

LEVEL: FOUR

UNIT: A beautiful life

Week 4 lesson 2

DESK Standard:

I can write short reports about something I have learned or researched.

I can exchange information about subjects of interest to me

Unit Can-Do statement:

I can write journal entries

I can exchange information about art

	What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?
	"Daily" Learning Targets	Language Chunks	Other Vocabulary	Check for Understanding or Mini Performance Assessment
	<ul style="list-style-type: none"> - Students will be able to describe artwork in their community. - Students will discuss whether a piece of art is art or not. 	<ul style="list-style-type: none"> -My favorite art form is.... because... -The artwork of....is.... The style is.... -Which piece of art do you prefer? -In my opinion the artist was inspired by.... because.. -This is made out of.... - I believe that the purpose of this creation was..... -What did the artist mean by....? -What do you think about when viewing....? 	<ul style="list-style-type: none"> -Colorful - Painting vocab (canvas, oil, watercolor, light/dark, masterpiece...) 	<p>Students will write a journal entry about an artwork. Students will maintain a conversation about the piece of art they have chosen.</p>
INPUT : Interpretive reading/listening "I Do"	Describe the input activity the teacher will do to input the language chunks, vocabulary, and model what students will be able to do by the end of the lesson.			
	<p>Input 1: Article about famous graffiti artist, ie, Banksy. https://www.biografias.es/famosos/banksy.html</p> <p>Video about Banksy: https://www.youtube.com/watch?v=AQO5aqqvQrI</p> <p>Input 2: Video about graffiti painted in a church in Spain. http://www.rtve.es/alacarta/videos/mas-gente/mas-gente-graffiti-romanico-iglesia-hospitalet/1392206/</p>			

	PROCESSING: Interpretive reading/listening "We do"	Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher. Processing 1: Active reading or listening. Find main idea and details about Banksy. Processing 2: As a class, students will find main idea and supporting details. They will state their opinion about video.
	OUTPUT: Interpretive or Presentational "you do"	Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. Students will find a piece of art from TC will write a journal entry about it (describe it, state why they consider it art, what do they think the artist wanted to show, etc..). Students will maintain a conversation about the piece of art they have chosen.
FORMATIVE PERFORMANCE ASSESSMENT Teacher will read journal entries and listen to conversations.		