**Our Presentation of…**

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| **CEFR Level and Skill(s):** | A2 Spoken Production |
| **CEFR Competence(s) Aimed at:** | Making effective presentations |
| **Art form(s) Exploited:** | Visual art, dance, (music: optional) |
| **Duration of the Activity:** | 60 minutes |
| **Materials and Equipment Needed:** | Images of works of art, a map, images of natural landscape of a selected place, music related to the selected scenery (optional), computer to play music files (if added to the activity). |
| **PROCEDURE**   1. The teacher choses a geographical area (i.e. Egypt). 2. Previous to the activity, s/he finds images of art works related to the selected area (i.e. paintings, sculptures, architecture and other arts produced by the civilization of ancient Egypt); s/he also finds place-related images of natural landscapes and, optionally, place-related music (i.e. music inspired to ancient Egypt). 3. The teacher shows the map of the selected place, so that children can visualize where the place is located and may use the information for their presentation later in the activity. 4. The teacher shows the images (and plays the music files, if any) and discusses with children about any detail that can be noticed in them. In the process, guided by the teacher, children acquire knowledge to transfer into their own presentation of the place, in the final part of the activity. 5. The teacher splits the class into two groups. The students in each group collaboratively prepare a presentation of the place in their target language, according to what they have learnt together in the session. They also prepare a dance choreography inspired by the pictures they have observed (i.e. children may want to mime ancient Egyptians, or choreograph an imaginative episode of ancient Egyptians’ life). If the teacher has provided music files, these are used as background for the dance performance. 6. In turn, three children of each group make the spoken presentation of the place they have prepared and explain verbally the details of their dance. 7. Then, each group performs its own dance, in turn, for the other group. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | The activity links perfectly to other subjects of the curriculum, such as geography, art and history subjects.  Desks and chairs should be put aside to allow for free dance movements in the classroom, unless they (some desks and chairs) will be part of the choreography. |
| **Prerequisites for the teacher :** | The teacher needs to promote critical thinking and observation skills. |
| **Source(s) / Useful links:** | Not applicable |