

BEING CREATIVE: MODULE OUTLINE

Field: The Imaginative World **Band:** Lower Secondary



Purpose

Students use language creatively to write a story, poem, riddle or comic strip, and respond to a piece of creative work such as a painting, sculpture or monument.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage.

Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1, 5.2, 5.3, 6.1, 6.2, 6.3](#)

Composing [5.4, 5.5, 5.6, 6.4, 6.5, 6.6](#)

Some students could be in either the beginner or elementary stages of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1, 3.2, 3.3, 4.1, 4.2, 4.3](#)

Composing [3.4, 3.5, 3.6, 4.4, 4.5, 4.6](#)

To see detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of ‘sociocultural understanding’ and ‘functions and language elements’. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

Sociocultural understanding

By looking at particular creative works from **target country**, students come to appreciate what **target culture** people value artistically and why they do so.

Functions and language elements

- [expressing and asking about likes and dislikes](#): taste, touch, smell, hear, see
- [giving reasons](#): funny, silly, not funny, peculiar, humorous, strange
- [describing people, places and things](#): It smells like ..., sounds like ..., looks like ...
- [describing situations and events](#)
- [describing and asking about routines](#)
- [asking for assistance](#)
- [identifying and asking about people, places and things](#): works of art, buildings
- [expressing understanding and lack of understanding](#)
- [giving and responding to instructions](#): dance movements
- [expressing ability and inability](#)
- [expressing opinions](#): My favourite ... is ...
- [offering and responding to suggestions](#)
- [asking for and giving clarification](#)
- [identifying and asking about situations](#)

Assessment strategy

In [Task 10](#), the teacher can assess students' comprehension abilities. At what [level](#) can students comprehend language describing creativity?

In [Task 11](#) and [Task 12](#), the teacher can collect samples of written work and record performance notes on speaking. At what [level](#) can students use language to write and talk about people and their creativity or to describe creative pieces of work?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: That tingles](#)

THAT TINGLES: UNIT OVERVIEW



Orientating task

- 1 Explore the concept of creativity by reading about or looking at familiar examples of human creativity from students' own culture or the **target language** culture.



Enhancing tasks

(These tasks are designed to cater for students' different interests. It is not anticipated that students would do all tasks, rather they choose ones that suit their particular interests.)

- 2 Compile a list of favourite things and try to explain why they are popular.
- 3 Associate each of the five senses with items that appeal to students, and list the adjectives that describe each sensation.
- 4 Classify items on a worksheet as 'funny' or 'not funny' and try to say why something is funny. Change a sentence or a picture to render it comic and explain the change.
- 5 Experiment with language by looking at different manifestations such as translation jokes, e.g., Japlish, franglais, onomatopoeic words, picture poems.
- 6 Create ink blots and describe what can be seen in

them. Explore examples of spatial design in buildings or artwork and describe the concepts being portrayed.

- 7 Follow instructions to perform movements that could be part of a dance routine or a traditional dance.
- 8 Learn to sing a song from **target country** and present it to the class. Compose different words for a well-known tune.
- 9 Solve some logic problems using language and create other logic problems for the class to solve.
- 10 Listen to or read an article that describes the elements of creativity and strategies for being artistically creative, and apply these strategies.
- 11 Investigate creative people's work from **target country**.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 12 Compose an original piece of work using any medium and, if it is not language dependent, explain the work to the class. Classmates critique each presentation and summarise and evaluate the work's creativity.