

# Séquence

## Street Art in Urbanscapes

Niveau : 3ème

**Thème culturel au programme : Langages (artistiques)**

Niveau visé : A2+/B1

Projet conçu par Gretchen Pascalis, Mary Coyne et Anne Cook, professeurs d'anglais

Mis en œuvre par Gretchen Pascalis au collège Plan Menu, Coublevie (38 Isère)

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| <b>TÂCHE FINALE</b>   | LIBELLE                            | You are an American art and design student, participating in a competition for an internship at the Museum of the City of New York. Submit your selection of street art to display on the flood protection walls of the Dryline. Show, explain and justify your choices to a panel of judges who will choose the winner. |
|   | PROBLEMATIQUE                      | Can street art become a norm in urbanscapes?   |
|   | ACTIVITES LANGAGIERE DOMINANTE     | Production orale en continu  |
| <b>OBJECTIFS VISES</b>  |                                    |  |
| <b>COMPETENCES DE COMMUNICATION/ LANGAGIERES A DEVELOPPER</b> | CULTURELLES                        | Introduction au quartier du Bronx; ses habitants et leurs avis sur l'art de la rue. Les messages de cette expression artistique et des artistes célèbres dans ce domaine (liens avec l'histoire des arts). L'évolution du paysage urbain new-yorkais ( <i>the Dryline</i> ).   |
|   | LEXICALES                          | Décrire l'art de la rue (méthodes : <i>spray paint, stencils</i> ; côté visuel : <i>fat letters, vibrant colors</i> ; polémique : mots pour exprimer son avis pour/contre <u>ex</u> : <i>vandalism, illegal, art helps us express our feelings, honors people who died</i> ).  |
|   | GRAMMATICALES                      | Pouvoir décrire (présent simple); pouvoir donner des informations biographiques (past simple).   |
|   | PHONOLOGIQUES                      | Travail sur l'intonation pour montrer l'enthousiasme ou le désaccord; accent sur des mots clés ( <i>vandalism, illegal, honor</i> )  |
|   | CITOYENNES                         | La sensibilisation aux transformations du paysage et de l'importance de l'art dans le contexte urbain au niveau de l'histoire et la mémoire.   |
|   | SOCIOLINGUISTIQUES ET PRAGMATIQUES | Exprimer une opinion, argumenter.  |



### ELEMENTS FACILITATEURS


Les images. Sujet qui intéresse les jeunes (liens avec rap, hip hop, l'urbanisme, New York).  
Le sujet (graffiti et l'art de la rue) qui est à la fois lié au monde anglophone mais aussi globale.  
Lexique transparent (art, artist, vandalism, graffiti, tagging).

**OBSTACLES**



Vidéos : Le débit des supports authentiques ; phrases idiomatiques et argot.

**MISE EN ŒUVRE DU PROJET**

| ETAPE | SUPPORT(S)   | AL           | DEMARCHE PEDAGOGIQUE<br>TACHE(S)/CONSIGNE(S)/ ACTIVITE(S)   | PRODUCTIONS ATTENDUES DES ELEVES  | INTERET DE L'ACTIVITE POUR LA<br>REALISATION DE LA TACHE FINALE  |
|-------|--|--------------|---|---|--|
| 1     | Tagged train<br><br>Graffiti walls<br> | EO           | Describe the picture. (x2)<br><br>Compare the two pictures.<br>(Permet de revoir le comparatif,<br>vu dans la séquence 2) | It's a train. It's ugly, it's pretty. It's art, it's not. I prefer ...<br>Dirty.<br><br>It's prettier than/dirtier than/more beautiful than/more colourful than | Introduction à la thématique.<br>Pouvoir décrire l'art de la rue et comparer des œuvres.                             |
| 2     | Project Bronx video "Street Art vs. Graffiti"<br>00:10 – 01:10<br><a href="https://www.youtube.com/watch?v=gZJGTRRRrPcQ">https://www.youtube.com/watch?v=gZJGTRRRrPcQ</a>                                | CO<br><br>EO | Watch and listen.<br><br>Comment on the video.<br>What do you see/hear?<br>Elucidate.<br><br>Lever les obstacles.         | We see graffiti. It's in America/New York. Community. Art. Reflection of life. Bronx Museum. We see different people (black, white, Latino)                     | Arguments for street art/graffiti (how street art helps the community).  |
| 3     | CBS video "Graffiti: Art or Vandalism?"<br>03:59 – 4:10<br><a href="https://www.youtube.com/watch?v=azolNnTCnMI">https://www.youtube.com/watch?v=azolNnTCnMI</a>   | CO<br><br>EO | Watch and listen.<br><br>Comment on the video.<br>What do you see/hear?<br><br>Lever les obstacles.                       | Two women speaking. Vandalism. Public space, private property, without permission. Nobody has a right to do that.   | Arguments against street art/graffiti (enrichit la compréhension globale, introduit la polémique autour de ce sujet) |

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| 4 | Test de connaissances lexicales (correction immédiate) puis préparation au débat | EO       | <b>Prepare your role for a debate.</b><br>For or against street art (rôle donné).   | <u>For:</u> Street art is a reflection of life. Art is who we are. Street art is beautiful/colorful. It brightens up your day. Yes to murals!<br><br><u>Against:</u> Graffiti is dirty, ugly. Graffiti is vandalism. It's not art. You can not do graffiti on private property. It's illegal.   | Pouvoir exprimer une opinion sur l'art de la rue en utilisant le lexique appris grâce aux vidéos. Pouvoir argumenter.  |
| 5 | Project Bronx video "Street Art vs. Graffiti" 01:37 – 2:06                       | CO<br>EO | <b>Watch and listen.</b><br>What do you see/hear?<br><br>Lever les obstacles (Big Pun, Amadou Diallo)                               | It's in New York. They're Latino. They're black. They're American. History. Tradition. Community. Help. Brothers and sisters. Gun violence. 9-11.   | Rôle de Street Art comme hommage aux morts/expression de mémoire collectif   |
| 6 | CBS video "Graffiti: Art or Vandalism?"<br><br>Arrêt sur l'image 00:46           | EO       | <b>Comment on the image.</b><br><br>               | It's ugly. It's not colorful, not beautiful. It's vandalism.  | Exemple des débuts de Street Art à New York (importance de tagging).   |
| 7 | CBS video "Graffiti: Art or Vandalism?"<br><br>00:42 – 01:40                     | CO<br>EO | <b>Watch and listen.</b><br>What do you see/hear?   | Vandalism, museum, New York, teenagers. 70's, 80's. I'm going to be 59. Doesn't seem real. Futura 2000. We see street artists when they were young and today. Today their work is in a museum. Tagging, street name. Spray paint, vibrant colors, dried fast.   | Introduction de trois artistes célèbres (Lady Pink, Daze, Futura), et leur rôle dans l'évolution de Street Art à NYC.<br><br>Enrichissement lexical (ex : outils de peinture).   |
| 8 | Biographies courtes de Lady Pink, Daze, Banksy                                   | CE<br>EO | <b>Read and say what you understand (words, phrases, ideas).</b><br><br>Mise en commun avec nouveau lexique intéressant au tableau. | <u>Lady Pink:</u> started making graffiti at age 15, born in Ecuador, painted subway trains, feminist.<br><br><u>Daze:</u> born in NY, went to the High School of Art & Design. Tagging on subway trains. Since the 1980's – in international exhibitions.<br><br><u>Banksy:</u> Identity not known. British. Images and slogans. Political themes. Painted a live elephant. Controversial. Work in Israel, Palestine and NY. | Information biographique sur des artistes célèbres dans le domaine de Street Art. Ces informations aideront les élèves à choisir un artiste pour la TI et la TF.<br><br><i>Activité différenciée : L'élève choisit l'artiste. Les élèves qui travaillent vite peuvent lire deux, voire trois fiches.</i> |

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| 9  | Salle informatique – recherches sur l'artiste/les artistes de leur choix (Banksy, Lady Pink, Daze)   | CO<br>EE | Choose the artist you want to know more about and visit the recommended websites. Watch the video, look at the art and fill in the table.<br><br>How does the art make you feel?                              | <i>Additional biographical/career info. on artist(s) chosen. Comments on art work – description and how it makes you feel.</i>   | Comprendre ses préférences artistiques/motivations pour ses choix.   |
| 10 | Vidéo : New York City's Queen of Graffiti : Lady Pink <a href="#">Lady Pink Graffiti Artist - Bing video</a> (1 :38-2 :40)<br><br>Citation Lady Pink | CO<br>CE | Listen and tell your neighbor what you understand. What are the two different parts of the video?<br><br>Read and underline what you understand. Does this quote match the first or second part of the video? | Started as an artist age 15. Painted on trains. Passion for my art. Only female painting. People call me a graffiti artist but I haven't done illegal work in a long time. Using spray paint is not graffiti. Graffiti is when you don't have permission to paint something. I've been exhibiting in galleries, traveling around the world for 30 years. Graffiti has changed, no longer vandalism but contemporary art.<br><br>Matches first part (artist's early years doing illegal work) | Informations supplémentaires sur une artiste, et son évolution. L'évolution de « graffiti. »   |
| 11 | Tâche Intermédiaire  | EO       | Your town is going to ask a famous artist to paint a mural. Explain your choice of street artist and describe the mural you will ask them to paint.   | <ul style="list-style-type: none"> <li>• Arguments for street art.</li> <li>• Present a street artist.</li> <li>• Describe a mural (visual and deeper meaning)</li> </ul>  | Tâche intermédiaire guidée pour préparer la tâche finale. Les enregistrements seront faits à la maison et envoyés au professeur sur l'ENT ou par mail. |

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| 12 | <p>Images of hurricane Sandy in NY</p>   | EO       | <p>Comment on the images.</p>  <p>Lever les obstacles: flood, pourquoi?</p>   | <p>It's a subway/metro. There is water. There's a flood.</p> <p>It's a city, it's New York, it's night. There are taxis. There are tall buildings. There is water/flooding.</p>   | <p>Expliquer la raison d'être du <i>Dryline</i>, facilite la compréhension de la vidéo sur le <i>Dryline</i> (étape 12).</p>  |
| 13 | <p>The Dryline video<br/> <a href="https://www.youtube.com/watch?v=xkpNSTg6LXs">https://www.youtube.com/watch?v=xkpNSTg6LXs</a><br/> 01:08 – 03:26</p> | CO<br>EO | <p>Watch and listen.</p> <p>Comment on the video. What do you see/hear?</p>   | <p>We need protection. Different walks of life. Music. They're in a city, by a river/water. Protective walls. Active learning space. Community &amp; cultural space. Active space, basketball, sports, bikes. Deployable art walls. Ping pong. Space. Grass, plants. Bridges. Green. Natural landscape. Protective park, cycle path. New York is an island.</p> | <p>Enrichir les connaissances sur la ville de New York et ce projet d'urbanisme. Présenter l'enjeu de la tâche finale (espace urbain/culturel new-yorkais pour leur projet de <i>street art</i>).</p> |
| 14 | <p>Tâche Finale</p>  | EO       | <p>You are an American art &amp; design student, participating in a competition for an internship at the Museum of the City of New York. Submit your selection of street art to display on the flood protection walls of the Dryline. Show, explain and justify your choices to a panel of judges who will choose the winner.</p> | <ul style="list-style-type: none"> <li>• Speak about street art in a positive way</li> <li>• Present an artist/artists</li> <li>• Describe a selection of street art</li> <li>• Explain location of project on the Dryline</li> <li>• Express an opinion</li> <li>• Speak to convince</li> <li>• Be part of an urban development plan</li> </ul>                |   |