

Research Best Practices

Instrumental Language and ICT Resources



Content and Language Integrated Learning

RESEARCH BEST PRACTICES

*INSTRUMENTAL LANGUAGE AND ICT RESOURCES
FOR
CONTENT AND INTEGRATED LANGUAGE LEARNING*

An Educational Proposal by [**Amanda Navarro López**]

CONTENT [History of Art]

LEVEL [Secondary]

Research Best Practices

CLIL and ICT Group

<http://www.uv.es/clil>

University of Valencia

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THE ROMANESQUE ART

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BASIC DESCRIPTORS

UNIT DESCRIPTORS

Educational Level(s)		2 nd Level
Area(s)	002	History of Art/English
Unit(s)	003	The Romanesque Art
Number of Lesson(s)	005	
STUDENT LEARNING OUTCOMES (4Cs FRAMEWORK)		
<i>Content</i>	<ul style="list-style-type: none"> • The historical and cultural context of the Romanesque art. • The main characteristics of this art in architecture, sculpture and painting. • The religious iconography in this art. • The most important architectonic, sculptures and paintings expressions. • The Romanesque art in Spain: "The way of St. James" 	
<i>Cognition</i>	<ul style="list-style-type: none"> • Identify a Romanesque artwork. • Relate de Romanesque art with his context. • Analyse a Romanesque artwork. • Select correct information. • To communicate the information in his own words. • To use ICT resources to make a presentation. 	
<i>Culture</i>	<ul style="list-style-type: none"> • Co-operative work. Pair work./group work • Know and understand the Romanesque art manifestations and its cultural value. • Identify Romanesque manifestations in their cities. • To understand the relation between Christianity and the Romanesque art. • The importance of "The way of St. James." 	
<i>Communication</i>	Language for the Topic AND for Interaction	
<i>CONTENT</i> OF (WHAT)	<ul style="list-style-type: none"> • Key vocabulary: Cathedral, Christianity, monastery, pilgrims, expansion, feudalism, clergy, theocentrism, relics, iconography. • Specific vocabulary: round arch, latin cross, Pantocrator, almond. 	
<i>META-COGNITION & GRAMMAR SYSTEM</i> FOR (HOW TO)	<ul style="list-style-type: none"> • Primary sources such as medieval chronicles. • Secondary sources that have been written by historians of art. • Grammar system: present simple to explain the main characteristics and when they are describing an image. Past simple when they are talking about the history and culture context. 	

<p><i>COGNITION</i> THROUGH (WHY)</p>	<ul style="list-style-type: none"> • Language for describing a picture: background, in front of, on the right/left. • Language for compare: bigger, smaller, heavier, darker... • Language for ask questions: why, what, whose, whom, where, when. (What's this in English?/ How do you write...?) • Language for presentations: to introduce, we're going to see, the next point, first of all, the first/second one finally, to summarize, in conclusion.
<p>KEY COMPETENCES (KNOWLEDGE, SKILLS AND ATTITUDES) FOR LIFELONG LEARNING (EU ACT)</p>	
01	Communication in the mother tongue
02	Communication in foreign languages
03	Mathematical competence and basic competences in science and technology
04	Digital competence
05	Learning to learn
06	Social and civic competences
07	Sense of initiative and entrepreneurship
08	Cultural awareness and expression
<p>TEACHING OBJECTIVES</p>	
<ul style="list-style-type: none"> • Know the period in which Romanesque art is developed. • Learn the specific vocabulary of the unit. • Understand the general characteristics of this art in architecture, sculpture and painting. • Learn the iconography of this art. • Know the most important architectonic, sculptures and paintings expressions in Europe and Spain. • Learn to analyse an artistic expression of this art and know to do a commentary. • To use English (oral and written) in different situations: to make questions, to explain their presentation, to write their commentaries... 	
<p>ASSESSMENT CRITERIA</p>	
HETERO	
INITIAL	<ul style="list-style-type: none"> • To distinguish the main characteristics of the Romanesque art through analyse the most important artworks.
CONTINUOUS	<ul style="list-style-type: none"> • Recognize the symbolic language of the images. • To relate the Romanesque art to its historical and cultural context. • Check that they use the specific vocabulary.
FINAL	<ul style="list-style-type: none"> • Check that they're capable to recognize the Romanesque artworks. • Check that they to know to do an image commentary. • Read and understand the information in English and write in English the commentaries and the presentation. • Correct pronunciation in presentations.
SELF-ASSESSMENT	<ul style="list-style-type: none"> • Students have to evaluate their presentation through a competency sheet (oral skills, digital skills, content...)

MATERIALS		
PRIMARY	PC, PROJECTOR.	
SECONDARY		
RESOURCES		
PRIMARY		Student's book/ Power Point presentations/ Teacher's notes/Websites: blogs, museum's websites...
SECONDARY		Videos
FINAL TASK(S)		
<ul style="list-style-type: none">• Make a Power Point presentation about "The Romanesque art". The presentation has to include: context, general characteristics and the most important artworks in Europe and Spain (Don't forget to explain "The way of St. James.")		

LESSON DESCRIPTORS

Unit	003	The Romanesque Art
Lesson	002	The Romanesque architecture
LEARNING OUTCOMES (4Cs FRAMEWORK)		
Content	<ul style="list-style-type: none">• The main characteristics of this art in architecture.• The Romanesque cathedral and monasteries.• Specific vocabulary.	
Communication	<ul style="list-style-type: none">• See “COMUNICACION” in Unit.	
Cognition	<ul style="list-style-type: none">• Identify a Romanesque artwork.• Relate de Romanesque art with his context.• Analyse a Romanesque artwork.	
Culture	<ul style="list-style-type: none">• To understand the relation between Christianity and the Romanesque art.• The importance of “The way of St. James.”	
INTRODUCTION		
ACTIVITIES		
REVISION	<ul style="list-style-type: none">• Images about Romanesque buildings in their city or in Spain.• Why this buildings was built? Recap information from the lesson 1: The historical and cultural context of the Romanesque art.	
WARM UP ACTIVITIES	<ul style="list-style-type: none">• Activity about the specific vocabulary.• Images about the most important and representative Romanesque cathedrals and monasteries. They have to write the principal parts of this buildings above the picture.	
MAIN ACTIVITIES	<ul style="list-style-type: none">• Compare some images about Romanesque buildings and make a list about the main characteristics of this art in architecture.• Work in pairs: search information about the iconography in Romanesque art and explain the meaning of some artworks.• Work in pairs: see a video about “The way of St. James”. Where is? Why is important? Choose a route and name and explain the buildings that you have seen. Search information and analyses the cathedral of “Santiago de Compostela”.	
WANT TO KNOW	<ul style="list-style-type: none">• Search information about the Romanesque art in different countries and explain some differences.• Search examples of buildings in this countries.	
REINFORCEMENT	<ul style="list-style-type: none">• Make a resume about the main characteristics in the architecture of Romanesque art.	
ASSESSMENT		
HETERO		
INITIAL	Questions about the historical and cultural context.	

CONTINUOUS	Recognize the main characteristics of Romanesque architecture through some characteristics buildings such as churches, cathedrals and monasteries.	
FINAL	Choose a cathedral and a monastery and make a commentary. Indicate where it is, describe the building and explain its meaning. Use the specific vocabulary to do this.	
SELF-ASSESSMENT		
REFLECTIONS		
MATERIALS		
PRIMARY	PC	
SECONDARY		
OTHERS		
RESOURCES		
PRIMARY		<ul style="list-style-type: none">• Student’s book.• Power Point presentations.• Teacher’s notes.• Websites: blogs, museum’s websites...• Videos on Youtube
SECONDARY		
OTHERS		
Cross Curricular Learning		
Unit(s)	The Middle Age in Europe (History)	
Observations	<ul style="list-style-type: none">• Learning “The Romanesque art” students is learnt about the history of Europe and Spain in the Middle Age. About the society, culture, religion...	

ABSTRACT

The aim of this unit is to teach “The Romanesque art” as a CLIL (Content and Language Integrated Learning) teachers. So, the focus in its development will be on both content and language. For that, we have designed a lesson as an example, in which students will learn the Romanesque architecture and they will work the four skills in English (listening, reading, writing and speaking) at the same time.

THE ROMANESQUE ART

THE ROMANESQUE ARCHITECTURE¹

The Romanesque art emerges in Europe due to the spiritual renewal that takes place in the XI century at the continent. Romanesque art was above the values of the new feudal society, a society that was both warlike and Christian.

From the exclusively architectural point of view the Romanesque art was a continuous effort to build lasting temples with the greatest possible grandeur but avoiding their possible destruction.

The first constructions were made in Lombardy, Burgundy and Normandy. From there it spread throughout Europe, due to:

- Expansion of the religious Orders (Cluny and Cister) that build monasteries. These are source of wealth and cultural and urban center of the society.
- The pilgrimages. (In Spain the Romanesque is introduced through the “The way of St. James”).
- Increased influence of the church.

TYPES OF BUILDINGS

The main buildings of Romanesque architecture were: churches, monasteries and cathedrals.

PROMINENT PARTS OF A ROMANESQUE CHURCH:

1. Latin cross plant:
 - The main arm divided into ships separated by columns or pillars. There are the central nave and lateral naves.
 - The shortest arm is called the transept.

¹ Content adapted from: <http://www.arteguias.com/arquitectura.htm>

2. Transept: place where the two sides of the cross are crossed.
3. Apse: semi-circular shot of the central ship. It is where the altar.
4. Ambulatory: semi-circular ship that results of prolonging the lateral ships surrounding the apse.
5. Bell tower: located flanking the main façade.
6. Absidioles: small semi-circular chapels attached to the headboard.

CONSTRUCTION ELEMENTS

MATERIALS.

The basic materials used in Romanesque architecture are:

- Stone of ashlar or ashlar: stone block carved like a parallelepiped.
- Checker work: unturned or coarse carved stone.

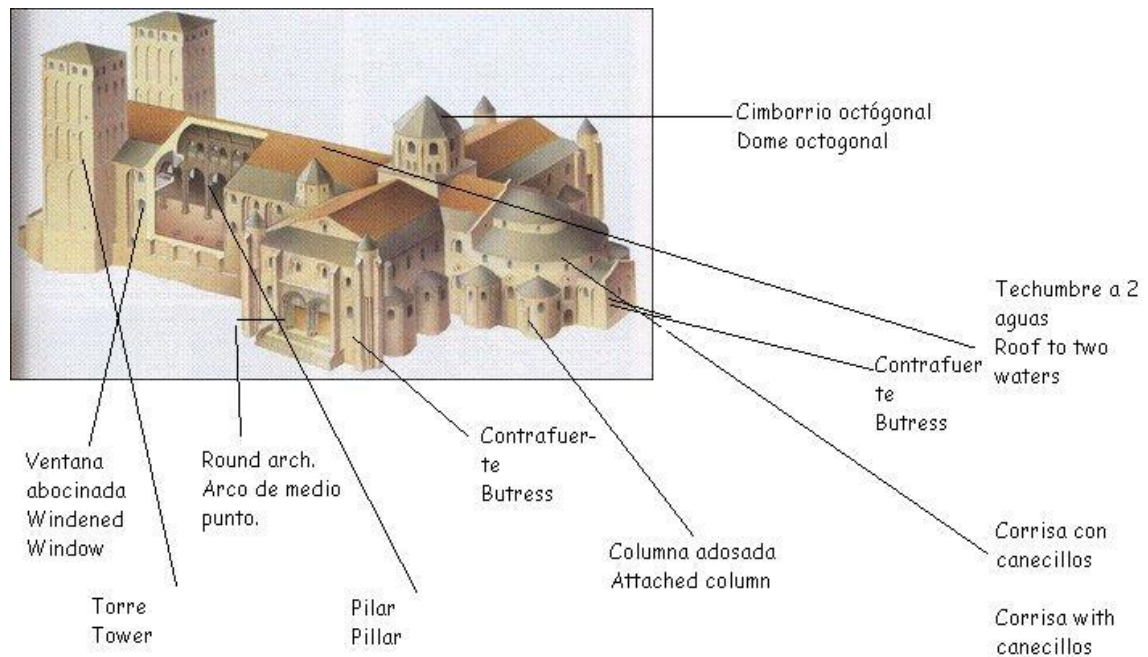
SUSPENSION ELEMENTS: ARCHES, COLUMNS AND PILLARS.

- Arches: the arch used in Romanesque architecture is the round arch (semi-circular) and rectangular section.
- Columns: the column and the pillar are the architectural elements essential to receive the weight of the superior structures (arches and vaults). The column is composed of base, shaft and capital. The capital is usually figurative or of vegetal motif.
- Pillars: the pillar was widely used as a support, although it adopted different modalities. The most frequent was the variety of cruciform pillar (Greek cross section) or even more, the cruciform pillar.

SUSTAINED ELEMENTS: VAULT.

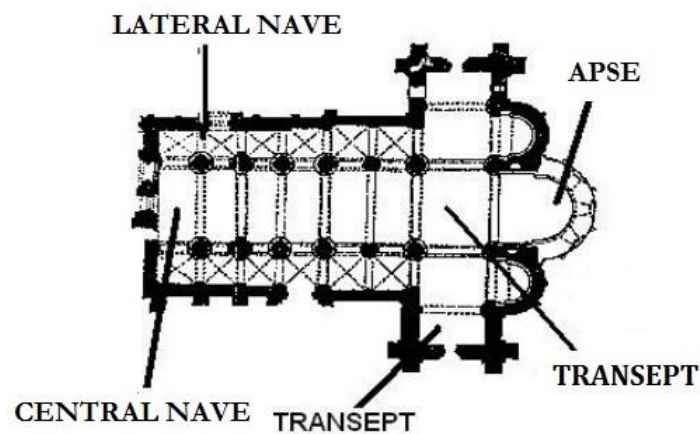
The vault is a curved factory work that serves to cover the space between two walls or between several pillars.

In the period of full Romanesque the most used vault to cover the main nave of the temple is the half-barrel vault.



Source: <https://nopuedonodebo.wordpress.com/2011/06/07/el-arte-romanico/>

PROMINENT PARTS OF A ROMANESQUE CHURCH



Source: own elaboration.

GLOSSARY (A – Z)

Romanesque architecture

Ambulatory

noun

aem byə læ to ri

In architecture, an aisle around the end of a church's choir section.

Apse

noun

aeps

A projection at the end of a church or other building, usually having a domed or arched roof.

Arch

noun

arch

1. A curved structure made out of stone or brick and used to span an open space such as a door.
2. Anything that looks like such a structure.

Ashlar

noun

aesh lær

1. A squared block of stone.
2. Such stones collectively, used in masonry.

Bell tower

noun

bel taU ər

A tower housing one or more bells.

Cathedral

noun

kə thi drəl

1. The main church of a bishop's district.
2. A large and important church.

Chapel

noun

chae pəl

A small building, or a room in a larger building, used for worship.

Church

noun

church

A building used for public Christian religious services.

Monastery

noun

ma nə **steɪ** ri

A community of monks, or the buildings used by such a community.

Pilgrim (pilgrims)

noun

pɪl grəm

Someone who takes a trip to a holy place for a religious purpose.

Transept

noun

traen sept

The section of a church that crosses the longer, central section or nave at right angles, or either half of this section.

Vault

noun

vawlt

An arch made of stone, brick, or concrete that forms a roof or ceiling.

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APPENDIXES

SELF-ASSESSMENT

How to evaluate ourselves? The way to do this is to reflect about how we have done our Learning Object (LO) and above all, what problems we have encountered to creating this.

First of all, as a good point, this unit fulfills the proposed main objective: to teach to students the Romanesque architecture and English. For that, we have explain the content and the specific vocabulary of this unit, which is not easy. And then, we have designed some activities in which students will practice both, content and language.

But, on the other hand, doing this work has not been easy for me due to my level in digital competence. I had to learn to use some *Microsoft Word* tools and specific programs like *Scribus*. However, I think in the end I have been able to do the task correctly and I have learned useful things for my future as a teacher.

DOUBLE BLIND PEER REVIEW

FIRST REVIEWER

SECOND REVIEWER



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THE ROMANESQUE ARCHITECTURE TEST

1. Choose the word that corresponds to the definition.

1. In architecture, an aisle around the end of a church's choir section.

- arch
- ambulatory
- apse
- Bell tower

2. A courved structure made out of stone or brick and used to span an open space such.

- arch
- ashlar
- church
- vault

3. A squared block of stone.

- Cathedral
- column
- church
- Pillar

4. The main church of bishop's distric or a large and important church.

- Ashlar
- Monastery
- church
- Cathedral

5. Someone who takes a trip to a holy place for a religious purpose.

- Bell tower
- Monastery
- Pilgrim
- Cathedral

2. Choose the correct answer about the parts of a romanesque church.

PROMINENT PARTS OF A ROMANESQUE CHURCH

