

Master's Dissertation/
Trabajo Fin de Máster

A CLIL DIDACTIC PROPOSAL OF ARTS AND CRAFTS FOR PRIMARY EDUCATION

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“Through learning a language, we learn about culture.
Through learning about culture, we learn respect for others.
Through learning respect for others, we can hope for peace.”

(Kramsch, 2004)

ABSTRACT

This paper carries out a literature review of student-centered methodologies (SCM), of Content and Language Integrated Learning (CLIL), and of how these learning strategies can be implemented in the subject of Arts and Crafts, specifically through a didactic unit for 4th grade of Primary Education. The main objective of this MA dissertation is to design a didactic proposal that explains how, through the Arts subject, students can improve their communicative competence in a second language. For this purpose, the methodology implemented is active, participatory, and flexible. As a consequence, the teacher guides and offers support during the teaching and learning experience, and students are involved in the task, which means that they are more autonomous, sociable and participative during the lessons.

KEY WORDS: CLIL, SCM, Arts and Crafts, foreign language, didactic proposal.

RESUMEN

Este trabajo conlleva un análisis de las metodologías centradas en el alumnado, en el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), y en cómo estas estrategias de aprendizaje pueden ser aplicadas en la asignatura de Educación Artística, específicamente a través de una unidad didáctica para cuarto de Educación Primaria. La finalidad primordial de este trabajo de fin de máster es diseñar una propuesta que muestre, a partir de esta asignatura, cómo la competencia comunicativa en una lengua extranjera puede progresar. Para conseguir este objetivo, la metodología implementada es activa, participativa y flexible. Como consecuencia, el profesorado guía y ofrece apoyo durante la práctica docente, y el alumnado está implicado en todas las tareas, lo que significa que es más autónomo, sociable y participativo durante las sesiones.

PALABRAS CLAVE: AICLE, Metodologías centradas en el alumnado, Educación Artística, lengua extranjera, propuesta didáctica.

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1. INTRODUCTION AND JUSTIFICATION

The so-called globalisation of the world comes along with the growing trend to revolutionise the teaching-learning process as well as to use English as a global language. Moreover, learning languages becomes vital at this present moment, as there is an interconnected and multilingual environment in which being communicatively competent is the solution to achieve freedom and equality. Not only are languages important, but also “art is crucial to individual growth and development and can even impact our health” (University of Florida [UF], 2021). Consequently, all this has led to a great social demand for the official educational system in Spain to provide students with real experiences and competences that will help them in their personal and professional future.

The primary aim of this Master’s Dissertation is to analyze the Student-Centered Methodologies (henceforth, SCM) and to apply some of them in a Content and Language Integrated Learning (from now on, CLIL) context in order to create a didactic unit related to the subject of Arts and Crafts for Primary Education. It is necessary to mention that SCM involves a change in the educational paradigm as it focuses on the learner’s active role, social interaction, and capacity to work cooperatively. Besides, taking into account that CLIL refers to the teaching of a subject in a second language, Nikula (2016) stated that this approach “has been regarded by EU institutions as an important instrument to foster European citizens’ bi- and multilingualism”. The importance of being bilingual is well-known due to the fact that it has a myriad of benefits and, now that the citizenship is submerged in a globalised society, it is even more relevant in any educational environment.

That is the reason why CLIL has become widely recognised and popular, as it has modified the traditional educational system and modernised the classroom pedagogy. Nevertheless, it is essential to bear in mind that in order to provide the right quality of any CLIL lesson it is necessary to fulfill a whole series of aspects such as the constructivism theory (in order to foster meaningful learning opportunities) or the learners’ implication. Finally, it is worth highlighting that the combination of SCM and CLIL is extremely beneficial for increasing learners’ knowledge and understanding of a specific syllabus and to develop their thinking and analytical skills while they are using a foreign language.

Taking this into account, this Master’s Dissertation focuses on SCM to design a CLIL didactic unit. This proposal has been divided into four main sections: the first section includes

the introduction and justification. The second one aims at introducing the targets to be reached. The third section focuses on the theoretical framework conceptualising the most appropriate SCM, as well as the CLIL methodological approach and the subject of Arts and Crafts in the Valencian Community. Next, in the fourth section, a didactic unit is developed. Finally, main conclusions are included, followed by the bibliographical references and appendices that have been designed in order to develop this proposal.

2. OBJECTIVES

The main purpose of this MA Thesis is to investigate and to analyse both the SCM and the CLIL approach in order to design a didactic unit for 4th grade of Primary Education in the area of Arts and Crafts. For this reason, the most relevant methodologies and aspects related to these educational systems will be described, as well as its principles and benefits.

Moreover, the specific objectives to be achieved are:

- To identify, document, and analyse appropriate SCM for Primary Education.
- To define, differentiate, and identify possibilities and limitations of the CLIL approach.
- To design a didactic unit in the Arts and Crafts subject, in which the most relevant and suitable methodologies will be implemented for active learning and participation.

3. THEORETICAL FRAMEWORK

3.1. Student-Centered Methodologies

There are different strategies in order to implement the teaching-learning process that can be divided into two broad categories: the teacher-centered method and the student-centered one. For decades, the former was the norm in schools, but some modifications were gradually applied in the last twenty years. This section will trace the development of SCM, point out the main roots and ideas of this approach, and describe the consequences it may have both on teachers and learners in terms of behaviour and skills required. It also aims at examining how it was developed according to the methodologies that were originated.

The first attempts of SCM were visible when students started to be involved in the learning process (Sánchez-Calvo, 2007: 190) in order to face the educational needs and challenges that the new period was demanding. Therefore, this system of learning was inspired by the constructivism educational theory. Within this type of learning environment, learners are expected to present more involvement and autonomy (Cannon and Newble, 2000). As a consequence, a myriad of advantages derived from this approach, such as developing more memorable experiences and levels of comprehension (Lea et al. 2003; Vermetten et al. 2002).

As far as the main principles are concerned, they can be grouped into some levels: building general knowledge, being the educator a guide and a supporter, using activities that involve cooperation, applying veritable, real and original materials, and providing students with the opportunity to learn how to build their own knowledge (Baeten et al., 2015). Regularly, SCM is used as an umbrella term to specify an extensive collection of learning contexts based generally on the constructivism model. These are, for instance, problem-based learning, project-based learning, case-based learning, and inquiry-based learning. These methods are described as the opposite of teacher-centered ones such as direct instruction and lectures, in which the teacher conveys contents to learners (Elen et al. 2007).

As far as the Spanish educational system is concerned, according to the constructivist model stated by *Ley Orgánica para la Mejora de la Calidad Educativa*, the students are considered to be the central part of the teaching-learning environment and, consequently, they have to be actively engaged. That is why it is important to involve students in aspects such as what and when to learn something. Therefore, topics, activities, and tasks will be selected according to their interests and their development. In addition, it is encouraged to work in pairs or groups, as it increases the amount of speaking time and enables them to practice the four linguistic skills in an integrated way.

Sessions are then organised in a way that each activity is dependent upon the other, which means that learners must clearly understand what their classmates are doing, in case their help is required. Finally, another point to consider is that students can improve their skills through their own self-assessment, being aware of their own progress. Independent of the chosen method, the goal in every lesson should be to create a good atmosphere that helps students feel confident. This fact will encourage them to be active participants and

use the target language to communicate. As a result, it can be stated that there is no better way of learning than learning by doing.

Teaching methods are extremely important in any educational environment and their implementation strongly determines the value of teaching and learning. Some of the student-centered instructional strategies for effective student learning and long-term retention will be described in the following sections.

3.1.1. Cooperative Learning

This learning strategy is an educational approach in which students are arranged in groups. Besides, there are some learning activities that not only help learners to understand the curricular contents according to each subject, but also foster active participation and positive interdependence in their learning process. This section is focused on Kagan (1994) and on the 150 Structures, which have diverse competences. However, the most recurrent are: communicative competence, decision-making, thinking skills, cooperation, and participation. These activities are structured in an efficient way in order to accomplish the main vital principles of this approach, named as PIES.

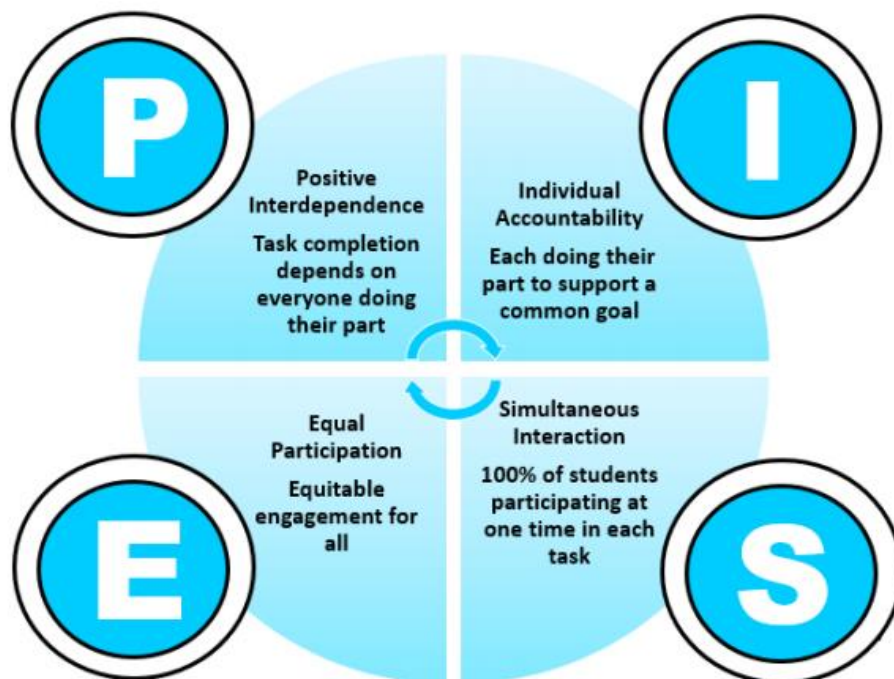


Figure 1: Basic principles of cooperative learning.

Source: <http://www2.etiwanda.org/wp-content/uploads/2016/04/Kagan-PIES-and-Structures.pdf>

Moreover, assigning roles is a pivotal issue in cooperative learning. Roles are designed not only to reduce a passive attitude, but also to avoid the presence of a dominant one. However, the most important aspect is the creation of a positive interdependence among students in a group. Besides, roles rotate periodically to develop the most essential skills. When roles are assigned, students have a clear guideline, preventing weaker students from feeling frustrated or left out. Possible roles may be the following:

- Leader is the person responsible to coordinate teamwork and assign tasks. Also, the leader encourages team members to participate and also controls time.
- Speaker communicates and writes the team's decisions to the teacher or other groups. Controls the noise level in the group.
- Organiser is in charge of materials, controls time, and keeps the group neat and clear.
- Supervisor encourages teammate's participation, and checks the tasks.

3.1.2. Task-Based Learning

A remarkable SCM is Task-Based Learning (TBL). The learning point is the resolution of the task, using the language that is learnt through its context usage. Besides, the task can be part of a unit or a unit itself, and in order to be developed. it is presented in three steps: *Pre-Task* (the instructor presents the theme and the language and explains the task), *Task* (apprentices do the task using the target language), and *Task-Assessment* (students reflect on their performance). Thus, at the beginning, the focus is on the fluency of language and completion of the task, whereas in the later stage, the focal point moves to feedback and accuracy.

An important aspect is that TBL follows the Natural Order Acquisition Approach by Krashen (1982), which states that if children follow the stages as when they learn their mother tongue, they will acquire a foreign language. This means that listening should be firstly developed, then speaking, and finally reading and writing. In order to achieve this goal, according to this didactic proposal, students will start working on oral skills, once they dominate listening and speaking, they will move on to written skills that involve reading and speaking, so that, at the end of the unit, students will have practiced the four basic skills.

3.1.3. Flipped Classroom

This is a teaching technique based on sending some educational tasks (reading, research or recorded lessons) as homework and, the following day, in class, students do activities related to the content they have practiced and learnt at home. Students will take more advantage of the time invested in the lessons, as they had the opportunity to learn the content before. Therefore, sessions will be dedicated to doubts, enrichment activities, and the development of the students' thinking skills. Consequently, it develops social and digital competences, which are indispensable these days.

When we focus on its origin, the flipped classroom website (the Flipped Classroom web, n.d.) explains that the first attempt of FC was in 2007, when Jonathan Bergmann and Aaron Sams started to record their lessons, so that students that could not attend their classes, had the opportunity to watch them at home. Therefore, it can be completely affirmed that this approach was created as a response to students' needs. Also, another recognised terminology for this blended-learning type is: reverse instruction, flipping the classroom and reverse teaching.

However, flipping a class is much more than the edition and distribution of online content. It is an integral approach that combines the direct instruction with constructivist methods, increases the commitment and implication of the students with the content of the course, and improves their understanding. As a consequence, when it is applied successfully, it will develop the basic competences in every scholar. It is vital to conclude this section with the four pillars of flip, described by Flipped Learning Network (2012), which perfectly resumes this approach, and they are the following: "flexible environments, learning culture, intentional content and professional educator".

This section includes some successful techniques that can be implemented in the classroom. To start with, a list with some basic steps for flipping CLIL is taken from Flipped Classroom Field Guide (Adam, M. et al., 2014):

- Online platform: it is highly recommended as it allows teachers to update the materials and to follow student's progress and, consequently, identify gaps in comprehension.
- In-video quizzes: this strategy is based on including questions, multiple-choice, or feedback within the video, normally once content has been defined.

- Editable wikis and forums: this strategy makes learning more interactive, dynamic, and student-driven.
- Online assignments: they include a diverse variety of tasks designed in apps and web resources. They are a useful tool that allows teachers to collect information about students' performance.

To conclude, flipped classrooms are a groundbreaking solution for applying digital CLIL nowadays. Miller (n.d.) stated the 21st century generation skills that students should develop along their scholar stage. They are based on the 6 Cs of education, which are: character education, citizenship, communication, critical thinking and problem solving, collaboration, and creativity. Those skills can be easily developed using FC techniques, as they involve both individually and cooperatively work.

3.1.4. Teaching and Learning Station

In an effort to foster active learning during the teaching-learning process, a revolutionised technique was created. According to Pho et al. (2021), learning station “emerges from constructivist theory, which encourages students to face real-world problems that occur in their daily lives, and provides them opportunities for developing new knowledge based on their experiences and what they have learned before” (p. 3). As far as its implementation is concerned, this technique is based on different stations which are prepared to practice a particular content or topic. The session is designed with activities in small groups of students who move from one station to another. As a consequence, this technique enhances students' competences. Generally, not only do students become more autonomous and responsible, but they also improve their communicative competence and they cooperate with their classmates (Pho et al., 2021).

After the pandemic situation lived in the entire world due to COVID-19 virus, Samad & Harripersaud (2021) thought about how to re-design the educational context to guarantee the safe re-opening of the schools. They proposed to replace the traditional setting with Teaching and Learning Station, claiming that this method facilitates interaction between all educative members and highlighting that it is safe for everyone who participates in it. However, they have also considered the limitations and the need of adaptation of some aspects as social distance, temperature-testing, and cleaning are extremely important.

3.2. Content and Language Integrated Learning (CLIL)

As the didactic proposal is set in a CLIL context (in Spanish, Aprendizaje Integrado de Contenidos y Lenguas Extranjeras - AICLE), it is essential to explain the main traits of this method. Firstly, CLIL emerged in Europe in 1994 by David Marsh, and it has been developed by Coyle and other researchers. Besides, this approach can be defined as a “dual-focused education approach in which an additional language is used for the learning and teaching of both content and language” (Marsh & Langé 2000:2). That is the decision that many schools took in order to create rich language opportunities efficiently. Consequently, after doing some research on this topic, it can be admitted that CLIL is one of the most successful ways to become competent users of a second language and it could be perfectly combined with SCM to develop an enriching and global implementation.

3.2.1. Methodological principles of a CLIL context

CLIL is “commonly perceived as a flexible operational framework for language instruction, with heterogeneity of prototypical models and application options available for different contexts and pedagogical needs” (Dueñas, 2004, p. 75). Therefore, the application of CLIL can be slightly different in each centre. However, there are some methodological principles that must be fulfilled in order to implement this approach. Firstly, an important aspect of CLIL that should be included is the 4Cs Framework. At this point, it is significant to mention Coyle (2005). This author established four essential principles that any CLIL context must include. The following paragraphs are focused on each principle, and they incorporate an explanation:

- Content: it is the subject matter. It is based on content and skills.
- Communication: the basis of any communicative interaction is language. A relevant aspect is that when using CLIL, not only are students using the foreign language to communicate, but they are also discovering how to transmit and information and interact using that second language.
- Cognition: this principle is based on letting students think and foster learning and thinking processes. Bloom’s taxonomy perfectly explained the difference between each thinking skill and included a classification between lower and higher order.

- Culture: CLIL involves learning about culture and hence acquiring intercultural understanding. Therefore, by implementing CLIL in class, students discover places, people, and traditions. At the same time, they become more respectful and they become part of a global citizenship.

In any CLIL situation, the language of communication and interaction among students and between teacher and students is the foreign language. Consequently, there is a primacy of fluency over accuracy during the learning experience. According to this definition, not only can any learner enhance their academic results, but they can also naturally acquire a second language that will be extremely beneficial in their personal and professional life. Thereby, this means learning what Cummins (1999) referred to BICS (Basic Interpersonal Communication Skills), everyday language used spontaneously in conversations, and CALP (Cognitive Academic Language Proficiency) based on an academic register more formal that takes longer to develop. Finally, according to Coyle & Baetens Beardsmore (2007), CLIL is denominated as a “tritych linguistic approach” (pp. 41-42), which involves developing the language *of learning for learning through learning*.

As a consequence, when programming CLIL sessions, the taxonomy created by Bloom (1956) is also implemented. This taxonomy is a hierarchical ordering of cognitive skills that can help in the organisation of teaching and learning environments. The original sequence of skills was revised in 2001 by Lorin Anderson and David Krathwohl, and it is the one presented in this proposal.

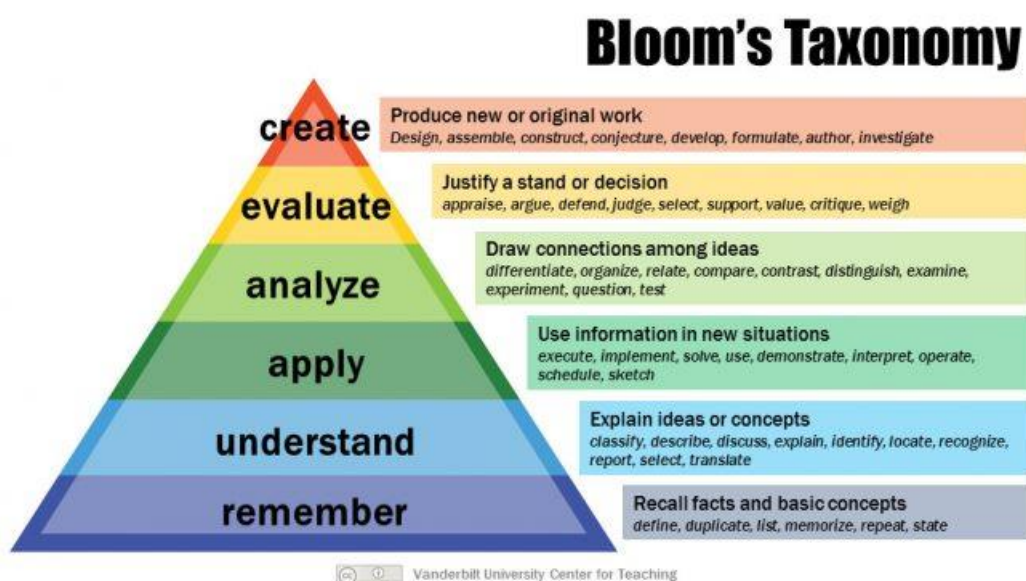


Figure 2. Bloom's Taxonomy.

Source: Vanderbilt University Center for Teaching

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Lower-order thinking skills (LOTS) are included in the first three layers of the pyramid and the last three layers are referred to higher order thinking skills (HOTS), whose development allows knowledge to be fixed better and in greater depth.

There is no doubt that the four principles are highly interconnected and they are essential if teachers want to implement CLIL. The following figure shows the connection of those principles.

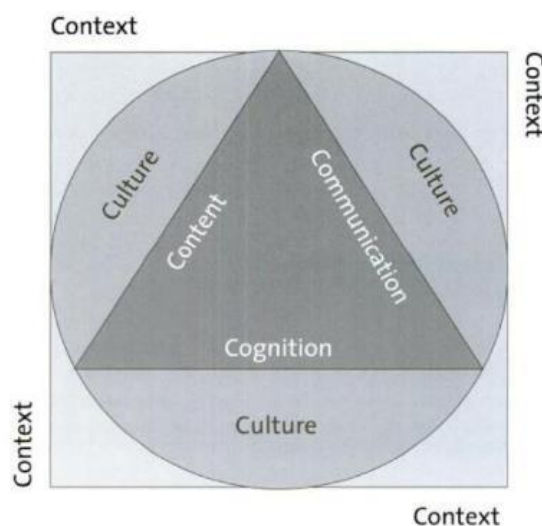


Figure 3. The 4Cs Framework (Coyle, Hood & Marsh, 2010, p.41)

3.2.2. Benefits and limitations of implementing CLIL

One of the most relevant benefits of CLIL is that it increases language competence in second language (from now on, L2), suits all students' levels of proficiency, promotes intercultural competence, and, last but not least, motivates students and engages them to the learning practice. Based on the research explained by Pérez-Cañado (2012), this section will include the main characteristics.

Firstly, one of the main advantages is the increased presence of L2 in the curriculum. Along the sessions, students are focused on the content and have a variety of possibilities of interaction. Adjustment and scaffolding are essential in every lesson. However, if there is not a long exposition of L2 in class, communication will not take place and the benefits mentioned above will not be fulfilled. Also, students will learn in a decontextualised way that will lead to memorisation and, consequently, acquisition of L2 will not be developed in a natural process.

In a methodological vision, CLIL uses a wide range of task types to suit all learning styles, to foster the language and the cognitive skills and to encourage students to make more cognitive effort. That also involves the teachers' implication when programming and selecting the content. Besides, it is important to mention the lack of materials and the need to adapt them. As the idea is to use real materials, in some occasions, they are complicated to understand and teachers have to adjust to their students. As a consequence, that also entails that teachers need to do teaching training to guarantee that the approach is being implemented satisfactorily.

3.3. Teaching CLIL in Arts and Crafts

3.3.1. Importance of teaching Arts in children's development

Art education involves various fields but, in this occasion, it is focused on visual arts. A possible definition is "in this context, when we consider art education we can say that it's a process of developing an individual's ability to see beauty with ethics and aesthetics" (Cantekin, 2019). Therefore, the main aim is to develop students' critical and cultural sense, decision-making, self-confidence, creativity, and motor skills. It could be affirmed that Art Education involves integral learning and that is the reason why it requires regular practice, as it is not a process that can be achieved through sporadic learning.

According to UNESCO (2020), arts education is even more valuable in this time of pandemic situation as it inspires creativity, and builds connections between people and communities. Through projects done at school, learners can discover new cultures, techniques, ways of expressing, and diverse knowledge that will benefit as human beings, as they will become tolerant, peaceful, and respectful. Probably, the first contact of students with the art will be during their schooling, and that is why it deserves a great importance in the educational system.

3.3.2. Arts and Crafts in the Valencian Community

In many schools of the Valencian Community, the subject of Arts and Crafts has been selected to be taught in English. This was implemented in the light of a bilingual program that provides a percentage of hours that each language (Valencian, Spanish, and L3 – in most cases English, but also French or German) has to include. The main reason why this subject is

chosen is because it leads to communicative skills, to express opinions and ideas, and to work in groups. Therefore, it becomes the ideal subject to be implemented in a foreign language.

The *Decreto 108/2014* that regulates the curriculum from Primary Education in the Valencian Community states that Art education involves Visual Arts and Music. This proposal is based on Visual Arts and it is significant to remark the main characteristics established in the curriculum. First of all, it is mentioned that this subject has been organised in three blocks of content that allow students to develop diverse skills and didactic applications that will beneficiate students' development and will provide them with a global artistic vision. The contents are the following ones: 1st block: Visual expression; 2nd block: Artistic expression; and, 3rd block: Geometrical shapes.

Finally, it is extremely significant to express that the main aim within this subject is to develop all key competences due to its integral vision, and the fact that this subject has a basis focused on expression rather than in concepts and memorisation. To conclude, thanks to those characteristics, in every session of Arts and Crafts, a unique experience is created as students express their feelings and they are improving their L2 without realising.

4. DIDACTIC PROPOSAL

4.1. Justification

Teaching is a breathtaking profession that comprises a complex process that cannot be left to improvisation. As an effect, designing a didactic proposal involves a global reflection on the school and the students' educative and social reality. Consequently, instruments of planning, development, and assessment are obtained, which incorporate a teaching and learning process, yet flexible, conditioned by the educational community involved in it, its context and the proposed activities.

This section is mainly focused on the design of a didactic unit in the Arts and Crafts area for 4th grade of Primary Education for a specific school called La Foia which is located in Petrer (Alicante). Within this area that is taught through CLIL methodology, not only do students need to be communicative, but also interculturally competent. Therefore, what is pretended with this didactic unit, named as "Travelling artists", is to establish Arts and

English as the basis of learning in order to let students learn the most important aspects of every place and culture.

One of the main bases for this didactic proposal is the *Ley Orgánica para la Mejora de la Calidad Educativa 8/2013*, (henceforth, LOMCE) from December, 9th, which searches for a multilingual education in our society in order to develop good communicative competence in English as well as a deep understanding of its culture. This acquisition of the communicative competence is mentioned in objectives d) and f) set in Art.7 from *Real Decreto 126/2014*, which establishes the teaching requirements for Primary Education nationwide. According to LOMCE, its specifications in *Real Decreto 126/2014* and *Decreto 108/2014* for the Valencian Community recently modified by *Decreto 88/2017*, the didactic proposal has been designed.

Besides, LOMCE incorporates the key competences to the curriculum, whose aims are to know how to apply knowledge into real life and to make it motivating for the student. Likewise, the *Orden ECD/65/2015* describes the relationships among the key competences, the contents and the evaluation criteria. Even though the 7 key competences from *Real Decreto 126/2014*, article 2, will always be developed, the linguistic and the cultural awareness competences will specially be taken into account for the development of this area. Before finishing, focusing on the Valencian Community, we must take into account that it seeks for a multilingual education as said in *Ley 4/2018*.

4.2. Contextualisation and class characteristics

The educative centre is La Foia located in Petrer, a city in Alicante with 34,000 inhabitants. Nowadays, the school has three levels in Infant Education and six levels in Primary Education with two lines in each one. Regarding the context, the school itself is next to the castle, in the old part of the town. It is surrounded by blocks of buildings inhabited by high-middle class citizens whose children are the average students of the school. Additionally, the number of immigrant students at school has increased recently due to a large number of families that have come to work in this area.

This didactic proposal is for 4th grade of Primary Education composed by nine to ten-year-old children. Within the classroom, there are 19 students: 10 of which are girls and 9 boys. Among those students, there are two immigrant students coming from Morocco and Colombia. However, despite being foreigners they are totally integrated in class, as they have attended classes in this school since they were in infant education.

When organising the content for each unit, the characteristics of the pupils according to Piaget’s (1979) stages theory need to be taken into account. These students will emerge in the Concrete Operational Stage. In particular, this stage is between seven and twelve years old, and it is the third of four stages. Some relevant aspects are:

PIAGET’S STAGES	
Seriation	The ability to sort objects in an order according to size, shape or any other characteristic.
Transitivity	The ability to recognise logical relationships among elements in a serial order.
Classification	The ability to name and identify sets of objects according to appearance, size or other characteristics.
Elimination of Egocentrism	The ability to see information from a different point of view.

Table 1. Piaget’s stages (my own creation, 2021)

Source: Piaget (1979)

It is important to mention that in the Concrete Operational Stage, learners are logical and apply efficient solutions.

4.3. Objectives

In this didactic unit, the objectives are taken from *Decreto 108/2014* and have been adapted for this present proposal. Besides, the chart below includes the description of the teaching objectives for this unit. They have been divided into the 4c’s framework following Coyle, Hood and Marsh (2010) instructions. Moreover, Cummins’ (1979) distinction about BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) were taken into account. The objectives that are related to expressing their opinion or asking their classmates will develop BICS and the others that are based on learning specific content as well as the explanation of the history of Australia and creating a portfolio will foster CALP.

TEACHING OBJECTIVES		
CONTENT		COGNITION
<ul style="list-style-type: none"> · To plan the creative process: selection of the idea, elaboration and presentation. · To create projects through points and lines as elements of expressing emotions. · To identify textures and colours. · To implement two-dimensional and three-dimensional techniques. · To look for information about different art forms. · To show interest and express opinion about artistic manifestations. · To apply cooperative and project strategies. · To respect other cultures. 		<ul style="list-style-type: none"> · To identify fundamental content and implement it during the learning experience. · To facilitate students to differentiate artistic representations according to its properties. · To develop a lifelong desire to learn. · To develop critical and creative thinking skills.
CULTURE		
<ul style="list-style-type: none"> · Identify art representations from other countries, specifically from Australia. · Become aware of the benefits of travelling and knowing different cultures. 		
<ul style="list-style-type: none"> · Independent of the language that is being implemented, students will realise that they can understand the content. · To enhance individual responsibility and group-work skills (cooperative learning). 		
COMMUNICATION		
<p><i>Language of learning</i></p> <ul style="list-style-type: none"> · To identify and use specific vocabulary associated with the Arts subject (CALP). · To explain the process of creating an artistic project (CALP). · To understand both: discourse oral and written texts (BICS). · To make descriptions and comparisons (BICS). 	<p><i>Language for learning</i></p> <ul style="list-style-type: none"> · To ask questions, to discuss, and to interact (BICS/CALP) · To classify animals, places, and instruments (CALP). · To express likes and dislikes: <i>I like the koala, but I don't like the kangaroos, what about you?</i> (BICS/CALP) 	<p><i>Language through learning</i></p> <ul style="list-style-type: none"> · To acquire language related to the topic (BICS). · To predict and implement unfamiliar vocabulary that appears in class (BICS). · To distinguish the vocabulary needed to carry out activities (CALP). · To express an opinion (BICS).

Table 2. Learning objectives (my own creation, 2021)

Source: Decreto 108/2014

4.4. Competences

At the end of the 1990s, the European Union established the origin of the Key Competences in the Spanish Educational System. Moreover, the competences are mentioned in the Delors Report and also in the DeSeCo project (made by OCDE- Organisation for Economic co-operation and development). The last document includes a definition and a selection of the Key Competences. Generally speaking, a key competence is the ability to integrate knowledge, skills and attitudes in a practical way to solve problems and react appropriately in a variety of situations. In the stage of Primary Education, specifically in article 2 from *Real Decreto 126/2014* as well as in *Orden ECD/65/2015*, which describes the relation among key competences, contents and evaluation criteria, the key competences are classified in seven categories. It is important to mention that these competences can be applied transversely, meaning that the same competence can be developed in different subjects at the same time. They are multifunctional, transferable, transversal, and dynamic.

KEY COMPETENCES
COMPETENCE IN LINGUISTIC COMMUNICATION (CLC)
It enriches and gives new strategies of understanding and conveying a message in order to develop communicative competences. Learners interact with others using the language in different learning environments. It is a relevant key competence within this area.
COMPETENCE IN MATHEMATICS, SCIENCE AND TECHNOLOGY (CMST)
It involves applying mathematical thinking and tools in different contexts as well as carrying out a responsible interaction with the physical world which will help maintain and improve the quality of life and human progress. Within our area, it is implemented especially through digital activities.
DIGITAL COMPETENCE (DC)
It contributes to providing knowledge and skills for searching, dealing, and selecting information as well as safe use. It can be developed by activities based on the flipped classroom methodology and on the class blog.
LEARNING TO LEARN (L2L)
It is the ability to learn how to organise one's own learning as well as working autonomously

or in a cooperative way.
SOCIAL AND CIVIC COMPETENCE (SCC)
It makes reference to the necessary abilities to interact with other people in formal and informal contexts with a respectful and democratic attitude. They will be developed by working in groups and carrying out cooperative activities.
SENSE OF INITIATIVE AND ENTREPRENEURSHIP (SIE)
It involves being aware of the context, their own work, and knowing to plan and manage their knowledge with self-criteria, as well as to take action in their learning. This one can also be improved by letting students work in groups.
CULTURAL AWARENESS AND EXPRESSION (CAE)
It is a pivotal key competence within this area. Its main purpose is the ability to respect and value all cultural and artistic expression, showing interest and gratification.

Table 3. Key Competences (my own creation, 2021)

Source: adapted from *Decreto 108/2014*

4.5. Contents

Along with the development of this didactic proposal, the contents will be explained in the following way:

CONTENTS
SUBJECT CONTENTS
<ul style="list-style-type: none"> - Characteristics of Australia. - Points and lines –Dreamtime (aboriginal art). - Identification of textures and colours. - Creation of instruments. - Interest in observation and study of the environment. - Introduction to research and the use of different resources of information. - Individual and group work responsibility, empathy and intrapersonal skills.

LANGUAGE CONTENTS			
VOCABULARY	GRAMMAR STRUCTURES		
<ul style="list-style-type: none"> ·Australia: island, flag, aborigines, Australian dollar 	Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> ·Animals: koala, kangaroo, dingo, emu, wallaby, ·Instruments: didgeridoo, aboriginal dance ·Places: Sydney Opera, Great reef, Blue Mountains, Uluru ·Other: boomerang, dreamtime, eucalyptus tree 	<ul style="list-style-type: none"> · Present simple: “<i>The boomerang can return to their owner when they throw it...</i>”, “<i>The eucalyptus tree is the most important tree in Australia...</i>” ·Past simple: “<i>When was the Sydney Opera built?</i>” “<i>Which instrument was...?</i>” · Present perfect: “<i>Have you seen this type of animal?</i>” · Imperative form: “<i>Make points</i>”, “<i>Cut this cardboard</i>”... ·Superlative and comparative sentences: “<i>This kangaroo is faster than...</i>”, “<i>The most incredible place is...</i>”... 	<ul style="list-style-type: none"> ·Language to understand instructions: “<i>Read activity one</i>”, “<i>Take notes</i>”, “<i>Look at the picture</i>”... ·Language to ask for clarification: “<i>Could you repeat it, please?</i>”, “<i>Do you understand it?</i>”, “<i>What do you mean?</i>”... ·Language to work cooperatively: “<i>Do you agree?</i>”, “<i>What do you think about it?</i>”... ·Language for oral presentations: “<i>I’m going to introduce/explain...</i>”, “<i>Good morning, my name is...</i>”... 	<ul style="list-style-type: none"> ·Language to express new ideas/opinions. · New language that emerges in the interaction: classmate-teacher and among classmates.

Table 4. Contents (my own creation, 2021)

Source: adapted from *Decreto 108/2014*

4.6. Time planning

The main goal is to learn about Australian culture through its art, as well as to understand and acquire the necessary communicative functions students need in order to learn (listen, speak, read and write) about this topic. Besides, this unit pretends to bring the Anglophone culture closer to the students and invite them to use all the resources around them in an autonomous way both to learn and to communicate in English.

The didactic unit, named as “Travelling artists: Australia” has eight sessions of 45 minutes each.

SYLLABUS ARTS AND CRAFTS PRIMARY SCHOOL

1 ST TERM	YEAR 4
Sept.	Meeting students
Sept.	S.1. Travelling to Australia
Sept.	S.2. History and Dreamtime
Oct.	S.3. Animals
Oct.	S.4. The most important tree
Oct.	S.5. Aboriginal instruments and dances
Oct.	S.6. Incredible places
Nov.	S.7. Who wants to be an Aussie?
Nov.	S.8. Let’s see all we have learnt!
Nov.	The Australian day
Nov. – Dec.	Christmas’ project

Table 5. Planning (my own creation, 2021)

In the following pages, an explanation of each session is included.

SESSION	1	Travelling to Australia	
PHASES OF THE SESSION			Time
ACTIVATION	<p>S1.1. Brainstorming about Australia (the biggest island in the world).</p> <p>The teacher displays a poster on the wall and asks the pupils questions to discover previous knowledge:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do you know what this place is? <input type="checkbox"/> What do you know about this place? <input type="checkbox"/> Which living things can you see in the poster? <input type="checkbox"/> Can you see any instruments? <p>S1.2. Present vocabulary with flashcards and decorate the door.</p> <p>The language assistant practices pronunciation with students. Then, they play vocabulary games and stick the flashcards decorating the door.</p>		10'
			10'
DEVELOPMENT	<p>S1. 3. Passport.</p> <p>Students complete their passport with their name and surnames. Also, they colour the flag and the map. Finally, they do a role-play like if they are at the airport in the passport control, answering some questions. E.g. What is your name? Where are you travelling? For how long?</p>		20'
REVISION	<p>S1. 4. Tribe name.</p> <p>Students have to decide which will be their group name during this trip. As they are settled in groups of four, they have to reach an agreement for a name for this Australian experience.</p>		5'
ATTENTION TO DIVERSITY	Heterogeneous pairs/groups. Visual support, instructive text model, key vocabulary, useful language.	MATERIALS/RESOURCES	Flashcards, passport, paper, colours. Language assistant is during the session.

Table 6. Session 1 (my own creation)

SESSION		2		History and Dreamtime	
PHASES OF THE SESSION					Time
ACTIVATION	S2.1. Visual thinking explanation				15'
	The teacher explains through a visual graph the history of Australia. Then, she/he introduces students to the aboriginal art through a video: Dreamtime (4:24).				
	S2. 2. Dreamtime project				20'
DEVELOPMENT	In groups, students practice the technique of dots and lines representing their own aboriginal artworks. The teacher shows some different recreations and students decide their own design using these colours: red, brown, yellow, orange, and white.				
	S2. 3. Display the projects in the “Knowledge corridor”				10'
REVISION	Students describe their representations and display them in the corridor, creating a space that serves as a makeshift gallery for the children’s work.				
ATTENTION TO DIVERSITY	Heterogeneous pairs/groups.		MATERIALS/RESOURCES	Video link:	
	Visual support, instructive text model, key vocabulary, useful language.			https://www.youtube.com/watch?v=tXxuOF0qMss&t=1s	
Fast-finishe rs can decorate stones				Cardboard, watercolours, cotton sticks, straws.	

Table 7. Session 2 (my own creation)

SESSION	3	Australian Animals	
PHASES OF THE SESSION			Time
ACTIVATION	<p>S3.1. Matching real pictures of footprints with their animals.</p> <p>Through the cooperative technique think-pair-share, students resolve a worksheet and discover the most important animals in Australia (emu, koala, kangaroo...). Process:</p> <p style="text-align: center;">1st: think individually</p> <p style="text-align: center;">2nd: with a partner, discuss your answers.</p> <p style="text-align: center;">3rd: share your results with the whole class.</p>		15'
	DEVELOPMENT	<p>S3. 2. Create a three-dimensional koala.</p> <p>Students learn about this animal and create one with modeling clay. Individually, they represent this typical animal. Thanks to this activity, students practice the parts of an animal's body (eyes, ears, nose, arms, legs, fur...).</p>	
REVISION		<p>S3. 3. Creative moment.</p> <p>Students have this time to experiment, to be creative, to imagine, and to create an animal. The teacher includes words related to body parts that the koala has not got, such as wings, scales, or whiskers.</p>	
ATTENTION TO DIVERSITY	Heterogeneous pairs/groups. Visual support, instructive text model, key vocabulary, useful language.	MATERIALS/RESOURCES	Modeling clay (different colours). Language assistant is during the session.

Table 8. Session 3 (my own creation)

Students are asked to look information about the eucalyptus tree at home.

SESSION	4	The most important tree: the eucalyptus	
PHASES OF THE SESSION			Time
ACTIVATION	S4.1. Discovering the eucalyptus tree		15'
	Students have been watching some videos at home or at the school library and taking notes to learn about the Eucalyptus tree. To facilitate the task, a list of questions is provided. Thus, the lesson starts with the students working cooperatively in small groups. They share ideas and fulfill a mind-map.		
	S4. 2. Our own eucalyptus		20'
DEVELOPMENT	In groups, students create the representation of a eucalyptus using different textures and colours. Then, they present to the rest of the class describing their outcome. The results will be displayed in the knowledge corridor.		
	S4. 3. Present your creation to the rest of the groups.		10'
REVISION	Following the steps presented below: name of the group, materials, steps, work in group, and results.		
ATTENTION TO DIVERSITY	Heterogeneous pairs/groups.	MATERIALS/RESOURCES	Cardboard, paper, modeling clay, colours, crayons, paints, scissors, glue...
	Visual support, instructive text model, key vocabulary, useful language.		

Table 9. Session 4 (my own creation)

Students are asked to bring recycled paper rolls from home to class for the next day.

SESSION	5	Aboriginal instruments and dances		
PHASES OF THE SESSION			Time	
ACTIVATION	S5.1. A special guest in class		15'	
	A musician (family member or someone related to the school) is invited to class to present and show how to play all the typical instruments from Australia (specially the didgeridoo).			
	DEVELOPMENT	S5. 2. A didgeridoo		20'
Students create an instrument with recycled paper rolls. First, they do a design and then they paint the paper rolls and create the instrument.				
REVISION	S5. 3. Aboriginal dance		10'	
	#theAboriginechallenge			
ATTENTION TO DIVERSITY		Heterogeneous pairs/groups. Visual support, instructive text model, key vocabulary, useful language.	MATERIALS/ RESOURCES	Recycled materials, colours, scissors, glue, and paper. Language assistant is during the session.

Table 10. Session 5 (my own creation)

Students are asked to watch videos about incredible places in Australia at home or in the library.

SESSION		6		Incredible places – Learning stations	
PHASES OF THE SESSION				Time	
ATTENTION TO DIVERSITY	Heterogeneous pairs/groups. Visual support, key vocabulary, useful language.	MATERIALS/ RESOURCES	Modeling clay, chopsticks, puzzle, paper, colours, and kahoot flashcards.	S6.1. Let's talk together!	
				Students have been watching videos at home or in the library about different locations in Australia (Sydney, Great Reef, Uluru...) and they have also been asking their families about them. The teacher displays on the board two landscapes each time and asks the students to describe each one, to compare, to make predictions, and to elicit causes about why they are special.	
				15'	
S6. 2. Learning stations.				20'	
Students work in small groups to perform different activities and demonstrate the knowledge learned during their research and the explanation in class. Each station lasts for seven minutes. As soon as the timer goes off, students have to move to a different station.					
Sydney station: students represent the famous building with modeling clay and chopsticks.					
Great reef station: students recreate animals and plants of the Great Reef (animals and plants have to be different, they cannot be repeated)					
Uluru and Blue mountains station: students resolve a puzzle containing both places that are unique in the world.					
S6. 3. Answering a quiz				10'	
Students answer a test using the application Kahoot! Then, the solutions are revised together.					

Table 11. Session 6 (my own creation)

SESSION		7		Who wants to be an Aussie?	
PHASES OF THE SESSION					Time
ACTIVATION	S7.1. Story time!				15'
	Students read a story about the M&Ms in Australia to revise all they have learnt. Then, the teacher displays a Plickers questionnaire on the digital board and students answer it using Plickers-cards. Finally, the solutions are revised together.				
	DEVELOPMENT				
REVISION	S7. 2. Quiz: “Who wants to be an Aussie?”				20'
	The teacher prepares the script of the role play “Who wants to be an Aussie?” based on the idea of the television program “Who wants to be a millionaire?” In groups, students choose one of the topics learnt about Australia (animals, instruments, eucalyptus...) and prepare their representation.				
	REVISION				
ATTENTION TO DIVERSITY	S7. 3. Role play				10'
	Students then complete the worksheet of the role play. This document helps them learn their part of the role play and to practice it at home. During a speaking session (English subject), they will record and create a video.				
	ATTENTION TO DIVERSITY				
ATTENTION TO DIVERSITY		Heterogeneous pairs/groups. Visual support, key vocabulary, useful language.	MATERIALS/RESOURCES		Plickers’ flashcards, script for the quiz, camera, and computer. Language assistant is during the session.

Table 12. Session 7 (my own creation)

SESSION		8		Let's see all we have learnt!	
PHASES OF THE SESSION				Time	
ACTIVATION	S8.1. Assembly				15'
	Students in assembly express their opinions and feelings about this didactic unit				
	DEVELOPMENT	S8. 2. A campaign to travel to Australia			
Students create a poster to promote travelling to Australia. Students design an advertising spot of Australia using their imagination and the content learnt.					
REVISION		S8. 3. Self-assessment and reflection			
	To conclude the didactic unit, students complete self-assessment grids regarding content and language acquired throughout the lesson.				
	ATTENTION TO DIVERSITY	Heterogeneous pairs/groups.		MATERIALS/ RESOURCES	Paper, pencils, colours, and self-assessment grids.
Visual support, key vocabulary, useful language.					

Table 13. Session 8 (my own creation)

4.7. Methodology

As far as the methodological aspects mentioned in *Decreto 108/2014* are considered, it is important to mention that the methodological decisions taken into account in any educative context will guide the teaching and learning process. Therefore, the methodology also contributes to reducing the learning difficulties and improving the quality of the results. When planning, it should be taken into consideration students' needs and interests as well as working in consonance with other subjects in order to achieve an integral education. Consequently, as there are a wide variety of methodologies, there is not a valid method, but plenty, as teachers will implement a different one according to their students' needs and learning styles; this is named as multiplicity principle. Thus, the methodology must be globalised along the whole Primary Education to take out the highest potential of all of the students. In this didactic proposal, several methodologies were implemented in order to benefit the development of every student. This aspect will be explained in more detail below.

Within the Arts and Crafts area, the main aim is to promote artistic abilities and let students communicate themselves creatively, while at the same time, they interact successfully in English. For this reason, following LOMCE, the methodology implemented is the Communicative Approach, as it comprises the four basic skills (listening, speaking, reading, and writing). Therefore, the objective is to develop the communicative competences set in *LOMCE*, in which the content of the message is more significant than the way in which it has been conveyed. Moreover, *Real Decreto 126/2014*, which states the teaching requirements for Primary Education nationwide, explains five subcompetences within the Communicative Competence. Those competences are briefly explained below:

1. Grammatical Competence is based on the linguistic skill of a learner and his/her capacity to use the language according to the rules of each linguistic system. In this sense, linguistic games facilitate the acquisition of this competence.
2. Sociolinguistic Competence is the ability to use the appropriate language and its adequacy depending on the situation. Dialogues, recreating real situations, and role-play games are some activities that can be implemented.
3. Sociocultural Competence is the ability to distinguish and respect cultural aspects about the topic. Games and activities that already exist in the Anglo-Saxon culture can be used, such as Dreamtime technique and aboriginal dances, among others.

4. Discourse Competence is the ability to adapt communication according to the context, including specific situations and interlocutors. For example, communicative games are a good option.

5. Strategic Competence is the ability to devote attention to verbal and non-verbal communication to understand messages correctly. Specifically, tasks based on imitation and expressions can develop this competence.

Furthermore, the students are always the point of interest in the teaching-learning process and the role of teachers is developing students' communicative competence. When using a method that has as a goal the achievement of this competence, it must be taken into account these three principles:

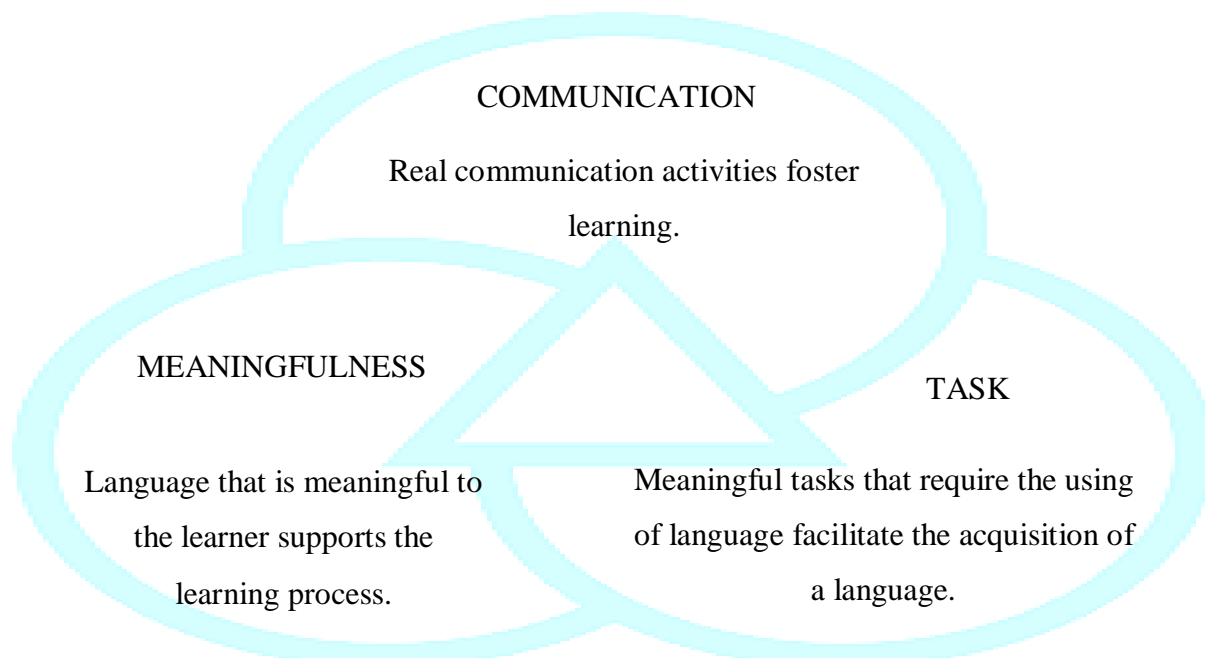


Figure 4. Communicative competence. (my own creation)

The methodologies explained in the theoretical section are the ones implemented in this didactic proposal. Furthermore, an important aspect is that this didactic unit follows the Natural Order Acquisition Approach by Krashen which states that learners can acquire a second language following the same process they followed when learning their mother tongue. In order to achieve this goal, 4th grade pupils work on oral skills first, which means that sessions are more focused on listening and speaking, and then written skills are implemented progressively. Therefore, at the end of the seventh session, students will have practiced the four basic skills. To conclude, the eighth session will be focused on revision, including self-evaluation. As it can now be stated, since the didactic unit is addressed for 4th

grade learners, more importance was given to the practice of oral skills over written skills, as it is highlighted in LOMCE.

Finally, it is important to clarify that the characters in the story are the M&M's friends. These colourful button-shaped figures were chosen because they allow the students to personify each linguistic skill and hence to attribute a name to them, which will motivate them and also facilitate the comprehension of each skill. Their names are: Lisa Listening, Sam Speaking, Rae Reading and Will Writing. The M&M's are the linking items among units and guide students in their acquisition of new input. The idea is that these characters will always appear in the story for each didactic unit. Additionally, in the activities they set examples and stimulate students in their learning of a L2.

4.8. Resources and materials

As far as human resources are concerned, apart from the teacher responsible for the subject, there is a language assistant (henceforth, LA) at school that will attend some sessions. The role of the LA is to motivate students to use English in class, to help them in pronunciation, and to explain different aspects of their culture.

Besides, when planning activities, one of the most important considerations taken into account is the students' grouping. Following Harmer's (2007) considerations, it will be explained the different ways of arranging students as they will be grouped depending on the activity and the goals in order to get the maximum profit.

- Lockstep: this group method is used when the whole class works with the teacher at the same time. Therefore, the teacher normally controls and assesses students. It is a perfect way to attract students' attention and working with drills, giving instructions as well as feedback. For instance, I will implement it when we practice the reading skill in the storybook.
- Pair work: this type of grouping method increases the amount of pupils' practice and encourages cooperation. I implement this group, above all, in the revision stage to consolidate the new concepts. It is important to mention that groups must be flexible and they will rather be heterogeneous in both ability and gender.

- Group work: as in pair work, groups are flexible and heterogeneous. It has huge educative potential in many different aspects: it reinforces cooperation and it fosters the use of the language and communicative skills and it creates a relaxed atmosphere to work in. I implement it in the development stage to create a pleasant learning environment in which mistakes are part of the learning process. When performing cooperative learning structures, students work in groups that are arranged with four students. Children with different interests, abilities, and motivations are mixed. This type of grouping is used in the presentation stage to remember the vocabulary of the unit. Students encourage their students and they use positive feedback to complete the task together.
- Individual study: it increases the students' autonomy when internalising what they are learning. We will use this kind of grouping specially in writing and reading activities, which demand and require more concentration and silence.

Regarding the layout, the class is organised in groups of four, as it offers good visibility among students as well as some space in the centre to develop other activities such as cooperative groups and songs, among others. Besides, the furniture of the class will be located different corners such as: the library corner where all the storybooks and works practiced in class will be available for students as well as books according to their age and interests; the computer corner with a projector and digital board to go online; the games corner, where students will find board games and card games, among others and the exhibition corner, where all the works will be exposed in order to create a personal area and to decorate the school.

As for the materials used, I have designed all the activities taking into account not only the age of my students, but also their interests and characteristics. The result is a wide range of activities whose main purpose is to foster motivation and curiosity and help students to develop and improve their communicative competence.

4.9. Transversality and interdisciplinary

According to LOMCE, there is a necessity of globalising all subjects in order to achieve an integral and global learning process. Apart from using prior knowledge from this area, this didactic unit works in other curricular areas such as English. In the Spanish

educational system, English is the language that has to be implemented in Arts. As a consequence, students become more fluent and improve their communicative skills (listening, speaking, reading, and writing). Science is also connected with this didactic unit, as the cultural component is focused on a country and on their cultural characteristics including places and wildlife. Finally, Arts and Music will always be taught together, as both of them are the main components of the artistic education and in the curriculum they are included in the same syllabus.

4.10. Evaluation

Evaluation has to be clear since the beginning. A common definition of evaluation is: “the process of determining to what extent the educational objectives are actually being realised” (Tyler, 1950, p. 69). As far as the OCDE (2013) is concerned, effective assessment creates synergies between assessment components in order to generate greater learning impact than individual components by fitting purpose, building on connectedness, emphasising on learning evidence, and preventing unnecessary load. On those definitions, the importance of carrying out the assessment in different levels has been highlighted as a potential benefit. It is significant that teachers base their assessment not only on students’ mastery of the content, but also on their attitudes and competences. Therefore, during the assessment process, the teacher will consider content acquisition, attitude and autonomy, order and cleaning, social skills, motivation and interest in the development of the sessions, and use of English as a vehicle of communication. To register data during the sessions, the teacher will use observation as well as registers (written and recorded).

According to *Real Decreto 126/2014*, the evaluation criteria are the specific items to assess the students’ progress in a particular didactic unit. They have to include the content that needs to be evaluated and the objectives students must attain in both knowledge and competences. In other words, these criteria include everything that the student needs to achieve in each area. In the light of this, the *Orden 89/2014* from 9th December establishes the official evaluation documents and also determines the general progression for Primary Education in the Valencian Community. The evaluation criteria are also specify by learning outcomes that help teachers in the clarification process of stating the content of each area for which every student has to be assessed. Those learning outcomes have to be easily observed, measured, and evaluated. Also, they allow the teacher to graduate the performance or attainment reached. The following criteria have been adjusted to the didactic unit.

EVALUATION CRITERIA	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS			
		0 Not achieved	1 The minimum required	2 In progress	3 Already Achieved
1. To learn about Australia and identify curiosities regarding its culture.	The student recognises the main characteristics of Australia and identifies cultural aspects.	The student cannot identify any characteristics about Australia.	The student can identify the flag and location of the country.	The student can identify the flag, location, history, animals, and aborigines but sometimes he/she is not able to explain them.	The student can identify and explain the characteristics of Australia, including flag, location, history, animals, and aborigines.
2. To use artistic techniques.	The artworks show that the student knows how to implement diverse artistic techniques.	The artworks show that the student shows difficulties to implement artistic techniques.	The artworks show that the student sometimes implements artistic techniques.	The artworks show that the student often implements artistic techniques.	The artworks show that the student always implements correctly the artistic technique explained.
3. To differentiate animals' footprints.	The student identifies the footprints of local animals.	The student cannot recognise any footprint.	The student can recognise half of the footprints.	The student can recognise almost all the footprints.	The student can recognise all the footprints.
4. To recognise dances, plants, and places.	The student differentiates the typical Australian characteristics related to dances, plants, and places.	The student cannot differentiate any characteristics about Australia.	The student can differentiate the aboriginal dance, the eucalyptus, and one place in Australia.	The student can differentiate the aboriginal dance, the eucalyptus, and two places in Australia and also explain some of them.	The student can differentiate the aboriginal dance, the eucalyptus and all the places in Australia and also can explain them.
5. To acquire skills for expressing their feelings.	The student expresses his/her emotions in English.	The student does not participate in class activities.	The student participates in a few class activities.	The student participates in some class activities.	The student participates in all class activities.
6. To cultivate values and habits of respect to the natural environment.	The student shows care about the environment.	The student works with no care or attention.	The student works with minimal care and respect.	The student works with good care and respect.	The student works with exceptional care and respect.
7. To develop social skills and work cooperatively.	The student works cooperatively developing social skills.	The student shows lack of effort and cooperation with the group.	The student shows minimal effort and cooperation with the group	The student shows good effort and cooperates with the group.	The student shows exceptional effort and cooperates with the group.

Table 14. Evaluation criteria (my own creation)

Regarding the types of assessment and instruments, an initial evaluation will take place at the beginning of each session to check how much the students can remember or already know. It will be carried out as a warm-up. Then, the continuous/formative evaluation is carried out throughout the whole didactic unit. Students will be evaluated on their progress in order to design and include follow-up activities when necessary, and teachers should also evaluate themselves to constantly improve their teaching practice. Once the didactic proposal is finished, students will complete a target evaluation with the content learnt. They have to think about the different items and colour the one they believe that represents their level of comprehension, being 1 excellent and 5 poor.

**On a scale of 1 to 5 – where 1 is excellent and 5 is poor –
please rate the following aspects of the event**

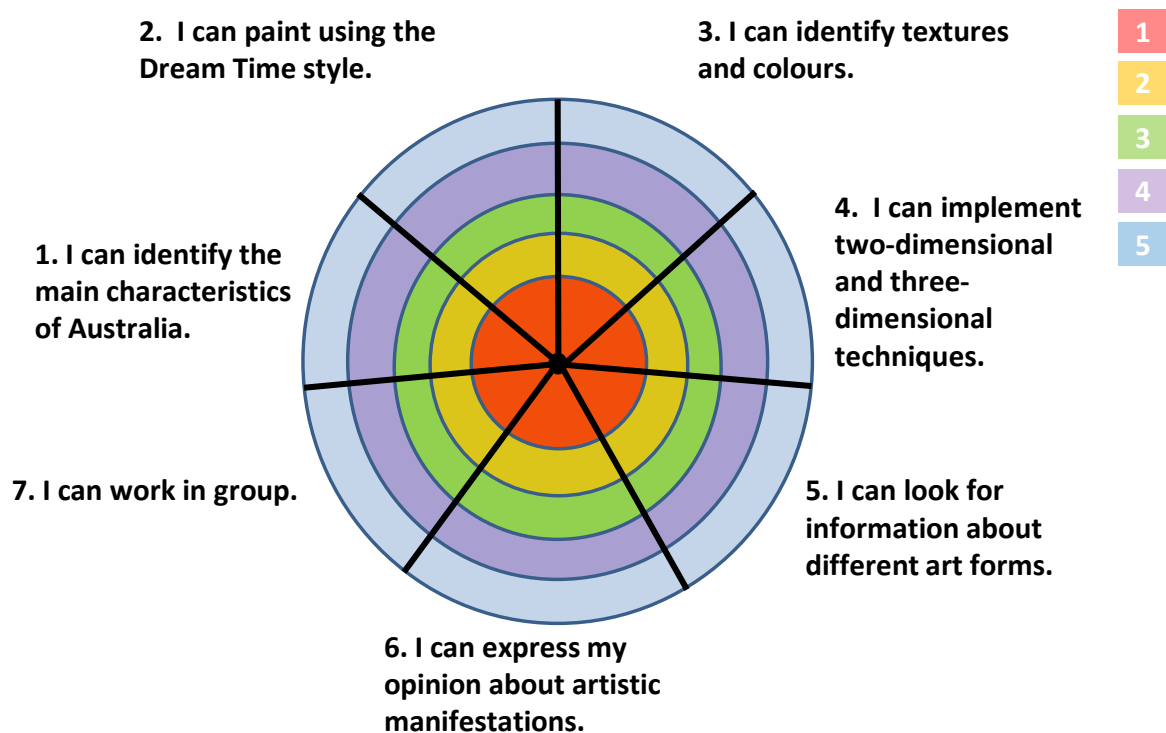


Figure 5. Target evaluation.

Source: https://docs.google.com/presentation/d/1kxV5zLDKJE-KhEFFRUZG2WU2cJPpZIH2JP06ih_vNSE/edit#slide=id.p3

Moreover, the teacher completes a self-assessment and reflects on how the didactic unit has been developed.

TEACHER'S SELF-ASSESSMENT	YES	NO
<p>PERSONAL ASPECTS</p> <ol style="list-style-type: none"> 1. I prepared and planned each session. 2. I pre-taught vocabulary to determine prior knowledge in relation to the context we are going to work. 3. I checked that all the students had understood the explanations. 4. I attended all my students' needs and difficulties. 5. I used the time efficiently. 6. I registered students' participation <p>DIDACTIC UNITS</p> <ol style="list-style-type: none"> 1. The objectives of the unit are realistic and were carried out. 2. Students were involved in the teaching-learning process. 3. Students practiced the four linguistic skills. 4. The level of difficulty was adequate. 5. The topic was interesting for the students. <p>MATERIALS</p> <ol style="list-style-type: none"> 1. The materials were appropriate. 2. Any modifications needed. Explain: 3. Great ideas during the development of the sessions. 		

Table 15. Teacher's self-assessment. (my own creation).

With regard to the activities implemented, those related to oral skills will be evaluated through direct and systematic observation. Besides, we use Plickers, which is an app that allows teachers to register all their students' answers and scan them with a smartphone, obtaining immediate feedback. Furthermore, there is an eTwinning activity at the end of every didactic unit. Through this final task, in which every linguistic skill is practiced, students will show if they have understood the contents of the didactic unit. Finally, all the projects will be included in the *European Language Portfolio* (ELP) that is a personal document for the self-assessment of language competences where you can register and think about your experience when learning languages.

In conclusion, it is important to highlight that units are flexible and their main aim is to be adequate to the students' needs and interests. Thanks to the assessment of the teaching learning-process, the effectiveness of the education is guaranteed, and the progress of every learner is recorded.

4.11. Reinforcement and extension activities

Focusing on the new approach based on competences, once the system of indicators and standards is established, students will work on them as well as they will be assessed in different times along the course and the didactic units implemented in each subject. Proposed by *LOMCE 8/2013*, that is the way a continuous evaluation process should be done. As a matter of fact, reinforcement and extension activities emerge as a strategy to accomplish the objectives proposed in each didactic unit and to adapt the content to different learning styles. Before explaining these types of activities, it is important to highlight a relevant aspect within this didactic proposal: most of the activities proposed are implemented in groups. Therefore, students will normally finish at the same time and it will not be necessary to implement adaptations. However, in the activities focused on written skills, three different levels of proficiency will be taken into account: desired, supporting, and advanced level students. The desired level of student is appropriate according to their chronological age, so the activities and methodology designed are suitable for them.

However, I will provide extra help activities to the supporting level students as they have a lower level of comprehension in this area. The reinforcement worksheet consists of simplifying the language used in order to achieve the objectives set in each didactic unit. As far as the advanced level students are concerned, I have also designed some measures to guarantee a quality education among them. In this case, those students have a higher level in English, so their extension worksheets include new structures in order to foster their curiosity and intrinsic motivation.

Besides, there are extension activities for fast-finishers students, in which students can do extra activities to enhance their knowledge. These activities will be also corrected because otherwise the students may resent the fact that their extra work has been ignored. At the end of the session, students are free to get an activity from the Arts corner and do an activity related to the skills practised in this unit. This idea is similar to the 'I'm done jar' with the

characteristic that includes different artistic ideas. Also, students are free to go to the library corner and create stories.

To conclude, once the teacher implements these kinds of activities and measures, students' capabilities and skills will improve. Also, educators will achieve the goal of developing the communicative competence and artistic skills among all the students, which is the main aim in this area as set in *LOMCE*.

5. CONCLUSION

It is universally acknowledged that education is the key to developing the essential strategies that foster a passion to learn, and within the area of Arts and Crafts, if teachers implement CLIL, they can provide students with an integral education. That is why educators play a relevant role in facilitating the development of globalisation and inclusion in terms of respect and tolerance for others, opening the doors to knowledge, and empowering people to develop their abilities and skills. With this kind of educational model in which teachers combine knowledge with abilities and values, they enhance curiosity, socialisation, dialogue, and, therefore, students realise that these interesting findings would not have been possible without the contribution of each other.

With regard to this MA dissertation, it allowed me to learn about two outstanding educational aspects: SCM and CLIL. I firmly believe that combining both their result is an excellent opportunity to let students access a quality education. In this case, the main orientation is renovating teaching methods in Primary Education, particularly promoting a critical sense, positive interdependence among students, and creative skills through the subject of Arts and Crafts.

Finally, all the evaluation strategies explained throughout the proposal reveal that this model of education is only the tip of the iceberg of an international educational system based on a method of learning that connects content with English skills. I would like to conclude this proposal stating that students learn when they are involved in the learning experience, and, therefore, the success of the education is in their teachers' hands.

According to this specific didactic unit, I would like to highlight that I have enjoyed designing the proposal as well as investigating facts about Australia. I consider that nowadays we are incredibly fortunate to have so much information within our grasp. Specifically, my intention was to combine the Arts and Crafts subject with the cultural

aspects that involve an English speaking country. As a consequence, Australia was the perfect country to discover due to its characteristics according to art, history, animals, places, environment, and all the content developed in the didactic proposal.

Moreover, I have had the opportunity to implement some sessions with students in 4th grade of Primary Education, and I had the fortune of observing how they enjoyed learning Arts in this way. That confirms to me and to the whole educational environment that the learning process must be improved. Students need to be active in the learning process and there are many educative models, techniques, and approaches that let teachers implement this type of education. Also, the implementation of this proposal helped me to point out some limitations and improvements for future occasions such as the importance of planning materials in advance, knowing whether there is an Arts and Crafts room at the school, LA's timetable to attend all the sessions required, time needed for cleaning, and tidying up, among others.

Another aspect that I was surprised to discover is that my students were not used to evaluating their own progress. Therefore, I strongly believe that teachers have to provide students with the learning opportunities that involve knowing one's level of understanding as well as reflecting on what they are learning. Besides, this must not necessarily always be done through a rubric, but it can also be carried out in an assembly, debate, or only leaving a few minutes at the beginning or at the end of the session and letting students talk to each other, which will be perfect to develop the communicative competence.

Eventually, I would like to sum up remembering an extraordinary quote by Isaac Asimov: "Education isn't something that you can finish". Therefore, teachers need constant adaptation and knowledge about the latest educational researches to incorporate to their teaching experience and, as a consequence, benefit each and every student.

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7. APPENDICES


7.2. Session 1. Travelling to Australia

ACTIVATION: let's talk!



- Do you know what this place is?
- What do you know about this place?
- Which living things can you see in the poster?
- Can you see any instruments?

DEVELOPMENT: complete the Passport to travel to Australia. Then, do a role-play at the airport.

	<h3>Passport</h3> 	<h3>Personal information</h3> <div data-bbox="804 1536 1050 1805" style="border: 2px solid black; width: 150px; height: 120px; margin-bottom: 10px;"></div> <p>NAME: _____ DATE OF BIRTHDAY: _____ BIRTHPLACE: _____ NATIONALITY: _____ DATE OF ISSUE: _____ SIGNATURE: _____</p> <div data-bbox="1082 1805 1331 1868" style="border: 1px solid black; width: 150px; height: 28px; margin-left: 100px;"></div>
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Role play:

AT THE AIRPORT

PASSENGER: GOOD MORNING!

AGENT: GOOD MORNING. CAN I SEE YOUR PASSPORT, PLEASE?

PASSENGER: HERE YOU ARE!

AGENT: THANK YOU. WHERE ARE YOU GOING?

PASSENGER: I'M GOING TO AUSTRALIA.

AGENT: HERE'S YOUR BOARDING PASS. HAVE A NICE TRIP.

PASSENGER: THANK YOU.



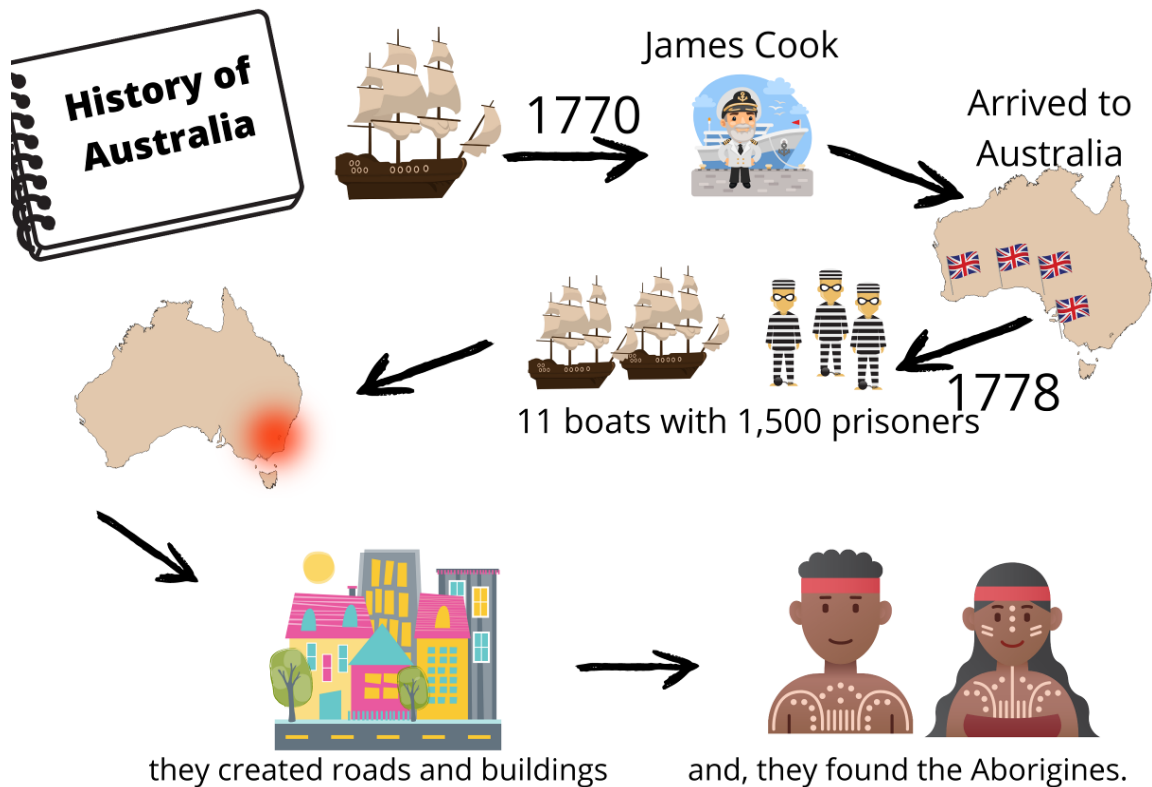
REVISION: in groups, decide a tribe name for this adventure together.



Source: my own creation

7.2. Session 2. History and Dreamtime

ACTIVATION: this visual graph shows the history of Australia.



Watch the video and learn about Dreamtime.

<https://www.youtube.com/watch?v=tXxuOF0qMss>

DEVELOPMENT: in groups, create a painting using the aborigines' technique (doing points and using the typical colours): Dreamtime.



REVISION: explain your creation to the rest of the class and display it on the “Knowledge corridor”.



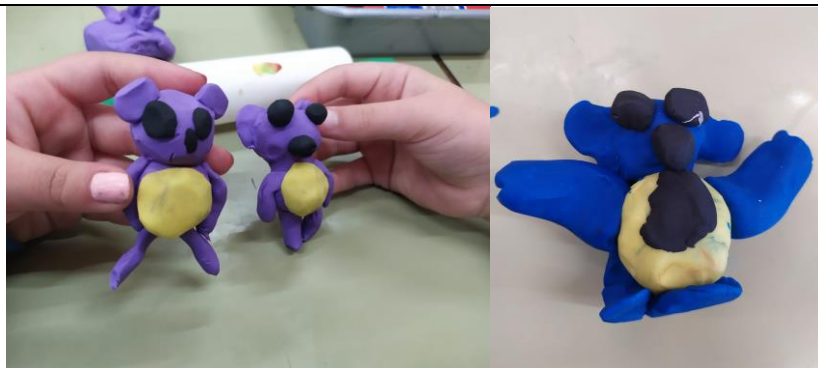
Source: my own creation

7.3. Session 3. Australian animals

ACTIVATION: Think-Pair-Share: match the animals with their real footprints.

<p>KOALA</p> 	
<p>KANGAROO</p> 	<p>TASMANIAN DEVIL</p> 
<p>EMU</p> 	 
	

DEVELOPMENT: with modeling clay, construct a koala. Follow the steps in class (language assistant explains the process).



REVISION: creative moment. Let your imagination and create your own design.



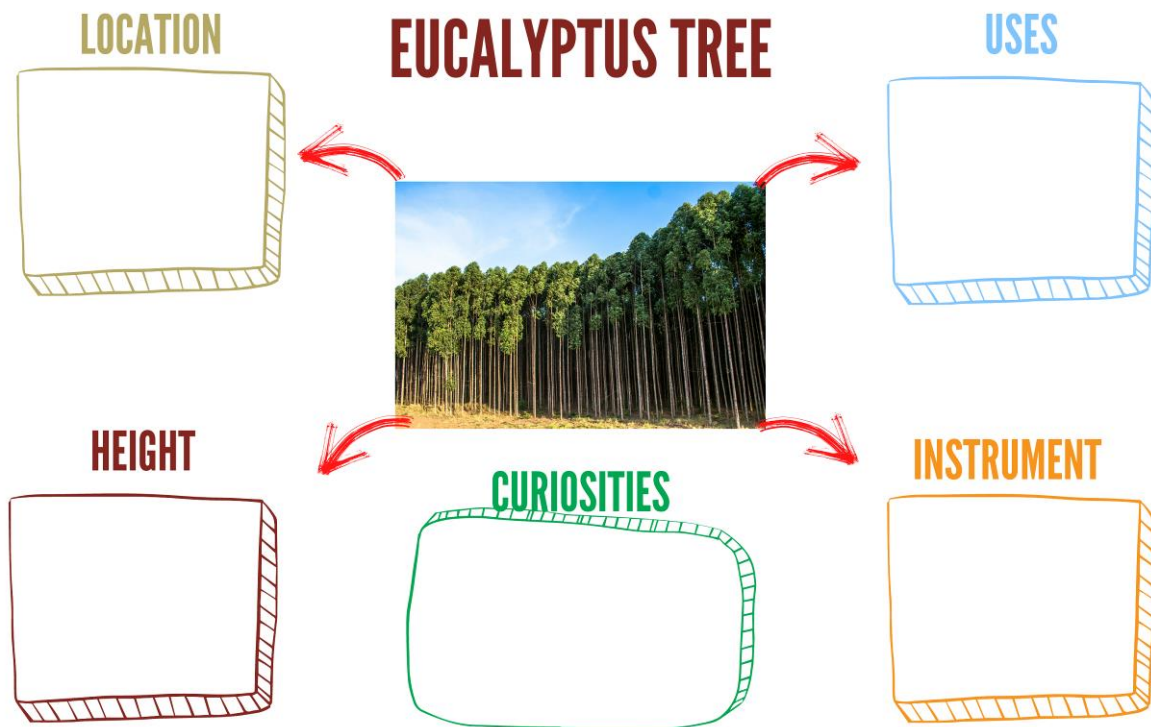
Source: my own creation

7.4. Session 4. The most important tree: the eucalyptus

FLIPPED CLASSROOM: investigate about the eucalyptus tree.

- Where can you find eucalyptus trees in Australia?
- How many meters can these trees grow?
- What are the uses of these trees?
- Can you do an instrument with their trunks?
- Any curiosities?

ACTIVATION: talk about the information they have about their investigation at home. First, working cooperatively in small groups. Then, sharing ideas and fulfilling a mind-map.



More ideas:

DEVELOPMENT: create an eucalyptus tree in groups using different materials.



REVISION: present your creation to the rest of the groups. Following the steps presented below.

Name of the group:

Materials:

Steps:

Work in group:

Results:

Source: my own creation

7.5. Session 5. Aboriginal instruments and dances

ACTIVATION: a musician (family member or someone related to the school) is invited to class to present and show how to play all the typical instruments from Australia (specially the didgeridoo).

DEVELOPMENT: design your own instrument with recycled materials.



REVISION: #theAboriginechallenge. Paint your body with chalk to be authentic aborigines. Listen to an aboriginal song that has the instruments they have learnt and move around the classroom doing the animals the teacher or the classmates say aloud.



Source: my own creation

7.6. Session 6. Incredible places – Learning Stations

ACTIVATION: students have been watching videos at home or in the library about the different places you can find in Australia (Sydney, Great Reef, Uluru...) and also asking families curiosities about them. The teacher displays on the board two landscapes each time and asks the students to describe each one, compare, make predictions, and elicit causes about why they are special.

WHAT MAKES IT SPECIAL?

Describe, compare and explain .



SYDNEY



ULURU

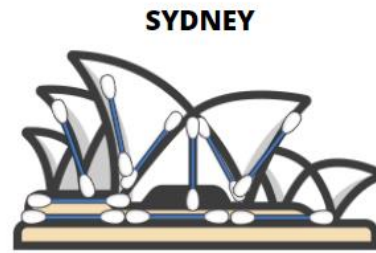


GREAT REEF BARRIER



BLUE MOUNTAINS

DEVELOPMENT: learning stations



REVISION: kahoot

<https://play.kahoot.it/v2/?quizId=e84c6f39-fec2-41ae-9552-3f12a6c10056>

1 - Quiz

Where is the best place to dive?



2 - Quiz

Which place is known as Ayers Rock?



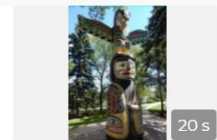
3 - Quiz

Where is the Opera house?



4 - Quiz

Which place have indigenous people living in it?



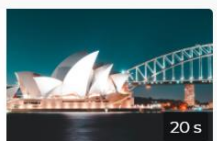
5 - Verdadero o falso

The Great Barrier Reef is around 2,300 kilometres.



6 - Verdadero o falso

More than 2 million people visit the Opera House each year.



Source: my own creation

7.7. Session 7. Who wants to be an Aussie?

ACTIVATION: story



When we arrived to the island, we walked three hours until...



Five months ago, Will set out to find our grandparents. We discovered that they lived in an incredible island called Australia.



They have found a place where there were people and houses.



Will told them that they were Lisa, Sam and Jack and that they came from London. Then, he asked them if they were from the M&M's family.



During the dinner, they asked their grandparents if they could show them which games they played in the past. Grandpa and grandma M&M accepted and they went to their tents to prepare everything.



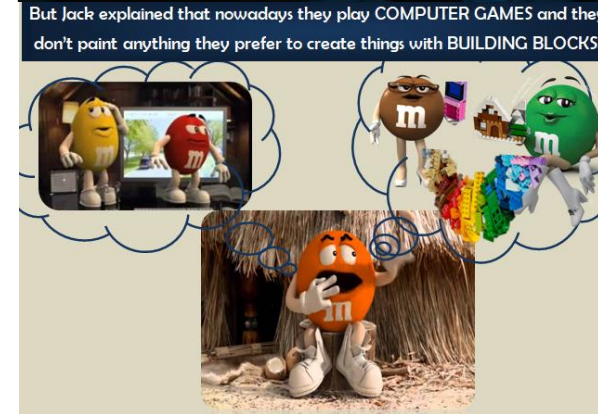
Grandpa M&M hugged their grandchildren and they had a welcome dinner at night.



But Jack explained that nowadays they play COMPUTER GAMES and they don't paint anything they prefer to create things with BUILDING BLOCKS.



In the past, they played with the BOOMERANG. It was made from wood and also they painted it with a technique named DREAMTIME.



In the past, they could not listen to music, but they played the DIDGERIDOO, that is the most typical instrument in Australia.

Now, we can listen to music in YOUTUBE but the M&Ms are interested in collecting things. They have collections of STAMPS and coins.



Grandpa M&M was surprised because they collected STONES. They showed their collections of beach stones and mandala stones.



Thank you for this incredible trip in Australia!

We have enjoyed every moment and we will play new things in London.



After their trip to Australia, Will and Sam think about what will happen in the future.



PLICKERS

ADVANCED

DESIRED

SUPPORTING


1. The M&Ms go to Australia by plane to visit their...

- A. Parents
- B. Friends
- C. English neighbours
- D. Grandparents and cousins

1. The M&Ms go to Australia by plane to visit their...

- A. Parents
- B. Friends
- C. Neighbours
- D. Grandparents

1. The M&Ms go to Australia by plane to visit their...

- A. Parents 
- B. Friends 
- C. Neighbours 
- D. Grandparents 





2. Which instrument did the grandparents listen in the past?

- A. Didgeridoo
- B. Electric guitar
- C. Piano
- D. Youtube

2. Which instrument did the grandparents listen in the past?

- A. Didgeridoo
- B. Guitar
- C. Piano
- D. Youtube

2. Which instrument did the grandparents listen in the past?

- A. Didgeridoo 
- B. Guitar 
- C. Piano 
- D. Youtube 

3. In the past, children played with the boomerang, what do children play now?

A. Books and magazines

B. Computer games and building toys

C. Hide-and-seek and run and touch

D. Stamps and collections

3. In the past, children played with the boomerang, what do children play now?


A. Books


B. Computer games


C. Hide-and-seek


D. Stamps

3. In the past, children played with the boomerang, what do children play now?

A. Books 

B. Computer games 

C. Hide-and-seek 

D. Stamps 

4. in the present, children collect.

A. Stamps

B. Beautiful stones

C. Footballs

D. Small cars

4. In the present, children collect.


A. Stamps


B. Stones


C. Balls


D. Cars

4. In the present, children collect.

A. Stamps 

B. Stones 

C. Balls 

D. Cars 

In the future, the M&M will play with drones and robots.

A. TRUE

B. FALSE

In the future, the M&M will play with drones and robots.

A. TRUE 

B. FALSE 

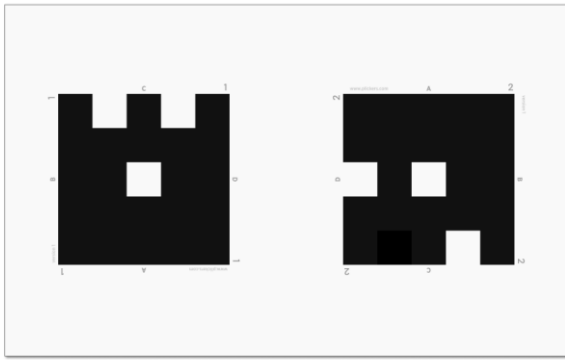
In the future, the M&M will play with drones and robots.

A. TRUE 

B. FALSE 

ANSWERS:
1-D / 2-A / 3-B / 4-A / 5-A

Print Cards



<https://help.plickers.com/hc/en-us/articles/360008948034-Get-Plickers-Cards>

DEVELOPMENT: quiz “Who wants to be an Aussie?”

The teacher prepares the script of the role play “Who wants to be an Aussie?” based on the idea of the television program “Who wants to be a millionaire?”. In groups, students choose one of the topics learnt about Australia (animals, instruments, eucalyptus...) and prepare their representation.

A QUIZ SHOW ABOUT AUSTRALIA

PRESENTERS

REPORTERS

CONTESTANTS

YOUR PEN PALS ARE GOING TO WATCH THE VIDEO



LET'S GO!!!

SCRIPT

Presenter1: Welcome to the most incredible programme: Who wants to be an Aussie?

Presenter2: Today, we have a special edition with a group of Spanish students that are in 4th grade in La Foia - Petrer. They have been studying amazing things about Australia.

Presenter1: Now, we are going to demonstrate what they have learnt during this time. Are you ready? Let's go.

Presenter 2: Good afternoon to everybody! We start with the questions.

Presenter 1: What does the Australian flag look like?

- A. It's green and it has four stars
- B. It's blue and it has six stars.
- C. It's red and it has five stars.
- D. It's orange and black.

Contestant 1: It's option B: It's blue and it has six stars.

Presenter 2: That's right. Very good! Let's know more things about the Australian flag.

ReporterFlag1: Here, we've got an Australian flag made by students that are eight or nine years old. They used recycled materials.

ReporterFlag2: So, you can see that the Australian flag is blue and it has six stars with seven points. This kind of stars is named as Commonwealth

ReporterFlag3: Another interesting fact is that in the upper left corner, you can find the British flag and this is because Australia was colonised by British people in 1788.

ReporterFlag4: Do you know who this flag belongs to?

It belongs to Aborigines. The black colour symbolises the Aborigines. The red is the earth and the yellow circle is the Sun.

Presenter 1: Thank you. Question number two.

Presenter 2: Listen to this instrument. What typical instrument does this sound belong to?

<https://www.youtube.com/watch?v=JEgXAu30yuY>

- A. Guitar
- B. Piano
- C. Triangle
- D. Didgeridoo

Contestant2: It's option D. The didgeridoo.

Presenter 1: Excellent! Let's know more things about this instrument.

ReporterInstrument1: The didgeridoo is an Australian Aboriginal wind musical instrument. It's round and long.

ReporterInstrument2: They are usually made from woods, normally eucalyptus trees. The termites eat the inside of the trunk and they make a hole.

ReporterInstrument3: Also, they are decorated with different colours. You can make your own Didgeridoo with a PVC tube like this one.

ReporterInstrument4: On Friday, the 26th we went to a Didgeridoo concert in our school. Jorge was the musician and he did it incredibly. We enjoyed it so much!

<https://www.youtube.com/watch?v=-rIMpFQ9FX&feature=youtu.be>

Presenter 2: Wow, it was a fantastic afternoon. Question number three.

Presenter 1: Who were the first inhabitants of Australia?

- A. Cowboys.
- B. Indian people.
- C. Aborigines.
- D. British people.

Contestant3: It's option C. Aborigines

Presenter 2: That's right! Let's know more things about them.

ReporterAborigines1: For more than 40,000 years, the Aborigines have lived in Australia. They are nomadic and their homes are usually in caves.

ReporterAborigines2: There were more than 400 Aboriginal tribes, each one with its culture and language. But, in the XXI century, everything has been reduced to 20.

ReporterAborigines3: They are in love with nature and they look after it. They walk without shoes and they have their bodies painted.

ReporterAborigines4: They are proud of their contributions to Australian culture, especially in art and music. They love dancing, painting and playing music.

Presenter 1: Thank you so much! Question number four.

Presenter 1: What animal is it? Let's see a video.

- A. Koala.
- B. Dingo.
- C. Emu
- D. Wallaby

<https://www.youtube.com/watch?v=hZJN5BzKfxk>

Contestant5: It's option D, a wallaby.

Presenter 2: Well down! Let's know more things about animals in Australia.

ReporterAnimals1: A wallaby is like a small kangaroo. They hop and eat grass. You can see wallabies in rural parts of Australia.

ReporterAnimals2: A dingo is a wild dog. Dingoes can live alone or in groups and they are carnivores. You can find dingoes in Australia and in Asia.

ReporterAnimals3: The emu lives only in Australia. Emus are birds but they can't fly. They are covered with feathers. Emus eat grass, fruits, flowers, and insects.

ReporterAnimals4: Koalas are furry but they are not bears! They only eat leaves of gum and they hardly ever drink water.

Presenter 1: There are lots of animals in Australia!!! Thank you, reporters! And, finally, in the last question we are going to make an aboriginal dance.

Presenter 2: The next reporters will make us travel to Australia.

ReporterDance1: Ok, let's watch a video, in which it appears aborigines playing the

didgeridoo and dancing. After that, it will be our turn.

What animal do you think he is doing? (Snake, eagle, emu, kangaroo)

ReporterDance2: Now, are you ready? We must dance around the carpet and whenever we say an animal we have to imitate it. Please, enjoy this activity and feel like an aborigine.

<https://www.youtube.com/watch?v=o1RmWs-qoQI>

ReporterDance3: Now, you have to lie down on the carpet. Close your eyes and be relaxed. We are going to tell a short story.

ReporterDance4: Imagine that you are in Australia and you are with your tribe. It's night time and only the Moon is shining. You feel the breeze by your feet, legs, arms, face and hair... You're really relaxed. Now, open your eyes and give a hug to the people in your tribe and say thank you.

Presenter 1-2: Now, we are Aussies!!!

EVERYBODY: WE LOVE AUSTRALIA!

Presenter 2: That's the end of the programme. See you soon!

REVISION: worksheet.

WHO WANTS TO BE AN AUSSIE?

ROLE: PRESENTER - REPORTER - CONTESTANT

WHAT I HAVE TO SAY:

OPINION ABOUT THE EXPERIENCE:

I LOVE IT.

I LIKE IT.

I DON'T LIKE IT.

I HATE IT.

MAKE A PICTURE.

Source: my own creation

7.8. Session 8. Let's see all we have learnt!

ACTIVATION: students in assembly express their opinions and feelings about this didactic unit.



DEVELOPMENT: a campaign to travel to Australia.






























TRAVEL TO
AUSTRALIA



REVISION: self-assessment and revision.

Student's self-assessment

Grading		Yes, I can do this all the time!
Marks:		I could be doing better at this.
		I can't do this, I need to work harder!

  	I remember the words of the unit.
  	I follow the directions the first time they are given.
  	I recognize the words with the phonemes learnt.
  	I understand a text and I answer the questions.
  	I write a paragraph following a model.
  	I talk about the main topic with my classmates.
  	I raise my hand and I participate everyday in class.
  	I work well with other students.

My favourite part of this unit _____.

I am proud of myself for _____.

I still need help with _____.

The most interesting thing I have learnt about is _____.

My effort was: OK Good Great

Source: my own creation

Appendices are designed using Canva that is a graphic-design website and real images captured in class.