do Amaral, Heitor Villa-Lobos, Oscar Niemeyer)
- Colored paper sheets (A4 size) – approx. 3 per group
- Scissors, glue sticks, markers, colored pencils, rulers
- Example flapbook template handouts
- Whiteboard and markers
- Projector and computer for short video presentation
- Vocabulary handout on comparatives and superlatives
- Worksheets for planning flapbook content and language
- Timer or clock for time management

Requisitos Previos

- Basic knowledge of English vocabulary related to art and artists.
- Previous exposure to comparative and superlative adjective forms in English grammar.
- Experience working in pairs or small groups on classroom projects.
- Ability to conduct brief research using provided resources.
- Familiarity with simple presentation skills in English.

Actividades

Fase de Inicio

Tiempo estimado:

20 minutos

Propósito de la sesión:

Docente: "Today we will begin a creative project to learn about famous Brazilian artists and practice English by making a cool flapbook. This will help you speak and write better and prepare for the school fair."

Estudiantes: Listen and prepare to explore the topic.

Activación de conocimientos previos:

Docente: Show a colorful image collage of various Brazilian artists and ask, "Can you name any Brazilian artists or types of art you know? What do you think a flapbook is?" Write key words on the board.

Estudiantes: Share ideas verbally; write short answers on mini whiteboards or notebooks.

Motivación y enganche:

Docente: Present a fascinating fact: "Did you know Brazil has artists who are famous worldwide for music, painting, and architecture? Today, you will discover who they are and show it in English!" Show a 2-minute video clip with highlights of Brazilian art and artists.

Estudiantes: Watch attentively and express excitement or curiosity.

Contextualización:

Docente: "You will create a flapbook to teach others about Brazilian artists using English. This helps you learn about culture, improve your English, and prepare a presentation for the fair. You will work in pairs or groups of three."

Estudiantes: Form groups and confirm understanding.

Fase de Desarrollo

Tiempo estimado:

75 minutos

Presentación del contenido:

Docente: Briefly introduce the Design Thinking phases: empathize, define, ideate, prototype, and evaluate. Explain the flapbook project will follow these steps. Provide a vocabulary handout focusing on comparatives and superlatives (e.g., more famous, the most influential).

Estudiantes: Follow along, ask questions if needed.

Actividad 1: Research and Empathize

Objetivo: Research Brazilian artists and gather information.

- **Docente:** "In your groups, use the printed biographies and images to find interesting facts about at least three Brazilian artists from different art forms."
- "Write down key details about their work and styles."
- **Estudiantes:** Work in groups of 2-3, read materials, and discuss.
- **Producto:** Notes on artists' information.
- **Tiempo:** 25 minutes
- **Rol del docente:** Circulate among groups, asking "What makes this artist special? Can you use a comparative or superlative to describe them?" Prompt use of English grammar.

Actividad 2: Define and Ideate - Planning the Flapbook

Objetivo: Organize content and decide flapbook design.

- **Docente:** "Now, plan your flapbook structure: Which artist will go where? How will you include comparatives and superlatives? Sketch your flap design on the worksheet."
- "Think about colors and artistic elements to make it attractive."
- **Estudiantes:** Collaborate to create a draft plan.
- **Producto:** Flapbook plan worksheet.
- **Tiempo:** 20 minutes
- **Rol del docente:** Support groups with ideas, check correct grammar use, suggest vocabulary.

Actividad 3: Prototype - Create the Flapbook

Objetivo: Construct the flapbook with artistic and linguistic elements.

- **Docente:** "Use the colored paper, scissors, and glue to build your flapbook. Write artist descriptions in English using comparatives and superlatives."
- "Add drawings or printed images to decorate."
- **Estudiantes:** Build and write collaboratively.
- **Producto:** Physical flapbook prototype.

- **Tiempo:** 30 minutes
- **Rol del docente:** Observe group dynamics, provide feedback on language and design, ask "How can you improve your flapbook? What comparisons can you add?"

Diferenciación

- **Para estudiantes rápidos:** Encourage adding a final page with a short oral presentation script or creative questions about the artists.
- **Para estudiantes que necesitan apoyo:** Provide sentence starters and extra vocabulary cards on comparatives and superlatives; offer one-on-one help with spelling or cutting.

Transiciones

Docente: Use clear verbal cues like "Now that you have researched, let's plan your flapbook carefully," and "Let's move on to making your flapbook creative and colorful," keeping students focused and guided.

Fase de Cierre

Tiempo estimado:

25 minutos

Síntesis

Docente: "Let's do a quick gallery walk where you place your flapbooks around the room. Walk around and write down one interesting fact and one comparative or superlative sentence you learned from other groups."

Estudiantes: Move around, read peers' work, and complete a brief feedback sheet.

Reflexión metacognitiva

- What was the most interesting Brazilian artist you learned about and why?
- How did you use comparatives and superlatives to describe the artists?
- What would you improve in your flapbook for the school fair presentation?

Docente: Ask students to write or discuss answers briefly in their groups.

Retroalimentación

Docente: Provide quick verbal feedback highlighting good use of English and creativity. Offer constructive suggestions for improvement before the fair. Encourage peer compliments.

Transferencia

Docente: "Remember, you will present this flapbook at the school fair on June 26. Practice explaining your flapbook in English with your group before then."

Tarea o reto

Docente: "For homework, practice your oral presentation and prepare one question to ask other groups at the fair."

Evaluación

Tipo de evaluación: Formativa durante el desarrollo y sumativa al cierre.

Criterios de evaluación:

- Accuracy and use of comparative and superlative forms in written descriptions (Objetivo 2)
- Quality and creativity of flapbook design including artistic elements (Objetivo 3)
- Effective collaboration and communication within groups (Objetivo 3)
- Clarity and confidence in the oral presentation of the flapbook (Objetivo 4)
- Reflection and improvement based on feedback (Objetivo 5)

Instrumentos sugeridos:

- Rúbrica para evaluar contenido, lenguaje y creatividad del flapbook.
- Lista de cotejo para observar colaboración y participación grupal.
- Observación directa durante presentaciones.
- Autoevaluación y coevaluación con formularios simples.

Evidencias de aprendizaje:

- Flapbook final que muestra descripciones en inglés con comparativos y superlativos.
- Notas de investigación y plan de diseño.
- Participación oral durante la presentación y respuestas en la reflexión.
- Feedback escrito de pares durante la galería.