



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6

YEAR LEVEL/BAND: 5-6

UNIT: KINDER UNIVERSITÄT

LECTURE: LICHTELEFANT

This Unit Planner developed by, and kindly shared by former [AFMLTA](#) President, Kylie Farmer, has been adopted by the Goethe-Institut Australien.

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Please note

These resources are designed to be implemented optimally with a focus on the content knowledge as well as language. CLIL is flexible; however, to enable the learning of new content and/or skills through the Target Language some code switching between the students’ first language and the target language might be required. Assessment may be in the form of observation, conversation or a product.

Focus Questions: How are torches and cameras used to create light art? How sustainable is creating digital light art compared to using perishable materials like paint and a canvas?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
Goals	<p>Communicating Strand</p> <p>Socialising (ACLGEC138)</p> <p>Informing (ACLGEC141)</p> <p>Reflecting (ACLGEC146)</p>	<p>Understanding Strand</p> <p>Systems of Language (ACLGEU148)</p> <p>Role of Language and Culture (ACLGEU153)</p>	<p>English: Learn about Picasso's light paintings: https://www.life.com/arts-entertainment/behind-the-picture-picasso-draws-with-light and make comparisons with American light artist Eric Staller http://ericstaller.com/. Display the information in an interesting manner to an interested audience. Aim to move beyond making bare assertions and take account of differing perspectives and points of view. (ACELA1502)</p> <p>Mathematics: Find out how photographers use mathematics to calculate a number of settings for their cameras, including shutter speed, aperture and focal length. Mathematics is also applied to the composition of a photograph using the rule of thirds. (ACMMG137)</p> <p>Science: Find out how light travels: (ACSSU080) https://www.factmonster.com/dk/encyclopedia/science-and-technology/light</p> <p>HASS: Civics and Citizenship- Invite a photographer to class and prepare questions to hold a discussion about how people with shared beliefs and values work together for a common goal. (ACHASSK118)</p> <p>The Arts: Plan and carry out your own light painting or photography exhibition: https://digitalefotoschule.de/4875/lichtmalerei/ (ACAVAM115)</p> <p>Technology: Learn about the structure and functions of a camera and experiment with different exposure times. (ACTDEK020)</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures (OI.3) Find out about how Aboriginal and Torres Strait Islander Peoples have a long and ongoing understanding of the properties of light and how light behaves when it contacts or passes through different materials. They use this principle in body painting.</p> <p>Sustainability (OI.5) How sustainable is creating digital light art compared to using perishable materials like paint and a canvas? Debate your opinion with others.</p>	<p><u>Intercultural Understanding</u> The "Elephant" is a character from a popular German TV show that has been around for more than 40 years. He is friends with the "Mouse" (see http:// www.wdrmaus.de). Find out why this show is such an important part of German children’s culture.</p>

Aspects of the 5-6 Band Achievement Standard being addressed through this Lecture: Suggested aspects of the Achievement Standard for the proposed Assessment Tasks are noted numerically on the following page next to each task. A full listing of all aspects of the Achievement Standard is to be found on the final page, noting that the numbering system is not from ACARA, but rather developed for the purpose of presenting this series of Unit Planners.

	Student Tasks	Language Assessment Tasks		Materials and Resources
Implementation	<ul style="list-style-type: none"> • Understand a short (technical) film. • Find precise information in a text. • Expand their passive and active vocabulary. • Understand technical terminology in context. • Understand and answer simple thematic questions. • Formulate their ideas/opinions using simple verbal tools. • Use and develop learning strategies (make conjectures, correctly spell words). • Prepare and hold a short presentation for the group. • Reconstruct the storyline of the short film with the help of pictures and captions. • Understand and follow instructions. 	Aural/Oral: Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	Materials: <ul style="list-style-type: none"> • Whiteboard and markers (black, red, blue, green) • Box • Art canvas • Paintbrushes • Tubes of paint • Flashlight • Camera • Watch/Stopwatch Resources: <ul style="list-style-type: none"> • Students logged in to the Kinderuni website to access the exercises or print a copy of the exercises to complete before/during and after watching the video as a class. • Access to digital or hardcopy dictionaries is ideal for some activities. Additional Teacher Resources: Handbook, attachments and video script are available for pdf download from the teacher's version of the website.
		Audio-visual/Written: Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.	1, 2, 3, 5, 6, 7, 15, 16, 17	
		Aural/Oral: Students interact with others in the class while completing worksheets and/or online activities.	1, 2, 3, 5, 6, 7, 14	
		Inquiry Product: Students select an area of interest around the concept of Lichtelefant (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
		Extension Activities: <ul style="list-style-type: none"> • Forscherkoffer Experiments-Aufbau des Auges, Luminenzenlampe (ACSHE081) • Think of different ways that light paintings could be made e.g. on ice skates: https://thekidshouldseethis.com/post/how-to-paint-with-ice-skates-a-beginners-guide-to-light-painting 	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

Lecture: Lichtelefant Observational Assessment	Achievement Standard	How I see myself:			How my teacher sees me:		
		I know this in German.	I know this in English.	I still need to work on this.	You know this in German.	You know this in English.	You still need to work on this.
I know what a light painter does.	5						
I know what he or she uses to paint.	5						
I know how light paintings are made.	5						
I can reconstruct the steps in the film using captions and pictures.	1, 5						
I can understand a short (technical) film on the topic of Light elephant.	5, 17						
I know new words on the topic.	10						
I can read words on the topic that are painted in the air.							
I can correctly spell words on the topic.	14						
I can understand and follow instructions.	1						
I can successfully work with others.	1, 4						

Overall Assessment

Well Above Standard A	Above Standard B	At Standard C	Below Standard D	Well Below Standard E
The student can complete all of the challenges above in German with minimal English to help explain content, displaying excellent cognitive, communicative and creative skills.	The student can complete all of the challenges above in German with some English to help explain content, displaying above average cognitive, communicative and creative skills.	The student can complete most of the challenges above in English with some German words and phrases, displaying sound cognitive, communicative and creative skills.	The student can complete some of the challenges above in English with some German words and phrases, displaying sound cognitive, communicative and creative skills.	The student can complete little or none of the challenges above in English, displaying limited cognitive, communicative and creative skills.

Australian Curriculum: German 5-6 Band Achievement Standard (F-10 Sequence)

1. Students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings.
2. Students use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.*
3. Students use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen.*
4. Students use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*.
5. Students gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes.
6. Students describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience.
7. When creating texts, students manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.*
8. Students produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*.
9. Students use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag.*
10. Students explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community.
11. Students describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.
12. Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.
13. Students identify and apply some of the systematic sentence structure and word order rules of German.
14. Students identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and *ie*.
15. Students apply the conventions of commonly used text types, and identify differences in language features and text structures.
16. Students give examples of the variety of ways German is used by different people in different contexts.
17. Students make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.