

Master's Dissertation/
Trabajo Fin de Máster

CLIL TEACHING PROPOSAL FOR ENVIRONMENTAL AWARENESS THROUGH A LIFELONG LEARNING PROGRAM IN THE SUBJECT OF ART FOR THE SECOND YEAR OF SECONDARY EDUCATION

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CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

LIST OF CONTENT

ABSTRACT.....	4
1. INTRODUCTION	6
2. THEORETICAL FRAMEWORK.....	9
2.1. CLIL	9
2.2. Lifelong Learning and key competences	14
2.3. Environmental Education	17
2.4. Art.....	20
3. JUSTIFICATION	25
4. CONTEXTUALIZATION OF THE DIDACTIC UNIT	26
4.1. Contextual Features	26
4.2. The educational centre	26
4.3. The students	27
5. KEY COMPETENCES	30
6. OBJECTIVES	33
6.1. General objectives for the stage of Secondary Education	33
6.2. General objectives of the subject of Art	35
6.3. Didactic objectives.....	37
6.3.1. <i>Content objectives</i>	37
6.3.2. <i>Language objectives</i>	38
7. CONTENTS.....	39
8. TIMING.....	41

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

9. METHODOLOGY.....	43
10. MATERIALS AND RESOURCES	46
11. TRANSVERSALITY	48
12. INTERDISCIPLINARITY	51
13. EVALUATION.....	52
13.1. Evaluation procedures	52
13.2. Evaluation Criteria and Learning Standards	53
13.3. Qualification criteria	55
13.4. Assessment instruments.....	56
14. STEP-BY-STEP PLANNING	57
15. REINFORCEMENT AND EXTENSION ACTIVITIES.....	78
16. DISCUSSION AND CONCLUSIONS.....	84
17. BIBLIOGRAPHY	86
17.1. Legislative Framework.....	86
17.2. References.....	88
18. APPENDICES.....	93
18.1. Appendix 1: Figures and Videos	93
18.2. Appendix 2: Timetable	96
18.3. Appendix 3: Related Vocabulary	97
18.4. Appendix 4: Rubrics	98

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

LIST OF FIGURES

Figure 1. Image based on CLIL triad (Mehisto et al., 2008, p.12).....	10
Figure 2. 4Cs terms. (Coyle, 2005, p.5)	11
Figure 3. 4Cs conceptual framework. (Coyle, 2015, p.89).	11
Figure 4. Drawing 1: Bloom's Taxonomy and Drawing 2: Bloom's Revised Taxonomy (Churches, 2008, p.3).....	12
Figure 5. <i>Heinz ketchup advertisement (2007)</i> , retrieved October 22, 2019, from https://awards.brandingforum.org/	60
Figure 6. <i>Alcoa Aluminum advertisement (1953)</i> , retrieved October 22, 2019, from https://image.businessinsider.com/	64
Figure 7 (left). <i>Cyrk by Maciej Urbaniec (1970)</i> , retrieved October 22, 2019, from https://i.pinimg.com/	82
Figure 8 (right). <i>Gioconda by Leonardo da Vinci (1503)</i> , retrieved October 22, 2019, from https://upload.wikimedia.org	82

LIST OF TABLES

Table 1.Core features of CLIL methodology, according to Mehisto et al. (2008, pp.29-30).	14
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CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

ABSTRACT

This master's dissertation consists of a didactic proposal designed to address current issues related to consumerism and recycling. To achieve this, authors such as Coyle and Mehisto are taken into account to improve the teaching of the subject of Art through the Content and Language Integrated Learning (CLIL). Likewise, the use of multimodality and Information and Communication Technologies (ICT) is encouraged to deal with content related to advertising and environmental education from affective factors, which promote students' awareness and motivation. An active, flexible, meaningful and student-centered methodology is used, researching and experiencing individually and cooperatively in various projects. In short, it is intended to develop critical thinking and key competences, as fundamental elements for Lifelong Learning, making students question the pillars of society and understand the measures that can be taken to change the course of the planet.

Keywords: CLIL; Art; Environmental Education; Lifelong Learning; Key competences.

RESUMEN

Este Trabajo Final de Máster consiste en una propuesta didáctica diseñada para abordar problemáticas actuales relacionadas con el consumismo y el reciclaje. Para conseguirlo, se tienen en cuenta a autores como Coyle y Mehisto al mejorar la enseñanza de la materia artística a través del Aprendizaje

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Integrado de Contenidos y Lenguas Extranjeras (AICLE). Asimismo, se fomenta el uso de la multimodalidad y las Tecnologías de la Información y la Comunicación (TIC) para tratar contenidos relacionados con la publicidad y la educación ambiental desde factores afectivos, lo que fomenta la concienciación y la motivación del alumnado. Se utiliza una metodología activa, flexible, significativa y centrada en el alumno, indagando y experimentando de manera individual y cooperativa en varios proyectos. En definitiva, se pretende desarrollar el pensamiento crítico y las competencias clave, como elementos fundamentales para el Aprendizaje para toda la vida (Lifelong Learning), consiguiendo que el alumno cuestione los pilares de la sociedad y comprenda las medidas que se pueden tomar para cambiar el rumbo del planeta.

Palabras Clave: AICLE; Educación Plástica, Visual y audiovisual; Educación ambiental; Aprendizaje para toda la vida; Competencias clave.

1. INTRODUCTION

The citizens of our current society can perceive reality, but it seems that they do not contemplate the large number of images and plastic objects that make up the world around us. People should understand and interpret reality, valuing it with sensitivity and an aesthetic sense. The ultimate goal of understanding what surrounds us is to express oneself, that is, to communicate, in this case through speech and art creation. In this pluricultural society, based on digital technologies, remote communication and retouched images, it becomes essential to manage a universal language (such as English) and a wide variety of procedures, technologies and networks. Therefore, education should prepare our students to work safely and self-reliably in the educational field and, in turn, in other areas of daily life and their future, which is increasingly changing.

In addition, it is important to promote the development of critical thinking, problem-solving and decision making, emphasizing the skills to work independently and cooperatively as a team, planning the necessary procedures to achieve the objectives. In short, our students need to be trained to assume their responsibilities and exercise their rights, preparing themselves for the integration into the workforce, as citizens.

Within this framework, CLIL helps us to undertake this task, laying the basis of a teaching in which communication through a foreign language allows the acquisition of the contents of the subject of Art. Also, CLIL allows, through its methodology, to promote functional, real, individual and group projects, based on

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

meaningful learning, observation, analysis, dialogue and research, among others.

These elements are key to develop students' autonomy, to know how to adapt themselves to the vertiginous changes that may occur throughout their lives, within the current digital era. This leads us to promote Lifelong Learning through key competences, which can be considered as the essential knowledge, skills, and attitudes necessary to function in the personal, social and labour spheres of life.

However, life will not make any sense if we are not able to stop the problems of pollution and climate change that are currently ravaging our planet. For this, it is not enough to make our students aware of the current problems, as they are the future generation of the planet and in whom the possibility of change is placed, but it is also necessary to make them aware to act, and take actions in order to improve them.

In this sense, Art becomes a relaxed, eminently practical and motivational means to deal with Environmental Education. In this case, determination to solve different ecological problems can be achieved through expression, creativity, reuse and recycling waste and questioning the true advertising purposes.

In conclusion, this document aims to promote reflection, autonomy, awareness and respect (among many other factors) with the purpose of working with students the ability to decide for themselves so that they can be autonomous

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

through quality learning based on CLIL, Lifelong Learning, key skills, Art and Environmental Education.

To carry out a reflexive, structured and organized teaching of this unit, this document will be used as a guide, which can be modified if it is required by the circumstances.

This document presents first a theoretical framework, where epistemological foundations and a literature review of CLIL, Lifelong Learning, Environmental Education and Art are commented. It is followed by the justification and contextualization of this teaching proposal, followed by relevant elements of this unit, such as key competences, objectives and contents, which concrete the final aim of this work. After that, there is explanation of the timing, methodology, materials and resources needed to develop this unit. To continue, transversality and interdisciplinarity sections are presented to connect the unit with other themes and subjects. This is followed by the evaluation and planning sections, which include reinforcement and extension activities. Finally, a discussion and final conclusions are drawn followed by its bibliography and appendices.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

2. THEORETICAL FRAMEWORK

2.1. CLIL

CLIL (Content and Language Integrated Learning) appeared as a result of globalization and the linguistic demands of our current society, given the interest in improving learning and language acquisition through the most effective methodologies.

In accordance with the provisions of the European Framework for CLIL Teacher Education, CLIL is described by Maljers et al. (2010) as “a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels” (quoted by Marsh, Mehisto, Wolff and Frigols, 2012, p.11). That is, CLIL is not only the educational integration of a foreign language, but also the learning of this language as a means of communication, promoting language and content development in the process through subjects such as Mathematics, Physical Education, Technology or Art, in this case.

In addition, CLIL promotes the development of learning skills, because as Meyer (2010, p.16) mentions: “in order to help our learners construct their own learning, they need to be taught how to learn efficiently”. In this way, learners not only learn content and a foreign language, but CLIL also encourages them to learn to acquire these two elements for themselves, as the main characters of their own learning.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

The three elements mentioned above, content, language and learning skills, are described in the CLIL triad as the three related goals of CLIL (Mehisto, Marsh and Frigols, 2008, p.12). Certainly, these goals have to fit into a specific context that has to be taken into account. Figure 1 shows a graphic representation of the mentioned triangle:



Figure 1. Image based on the CLIL triad (Mehisto et al., 2008, p.12).

Furthermore, to understand CLIL, it is necessary to understand the holistic vision that integrates the 4Cs Framework and that these “are four guiding principles upon which a CLIL programme can be built” as expressed by Coyle (2005, p.5). Below it is possible to find 2 figures: on top, Figure 2 is a table extracted from the mentioned document, which defines each of the elements that form the 4Cs. Beneath in Figure 3, it is possible to observe the 4Cs conceptual framework, where the key components of CLIL are identified within the context (Coyle, 2015). As can be seen in the last figure, all the elements are completely connected to each other again.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

The 4Cs framework seeks to assure quality in terms of guidance for:			
Content	~	progression in knowledge, skills	
Communication	~	interaction, language using to learn	
Cognition	~	engagement: thinking & understanding	
Culture	~	self and other awareness/citizenship	

Figure 2. 4Cs terms. (Coyle, 2005, p.5)

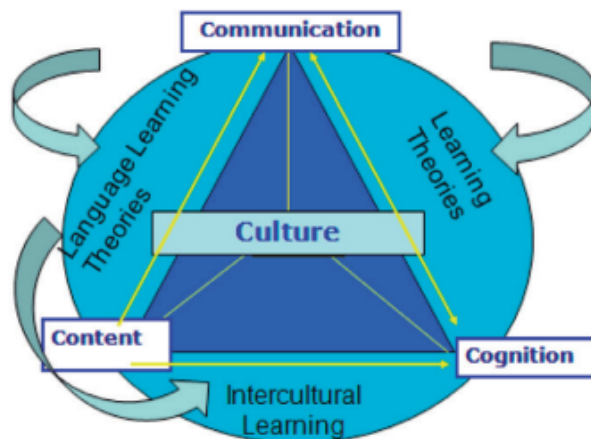


Figure 3. 4Cs conceptual framework. (Coyle, 2015, p.89).

Delving deeper into the cognitive field, it is necessary to mention the *Bloom's Taxonomy*, developed by Benjamin Bloom in the 50s. This taxonomy includes the development of six attitudes and thinking skills. According to him, depending on the degree of complexity involved in its acquisition, it is possible to find LOTS (Low Order Thinking Skills) and HOTS (Higher Order Thinking Skills). The revised version of *Bloom's Taxonomy* proposed by Anderson and Krathwohl (2001) includes some modifications that emphasize the fact that students must remember, understand and apply before they can analyze, evaluate and create. In this way, it can be concluded that critical thinking is fundamental in CLIL since it allows students to observe, analyze and reason about reality in an active way, developing Lifelong Learning. The following Figure 4 drawn by Churches (2008,

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

p.3) shows differences between *Bloom's Taxonomy* (Bloom, 1956) on the left and *Bloom's Revised Taxonomy* (Anderson and Krathwohl, 2001) on the right:

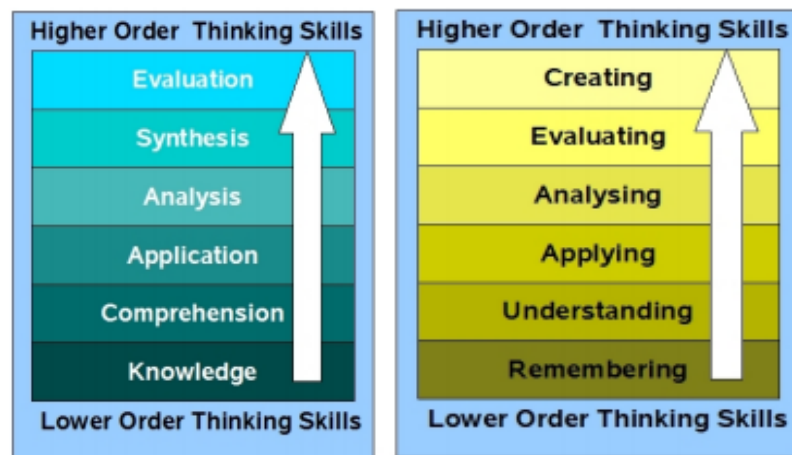


Figure 4. Drawing 1: Bloom's Taxonomy and Drawing 2: Bloom's Revised Taxonomy
(Churches, 2008, p.3)

Furthermore, one of the most relevant factors of CLIL is its methodology, which allows merging the previously named elements (CLIL triad, 4Cs conceptual framework and Bloom's Taxonomy), developing them in classroom, and leading us towards educational quality and construction of complete meaningful learning. The Core features of CLIL methodology, according to Mehisto et al. (2008, pp.29-30) are the following:

Core features of CLIL methodology	
Multiple focus	- Supporting language learning in content classes. - Supporting content learning in language classes. - Integrating several subjects. - Organizing learning through cross-curricular themes and projects.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Safe and enriching learning environment	• Using routine activities and discourse. • Displaying language and content throughout the classroom. • Building student confidence to experiment with language and content. • Using classroom learning centres. • Guiding access to authentic learning materials and environments. • Increasing student language awareness.
Authenticity	• Letting the students ask for the language help they need. • Maximizing the accommodation of student interests. • Making a regular connection between learning and the students' lives. • Connecting with other speakers of the CLIL language. • Using current materials from the media and other sources.
Active learning	• Students communicating more than the teacher. • Students help set content, language and learning skills outcomes. • Students evaluate progress in achieving learning outcomes. • Favouring peer co-operative work. • Negotiating the meaning of language and content with students. • Teachers acting as facilitators.
Scaffolding	• Building on a student's exiting knowledge, skills, attitudes, interests and experience.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	• Repackaging information in user-friendly ways. • Responding to different learning styles. • Fostering creative and critical thinking. • Challenging students to take another step forward and not just coast in comfort
Co-operation	• Planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers. • Involving parents in learning about CLIL and how to support students. • Involving the local community, authorities and employers.

Table 1. Core features of CLIL methodology, according to Mehisto et al. (2008, pp.29-30).

Finally, CLIL's impact on affective factors has a positive effect on particular aspects such as motivation and self-esteem (Heras and Lasagabaster, 2015, p.84). In this sense, CLIL becomes an effective means to raise students' awareness from an emotional sense, allowing linking English to Art and Environmental Education, as it is intended throughout this didactic unit.

2.2. Lifelong Learning and key competences

1996 was the European Year of Lifelong Learning and since then great world organizations such as UNESCO, OECD, and several national governments have developed some plans to introduce Lifelong Learning within their spheres of influence.

Irina Bokova, general director of UNESCO from 2009 until 2017 describes Lifelong Learning in the following way: "It is more than technical and vocational

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

education and training. It reaches beyond classrooms, to take in non-formal and informal learning. It is about the kind of society we need for a better future” (UNESCO Institute for Lifelong Learning, 2014, p.9). As an interesting curiosity, it is relevant to mention that UNESCO, up to the present, awards with the International biennium UNESCO Learning City Awards to the cities of the world that have shown exemplary progress and commitment to promote inclusive education and Lifelong Learning (European Commission, 2005). Therefore, it is still considered internationally as an essential element in current teaching. This learning can be applied at any time of our life, leading to continuous learning based on learning how to learn. Related to that, the book *Lifelong Learning and Environmental Education* present a summary of the Fifth International Conference on Adult Education, where it is explained the development of Environmental Education for Adults, what is considered a unifying theme, in relation to Lifelong Learning. Through this book, trends and developments are exposed, linking both elements, which leads to achieve a High-Quality Lifelong Learning in countries like Poland, Germany, Slovakia, Italy, among others (Leal, 1997).

On the other hand, the Lifelong Learning program of the European Commission was created to offer learning opportunities to people at any stage in their life. To acquire Lifelong Learning, a series of key competences were developed, which are a combination of knowledge, skills and attitudes (European Commission, 2019, p.5).

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

This search for Lifelong Learning is observable not only in key competences, but it is also naturally present in CLIL, as follows:

CLIL helps to build key competences for lifelong learning, those of which each citizen needs to activate attitudes (interpersonal skills), knowledge (know), skills (the ability to do) that allow to effectively perform an activity or a complex task in response to individual or social needs. (Quartapelle and Schameitat, 2012, p.34)

In addition, CLIL has become a coherent framework for the development of skills and competency-based education, which can only be observable through performance in a variety of situations (Ball, 2016, p.25).

Thus, CLIL develops Lifelong Learning by involving the acquisition of meaningful learning, which is only carried out by building knowledge through experience in different situations proposed in different activities, and through the interrelation of elements such as critical thinking, problem-solving, teamwork, communication and negotiation, creativity, and intercultural awareness. That is why it is necessary that teachers involve their students in real and functional activities for their present and future life. Therefore, it can be concluded that CLIL and Lifelong Learning are two basic elements that can be perfectly linked to key competences.

Finally, it is essential to mention that although the most important skills for students are considered to correspond to the key competences of Literacy, Numeracy, ICT (composed by Computer and information literacy, and Problem-solving in technology rich-environments), social competences, pedagogical

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

support and self-efficacy (Pinto, Caramelo, Coimbra, Terrasêca and Agrusti, 2016, pp.61-62); it is necessary to offer students an education as complete as possible in all areas of society, taking into account all the competences established, both to offer quality training and to attend to the diversity that coexist in the classroom.

2.3. Environmental Education

In our consumer-based society, it seems important to focus our attention on the environment. The increasing production of manufactured articles leads to generate a large number of different types of waste and pollution that entails an immense environmental impact and loss of biodiversity (Wilson, 1989, pp.108-116).

At this point, the role of Environmental Education is essential, since it is an educational process that intends that the population is generally involved in aspects such as the identification and resolution of environmental problems, through the learning of knowledge, skills, attitudes and values. (Frers, 2010).

It was in 1972 when the term *Environmental Education* was coined at the Stockholm International Conference, considering it as the means to implement and develop policies that allow knowing the existing environmental problem, its causes and its consequences, promoting values and behaviours in society:

El medio para implementar y desarrollar políticas que permitan dar a conocer la problemática ambiental existente, sus causas de origen y sus probables consecuencias, además de fomentar los valores y el

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

comportamiento en sociedad mediante la difusión y la implementación de las normas respectivas. (Zabala and García, 2008, p.203)

In this way, it can be concluded that Environmental Education is everything that surrounds us and, therefore, contains interrelated and interdependent natural, social and cultural elements. In this context, it is important to understand that human beings play a fundamental role due to our capacity for intervention and alteration.

Regarding the Spanish educational law, LOGSE (Organic Law of General Planning of the Educational System) (1990), treated, for the first time, Environmental Education as an approach to school work that permeated all areas of the curriculum from the first levels. Nowadays, when key competences are implemented, there is no specific treatment given to the *competence in knowledge and interaction with the physical world*, which was included in the previous basic competences (Royal Decree 1631, 2006). In this way, Environmental Education has been relegated to a transversal issue that is not highly valued, and in many cases, not enough emphasized because of the lack of time or cooperation between teachers of different subjects.

Recently, the number of children and young people involved in social movements related to climate change and environmental conservation issues has increased (Cutter-Mackenzie, 2014, pp.103-104). Related to that, it is important to undertake Environmental Education inside schools because they have the appropriate characteristics to socialize and internalize these problems

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

(Marcén and Benegas, 1995). One of the main reasons for this is that group and collaborative projects can be successfully promoted in schools. The involvement in ecological issues is more significant when it comes to participatory action projects because students understand how their everyday actions affect the environment. They can also raise their awareness about the issue and adopt pro-environmental behaviours and sustainability (Bywater, 2014, pp.923-929).

The following four elements should be developed in order to involve students and promote active care for the environment:

- Pro-environmental behaviour: exposing students to opportunities to gain knowledge and creating positive attitudes towards the environment.
- Socialization for democratic skills and values: motivating their interest and engagement in public issues.
- Personal sense of competence: working in peer models, observing success, and fostering verbal encouragement.
- Collective competence: coordinating actions in groups and accomplishing shared goals (Chawla and Cushing, 2007, pp.437-447).

In addition, the development of strategies based on empathy and critical thinking benefits students through the solution of environmental problems in their social, ecological and economic life, as has been researched with pupils from the elementary education (Ampuero, Miranda, Delgado, Goyen and Weaver, 2013, pp.69-75) This leads to thinking that also in Secondary Education, these strategies can be useful to create a sustainable citizenry. Moreover,

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Environmental Education encourages autonomous decision-making and community involvement. In relation to this, Varela, Vega, Pérez, and Álvarez (2015) carried out a research which took into account students' participation, reflection and critical thinking on the complexity of environmental issues in formal contexts, concluding that “Educational proposals based on dialogue and real participation help to foster involvement, to acquire democratic values and to create a culture of sustainability” (p.413)

Finally, Environmental Education can benefit English instruction and, therefore, stimulate quality learning, which is one of the reasons why it is developed in this proposal. For example, students can learn about the environmental impact of their lifestyle choices on their carbon footprints through language, using it for communication and collaboration (Fauvillea, Lantz-Anderssonb and Säljöb, 2012, pp.77-79). Furthermore, considering that the competences (related abilities, skills and knowledge) can only be observable through performance in situations (Ball, 2016, pp.2-25), a coherent framework as the one offered by CLIL, benefits Environmental Education, which supports the development of Lifelong Learning.

2.4. Art

Everything which has been mentioned in the previous sections should work by linking every element with each other. However, it must be borne in mind that one of the great problems rooted in Environmental Education is the general disinterest of students towards the learning of Sciences, often due to the didactic

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

model usually employed (Solbes, Montserrat and Furió, 2007, pp.92-109). This implies that attitude and motivation of students, normally positive at the beginning, is not maintained during the whole course. Therefore, the subject of Art should be considered an ideal framework to impact on Environmental Education.

Referring to Vygotsky (2006, pp.9-22), he considered art as a catharsis and resolution of personal conflicts. However, this is only one of the many functions of art. If Lowenfeld (1961, p.49) is summarized, he considers artistic products of the child as a means of expression and representation of oneself, which contributes to social integration, increasing self-confidence, independence, expressiveness and the ability to adapt to new situations. Paraphrasing this author, he mentions that art has an essential role in education, because, through experiences, children construct new meanings, giving us more than an art product; the students give us a part of themselves:

El arte es una actividad dinámica y unificadora, con un rol potencialmente vital en la educación de nuestros niños. (...) el niño reúne diversos elementos de su experiencia para formar un todo con un nuevo significado. En el proceso de seleccionar, interpretar y reformar esos elementos, el niño nos da algo más que un dibujo o una escultura; nos proporciona una parte de sí mismo: cómo piensa, cómo siente, cómo ve.
(Lowenfeld, 1961, p.15)

From this quotation, it can be interpreted that art allows us to deepen students' personality, involving them emotionally and guiding their creations

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

towards their own benefit and the society's. Promoting emotional connection with environment and ecology in young people and inspiring a positive intention to protect it, is one of the effects that can be promoted through art (Staples, Larson, Worsley, Green, and Carroll, 2019, p.218).

In this way, it is important to approach the Eco-Art concept, an integration of Art and Environmental Education, as a means to raise awareness and commitment to the environment. The connection between nature and Environmental Education is deeper through an aesthetic engagement because art creation and teamwork promotes coexistence and involvement of students in the natural environment by enriching experiences, interactions and relationships between humans and nature (Yi, 2019 pp.5-8). Thus, Eco-Art increases the commitment to the environment, through collaborative actions involving team members, information exchange, creative and cooperative problem-solving and cultural transformation (Inwood, 2013, pp.129-132).

In order to carry out Environmental and Art Education teaching, there are seven recommendations for teachers, which have been taken into account for the development of this unit:

- Exploratory approach: teachers should leave their comfort zone, developing new and interdisciplinary materials.
- Clear groundwork: teachers should highlight the connections between art and other disciplines to provide students the context necessary to assimilate this content.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Opportunities to create: teachers should promote creative effort which establishes a sense of ownership about materials and the environmental problem that is addressed.
- Space to share: teachers should promote group work and collaboration to share concepts, take risks, understand the benefits of interdependence and promote creativity.
- Get out to the “gallery”: when students observe environmental works related to ecology, it is important to visit locations to understand meanings. If it is not possible, teachers could bring some pieces to the classroom to explore them closely.
- Learn about environmental issues: teachers should choose just some environmental problems to study them in-depth. It is preferable that students select some problems to increase their commitment.
- Encourage reflective writing: opportunities to internalise experiences with different works related to Art and environment help students write about the need to adopt more sustainable lifestyles (Inwood and Taylor, 2012, pp.71-72).

In short, Art develops the ability to communicate, feel empathy, participate in common situations and modify the environment as agents of change within a culture (Sams and Sams, 2017, pp.74-75). Through this unit, analysis of environmental issues, reusing materials and, therefore, increasing environmental awareness through Art, is promoted as a vehicle for social change. Finally, a

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

similar example to this proposal was carried out by the Artula Institute for Arts and Environmental Education of Bandon (Oregon), in *The Washed Ashore Project* with successful results. In this project, students made use of recycled trash from the sea to create Eco-Art series (Chung and Brown, 2018, p.53).

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

3. JUSTIFICATION

The didactic proposal for the subject of Art designed for this project is based on Environmental Education and is addressed to students of the 2nd year of Compulsory Secondary Education (in Spanish, Educación Secundaria Obligatoria), whose teacher has been the author of this project since the beginning of this academic year.

This unit is titled "Consume or Reuse" and its justification is due to the need to develop students' critical values against consumerism, understanding the need and influence caused by advertising and looking for a solution through communication and artistic expression. It also promotes the environmental care and the reuse of objects, something necessary today in our society.

In addition, this unit integrates cooperativeness and project-based learning, because it is based on the idea that the only way to solve the problems that are happening on the planet is through collaboration and team work.

Finally, the development of key competences is promoted as the backbone that gives concordance to the rest of the elements. The competences are a combination of knowledge, practice, skills, motivation, and behaviours that integrate students' learning. That is, everything necessary to select and analyze the important great amount of information that comes to us from our society. In order to get it, being up to date, to know more languages and to handle technologies is necessary, what leads to be aware of reality, and develop Lifelong Learning.

4. CONTEXTUALIZATION OF THE DIDACTIC UNIT

4.1. Contextual Features

The context to which this unit is intended is located in a high school of a town in the Alto Guadalquivir region, in the eastern sector of the province of Córdoba. It has a fluid transport network with Córdoba and other provinces and presents a population of around 6000 inhabitants with a medium-low economic level. The main livelihood is agriculture, which employs most of the families in the area, and is reinforced by the wood industry and small businesses, resulting in a presumably low unemployment rate. The population counts with a hundred immigrants mainly from Romania and Morocco. The level of education of the adult population is mostly basic studies. However, family expectations regarding children favour professional or university levels. It is noteworthy that there are scarce problems of unstructured families or uprooting.

4.2. The educational centre

The high school is located in the centre of the town and receives 150 students only for the Secondary Education level. It has 26 teachers who teach 2 groups per year, except for the 2nd year of Secondary Education, where there is only 1 group. The building is placed near a library. It is a recently created building (2016) because students had previously moved from an adjacent city to study. It has two floors, ten spacious classrooms, an auditorium and two courtyards with a garden area. The centre does not have a gym but uses the adjacent municipal pavilion. Other available spaces must be mentioned, such as a computer and

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

audio-visual room, a library, a gym, a laboratory and three specific classroom-workshops for Technology, Music and Art. To address diversity, it has a classroom for students with specific educational support needs (from Spanish, *Alumnos con Necesidades Específicas de Atención Educativa*), a classroom for curricular diversification for the third and fourth year and the assistance of a speech therapist once a week. The parents association usually takes care of excursions.

The classroom used to teach Art has to be really cared because all levels are taught there and the majority of the students use them. Its size is larger than the size of ordinary classrooms and it has good light. In addition, it has the following resources: a big blackboard, a projection screen, water piles, wall shelves, filing cabinets to store fungible material and loan material for students, cork surfaces to expose the activities, a trash can and a paper container, long tables and their corresponding chairs, paint and modelling easels and canvases.

The sessions with the year to which this unit is addressed take place on Mondays and Fridays every week. For more details about the schedule, see Appendix 2: Timetable.

4.3. The students

As already mentioned, students belong to the 2nd year of Secondary Education. The group has 20 students, 11 boys and 9 girls, who have not retaken the year, nor they have learning problems. The fact that they are not so many students allows a greater adaptation and a more individualized monitoring. It is

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

the last year of the first cycle of Secondary Education, so students who are interested in this subject will look for continuity, choosing it as optional in the second cycle of Secondary Education.

When analyzing common characteristics of these students, it is found that:

- They are in the adolescence period, usually between 13 and 14 years old.
- They are in a stage in which they experience physical and psychological changes, increasing their intellectual development, capacity for reflection, curiosity and continuous search for answers.
- They are really active, and they like to talk and interact during the activities.
- They experience some emotional instability, bad behaviours towards authoritarian figures, disorganization and mental distraction.
- They feel a strong attraction for new technologies.
- They do not have consolidated study habits yet.
- They have a medium-low level of language, with some exceptions, because they have not been exposed to English outside school (A2 level according to the Common European Framework of reference). They have limited themselves exclusively to pass the English subject, but they have not used it as a means to communicate.

In addition, during the previous lessons to this unit, it has been observed that students pay close attention to clothes' brands, criticizing partners in many cases for what they use. Furthermore, sometimes there are problems when living together, they have no classroom cleaning habits and are not used to recycling,

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

probably because they do not understand the value to recycle or reuse materials.

Thus, this unit is necessary, specifically in this context, because it allows the development of critical values against consumerism, understanding the influence caused by advertising. Furthermore, this unit promotes environment care, reusing objects, students' awareness of environmental problems and the explanation of the measures that they can take to avoid environmental catastrophes.

Although there are no learning problems, there are different abilities, rhythms and learning styles, social situations, motivations and interests in each student. To adapt the unit to the heterogeneity of the group, the following ideas are suggested:

- Flexible and varied activities, allowing different degrees of deepening in the contents to respect rhythms of work and assimilation of each student.
- Reinforcement and extension activities to allow students to deepen their skills or assimilate unlearned content according to their difficulties.
- Distribution of tasks considering different capacities and offering help depending on their needs.
- Visual reinforcement in verbal contents through drawings, schemes ...
- Valuing positive aspects over the negative ones.
- Observation and monitoring through personalized control in the teacher's notebook and informing families when necessary.
- Request of help from the Guidance Department if a student needs any specific adaptation.

5. KEY COMPETENCES

Key competences, based on Royal Decree 1105/014, are capacities to apply the contents of each teaching and educational stage in an integrated manner in order to achieve the resolution of problems and activities.

For a meaningful teaching-learning process, a concordance between the elements that make up the subject planning is necessary. As Order EDC /65/2015 describes, competences must be closely linked to the objectives defined for Compulsory Secondary Education. Thus, educating in key competences allows applying in an integrated way the contents of each teaching stage in order to achieve the resolution of problems and activities, and meaningful learning, useful for the entire life, which is why they are the backbone that articulates teaching. For this reason, key competences will be presented between brackets throughout this work to relate and articulate all the elements of this unit and take into account how key competences will be treated during the whole teaching process.

In this way, the development of each of them is encouraged through different activities and is considered in the evaluation. The contribution to the competences through this unit becomes effective as follows:

- Competence in Linguistic Communication (CLC): it is developed through activities in which students express themselves through oral and writing exercises: students must know the specific terminology, appreciating it in artistic manifestations and using it in the debate activity and in their

productions, when explaining concepts, ideas, feelings, exposing critical thoughts, handwriting and using ICT.

- Competence in Mathematics, Science and Technology (CMST): it enhances abilities to apply and reason, to critically judge about scientific and technological facts. It is developed in natural and physical phenomena and in procedures and tools linked to this subject, as decision-making and problem-solving through mathematical, scientific and technological methods.
- Digital Competence (DC): it implies creative, critical and safe use of ICT for learning, free time, and participation in society. It is promoted through audiovisual and digital resources to analyze, search and evaluate artistic images and advertisement. Also, it is developed when computer programs are used to make visual attractive presentations, using specific terminology and encouraging interest for information searching.
- Learning to Learn (L2L): it is developed through resolution of daily problems, enabling variety of solutions (as a paradigm of diversity and divergent teaching), by reflecting and expressing oneself creatively with different meanings and procedures. Also, students are protagonists of their learning, by discovering content, which develops a critical sense.
- Social and Civic competences (SCC): it is based on democracy, justice, citizenship, coexistence, and teamwork. Order and cleanliness must be maintained, respecting in group activities and sharing values to overcome

stereotypes and conflicts. Furthermore, it is developed through interaction and participation in activities, such as the debate, talking about the environment and the educational community, and making reflections on the inequality of advertisements.

- **Sense of Initiative and Entrepreneurship (SIE):** it promotes awareness and self-judgment when solving situations, managing knowledge, skills and attitudes. Projects related to the students' interests are used. They should plan the process with initiative and imagination, sharing the result to enrich other points of view. Projects and debates develop creativity by allowing the design and execution of a plan.
- **Cultural Awareness and Expression (CAE):** it involves appreciation and critically valuing heritage, cultures and artistic manifestations, as a source of personal enrichment. Appreciation and sensitivity to aesthetic qualities of plastic, audiovisual, technical, and cultural heritage are encouraged. Students will use their knowledge and skills to express themselves reusing materials.

6. OBJECTIVES

The Royal Decree 1105/014 defines the objectives as referents related to the achievements that students must achieve at the end of each stage, as a result of the intentionally planned teaching-learning experiences (p.172). They form a basic curricular element (together with the competences) in which the intentions or purposes of students' achievements are specified.

Our Educational System establishes three levels of achievement: general objectives for the stage of Secondary Education, which concretize general objectives of Art and, in turn, are specified in the didactic objectives. That is to say, with the didactic objectives, the objectives of subject of Art are achieved, and with them the ones of the stage are acquired as well.

6.1. General objectives for the stage of Secondary Education

In the first level of concretion, some general objectives, contemplated in the Royal Decree 1105/014, have to be achieved in all subjects. Below, they are presented in a summarized way and related to the key competences:

- a) To responsibly assume duties and exercise citizenship rights. (CLC, L2L, SCC, and SIE).
- b) To develop habits of discipline, study and individual/teamwork. (L2L, SCC, and SIE).
- c) To respect the gender difference and equal rights, rejecting discrimination and stereotypes. (L2L, SCC, and SIE).

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- d) To strengthen emotional capacities in relationships, rejecting violence, and solving conflicts. (CLC, L2L, SCC, and SIE).
- e) To develop basic skills using information sources and communication technologies. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).
- f) To apply scientific methods to get knowledge and experiences. (CMST, L2L, and SIE).
- g) To develop entrepreneurial spirit and personal initiative, learning to learn, planning and making decisions. (CLC, L2L, SCC, and SIE).
- h) To understand and express correctly in the Spanish language. (CLC, L2L, SCC, SIE, and CAE).
- i) To understand and express in one or more foreign languages appropriately. (CLC, L2L, SCC, and SIE).
- j) To know, value and respect the culture and history. (L2L, SCC, SIE, and CAE).
- k) To take care of one's own body through healthy habits, of living beings and the environment, understanding sexuality and critically assessing consumption. (CMST, L2L, SCC, and SIE).
- l) To appreciate and use artistic creation, understanding its language. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).

Specifically, the Autonomous Community of Andalusia according to Decree 111/2016, of June 14, adds two objectives that can also be summarized in:

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- a) To know and appreciate the Andalusian language. (CLC, L2L, SCC, SIE, and CAE)
- b) To know and appreciate the Andalusian history, culture and environment. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).

It is relevant that although this unit is focused on achieving all the objectives, with its implementation the objectives l (general) and b (autonomous) will be covered to a greater extent, since they are directly involved with the subject, art and culture. In addition, students will develop the objectives a, b, c, d and g since Art Education favours autonomy, discipline, self-esteem and self-confidence, as well as understanding and respect for others. Finally, it also emphasizes the objective k, when dealing with the environment, care of ecosystems, consumption and health.

6.2. General objectives of the subject of Art

In a second level of concretion are established the objectives of the area, with which the stage objectives are also achieved. As a summary, the teaching of Art aims to develop the following capabilities:

1. To contemplate, interpret critically, reflect and analyze the images that surround us, their plastic, aesthetic and functional qualities. (DC, L2L, SCC, SIE, and CAE).
2. To participate and conserve the cultural life, valuing its contents and respecting its diversity. (L2L, SCC, SIE, and CAE).

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

3. To use plastic, visual and audiovisual language to represent feelings, experiences and ideas. (CLC, L2L, SCC, SIE, and CAE).
4. To express oneself plastic, visual and audiovisually, understanding the relationships with other topics and promoting divergent thinking. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).
5. To understand and correctly apply the technical-graphic language and its terminology. (CLC, CMST, L2L, SCC, SIE, and CAE).
6. To use plastic, visual and audiovisual techniques and ICT to acquire learning and create works, analysing today's consumer society. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).
7. To overcome stereotypes, adopting personal criteria with autonomy and initiative, enhancing self-esteem. (L2L, SCC, and SIE).
8. To represent reality objectively, following the established norms and valuing it in art and design. (CMST, DC, L2L, SCC, SIE, and CAE).
9. To plan and reflect individually and cooperatively the process of creation, reviewing and assessing achievements. (CMST, DC, L2L, SCC, SIE, and CAE).
10. To cooperate in collective creations, favouring dialogue and tolerance. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).

In this case, as in the previous one, this unit seeks for the achievement of all the objectives, focusing, to a greater extent, on the objectives 1, 2, 3, 4, 5, and 8, which are developed alongside with knowledge, abilities, skills and attitudes

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

implicit in the contents. Objective 6 deals with consumerism, a very relevant issue in the present unit, and objectives 7, 9 and 10 will be indirectly contributed through projects and debates, promoting tolerance, sharing and cooperation as basic principles of teamwork and as a fundamental pillar of society.

6.3. Didactic objectives

In the last level of concretion, the didactic objectives, proposed by the teaching staff, specify the objectives established in the previous levels and are developed, in this case, throughout this unit.

6.3.1. Content objectives

The Content objectives that are intended to achieve are:

1. To recognize different languages, styles, visual resources and denotative and connotative aspects in images, being able to use them in students' own creations. (CLC, L2L, SIE, and CAE).
2. To know the creative methods of design and plastic art, using them to achieve set goals (CLC, L2L, SIE, and CAE).
3. To properly use recycled material to make collages. (CMST, L2L, SCC, SIE and CAE).
4. To plan the collective work process, collaborating to achieve the proposed objectives. (CLC, L2L, SCC, SIE and CAE).
5. To keep order and cleanliness in the workplace. (L2L, SCC, SIE and CAE).

6.3.2. Language objectives

According to Cummins (1979) there are two types of foreign language skills: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS refers to everyday language, more conversational and contextual, and therefore, commonly used in the street. On the other hand, CALP refers to a more decontextualized language related to abstract concepts, used in academic contexts. Both elements are linked to the linguistic objectives, which correspond to an A2 level according to the Common European Framework of Reference for Languages (CEFR):

1. To learn vocabulary related to Art, design, environment and advertising.
(CALP).
2. To understand a text by obtaining useful information for other activities
(CALP).
3. To express in an organized way written texts related to their learning.
(CALP and BICS).
4. To exchange aesthetic and cultural opinions respectfully with other colleagues. (BICS).
5. To use appropriately the grammatical structures proposed in the foreign language. (BICS): present simple/continuous, past simple, frequency adverbs, simple future, questions and answers.

7. CONTENTS

The contents proposed by the legislation for the subject of Art in the first cycle of Secondary Education are broken down into 3 differentiated blocks: Block 1: Plastic Expression; Block 2: Audio-visual Communication; Block 3: Technical Drawing.

Regarding the Contents related to this didactic unit, these are:

- Block 1:
 - The collage.
 - Reuse and recycling of materials and waste objects.

These contents are treated at the beginning of the unit with the activities *Problems that must be solved*, and *Advertising debate*. Once, other concepts are learnt, these concepts are review at the last part of this unit, in the tasks *Changing to connotations* and *Clever advertising*, and in the *Digital portfolio*. Finally, reinforcement activities as *Advertisement with collage*, or the *Summary*, and Extension activities (*Reinterpretation*) also develop these contents. The reason for selecting these contents to develop them in this unit is that they allow using a mixed technique such as collage, in which materials can be recycled and objects can be reused. Therefore, it is related to Environmental Education, which leads to learn to learn, to motivate the initiative and to become aware civically, and definitely, to develop key competences and Longlife learning.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Block 2:
 - The advertising image.
 - Resources.
 - Sign and symbol (anagrams, logos, marks and pictograms).

These concepts are treated throughout the whole unit, in each of the activities, because they promote analysis and critical thinking. They are interpreted as a part of the daily problems, relating them emotionally with environment and sexism, to later link them with positive ideas that allow social action and a change of mind.

- Block 3:

Since this block focuses exclusively on technical drawing, it is preferred to treat this type of content more exclusively in different units. Therefore, block 3 will not be taken into account in this presented work.

8. TIMING

This unit has been designed for the third trimester, in which the subject is taught twice a week. This didactic proposal contains 6 sessions of 60 minutes each, starting from the first week of June, although it may be modified as needed.

At the beginning of each session, 15 minutes are dedicated to:

- 5 minutes: to wait for students to arrive at the specific classroom-workshop of the subject of Art, greet them, and check the attendance.
- 10 minutes: to remember the concepts learnt in the previous session, presentation of theoretical knowledge, review of the objectives pursued during the session.

The following 40 minutes of each session are dedicated to carry out the main activities.

- Session 1:
 - Diagnostic Exercise: *Problems that must be solved*: 8 minutes.
 - Discussion Activity: *Advertising debate*: 12 minutes.
 - Motivational Exercise Visual Reading: 15 minutes.
 - Motivational Activity: Proposition of *Flipped Classroom*: 5 minutes.
- Between the 1st and 2nd sessions:
 - Motivational Activity: *Flipped Classroom*: outside the classroom.
- Session 2:
 - Motivational Activity: Correction of *Flipped Classroom*: 10 minutes.
 - Interdisciplinary Activity: *Sexist advertising*: 15 minutes.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Research Activity: *Advertisement analysis*: 15 minutes.
- Sessions 3 and 4:
 - Research Task: *Changing to connotations*:
 - Task development: 40 minutes in the 3rd session and 25 minutes in the 4th session.
 - Exposition: 15 minutes.
- Sessions 5 and 6:
 - Development Task: *Clever advertising*:
 - Task development: 40 minutes in the 5th session and 15 minutes in the 6th session.
 - Exposition: 10 minutes.
 - Discussion and correction of the Digital portfolio: 15 minutes.

At the end of each session:

- 5 minutes are focused on gathering up the materials, performing the daily assessment and cleaning up the classroom.

As homework (Sessions 1-5):

- Knowledge consolidation: *Digital portfolio*.

9. METHODOLOGY

The didactic methodology, based on its definition from Royal Decree 1105/014, is a set of strategies, procedures and actions organized and planned by the teaching staff, in a conscious and thoughtful way, in order to enable students learning and achievement of the objectives set. These strategies, procedures and actions serve to organize, present and point out the guidelines of the teaching-learning process:

- Meaningful learning: content is structured from previous knowledge, relating it to the new learning, to other subjects and the students' interests.
- Functional, progressive and interrelated learning: contents are applied by solving real problems, providing scaffolding to progress from minor to greater difficulty. Interdisciplinarity and interrelation with other topics, such as advertising and ecology, are sought.
- Scaffolding techniques: such as paraphrasing, brainstorming, visual aids, pointing out the information in images while talking about it.
- Practical and interactive approach: contents are presented dynamically, using ICT and scaffolding to reach the diversity of students through motivating situations that promote dialogue, creativity, participation, self-esteem, and arts enjoyment.
- Flexibility: using different methodological strategies allows adaptation of the teaching process to the diversity of students' learning rhythms.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Use of Keywords: which highlight essential information to better understand ideas, because learning takes place when students are exposed to a more language comprehensible.
- Focus on the foreign language: during the whole lesson, at least by the teacher, making students communicate in class and practising structures or pronunciation, to create a more meaningful learning in English.
- Cooperative and collaborative work: students establish social relationships, interacting and exchanging knowledge. An atmosphere of trust and coexistence is fostered, maintaining respect in insecurities or failures, and avoiding penalties.
- Peer learning: students assume the teacher's role, gaining experience and responsibility by showing and sharing their knowledge to classmates. It develops a feedback environment that complements individual's needs.
- Diverse and flexible classroom seating arrangements: depending on the activity, students are grouped in different ways to facilitate visibility, mobility and feedback. They work individually in separate tables, joining two tables to work in pairs, in clusters to work in groups or in U-shaped tables for large group activities, as with the debate activity.
- Project based learning (PBL): flexible learning itineraries to answer questions or create products. Students have to plan processes, research and collaborate, which enhances the development of key competences, critical thinking, decision making, creation, and exposition.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Flipped Classroom: a pedagogical approach that moves learning outside the classroom, making it more flexible. Meanwhile, class time can be used to facilitate learning acquisition that has not been processed virtually.
- Learning by inquiry and discovery: students seek information, managing their knowledge to discover and build new learning. This learning is more durable and enhances the reflection and competence of learning to learn.
- Knowledge exposition: a demonstrating and concise strategy carried out by the teacher in complex contents, offers clarity and leads students to acquire subsequent knowledge.
- Individual work: students must be able to work for themselves, regardless of the group, showing initiative, while the teacher is a guide to promote encouragement. Moreover, students participate in their own evaluation, through the rubrics.

10. MATERIALS AND RESOURCES

During this didactic unit, a variety of materials and resources will be used to successfully work on the didactic unit. Multimodality is encouraged, using a wide variety of devices and supports to carry out the different interactions (oral, visual, audiovisual) through writings, images, videos, sculptures or the internet.

For example, in different types of activities, students can summarize and synthesize information from different sources using conceptual maps, images and videos, to expose the results orally, in the centre blog and in the digital portfolio. The main reason to use this variety of resources is that it benefits the arrival of learning to the diversity of students, since not everyone learns in the same way, and it also establishes a relationship with their interests and with the current world. In such a way, their motivation increases and their learning becomes more functional. It is the student who chooses what best suits him/her:

- Spaces:
 - Specific classroom-workshop of the subject of Art.
 - Computer room with ICT resources, the Internet and printer.
 - Education centre's blog.
- Furniture: tables, chairs, cabinets, shelves, slates, wall cork and projector.
- Materials and tools in the classroom:
 - Educational support material: material adapted and compiled by the teacher: photographs, advertisement images and videos (Appendix

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

1: Figures and Videos) and vocabulary (Appendix 3: Related Vocabulary).

- Magazines, advertising brochures.
- Waste items.
- Office supplies, papers (A4) and cards (A2 and A3).
- Supplementary material to lend the student in case of forgetting.
- Individual students' materials and tools:
 - Drawing and painting material: graphite pencil 2B, HB, 2H and colors, waxes, pens, tempera, scissors, brushes, markers, glue, paper of different types, cartons, etc.
 - Technical drawing material: mechanical pencil, millimetre ruler, compass, square and bevel.
- Human resources: teaching staff of the ethical values' subject.

11. TRANSVERSALITY

Transversal elements are a series of values that must be present throughout the educational process, cooperating from all subjects in their treatment. These elements contribute to the achievement of key competences and objectives, assuming an important contribution to the improvement of teaching quality. To develop education in values, the context must be considered and how these specific contents affect students, adapting them. Whenever the development of the sessions allows it, these transversal elements will be included as protagonists and in an interdisciplinary way with other subjects.

With this didactic proposal, the transversal elements exposed on Royal Decree 1105/014, are developed as set out below:

- Civic and constitutional education: students share spaces and materials which they must take care of, participating in activities, sharing roles and responsibilities, promoting inclusion and equal opportunities. Respect and tolerance in dialogues and expressions are promoted, avoiding discriminatory behaviours. Reference is made to gender stereotypes, through the debate activity and collaborative works, promoting interpersonal relationships, cooperation and the value of others' contributions.
- Entrepreneurship: raising curiosity, creativity and critical thinking of students is promoted through works in small groups and the digital

portfolio, where they have to devise strategies and processes to solve problems.

- Reading comprehension: students have to search for some information in digital or print media, understanding the meaning in order to achieve new learning and produce new materials.
- Oral and written expression: it is present in the daily work, when preparing texts in activities or in the digital portfolio; exhibiting in class; and dialoguing with classmates in a collective work. It also especially deals with logos' creations based on specific ideas, and with the written advertisement analysis.
- Audiovisual communication: students interact in different activities with print media, photographs, advertisements, and the Internet, in order to promote critical thinking, analysis, creativity and audiovisual materials production, for example, by performing the critical analysis of advertising messages.
- ICT treatment: it is achieved by offering basic knowledge and skills in computer science and programs or creating the digital portfolio.

In addition to the transversal elements, this didactic proposal includes other principles that although they can be included in the previous ones, it is essential to treat them regarding citizen's education:

- Environmental education: importance is given to profit natural light, which does not involve energy expenditure, making an especial reference in the

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

World Environment Day (Friday, June 5th, 2020) and reusing waste materials for conservation and improvement of the environment.

- Consumer education: it is necessary to train conscious and critical people to respond to the problems generated by the consumer society. Students can become aware of the influence of advertisements. In addition, it is promoted when making a collage related to consumerism with cropped images of magazines or other recycled materials.

12.INTERDISCIPLINARITY

The interdisciplinary work between the different areas is important for the integral formation of the student. Teaching is a whole formed by different areas in which the same aspects are worked from different points of view. In this didactic proposal, Art Education is directly associated with the subject of Ethical values in the search for respect, solidarity and rejection of discriminatory treatment, which must be constant on a daily basis. Special emphasis is placed on reflecting and analyzing the advertising messages that include sexist claims.

On the other hand, reference to other subjects is made in different activities, such as:

- Spanish Language and Literature: the linguistic aspects allow establishing a parallel between analysis of texts and analysis of images and their elements, highlighting the visual alphabet, the syntax of the image and its communicative functions.
- Foreign Language: this unit is linked to the foreign language subject by maintaining the same communicative functions in any language as through visual and audiovisual communication. Advertising signs and symbols will also be used in other languages, referring to the universality of languages and their need to function in society.
- Geography and History: it is developed through the styles and trends of the most relevant artistic and advertising events in Andalusia.

13.EVALUATION

Evaluation, according to the Royal Decree 1105/2014, must be continuous, formative and integrative. The evaluation criteria and evaluable learning standards are essential in this section, since they are the referents for checking the degree of acquisition of competences and the achievement of the objectives of the stage.

13.1. Evaluation procedures

Evaluation is a guiding process, which contemplates all the elements seen in the previous sections. It helps guide and train students regarding their expectations with their learning. Within the difficulty of evaluating the subject of Art, the evaluation process will be considered as objective and precise as possible, having as referents key competences, objectives and contents. In addition, students' evaluation is presented as a continuous process and involves:

- Initial assessment: collection of information about the starting situation of students and their previous knowledge. In this way, real situations of students, their strengths or their needs and deficiencies are known.
- Formative assessment: information gathered throughout the process, informing students in all cases about their evolution.
- Summative assessment: data collection and assessment at the end of the teaching-learning process.

To apply the continuous evaluation, regular attendance and participation in the different activities are required. Likewise, exams will be taken just by those

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

students whose learning has not been completely acquired. These exams will consist of activities which will contain the same type of activities carried out during the unit.

13.2. Evaluation Criteria and Learning Standards

Evaluation criteria are specific references used to evaluate student's learning. Regarding learning standards, they specify evaluation criteria and allow adjusting the performance, defining learning results. The evaluation criteria and learning standards allows the attainment of key competences, objectives and contents through different activities and tests which contemplate them and which students must pass. These are specified by the educational administration in the Royal Decree 1105/2014 (page 487):

- Block 1: the student...

5. Knows and applies the creative graphic-plastic methods applied to plastic arts and design processes. (DC, SCC).

5.1. Creates compositions by applying simple creative processes through written proposals, which adjusts to the final objectives.

5.2. Knows and applies creative methods for the elaboration of graphic designs, product designs, fashion and its multiple applications.

11. Knows and applies the expressive possibilities of dry, wet and mixed plastic graphic techniques. (L2L, SCC, CAE).

11.1. Uses the known plastic graphic techniques with propriety, applying them appropriately regarding the specific objective of the activity.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

11.4. Uses the paper as a material, manipulating it, tearing, or folding it, using it to create visual and tactile textures to create compositions, material collages and three-dimensional figures.

11.5. Creates abstract and figurative forms with cut paper for illustrative, decorative or communicative purposes.

11.6. Takes advantage of recycled materials for the development of works in a responsible way with the environment and takes advantage of its graphic and plastic qualities.

11.7. Maintains its workspace and his/her material in perfect order and condition, and provides it to the classroom when necessary for the development of activities.

- Block 2: the student...

1. Describes, analyzes and interprets an image distinguishing the denotative and connotative aspects of it. (CLC, SCC, SIE).

1.1. Reads an image objectively by identifying, classifying and describing the elements of it.

1.2. Analyzes an image, through a subjective reading, identifies the elements of significance, narratives and visual tools used, draws conclusions and interprets their meaning.

13. Identifies and recognizes the different visual languages by appreciating the different styles and trends, valuing, respecting and enjoying the historical and cultural heritage. (L2L, SCC, CAE).

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

13.1. Identifies the visual resources present in visual and audiovisual advertising messages.

14. Identifies and use visual resources such as rhetorical figures in the advertising language. (L2L, SCC, SIE).

14.1. Designs an advertisement message by using visual resources such as rhetorical figures.

13.3. Qualification criteria

The activities that will be carried out during the unit are varied and present the evaluation criteria in a different way and with different implications in order to address the diversity of students and their different ways of proceeding, learning and developing skills through the foreign language. Below, the classification according to the content/language demands, and the qualification criteria is shown:

- Exercises: concrete, mechanical and simple didactic proposals. (10%)
- Activities: action or set of actions that require the application of mental processes for their resolution. They involve understanding and decision-making activities. (20%)
- Tasks: they integrate knowledge of daily life and demand the implementation of competences in a social product or a group project. They also involve the planning and collaboration of students in each of them. (35%)

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Digital portfolio: collection, selection and reflective organization of knowledge and critical opinions of the teaching-learning process, presented in a digital format. (35%)

13.4. Assessment instruments

In order to know the level of performance of the competences, rubrics will be used for the exercises, activities, tasks and portfolio (Appendix 4: Rubrics). Students can use rubrics for self-assessment, and be autonomous and aware of what is required, but this will not influence the final grade.

A rubric has been designed for each key competence, so it is essential to select and evaluate only the rubrics and indicators linked to each activity. When obtaining the qualification of a rubric, its indicators have the same importance, as the arithmetic mean needs to be carried out. The rubrics have been designed based on a scale of 4 scores to prevent them from being in the average, and the highest points have been placed first to influence the students' motivation, so that the first thing they read is what more commitment requires.

Likewise, students who do not pass the unit, will retake the activities whose learning has not been properly acquired.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

14. STEP-BY-STEP PLANNING

Below, the 6 sessions that form this teaching unit are presented in different tables. In session 1, contact is made through oral activities that increase students' motivation. Session 2 stands out with the correction of an activity based on Flipped Classroom, which allows students to carry out advertisement analysis. In session 3, students begin a task in which they will use their knowledge through collages to modify the transmission of advertisement messages. This task is completed and presented in session 4. In session 5, a task consisting of creating different advertising typologies with a specific message starts. This task is finished and presented in session 6, with the correction and discussion of the digital portfolio that has been carried out as homework throughout the unit.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Session 1: <i>Touchdown</i>	
Key competences	• CLC • L2L • SCC • SIE • CAE
Objectives	• General objectives (stage): a, b, c, d, g, i, j, k, and l. • General objectives (Art): 1, 2, 4, 5, 7 and 8. • Didactic objectives: ◦ Content objectives: 1, 4 and 5. ◦ Language objectives: 1, 3, 4 and 5.
Contents	• Block 1: ◦ The collage. ◦ Reuse and recycling of materials and waste objects. • Block 2: ◦ The advertising image. ◦ Resources. ◦ Sign and symbol (anagrams, logos, marks and pictograms).
Methodology	• Meaningful learning. • Scaffolding techniques. • Practical and interactive approach. • Flexibility. • Use of Keywords. • Focus on the foreign language. • Knowledge exposition. • Cooperative and collaborative work. • U-shaped Seating arrangement. • Peer learning.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Activities	
- Waiting for students to arrive at the Art's classroom-workshop. - Greetings. - Check the attendance.	5 min
- Presentation of theoretical knowledge and vocabulary (exposed in the blackboard during the unit). - Presentation of the objectives pursued during the session.	10 min
- Diagnostic Exercise: <i>Problems that must be solved.</i> A series of essential questions about the unit are asked aloud and in turn. Students answer the questions at the beginning of the unit to know their previous knowledge: - What are the denotative and connotative aspects of the images? - And the elements of significance, narratives and visual tools? - What visual resources and rhetorical figures appear in advertising? - What creative graphic-plastic methods can be applied to plastic arts and design? - What is a collage? Later, they will respond to them in the digital portfolio once the unit is finished. (CLC, L2L, SCC, SIE, and CAE).	8 min
- Discussion Activity: <i>Advertising debate.</i> Students are divided into two groups to discuss and defend the following issues: - Does advertising promote recycling or harm the environment? - Does advertising influence the customs and attitudes of the population? - Is advertising always commercial or can it educates in values? They should brainstorm before the debate for 3 minutes, in which they write down principles on which they will focus their defense. (CLC, L2L, SCC, SIE, and CAE).	12 min
Motivational Exercise: <i>Visual Reading.</i>	15 min

Students work in pairs, with their partner next to them, using the vocabulary of the unit to write both, an objective reading and a subjective reading, of the **¡Error! No se encuentra el origen de la referencia.** and an audiovisual advertisement: *The All New Chevrolet Malibu 2016 Car Advertisement – Automobile* (see Appendix 1: Figures and Videos),. They have to identify, classify and describe the significance, the elements that make up these advertisements, any visual tools used and its narrative sense, to draw conclusions and interpret the meaning. Also, they should identify denotative and connotative aspects. (CLC, L2L, SIE, and CAE).



Figure 5. Heinz ketchup advertisement (2007), retrieved October 22, 2019, from <https://awards.brandingforum.org/>.

- Motivational Activity as homework: *Flipped Classroom* (explanation).

This activity is explained and proposed, in order to be developed between the 1st and 2nd session. Students have to watch the video *The Art of Rhetoric: Persuasive Techniques in Advertising* (see Appendix 1: Figures and Videos), outside the classroom, individually.

Students at home should answer the following questions through writing and with their own words:

- What rhetorical figures appear in the video?
- Explain each of the 3 types shown.
- What brands are associated with it? Name at least 3 brands of each type.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

During the next session, feedback will be provided.		
Knowledge consolidation: <i>Digital portfolio</i> It will be carried out as homework, outside the classroom, throughout the course, in this and other units. It includes: introduction, expectations regarding the subject, a diary with the experiences and the achievements of each unit, a glossary with the terminology learnt, answers about the <i>problems to be solved</i>, proposals for improvement for each unit and a constructive and evaluative self-criticism of the teaching-learning process. It is explained and proposed at the beginning of the course and corrected at the end of each unit. (CLC, CMST, DC, L2L, SCC, SIE, and CAE)		
- Gather up the materials. - Daily assessment. - Clean the classroom.		5 min
Materials/ Resources	- Student material: notebook and office supplies. - Figure 5. - Video: <i>The All New Chevrolet Malibu 2016 Car Advertisement – Automobile.</i> - Video: <i>The Art of Rhetoric: Persuasive Techniques in Advertising.</i>	
Evaluation Criteria	- Block 1: 11.: 11.7 - Block 2: 1.: 1.1, 1.2	
Evaluation	Activities with key competences in brackets are assessed with Rubrics (Appendix 4). <i>Digital portfolio</i> will be discussed and corrected at the end of the unit. The rest of activities are just noted down in the teachers' diary.	
Timing	60 minutes.	

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Session 2: <i>Analysis</i>	
Key competences	• CLC • DC • L2L • SCC • SIE • CAE
Objectives	• General objectives (stage): a, b, c, d, e, f, g, i, j, k, and l / b. • General objectives (Art): 1, 2, 4, 5, 6, 7 and 8. • Didactic objectives: ◦ Content objectives: 1, 2 and 5. ◦ Language objectives: 1, 2, 3, 4 and 5.
Contents	• Block 2: ◦ The advertising image. ◦ Resources. ◦ Sign and symbol (anagrams, logos, marks and pictograms).
Methodology	• Learning by inquiry and discovery. • Meaningful learning. • Scaffolding techniques. • Practical and interactive approach. • Flexibility. • Use of Keywords. • Focus on the foreign language. • Knowledge exposition. • Individual work. • Pairs seating arrangement. • Functional, progressive and interrelated learning. • Flipped Classroom.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Activities	
- Waiting for students to arrive at the Art's classroom-workshop. - Greetings. - Check the attendance.	5 min
- Review of the concepts learnt in the previous session. - Presentation of theoretical knowledge. - Presentation of the objectives pursued during the session.	10 min
Motivational Activity: <i>Flipped Classroom</i>. This activity was previously proposed to be developed between the 1st and 2nd session. Students had already watched the video <i>The Art of Rhetoric: Persuasive Techniques in Advertising</i>, outside the classroom, individually, and they answered the questions given in the session before through writing and with their own words. In this session, answers are discussed and corrected in the blackboard, in turns. (CLC, DC, L2L, SIE, and CAE).	10 min
Interdisciplinary Activity: <i>Sexist advertising</i>. Individually, with the support of the Ethical Values' teacher, students write a brief analysis about advertisements' intentions with sexist claims and how they can influence the public. The advertisements are presented in two formats, visually (¡Error! No se encuentra el origen de la referencia.) and audiovisually (<i>Axe commercial Noah Ark, 2011</i>, see Appendix 1: Figures and Videos). Furthermore, they have to identify the visual resources present in visual and audiovisual advertising messages. Then, discussion and correction	15 min

is carried out with the whole group, defending their opinions. (CLC, DC, L2L, SIE, and CAE).			
Figure 6. Alcoa Aluminum advertisement (1953), retrieved October 22, 2019, from https://image.businessinsider.com/			
Research Activity: <i>Advertisement analysis</i>. Universality of languages and its social importance are discussed, analysing loudly advertising graphic signs, symbols, anagrams, logos, brands, pictograms and the relationship between text, meaning and product. These elements will be distributed so that students should search for some information about them and examples in their real environment or in magazines. Finally, they will expose conclusions through the vocabulary learnt (at least one example per student). (CLC, L2L, SCC, SIE, and CAE).		15 min	
Knowledge Consolidation: continuation of the <i>Digital portfolio</i>			
- Gather up the materials. - Daily assessment. - Clean the classroom.		5 min	
Materials/ Resources	- Student material: notebook and office supplies. - Figure 6.	Human Resources	Support of the Ethical Values subject's teacher.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	Video: <i>Axe commercial Noah Ark, 2011.</i>		
Evaluation Criteria	- Block 1: 11.: 11.7 - Block 2: 13.: 13.1		
Evaluation	Same as previous session.		
Timing	60 minutes.		

Session 3: <i>Changes 1</i>	
Key competences	• CLC • CMST • DC • L2L • SCC • SIE • CAE
Objectives	• General objectives (stage): a, b, c, d, e, f, g, h, i, j, k, and l. / b • General objectives (Art): 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. • Didactic objectives: ○ Content objectives: 1, 3, 4 and 5. ○ Language objectives: 1, 2, 3, 4 and 5.
Contents	• Block 1: ○ The collage. ○ Reuse and recycling of materials and waste objects. • Block 2: ○ The advertising image. ○ Resources.
Methodology	• Learning by inquiry and discovery. • Meaningful learning. • Practical and interactive approach. • Flexibility. • Use of Keywords. • Focus on the foreign language. • Cooperative and collaborative work. • Functional, progressive and interrelated learning. • Clusters Seating arrangement.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	• Project based learning (PBL). • Peer learning.
Activities	
• Waiting for students to arrive at the Art's classroom-workshop. • Greetings. • Check the attendance.	5 min
• Review of the concepts learnt in the previous session. • Presentation of theoretical knowledge. • Presentation of the objectives pursued during the session.	10 min
• Research Task: <i>Changing to connotations</i>. In groups of 4 or 5 students, they carry out a project which will take place during the current session and the next one. In this session, students have to research a denotation advertisement using ICT, in order to modify it and produce the same advertising message through connotations. The technique used is the collage, composed by reused materials, in an A3 format or a cardboard. They should write a text explaining the visual resources and rhetorical figures used. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).	40 min
• Knowledge Consolidation: continuation of the <i>Digital portfolio</i>	
• Gather up the materials. • Daily assessment. • Clean the classroom.	5 min
Materials/ Resources	• ICT. • Student material: notebook, office supplies, reused and collage materials, and an A3 format or a cardboard.
Evaluation Criteria	• Block 1: 5.: 5.1, 5.2

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	11.: 11.1, 11.4, 11.5, 11.6. 11.7 • Block 2: 13.: 13.1 14.: 14.1
Evaluation	Same as previous sessions.
Timing	60 minutes.

Session 4: <i>Changes 2</i>	
Key competences	• CLC • CMST • DC • L2L • SCC • SIE • CAE
Objectives	• General objectives (stage): a, b, c, d, e, f, g, h, i, j, k, and l. / b • General objectives (Art): 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. • Didactic objectives: ○ Content objectives: 1, 3, 4 and 5. ○ Language objectives: 1, 2, 3, 4 and 5.
Contents	• Block 1: ○ The collage. ○ Reuse and recycling of materials and waste objects. • Block 2: ○ The advertising image. ○ Resources.
Methodology	• Learning by inquiry and discovery. • Meaningful learning. • Practical and interactive approach. • Flexibility. • Use of Keywords. • Focus on the foreign language. • Cooperative and collaborative work. • Functional, progressive and interrelated learning. • Clusters Seating arrangement + U-shaped Seating arrangement (Exposition).

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	• Project based learning (PBL). • Peer learning.
Activities	
• Waiting for students to arrive at the Art's classroom-workshop. • Greetings. • Check the attendance.	5 min
• Review of the concepts learnt in the previous session. • Presentation of theoretical knowledge. • Presentation of the objectives pursued during the session.	10 min
• Research Task: <i>Changing to connotations</i>. In groups of 4 or 5 students, the students continue carrying out the project which started in the last session. Now, students have to continue the activity and should finish it to perform an exposition. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).	25 min task + 15 min expo
• Knowledge Consolidation: continuation of the <i>Digital portfolio</i>	
• Gather up the materials. • Daily assessment. • Clean the classroom.	5 min
Materials/ Resources	• ICT. • Student material: notebook, office supplies, reused and collage materials, and an A3 format or a cardboard.
Evaluation Criteria	• Block 1: 5.: 5.1, 5.2 11.: 11.1, 11.4, 11.5, 11.6. 11.7

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	• Block 2: 13.: 13.1 14.: 14.1
Evaluation	Same as previous sessions.
Timing	60 minutes.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Session 5: <i>Creating clever advertising 1</i>	
Key competences	• CMST • L2L • SIE • CAE
Objectives	• General objectives (stage): a, b, c, d, g, i, j, k, and l. / a and b • General objectives (Art): 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. • Didactic objectives: ◦ Content objectives: 1, 2, 3, 4 and 5. ◦ Language objectives: 1, 4 and 5.
Contents	• Block 1: ◦ The collage. ◦ Reuse and recycling of materials and waste objects. • Block 2: ◦ The advertising image. ◦ Resources.
Methodology	• Learning by inquiry and discovery. • Meaningful learning. • Practical and interactive approach. • Flexibility. • Use of Keywords. • Cooperative and collaborative work. • Functional, progressive and interrelated learning. • Clusters Seating arrangement. • Project based learning (PBL). • Peer learning.
Activities	

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Waiting for students to arrive at the Art's classroom-workshop. - Greetings. - Check the attendance.		5 min
- Review of the concepts learnt in the previous session. - Presentation of theoretical knowledge. - Presentation of the objectives pursued during the session.		10 min
Research Task: <i>Clever advertising</i>. In groups of 4 or 5 students, the students have to create 3 advertisements: an image/picture, a sculpture and an audiovisual spot, which combine figurative and abstract forms of collages with visual resources such as rhetorical figures. One should promote the consumption of a basic product for life; the second one, the environment care; and the last one, cultural and artistic heritage of Andalusia. Waste material, reused products and other objects will be used to create visual and tactile textures. Students should present the results in the next session. (CMST, L2L, SIE, and CAE).		40 min
Knowledge Consolidation: continuation of the <i>Digital portfolio</i>		
- Gather up the materials. - Daily assessment. - Clean the classroom.		5 min
Materials/ Resources	- Cameras and ICT. - Student material: notebook, office supplies, reused and collage materials, and an A3 format or a cardboard.	
Evaluation Criteria	- Block 1: 5.: 5.1, 5.2 11.: 11.1, 11.4, 11.5, 11.6. 11.7 - Block 2:	

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	13.: 13.1 14.: 14.1
Evaluation	Same as previous sessions.
Timing	60 minutes.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Session 6: <i>Creating clever advertising 2</i>	
Key competences	• CMST • L2L • SIE • CAE
Objectives	• General objectives (stage): a, b, c, d, g, i, j, k, and l. / a and b • General objectives (Art): 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. • Didactic objectives: ◦ Content objectives: 1, 2, 3, 4 and 5. ◦ Language objectives: 1, 4 and 5.
Contents	• Block 1: ◦ The collage. ◦ Reuse and recycling of materials and waste objects. • Block 2: ◦ The advertising image. ◦ Resources.
Methodology	• Learning by inquiry and discovery. • Meaningful learning. • Practical and interactive approach. • Flexibility. • Use of Keywords. • Cooperative and collaborative work. • Functional, progressive and interrelated learning. • Clusters Seating arrangement + U-shaped Seating arrangement (Exposition). • Project based learning (PBL). • Peer learning.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Activities	
- Waiting for students to arrive at the Art's classroom-workshop. - Greetings. - Check the attendance.	5 min
- Review of the concepts learnt in the previous session. - Presentation of theoretical knowledge. - Presentation of the objectives pursued during the session.	10 min
Research Task: <i>Clever advertising</i>. In groups of 4-5 students, they have to continue creating the 3 advertisement products proposed in last session: an image/picture, a sculpture and an audiovisual spot, which combine figurative and abstract forms of collages with visual resources. One should promote the consumption of a basic product; the second one, the environment care; and the last one, cultural and artistic heritage of Andalusia. Waste material, reused products and other objects are used to create visual and tactile textures. Students should finish and present the results in this session, uploading the results in the centre's blog. (CMST, L2L, SIE, and CAE).	15 min task + 10 min expo
Knowledge Consolidation: discussion and correction of the <i>Digital portfolio</i>.	15 min
- Gather up the materials. - Daily assessment. - Clean the classroom.	5 min
Materials/ Resources	- Cameras and ICT. - Student material: notebook, office supplies, reused and collage materials, and an A3 format or a cardboard.
Evaluation Criteria	Block 1: 5.: 5.1, 5.2 11.: 11.1, 11.4, 11.5, 11.6. 11.7

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	Block 2: 13.: 13.1 14.: 14.1
Evaluation	Same as previous sessions.
Timing	60 minutes.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

15. REINFORCEMENT AND EXTENSION ACTIVITIES

Reinforcement activities are designed for students with content acquisition problems:

Reinforcement activities	
Key competences	• CLC • CMST • DC • L2L • SCC • SIE • CAE
Objectives	• General objectives (stage): a, b, c, d, g, i, j, k, and l. / a and b • General objectives (Art): 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. • Didactic objectives: ◦ Content objectives: 1, 2, 3, 4 and 5. ◦ Language objectives: 1, 2, 3, 4 and 5.
Contents	• Block 1: ◦ The collage. ◦ Reuse and recycling of materials and waste objects. • Block 2: ◦ The advertising image. ◦ Resources. ◦ Sign and symbol (anagrams, logos, marks and pictograms).
Methodology	• Learning by inquiry and discovery. • Meaningful learning. • Practical and interactive approach. • Flexibility. • Use of Keywords. • Focus on the foreign language.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	• Individual work. • Functional, progressive and interrelated learning. • U-shaped Seating arrangement (Expositions). • Project based learning (PBL).
Activities	
	• Task: <i>Visual resources and rhetorical figures</i>. This activity allows students to deepen the resources and rhetorical figures used by advertising. Students have to make a project in a cardboard (A3), researching with ICT about visual resources and rhetorical figures in visual and audiovisual advertising messages. Later, they should expose it to their partners. (CLC, CMST, DC, L2L, SCC, SIE, and CAE).
	• Task: <i>Advertisement with collage</i>. This activity consist in foment the environmental care through the creation of two collages by reusing waste objects, one figurative and the other abstract. It will be taken into account the relationship between text, meaning and product, for subsequent exposition in the classroom. (CLC, CMST, L2L, SCC, SIE, and CAE).
	• Activity: <i>Summary</i> With this type of activity, students with conceptual or organizational problems can benefit. Students can summarize the contents and vocabulary worked through diagrams, concept maps, flowcharts or other procedures that allow them to understand key concepts of this didactic unit. (CLC, L2L, SIE, and CAE).
Materials/ Resources	• ICT. • Student material: notebook, office supplies, reused and collage materials, and an A3 format or a cardboard.
Evaluation Criteria	• Block 1: 5.: 5.1, 5.2 11.: 11.1, 11.4, 11.5, 11.6.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

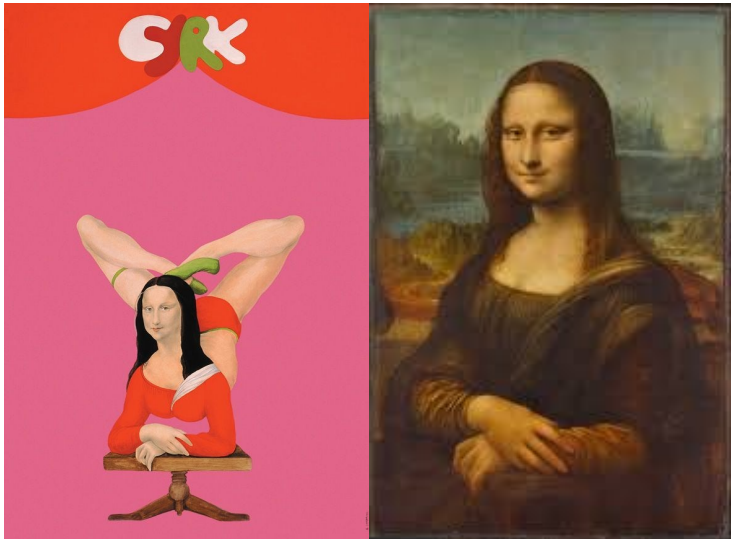
	Block 2: 14.: 14.1
Evaluation	Activities with key competences in brackets are assessed with Rubrics (Appendix 4) and taken into account to raise students' calification.
Timing	These activities are developed as homework, making exposition of tasks in the classroom.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Extension activities are designed to enrich learning extracurricularly with a greater complexity in the unit contents:

Extension activities	
Key competences	• CMST • L2L • SIE • CAE
Objectives	• General objectives (stage): a, b, c, d, g, i, j, k, and l. / a and b • General objectives (Art): 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. • Didactic objectives: ◦ Content objectives: 1, 2, 3, 4 and 5. ◦ Language objectives: 1, 4 and 5.
Contents	• Block 1: ◦ The collage. ◦ Reuse and recycling of materials and waste objects. • Block 2: ◦ The advertising image. ◦ Resources.
Methodology	• Learning by inquiry and discovery. • Meaningful learning. • Practical and interactive approach. • Flexibility. • Use of Keywords. • Focus on the foreign language. • Individual work. • Functional, progressive and interrelated learning. • U-shaped Seating arrangement (Expositions).

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

	• Project based learning (PBL).
Activities	
• Task: <i>Reinterpretation</i>. This activity encompasses most of the content seen in the unit through reinterpretation, which encourages creativity. Students have to use ICT to search for an advertising message of a known work in order to produce a reinterpretation of its meaning. The technique will be collage to create a picture or sculpture, reusing different materials. Being influenced by <i>Cyrk</i> of Maciej Urbaniec (Figure 7, on the left) who makes a distortion of <i>Gioconda</i> by Leonardo Da Vinci (Figure 8, on the right), creating an advertisement. At the end, the student has to present the result, explaining the art work imitated and the final product to their partners. (CMST, L2L, SIE, and CAE).	
	
Figure 7 (left). <i>Cyrk</i> by Maciej Urbaniec (1970), retrieved October 22, 2019, from https://i.pinimg.com/	
Figure 8 (right). <i>Gioconda</i> by Leonardo da Vinci (1503), retrieved October 22, 2019, from https://upload.wikimedia.org	
Materials/ Resources	• ICT. • Figure and Figure 8. • Student material: notebook, office supplies, reused and collage materials.

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

Evaluation Criteria	- Block 1: 5.: 5.1, 5.2 11.: 11.1, 11.4, 11.5, 11.6. 11.7 - Block 2: 13.: 13.1 14.: 14.1
Evaluation	Activities with key competences in brackets are assessed with Rubrics (Appendix 4) and taken into account to raise students' calification.
Timing	These activities are developed as homework, making exposition of tasks in the classroom.

16.DISCUSSION AND CONCLUSIONS

The most important theories that make up CLIL have been reviewed in this masters' dissertation. It is remarkable how each piece fits perfectly into a multi-approach puzzle in an integrated way, following the 4Cs conceptual framework expressed by Coyle (2015, p.89), to create the perfect methodology, and to encourage not only the foreign language and content acquisition, but also the preparation to survive and continue learning in our current society. The Core features of CLIL methodology, proposed by Mehisto (2008, pp.29-30) have been followed, adding multimodality or the flipped classroom, as educational improvements adapted to the students' interests.

To promote Lifelong learning, key competences have been developed in real situations and functional tasks, as Ball (2016, p.25) mentioned, taking these competences into account to evaluate each activity through the rubrics.

In this sense, tasks and activities of this didactic proposal are focused on the subject itself and its artistic content, but is also aimed to raise awareness about the current problem that occurs in our environment, fighting against the consumerism that really interests the young people today. Environmental Education has been treated through teamwork and collaborative projects, being more significant for students when they participate actively, following the ideas of Bywater (2014, pp.923-929).

Complementing what Vygotsky mentioned (2006, pp. 9-22), art has not only been useful for resolution of personal conflicts, but also for solving social

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

problems. Thus, art and ICT, have been used as two fundamental pillars to reach students from emotions and interests, causing them to question advertising, and the resources used to increase consumerism. Through this unit, critical thinking is promoted, in order to make the student aware of consumerism problems and the ways to solve them. For this, analysis and subsequent research, evaluation and creation activities are carried out, taking into account Bloom's Revised Taxonomy (Anderson and Krathwohl, 2001). With these activities, students modify advertising messages using waste materials, in order to build a healthier society. In addition, strategies such as peer learning and project-based learning lead them to understand through experiences that cooperation is one of the best ways to improve our present and future. The fact of teaching students to analyze information that comes to them through critical thinking and observation, helps them to question reality and to be aware of their surroundings in the present and future.

Finally, and to conclude, the reason for designing and carrying out this unit is that if we, as teachers, are able to open the mind of our students and make them appreciate life. Teachers can achieve something important, transmit the need for human beings to live in harmony with everything that surrounds us. As a quotation, possibly recognized falsely to Aristotle, already said "Educating the mind without educating the heart is not education at all" (Sententiae Antiquae, 2017).

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

17. BIBLIOGRAPHY

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CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

la que se establece el procedimiento para la autorización de la enseñanza bilingüe en los centros docentes de titularidad privada. *Boletín Oficial de la Junta de Andalucía*, 44, de 5 de marzo 2013, 11-12.

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18.APPENDICES

18.1. Appendix 1: Figures and Videos

- Figure 5. *Heinz ketchup advertisement (2007)*, retrieved October 22, 2019, from <https://awards.brandingforum.org/>.



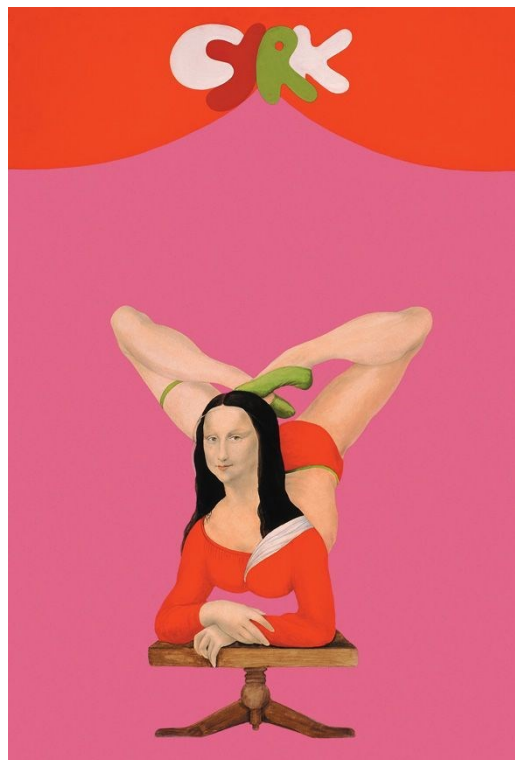
- *The All New Chevrolet Malibu 2016 Car Advertisement – Automobile*
retrieved October 22, 2019, from
<https://www.youtube.com/watch?v=Snpl8pSrub8>
- *The Art of Rhetoric: Persuasive Techniques in Advertising* retrieved
October 22, 2019, from
<https://www.youtube.com/watch?v=FeCz5fy02JE>

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Figure 6. *Alcoa Aluminum advertisement (1953)*, retrieved October 22, 2019, from <https://image.businessinsider.com/>



- *Axe commercial Noah Ark, 2011*, retrieved October 22, 2019, from <https://www.youtube.com/watch?v=yp0TLt6wpw4>
- Figure 7 (left). *Cyrk* by Maciej Urbaniec (1970), retrieved October 22, 2019, from <https://i.pinimg.com/>



CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

- Figure 8 (right). *Gioconda* by Leonardo da Vinci (1503), retrieved October 22, 2019, from <https://upload.wikimedia.org>



18.2. Appendix 2: Timetable

TIMETABLE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST HOUR		1st A / ART			
SECOND HOUR	2nd / ART	Department Headquarters	Programming activities	4th B / ART	Guard service
THIRD HOUR	1st B / ART	Guard service	4th B / ART	3rd B / ART	2nd / ART
PLAYTIME	Playtime	Playtime	Playtime	Playtime	Guard Service
FOURTH HOUR	Programming activities	Coordination	Programming activities	4th A / ART	Department Headquarters
FIFTH HOUR	Guard service	3rd A / ART	4th A / ART	3rd A / ART	1st A / ART
SIXTH HOUR	4º A / ART	1st B / ART		3rd B / ART	4th B / ART

CLIL teaching proposal for environmental awareness through a Lifelong Learning program in the subject of Art for the second year of Secondary Education.

18.3. Appendix 3: Related Vocabulary

Art, design, environment, abstract, advertisement, advertising, anagrams, balance, benefit, brand, campaign, climate change, collage, composition, connotative, consume, contrast, denotative, domestic waste, ecosystem, environment, fashion, figurative, gallery, global warming, logo, mark, marketing team, mass media, meaning, objective, photograph, pictograms, pollution, poster, print, product, proximity, recycle, reduce, renewable, repetition, reuse, rhetorical figures, sales, sign, sketch, slogan, spot, subjective, symbol, symmetry, trend.

18.4. Appendix 4: Rubrics

COMPETENCE IN LINGUISTIC COMMUNICATION (CLC)				
	Excellent (3)	Correct (2)	Improvable (1)	Insufficient (0)
Oral expression (L2)	The expression is fluent using proper grammar, pitch, vocalization and rhythm.	Sometimes the expression, grammar, vocalization or rhythm is inaccurate, but it does not make comprehension difficult.	Expression is not fluid, with vague vocalization, long pauses and slow rhythm. Sentences are linked poorly or with poor grammar. No fluency.	The rhythm and pronunciation presents lots of errors. The pitch is low and the grammar is totally incorrect.
Written expression (L2)	The text is written in an excellent way, without misspellings, with correct syntax and a clear and concise meaning.	Sometimes the student commits misspellings in the written text, or the syntax does not become accurate but the meaning is understood.	The written text has several spelling mistakes and poor syntax. The meaning is intuited but it does not become clear.	A text written with misspellings and wrong syntax. The meaning is not understood.

Vocabulary	Use of a wide vocabulary and terminology adjusted to the theme.	Use of vocabulary with small mistakes that do not hinder understanding.	The vocabulary is reduced and the student uses it only in certain occasions.	The student does not use appropriate vocabulary or terminology with respect to the subject.
Interaction with the viewer	The student invites the viewer, showing situations close to the environment.	Some situations close to the viewer's surroundings are presented.	The interaction with the viewer is acceptable but the situations presented are not entirely close.	There are no situations close to the viewer, so it is not identified.
Organization	The subject is perfectly introduced and developed, reaching a successful conclusion.	The subject is introduced, developed and concluded well, but sometimes it becomes confusing.	The theme is developed, but there is no introduction or conclusion, or they are not adequate.	There is no logical sequence to develop the topic, which makes it impossible to understand it.

COMPETENCE IN MATHEMATICS, SCIENCE AND TECHNOLOGY (CMST)				
	Excellent (3)	Correct (2)	Improvable (1)	Insufficient (0)
Accuracy and neatness	The student maintains habits of precision, rigor and neatness at all times, making itself clear in the activity carried out.	The student shows precision, rigor and neatness in most of the activity, but it is not constantly fulfilled.	The student does not show neatness in carrying out the activity but there is accuracy and rigor.	The student does not show precision, rigor or neatness in the process and / or result of the activity.
Judgment on mathematical, scientific or technological facts	The student analyzes and establishes accurate judgments in a satisfactory manner checking their validity.	The student analyzes facts with one or several short-range rulings, which do not modify that the trial remains accurate for most of the part.	The student performs little analysis on facts, giving rise to a critical judgment that is accurate but not proven.	The student performs incomplete analyzes or does not perform them, resulting in inaccurate or erroneously judgments.
Representation with signs and / or symbols	The student uses excellent signs and / or symbols that	The student uses correctly signs and / or symbols to	The signs and symbols used do not effectively represent the	The student does not use the necessary or correct signs and

	perfectly represent concepts or realities without any failure.	represent concepts or realities, making a point error.	concepts intended, making difficult to understand.	/ or symbols, being impossible the correct understanding.
Operations in technical tracings	The student accurately performs each of the operations necessary for the activity, successfully achieving the final achievement.	The student performs most of the operations of the process well, making mistakes that prevent a completely correct result.	The student commits several failures during the process, giving rise to a tracing and final attainment that does not become adequate to the complete one.	The student does not perform or performs incorrectly the operations necessary for the activity, not reaching a correct result.
Use of materials, tools and procedures	The student makes an excellent use of materials and tools, effectively developing each phase of the procedure.	Mostly the student makes good use of materials and tools, properly applying the phases of the procedure.	On several occasions the student misuses the materials and tools but follows the phases of each procedure.	The student does not use materials and tools correctly, nor does the student follow the phases of the procedure applied.

DIGITAL COMPETENCE (DC)				
	Excellent (3)	Correct (2)	Improvable (1)	Insufficient (0)
Employment of technologies	The use of technological tools and materials has been appropriate and safe throughout the process.	Technological tools and materials have been used appropriately most of the time.	The materials and technological tools have been used poorly in most cases.	The established technological materials and tools have not been used or used incorrectly.
Materials	Good material that helps to understand the subject and does not distract the attention.	The digital material used is adequate but sometimes serves as a distraction.	The material is scarce or of poor quality. It often causes distractions to the main information.	There is no digital material or the included material does not contribute anything.
Quality of image and/or sound	The quality of the image and sound is very good. It facilitates the understanding of the message.	The image and sound are acceptable. You can understand the content without any problem.	The image and/or the sound are improvable, being difficult to follow the thread of the message in certain occasions.	The quality of the image and / or the sound is bad. They do not allow the understanding of the message.

Fluency	The transition from one component to another occurs smoothly and without sudden changes.	The fluidity between the components is correct, with small failures that do not hinder understanding.	It goes from one component to another with brusqueness, causing confusion, without that being the objective.	The transition between the components does not make sense. It does not allow the viewer to follow the thread of the theme.
Effects and creativity	There are creative elements in the composition and effects in line with the theme, allowing excellent decoding.	The compositional elements and effects are appropriate to the theme, but sometimes divert attention from the main content.	With the elements that appear in the composition and the effects used, the message is not easily understood.	There is no constant cohesion or compositional elements and effects appropriate to the subject matter have not been taken into account.

LEARNING TO LEARN COMPETENCE (L2L)				
	Excellent (3)	Correct (2)	Improvable (1)	Insufficient (0)
Contribution of different points of view	The student brings different points of view to the subject and gives good arguments.	The student contributes with different points of view to the subject, but with few arguments.	The student contributes with different points of view to the subject being learnt, but the student does not add any arguments.	The student does not provide different points of view to the topic, nor arguments to support them.
Autonomy	The student solves problems without external intervention, and reaching a suitable solution.	The student solves the problems satisfactorily by itself, requiring help at some point in the process.	The student solves problems correctly, with the need of help several times.	The student does not solve problems without help, and it is insufficient and unsatisfactory.
Information provided	The student provides a wealth of information and data, all relevant and correct.	The student provides relevant data and information, with slight errors but not important.	The information and data provided are scarce or little relevant for the activity carried out.	Most of the information and data provided are incorrect or do not contribute to the subject.

New knowledge	There is abundant knowledge appropriate to the subject.	There is some new knowledge, most of which is appropriate to the subject.	The new knowledge is scarce or not so relevant to the subject.	The student does not present new knowledge or it has no relation to the subject.
Requirement level	The student develops the established requirements levels in an excellent way, striving to contribute all that is required.	The student meets the requirements in most cases, with a lower level in several aspects but generally acceptable.	The effort is mediocre in most cases, and a higher level of demand can be widely achieved.	There is no obvious effort in the work done, nor have the required levels of demand.

SOCIAL AND CIVIC COMPETENCES (SCC)				
	Excellent (3)	Correct (2)	Improvable (1)	Insufficient (0)
Organization and cleaning	The student maintains the organization and cleanliness constantly both in their workplace and in the classroom.	The student usually maintains the organization and cleanliness in their place of work and in the classroom, but not always.	The student contributes little organization and cleanliness in their place of work and does not cooperate with the cleaning of the classroom.	The student does not contribute and also hinders the organization and cleanliness of their place of work and of the classroom.
Respect for others	The student treats others with justice and equality, and also collaborates in the resolution of conflicts and in the fight against discrimination.	All the time the student treats others fairly and equally, affirming the foundations of democracy.	Sometimes the student does not respect the turn of the word or tries to impose her/his ideas without assessing the rest.	Lack of respect for others, provoking discrimination, conflicts and rejection of democracy.
Dialogue and feedback	The student interacts with others, encouraging dialogue	Sometimes the student exchanges opinions and ideas, but the student does not	Sometimes the student expresses their opinion, but	The student does not dialogue or express any of its opinions, ideas or formative criticism.

	and exchange of opinions, ideas and formative criticism.	make formative criticisms that help to improve.	does not show ideas or formative criticism.	
Constructive participation	The student participates constructively, cooperating and helping others at all times.	Most of the time the student participates in the activities, but rarely offers her/his help to others.	Sometimes the student barely participates and does not offer her/his help to others.	Whenever possible, the student avoids participating constructively and helping others.
Obedience of the rules	The student is committed to the rules of the activity and the classroom, respecting them and favouring their compliance by all.	The student is committed to the rules of the activity and the classroom, respecting them and fulfilling them at many times.	The student does not meet any specific norm of the activity and/or classroom but then reconsiders and avoids doing it again.	The student fails to comply and does not respect the norms of the activity, nor the norms of the classroom, preventing the correct development of the activity.

SENSE OF INITIATIVE AND ENTREPRENEURSHIP (SIE)				
	Excellent (3)	Correct (2)	Improvable (1)	Insufficient (0)
Investigation	The student gets new information, useful knowledge and effective solutions to all problems or questions.	The student finds new information, useful knowledge and effective solutions to almost all problems or questions.	The student finds information and knowledge, but they are not useful enough to reach effective solutions to problems or questions.	The student does not locate new information, knowledge, or effective solutions to problems or questions.
Design and implementation of a plan	The student organizes and plans the appropriate phases that must be followed to achieve the proposed objectives, reaching them satisfactorily.	The student organizes and plans the appropriate phases to follow to achieve the objectives, reaching them to a greater extent.	The student organizes and appropriately plans the phases to follow in order to achieve the objectives, but reaching them incompletely.	The student does not organize and does not plan the appropriate phases to follow to achieve the proposed objectives. The student does not reach the objectives.
Predisposition and effort	The student shows initiative in developing the activity and the student performs problem-solving, applying and	The student shows initiative in developing the activity and solving problems but losing time at times. Even so, the	The student does not show initiative when developing the activity. There are several moments of inactivity, but the	There is inactivity or loss of time. The student does not show initiative when developing the activity and

	occupying his/her time diligently.	student manages to finish the punctual activity.	student manages to solve problems.	does not perform problem-solving.
Communication, presentation and negotiation	The student communicates and presents the information in an eloquent and convincing way, knowing how to negotiate and defend her/his proposals with firmness.	The student communicates and presents information in a natural way but with specific doubts. The student usually negotiates and defends proposals firmly.	The student communicates and presents the information indecisively and unconvincingly, without negotiating or defending proposals in a firm manner.	The student does not communicate or present any type of information, and / or does not negotiate or defend proposals.
Responsibility and management of uncertainty	Responsible for the decisions made, the student develops self-confidence by taking risks and challenges, and resolving them.	Responsible with the decisions, but with doubts. The student develops self-confidence by taking risks, solved to a greater extent.	Usually responsible with the decisions made, but the student does not develop self-confidence by not daring to assume any risk.	Irresponsible with decisions, the student does not develop self-confidence, since the student does not assume any challenge.

CULTURAL AWARENESS AND EXPRESSION (CAE)				
	Excellent (3)	Correct (2)	Improvable (1)	Insufficient (0)
Use of techniques, resources and conventions of artistic languages	Use proposed techniques adequately, taking into account resources and compositional schemes.	Use proposed techniques correctly, taking into account resources and compositional schemes partially.	Use proposed techniques adequately, but without taking into account resources and compositional schemes.	Inappropriate use of proposed techniques, without taking into account resources and compositional schemes.
Representation and interpretation	Level of iconicity and type of representation or interpretation established is considered completely in the execution.	Level of iconicity and type of representation or interpretation established is considered, but fails to execute it completely.	Level of iconicity and type of representation or interpretation established are not clearly identified, considering them partially.	Level of iconicity or type of representation or interpretation is not considered. It is a different product from the expected.
Imagination and creativity through artistic codes	Information, feelings and emotions are expressed through artistic codes in a creative, imaginative, innovative and effective way.	Information, feelings and emotions are expressed creatively through artistic codes, but there is similarity with examples or with other works.	Information, feelings and emotions are expressed through artistic codes, providing few variants to the examples or other works.	No information, feelings or emotions are communicated, or information included does not attend artistic codes.

Exploration on the different genres, styles or representations	Interest, search and display of relevant data or images about gender, style or representation, develop enrichment and personal and collective enjoyment.	Interest, search and display of data or images of gender, style or representation, are mostly relevant to personal and collective enrichment and enjoyment.	Interest, search and display of data or images about the specified gender, style or representation, of which, some are relevant but many others are irrelevant.	No interest, search or display of data or images relevant to the specified gender, style or representation.
Conservation, respect and appreciation of artistic-cultural diversity	Critical appreciation, with open and respectful attitude, of the artistic-cultural manifestations, conserving them and encouraging others to participate.	The student appreciates and critically values the different artistic-cultural manifestations, conserving them and showing an open and respectful attitude.	The student appreciates the different artistic-cultural manifestations, conserving them but showing a little open and respectful attitude.	The student does not appreciate, value or respect the different artistic-cultural manifestations, rejecting the diversity and conservation of them.