

# VICTORIAN CURRICULUM: LANGUAGES, SAMPLE UNIT OF WORK

## GERMAN

### Victorian Curriculum: German, Foundation-Level 2 Achievement Standards

Number	Achievement Standard	Applies to this UoW?
AS1	Students identify the different sounds and rhythms of the German language by listening to and viewing a variety of texts.	Yes
AS2	They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other.	No
AS3	They explore German through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language.	Yes
AS4	They recognise that German sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways.	Yes
AS5	They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken German.	Yes
AS6	They expand their repertoire of German words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.	Yes
AS7	Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world.	Yes
AS8	They begin to explain their understanding of the features and grammatical structures of German using simple metalanguage.	No
AS9	They start to develop written competence by copying letters and words, and then produce the language with support.	Yes
AS10	They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language.	Yes
AS11	They apply their understanding of some of the conventions and features of the written German language.	Yes
AS12	They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.	Yes
AS13	Students explore and recognise the influence of culture on language and identity.	No
AS14	They recognise that German is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).	No

## Unit Summary

<b>Language:</b>	German	<b>Year level:</b>	Foundation	<b>Term:</b>	Term 2	<b>Duration:</b>	7 weeks x 120 min lessons	<b>Number of lessons in unit:</b>	7
<b>Unit Title:</b>	Forest Art Project								
<b>Essential Question:</b>	What do I know about forests in Germany? What vocabulary do I need to talk about forests?								
<b>Unit Overview:</b>	The unit is designed to create opportunities for students to learn about basic key words and phrases in German (e.g. greetings, classroom routines) as well as develop appropriate language skills to express feelings, likes and dislikes using art activities. The topic “forests” introduces German culture and extends the vocabulary that students are able to use (e.g. forest animals, colours, plants/trees/flowers).								
<b>Unit Goals:</b>	Through this unit, students will be working towards being able to: <ul style="list-style-type: none"> <li>• (AS1) Students identify the different sounds and rhythms of the German language by listening to and viewing a variety of texts.</li> <li>• (AS3) They explore German through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language.</li> <li>• (AS4) They recognise that German sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways.</li> <li>• (AS5) They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken German.</li> <li>• (AS6) They expand their repertoire of German words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.</li> <li>• (AS7) Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world.</li> <li>• (AS10) They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language.</li> <li>• (AS11) They apply their understanding of some of the conventions and features of the written German language.</li> <li>• (AS12) They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.</li> </ul>								

Strands and Content Descriptions included in this unit	Engaging	Communicating	Understanding
	<ul style="list-style-type: none"> <li>develop oral language skills through exploring and listening to the sounds and patterns of the language VC2LG2E02</li> <li>recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LG2E03</li> <li>explore connections between language and culture through play and/or imagination VC2LG2E04</li> </ul>	<ul style="list-style-type: none"> <li>communicate using formulaic and modelled language relating to aspects of their personal world VC2LG2C01</li> <li>participate in a range of guided language activities using formulaic expressions, and visual and spoken cues VC2LG2C02</li> <li>create spoken and written texts using words, familiar phrases and modelled language VC2LG2C05</li> </ul>	<ul style="list-style-type: none"> <li>imitate the pronunciation and intonation of spoken German, and understand how sounds are produced VC2LG2U01</li> <li>recognise and explore how the Roman alphabet and features of language are used to construct meaning in German VC2LG2U03</li> <li>identify that written and spoken German has grammatical structures and other language features that may be similar to or different from English and/or other languages VC2LG2U04</li> </ul>
Key Language Introduced (key words & phrases)	<ul style="list-style-type: none"> <li>Greetings &amp; farewells</li> <li>Expressing feelings, likes, dislikes (e.g. <i>Wie geht's, mir geht es gut/nicht gut, ich mag/mag nicht, meine Lieblings-</i>)</li> <li>Colours (<i>rot, blau, gruen...</i>)</li> <li>Forest animals (<i>das Reh, der Baer, der Wolf, der Dachs...</i>)</li> <li>Classroom instructions (e.g. <i>wir setzen uns im Kreis, Bitte/Danke, gib mir bitte...</i>)</li> </ul>		

## Unit Outline

Lesson Number	1
Learning Intentions	<ul style="list-style-type: none"> <li>• We are learning to use greetings in German</li> <li>• We are learning to express our feelings</li> <li>• We are learning German words for animals</li> </ul>
Learning Activities	<p><b>Morning circle time: Encourage students to repeat modelled TL language</b></p> <p>Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary)—teacher translates and students repeat in German.</p> <p><b>Learning Experiences</b></p> <p><b>1. Teacher introduces new vocabulary for animals.</b></p> <p>Explicit teaching and modelling by using pictures, books, sounds, gestures etc. Teacher explicitly models use of article, e.g. <i>der Fuchs, die Kuh</i></p> <p><b>2. Independent learning activity:</b></p> <p>BLM Tangram, various tangram puzzles of animals—students choose their puzzle/tangram</p> <p><b>3. Teacher transitions group back into circle and models TL for students:</b></p> <p>Sharing work by speaking/repeating modelled sentence “Ich habe ein-e-n ... gemacht.” (I made a ... name the animal represented in the puzzle)</p> <p><b>4. Movement and learning:</b></p> <p>Teacher models naming playground equipment and colours in TL. Orientation in the school space—going outside together. Students are encouraged to repeat in TL.</p> <p><b>5. Back in class:</b></p> <p>Circle/colour all the playground equipment you like on BLM. Teacher models labeling informal sharing /individual speaking about likes/dislikes in TL with peers—sharing work in circle by speaking/repeating modeled sentence “<i>Auf dem Spielplatz mag ich...</i>” (In the playground I like to...) and lists likes/dislikes.</p> <p><b>Reflection time: What did we learn today?</b></p>

	Teacher models key vocab/sentences.
<b>Key Assessment Tasks</b>	<ul style="list-style-type: none"> <li>Respond to and/or repeat modelled language by using key phrases (<i>mir geht es gut/nicht gut, ich mag/ich mag nicht, ich habe eine/n...gemacht, der Ball ist rot, die Rutsche ist gelb</i>)</li> </ul>
<b>Key Language</b>	<ul style="list-style-type: none"> <li><i>Guten Morgen</i></li> <li><i>Bitte/Danke</i></li> <li><i>Bitte gib mir...</i></li> <li><i>Mir geht es gut/nicht gut</i></li> <li><i>Ich mag/mag nicht</i></li> <li><i>Gruen, gelb, blau, rot, braun</i></li> <li><i>Das Reh, der Hirsch, der Dachs, der Fuchs, der Vogel, der Uhu</i></li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>BLM Tangram</li> <li>Various tangram puzzles</li> <li><i>Hueber Spielerisch Deutsch lernen Lernstufe 1, p.20 Auf dem Spielplatz</i></li> </ul>

Lesson Number	2
Learning Intentions	<ul style="list-style-type: none"> <li>We are learning German words for colours and animals</li> </ul>
Learning Activities	<p><b>Morning circle time: Encourage students to repeat modelled TL language</b></p> <p>Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary)—teacher translates and students repeat in German.</p> <p><b>Learning Experiences</b></p> <p><b>1. Game (repetition of key vocabulary of last session):</b></p> <p>Go outside for game of colour recognition on playground equipment (e.g. <i>Ich sehe was du nicht siehst und das ist "gruen"</i> – I can see something you can't see and it is green—students have to guess what it is. The winner gets to ask the next question.)</p> <p><b>2. Teacher transitions students back into class to introduce term topic:</b></p> <p>German forests: what do we know about forests in Germany, what do we want to know. Brainstorm on whiteboard.</p> <p><b>3. Teacher reads TL text:</b></p> <p><i>Zaubereinmaleins Waldtiere</i> (about forest animals). Whole class shares verbal description of animals (colours, body parts) using TL modeled by teacher.</p> <p><b>4. Game:</b></p> <p>What animal am I?</p> <p><b>5. Teacher models labeling a drawing/picture of an animal:</b></p> <p>Serves to model labelling/writing about and illustrating a forest animal of own choice.</p> <p><b>6. Independent learning activity:</b></p> <p>Students label drawing/picture of an animal of their choice.</p> <p><b>Reflection time: What did we learn today?</b></p> <p>Teacher models key vocab/sentences.</p>
Key Assessment Tasks	<ul style="list-style-type: none"> <li>Respond to and/or repeat modelled language by using key phrases (<i>mir geht es gut/nicht gut, ich mag/ich mag nicht</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• Join class activity/discussion about forest animals, repeating modelled language</li> <li>• Label a picture of a forest animal correctly by using modelled sentences on the board</li> </ul>
Key Language	<ul style="list-style-type: none"> <li>• <i>Guten Morgen Bitte/Danke</i></li> <li>• <i>Bitte gib mir...</i></li> <li>• <i>Mir geht es gut/nicht gut Ich mag/mag nicht</i></li> <li>• <i>Gruen, gelb, blau, rot, braun das Reh, der Hirsch, der Dachs, der Fuchs, der Vogel, der Uhu</i></li> <li>• <i>der Igel, der Wald, der Baum – die Baeume, die Blume, der Ast</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <i>Zaubereinmaleins: Waldtiere</i></li> <li>• Pictures/drawings of forest animals</li> </ul>

Lesson Number	3
Learning Intentions	<ul style="list-style-type: none"> <li>We are learning to listen carefully in German</li> <li>We are learning to describe a hedgehog in German and to write about “<i>Der Igel</i>”</li> </ul>
Learning Activities	<p><b>Morning circle time: Encourage students to repeat modelled TL language</b></p> <p>Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary)—teacher translates and students repeat in German.</p> <p><b>Learning experiences</b></p> <p><b>1. Game: what animal is it? (repetition of key vocabulary of last session):</b></p> <p>Teacher describes an animal in TL (colour, features, sounds...); students call out animal names in TL.</p> <p><b>2. Teacher introduces focus animal &amp; models vocabulary:</b></p> <p>Hedgehog—<i>Der Igel</i>. Teacher writes key vocabulary on the board and models pronunciation. Students are encouraged to contribute words they know/want to know. Students repeat key vocabulary.</p> <p><b>3. Video:</b></p> <p>Class watches a video clip about a hedgehog together (in TL German). Teacher stops clip when necessary &amp; leads class discussion about the words (animals, forest words) students can identify in the clip.</p> <p><b>4. Teacher models planning for next week’s activity in TL</b></p> <p>Brainstorming in TL using key vocabulary. What do we need to craft a hedgehog? (<i>Was brauchen wir um einen Igel zu basteln? Wir brauchen/Ich brauche braune Blätter, ich brauche grünes Gras, wir brauchen Uhu...</i>)</p> <p><b>Reflection time: What did we learn today?</b></p> <p>Teacher models key vocab/sentences.</p>
Key Assessment Tasks	<ul style="list-style-type: none"> <li>respond to and/or repeat modelled language by using key phrases (<i>mir geht es gut/nicht gut, ich mag/ich mag nicht</i>)</li> <li>join class activity/discussion about “<i>der Igel</i>”</li> <li>student is able to demonstrate use of modelled language (words/sentences)</li> <li>student uses modelled language to write words/short sentence about “<i>der Igel</i>”</li> </ul>



Key Language	<ul style="list-style-type: none"> <li>• <i>Guten Morgen Bitte/Danke</i></li> <li>• <i>Bitte gib mir...</i></li> <li>• <i>Mir geht es gut/nicht gut</i></li> <li>• <i>Ich mag/mag nicht</i></li> <li>• <i>das Reh, der Hirsch, der Dachs, der Fuchs, der Vogel, der Uhu,</i></li> <li>• <i>der Igel, der Wald, der Baum – die Bäume, die Blume, der Ast, das Blatt</i></li> <li>• <i>die Pfote/die Pfoten, die Stacheln, die Schnauze, das Auge/die Augen, der Bauch, der Rücken</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Video clip “<i>der Igel</i>”</li> <li>• Craft material, leaves</li> <li>• Hedgehog drawing (outline)</li> </ul>

<b>Lesson Number</b>	4
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>• We are learning to write about our hedgehog</li> <li>• We are crafting our own “Igel”</li> <li>• We are learning to talk and write about colours</li> </ul>
<b>Learning Activities</b>	<p><b>Morning circle time: Encourage students to repeat modelled TL language</b></p> <p>Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary)—teacher translates and students repeat in German.</p> <p><b>Learning experiences</b></p> <p><b>1. Teacher models writing:</b></p> <p>Teacher writes information/words about the hedgehog on the whiteboard (repetition of key vocabulary in last session)</p> <p><b>2. Craft:</b></p> <p>Students craft their own hedgehog drawing with leaves, craft materials etc.</p> <p><b>3. Student writing:</b></p> <p>Students write about their hedgehog using modelled language on the board (applying new vocabulary <i>das Blatt – die Blaetter, der Igel/die Igel, body parts of a hedgehog</i>)</p> <p><b>4. Teacher introduces new vocabulary:</b></p> <p>Teacher introduces colour wheel (basics of colour theory). Students experience appearance of colour wheel. Teacher describes the process and explains/names primary and secondary colours using TL (e.g. <i>blau, rot und gelb sind Primaerfarben, orange, gruen sind Sekundaerfarben</i>). Mixing primary colours with water colours.</p> <p><b>5. Student worksheet:</b></p> <p>Students pick one primary colour and fill in a worksheet with various shades of it.</p> <p><b>6. Teacher models speaking about colours:</b></p> <p>Teacher verbally models TL: <i>meine Lieblingsfarbe ist...</i> (my favorite colour is...)</p> <p><b>Reflection time: What did we learn today?</b></p>

	Teacher models key vocab/sentences.
<b>Key Assessment Tasks</b>	<ul style="list-style-type: none"> <li>• respond to and/or repeat modelled language by using key phrases (<i>mir geht es gut/nicht gut, ich mag/ich mag nicht</i>)</li> <li>• join class activity/discussion about “<i>das Farbenrad</i>”</li> <li>• student uses modelled language (words/short sentence) to talk about “<i>Lieblingsfarbe</i>”</li> </ul>
<b>Key Language</b>	<ul style="list-style-type: none"> <li>• <i>Farben (gruen, blau, weiss, Schwarz, gelb, rot, rosa, hell-, dunkel-, violet...)</i></li> <li>• <i>Mischen</i></li> <li>• <i>Farbenrad</i></li> <li>• <i>Meine Lieblingsfarbe ist...</i></li> <li>• <i>Ich mag ....nicht</i></li> <li>• <i>Primaerfarben</i></li> <li>• <i>Sekundaerfarben</i></li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Craft material</li> </ul>

Lesson Number	5
Learning Intentions	<ul style="list-style-type: none"> <li>• We are making a colour wheel</li> <li>• We are learning to describe an artwork in German</li> </ul>
Learning Activities	<p><b>Morning circle time: Encourage students to repeat modelled TL language</b></p> <p>Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary)—teacher translates and students repeat in German.</p> <p><b>Learning experiences</b></p> <p><b>1. Colour game:</b>  <i>Ich sehe was was du nicht siehst und das ist...</i></p> <p><b>2. Teacher writes simple sentences about student’s favourite colour using modelled language:</b>  <i>Meine Lieblingsfarbe ist..., ich mag die Farbe</i></p> <p><b>3. Students create their own colour wheel:</b>          Creating a colour spinning top – students realize how our eyes mix colours. Students pick secondary colour they want to create. Students cut out cardboard circle and divide it in little “pieces of cake”. Colouring in the pieces in specific colours: for green the colour blue and yellow alternately, for purple they use blue and red and for orange they use yellow and red. Put together the spinning top and see effect.</p> <p><b>4. Teacher models classroom routines in TL:</b>  <i>Bitte gib mir den Uhu</i> (please give me the glue stick), <i>da ist der Pinsel</i> (there is the brush), etc. Students write words/short sentences about their favorite colour (e.g. <i>Ich mag die Farbe blau</i>/I like the colour blue. <i>Meine Lieblingsfarbe ist rot</i>/my favorite colour is red)</p> <p><b>4. Reading a book together:</b>          Listen to and speak along to story by Eva Heller: “<i>Die wahre Geschichte von allen Farben</i>”.</p> <p><b>5. Prompt: Max Ernst – Der Ausbrecher</b>          Teacher introduces Max Ernst and some of his works using key vocabulary to describe the art, e.g. <i>Der Kuenstler verwendet einen Schwamm/Pinsel. Welche Farben sehen wir in dem Bild? Wie hat er das Bild gemalt?</i> (How was this artwork created?). Teacher encourages students to use TL to describe the artwork.</p>

	<p><b>Reflection time: What did we learn today?</b></p> <p>Teacher models key vocab/sentences.</p>
<b>Key Assessment Tasks</b>	<ul style="list-style-type: none"> <li>• Circle time: observe use of modelled language (greetings, <i>es geht mir gut/nicht gut...</i>)</li> <li>• Colour game to observe active use of vocabulary (colours)</li> <li>• Observation of classroom interactions: use of modelled language</li> <li>• Student uses modelled language to write words/short sentence about "<i>Lieblingsfarbe</i>"</li> </ul>
<b>Key Language</b>	<ul style="list-style-type: none"> <li>• <i>Farben (gruen, blau, weiss, Schwarz, gelb, rot, rosa, hell-, dunkel-, violet...)</i></li> <li>• <i>Mischen</i></li> <li>• <i>Farbenrad</i></li> <li>• <i>Meine Lieblingsfarbe ist...</i></li> <li>• <i>Ich mag ... nicht</i></li> <li>• <i>Primaerfarben</i></li> <li>• <i>Sekundaerfarben</i></li> <li>• Vocab to describe artwork: <i>Der Vordergrund, der Hintergrund, das Kunstwerk, der Kuenstler, malen, der Pinsel, der Schwamm, die Schere, das Papier, der Uhu</i></li> <li>• Vocab for classroom activities e.g. "<i>Bitte gib mir die rote Farbe</i>", "<i>ich brauche die Schere</i>"</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Book Eva Heller: "<i>die wahre Geschichte von allen Farben</i>"</li> <li>• Picture of artwork</li> <li>• Max Ernst: "<i>Der Ausbrecher</i>"</li> <li>• Craft materials</li> </ul>

Lesson Number	6
Learning Intentions	<ul style="list-style-type: none"> <li>• We are learning to describe an artwork in German</li> <li>• We are making our own artwork</li> </ul>
Learning Activities	<p><b>Morning circle time: Encourage students to repeat modelled TL language</b></p> <p>Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary)—teacher translates and students repeat in German.</p> <p><b>Learning experiences</b></p> <p><b>1. Teacher models key vocabulary:</b></p> <p>Teacher models vocabulary to describe art work on whiteboard (repetition of key vocabulary of last session)</p> <p><b>2. Classroom discussion—how to make your own art work:</b></p> <p>Teacher models TL for planning activity. Sharing ideas what students want to do by using TL (<i>ich male einen Wald/I paint a forest, ich brauche rote Farbe und einen Pinsel/I need the red paint and a brush, etc</i>).</p> <p><b>3. Students experiment with technique:</b></p> <p>Students move around in classroom and experiment with frottage technique (finding eight things they can use for their rubbing)</p> <p><b>4. Circle time:</b></p> <p>Students share their experience using simple language. Teacher models TL, students repeat.</p> <p><b>5. Students create a collage:</b></p> <p>Students create a collage showing a forest animal (frottage technique)/ forest background (sponge technique)</p> <p>Stick it on black background paper.</p> <p><b>6. Students present their artwork in class:</b></p> <p>Students share their work with peers. Teacher models TL for sharing, e.g. <i>mein Wald ist dunkelgruen/my forest is dark green, ich mag den Fuchs/I like the fox, der Igel hat Stachel/the hedgehog has spikes, etc</i>.</p> <p><b>Reflection time: What did we learn today?</b></p> <p>Teacher models key vocab/sentences.</p>

Key Assessment Tasks	<ul style="list-style-type: none"> <li>• Observation of student interaction – use of modelled language</li> <li>• Students share their work – use of modelled language to describe the artwork</li> </ul>
Key Language	<ul style="list-style-type: none"> <li>• <i>Farben (gruen, blau, weiss, Schwarz, gelb, rot, rosa, hell-, dunkel-, violet...)</i></li> <li>• <i>Mischen</i></li> <li>• <i>Farbenrad</i></li> <li>• <i>Meine Lieblingsfarbe ist...</i></li> <li>• <i>Ich mag ... nicht</i></li> <li>• <i>Primaerfarben</i></li> <li>• <i>Sekundaerfarben</i></li> <li>• Vocab to describe artwork: <i>Der Vordergrund, der Hintergrund, das Kunstwerk, der Kuenstler, malen, der Pinsel, der Schwamm, die Schere, das Papier, der Uhu</i></li> <li>• Vocab for classroom activities e.g. <i>“Bitte gib mir die rote Farbe”, “ich brauche die Schere”</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Picture of artwork</li> <li>• Max Ernst: <i>“Der Ausbrecher”</i></li> <li>• Craft materials</li> </ul>

<b>Lesson Number</b>	7
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>We are learning to share our work in German (TL)</li> </ul>
<b>Learning Activities</b>	<p><b>Morning circle time: Encourage students to repeat modelled TL language</b></p> <p>Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary)—teacher translates and students repeat in German.</p> <p><b>Learning experiences</b></p> <p><b>1. Warm up game</b></p> <p>Students choose game.</p> <p><b>2. Teacher models key vocabulary to describe artwork on whiteboard:</b></p> <p>Using students' artwork (repetition of key vocabulary of last session).</p> <p><b>3. Groups present finished work:</b></p> <p>Class splits into groups to prepare presentation of work. Groups present finished work, e.g. hedgehog, forest painting, colour wheel. Groups present to peers in class using modelled TL. If possible: students invite students from other classrooms or parents to do a second presentation/sharing using TL.</p> <p><b>4. Teacher models writing in reflection journal:</b></p> <p>Students use a journal to reflect on their learning by writing simple sentences about what they learned. TL is modeled by teacher (teachers write student input on board).</p> <p><b>Reflection time:</b></p> <p>What did we like/didn't like learning about colours and the forest? Are our questions from the KWL answered? What else do we want to know? Teacher models key vocab/sentences in TL.</p>
<b>Key Assessment Tasks</b>	<ul style="list-style-type: none"> <li>See lesson 6</li> </ul>
<b>Key Language</b>	<ul style="list-style-type: none"> <li>Farben (gruen, blau, weiss, Schwarz, gelb, rot, rosa, hell-, dunkel-, violet...)</li> <li>Mischen</li> <li>Farbenrad</li> <li>Meine Lieblingsfarbe ist...</li> </ul>



	<ul style="list-style-type: none"> <li>• Ich mag ....nicht</li> <li>• Primaerfarben</li> <li>• Sekundaerfarben</li> <li>• Vocab to describe art work: <i>Der Vordergrund, der Hintergrund, das Kunstwerk, der Kuenstler, malen, der Pinsel, der Schwamm, die Schere, das Papier, der Uhu</i></li> <li>• Vocab for classroom activities: <i>bitte gib mir die rote farbe, ich brauche die schere</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>• See lesson 6</li> </ul>

## Assessment and Reporting against the relevant Achievement Standards

By the end of Level 2, students:	Activities from this unit which contribute to longer term assessment and reporting against elements of the Achievement Standards
(AS1) Students identify the different sounds and rhythms of the German language by listening to and viewing a variety of texts.	<p>All activities including:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Craft activities</li> <li>• Morning circle</li> <li>• Watching video</li> </ul>
(AS3) They explore German through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language.	<ul style="list-style-type: none"> <li>• Morning circle</li> <li>• Modelled activities</li> <li>• Discovering the playground</li> <li>• Reflection time</li> <li>• Class discussion about favorite colour, animals</li> </ul>
(AS4) They recognise that German sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways.	<ul style="list-style-type: none"> <li>• Reading and writing activities</li> </ul>
(AS5) They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken German.	<p>All activities including:</p> <ul style="list-style-type: none"> <li>• Morning circle</li> <li>• Craft activities e.g. forest project</li> <li>• Reflection time</li> </ul>
(AS6) They expand their repertoire of German words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.	<ul style="list-style-type: none"> <li>• Class reading about <i>Waldtiere</i> (by <i>Zaubereinmaleins</i>)</li> <li>• Class reading “<i>Die wahre Geschichte aller Farben</i>” by Eva Heller</li> <li>• Writing activities</li> <li>• Modelled tasks</li> </ul>
(AS7) Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world.	<ul style="list-style-type: none"> <li>• Morning circle</li> <li>• Class discussion about forest animals</li> <li>• Watching video</li> </ul>

(AS10) They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language.	<ul style="list-style-type: none"> <li>• Labelling, reading activities</li> </ul>
(AS11) They apply their understanding of some of the conventions and features of the written German language.	<ul style="list-style-type: none"> <li>• Reading, writing activities</li> </ul>
(AS12) They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.	<ul style="list-style-type: none"> <li>• Writing activities (which include short sentences)</li> </ul>