

# C.L.I.L. da sperimentare

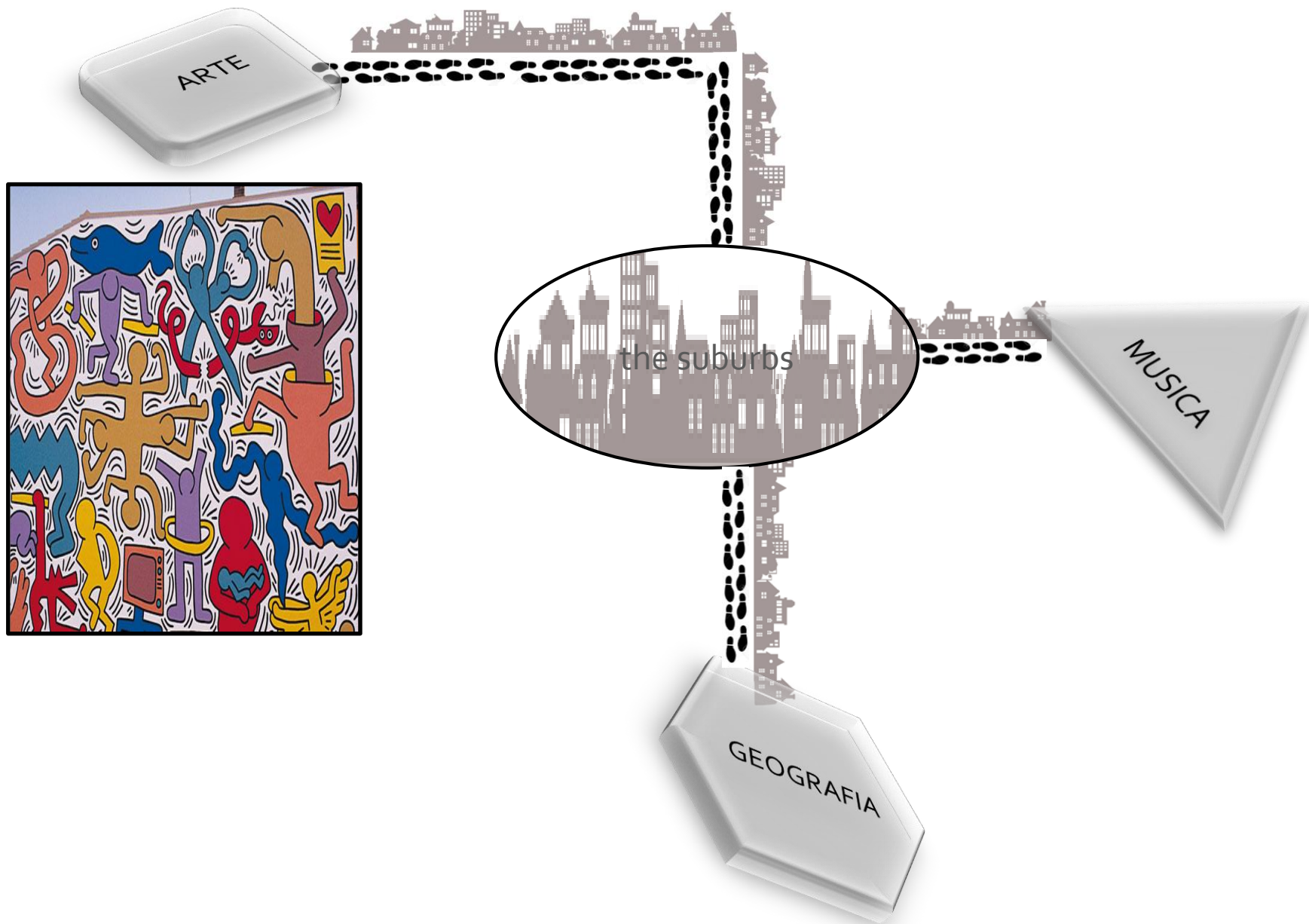
Corso in rete

I.C. Sabin, Milano2 - I.C. Schweitzer, Segrate- I.C. Galbusera, Segrate- I.C. Viale Liguria , Rozzano – I.C. Via dei Garofani, Rozzano – I.C. Via delle Betulle, Pieve Emanuele

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## *[Titolo progetto]*

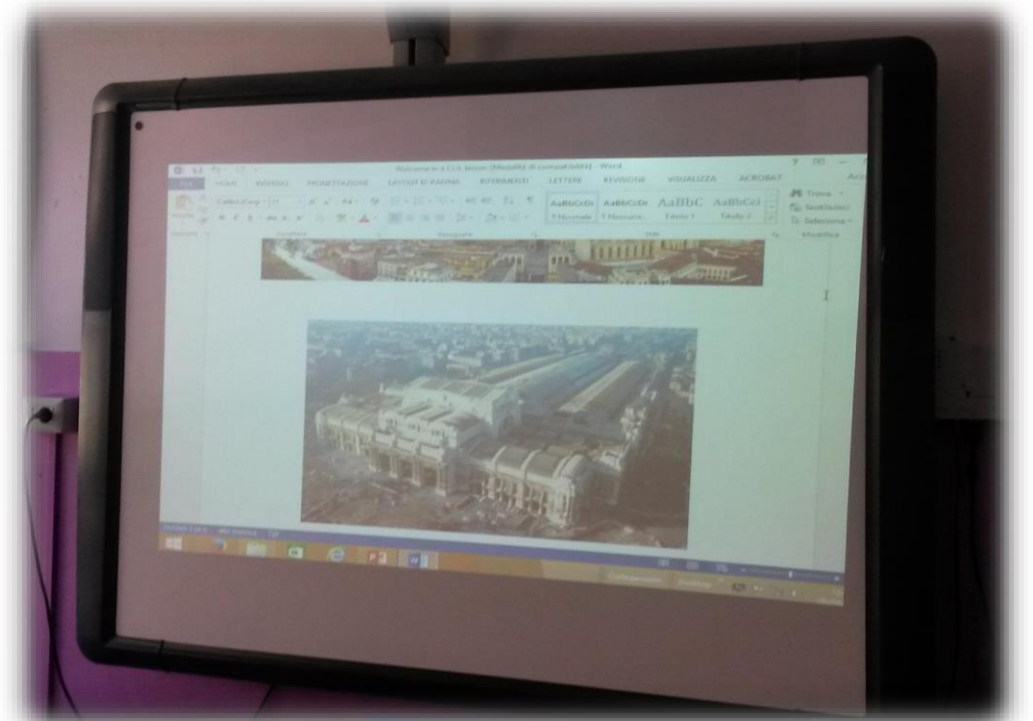
- School: I.C. Via delle Betulle, Pieve Emanuele
- Subject and content :the suburbs
- Language level: THE RELATION BETWEEN SUBURBS AND SOCIAL EXCLUSION: A JOURNEY THROUGH URBAN LANDSCAPE, ART AND MUSIC.
- Class: IIIA e IIIB
- Time: 5 ore



# GEOGRAPHY

## CITY ≠ SUBURB

After focusing their attention on the increasingly affluent role that suburbs have been playing recently, our students have emphasized the significant comparison between a series of selected images and the most significant key elements on which every suburb should be established.



## LESSON PLAN

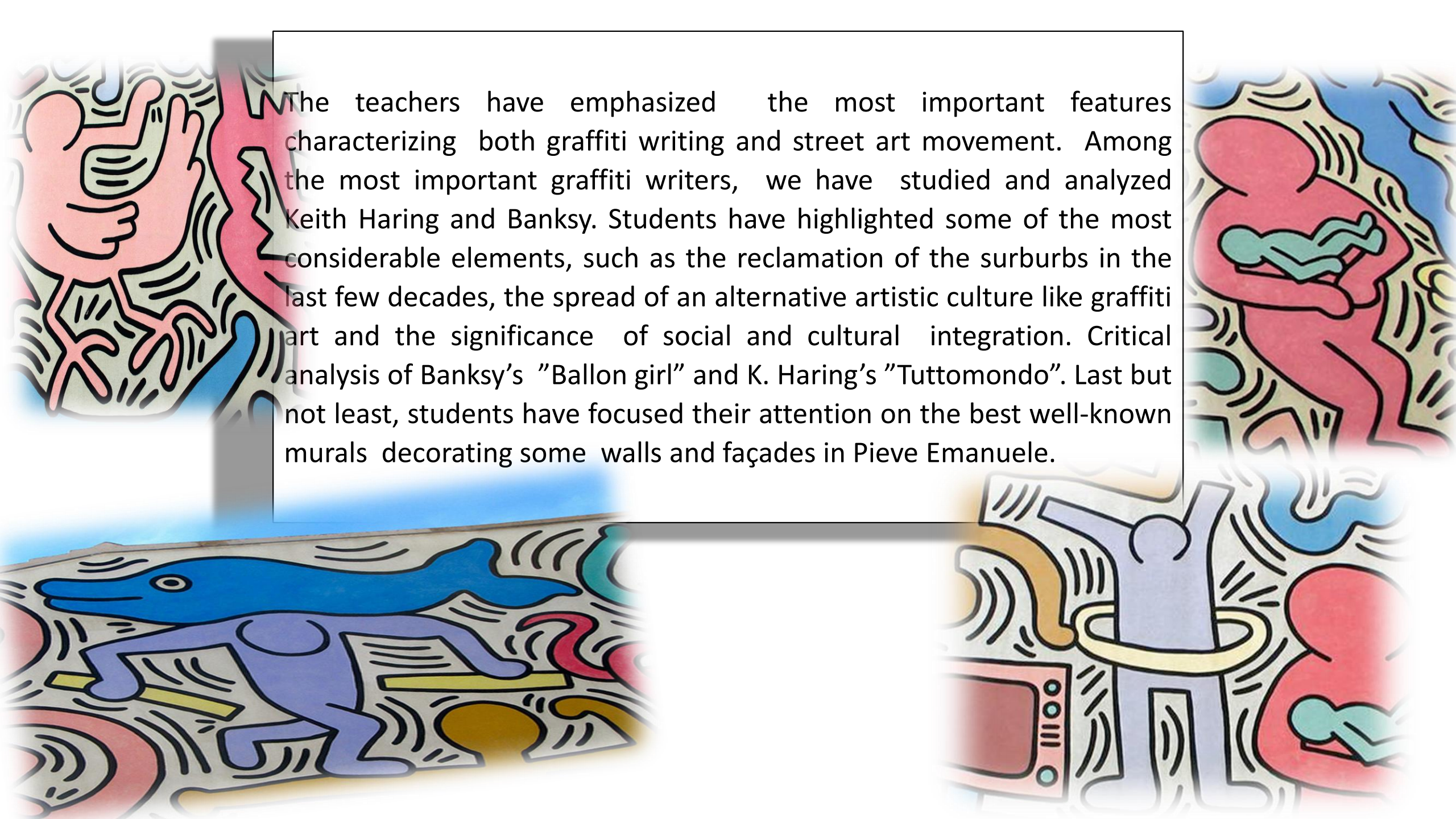
- Main differences between suburb and city center, using further internet-related news and information;
- In order to encourage our students to play an active role in this clil project, a particular emphasis has been placed on some images representing both Milan metropolitan area's and also Pieve Emanuele district ;
- Group-based work, using English as basic tool of communication.
- Final test: students had to build a concept map which aimed both at allowing them to more clearly communicate ideas and thoughts as well as at enabling them to gain enhanced knowledge of this topic and evaluate the information correctly and thoroughly.

# ART: STREET ART AND GRAFFITI WRITING

After focusing the attention on the history of the graffiti writing and street art movement, the teacher has explained only two of the well-known exponents: Keith Haring and Banksy. On the one hand, more consideration was given to their artistic features and styles while, on the other hand, the attention was placed on the reasons why the graffiti writers usually choose suburbs as the ideal place to express their artistic creativity. The exaltation of suburb as a source of respite, joy and consolation in time of trouble has played a vital role in the whole project. Final test: critical analysis of some works of art using English as the main tool of communication.







The teachers have emphasized the most important features characterizing both graffiti writing and street art movement. Among the most important graffiti writers, we have studied and analyzed Keith Haring and Banksy. Students have highlighted some of the most considerable elements, such as the reclamation of the suburbs in the last few decades, the spread of an alternative artistic culture like graffiti art and the significance of social and cultural integration. Critical analysis of Banksy's "Ballon girl" and K. Haring's "Tuttomondo". Last but not least, students have focused their attention on the best well-known murals decorating some walls and façades in Pieve Emanuele.

## MUSIC: STREET AND RAP MUSIC

After focusing the attention on Eminem's biographical notes, the teachers have analyzed the artist's familiar and psychological features, with a particular emphasis placed on the role he plays in his society (suburb and ghetto). In order to better catch Eminem's teaching aim, students have made a comparison between the rapper's life and their own one. The song "Mockingbird" is emblematic as it most fully reflects Eminem's attitude towards society (rap music = didactic aim / rapper = prophet, a teacher of feelings). Students had to sing some of the most considerable parts of Eminem's song comparing it to Sfera Ebbasta's "Visiera a Becco".





## LESSON PLAN

- Eminem's biography; more consideration given both to his familiar psychological aspects as well as to his attitude towards society (moral aim) – with reference to the social sphere, suburb and ghetto are the two key concepts.
- Listening activity: Eminem's "Mockingbird": main themes and features
- Students had to sing some of the most considerable parts of Eminem's "Mockingbird" and Sfera Ebbasta's "Visiera a becco"
- Critical analysis and thematic comparison of the two songs.



I can see you're sad  
even when you smile  
even when you laugh  
I can **see** it in your eyes  
deep inside you want to  
**cry.**

## OUR STUDENTS AT WORK



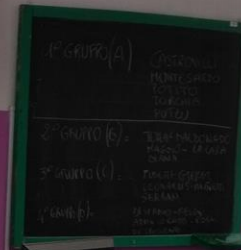


# Welcome to a CLIL lesson

## Geography

### Read and remember the urban words

**Environment:** the study of the environment whose aim is to solve water and air pollution.  
**Environment:** everything in the world around us (air, water, plants, animals).  
**Metropolis:** very big city with more than 1,000,000 of citizens.  
**Train station:** the place where trains stop to let passengers on and off.  
**Town centre:** the part of a town where most of the shops, banks, restaurants, or bars are.  
**Shopping centre:** an area where a group of different shops and businesses such as banks and restaurants are all built next to each other.  
**Building:** a structure made of a strong material such as stone or wood that has a roof and walls, for example a house.  
**Skyscraper:** a very tall building containing offices or flats.  
**Bank:** a financial institution that people or businesses can keep their money in or borrow money from.  
**Parking:** space where motor vehicles can be left.  
**Metro:** an underground railway system in a city. The usual British word for the underground railway system in London is the **tube**. The American word is **subway**.  
**Square:** an open area of land in the shape of a square, usually with buildings around it.  
**Neighborhood:** a particular area of a city or town.  
**Hinterland:** a region that is near to a town or city and whose economy depends on it.  
**University:** an educational institution where students study for degrees and where academic research is done.

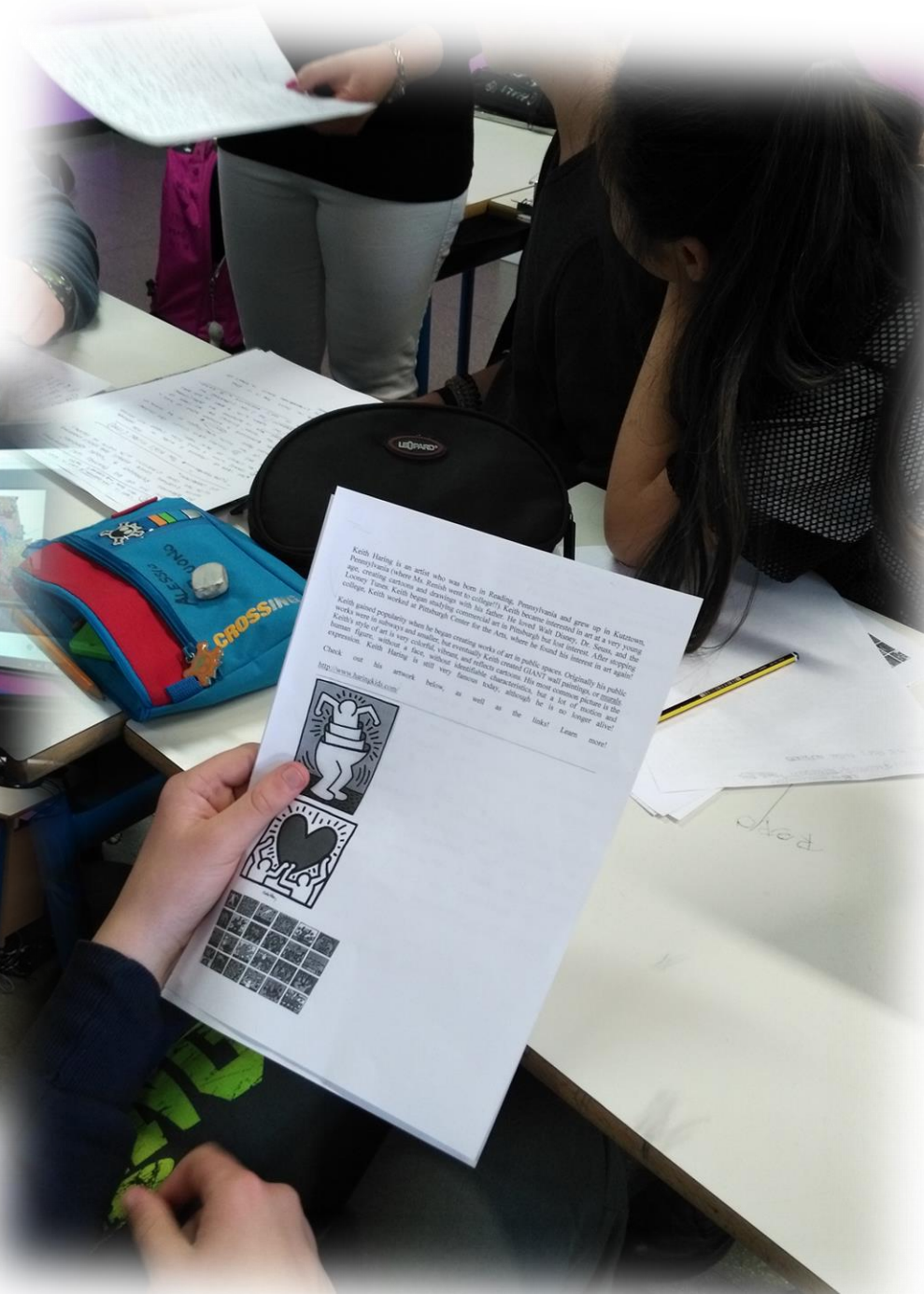


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**thank you  
for your  
attention**