2nde – Visual Art Unit



At the end of this unit, you will be able to….

* Discuss your interests in various types of visual arts
* Inform others about “hot topics” in our world and culture
* Report what somebody has told you
* Talk about past habits
* Debate whether new social media is an art form

|  |  |  |
| --- | --- | --- |
| **Lesson** | **2A** | **2B** |
| 1 – What is art | Wed April 26 | Thurs April 27 |
| 2 – Street Art (Reported Speech 1) | Thurs April 27 | Fri April 28 |
| 3 – Grammar Practice | Wed May 3 | Tues May 2 |
| 4 – Mr. Brainwash (Reported Speech 2) | Thurs May 4 | Thurs May 4 |
| 5 – Eco Art | Mon May 8 | Fri May 5 |
| 6 – Eco Art Jigsaw | Wed May 10 | Tues May 9 |
| 7 – Body Art 1 | Thurs May 11 | Thurs May 11 |
| 8 – Body Art 2 | Mon May 15 | Fri May 12 |
| 9 – Maori Tattoos | Wed May 17 | Tues May 16 |
| 10 – New Art Forms | Thurs May 18 | Thurs May 18 |
| 11 – “Fun” Lesson ☺ ☺ ☺ ☺ ☺ ☺ | Mon May 22 | Fri May 19 |
| 12 - Selfies | Wed May 23 | Tues May 22 |
| **13 – WRITTEN EXAM** | **Thurs May 25** | **Thurs May 25** |
| **14 – SPEAKING** | **Mon May 29** | **Fri May 26** |
| 15 – SPEAKING / FILM / DOCUMENTARY | Wed May 31 | Mon May 29 |
| 16 - ?? | XXX | Tues May 30 |

!! Participation Points will FINISH on Wednesday, May 23. If you want to fulfill (or exceed) the 20 points required, take a look at the “warm up” for each lesson and prepare something to say!!

**Lesson 1 – What is art?**

**Warm Up:**  When you think about art, what’s the first thing that comes to mind? What’s your favourite art form and artist? Do you enjoy going to museums?

**Listen** to X describe his/her interests in art and answer the following questions.

1. Is X an art fanatic? Why or why not?
2. Where can you see art in his/her museum?
   1. Underwater b. outside c. inside
3. Regarding Octavio Ocampo’s painting:   
   -What would you see at first glance?

-What would you see if you looked closer?

1. True or False (if false, correct the adjective): The firefighters are life-sized.
2. What two things can you see outside?
3. How does he/she describe the Lego buildings?
   1. Tiny b. colourful c. small-scale d. fascinating
4. What type of art is the temporary exhibit?
5. Write the two adjectives used to describe the images.
6. Are you interested in art? Do you like visiting museums?

VOCABULARY: Match the words with the correct category. Can you think of any more words? Add them in the space below.

1 = Types of Art 2 = Styles of Art 3 = Places 4 = People 5 = Adjectives 6 = Phrases

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_ Museum  \_\_\_ Painter  \_\_\_ Pop Art  \_\_\_ Sculpture  \_\_\_ at first glance / look  \_\_\_ Photography  \_\_\_ Colourful  \_\_\_ Realism  \_\_\_ Replica | \_\_\_ Garden  \_\_\_ Architect  \_\_\_ With a closer look  \_\_\_ Detailed  \_\_\_ Street Art  \_\_\_ Life-size  \_\_\_ Underwater  \_\_\_ (in)appropriate  \_\_\_ Enormous | \_\_\_ Sculptor  \_\_\_ Indoors – Outdoors  \_\_\_ Miniscule  \_\_\_ Black and white  \_\_\_ Art Deco  \_\_\_ Environmental Art  \_\_\_ From a different perspective  \_\_\_ in the streets | \_\_\_ Strange  \_\_\_ Permanent – Temporary  \_\_\_ Make a statement  \_\_\_ Disturbing  \_\_\_ Photographer  *(fo – tahg – a – fer)*  \_\_\_ Realistic  \_\_\_ Familiar  \_\_\_ it’s made of… |

**PRACTICE:** Describe one of the images below in 4-6 sentences, using as many vocabulary words as you can. Why did you choose it? Do you like it? Does it mean something to you? [you can find the images in colour on Weebly]



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HOMEWORK**: Read the following article and answer the questions (also found in the class book pg. 117)

**But not everyone likes street art**

**What is Street Art?**   
**Street art** is defined as forms of visual art created in **public locations**, usually **unauthorized** artwork executed outside of the context of traditional art venues. **Spray-painted graffiti**, sticker art and street installation or sculpture are common forms of modern street art. **Banksy**, a Bristol-born street artist, has become **world-famous**.

New York City Mayor Michael Bloomberg suggested Banksy was  
 breaking the law with his guerrilla art exhibits. Every day this month,   
Banksy has been unveiling new works of art around New York. The works  
 are then announced on his website. Some of the surprise exhibits are  
 stencils spray-painted on streets and walls of buildings. Others have  
 included whimsical mobile1 displays transported on trucks, an animated  
 YouTube video and, on Wednesday, a performance art piece involving a  
 dirt-smeared2 boy shining the shoes of a life-sized statue of Ronald   
McDonald outside one of the fast-food chain franchises.

“Graffiti does ruin people’s property and is a sign of decay3 and loss of control”, Bloomberg said at a press conference Wednesday, when asked by journalists about Banksy’s street art.

Source: [www.edition.cnn.com](http://www.edition.cnn.com) 1 – impulsive 2 – covered in dirt 3 – decomposition

**Questions**

1. What sort of artwork has Banksy produced in NY?
2. How are new exhibits announced?
3. What does Michael Bloomberg think of Banksy’s art?

**LESSON 2 – STREET ART**

**Warm Up:** Check homework. What did you learn about street art? Have you ever seen it? Do you like it? Why do you think Banksy is so popular?

**Listen** to an interview with some Los Angelans about Banksy’s work that has appeared in their city.

First, answer the questions.

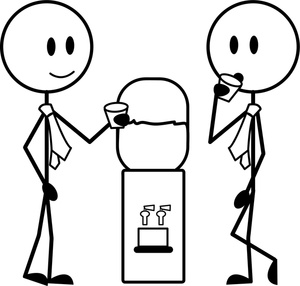
1. What has been happening in LA?
2. What is Banksy’s film about? Film producers Street Artists Undercover Agents
3. Where can you find some of Banksy’s art?
4. What happened to the Charley Brown piece?

Alexa said that she was a huge fan and she loved Banksy’s work.

1. What’s so interesting / mysterious about Banksy?

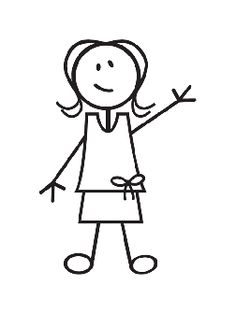
**GRAMMAR: REPORTED SPEECH (1)**

Reported Speech



Direct Speech

I’m a huge fan and I love Banksy’s work!



**Alexa (Girl 1) Tom John**

**Look at the images above and answer the questions.**

1. What verb tense does Alexa use? Write the infinitive and the conjugation.
2. What verb tense does Tom use? Write the infinitive and the conjugation.
3. What subject does Tom use?
4. Tom is reporting (repeating) Alexa’s words in the **present / past.**

**GRAMMAR RULE:**

When changing a sentence from direct speech to **reported speech**, we must:

1. Change the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Alexa : “I” 🡪 Tom: “She”)
2. **Backshift** the verbs (Put the verb into one tense in the : past future )

* **Note:** It’s not necessary to use “that” in reported speech.

“Alexa said (that) she was a huge fan and she loved Banksy’s work.”

**BACKSHIFTING: Complete the missing verbs for Reported Speech.**

|  |  |  |
| --- | --- | --- |
| **Tense** | **Direct Speech** | **Reported Speech** |
| **Present Simple** | “I like ice cream” | She said (that) she \_\_\_\_\_\_\_\_\_ ice cream. |
| **Present Continuous** | “I am living in London” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in London. |
| **Past Simple** | “I bought a car” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a car. |
| **Past Continuous** | “I was walking along the street” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ along the street. |
| **Present Perfect** | “I haven’t seen Julie” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Julie. |
| **Past Perfect\*** | “I had taken English lessons before” | She said (that) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English lessons before. |
| **Will** | “I’ll see you later” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ see me later. |
| **Would\*** | “I would help, but….” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ help, but… |
| **Can** | “I can speak perfect English” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ speak perfect English. |
| **Could\*** | “I could swim when I was four” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ swim when she was four. |
| **Might\*** | “I might be late” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be late. |
| **Must** | “I must study at the weekend” | She said (that) she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study at the weekend. |

\*= No change

!! Must in the past 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PRACTICE:**

Reporter: Banksy is nominated for an Academy Award.

Verb tense in Direct: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 Verb tense in Reported: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reported Speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brittani: I’ve never seen any of his work in person.

Verb tense in Direct: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 Verb tense in Reported: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reported Speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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Brittani: I had to see it before it was completely destroyed.

Verb tense in Direct: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 Verb tense in Reported: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reported Speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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Guy: We’ve actually been looking for this spot for 45 minutes.

Verb tense in Direct: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 Verb tense in Reported: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reported Speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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**LESSON 3: Reported Speech Practice**

For this lesson, the class will be divided into three groups, which will work on different activities to perfect their English skills. Miss T will spend about 15 minutes with each group. Please stay on task during this time!

**Homework:** Read about Mr. Brainwash below and answer the questions.

Mr Brainwash first came to the world’s attention as the star of Banksy’s Oscar-nominated documentary Exit Through The Gift Shop. The film followed then Thierry Guetta, a perfectly ordinary French-born owner of a vintage clothes shop in Los Angeles, who had an obsessive hobby for filming things. Guetta became fascinated with the “nocturnal creatures” of his city – street artists. With the help of his cousin, the French artist Invader, Guetta became involved with the LA street art scene. The famously coy Banksy even agreed to be filmed (still hiding his identity), thinking that Guetta was making a documentary about the successful beginnings of street art.

Guetta scaled buildings, held ladders, ran from police and became a helpful, if insistent, fanboy in this strange night-time art world. He recorded hundreds of hours of footage but made no attempt to turn it into a film, and it became an unwatchable mish-mash of snapshots that gave the audience a headache.

In Exit Through the Gift Shop , Banksy says: “It was at this point I realised that [Guetta] maybe wasn’t really a filmmaker. That he was maybe just someone with mental problems who happened to have a camera.”

Banksy decided to make the documentary himself. “Why don’t you try your hand at some street art?” Banksy said to Guetta. But Britain’s giant of the art world can have had no idea how seriously Guetta would take his suggestion to become an artist. Or that in doing so Guetta would perform such a major transformation of himself and his life: he became Mr Brainwash the street artist, selling his work for thousands and putting his artist friends to shame with his overnight success.

1. What is Mr. Brainwash’s real name? What are two professions he had before becoming an artist?
2. Was he successful in making a documentary about street art? Why or why not?
3. Who produced the film “Exit Through the Gift Shop”? What does he say about Mr. Brainwash?

* Go online and take a look at some of Mr. Brainwash’s art.

**LESSON 4 :** Mr. Brainwash

**Warm Up:** Check homework. What do you think about his work?

Read the interview with Mr. Brainwash. (back of packet, pg. )

Match the direct speech with the reported speech answers.

Direct Speech Reported Speech

\_\_\_\_ He didn’t steal my film. A. Mr. Brainwash said that people knew him   
 as both names.

\_\_\_\_ There are no rules in life, nobody can tell B. Mr. Brainwash clarified that they had been  
 you the rules. Involved together.

\_\_\_\_ People know me as both names. C. Mr. Brainwash claimed that Banksy hadn’t   
 stolen his film.

\_\_\_\_ If I learned anything from him, it would be passion. D. Mr. Brainwash said that there were no rules  
 in life, and nobody could tell you the rules.

\_\_\_\_ No, we were involved together. E. Mr. Brainwash admitted that if he had learned   
 anything from Banksy, it would be passion.

**GRAMMAR: REPORTED SPEECH – QUESTIONS**

Just like making sentences in reported speech, you first need to backshift the verb tense and change any subjects or pronouns (I, you, me, them…)

Next, you need to change the question into a sentence : eliminate the auxiliary verb “do” (if there is one), or remove the question mark.

Remember, there are two types of questions: With question words (who, what, when..) or “yes / no” questions.

**QUESTION WORDS**

DS: “What is the most important thing you learned from Banksy?” – the interviewer.

RS: The interviewer asked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

DS: “How do you feel about Banksy stealing your film?”

RS: The interviewer asked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

DS: “What is the goal of your art?”

RS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**YES / NO QUESTIONS**

Because there is no question word, we use “if” to introduce the reported question.

DS: “Do you introduce yourself as Mr. Brainwash or Theirry Guetta?” – the interviewer.

RS: The interviewer asked **if** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

DS: “So you let him (Banksy) have it (the film)?” – the interviewer.

RS: The interviewer asked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**PRACTICE :**

You friend Josh asks a lot of questions. Write them in reported speech.

1. When is the party? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Did you go out last weekend? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Where do your parents live? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Are they in Paris? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Why do you study English? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. What will you study in university? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. What’s the weather like in Chicago? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Is it cold outside? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Did you do your homework? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Have you studied reported speech before? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HOMEWORK:** Complete Task A on the “Grasshopper and the Ants” worksheet.

**LESSON 5: ECO ART JIGSAW (1)**

**Warm Up:** Check homework.

**Discuss:** Earth Day was on Saturday April 22. Is the Earth important to you? Do you believe in climate change, recycling, etc? How do you help out?

**TASK: JIGSAW**

You will be divided into groups of three. Each group will receive one article about Eco-Art : Driftwood Art, Underwater Expos, or Garbage Art. Read the text on your own (approx. 10 mins.) and look up any unknown vocabulary. Then, with your group, discuss the text together (approx. 15 mins) and write 5-6 general comprehension questions and give them to Miss T.

Make sure that you understand and can teach your article to other students for the next lesson.

**LESSON 6 : ECO-ART JIGSAW (2)**

**TASK: MIXED JIGSAW**

For this lesson, you will be in a group with two other classmates who read different articles than you. Each person will speak for 5-7 minutes, explaining their article and taking notes of the others. (15-20 mins)

After you finish, the questions that were submitted from the previous lesson will be asked. (8 mins)

* ***Questions about the JigSaw WILL be on the exam!***

**Discuss:** Is it a good idea to use recycled material for art?

**Writing:** Imagine that you visited one of these expositions. Tell me about what you saw, what you liked/ disliked, etc. Write your essay in about 100 words. *This will be collected and evaluated.* (20 mins)

**LESSON 7 : BODY ART 1 –** British Council “Body Conscious” Worksheets

**Warm Up / Discussion / Task 1:** How are some ways people can change their appearance? What do you think about hair dye, tattoos and piercings – are they attractive? Have you done any of these? Which of these do you want to do, or are totally against?

**Task 2:** What do you know about tattoos? Pre-reading

**Task 3:** Reading and comprehension questions

**LESSON 8 : BODY ART 2**

**Warm Up:** Are you interested in getting a tattoo? What would you get? Do your parents approve?

**Activities:** Role Plays, Discussions

**LESSON 9: MAORI TATTOOS**

**Warm Up:** Many people get tattoos as a way to express themselves. In some cultures, tattoos are sacred and represent many things. What cultures do you know about? Do you see people with cultural tattoos?

**Read** the article below and answer the questions.

**Maori Tattoo**

The Maori are an indigenous Polynesian people found in New Zealand. They have a form of body art, known as moko, more commonly known as Maori tattooing. The art form was brought by the Maori from Polynesia. This art is considered highly sacred, and continues to be highly revered.

Since the Maori consider the head to be the most sacred part of the body, the most popular kind of Maori tattoo was the facial tattoo, which was composed of curved shapes and spiral patterns. It often covered the whole of the face, and was a symbol of rank, social status, power, and prestige.

For the Maori, tattooing was a rite of passage, which meant it was highly ritualized. Maori tattooing would usually begin during adolescence, and would be continually performed to celebrate important events throughout a person’s life.

Source: [www.newzealandtattoo.co.nz](http://www.newzealandtattoo.co.nz)

**Questions**

1. Where on the body was an important Maori tattooed?
2. At what time of life did the tattoo have a special meaning?
3. Why are tattoos on the head considered important?

**GRAMMAR: Would and past habits (and *used to* review)**

To talk about habitual actions in the past, we can use the modal verb “would + infin”. \*”would” cannot be used with a state verb (have, be, feel). [Active verbs: run, study, think]

* Maori tattooing **would** usually begin during adolescence.
* Maori women **would** get tattoos around their mouth.
* Traditional moko tattoo artists **would** use a sharp wooden stick, hammer and ink.

We can also use the structure “used to + infin” to describe past habitual actions. [can be used with state verbs]

* Maori tattoo artists **used to** be highly respected.
* Facial tattoos **didn’t use to** be accepted in many cultures.
* **Did** Native Americans **use to** tattoo young people?

Note –> “used to + infin” can also be used for a past truth that no longer happens.

* I used to have facial piercings (now I don’t)
* He used to have a sleeve tattoo (he got it removed)

**PRACTICE:** Write the sentences bellow using “would” or “used to”

1. I / have short hair when I was a teenager. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. We / go to the same little café for lunch every day when I was a student. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. She / love playing badminton before she hurt her shoulder. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. He / walk along the beach every evening before bed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. I / always lose when I played chess with my father. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Common Maori designs

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| Hei matau (fish hook): The Maori symbol fish hook symbolises prosperity. The fish hook also represents strength, determination and good health, as well as providing safe journey over water. |

### Koru (spiral):

The koru depicts new beginnings, growth and harmony, taken from the symbolism of an unfurled fern leaf. New Zealand has some of the most beautiful ferns in the world.

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| --- | --- | --- |
| single-twist-bwkoru-bw   |  | | --- | | Single twist: The Maori symbols or meaning for the single twist represents the path of lif, it is the symbol of eternity. The single figure eight is different than the double and triple twists mentioned below. | |  |
|  |  |
|  |  |
|  |  |
| manaia-bw   |  | | --- | | Manaia: The manaia is known as a spiritual guardian.. Traditionally depicted as a bird like figure with the head of a bird, body of a man and the tail of a fish it acts as a provider and protector over the sky, earth and sea | |  |
|  |  |

## double-triple-twist-bwhei-tiki-bwfish-hook-bw Different patterns and their meanings

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| Hei tiki: Commonly known as a good luck charm the tiki is also considered a symbol of fertility. Assumed to be clear thinking, perceptive, loyal and knowledgeable, the wearers strength is their character. |

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| Double or triple twist: These twists represent the joining together of two people, or two cultures for eternity and even though they may experience life’s up and downs they remain bonded by friendship and loyalty for life (a favourite of the Maori symbols). |

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| --- | --- | --- |
| hikuaua-bwpakati-bw  **Hikuaua:**  prosperity, mackerel tail.  **Pakati:** Dog skin cloak, representative of warriors/battles/courage and strength | taratarekae-bwahu-ahu-mataora-bwunaunahi-bw.  |  | | --- | | Taratarekae: From whale teeth |  Unaunahi: Fish scales that represent abundance and healthUnaunahi: Fish scales that represent abundance and health |
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**LESSON 10 : NEW ART FORMS**

**Warm Up:** What art forms have we seen so far? Do you know of other “new” art forms? Which ones?

**Task:** The class will be divided into two groups and each given one article (food art or yarn bombing). Read the article on your own and look up any new vocabulary words (approx. 8-10 mins). Get with your group, discuss the article, and write 5-7 comprehension questions (general and specific) from the text (8-10 mins).

**Comprehension:** The groups will then receive the opposite text and listen to a volunteer read it aloud. Discuss new vocabulary. The questions about the text will be asked. (approx. 8 mins). Repeat for the other group (approx. 8 mins)

**LISTENING:** KNit the City (book pg. 123) and discussion questions.

1. What is the art form? In which city was this report made?
2. What are the knitters’ objectives?
3. Who is it a problem for? What is the Canadian tourists’ reaction?

* **HOMEWORK:** Bring in 4-6 small items (they can all fit into a grocery bag) that share a common theme (things that are important to you, things you use every day, things that are always in your backpack…). Also bring a piece of material (blanket, scarf, t-shirt, etc) for the “background” of our special activity.

**LESSON 11: SURPRISE LESSON!**

**Please please please** make sure to bring in some items that are important to you!

**HOMEWORK:** Read the article below about selfies. What do you think about the article?

**Facebook “selfies” can harm relationships**

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A study says people who post too many "selfies" on Facebook may harm their real-life relationships. A selfie is a self-portrait, usually taken at arm's length or in a mirror. Britain's Birmingham University looked at how selfies affected people's relationships. Their study found that sharing too many selfies makes many people like you less. Dr David Houghton said only close friends and relatives don't mind those who constantly upload selfies.

Wikipedia says: "In 2012, Time magazine noted that selfie was among its top 10 buzzwords." Celebrities like Rihanna and Justin Bieber are famous for uploading hundreds of selfies. People who post selfies may be shocked by the research. Wikipedia says people like selfies because they can control how they look in the photo. They want to show a flattering image that their friends will like. The research may show that the opposite is true.

**LESSON 12: SELFIES**

**Warm Up :** Are you a selfie queen/king or do you roll your eyes when you see people taking a selfie? Do you think selfies are an art form? Why or why not?

**Task:** to be handed out on this day in class / uploaded on Weebly because Ms. T has spent about 18 hours working on this unit before class resumes on Tuesday and she is totally exhausted. But you know what? I love you oh so much! You! Yes, you! If you’re reading this, wave at me excitedly and give me the double thumbs up! (PS – It’s never too late to give me the thumbs up, you English rockstar!)

**WRITTEN EXAM**

Listening or Reading comprehension – Grammar : Reported Speech – Would / Used to – JIGSAW Eco-Art General Questions – Vocabulary - *Recycled Grammar*

**SPEAKING**

Describing a piece of art, how it makes you feel, etc. [10 pts]

Speaking with a partner to make a decision (B1 speaking) [10 pts]