

INTRODUCTION

“We will introduce a norm for language learning in schools based on the European Union 1 + 2 model - that is we will create the conditions in which every pupil will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.”

Scottish Government manifesto commitment, 2011

RATIONALE OF THE 1+2 PRIMARY PILOT PROJECTS

- To **embed** L2 into the life of the school, and teach it at all levels from P1 to P7
- To use **L2** as much as possible for **classroom interaction** (modelled on the “Immersion approach”), using gesture and expression if necessary
- To create **relevant** and **meaningful** learning contexts for L2 through **interdisciplinary** learning
- To work with practitioners to plan **collaboratively** to ensure **coherence** and **progression** in the language learning experiences provided for all learners

CURRICULUM FOR EXCELLENCE, MODERN LANGUAGES, INTRODUCTORY STATEMENTS

The **1+2 pilot project** is planned around the **three key Introductory Statements** of the CfE Modern Languages (see below). Suggested Learning Experiences align with the **seven Principles of Curriculum Design**, focusing specifically on **progression**, **relevance** and **challenge and enjoyment**.

“Learning a new language encourages pupils and young people to broaden their horizons as they explore the language and its associated culture. Through my learning of a new language:

- *I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages*
- *I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world.*
- *I develop skills that I can use and enjoy in work and leisure throughout my life.”*

CfE Modern Languages Framework

GENERIC PRINCIPLES

Responsibility of All

Literacy, Numeracy and Health and well-being remain the responsibility of all practitioners. Aspects of all three, but particularly literacy, will be a natural part of modern language lessons. Through learning how another language works, pupils can understand their own language better.

The study of another language **plays an important role in all language learning and the development of literacy skills.**

*“**Literacy** is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence”*

Building the Curriculum 1

PLANNING FOR PROGRESSION – P1&P2 / Block 3 – SPANISH

“The open-ended nature of the experiences and outcomes allows for **creativity** and **flexibility** and allows primary teachers to focus on teaching methodologies for **skills development** and for a **deeper understanding** without having to plan for too much content/topic coverage.”
CFE Modern Languages Principles and Practice

The 1+2 pilot projects will provide pupils with a range of meaningful language learning experiences which will allow for early achievement of some or all of the second level outcomes and, in the longer term, opportunities for depth and breadth of learning.

Practitioners are expected to build on prior learning and teaching by revisiting and recycling language previously learned.			
Suggested learning experiences <i>* = refer to Supporting Documents (SD) provided</i>	Suggested learning intentions	Suggested success criteria	How do I assess the learning? Possible evidence
<p>Suggested context for learning (appropriate to age and stage of learners): Paco, the Spanish puppet, has just arrived at the school. He’s been sent to teach pupils about Spain/the Spanish language.</p> <p>Learning colours:</p> <ul style="list-style-type: none"> - With Paco’s help, teach 1 or more colour(s) per session using Colour flashcards*(SD1) depending on how you get on. Associate each colour with a <u>gesture</u>. - Make a gesture and pupils have to say the colour it relates to out loud. You can also do a series of gesture, and they have to come up with a series of colours. - Refer to ACTIVITY 1- SUGGESTED SONG* (SD2) (El arcoiris) for a song to practice colours. - Refer to ACTIVITY 2-SUGGESTED IDL* (SD3) (“Azul y amarillo, ¿obtaines?”) to work on mixing primary colours. <p>Learning phrase “It is....”</p> <ul style="list-style-type: none"> - “Find the colour” game* (SD4): teacher says a colour and pupils have to go and point to/touch an object of that colour in the room, saying aloud esto es amarillo/esto es azul, etc. - Paco shows pupils card with colour and asks ¿esto es azul? Pupils have to answer si or no. Paco makes deliberate mistakes. Pupils can play game in pairs at their table. <p>Learning phrases “I like/I don’t like”</p>	<p style="color: red;">I will learn to respond appropriately to daily classroom routines and instructions in L2 which may be accompanied by gesture and expression. MLAN 2-01b</p> <p style="color: blue;">I will learn to explore the patterns and sounds of L2 and make comparisons and connections between sound patterns in different languages. MLAN 2-07a</p> <p style="color: green;">I will learn about social conventions when listening and talking with others.</p>	<p style="color: red;">I can use and/or demonstrate my understanding of words and phrases such as <i>¿de qué color es?, escucha, busca</i>, when talking with my teacher and with others. MLAN 2-01c</p> <p style="color: blue;">Through discussion, songs and rhymes such as <i>El arcoiris</i>, I can show understanding and enjoyment, on my own and/or with others, by listening, joining in and responding. MLAN 2-05a (refer to Activity 1)</p> <p style="color: blue;">I can use appropriate intonation when asking and answering questions and my pronunciation will become increasingly accurate and easily understood by others MLAN 2-05a</p> <p style="color: green;">I can demonstrate awareness of when to listen and when to</p>	<p style="color: red;">Do: Taking part in simple games and activities using phrases and words from L2 Do: React appropriately to classroom instructions</p> <p style="color: blue;">Say: Singing song at Assembly Say/Do: Recording song being sung to post on school website or send to partner school in Spain</p> <p style="color: blue;">Say/write: peer assess and feedback on pronunciation, etc.</p> <p style="color: green;">Make/write: a short film clip of pupils demonstrating turn taking / teacher observation when</p>

<p>- Me gusta el rojo/el azul* (SD5): teach Me gusta follow by any colour and putting a « heart » near the colour red/blue, etc. and doing a heart gesture. Ask the pupils ¿Te gusta...? (do you like...?) and get them to place the heart themselves. Pupils repeat the sentence making the heart gesture. Do the same with No me gusta... (I don't like)</p> <p>- Play a game of Chinese whispers (el teléfono escacharrado) with your pupils, with sentences starting with Me gusta el... / no me gusta el...</p> <p>Learning to ask for a colour</p> <p>- El azul por favor. (the blue, please). Encourage pupils to ask for a specific colour (pen, pencils, paint, paper, object, etc.) in the target language as much as possible during expressive arts activities or construction, at golden time. Play a quick game in pairs: give 4 colour objects/pens to each pair. One pupil has to ask for a colour, e.g. el verde por favor, and his/her partner has to give him it, then they swap.</p>	<p>I will learn new words in L2 relevant to specific contexts such as colours and likes and dislikes.</p> <p>I will become aware of other cultures, and traditions through the study of relevant materials in L2. MLAN 2-09a</p>	<p>talk. MLAN 2 – 03a</p> <p>I can share information about myself using new words in L2 such as <i>Me gusta el rojo, No me gusta el azul</i> MLAN 2 – 03a</p> <p>I can use and/or demonstrate my understanding of colours in L2 when talking with my teacher and with others. MLAN 2-01c</p> <p>I can draw on my knowledge of expressive arts to use L2 to predict the result of mixing primary colours together. (refer to Activity 2)</p> <p>I can sing a Spanish song such as <i>El arcoiris</i> (refer to Activity 1)</p>	<p>participating in role plays/games in L2</p> <p>Say: Taking part in simple dialogues with a partner. Do: Recording the dialogues</p> <p>Do: Taking part in games and activities using colours in L2 Say/Do: Recording pupils practicing colours Do: Pupils participate and lead the IDL activity 2 Make: a colour chart in L2</p> <p>Do: Singing song at Assembly Do: Recording the song and post on school website or send to partner school in Spain</p>
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ACTIVITY 1 - SUGGESTED SONG / P1&P2 / Block 3 – SPANISH

Learners will familiarise themselves with a Spanish song such as « **EL ARCOIRIS** » (the Rainbow song), learn the words and sing along to the tune.

<p>Learning Intentions</p> <ul style="list-style-type: none"> - I will learn to sing a Spanish song. - I will learn to identify the 7 colours of the rainbow in L2 <p>Success Criteria</p> <ul style="list-style-type: none"> - I can sing along to a song such as <i>El arcoiris</i> and share it with others. - I can identify and name the 7 colours of the rainbow in L2 <p>Possible Evidence</p> <ul style="list-style-type: none"> - Say: Singing song at Assembly - Do: Recording song to post on school website or send to partner school in Spain. - Make: a colourful wall display to illustrate the song 	<p>Suggested learning experiences</p> <ul style="list-style-type: none"> - Play the song. Pupils put their hand up when they recognise a word - Play song with words projected on board. Ask pupils to identify cognate words - Hand out a colour card or flag to each pupil. As song is sung, pupils have to raise their card or wave their flag each time they hear their colour. Pupils can then sort themselves into colour groups and song is played again with each group standing up and waving their colour each time it is heard (as in a football match) <p>Resources/Support</p> <ul style="list-style-type: none"> - PL CD-ROMs for recording of the song - a PPT document with recorded Key Language - Colour Flashcards - On-going e-mail support from the LFEE team 	<p>Key Language</p> <table border="0"> <tr> <td>Ahora, una canción</td> <td>Now, a song</td> </tr> <tr> <td>La canción se llama...</td> <td>The song is called...</td> </tr> <tr> <td>El arcoiris</td> <td>The rainbow</td> </tr> <tr> <td>Escuchad</td> <td>Listen (group)</td> </tr> <tr> <td>Repetid</td> <td>Repeat (group)</td> </tr> <tr> <td>Cantad</td> <td>Sing (group)</td> </tr> <tr> <td>Otra vez</td> <td>Again</td> </tr> <tr> <td>¿Otra vez?</td> <td>Again?</td> </tr> <tr> <td>¿Qué color es?</td> <td>What colour is it?</td> </tr> <tr> <td>Rojo</td> <td>Red</td> </tr> <tr> <td>Naranja</td> <td>Orange</td> </tr> <tr> <td>Amarillo</td> <td>Yellow</td> </tr> <tr> <td>Verde</td> <td>Green</td> </tr> <tr> <td>Azul</td> <td>Blue</td> </tr> <tr> <td>Morado</td> <td>Purple</td> </tr> <tr> <td>¡Cuánta luz!</td> <td>How much light!</td> </tr> <tr> <td>Seis colores veo yo y ves tú.</td> <td>I see six colours and you too.</td> </tr> </table> <p>http://www.youtube.com/watch?v=b7LydHeE57I</p>	Ahora, una canción	Now, a song	La canción se llama...	The song is called...	El arcoiris	The rainbow	Escuchad	Listen (group)	Repetid	Repeat (group)	Cantad	Sing (group)	Otra vez	Again	¿Otra vez?	Again?	¿Qué color es?	What colour is it?	Rojo	Red	Naranja	Orange	Amarillo	Yellow	Verde	Green	Azul	Blue	Morado	Purple	¡Cuánta luz!	How much light!	Seis colores veo yo y ves tú.	I see six colours and you too.
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<p>Challenge & Application (relevant to age and stage of learners)</p> <ul style="list-style-type: none"> • Create gestures/choreography to demonstrate the song • Think, pair, share to compare the song to a similar song in English • Make a colour chart in L2 • Go online and find other Spanish songs related to colours, and with support try to interpret gist/meaning and share with others http://www.youtube.com/watch?v=HOYHhG3aeZ8 • Link with pupils in Partner school 																																				

ACTIVITY 2 - SUGGESTED INTERDISCIPLINARY LEARNING / P1&P2 / Block 3 – SPANISH

“AZUL Y AMARILLO, ¿OBTIENES?” (What do you get when you mix blue with yellow?): Learners will explore the mixing of primary colours and express themselves through arts

<p>Learning Intentions</p> <ul style="list-style-type: none"> - I will learn to recognise primary and secondary colours in L2 - I will learn to get secondary colours by mixing primary colours together <p>Success Criteria</p> <ul style="list-style-type: none"> - I can recognise and name primary and secondary colours in L2 - I can tell what colour I will get when I mix two primary colours together <p>Possible Evidence</p> <ul style="list-style-type: none"> - Do: Taking part in games and activities using colours in L2 - Say/Do: Recording pupils saying colours - Do: Pupils participate and lead the IDL activity 2 - Make: a Spanish primary/secondary colour chart display for the classroom 	<p>Suggested learning experiences</p> <ul style="list-style-type: none"> - Get pupils to make predictions in L2 of the result of mixing primary colours, drawing on their previous knowledge - Mix colours using a variety of mediums (paint, play dough, clay, pencil, etc.) - Hand out 6 colour cards to each pupil. Call out 2 colours in L2 and pupils have two pick and show the colour that they get when mixed together. <p>Resources/Support</p> <ul style="list-style-type: none"> - A PPT document with recorded Key Language - Colour flashcards - PL CD-ROMs for whiteboard activity - On-going e-mail support from the LFEE team 	<p>Key Language</p> <table border="0"> <tr> <td>Ahora, mirad</td> <td>Now, look (group)</td> </tr> <tr> <td>¿Qué color es?</td> <td>What colour is it?</td> </tr> <tr> <td>Es azul</td> <td>It is blue</td> </tr> <tr> <td>Esto es un color primario</td> <td>It’s a primary colour</td> </tr> <tr> <td>Mezcla azul y amarillo</td> <td>You mix blue with yellow</td> </tr> <tr> <td>¿Obtienes ?</td> <td>What do you get?</td> </tr> <tr> <td>Levanta la mano</td> <td>Put your hand up (1 person)</td> </tr> <tr> <td>Tu obtienes el verde</td> <td>You get green</td> </tr> <tr> <td>Esto es un color secundario</td> <td>It’s a secondary colour</td> </tr> <tr> <td>No, tu no obtienes el rojo</td> <td>No, you don’t get red</td> </tr> <tr> <td>¡Te toca!</td> <td>Your turn!</td> </tr> </table>	Ahora, mirad	Now, look (group)	¿Qué color es?	What colour is it?	Es azul	It is blue	Esto es un color primario	It’s a primary colour	Mezcla azul y amarillo	You mix blue with yellow	¿Obtienes ?	What do you get?	Levanta la mano	Put your hand up (1 person)	Tu obtienes el verde	You get green	Esto es un color secundario	It’s a secondary colour	No, tu no obtienes el rojo	No, you don’t get red	¡Te toca!	Your turn!
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<p>Challenge & Application (relevant to age and stage of learners)</p> <ul style="list-style-type: none"> • Sorting objects into colours and counting in L2. • Mixing secondary colours together and predicting results http://www.youtube.com/watch?v=S0rUf0v534Q&NR=1&feature=fvwp • Expressing feelings through colours • Exploring international classic “Pequeño Azul y Pequeño Amarillo” (Little Blue and Little Yellow) by pupils’s author Leo Lionni. Making a “claymation” of the story (http://www.youtube.com/watch?v=d7eVMXEzQi4) • Look at work by French artist Hervé Tullet (www.herve-tullet.com) and his famous “Blops” of colour. Work can be done on colour mixing, sizes, families, etc 																								