

SENSE	TITLE	TIMING
	The Chopin Experiment: How a Polish Heart Captured the World's Ears.	 60 minutes

AUTHOR	KEY WORDS	LANGUAGE
Renata Klimek-Kowalska	Chopin, adjectives, nostalgia, patriotism, exile.	English

LEVEL	TARGET GROUP	AGE
B1/ B2	Secondary school students	16-18

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
LINGUISTIC	Vocabulary: * <i>Abstract Concepts</i>: Masterpiece, nostalgia, patriotism, exile, melancholic. <i>Descriptive Adjectives</i>: Crowded, elegant, inspiring, energetic, dreamy. Grammar: * <i>Speculation</i>: "It might be...", "It looks like...", "It could belong to..." <i>Sense Verbs</i>: "It sounds like...", "I can feel the...", "It seems..." <i>First-person narrative</i>: Consistent use of Present Simple/Continuous for "living" the postcard experience.
DIGITAL LITERACY	Navigating the <i>Google Arts & Culture</i> interface and using AR/Street View features to extract information.
CULTURAL	- Connecting Chopin's biography to the broader context of Polish identity and the European Romantic era. Auditory-Visual Synthesis: Translating musical sounds (Polonaises vs. Nocturnes) into descriptive English vocabulary

TECHNIQUES	Group work, Pair work, Brainstorming, Creative pitch.
RESOURCES	Google Arts & Culture – Frédéric Chopin Museum Song : Gazebo - I Like Chopin
ICT TOOLS	- YouTube, - Google Arts & Culture, - AR/ Street View

DESCRIPTION OF ACTIVITIES		
Appetizer Warm up	10'	Activity 1 - The "Mystery Object" - The teacher shares the screen and shows a close-up of an artifact from the Google Arts collection (e.g., Chopin's last piano or his hand cast). https://artsandculture.google.com/story/lwUhbxmakP2_CQ - Teacher: Look closely at the screen. What do you think this object is, and what is its story? Brainstorm your ideas in pairs before the teacher reveals the truth! - Interaction: Ask students to use speculative language (B1 grammar focus): "It might be..." / "It looks like..." / "It could belong to..." The Reveal: Confirm it is Chopin and introduce the theme: "Chopin: A Pole in Paris."
Salad	15'	Activity 2 - "Texture Hunters" - Vocabulary building Your Challenge: Look at the artifact and listen to a short piece of Chopin's music. GROUP A - Musical Match: Examine the close-up of Chopin's artifact. Imagine the emotions behind it. Write 3-4 sentences about Chopin's life and art. Try to include vocabulary like <i>exile</i> , <i>nostalgia</i> , or <i>masterpiece</i> , and use musical textures to describe how this artifact "sounds" to you. Teacher's Cheat Sheet (B1 Vocabulary to highlight): Composer (not 'author' for music) Masterpiece (a great work of art) Nostalgia (longing for the past/home) Patriotism (love for one's country) Exile (living away from one's home country) GROUP B - Metaphorical Textures (B1 level) Work in pairs and describe the experience using at least 3 words from the <i>Vocabulary Word Bank</i> and at least 1 metaphorical texture (e.g., <i>smooth</i> , <i>sharp</i> , <i>rugged</i>). How does the object connect to his music? Smooth or velvety (to describe his music). Sharp or energetic (for the Polonaises). Rugged or dramatic.
Main dish	20'	Activity 3 - Divide the class into small groups. Assign each group a specific "Story" or "Online Exhibit" on the Google Arts & Culture Chopin page. Task A: The Geography of Genius Exhibit: <i>Chopin's Warsaw</i> or <i>Chopin in Paris</i>. Task: Find three locations important to Chopin. Output: Students must describe one place using adjectives like <i>crowded</i>, <i>nostalgic</i>, <i>elegant</i>, or <i>inspiring</i>. Task B: The "Pocket Gallery" Exploration Activity: If students are on mobile/tablets, have them use the AR (Augmented Reality) feature to "walk" through a virtual room of Chopin's life. Task: Find one personal item (a letter, a diary, or a score). Discussion: Why do you think he kept this? What does it tell us about his personality? Task C: Music & Mood (The "Music" Section) Activity: Listen to a 30-second clip of a <i>Polonaise</i> vs. a <i>Nocturne</i> on the platform. Vocabulary Practice: Students fill out a "Mood Map": <i>Nocturne</i>: Peaceful, melancholic, dreamy. <i>Polonaise</i>: Energetic, patriotic, loud. Task D: The "Parisian Postcard"

		Using the Google Arts & Culture "Street View" feature, find the Place Vendôme 12 (where Chopin died). • Activity: Write a digital postcard from 1849 to a friend in Poland. • <i>"I am sitting in my Parisian apartment. I can hear the sounds of... I can see the... I feel a bit..."</i>
Dessert	10'	Activity 4 The Digital Curator • Final Task: Every student chooses one image/item from the Google Arts collection that they found most interesting. • The Pitch: They must "sell" this item to the class in 3 sentences: 1. <i>"I chose this because..."</i> 2. <i>"It represents Chopin's [love/sadness/talent]..."</i> 3. <i>"In my opinion, everyone should see this because..."</i>
Smile	5'	Exit Ticket • Before leaving, students post a comment on a shared document or chat: • Name one fact you didn't know about Chopin. • Name 5 English words you learned today to describe music or art.

EVALUATION (Formative or summative)

"Salad & Main Dish" Tasting: Tracking how effectively students season their language with adjectives during the Digital Treasure Hunt.

"Side Dish" (Optional Task): Exploring *"The Life and Sound of Frédéric Chopin"* (Annexe 1) for fast finishers.

"Dessert" Critique: Assessing the linguistic richness and creative sweetness of slogans during the Creative Pitch.

ASSESSMENT GRID /20		
Aspect	Criteria	Points
Language	Accurate and varied vocabulary	_/5
Creativity	Original sensory description	_/5
Presentation	Clear, aesthetic layout	_/5
Reflection	Personal connection / emotion	_/5



Attribution: Original activity from Erasmus + LANSEN Project

Artificial intelligence aided

Cofunded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.