

# CLIL Skills

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## 15 Reception scaffold: writing frame for art

### Henri Rousseau

During a series of lessons on naïve art, an art teacher introduces the artist Henri Rousseau on video. She provides a scaffold - a watching frame - to focus her learners' attention on the important information and language in the video which the learners will need later on. They first complete the table alone, and then share their information with a partner. The information in the frame - both content and language - will be used to complete a further task: to describe another painting by Rousseau, using their completed writing frame as a scaffold.

### Instructions

As you watch the video, fill in this table.

	Title of painting	Painted when?	Where is it now (museum, city)?	Main colours used
Example 1	<i>The dream</i>	1910	Museum of Modern Art (MOMA),	light green, dark green, New York purple, flesh colour...
2				



### WHY IS THIS CLIL?

This watching frame is an interesting example of built-in scaffolding for content and language.

By completing the table, learners understand the *content* better. By providing the table, the teacher organises the important information for the learners. She focuses the learners on what is important and helps them to ignore the less important information. This teaches learners good strategies for filtering out the irrelevant and watching for specific content-related information.

The task also helps learners notice and understand *language*: by asking them to notice relevant words (descriptive adjectives, colours), the teacher provides the learners with vocabulary they can use themselves. By asking for dates, the teacher draws attention to how these are pronounced in English.