

Graffiti

Die Kunst auf der Straße

Lesson Plan

Time: 1h30

Level: A1/A2

Funded by:



Department
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Delivered by:



IOE - Faculty of
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Learning objective:

For German learners to discover the richness of Berlin's street art while learning new points of German grammar and vocabulary. The children will learn how to express whether they like something or not, how to describe and how to express their opinion about graffiti art.

Materials in the folder
<ul style="list-style-type: none"> - PowerPoint with detailed description - A free worksheet - An appendix with pictures to be printed, cut and used as cards

Materials and time	Learning activities
PowerPoint slide 2 Time: 5 min	To start the session, pupils build a circle (if they can) and stand up if a statement applies to them. They talk about how they are feeling today in German, explain whether there's graffiti in their town or not in German and tell the others what they already know about graffiti (in English, if not in German).
PowerPoint slide 3 Time: 5 min	Pupils discuss in group work, what graffiti mean to them and what they associate with it. Some pupils present results.
PowerPoint slide 4 Time: 2 min	Teacher explains that the pupils will get to know a graffiti artist from Berlin and what she needs for her art. One pupils reads out the text in the speech bubble. Translation of the speech bubble: Hello, my name is Anja and I'm a graffiti artist. I'm 15 years old and live with my family, my brother Tim and my mum Claudia, in Berlin.
PowerPoint slide 5 Time: 5 min	Teacher names the objects that a graffiti artist needs in German and performs a action for each.

	<p>Pupils stand up, repeat and join in the action.</p> <p>For example: Teacher paints in the air with an imaginary paintbrush.</p>
<p>PowerPoint slide 6</p> <p>The Worksheet (in the folder)</p> <p>Time: 3 min</p>	<p>Teacher explains that pupils practise the vocabulary in groups by packing the items in a backpack.</p> <p>Teacher demonstrates an example with one pupil.</p> <p>Teacher distributes the worksheets during the group work for the next exercise.</p>
<p>PowerPoint slide 7</p> <p>Time: 3 min</p>	<p>Pupils read the different adjectives together and look them up in a dictionary if they don't understand them.</p>
<p>PowerPoint slide 8</p> <p>Time: 3 min</p>	<p>Teacher asks what graffiti can be like? Some pupils give an example.</p> <p>Pupils write down adjectives on the card (colours, etc.). They can use a dictionary.</p> <p>Then some pupils name adjectives. Teacher makes sure that they answer in a complete sentence: 'Graffiti is ...'</p>
<p>PowerPoint slide 9</p> <p>Time: 3 min</p>	<p>Teacher asks:</p> <p>Was sieht man auf diesen Bildern? (Berliner Mauer, U-Bahn, ...) Welche Stadt ist das? Wer war schon mal in Berlin? Etc.</p> <p>Translation: What do you see on this picture? (Berlin Wall, Underground, ...) Which city is that? Who has ever been in Berlin? Etc.</p>
<p>PowerPoint slide 10</p> <p>Time: 3 min</p>	<p>Teacher explains to the pupils that they will watch a video about the East Side Gallery and about the Wall.</p> <p>Play the video until 0:50.</p>

<p>PowerPoint slide 11</p> <p>Time: 5 min</p>	<p>Teacher reads sentences related to the video. Pupils give a thumbs-up for correct and a thumbs-down for incorrect.</p> <p>If necessary, teacher answers pupils' questions about the video.</p>
<p>PowerPoint slide 12</p> <p>Time: 5 min</p>	<p>Teacher asks a volunteer to read the description.</p> <p>Translation:</p> <p>This graffiti can be found at Warschauer Straße 58. The graffiti shows a graffiti artist. He is dressed in black. On the right-hand side you can see an advert for a washing machine. The artist is spraying the advert on the wall of the building. There are windows in the background.</p>
<p>PowerPoint slide 13</p> <p>Time: 2 min</p>	<p>Teacher refers to the phrases on the card.</p>
<p>PowerPoint slide 14</p> <p>Time: 5 min</p>	<p>Working in groups, the pupils describe the graffiti orally and justify their opinion. One group presents the description.</p> <p>They learn and practise the following vocabulary:</p> <p>Das Graffiti zeigt ...</p> <p>Auf der rechten/linken Seite sieht man ...</p> <p>Im Hintergrund gibt es ...</p> <p>Wir finden das Graffiti ..., weil ...</p> <p>Translation:</p> <p>The graffiti shows . . .</p> <p>On the right/left side you can see . . .</p>

	<p>In the background there is . . .</p> <p>We find the graffiti ..., because . . .</p>
<p>PowerPoint slide 15</p> <p>Appendix (in the folder)</p> <p>Time: 10 min</p>	<p>Teacher asks pupils to express their opinions about graffiti again. Teacher distributes the graffiti cards from the folder (See Appendix) or projects them on the board. The pupils discuss the cards in groups and say which graffiti they like best.</p> <p>All the photos to be used can be found in the Appendix in the folder.</p> <p>Wie findest du die Graffiti?</p> <p>Ich finde das Graffiti ..., weil ...</p> <p>Translation:</p> <p>What do you think of the graffiti?</p> <p>I think the graffiti is ..., because ...</p>
<p>Final Cultural Exploration/Performance</p> <p>Powerpoint slide 16 and 17</p> <p>Time: 10 min and Homework</p>	<p>Pupils now have two options for a cultural performance.</p> <p>Firstly, pupils can draw their own graffiti or create a collage.</p> <p>As a second option, students can photograph some graffiti in their city and describe it at school. This exercise can be started as homework and finished at school. Allow about 10 minutes for this.</p>

