

# SHELBY COUNTY SCHOOLS WORLD LANGUAGES

## LEVEL 3: Unit 2

### The Arts & Me!

#### ANNUAL TARGET

How well are students expected to perform at the end of the year?



#### Unit Performance Targets

Teach to...

**Intermediate High**

Lowest acceptable performance...

**Intermediate Low**

#### UNIT LEARNING TARGETS

What will students be able to do with what they know?

##### INTERPRETIVE

###### Listening

- ❑ I can understand other's opinions about the arts.
- ❑ I can understand a short video or commentary about the arts.

###### Reading

- ❑ I can understand a critique or review about the arts.
- ❑ I can understand a description of an art form in a magazine or website.

##### INTERPERSONAL

###### Person-to-Person

- ❑ I can ask and answer questions about the arts.
- ❑ I can give my opinions about an art form or a piece of art.
- ❑ I can give and explain my interpretation to a piece of art.

##### PRESENTATIONAL

###### Speaking

- ❑ I can talk about what arts I'm (not) interested in and how they impact my life.
- ❑ I can express how I feel when I see/experience certain arts.
- ❑ I can describe what I see or hear in a work of art.

###### Writing

- ❑ I can describe a work of art in an e-mail, blog, or note.
- ❑ I can write a review about an art form and express my opinion.

#### Culture

What intercultural competencies will students be able to demonstrate with what they know?

##### PRODUCTS

- ❑ I can compare and contrast artwork in my culture and other cultures.
- ❑ I can recognize and reference famous authors and their works.
- ❑ I can identify characters of traditional folk tales.

##### CULTURAL INTERACTIONS

- ❑ I can compare and contrast the importance of the arts in target language culture with my own.

##### PRACTICES

- ❑ I can usually accept and refuse invitations in a culturally accepted way.
- ❑ I can respond in a way that is culturally polite when someone sneezes, toasts, or pays me a compliment, etc.



# UNIT PERFORMANCE TASKS

*How will students demonstrate what they can do with what they know?*

## PRESENTATIONAL SPEAKING

1. You recently watched a dance troupe (or musical group) from TC on TV and want to share what you saw with your friends. When you get TL class you start to tell your friends about the performance and what you thought of it. Your TL teacher tells you that you must do it in TC. Tell your friends what you saw and how you felt during the performance.
2. What forms of art are particular to countries of the target language?
3. How do countries of the target culture define beauty in art?

## INTERPERSONAL

You are working at a local art gallery to help hang paintings and prepare for an exhibit of American art. The gallery owner has received an e-mail from a collector who lives in TC and wants to sell the gallery owner some of his pieces. Unfortunately, the collector does not speak or write much English. Since you are studying TL in school, your boss asks you to answer the e-mail in TL and tell him about the pieces the gallery owner is interested in. Be sure to describe the paintings in detail –to make certain the collector understands the ones you are referring to – and tell why the gallery owner is interested in each one.

## PRESENTATIONAL WRITING

1. Your level 3 class has decided to publish a monthly newsletter in the language for all the TL students at your school. You have been assigned to write a monthly column about the arts. You recently attended an art exhibit at the Dixon Gallery. Write a review of the exhibit, and give your opinion about he works that you saw.
2. What types of literature do countries of the target culture produce?
3. What are the driving forces behind art in countries of the target culture?

# VOCABULARY

*What will prepare students to demonstrate what they can do with what they know?*



**Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.**

### LANGUAGE CHUNKS such as...

How does it make you feel?  
 What is your opinion on ...?  
 It interests me (It does not interest me)  
 It fascinates me.  
 It makes me feel...  
 I makes me think about...  
 It reminds me of...  
 I have seen this piece of art before.  
 You can compare it to...  
 It made me feel...  
 It interested me.  
 It (didn't) fascinated me.  
 What museums and where have you visited?  
 How much is the entrance fee at the museum?  
 What exhibits are offered?  
 Do they offer a student discount?  
 Are you available to go visit the museum?  
 Where in the world are famous museums?  
 What type of museums are their in your home town/Memphis?  
 What is your favorite type of art?

### ESSENTIAL VOCABULARY such as...

To talk about theater:  
 Play, Musical, Tragedy, Stage, Main character, Theme, Costume, Color Design, Song Selection, Instruments, Decorations  
 To talk about dance:  
 Body, Movement, Rhythm, Time, Energy  
 To talk about music:  
 Beat, Harmony, Melody, Orchestra  
 To talk about art:  
 Color, Texture, Style, Sculpture, Abstract, Design, Line, Background, Painting, Landscape, Space, Value, Foreground, Portrait, Tattoo, Form, Shape, Work of Art, Still-life  
 Recycled Vocabulary such as ...  
 Descriptions: Physical and personality  
 Activities and Past-times  
 Likes and dislikes

# COMMUNICATIVE STRUCTURES

- Reflexive verbs and object pronouns
- Past tense: Regular verbs

