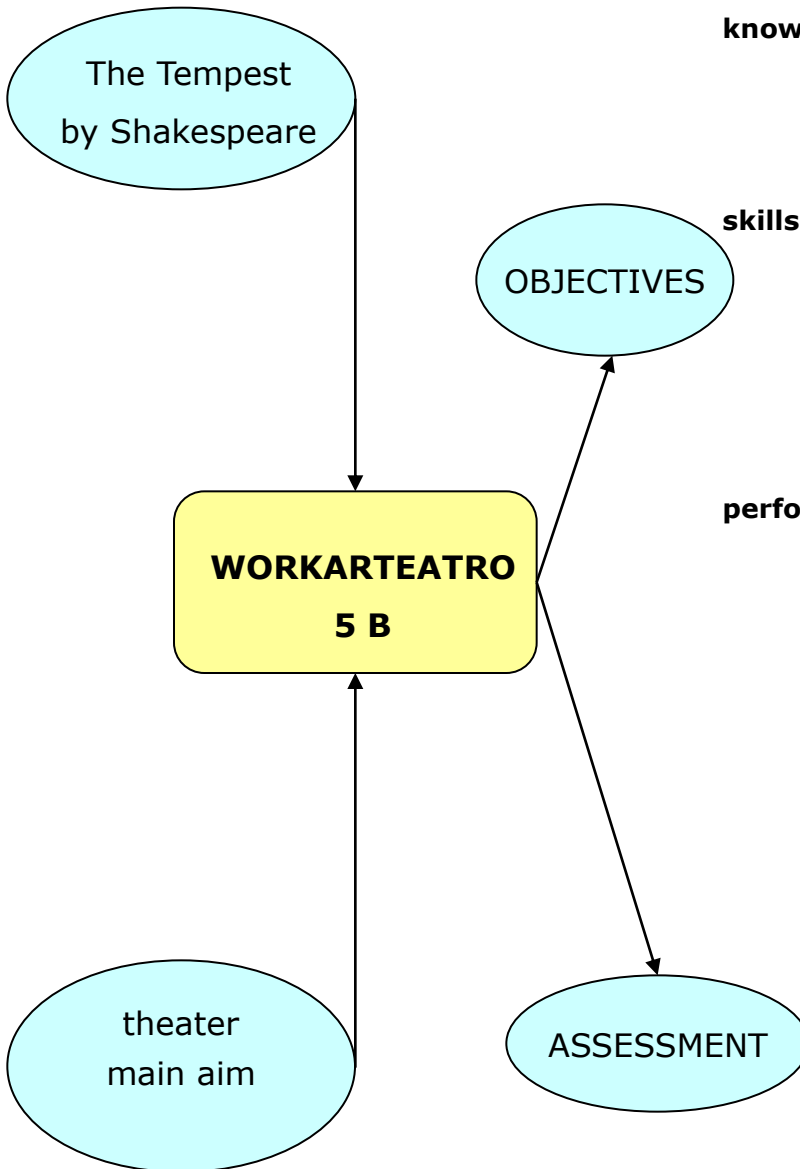


PLANNING



training

- be available to critique and collaboration
- make their own way of being and offer it to others
- understand the complexity of symbolic and cultural systems
- mature sense of beauty.

knowledge

- invariance and recognize changes in time and space
- learn vocabulary and functional grammar
- be aware of the main types of verbal interaction and registers of language;
- know the social conventions of culture and the variability of languages

skills

- use manuals and expressive skills
- select and use information
- discover the difficulty and necessity of listening to others' reasons
- speak and communicate with different codes
- initiate, sustain and conclude conversations
- read, understand and produce texts appropriate to individual needs
- use aids appropriately
- learn languages also informally as part of lifelong learning

performance

- designing a project and implement it with the awareness of the inevitable gap between desired and obtained results
- face events quotas giving them a broader sense
- be aware of the identity and spiritual material in Italy and Europe
- acquire the basic tools to expand communication skills and lay the foundations of intercultural education
- develop communication skills in a relationship of complementarity and mutual reinforcement between the foreign language and mother tongue
- enhancing cognitive flexibility and ability to continue to learn languages

self
group
peer
teacher
rubric

FRAMEWORK

stage	significant experiences	learning objectives
1	<ul style="list-style-type: none">•Listen to an abridged version of a Shakespeare play (The Tempest)•Use role play to explore the characters' dilemmas•Act out, through role play and improvisation	<ul style="list-style-type: none">•To understand what is meant by a "character" in a story•To identify some of the distinctive features of the characters
2	<ul style="list-style-type: none">•Read an abridged version of a Shakespeare play (The Tempest)•Perform and talk about lines taken from scenes or speeches from the play•Explore the scenes	<ul style="list-style-type: none">•To be familiar with some of Shakespeare's stories and characters•To understand that the text is a script which is brought to life in performance
3	<ul style="list-style-type: none">•explore Shakespeare's plays	<ul style="list-style-type: none">•To identify some of the distinctive features of Shakespeare's language•To appreciate how characters interact and create dramatic tension through their language and actions•To explore some of the great themes of Shakespeare's plays•To understand how characters are developed during the course of a play•To appreciate the moral and philosophical significance of Shakespeare's plays and their relevance for a contemporary audience

We think that imaginative and practical approaches to Shakespeare can spark children's enthusiasm and interest, the desire to study his plays further, and a lifelong love of Shakespeare's work.

WHY SHAKESPEARE

Watching, performing and reading the work of this extraordinary poet and playwright asks us both to challenge and celebrate our social and personal lives.

His work can challenge our language skills and introduce us to new realms of poetic playfulness. He can extend our concepts of what fiction can do, and of what stories a drama can tell.

Working with Shakespeare can be challenging but is eminently rewarding, rich and fulfilling.