

Adapting Material

Introduction

The following activity is aimed at 6th grade primary students. Its purpose is to adapt a text and create a CLIL resource for the subject CLIL Arts and Crafts. The content and linguistic demands of the material when adapting must be considered, it must combine the called 4 Cs and include a cooperative activity.

Cognition • Understand the main characteristics of Kahlo's artistic style. • Identify the characteristics of her paintings and be able to differentiate them from those of other artists.	Content • Learn about Kahlo's life, work and artistic style. • Acquire and use new vocabulary.
Culture • Find similarities and differences between the work of the Mexican artist and that of one of the best Spanish artists: Maruja Mallo. • Better understand the importance of art in society.	Communication • Learn and use new words related to art and artists. • Interact and participate in the lesson. • Ask and answer doubts and questions in English.

Adapted text

Frida Kahlo was a Mexican painter known for her many portraits and **self-portraits (1)**. She was inspired by the country's popular culture and explored questions of identity, **postcolonialism (2)**, gender, class, and race in Mexican society. She was described as a surrealist or magical realist. Although she suffered from polio as a child, she was a brilliant student and wanted to become a doctor, but a bus accident at the age of 18 caused her pain and medical problems for the rest of her life.

During her **recovery (4)**, she returned to her childhood interest in art with the idea of becoming an artist. Kahlo was interested in politics and joined the Mexican Communist Party in 1927. She met there the Mexican artist Diego Rivera. During this time, she developed her artistic style, drawing her main inspiration from Mexican folk culture, and painted mostly small self-portraits that mixed elements from **pre-Columbian (5)** and Catholic beliefs. In 1939 the Louvre Museum bought a painting from Kahlo, The Frame, making her the first Mexican artist to be **featured (6)** in their collection.

In the 1940s, Kahlo participated in exhibitions in Mexico and the United States and worked as an art teacher. She had her first **solo (7)** exhibition in Mexico in 1953, before her death in 1954 at the age of 47. Kahlo's work as an artist remained relatively unknown until the late 1970s, when her work was rediscovered by art historians and political activists.

Glossary

1. **Self-portraits:** a picture, photograph, or piece of writing that you make of or about yourself.
2. **Postcolonialism:** the historical period or state of affairs representing the aftermath of Western colonialism.
3. **Recovery:** the process of becoming well again after an illness or injury.
4. **Pre-columbian:** relating to or from America in the period before Columbus arrived in 1492.
5. **Featured:** a typical quality or an important part of something.
6. **Solo:** alone; without other people.

Activities

1. Read the text and decide if the following sentences are true or false:

	True	False
She was inspired by alternative culture.		
During her recovery she decided to become a doctor		
She joined the Mexican Communist Party in 1927		
When she died, she was 87.		
She has always been very popular		

2. Match words and their definitions:

Was inspired by	Genre	Realist	Childhood	Surrealist
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	An artist, writer, etc. who represents life as it really is, rather than in an imagined way.
	Relating to or producing a type of 20th-century art or literature in which unusual or impossible things are shown happening.
	Was given great ideas from.
	The time when someone is a child.
	Sociocultural category referring to the role that men or women play in society.

3. **Let's work together:** in groups, find out if these paintings belong to Frida Kahlo or Maruja Mallo, investigate about both artists and write the main characteristics of their artistic style (surrealism).



4. **Time to paint!!** Activity to be carried out cooperatively. One of the team members will choose a painting by Kahlo and describe it to the others, who will have to paint according to his or her indications. They can/should ask questions to get as close as possible to the original.

Tips:

To talk about composition: in the foreground/background, in the middle, on the right/left side, next to, in front of; urban landscape, suburban landscape, rural landscape; horizontal, vertical, circular, triangular...

To talk about emotions: It makes me feel/ the woman/man in the picture seems... inspired, joyful, satisfied, interested, happy, serene, nostalgic, sentimental, disappointed, sad, moody, gloomy, unsatisfied, scared...

Colour: bright, vibrant, vivid, hot, cold, warm, cool...