

Background to CLIL approach in Hackney

- Small London Borough
- We work with 54 primary schools and 14 secondary schools: all teach Spanish as 1st foreign language (many more languages also taught)
- Started the Spanish Initiative in 2013, at first with primary schools in preparation for the requirement to teach a language in KS2 from ages 7 – 11 for the first time in 2014
- We wanted to develop the work. In the Academic Year 2018 /19 we set up a Sección Bilingüe group involving 2 primary and 1 secondary school – Parkwood, William Patten and Skinners' Academy - to trial the teaching of Art through Spanish. The support of Jesús Hernández and Concha Julián from the Consejería de Educación was key.



Working for every child



Support for the development of CLIL

- Training given by Jesús and Concha to Hackney teachers
- Our CPD programme has a major focus on CLIL: incl. conference taking place on 15 June, open to all.
- Successful application for a Hackney Erasmus+ KA1 course on CLIL in Tenerife in 2020. 7 secondary teachers and 11 primary teachers took part. All drew up Action Plans to show how they will carry out a CLIL Unit of Work; subjects included History, Geography, Science, PE and Art. (Mostly curtailed by covid lockdowns)



Support for the development of CLIL

- Successful application for a Hackney Erasmus+ KA2 project on Language Acquisition, involving 11 organisations and schools in the Canary Islands, Portugal and Poland. The project runs until August 2023. Hackney schools involved are Parkwood and the Viridis Federation.
- Parkwood Primary also received KA1 funding for staff language upskilling plus were successful in gaining KA2 funding to develop their CLIL work with partners in Spain and Portugal.



Working for every child



Art and Spanish in Year 5: the Viridis Federation of primary schools: CLIL Plan

- Language Objectives
- Content Objectives
- Cognitive level (LOTs & HOTs)
- Communication – Language of Learning; Language for Learning; Language through Learning
- Culture/context/Citizenship – Outcomes; how will you know that you have achieved them?
- Methodology – groupings; learning styles; task phases; resources; activities

Language Objectives

- To follow instructions in the TL
- To understand use of modal verbs
- To use the simple future
- To give an opinion
- To give a description using colours and patterns

Content Objectives

- To explore and use colour and patterns to improve the mastery of design techniques including drawing and painting

EL DÍA DE LOS MUERTOS



L.I. Vamos a aprender la importancia de máscaras en una fiesta en México.

Success criteria:

Puedo buscar máscaras

Puedo coleccionar ideas diferentes

Puedo discutir mis opiniones



Wk2

- L.I. Vamos a usar los colores y estampados/ adornos diferentes.
- Success criteria
- Puedo usar otros elementos del trabajo de otros
- Puedo experimentar con los colores y diseños
- Puedo pensar en los elementos del Día de los Muertos.



WK3

- L.I. Vamos a crear un dibujo de una máscara
- Puedo adaptar y completar mi trabajo
- Puedo usar diferentes elementos en mi trabajo
- Puedo seleccionar diferentes colores
- Puedo usar la simetría



WK4

- L.I. Vamos a crear una máscara
- Puedo usar mi diseño para hacer mi máscara.
- Puedo usar diferentes materiales.



WK5

- L.I. Vamos a discutir y evaluar el trabajo
- Puedo discutir mi máscara con mi compañero / a.
- Puedo seguir los criterios.
- Puedo escribir sobre mi máscara.



Spanish in the timetable

“Spanish is embedded in a fully integrated, real world curriculum supplemented with a range of enriched experiences”



Paul Thomas

Head teacher at Parkwood Primary International Spanish School

“It is important to engage all the staff and ensure they understand the importance of languages as part of the curriculum”

“It is also vital to have protected time, similar to sport coaches to upskill staff”

All members of staff involved



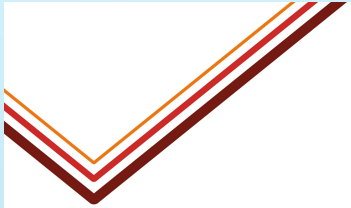
- Teachers and TAs join in lessons
- Teachers practise/revise Spanish with their class daily
- Staff on Erasmus visits to partner schools (including SLT)
- Staff get involved with cultural routines embedded in schools
- Spanish dishes are part of the school's menu



Pupils promoting and leading Spanish



- Disseminating work to other schools and institutions
- Organising fundraising events related to Spanish
- Teaching Spanish in link secondary schools
- Daily Spanish revision within school



We became part of the Sección Bilingue piloting the project in all KS1 & KS2 classes (1h a week of CLIL Art)

2018 /19

We started teaching soft CLIL P.E to Y1 & Y1 with the support of a Spanish Erasmus teacher

2019 /20

We were successful in gaining KA2 funding to develop our CLIL work (partners in Spain & Portugal)

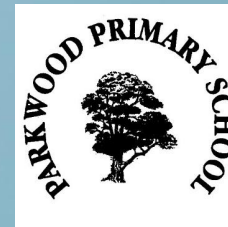
2019 /20

We have supported other schools in & beyond Hackney & added Reception to the CLIL P.E.

2021 /22

We will continue to develop our CLIL provision

In the future



The progression of CLIL in Parkwood

The key factors of Parkwood's successful CLIL



- We have the support of SLT.
- Spanish and CLIL are a vital part of our school curriculum.
- The whole school community is involved (pupils, staff, parents) to ensure continuity.
- Our student teachers observe and teach CLIL lessons as part of their placement.
- We are proud of our offer and welcome other schools and visitors regularly and we offer them our support. We learn from partner schools using the Erasmus+ funding.
- We have motivated pupils who make great progress and leave Y6 knowing they want to continue learning Spanish in secondary!

A message from Irfan, one of our Spanish Ambassadors



PE and Spanish in Years 1 & 2

Language Objectives

- To understand & follow instructions in the TL
- To interact with teacher and peers using simple classroom language
- To take part in a Skype PE lesson with our partner school in Spain

Content Objectives

- To develop fundamental movement skills: balance, locomotor and ball skills

Spanish in P.E



- Including P.E. games learnt from our partner school in Alcañices, Spain.





Challenges

- Not part of the culture in England.
- No interest nationally in exploring the CLIL approach, no curiosity to learn from other countries where this has been developed thus no programme to develop teachers' skills
- SLTs mostly not being aware of the CLIL approach
- Where they are aware of it, they do not want to commit as a long-term strategy
- Secondary curriculums, in particular, delivered in silos where cross-subject collaboration is difficult
- Secondary teachers very focussed on achieving exam results
- Primary teachers worried about their levels of expertise and the work involved in developing planning & materials
- No more access to Erasmus+ funding

Music & Spanish 30-day challenge



Hackney Music Service: 30 Days of Music & Spanish | March 2021



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>GO! Click each box or the coloured text</p>	<p>1 Learn the Chocolate Clapping Game! Watch the video and check out the lyrics & translation</p>	<p>2 Chose a Spanish-speaking country you would love to visit. Find some music from there to listen to. Tell us about it!</p>	<p>3 Learn to sing and sign this Spanish Greeting Song. Learn the song first, then the BSL signs!</p>	<p>4 Watch this 'Mambo' performance by Gustavo Dudamel & the Simón Bolívar Youth Orchestra from Venezuela. Find 3 Spanish words to describe it!</p>	<p>5 Now that you know how to Mambo, use this fab BBC tutorial to create a Cuban Mambo of your own in the kitchen!</p>	<p>6 Listen to these entirely Spanish instructions and learn this song! Watch out for cognate vocab!</p>
<p>7 Learn this new song about daily routines! See the song in action with pupils from Sebright Primary School</p>	<p>8 Watch Cuban virtuoso Omar Puente play the violin as you've never heard it before! Find 3 Spanish words to describe the performance!</p>	<p>9 Learn to Tango with Oti Mabuse! Which Spanish-speaking country does Tango come from?</p>	<p>10 Watch this performance of Piazzolla's 'Libertango'. What instruments can you see/hear? What are they called in Spanish?</p>	<p>11 'Il Postino' is an opera by Mexican composer Daniel Catan. Use the English subtitles to pick out 10 words to look up Spanish – start with Postino!</p>	<p>12 Watch this clip of the phenomenal Sara Baras dancing Flamenco. Find out where Flamenco originated.</p>	<p>13 Practise "Pulso y ritmo" with Carmen, the music teacher at Parkwood's Spanish partner school Colegio Virgen de la Salud</p>
<p>14 Stand outside and record a soundscape, research words to describe what you hear in Spanish!</p>	<p>15 Paint a picture inspired by your soundscape, label sections with the Spanish words researched yesterday!</p>	<p>16 Learn a Spanish number song, memorise it, and record yourself singing it! There are 5 to choose from here.</p>	<p>17 Learn to sing and sign the days of the week in Spanish with this song! Learn the song first, then the BSL signs!</p>	<p>18 Watch Carlos Acosta & Veronica Corveas dancing Cubanía – A Cuban Tale. Find 3 Spanish adjectives to describe the dance.</p>	<p>19 Now it's time to get up close to the Cubanía musicians. What are the names of the instruments they are playing - in Spanish?</p>	<p>20 Can you name the parts of a Saxophone? Learn with Christina, make sure to look up the English words too!</p>
<p>21 What's your name? Learn to sing and sign this Spanish/English song. Learn the song first, then the BSL signs!</p>	<p>22 Listen to Chilean poet Pablo Neruda reading his own poem 'Es la mañana llena de tempestad' - how many of the weather words do you know?</p>	<p>23 Listen to Hammadi perform these Mexican Dances for Marimba. What is a Marimba made of? How do you say this in Spanish?</p>	<p>24 Venezuelan Luzmira Zerpa performs the iconic 'Manicero' (Peanut Vendor) right here in Hackney! List all the colours you can see – in Spanish!</p>	<p>25 Pick a Spanish or Latin American Composer and listen to their music</p>	<p>26 This piece by Manuel De Falla is called 'Danza Ritual del Fuego' – what does this mean, does the title suit the music?</p>	<p>27 Chick Corea & Bobby McFerrin performing 'Spain'. Describe these vocals – in Spanish!</p>
<p>28 Vocal Sampling are an incredible Salsa Band – with NO instruments. What instruments can you hear though? In Spanish, of course!</p>	<p>29 Learn this fun Nicaraguan folk song about BANANAS with Apollos! Watch the teaching video first, then sing along with the pros!</p>	<p>30 Learn the 'Vocales' Clapping Game! Watch the video and check out the lyrics & translation.</p>	<p>Record, share & tag us in your challenges! #HMS30days</p> <p>Hackney Working for every child</p> <p>www.hackneymusic.co.uk</p>			

A step beyond using songs to learn Spanish.

A local authority initiative including Hispanic music from around the world.

Interactive Music & Spanish 30-day challenge