



Artistic Freedom



Final Task :

Être capable de d'identifier des informations dans un texte

compétence : compréhension écrite

Dans cette séquence, je vais apprendre à utiliser...



Seed

- l'expression d'un bilan avec le **Present Perfect**
- des termes basiques liés **aux 5 sens** pour la **description**
- Du vocabulaire en rapport avec **l'art**



Stem

Seed +

- des expressions pour exprimer son **opinion**
- des termes supplémentaires liés **aux 5 sens** pour la **description**
- Du vocabulaire supplémentaire en rapport avec **l'art**



Leaf

Seed + Stem +

- le suffixe **-ly** pour former des adverbess et enrichir son expression
- des termes supplémentaires liés **aux 5 sens** pour la **description**
- des expressions idiomatiques avec **PAINT**
- Du vocabulaire supplémentaire en rapport avec **l'art**



Document 1 : WATCH & SPEAK

- *INSIDER* : How "I Spy" books are made on <http://english.jubjub.fr> or <https://www.youtube.com/watch?v=sz8luEznxbM>

When was the first "I Spy" book released ?

Who is behind those intricate photos ?

For which magazines did he work before working on "I Spy" ?

magazine 1 (easy) -----

magazine 2 (difficult !) -----

The "I Spy" books are successful because the photos are so r-----c .

How long can it take to create a set before the photo is taken ?

Quote four objects that can be found in his "I Spy" photos.

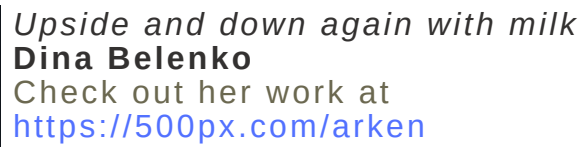
Quote three themes that have been used in his "I Spy" photos.

Quote three types of people who help him in his work.

He also wrote two books. Name them.

- What is considered art ?

Watch *INSIDER* : 25 Artists Keeping Traditional Art Techniques Alive on <http://english.jubjub.fr> and add your own examples of artistic activities.

[illegible]

It's like she's flying.



OBSERVE & DESCRIBE

Use the vocabulary from your SENSES CHART (page 4)

- **choose 4 food items** that you have at home (fruit, vegetables, flour...)
- experience each object **using your 5 senses**. (*and don't poison yourselves like idiots !!!*)
- **glue a picture** of each ingredient (or draw them) in the boxes below.
- For **each ingredient** and for **each sense**, write 1 sentence minimum to describe it (see page 4)



ex : SUGAR

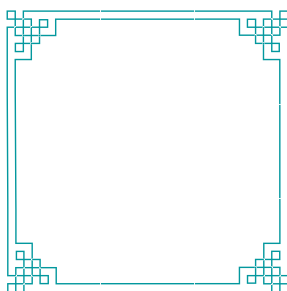
It **looks** *white* and a little bit *shiny*.

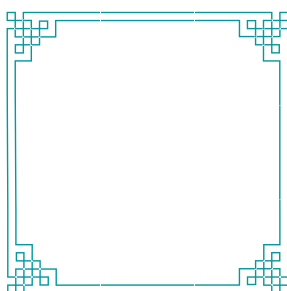
It **sounds** relaxing.

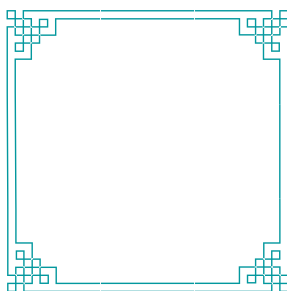
It **feels** *hard* and *grainy*.

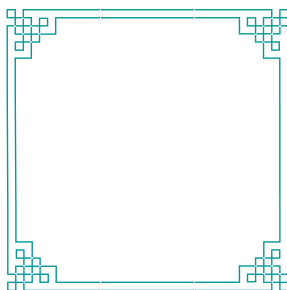
It **tastes** *sweet* and *crunchy*.

It **smells** like *caramel* when you heat it up.











SENSES CHART

4

SIGHT



I **see**... (with my **eyes**)

I **look**

I **watch**

It **looks**...

shiny ; bright ; vivid ; pale ; **dark** ; **light** ; blurry ; dull...

It **looks like** water.

HEARING



I **hear**... (with my **ears**)

I **listen**...

It **sounds**...

loud ; **noisy** ; **quiet** ; squeaky ; melodic ; deafening...

It **sounds like** violin.

TOUCH



I **feel**... (with my **hands** and **skin**)

I **touch**...

It **feels**...

soft ; dry ; **warm** ; **cold** ; rough ; sticky ; smooth...

It **feels like** sand.

TASTE



I **taste**... (with my **tongue** and taste buds)

It **tastes**...

sweet ; **salty** ; sour ; bitter ; bland ; spicy (hot)...

It **tastes like** chocolate.

SMELL



I **smell**... (with my **nose**)

It **smells**...

sweet ; burnt ; **delicious** ; rotten ; stale ; fresh...

It **smells like** vanilla.



OBSERVE & SKETCH



Use any supplies you think are best suited to recreating this still-life on white paper. Remember, you absolutely need some depth and volume.



Explain what you did and what you used :



Graffiti : Art or Vandalism ?

Street art is an art form found on the streets for everyone to enjoy or hate. Many people don't consider it as art and sometimes people even associate this practice with vandalism. Street art takes various forms, for example : graffiti, stencils, stickers or posters. Artists usually try to convey a message; which may be about anything from politics to emotions... **Banksy**, **Invader**, **Above** or **Blu** are a few famous street artists.

- Give 4 examples of forms of street art.

- Now read **Banksy's quote**. Pick out **one negative word** and explain what the problem is with graffiti :

- What does Banksy associate with street art ? Fill in the missing letters.

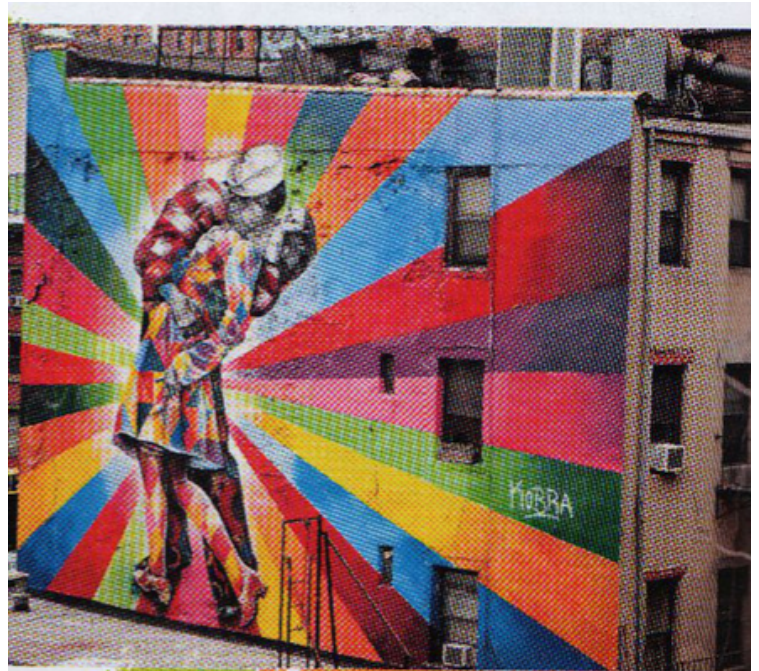
F _ _ _ _ M

C _ _ _ _ S (this word is in the quote)

M _ _ _ _ S

so that the world can stop being...

B _ _ _ G (this word is in the quote)



"Imagine a city where graffiti wasn't illegal, a city where everybody could draw whatever they liked. Where every street was awash with a million colours and little phrases. Where standing at a bus stop was never boring. Imagine a city like that and stop leaning against the wall - it's wet."

extract from *Wall and Piece* by Banksy

- Create your own art at <https://www.tate.org.uk/kids/make>



Document 4 : READ & UNDERSTAND

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

• BANKSY

Banksy is the pseudonym of a "guerrilla" street artist known for his controversial, and often politically themed, stenciled pieces.

Who Is Banksy?

Banksy, a street artist whose identity remains unknown, is believed to have been born in Bristol, England, around 1974. He rose to prominence for his provocative stenciled pieces in the late 1990s.



Banksy is the subject of a 2010 documentary, *Exit Through the Gift Shop*, which examines the relationship between commercial and street art.

Banksy's Identity

Banksy's identity remains unknown, despite intense speculation. The two names most often suggested are Robert Banks and Robin Gunningham. Pictures that surfaced of a man who was supposedly Banksy pointed toward Gunningham, an artist who was born in Bristol in 1973. Gunningham moved to London around 2000, a timeline that correlates with the progression of Banksy's artwork.

Artwork

Banksy began his career as a graffiti artist in the early 1990s, in Bristol's graffiti gang DryBreadZ Crew. Although his early work was largely freehand, Banksy used stencils on occasion. In the late '90s, he began using stencils predominantly. His work became more widely recognized around Bristol and in London, as his signature style developed.

What Is Banksy Known for?

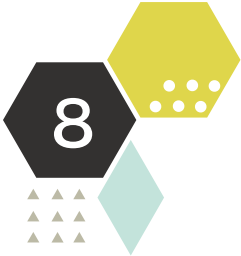
Banksy's artwork is characterized by striking images, often combined with slogans. His work often engages political themes, satirically critiquing war, capitalism, hypocrisy and greed. Common subjects include rats, apes, policemen, members of the royal family, and children. In addition to his two-dimensional work, Banksy is known for his installation artwork. One of the most celebrated of these pieces, which featured a live elephant painted with a Victorian wallpaper pattern, sparked controversy among animal rights activists.

West Bank

[Other pieces have drawn attention for their edgy themes or the boldness of their execution.](#)

Banksy's work on the West Bank barrier, between Israel and Palestine, received significant media attention in 2005.

He is also known for his use of copyrighted material and subversion of classic images. An example of this is Banksy's version of Monet's famous series of water lilies paintings, adapted by Banksy to include drifting trash and debris.



'The Banksy Effect'

[Banksy's worldwide fame has transformed his artwork from acts of vandalism to sought-after high art pieces.](#) Journalist Max Foster has referred to the rising prices of graffiti as street art as "the Banksy effect." Interest in Banksy escalated with the release of the 2010 documentary Exit Through the Gift Shop. The film, which premiered at the Sundance Film Festival, was nominated for an Academy Award.

In October 2013, Banksy took to the streets of New York City. There he pledged to create a new piece of art for each day of his residency. As he explained to the Village Voice, "The plan is to live here, react to things, see the sights — and paint on them. Some of it will be pretty elaborate, and some will just be a scrawl on a toilet wall." During that month, he also sold some of his works on the street for \$60 a piece, well below the market value for his art.

Updated:Jun 28, 2019

Original:Aug 7, 2014

1) What sort of document is it ? (2 elements)

2) What is "Banksy"

3) What information do we have on this mysterious artist's identity ?

4) When did Banksy begin as a street artist ?

5) What is Banksy's signature style ? (tools, message, symbols, themes...)*

6) Regarde les deux phrases soulignées. Qu'ont-elles en commun en terme de structure et de sens ? (va voir ensuite la page des exercices)



Graffiti : Art or Vandalism ?

Watch the two videos :
"100 Most Creative Street Art"
and "Graffiti Art or Vandalism".

What do YOU think ?



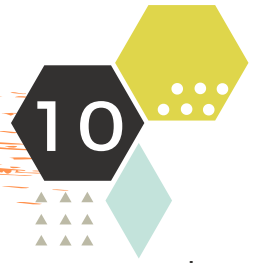
You can see this work by "Fake" in Amsterdam

You can see this work by "Onemizer" at the Sakura
Gallery in Paris. Check it out at <https://www.galerie-sakura.com>





Expressions for conversation : PAINT



- **"as exciting as watching paint dry"** (littéralement : "aussi passionnant que de regarder sécher la peinture")

Pour indiquer que quelque chose est profondément ennuyeux.

ex : *God, this movie is **as exciting as watching paint dry** ! (Bon sang, ce film est ennuyeux à mourir !)*

- **to paint the town red** (littéralement : "peindre la ville en rouge")

Sortir le soir (en ville) pour boire et s'amuser, souvent mais pas uniquement lorsqu'il y a une occasion à célébrer.

ex : *After our exams finished, we all decided to get dressed up and **paint the town red**. (Une fois nos examens terminés, nous avons tous décidé de nous mettre sur notre 31 et de faire la tournée des bars.)*

- **"Do I need to paint you a picture ?"**

"Est-ce que je dois te faire un dessin ?"

Pour demander si on doit expliquer quelque chose en utilisant des termes très simples. On utilise souvent cette phrase pour manifester sa frustration devant une personne qui ne comprend pas où on veut en venir alors qu'on estime que c'est évident.

ex : - *Jane and William are going to the cinema together again tonight. (Jane et William vont encore au cinéma ensemble ce soir.)*

- *So ? (Et alors ?)*

- ***Do I need to paint you a picture ? They're dating ! It's obvious ! (Il faut que je te fasse un dessin ? Ils sortent ensemble ! C'est évident !)***

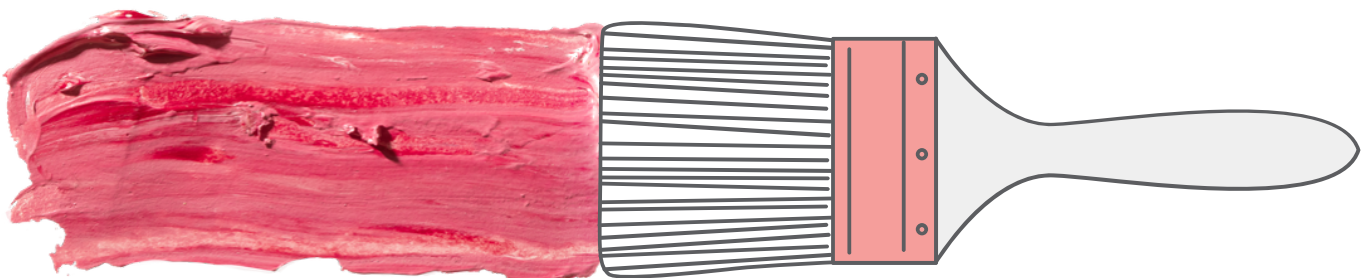
Il existe une autre expression qui a la même utilisation : **"Do I have to spell it out (for you) ?"** (littéralement : "Est-ce qu'il faut que je te l'épelle ?")

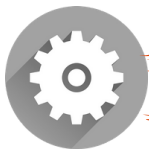
- **to paint (someone or something) with the same brush** (littéralement : "peindre (quelqu'un ou quelque chose) avec le même pinceau")

"mettre dans le même panier"

Pour indiquer qu'on généralise de manière hâtive ou injustifiée à partir d'un seul exemple.

ex : *Just because his ex-girlfriend cheated on him now **he paints all the girls with the same brush**. (Parce que son ex-copine l'a trompé, maintenant il met toutes les filles dans le même panier)*





Remember : Le Present Perfect

Pour parler des choses du **passé** qui ont **un lien avec le présent** car...

- il y a des **conséquences**
- je fais un **bilan** d'expérience (ce que j'ai déjà fait, jamais fait...)
- ce qui a commencé dans le passé **continue** dans le présent

+ Dans les **phrases affirmatives**, il se compose de l'**auxiliaire have/has** + **verbe au participe passé**.

ex : She **has lived** in London **for** years.

- Dans les **phrases négatives**, l'**auxiliaire porte la négation**.

ex : I **haven't seen** her **since** 2016.

? Dans les **phrases interrogatives**, l'**auxiliaire** vient se placer **devant le sujet**.

ex : **Have** you **been** to Ireland ?

LE PARTICIPE PASSÉ :

pour les verbes **réguliers** : -ed

ex : **lived, changed, played...**

pour les verbes **irréguliers** :

be, was/were, **been**

do, did, **done**

catch, caught, **caught...**



1 - Les phrases suivantes parlent de conséquences présentes ou des bilans d'actions passées. Réécris-les dans ton cahier de brouillon en conjuguant le verbe.

1- Because of deforestation, a lot of animals [...] their homes. **(to lose)**

2- The room [...] a lot brighter since we painted it pink. **(to become)**

3- People [...] to consider street art as proper art thanks to artists like Banksy. **(to start)**

4- I [...] to become a painter because my mum used to draw a lot. **(to want)**

5- I [...] my bag at home so now I don't have any money to get a coffee. **(to leave)**

6- I was in a car accident last year so [...] to only use public transport. **(to decide)**

7- I [...] our school project. My teacher is going to kill me ! **(to forget)**

8 - I [...] Ireland before. **(to visit)**



2 - Fais le bilan de tes expériences passées. Quelles sont les choses que tu as vues, ou faites, et qui t'ont marqué(e) ?

Fais des phrases dans ton cahier de brouillon en utilisant le Present Perfect.

ex : I have been at the top of the Eiffel Tower.

I have swum with sharks.

I have met the Queen.



3 - Te souviens-tu des façons de donner son avis proposées dans la fiche 2 ? Réutilise certaines d'entre elles pour donner ton avis sur le street art suivant. Préfères-tu la ville de Palmitas au Mexique avant ?



Ou après ?



Expressing Opinions

I think (that)....

I feel (that)...

I prefer xxxxx because I find it poetic.

I like xxxxx better because...

I don't like xxxxx as much because...

I'm not a fan of black and white.

It's like she's flying.

Explique ton choix en anglais dans ton cahier de brouillon.



4 - Forme les adverbes à partir des adjectifs suivants et traduis-les.

➡ Je transforme
un adjectif en adverbe :

Adjectif

exact (exact, -e)
real (réel, réelle)
kind (gentil, -lle)
Etc.

Adverbe

grâce au suffixe **-ly**

Exemples :

exactly (exactement)

really (réellement, vraiment)

kindly (gentiment)



Friendly (amical, -e) est **un** **adjectif** ! Il est construit à partir d'un nom.

1- superficial : _____
= _____

2- surprising : _____
= _____

3- virtual : _____
= _____

4- nice : _____
= _____

5- soft : _____
= _____

Challenge : what's the longest, most impressive adverb you can find ?

Write it below and compare with the class.



name :

final task



compréhension écrite : je lis et je comprends l'essentiel d'un texte biographique

checklist :

- j'identifie le type de texte ☐
- j'identifie la personne présentée ☐
- je comprends plus de détails relatifs à l'identité de cette personne ☐
- je comprends ce que fait cette personne ☐
- je comprends plus de détails relatifs à ce que fait cette personne ☐

[...] **A1** : Je peux me faire une idée du contenu d'un texte assez simple accompagné d'un document visuel.

[...] **A2** : J'identifie l'information pertinente sur la plupart des écrits simples.

insuffisant

fragile

suffisant

très bon

[] [] [] []



name :



side task A



expression orale en continu : j'enregistre la présentation de mon œuvre d'art favorite.

checklist :

- nom de l'œuvre, type de l'œuvre (sculpture, peinture à l'huile...), nom de l'artiste. ☐
- description de l'œuvre (ce que je vois). ☐
- explication **des raisons pour lesquelles je l'aime et des émotions qu'elle m'évoque.** ☐
- sous forme d'un document photo de l'œuvre + le fichier audio de ma prestation. ☐



insuffisant

fragile

suffisant

très bon

[] [] [] []

[...] **B1** : J'exprime mon opinion personnelle.



vocabulary



to create (v) : créer

to draw, drew, drawn (v. irr.) : dessiner

a drawing (n) : un dessin

a sketch (n) : un croquis

to paint (v) : peindre

paint (n) : de la peinture

a painting (n) : une peinture

shading (n) : les ombres (dessin)

(art) supplies (n. plur.) : des

fournitures, du matériel, de l'équipement

to trace (v) : tracer

a line (n) : une ligne, un trait

acrylic (paint) (n) : de la peinture
acrylique

oil (paint) (n) : de la peinture à l'huile

a (paint)brush (n) : un pinceau

abstract (adj) : abstrait(e)

figurative (adj) : figuratif(ive)

an exhibition (n) : une exposition

a stencil (n) : un pochoir

DIY (do-it-yourself) : bricolage, à faire
soi-même

sight (n) : la vue

to see, saw, seen (v. irr.) : voir

hearing (n) : l'audition

to hear, heard, heard (v. irr.) : entendre

to sound (v) : sembler, avoir l'air
(quand on l'entend)

taste (n) : le goût

to taste (v) : goûter, sentir le goût de

smell (n) : l'odorat

to smell (v) : sentir

touch (n) : le toucher

to touch (v) : toucher

like (prép) : comme

bright (adj) : vif, vive (couleur, esprit)

shiny (adj) : brillant(e)

light (adj) : clair(e)

dark (adj) : sombre

quiet (adj) : calme, silencieux

loud (adj) : bruyant, fort(e) (volume)

soft (adj) : doux(ce) (texture, musique,
caractère...)

warm (adj) : chaud(e), chaleureux(se)

cold (adj) : froid(e)

sweet (adj) : sucré / gentil(le),
mignon(ne)

salty (adj) : salé(e)

delicious (adj) : délicieux(se)



to think, thought, thought (v. irr.) :
penser, croire (que)

to believe (v) : croire

dry (adj) : sec (sèche)

rough (adj) : rugueux(se) / brut

sticky (adj) : collant(e)

squeaky (adj) : grinçant(e)

deafening (adj) : assourdissant(e)

sour (adj) : acide (goût, humeur)

bitter (adj) : amer(ère) (goût, émotion)

spicy (adj) : épicé(e)

burnt (participe passé) : brûlé(e)

rotten (adj) : pourri(e)

drawing paper (n) : du papier à dessin

ink (n) : de l'encre

watercolour (n) : de l'aquarelle

charcoal (n) : du fusain

gouache (n) : de la gouache



a shade (n) : une nuance

to mix (v) : mélanger

to spread, spread, spread (v. irr) : étaler
pour couvrir / répandre

a still-life (painting) (n) : une nature
morte

-ish (suffixe) : -âtre (ex : greenish =
verdâtre)

a pattern (n) : un motif

to highlight (v) : faire ressortir, mettre
en valeur / surligner

depth (n) : la profondeur

to smudge (v) : étaler, estomper, baver

to blend (v) : mélanger pour obtenir un
résultat homogène (art, cuisine)

to sketch (v) : esquisser, faire un croquis

vivid (adj) : vif, vive (couleur, souvenir)

dull (adj) : terne / ennuyeux(euse)

blurry (adj) : trouble

bland (adj) : fade, insipide

stale (adj) : de renfermé

fresh (adj) : frais (fraîche) (sens "récent")