

## LESSON PLAN

**TEACHER:** Haris Hadjigeorgiou  
**SCHOOL:** Linopetra Lyceum  
**CLASS:** C (LIFE B2)  
**THEMATIC UNIT:** 4f 'Urban art'

**SCHOOL YEAR:** 2019-2020  
**CEFR LEVEL:** B2  
**DATE:** 04/02/2020  
**TIME:** 45'

### CEFR DESCRIPTORS

**1. Watching TV and film**

can understand documentaries, live interviews, talk shows, plays and the majority of film in standard dialect.

**2. Overall spoken interaction**

can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.

### ATTAINMENT TARGETS - LESSON OBJECTIVES (ΔΕΙΚΤΕΣ ΕΠΙΤΥΧΙΑΣ) & TEACHING TARGETS (ΔΕΙΚΤΕΣ ΕΠΑΡΚΕΙΑΣ)

#### Attainment Targets

By the end of the lesson, Ss will be able to:

- get the general gist and spot specific details in a video about Urban art and urban artists
- talk about different forms of Urban Art and give examples
- express their opinions on what forms of art can be considered as urban art and justify their views
- talk about their personal experiences concerning urban art and how they are involved in it

#### Teaching Targets

##### Viewing:

- information from a video about what urban art is, different kinds of urban art and different urban artists
- slide show depicting all kinds of art and choice of the ones regarded as urban

##### Speaking:

- interview between an urban artist and a journalist
- Support of opinions with arguments on what is perceived as urban art and what is not
- personal involvement in urban art

**PRIOR KNOWLEDGE:** Present, Past and Future Tenses  
Expressing opinions/agreeing or disagreeing with others  
General or basic knowledge of art



## PROCEDURE:

### **ACTIVITY 1:** (3 mins) – **INTRODUCTION**

T writes the phrase 'Urban Art' on the board and asks Ss if they know what the word 'urban' means. Depending on the Ss' answers, T either explains the meaning of the word (anything relating to a town/city) or asks Ss what kinds of art are considered to be urban art. T elicits answers and writes them on the board.

### **ACTIVITY 2:** (5 mins)

T tells Ss that they are going to watch a slideshow (1.25 min) which shows different forms of art. (These include graffiti paintings, murals, classical pieces of art like the Guernica of Picasso, children's drawings, sculptures, landscapes and others.) Ss are asked to identify which of these are considered to be 'urban' forms of art. After watching the video, Ss express their opinions by justifying them and T asks if any of the Ss are into this form of art. If there are Ss who are involved into 'Urban' art in any way, they are encouraged to talk about it.

### **ACTIVITY 3:** (2 mins)

T asks Ss to open their Course Books on pages 54+55 and look at the picture and exercise 1. T asks questions such as:

- Where are the people in the photo?
- What is unusual about the exhibition?
- What do you know about graffiti?

### **ACTIVITY 4:** (6 mins)

T tells Ss that they are going to watch a video (3:58 mins) about urban art. Before they watch it though, T asks Ss to look at exercise 2 and answer the questions orally.

- Apart from graffiti, what other kinds of urban art can you think of?
- What kinds of art do you think you are going to see in this video?

Ss watch the video and check answers as a class.

### **Activity 5:** (3 mins)

T asks Ss to do exercise 5 from what they remember from the video. Ss check the exercise in pairs and then as a class.

### **ACTIVITY 6:** (4 mins)

T asks Ss to look at exercise 7 and try to complete the gaps using the words in the box without watching the video again. Ss check their answers in pairs and then T plays the part of the video (03.20 - 03.36) again to confirm the answers.

### **ACTIVITY 7:** (15 mins)

T tells Ss that they are going to 'Role Play'. Ss look at exercise 8 and T explains that Ss will form pairs and take the roles of the urban artist and a journalist for a local newspaper respectively. Before the students perform the interview, T gives them some time to prepare. The Urban Artist looks at the bullet points in exercise 8, whereas the journalist thinks of relevant questions to ask based on the bullet points.

### **ACTIVITY 8: CLOSURE / QUICK REVIEW**

Ss refer to what the most and least interesting parts of the lesson were.

### **FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES**

T asks Ss to present a project related to Urban Art. The project can be done individually, in pairs or in groups. Ss are encouraged to go out and about in Lemesos (or any other town they like) and take pictures of forms of urban art.

The pictures can be presented in the following forms:

- as a Power Point presentation
- as a poster
- as a video (with music in the background if possible)

#### **RESOURCES / MATERIALS:**

Course book  
Book software (IWB)  
Video in mp4 file