

**I.C. De Amicis – Gallarate**

**Sc. Primaria “S. Pellico” – 2<sup>A</sup>**

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# **“BUILD THE WORLD”**

CLIL: Art, Music, Citizenship Ed.

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# The Class

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2<sup>A</sup> is made up of 25 kids. Among the others, 4 are from Pakistan (2 NAI), 1 from Bangladesh, 1 from Albania, 1 from Brasil (NAI), 1 Sinti.

The class is well trained to work often in small groups or in pairs. The project resulted in kids amazed by the expected 'English shower'. They always struggled to preserve a high attention throughout the development of the work and asked several time to 'switch code', even during other subject lessons held by the same teacher.

# The project

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Following the theme, I decided to develop Build The World crossing three subjects: Citizenship Ed., Art, Music. These subjects are usually beloved by students and easily CLIL-involving as they are very fascinating for young kids.

The project occurred in 10 lessons and the final outcome is a poster made by the class. Kids also sang a meaningful song – A Peaceful World - in a short video. Furthermore, they asked the teacher to sing the song during the final recital in order to perform it for their parents.

# Citizenship Education

Through highlighted gestures, flash cards and handmade sketches, I introduced the topic “Build the world”. I managed to relate some easy ideas such as ‘Friendship’ to ‘Peace’ also thanks to different ethnies in our class. This situation gave me the opportunity to introduce examples of how we live peacefully all together despite our differences.

I extrapolated essential vocabulary and some remarking parts from the UNICEF Children Rights document and the key words have been used during the project development. The teacher played the role of facilitator, leading the kids towards an active role in their learning process.

The class learnt simple grammar structures – e.g. express like/dislike – and vocabulary linked to the main theme – *what are differences/similarities among us? ...Food...Religion...-* and it had the chance to play with the new skills acquired among peers.

# Art

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After lessons on primary and secondary colours, kids had a sort of Brainstorming time to express themselves – guided by the teacher – about how to represent the important concepts learnt during Citizenship Education's lessons.

The children decided to **build** a house – our class – whose bricks are the 2<sup>nd</sup> A pupils. Using the L2 to describe the colours of their draws, the class created a bridge between the **World** and their everyday's world: the nowadays multicultural reality of our school.

Thanks to a frequent use of the key words, children were more facilitated in fixing easily the new acknowledges. As a consequence, the new vocabulary could be used in real life situations.





# Music

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On You tube channel I found a significative song written by an English teacher: “A Peaceful World”.

The track has been introduced to the children and, after helping them to get the global meaning – supported by a videoclip and the use of the MIB -, the music teacher and I taught the class the lyrics.

In a second time, kids learnt how to link relevant words to gestures and how to mime the meaning of the song.

Due to this, the meaning became more and more powerful, enhancing also the contents of the previous lessons.

<https://youtu.be/DIdLVs1Q1il> (original video)

Attached, a short sample of the 2<sup>A</sup> version.

# Assessment

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Due to the age of the kids, I decided to evaluate mainly children's involvement in the activities and their will to express themselves using the L2: the vocabulary acquired and the simple grammar structures introduced.

Following these guidelines, the class proved to be excellent .