Lesson Plan
Plastic Model

School: IC "Libero Andreotti"	**Teacher:** Maltagliati Orietta
Title : Plastic model	**Time :** 8hours
Subject : English, ICT, Geography, Science	
Aim: Learn how to create a practical-manual product through the Clil Theme of knowledge, skills; Understanding using computational thinking in following the the different phases of the Project; Create of a plastic model.	
Key CS elements: decomposition, pattern recognition, abstraction, practicing algorithms	
Age group: 7th grade 12-13 years old students	
Learning situations: students classroom, Art classroom, computer room.	**Activity type:** pairs/group work; cooperative learning, problem solving
Resources: Google Workspace, videos, whiteboard, IWB, computers, laptops, specialized articles and websites	

Learning development:

1.DECOMPOSITION (breaking a problem down into a smaller part)

The teacher will ask the students to:
-looking for still life image (a tree, an animal);
- Identifying all the components that need to be drawn within a still life image;
-Break down an object to be drawn into smaller sections;
-Use the grid method to draw an image;

2. PATTERN RECOGNITION (looking for similarity and trend within a problem)

- Application of learned shading techniques to appropriate situations.
- Creation of continuous, looping patterns (drawn patterns)
- Following a common process when creating 3D work (creating paper mache

3 .ABSTRACTION (focusing on the important part of a problem, filtering out unnecessary details)

-Creating a sketch up of a drawing

-Creating a draft model prior to building the real thing

-Creating a concept design

-Drawing the elements of the plastic model

4. ALGORITHM DESIGN (create a step by step sequence of instruction to solve the problem)

- Application of learned shading techniques to appropriate situations;
- Creation of continuous, looping patterns (drawn patterns);
- Following a common process when creating 3D work (creating paper mache;
- Creating a sketch up of a drawing;
- Creating a draft model prior to building the real thing;
- Creating a concept design;
- Drawing the elements of the plastic modeltate snail behavior creating an obstacle courses based on different viewing moments;
- Creating a plastic model from an initial sketch.

Assessment: The assessment of learning can take place through the production of the students:

.Developing of key competences: Functional alphabetical competence, Digital competence, Personal, social and learning-learning skills.
-Promoting and facilitating the socialization and the building of relationships with the peers and adults of the school in a structured, small group environment.
-Promoting positive relationships between pupils in the class through structured interactions in small groups.
-Consolidating and strengthening the learnings related to the disciplines involved for the entire class.
-Developing of key competences: functional alphabetical competence, practical and digital competence,
- Learning by doing, Peer Tutoring.
-Deduce and compare information, make conclusions; give reason.
-Learn to use technological devices and tools.
-Cooperate with peers.

Expected results:

-Realization of a practical-manual product (a plastic model) for Art in which the following elements are present: mountain, hill, plain, river, lake, sea for Geography; some vertebrate animals and invertebrates in a representation of plants and flowers for Science.
-Presentation of the project and sharing of the objectives and methodologies of work within the class.
-Use of the computers to search for images and information.

Notes: this project starts from the idea to develop students' skills in using technological devices and tools by the realization of a plastic model, in particular the basic skills: turning on, switching off and accessing to the student's account, searching for images and information on the internet as well as Improvement in communication and cooperative learning skills.