

# Creativity in French

*Innovation happens when existing ideas are brought together or expressed in a new way*

## Knowledge

## Harvest:

- Students will design a rough outline of a house and surrounding area in **groups**.
- On the picture they will write words or phrases that they already know to describe a house, activities you can do inside and outside the house.
- Then, **together**, with the module objectives they will think creatively about what words they could need for the topic in English. More able students can look the translations for these words in a dictionary.



**Adaptable LEADER**

**1. Key question:** To be able to converse on the topic of house and home.

**Skill Development:** Students will be able to present about where they live, describe their house and what they do at home. They will then need to be **creative with their language** and present the same information about another person based on a simple **unseen fact file**.

**Project Outline:** Each lesson students will build up a presentation and by the end of the topic students will be able to present with some aid.

Some may take an **extra risk** and be able to present with limited or no aid. Students will **work together** to practice and prepare their presentation before presenting to the class.

**Suggested duration:** Over the course of half term.

**Exit point:** A speaking task where students present to the class/ teacher.

**2. Key Question:** To be able to complete a reading and listening tasks on the topic of where people live, descriptions of houses and basic activities at home.

**Skill Development:** By the end of the project students will be have completed listening and reading activities on the topic of where people live, descriptions of houses and basic activities at home. They will have worked **creatively** to learn and practise the new vocabulary and **peer assess**.

**Project Outline:** Students will work in **groups and pairs** to learn the new vocabulary. They will then be **creative** in extending their vocabulary and introducing negatives and time into their work.

**Suggested duration:** Over the course of half term.

**Project exit point:** A final reading and listening task.

**3. Key Question :** How do I describe French paintings and give opinions on them?

**Skill Development:** Students will explore French artwork on the topic of house and home. They will work **collaboratively** to use the topic's key vocab to **describe** the pictures and use dictionary skills to find **creative language** to **describe the feelings and emotions** portrayed in the paintings.

**Project Outline:** Students will describe the objects in a famous French painting. Some may be able to describe the painting in enough **detail** that someone who can't see the painting can **draw** a version. They will use dictionary skills to look up new words to portray feeling and emotion.

**Suggested duration:** 2 lessons

**Project exit point:** Students will write a description of a famous French painting. Students will be able to convey their opinions and emotions on the paintings.

**4. Key question:** Can I reflect on the topic of house and home in relation to my developed creativity skills and my academic performance?

**Skill Development:** Students will need to **effectively communicate** with their peers to develop their skills and **help others to develop** theirs. Students will **create tasks** for their peers to complete in order to achieve their EBI.

**Project Outline:** Students will spend time looking over their individual teacher feedback and responding to it. They will then **work with other students** to work on their own EBII and personal improvement and to **help others** achieve their EBIs by **creating a task** for them to complete.

**Suggested duration:** 1 lesson

**Project exit point:** Students will have achieved an EBI and **created a task to help another student** to achieve their EBI.

I take full responsibility for the task so that we all can achieve success.

I work confidently and considerately with others at all times.

I am willing to take the lead and able to adapt to different situations easily.

I like to listen to others and am willing to ask questions to challenge myself and others so we consider different options.

I always review my performance independently and act on the feedback so I improve.

I am willing to do any role within my team to make sure progress is made and that every team member feels supported



**Creative INITIATOR**

I am able to think creatively by generating and exploring a range of different ideas.

I am able to ask challenging questions to extend my thinking and question assumptions.

I am able to connect my own and others ideas in inventive ways to find solutions.

I am able to try out alternatives and adapt ideas as circumstances changes

## Exit

## Point:

Students will be able to converse confidently on the topic of house and home. They will be able to offer peer and self assessment and use this to create a task for their peers and they will have described a French painting.