



Escola Pla de Dalt
Anna Lázaro
Antònia Graboleda

Generació Plurilingüe (GEP)

Year 2
2019-2020

Identification of the GEP project

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Title	Banksy
Authorship	Anna Lázaro and Antònia Graboleda
School	Pla de Dalt
Students' CEFR Level (A1, A2...)	A1
Grade	Primary 6th Grade
Content area(s)	Arts and crafts
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	Anna Lázaro and Antònia Graboleda
Keywords	street art, banksy, mural

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



1. OUR PROJECT

Introduction:

Sometimes you do not agree on society's ideas and you want to show your protest somehow.

Why not to do it in an artistic way?. Let's meet Banksy and the revolutionary street art he represents!

At the very beginning students will watch a video <https://www.youtube.com/watch?v=Kkj7Dprq8Dk> showing Banksy's painting autodestruction. We ask if they know Banksy, then we show them this other video <https://www.youtube.com/watch?v=BWf-eARnf6U> Michael Jackson's Heal the world. We ask them how they feel and we introduce the driving question.

Driving question:

How can you react against an injustice through art ?

Final product: wall painting with a social criticism

2. GOALS

1.To understand and value significant elements of catalan and worldwide artistic heritage and to use oral interaction strategies according to the

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

1.1. Students can use the vocabulary and structures given to express their opinion.

...

communicative situation to express their value.	
2.To use basic elements of visual language and techniques to express and to produce simple texts with help to complement their artistic production.	2.1. Students can write a significative sentence to complement their artistic production.
3.To create with different elements and basic resources of artistic language and to explain their artwork using communicative strategies.	3.1. Students have used different elements and basic resources of the artistic language to produce an artwork. 3.2. Students can use communicative strategies to explain their own artwork.
...	

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
Competència 3.	2. Expressió de les idees, les emocions i les experiències	Competència 3. Emprar estratègies d'interacció	3. Estratègies de producció oral

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<p>Comprendre i valorar elements significatius del patrimoni artístic proper, de Catalunya i d'arreu.</p> <p>Competència 5. Emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se.</p> <p>Competència 9. Dissenyar i realitzar projectes i produccions artístiques multidisciplinàries.</p>	<p>que desvetllen les manifestacions artístiques.</p> <p>3. El patrimoni i les manifestacions artístiques.</p> <p>4. Relació entre l'art, la societat, la cultura i la religió.</p> <p>7. Recursos, formes i possibilitats comunicatives dels diferents elements i llenguatges artístics.</p> <p>8. Funció i influència de les manifestacions artístiques i dels seus elements.</p> <p>10. Interès, valoració i respecte pel fet artístic i per les produccions artístiques pròpies i alienes.</p> <p>11. Propietats dels elements que trobem presents en l'entorn i en les obres artístiques.</p> <p>12. Tècniques pròpies dels diferents llenguatges artístics.</p> <p>13. Produccions artístiques:</p>	<p>oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs.</p> <p>Competència 8. Produir textos senzills amb adequació a la situació comunicativa i amb l'ajut de suports.</p> <p>Competència 12. Utilitzar estratègies plurilingües per a la comunicació.</p>	<p>4. Estratègies d'interacció oral</p> <p>5. Elements no verbals de la comunicació</p> <p>6. Elements de la situació comunicativa: finalitat, destinatari, context</p> <p>9. Elements fonètics i prosòdics</p> <p>12. Lèxic i semàntica</p> <p>13. Elements morfosintàctics bàsics</p> <p>16. Estratègies per a l'expressió escrita: planificació, producció i revisió</p> <p>17. Ortografia de paraules conegudes i d'ús freqüent</p> <p>18. Cerca i gestió de la consulta lingüística</p> <p>19. Organització del text: adequació, coherència i cohesió.</p> <p>20. Funcions del llenguatge</p> <p>24. Estratègies plurilingües</p> <p>25. Ús de les TAC.</p>
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	<p>plàstiques, musicals i corporals.</p> <p>14. Expressió artística d'emocions, experiències, desitjos i valoracions crítiques.</p> <p>17. Planificació dels processos de producció artística.</p> <p>18. Imaginació i creativitat en l'expressió i comunicació artístiques.</p>		<p>26. Aspectes sociolingüístics i culturals bàsics.</p>
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4. 21st CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓

Template adapted from CLIL-SI 2015.

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Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence		Social and civic competence	✓
Interaction with the physical world competence		Learning to learn competence	✓
Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE

CONTENT-RELATED SKILLS

Template adapted from CLIL-SI 2015.

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- street art
- Banksy's work

- Communicating skills (writing, reading, listening and speaking)
- Co-working
- Analysing
- Discussing
- Creating an artwork
- Investigating.
- Presenting and explaining a personal piece of artwork

7. REFERENCES

Session 1 :

<https://create.kahoot.it/share/68c8d6e6-4cf8-495b-b436-076f14395205> Previous KWL

<https://www.youtube.com/watch?v=Kkj7Dpra8Dk> Banksy's painting autodestruction

<https://www.youtube.com/watch?v=BWf-eARnf6U> Michael Jackson's Heal the world

<https://www.biography.com/artist/banksy> Banksy's biography

Session 2:

<https://www.youtube.com/watch?v=I0RZvBUYgnQ> Bullying



<https://www.youtube.com/watch?v=-n4A0BssFd0> Climate emergency

<https://www.youtube.com/watch?v=7QbHIWNoy4> Food waste

<https://www.youtube.com/watch?v=QRZPw-9sJtQ> Racism

<https://www.youtube.com/watch?v=XWgE6D7ejtg> Social discrimination

<https://www.youtube.com/watch?v=3AF9Rjki0DE> gender violence

<http://www.superteachertools.us/portal/portal.php> random grouping

<https://www.wordreference.com/> a tool to look up words

Session 3 :

Street art in Olot : <https://drive.google.com/file/d/1Zd2AdSCyk2DQmVUyjeXBXBbMtpZec-ie/view?usp=sharing>

Ves. Cat : <http://ves.cat/esdW>

Answer key : <https://drive.google.com/file/d/1G75CtKBiTYOtp2dCdcV9low8STuzlPlh/view?usp=sharing>

Ves.Cat : <http://ves.cat/esdV>

Google maps. Street view.

For example:

<https://www.google.com/maps/@42.180145,2.4894716,3a,75y,222.21h,90t/data=!3m6!1e1!3m4!1s0MO9yX7OVZ9zvh9UBL2uUgl2e0!7i16384!8i8192>

8. COMMENTS (optional)

Role assignment when setting groups
Positive feedback to foster students learning process.
Teacher becomes a facilitator, another resource for the student.






9. ACKNOWLEDGEMENTS (optional)

Our acknowledgements are to school Pla de Dalt and specially to the management team and teachers who are involved in the project.



Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction
 Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World
 Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	Kahoot activity. video https://www.youtube.com/watch?v=Kkj7Dpra8Dk Banksy's painting destruction video https://www.youtube.com/watch?v=BWf-eARnf6U Michael	15'	L S	T-S	Videos	Initial Assessment (checking student's prior knowledge) https://create.kahoot.it/share/68c8d6e6-4cf8-495b-b436-076f14395205 Previous KWL

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	Jackson's Heal the world. Driving question: <i>How can you react against injustice through art?</i>					
	Group work: 6 groups of 4. 1- Banksy's Biography . Running Dictation	15'	S R-W	S-S		
	2- Distinguish Banksy's wall paintings	15'	R	S-S		
	Students, in groups, explain.	30'	S-L	SG-WG		Peer assessment Teacher's notes (Observation grid)
2	<i>(What can be denounced?)</i>	20'	L-S	WG	videos	

<p>1- We watch different videos with social criticism.</p> <ul style="list-style-type: none"> - bullying - Climate emergency Food waste - racism - Social discrimination - gender violence 					
<p>6 groups of 4 students in each by random</p>	<p>10'</p>	<p>S</p>	<p>S-S</p>	<p>http://www.superteachertool.com/portal.php</p>	
<p>Match pictures and quotes.</p>	<p>15'</p>	<p>R-S-I</p>	<p>SG</p>		
<p><i>How can we report</i></p>	<p>25'</p>	<p>R-S-</p>	<p>SG</p>	<p>https://www.superteachertool.com/portal.php</p>	<p>Teacher assessment :</p>



	<i>something using a quote?)</i> Students write a quote for their social criticism picture.		W-I		www.wordreference.com/	Observation grid
	Students introduce their quotes	15'	S	SG-WG		Peer assessment
3	<i>(Is there street art in our town?)</i> Same groups as in lesson 2. 6 groups of 4 . Each group will have a Chromebook.	10'	L	SG		
	Teacher shows several wall paintings in Olot.	10'	L	T-WG	Street art in Olot http://ves.cat/esdW Answer key : http://ves.cat/esdV	

<p>Each group has a Chromebook and a map of our town.</p> <p>Using the google tool street view, they have to place the street art of our town. (maximum 2 paintings per group).</p> <p>Then we put the whole class investigation work in common.</p>	<p>30'</p>	<p>S-S</p>	<p>SG</p>	<p>Google maps. Street view. For example: http://ves.cat/esek</p>	<p>Teacher observation grid</p>
<p>Each group analyzes their two wall paintings /murals. They have a rubric where they have to tick the street art outfits.</p> <p>Then each group will explain</p>	<p>30'</p>	<p>R-S-L- I</p>	<p>SG-WG</p>		<p>Peer assessment</p>

	their art street relevant characteristics.					
4	Students work in the same groups as in lesson 2. There will be 6 groups of 4. It's time to draw a draft of their project with its quote/slogan.	10'	L-I	WG		
	(How can we denounce injustice with a wall painting ?) Students will follow some questions to help them focus on their final project. (Is it about your social criticism? How many people are there? Are they happy? Are they worried?)	10'	R-W-I	SG		








	<p>Are they sad? What are they doing? Is your drawing in colour? If so : what colours will you use? Is your drawing in B/W? Where is the quote? Is the quote related to your drawing?)</p>					
	<p>Students start doing their draft of the project. They work together to make one common sketch.</p>	60'	S-I	SG		Observation grid
5	<p>Same groups as in Session 2. They get all what they need : sketch of the painting and the quote, pencils, rubber, brushes, tempera colours... and go to elaborate their</p>	80'	S-I	SG		Observation grid



	social criticism. (There will be wrapping paper on the playground blackboards, ready for each group)					
6	Exhibition and explanation. Each group explains their social criticism.	80'	S-L	SG-WG		Peer assessment (assessment S-S) Rubric (self assessment) Observation grid








11. SESSION PLANNING								
<p>SESSION 1: _____Introducing Banksy and the driving question_____</p> <p>Objectives of the session: Motivate students on street art Be able to explain some information about Banksy's art. Define the objectives of the project and the final product: wall painting with a social criticism.</p>								
<p>Content-obligatory language for the session: B/W (Black and White) / stencils / brush strokes / bright colours / street art / quotes / message hidden / Graffiti / mural /</p>								
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>								
1. 1	<p>At the very beginning we do a Kahoot activity. Initial Assessment (checking student's prior knowledge)</p>			15'	L S	T-S	Videos	Kahoot

	<p>https://create.kahoot.it/share/68c8d6e6-4cf8-495b-b436-076f14395205 Previous KWL</p> <p>Then students will watch a video https://www.youtube.com/watch?v=Kkj7Dprq8Dk showing Banksy's painting autodestruction.</p> <p>We ask them if they know Banksy, then we show them this other video https://www.youtube.com/watch?v=BWf-eARnf6U Michael Jackson's Heal the world.</p> <p>We ask them how they feel and we introduce the driving question: <i>How can you react against injustice through art?</i></p> <p>We define the objectives of the project and the final product: wall painting with a social criticism.</p>					
<p>1.</p> <p>2.</p>	<p>Group work: 6 groups of 4.</p> <p>Running dictation</p>	<p>15'</p>	<p>S</p> <p>R</p> <p>W</p>	<p>S-S</p>		
<p>1.</p> <p>3.</p>	<p>Group work : 6 groups of 4</p> <p>Classify Banksy's production</p>	<p>15'</p>	<p>S</p>	<p>S-S</p>		
<p>1.</p>	<p>Students, in groups, explain to the rest of the class what they have found out about Banksy and his street art.</p>	<p>30'</p>	<p>S</p>	<p>SG</p>		<p>Peer assess</p>



3			L	- W G		<i>ment</i>
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<p>SESSION 2: __(<i>How can we report something using a quote?</i>) _____</p> <p>Objectives of the session: To be aware of the society's necessities. To produce an efficient slogan to move consciousness and to complement their artistic production</p>						
<p>Content-obligatory language for the session: Bullying / climate change / green house / food waste / gender violence / racism / social discrimination Noun + is (isn't) + adjective</p>						
	<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					








2.1	<p><i>(What can be denounced?)</i></p> <p>1- We watch different videos with social criticism.</p> <ul style="list-style-type: none"> - bullying https://www.youtube.com/watch?v=l0RZvBUYgnQ - Climate emergency https://www.youtube.com/watch?v=-n4A0BssFd0 - Food waste https://www.youtube.com/watch?v=7QbHIWNoyp4 - racism https://www.youtube.com/watch?v=QRZPw-9sJtQ - Social discrimination https://www.youtube.com/watch?v=XWgE6D7ejtg - gender violence https://www.youtube.com/watch?v=3AF9Rjki0DE 	20'	L S	W G	<i>Videos</i>	
2.2	<p>Teacher makes 6 groups of 4 students in each by random using http://www.superteachertools.us/portal/portal.php</p>	10'	S	S-S	<i>Superteachertools</i>	
2.3	<p>In groups they match quotes to pictures and put them on a wall as a mural</p>	15'	R S	SG		

			I			
2. 4	<p>Every group will make their own quote. Each group will have a photocopy reminding with a picture what kind of social criticism they will work.</p> <p>They will have a substitution table written on the blackboard.</p> <p><i>e.g. Bullying / is / isn't/ adjective</i></p> <p>Students have to look up the adjective using Word Reference.</p> <p>Once they've found a good quote for their image, they will design the letters to make it more attractive.</p>	25'	R S W I	SG	<i>Word reference</i>	
2. 5	<p>Students introduce their quotes according to their social criticism.</p>	15'	S	SG - W G	<i>Peer assessment</i>	






<p>SESSION 3: ___ (<i>Is there street art in our town?</i>)</p> <p>Objectives of the session:</p>



	To understand and value significant elements of street art in our town. To distinguish what is art, and what is not.					
	Content-obligatory language for the session: Colourful / B and w / spray / street / road / square / wall /					
	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
3. 1	Same groups as in lesson 2. 6 groups of 4 . Each group will have a Chromebook	10'	L	SG		
3. 2	Teacher shows several wall paintings in Olot.	10'	L	T- W G	Street art in Olot http://ves.cat/esdW Answer	






					key : http://ves.cat/esdV	
3. 3	<p>Each group has a Chromebook and a map of our town.</p> <p>Using the google tool street view, they have to place the street art of our town. (maximum 2 paintings per group).</p> <p>Then we put the whole class investigation work in common.</p>	30'	S	SG	Google maps	Teacher notes
3. 3	<p>Each group analyzes their two wall paintings /murals. They have a rubric where they have to tick the street art outfits.</p> <p>Then each group will explain their street art relevant characteristics.</p>	30'	R S L I	SG - W G		Peer assessment



	<p>SESSION 4: __ (How can we denounce injustice with a wall painting ?)</p> <p>Objectives of the session: To use basic elements of visual language and techniques to design a draft with its slogan. To be aware of the distribution and the content of their sketch</p>					
	<p>Content-obligatory language for the session: Happy / worried / sad / scared /bored / friendly / quote / slogan / draft</p>					
	<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
<p>4. 1</p>	<p>Students work in the same groups as in lesson 2. There will be 6 groups of 4. It's time to draw a draft of their project with its quote/slogan.</p>	<p>10'</p>	<p>L I</p>	<p>W G</p>		
<p>4. 2</p>	<p>Students will follow some questions to help them focus on their final project.</p>	<p>10'</p>	<p>R W i</p>	<p>SG</p>		








4. 3	Students start doing their draft of the project. They work together to make one common sketch.	60'	S I	SG		<i>Observation grid</i>
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<p>SESSION 5: __Final product</p> <p>Objectives of the session: To create with different elements and basic resources of artistic language their final wall painting. To coordinate their cooperative work To be polite.</p>						
<p>Content-obligatory language for the session: Sketch / brush / tempera / pencil / wrapping paper Expressions : excuse me / sorry / please / Can I draw(paint) here ? / Thank you</p>						
	<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					

5.1	<p>Same groups as in Session 2.</p> <p>They get all what they need :</p> <p>sketch of the painting and the quote, pencils, rubber, brushes, tempera colours... and go to elaborate their social criticism.</p> <p>(There will be wrapping paper on the playground blackboards, ready for each group</p>	80'	S I	SG		Teacher observation
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	<p>SESSION 6: __</p> <p>Objectives of the session: To explain their art work using communicative strategies.</p>
	<p>Content-obligatory language for the session: It is / it isn't... There is / There isn't / There are / there aren't... We used... / we didn't use....</p>



	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
6.1	Exhibition and explanation. Each group explains their social criticism.	80'	S L	SG - W G		Peer assessment Rubric T's notes

WORKSHEETS

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SESSION 1

Activity 1



SESSION 1 – BANKSY’S BIOGRAPHY . Running dictation.

WHO IS BANKSY?

He’s a street art artist.
Nobody knows his real identity.
He was born around 1974.
He is from Bristol.
He uses stencils and spray.
You can find his graffiti in very important towns
in the world.
He criticizes politics and capitalism.
Some of his images have slogans.



WHO IS BANKSY?

He’s a street art artist.
Nobody knows his real identity.
He was born around 1974.
He is from Bristol.
He uses stencils and spray.
You can find his graffiti in very important towns
in the world.
He criticizes politics and capitalism.
Some of his images have slogans.



BANKSY'S BIOGRAPHY.

Each member of your group reads one sentence and dictates it to the rest of the group.

The group who finishes first is the winner.

Write here ... 

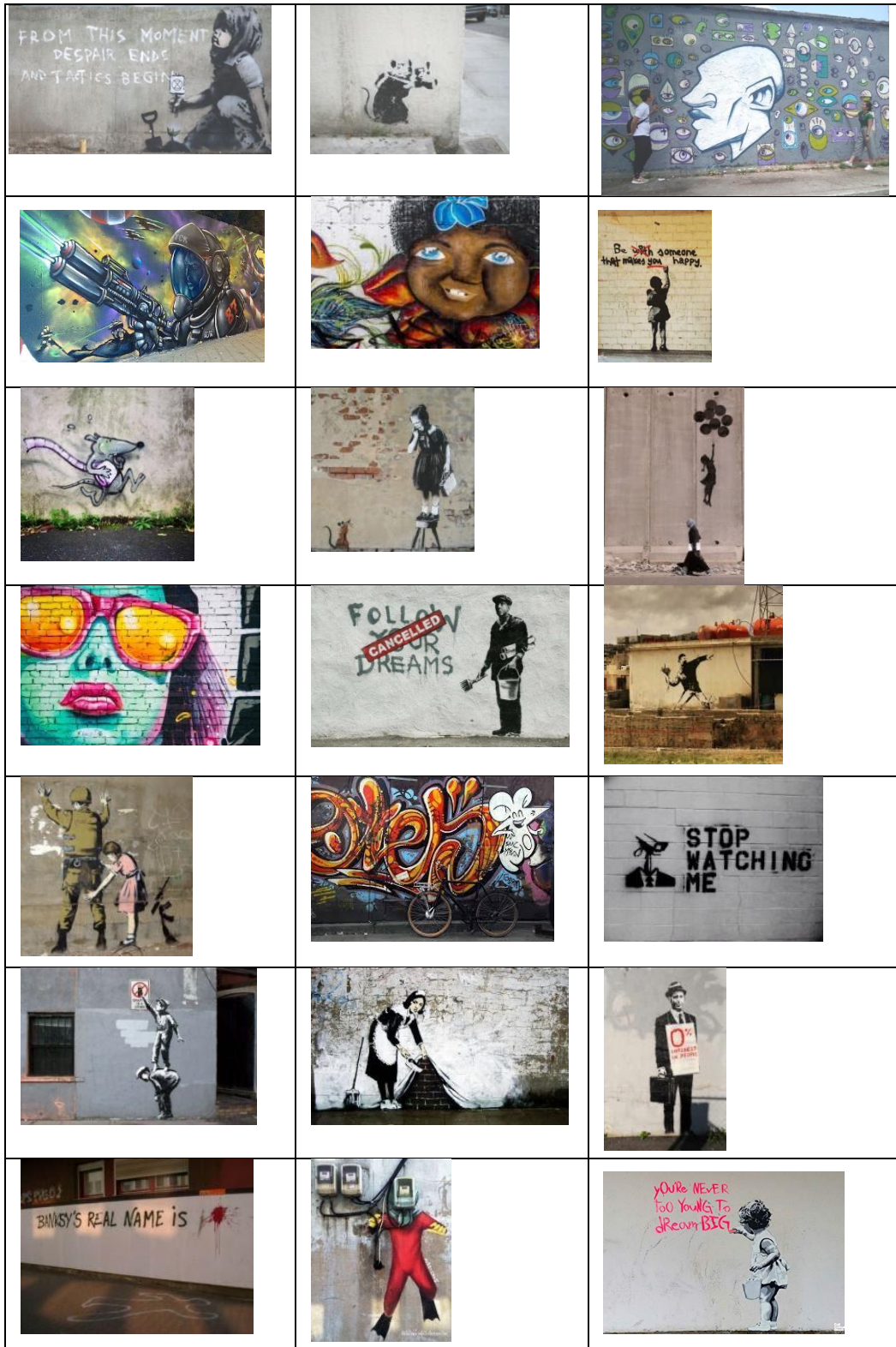
BANKSY

SESSION 1

Activity 2



Session 1 – Banksy’s characteristics.
Cut and paste Banksy’s paintings.

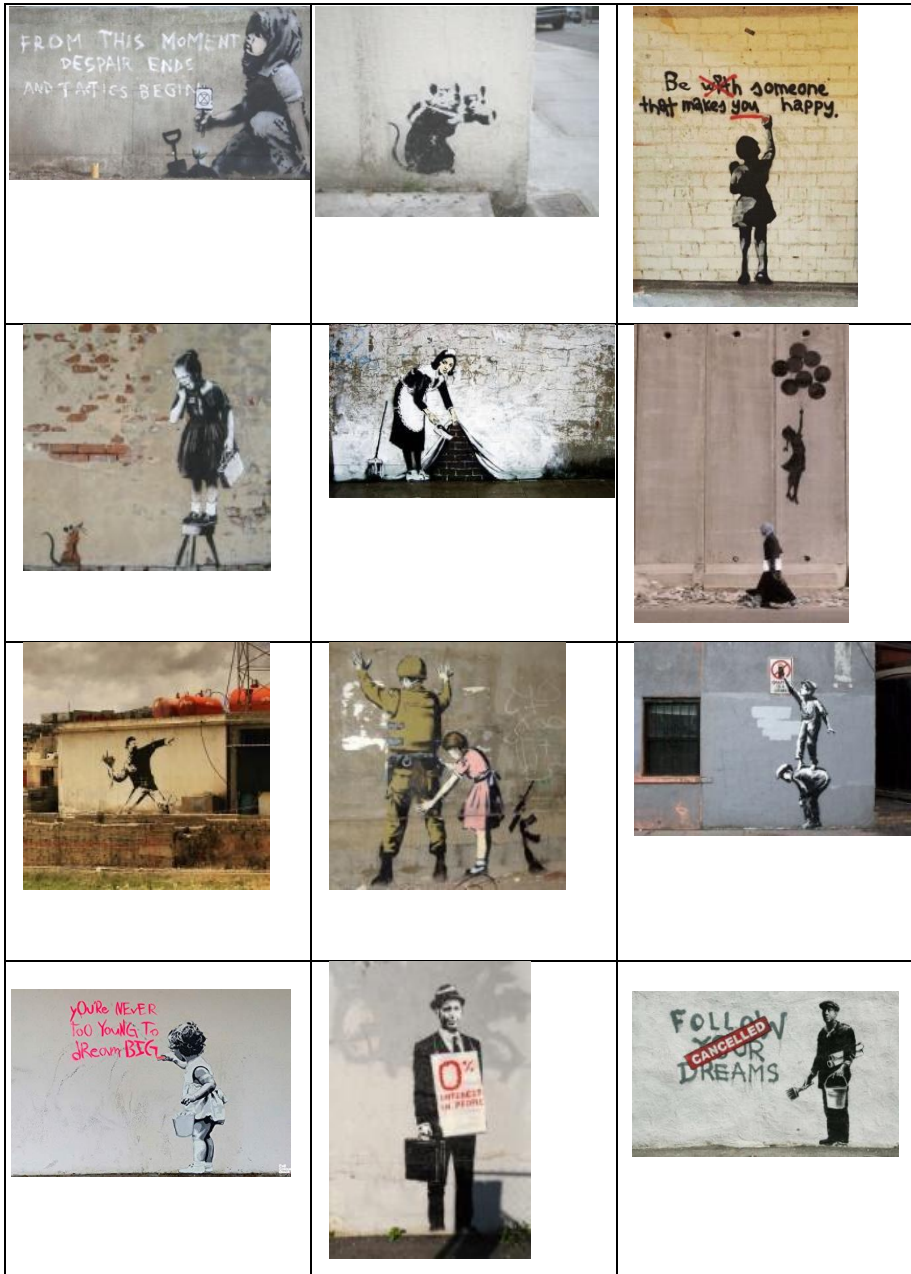


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ANSWER KEY
BANKSY'S



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



X



X



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>





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X





X







X



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More information at: <http://grupsderecerca.uab.cat/clilsi/>





X





SESSION 1

Peer assessment



SESSION 1 – PEER ASSESSMENT

Watch your classroom groups and give them a mark out of 10 in each value.

	A	B	C	D	E	F
Good use of body language?						
Engaging the audience?						
Expression in their Voice?						
Good use of extra help ?						
Clear speech?						
TOTAL SCORE						

SESSION 1 – PEER ASSESSMENT

Watch your classroom groups and give them a mark out of 10 in each value.

	A	B	C	D	E	F
Good use of body language?						
Engaging the audience?						
Expression in their Voice?						
Good use of extra help ?						
Clear speech?						
TOTAL SCORE						

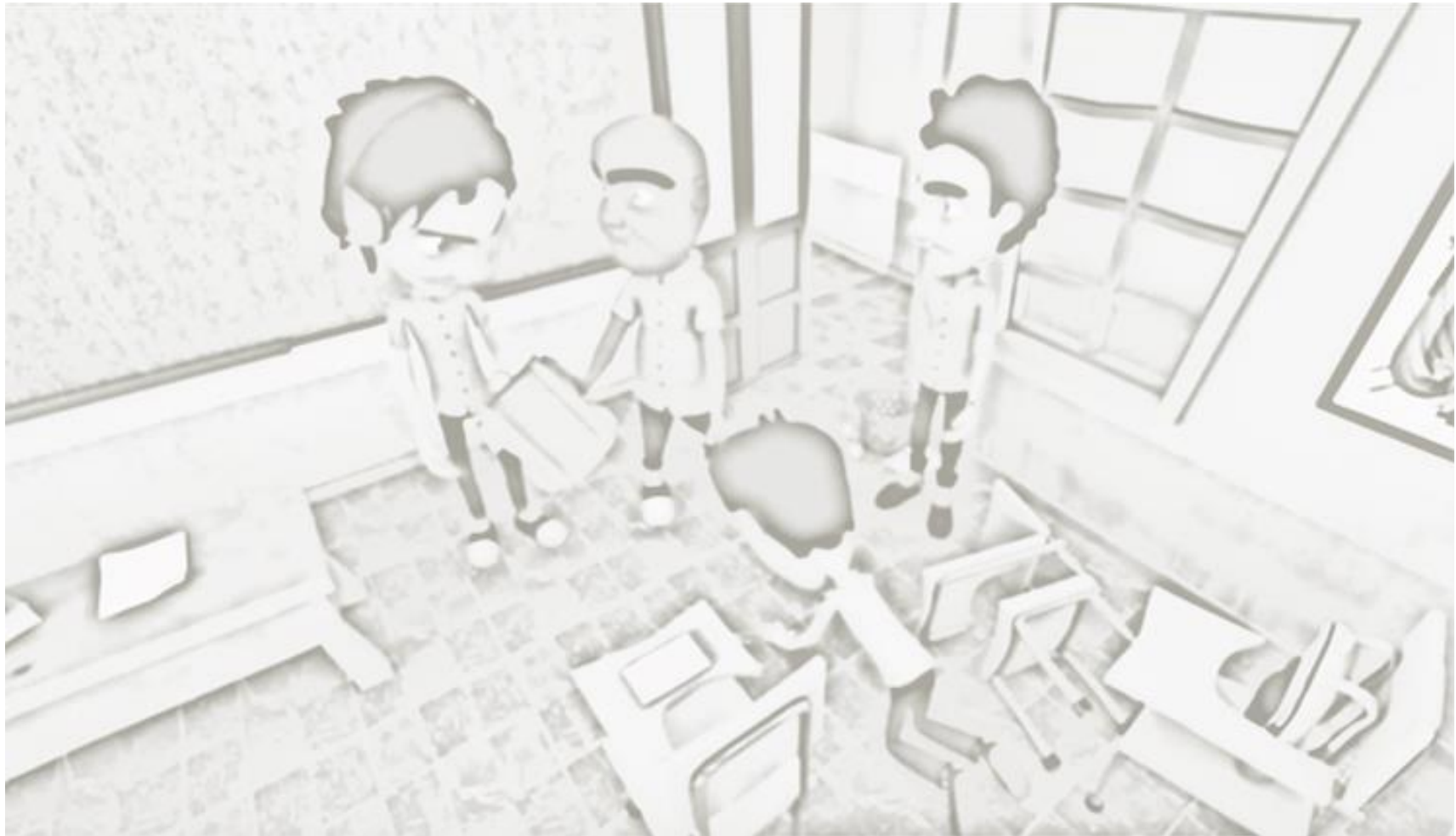
SESSION 2

Bullying - Climate change – Food waste – Gender violence - Racism – Social discrimination

SESSION 2

Activity 1



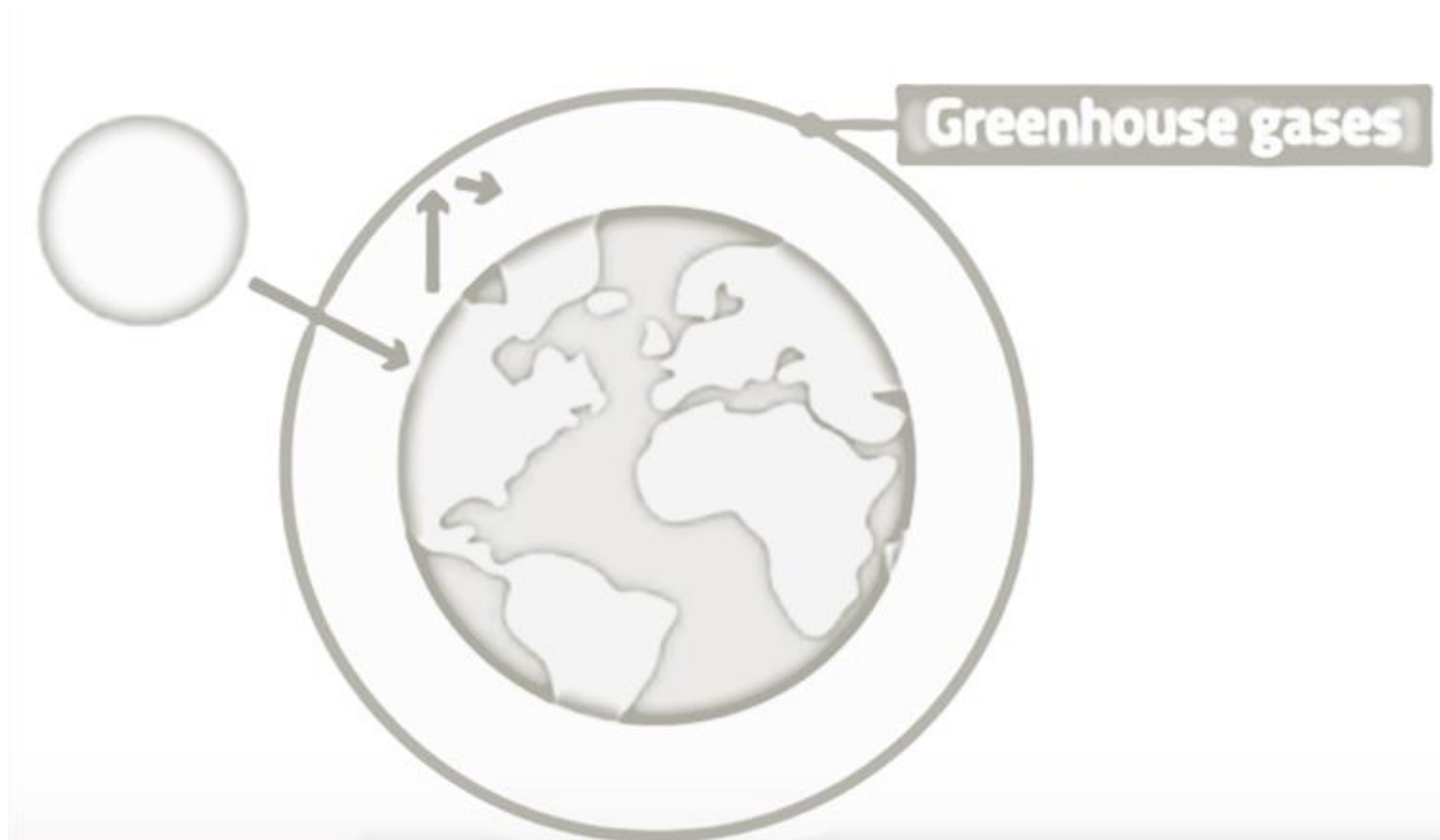


<https://www.youtube.com/watch?v=I0RZvBUYgnQ>

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- <https://www.youtube.com/watch?v=-n4A0BssFd0>

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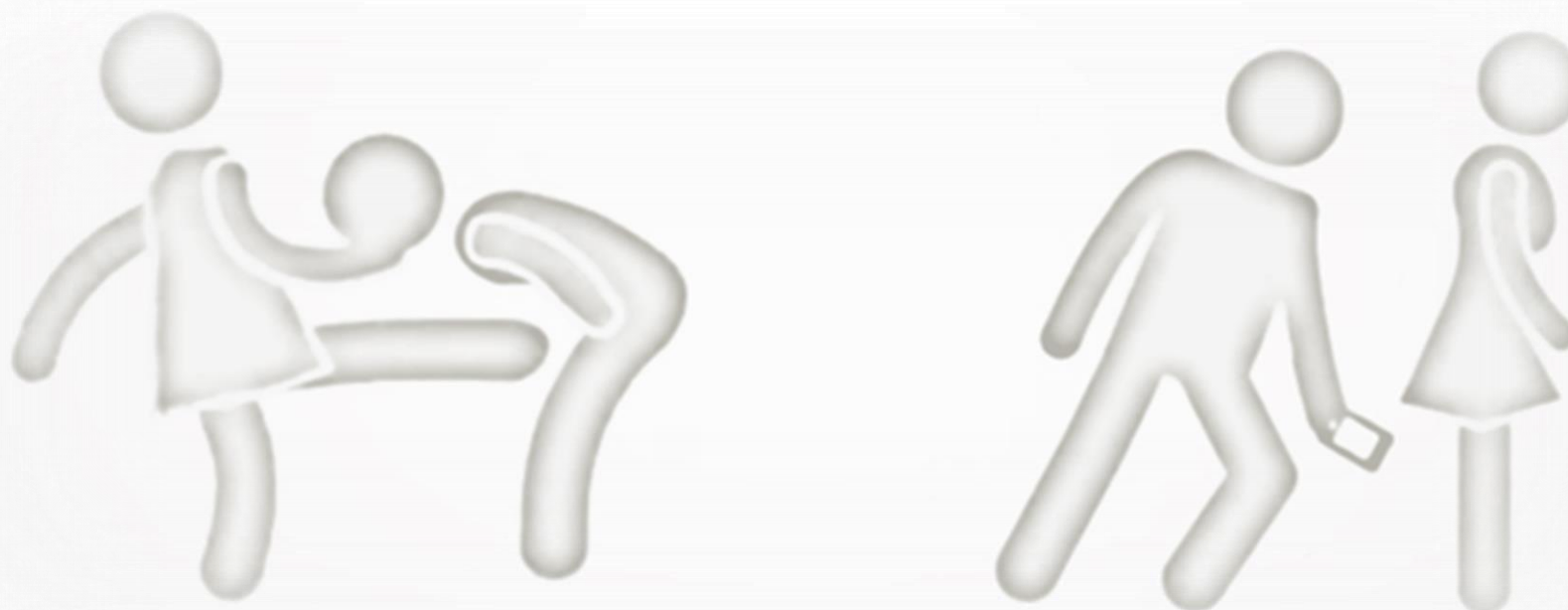


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- <https://www.youtube.com/watch?v=7QbHIWNoyp4>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>





- <https://www.youtube.com/watch?v=3AF9Rjki0DE>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>





<https://www.youtube.com/watch?v=QRZPw-9sJtQ>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>





<https://www.youtube.com/watch?v=XWgE6D7ejtg>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



SESSION 2

Activity 2



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>





Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>





Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



**if you get tired,
learn to rest,
not to quit.**

+ Banksy



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>





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Template adapted from CLIL-SI 2015.

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Think of a good slogan for your social criticism.

Use Word Reference if necessary.

Bullying	is	cool
Climate change		nice
Food waste	isn't	nasty
Gender violence		a pity
Racism		...
Social discrimination		

I You We	must	be	nice
			helpful
	mustn't		responsible
			naughty
			...

SESSION 2

Peer assessment

SESSION 2 – PEER ASSESSMENT

Have a look and evaluate your partner’s work. 10 points per each item

	Food waste	Gender Based Violence	Racism	Climate Change	Bullying	Social discrimination
Clear report						
Useful slogan						
Clear letters						
Nice letters						
TOTAL						

SESSION 2 – PEER ASSESSMENT

Have a look and evaluate your partner’s work. 10 points per each item

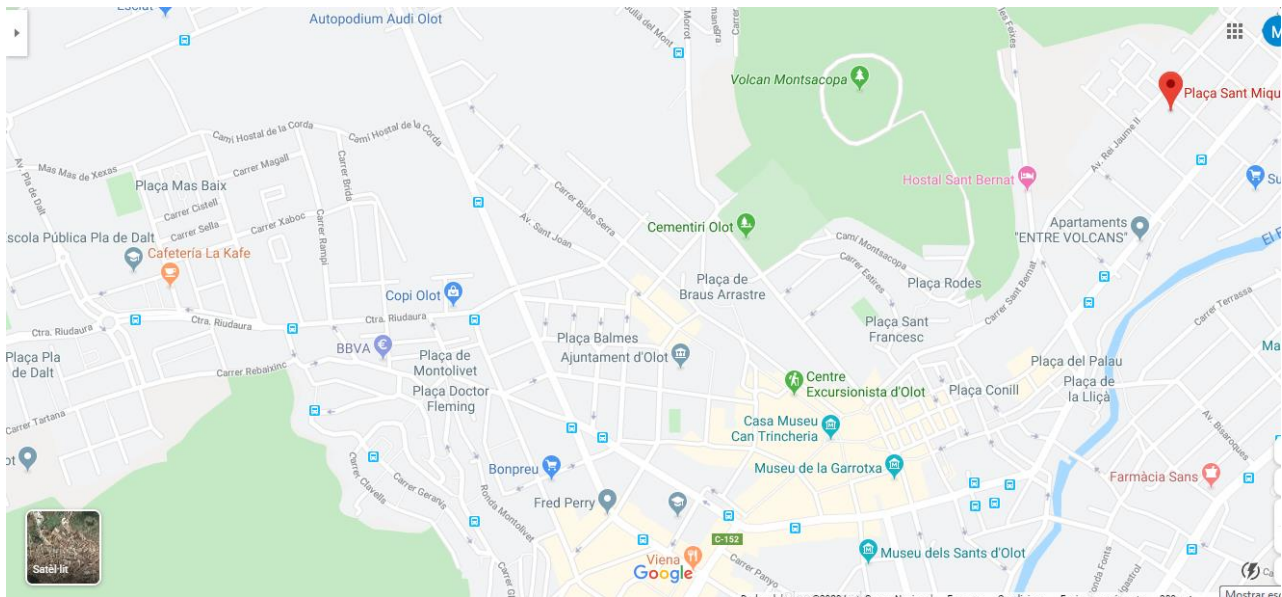
	Food waste	Gender Based Violence	Racism	Climate Change	Bullying	Social discrimination
Clear report						
Useful slogan						
Clear letters						
Nice letters						
TOTAL						

SESSION 3

Power point

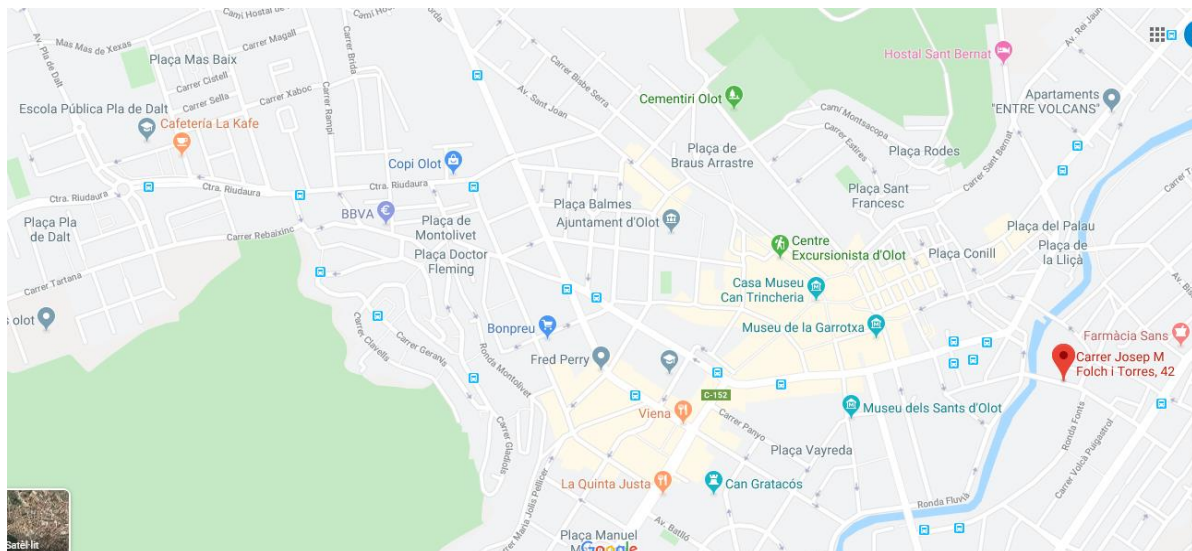


Av. Rei Jaume II, 62



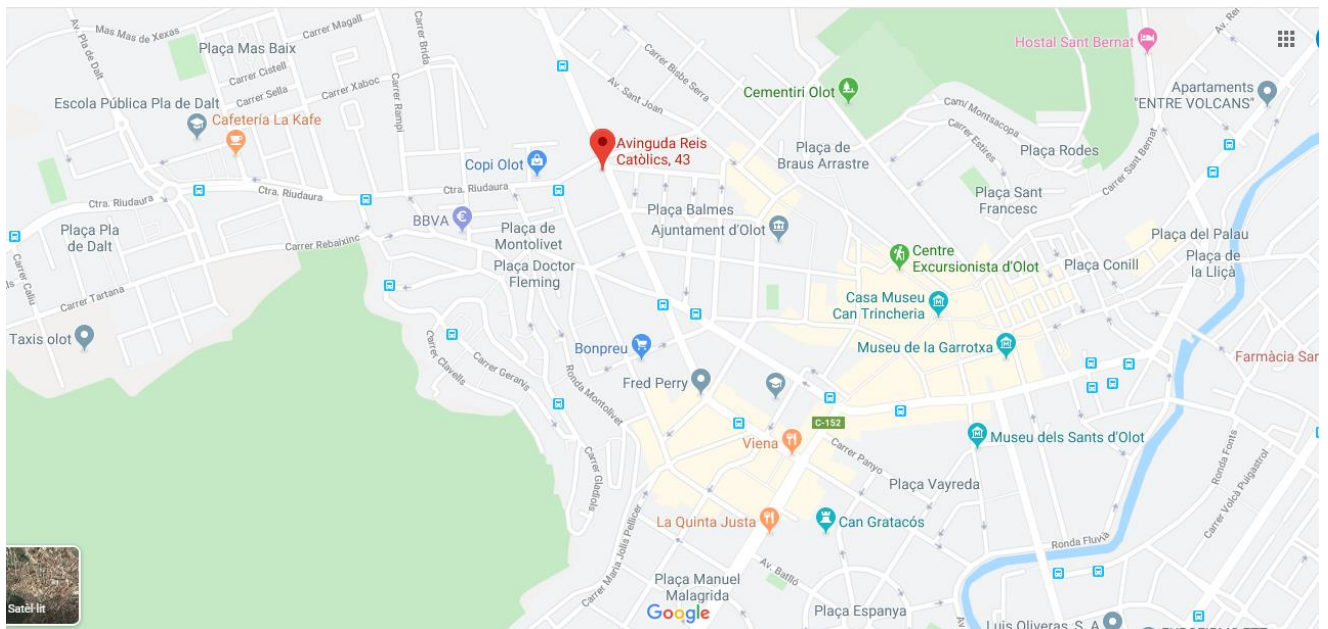


C. Josep M. Folch i Torres, 8





Av. Reis Catòlics, 34



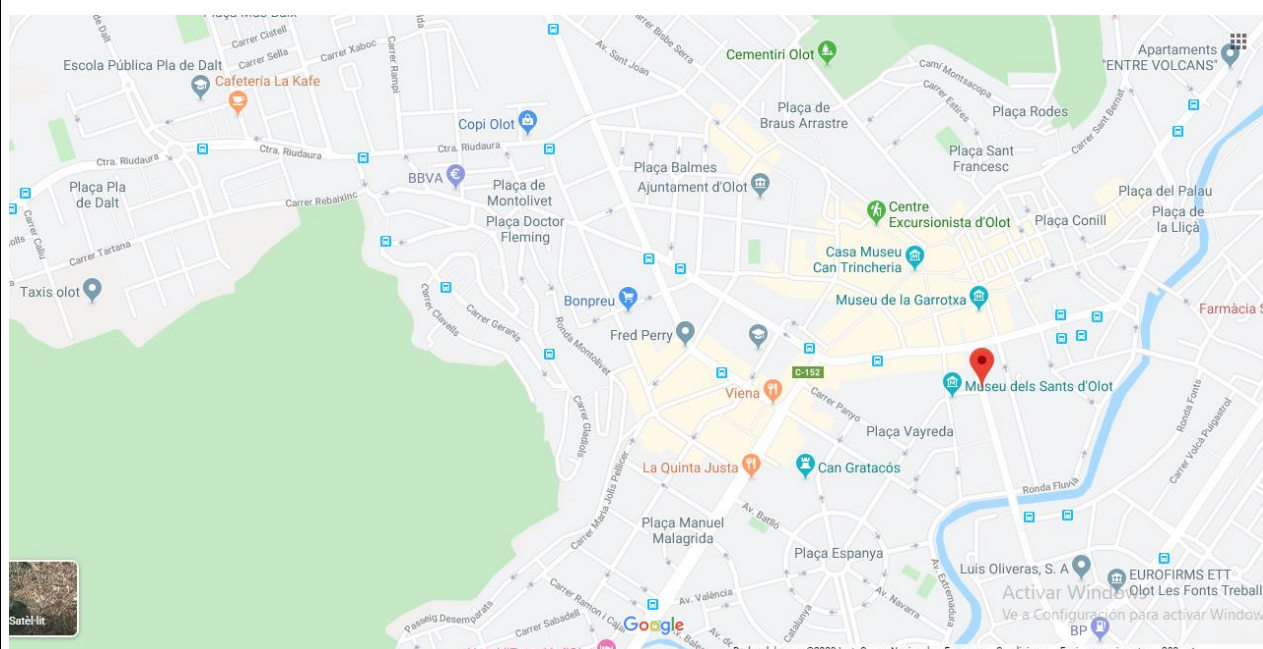


C/ S. Ferriol, 19-21





C/ Secretari Daunís amb C/ Marià Vayreda



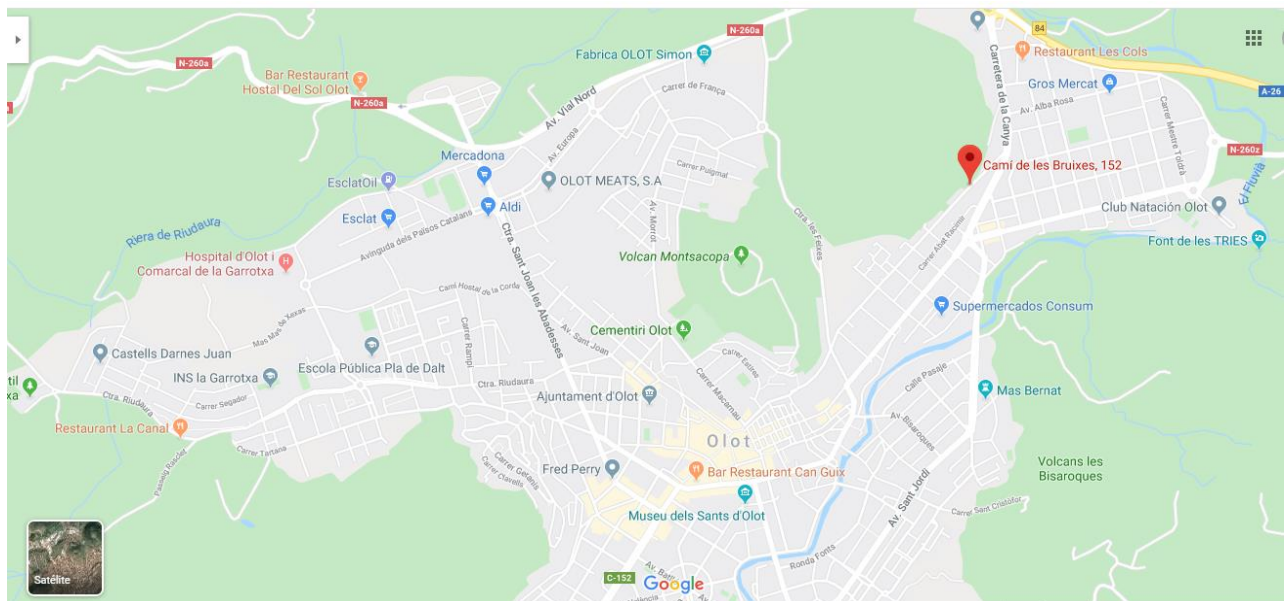
Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/ciils/>



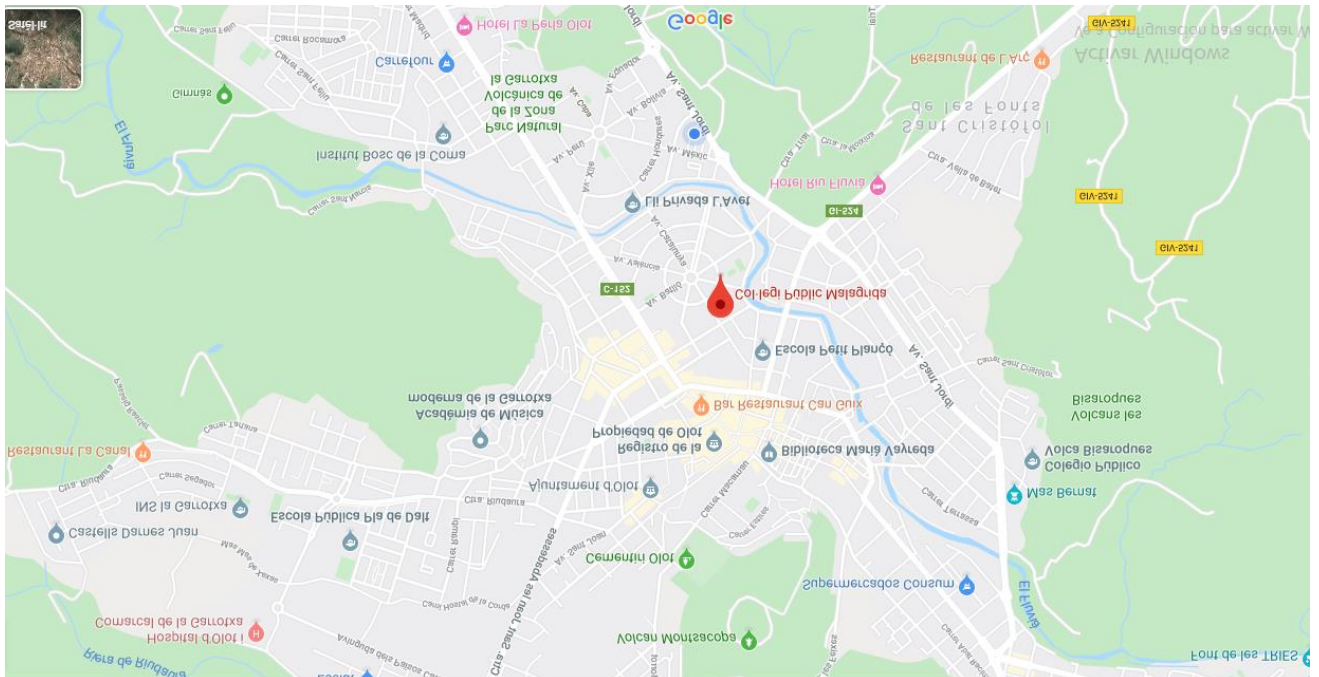


Av. Rei Jaume II, 18



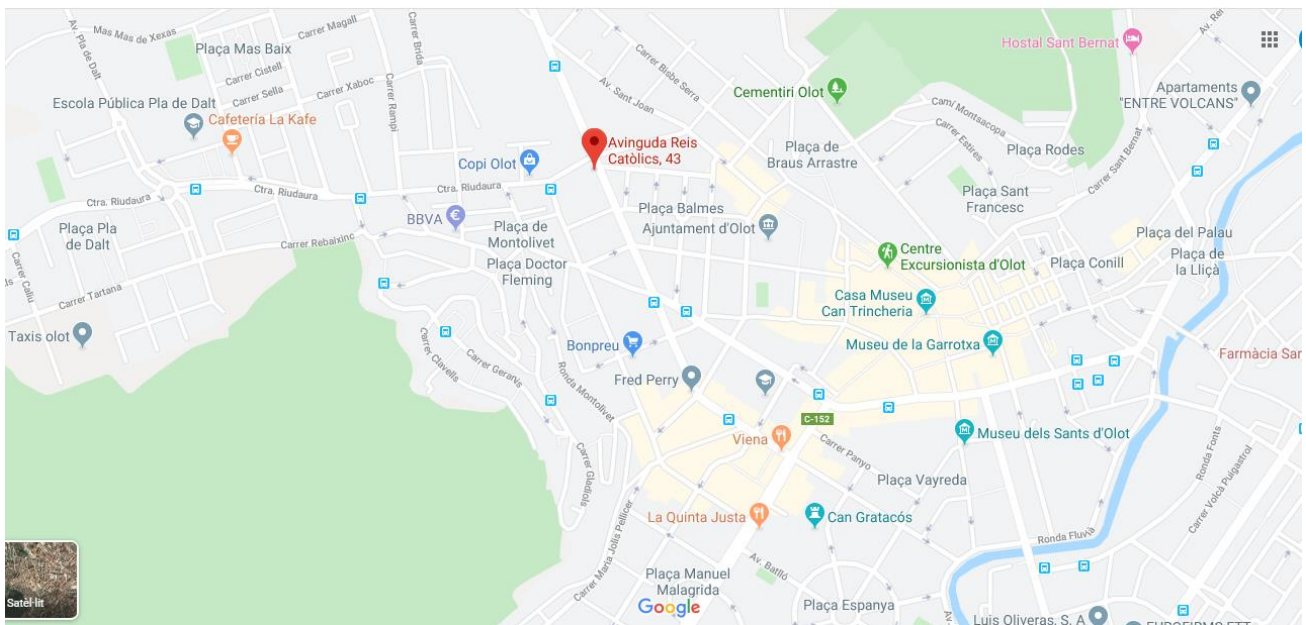


Av. Navarra, 4



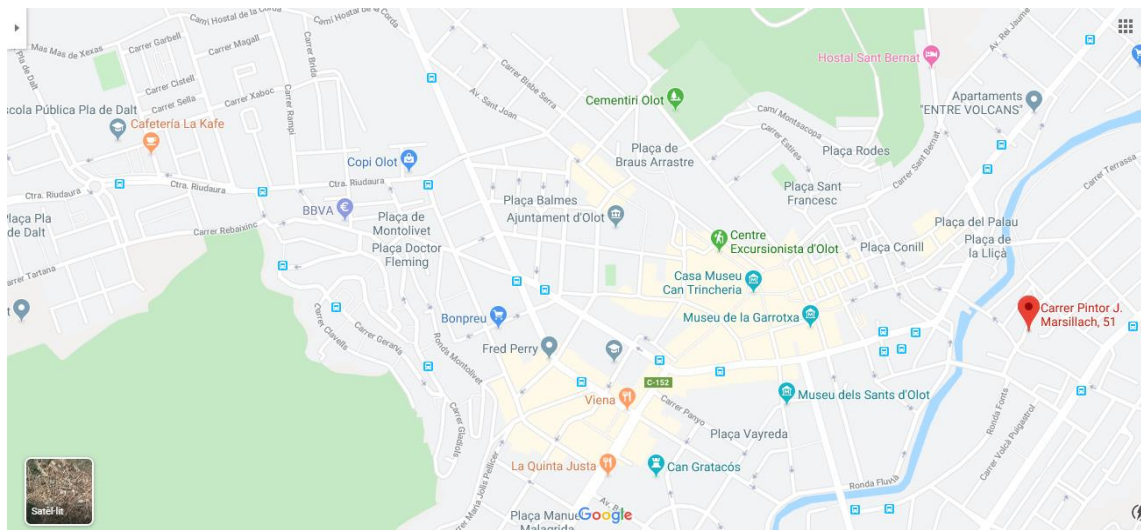


Av. Reis Catòlics, 34





C/ Pintor Marsillach, 51





Carrer Serra i Ginesta , 17



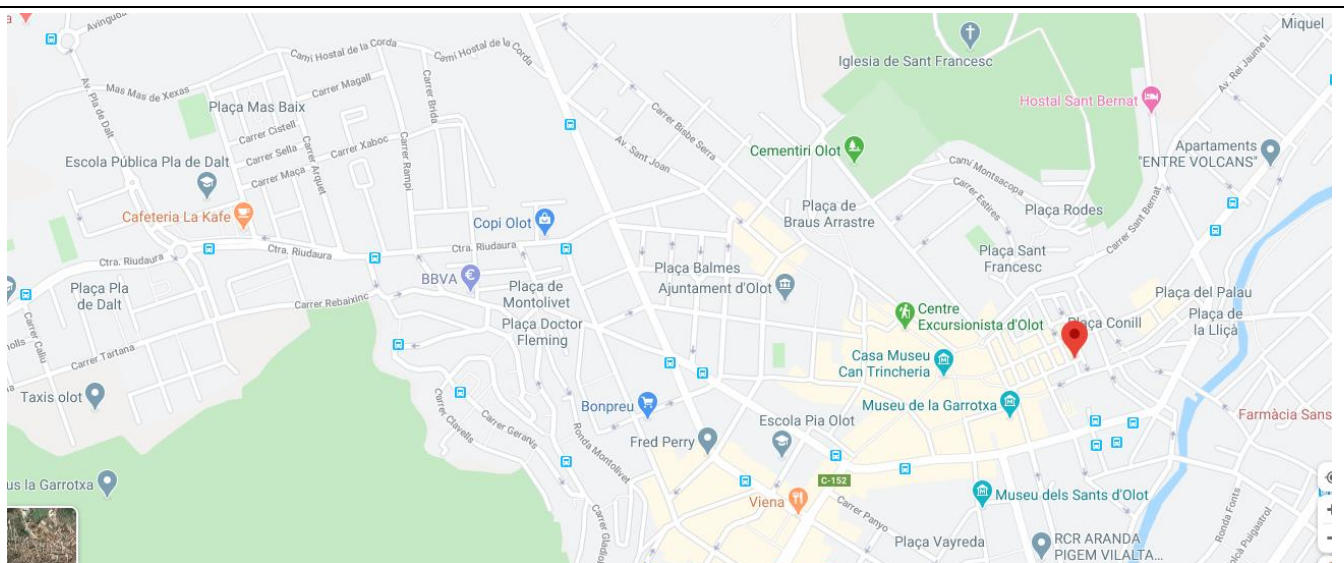


Clivillers, 26





Plç. De la Pia Almoïna amb C. Clivillers



SESSION 3

Observation guide

Street art features.

Write YES or NO according to your painting observation.

It's very colourful. It's got more than five bright colours		
It's quite colourful. It's got less than five bright colours.		
It's got only a couple of colours (with its range of colours)		
It's got a quote		
It's got a social criticism		
It's got a social value		
It's got subliminal information		
It's a way to beautify a public street/ square		
It's painted with brush		
It's painted with spray		
It's got extra graffitis on it		
It occupies a whole wall		
It occupies a part of a wall		
It's in a crowded area		
It's in a suburb area		
In your opinion : it beautifies the place		
In your opinion : it gets dirty the place		

Observation grid

OBSERVATION GRID

5 - Excellent 4 - Very good 3- Good 2- Not bad 1 -Needs to improve




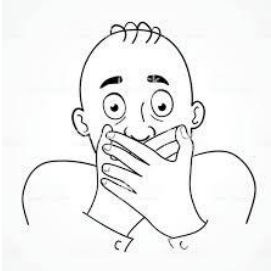
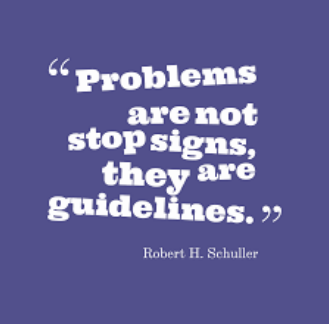


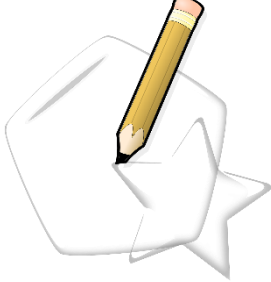


GROUPS	A				B				C				D				E				F							
Student's name																												
Interest in the task																												
Actively collaborates																												
Respects opinion of others																												
Expresses knowledge of the task																												
Asks for help from others																												
Gives assertive suggestions																												

SESSION 4

SESSION 4 – Think about your draft. Answer YES or NO

	YES/NO
Is your draft about your social criticism?	
How many people are there?	
Are they happy?	
Are they friendly?	
Are they bored?	
Are they worried?	
Are they sad?	
Are they scared?	
What are they doing?	
Is your drawing in colour?	
Is your drawing in B/W?	
Has it got a slogan / quote?	
Where is the quote?	
Is the quote related to your drawing?	

SESSION 4 – Words Pictionary. (Scaffolding)

 <p>People</p>	 <p>Happy</p>
 <p>Worried</p>	 <p>Scared</p>
 <p>Quote</p>	 <p>Slogan</p>
 <p>Bored</p>	 <p>Draft</p>
 <p>Friendly</p>	 <p>Sad</p>

OBSERVATION GRID

5 - Excellent 4 - Very good 3- Good 2- Not bad 1 -Needs to improve																								
GROUPS	A				B				C				D				E				F			
Student's name																								
Interest in the task																								
Actively collaborates																								
Respects opinion of others																								
Expresses knowledge of the task																								
Asks for help from others																								
Gives assertive suggestions																								

SESSION 5

Final work.

SESSION 5

Polite expressions:

EXCUSE ME	CAN I	DRAW PAINT	HERE	PLEASE ?
		BORROW YOUR	PENCIL BRUSH	

	
SORRY	THANK YOU

OBSERVATION GRID

5 - Excellent 4 - Very good 3- Good 2- Not bad 1 -Needs to improve																																			
GROUPS	A					B					C					D					E					F									
Student's name																																			
Interest in the task																																			
Actively collaborates																																			
Respects opinion of others																																			
Expresses knowledge of the task																																			
Asks for help from others																																			
Gives assertive suggestions																																			

SESSION 6

EXHIBITION

SESSION 6

This is our wall painting.

It	Is	about	bullying climate change food waste gender violence racism social discrimination
	Isn't		

There	is	boys girls people animals (monkeys, rats, cats...?) a quote
	Isn't	
	are	
	aren't	

We	Used	stencils brush strokes B/W colours bright colours (red, gree, blue...)
	didn't use	graffittis

<file:///F:/Banksy/Session%206/Rubric.htm>

Teacher Name: Art CLIL

Student Name: _____

CATEGORY	Master=4 points	Apprentice=3 points	Novice=2 points	Untrained=1 point	Score
Thematic Accuracy	The student's portion of the mural fits the theme of the assignment and all of the team's items are accurately placed on the background. Example: Student has drawn a dwarf palm and has placed it in the understory layer in a rainforest mural.	The student's portion of the mural fits the theme of the assignment and most of the team's items are accurately placed on the background.	The student's portion of the mural fits the theme of the assignment.	The student's portion of the mural does not fit the theme of the assignment.	
Drawings	Drawings are recognizable, detailed and colored accurately. Overall, the drawing are original and skillful.	Drawings are recognizable and colored accurately. Overall, the drawings are original and done with some skill.	Drawings are recognizable and reasonably accurate. They are copied, printed or traced rather than original.	Drawn objects are difficult to recognize AND/OR not accurate	
Color Use	The colors in the mural work well together and form a strong coherent statement. The color choice is appropriate for the theme and objects represented or is purposely exaggerated in some way to make a point.	The use of color is coordinated across the mural and is appropriate for the items and theme.	The overall use of color is ok, but is not as strong or coordinated as it could be. Some attempt at coordinating colors is evident.	Color choice for various items in the mural seems inappropriate.	
Collaboration and Teamwork	The group worked well together with all members contributing. All group members participated in discussion and actively listened to others.	The group generally worked well together with all members contributing .	The group worked fairly well together with all members contributing some work.	The mural appeared to be the work of only 1-2 students in the group AND/OR there was little discussion, working together or active listening.	
Time and Effort	Class time was very well used.	Class time was well used.	Class time was not well used.	Class time was not used .	

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



BANKSY - Team work rubric

My name is Today's date is

How well do you think you did your work?



Means you think you did **always**



Means you think you did **sometimes**



Means you think you **rarely**

My behaviour	How often I think I ...
I helped my team	
I listened to the ideas of my teammates	
I shared the ideas with my team	
I treated my teammates with respect	
I did the work for my team on time	

--	--

SESSION 6 – PEER ASSESSMENT

Watch your classroom groups and give them a mark out of 10 in each value.

CONTENT	A	B	C	D	E	F
Topic						
Clear report						
Useful slogan						
Good space distribution						
Neat drawing						
Good use of colours						
LANGUAGE						
Good use of body language						
Engaging the audience?						
Expression in their Voice						
Good use of extra help						
Clear speech						
TOTAL SCORE						