



LEVEL: FOUR

UNIT: A beautiful life

Week 4 lesson 1

DESK Standard:

- I can write communications for public distribution.**
- I can exchange information about subjects of interest to me.**
- I can discuss social factors that affect cultural practices.**

Unit Can-Do statement:

- I can describe art**
- 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 and discuss whether a piece of art is art or not. - Students will narrate a story. 	<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 connected sentences to about an artwork.</p> <p>Students will create their own mural and will present itl to the class explaining why they included those symbols to avoid controversy in the community.</p> <p>Students will maintain a conversation about their murals.</p>
<p>INPUT : Interpretive reading/listening "I Do"</p>	<p>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>			
	<p>Input 1: Teacher shows a powerpoint with images of different artwork (include graffiti and if possible art from US artists)</p> <p>Teacher could show artwork images that had previously collected from students (students could either send them by email, upload them to canvas, print it). Images should belong to art in their community, ie, graffiti around town, artwork created by students in their school, etc... The student that brought the images should provide information about who was the artist, when was the art done, where is it, etc.</p>			

		<p>Input 2: Teacher plays video about a community controversy regarding murals/graffiti. (Play it without sound).</p> <p>http://kutv.com/news/local/people-fight-to-save-cultural-mural-aftercity-says-it-violates-code</p> <p>More resources about this mural case (in English):</p> <p>Ksl - VIDEO & http://www.ksl.com/?sid=35624082&nid=148</p> <p>KUTV - 2 VIDEO & http://kutv.com/news/local/people-fight-to-save-cultural-mural-aftercity-says-it-violates-code</p> <p>Salt Lake City Tribune http://www.sltrib.com/home/2762960-155/mural-of-civil-rights-leaders-sparks-community</p> <p>Slug magazine http://www.slugmag.com/photos/vigil-for-the-cultural-murals-at-taqueria-azteca-de-oro/</p> <p>15 Bytes -Utah's Art magazine http://artistsofutah.org/15Bytes/index.php/west-jordan-mural-controversy/</p> <p>West Jordan Journal http://www.westjordanjournal.com/2015/10/08/88740/controversial-mural-creates-discussion-about-art-and-culture</p> <p>Gephardt Daily http://gephardtdaily.com/local/west-jordan-mural-spurs-controversy-allegations-of-racism/</p>
	<p>PROCESsing: Interpretive reading/listening "We do"</p>	<p>Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher.</p> <hr/> <p>Processing 1: As a class, students will describe images and discuss whether they think those images are considered art or not (include graffiti) and why. Teacher scaffolds vocabulary. Students will write connected sentences about the artwork shown by the teacher. (Suggestion:use whiteboards).</p> <p>Processing 2: In pairs, students make up their own story about the video (written or orally). Teacher tells the real story at the end.</p>
	<p>OUTPUT: Interpersonal or Presentational "you do"</p>	<p>Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets.</p> <hr/> <p>In groups, students will create their own mural with cultural symbols, words in TL. Students will present mural to the class and explain why they included those symbols to avoid controversy in the community.</p> <p>Students from different groups will paired to maintain a conversation about their murals.</p>
<p>FORMATIVE PERFORMANCE ASSESSMENT Teacher will correct connected sentences. Teacher will grade made up stories. Teacher will listen to presentations and conversations.</p>		

