

ART YOUR HEART

STUDENT PORTFOLIO



Art Your Heart

GATE 1 - Learning Together

GATE 3 - Learning Through Exploration

Student Portfolio

Welcome to our unit on graffiti and street art! In this unit, you will learn about the history, techniques, and messages of graffiti. These lessons will help you improve your English, think critically, and be creative. You will also have the chance to express your own ideas and share your personal experiences about art. You will get to know some graffiti artists and see how street art can be beneficial for us. Of course, you will also use critical thinking to decide when graffiti is art or vandalism.

Table of Contents

Topic	Language Skills	Language Focus and Assessment	Page
Lesson 1 Invitation to Learn	<ul style="list-style-type: none"> > Written Production: Describing a picture > Spoken Interaction: Graffiti style presentations 	<ul style="list-style-type: none"> > Exit Ticket: Graffiti your name 	5
PART I History and Techniques			12
Lesson 2 History	<ul style="list-style-type: none"> > Written Reception: Information texts about ancient & modern graffiti. > Spoken Interaction: Pair work 	<ul style="list-style-type: none"> > Vocabulary > to or for > Double consonant + ing > Past Simple > Exit Ticket: Writing-imagining and describing graffiti in the pyramids 	13
Lesson 3 Tools and Techniques	<ul style="list-style-type: none"> > Spoken Interaction: tools brainstorming > Written Reception: <ul style="list-style-type: none"> • 7-taps tools • technique 	<ul style="list-style-type: none"> > Vocabulary in context > "Don't you think?" > Exit Ticket: Spoken production- recording opinion with "the way in which". 	41
	Gate 3- Exploring Graffiti Techniques		51
PART II Street Art			56
Lesson 4 Messages through Graffiti	<ul style="list-style-type: none"> > Spoken Interaction- finding meanings in pictures > Written Reception: graffiti messages 	<ul style="list-style-type: none"> > Words for writing: because / that's why / therefore > Vocabulary > Exit Ticket: Creative graffiti mural activity 	57
	Gate 3- Curate a Graffiti Art Display		65
Lessons 5-6 Poetry as Graffiti	<ul style="list-style-type: none"> > Written Production- Shape poem > Written Reception: <ul style="list-style-type: none"> • <i>How Would You Paint Me?</i> • Poems For All > Spoken Interaction- Understanding Street Poems 	<ul style="list-style-type: none"> > Vocabulary > Past Simple > Verb forms (Infinitive, present simple, past simple) > "Power" collocations > Exit Ticket: Explaining a Hebrew poem in English. 	78

Table of Contents

Topic	Language Skills	Language Focus and Assessment	Page
PART III Artists			99
Lessons 7-8 Rami Meiri	> Spoken Reception: <ul style="list-style-type: none"> • Rami Meiri's Video • Mural Descriptions > Spoken Interaction- Understanding Street Poems	> Vocabulary > Language for Describing > Exit Ticket: Recording personal opinion about a mural	100
Lessons 9-10 Banksy	> Written Production- describing pictures > Written Reception: Reading about Banksy > Spoken Interaction: group and whole class discussion	> Words with Many Meanings > Collocations: <ul style="list-style-type: none"> • with "make" • verb+noun • adjectives + noun • Collocation explanation > Exit Ticket: Writing	112
	Gate 3- Exploring Graffiti Techniques		133
PART IV Tribute			137
Lessons 11-12 Public Memorial	> Spoken Interaction: Learning from pictures > Written Reception: <ul style="list-style-type: none"> • Voices on the wall • Graffiti as a way to heal from trauma 	> Vocabulary > Exit Ticket: Quiz	138
Lessons 13-14 Inbar Haiman	> Written Production: Describing the picture > Spoken Reception: <ul style="list-style-type: none"> • News Video Inbar Haiman • Craig Dershowitz interview > Spoken Production: new conference role-play	> Question formation > Collocation > Exit Ticket: Writing questions	152
	Gate 3- Exploring Art Therapy as a Tool for Managing Negative Emotions		158



Table of Contents

Topic	Language Skills	Language Focus and Assessment	Page
PART V The Big Debate			
Lesson 15 Vandalism or Art?	> Spoken Interaction: <ul style="list-style-type: none"> • Is graffiti art? • vandalism or art - group work > Written Production: Conduct a survey	> How to talk about the results of surveys > Exit Ticket: Infographic	168
	Gate 3- Vandalism or Art Students will explore how to define a term. (art/vandalism)		179
16-17 Final Project			183
Summative Assessment			
Extra Unseen Practice			
Glossary + Irregular verb list			187

INVITATION TO LEARN

Content of the lesson: In this lesson, you will explore graffiti art through a virtual tour. You will compare and discuss different graffiti pictures. You will also learn about a few graffiti styles and create your own AI graffiti piece.

LESSON 1



OPENING

**Detective
work
Ahead!**

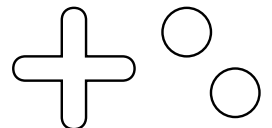


Group Work

Part 1

Look at the two pictures you got from your teacher. They were taken from a virtual tour (you can scan the QR and walk through by yourself!)

Choose one picture and **describe** what you see: colors, pictures, words, etc.





Compare the two pictures, with the poster that was presented on the board.

Do they look the same? Why?

(!) Hint: Who paints graffiti? Who owns the wall? Is it possible that one artist has painted over another artist's work?

Part 1

Look at this picture that was taken on **July 30th, 2023**.



Was it taken before or after the two pictures you saw before?

Discuss in groups and explain how you know.

PART B - Different styles of graffiti



Group Work

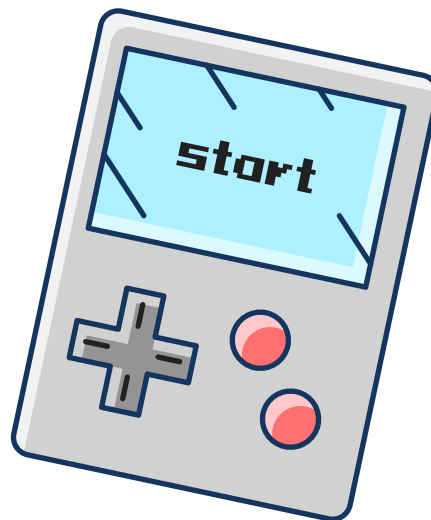
1. Presentations

As you have seen, graffiti artists use many different styles. In fact there are **9 different styles**.

You got a different style of graffiti from your teacher.

Create a short presentation explaining the style and demonstrating it using drawing tools. Your presentation should include:

- A. Description:** Explain the main characteristics and features of this style.
- B. Examples:** Provide and show at least one example (online image or draw on the board).
- C. Explanation:** Describe the key features of your example.





 Independent Work

Student portfolio or LMS



Name the styles used on the Manette Wall.

WORD BANK: Piece, Throw-up, Tag, Wildstyle

Style	Graffiti
	
	
	
	



Exit Ticket

Graffiti Your Name



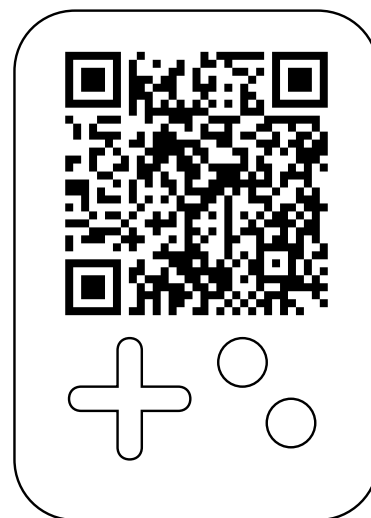
Option 1

Part 1

- Use your name or even better create for yourself a **nickname** (ie. "Berko").
 - If you are working with a friend create a name by combining a shortened version of both of your names (ie. "Noshrit" Noa + Oshrit).
 - Choose a strong name so your friends will be able to work out what you used as your image.
- Go to <https://ideogram.ai/login> or <https://leonardo.ai/> or any other AI image creator.
- Use a prompt like this: "Generate a graffiti image of the word " _____ " in different fonts and different backgrounds. (choices: Van, metal garage door, brick wall, side of bridge or anything else you can think of)
- Choose your favorite image.
- When you have finished- upload your picture, with your name/s

How to use the AI tool:

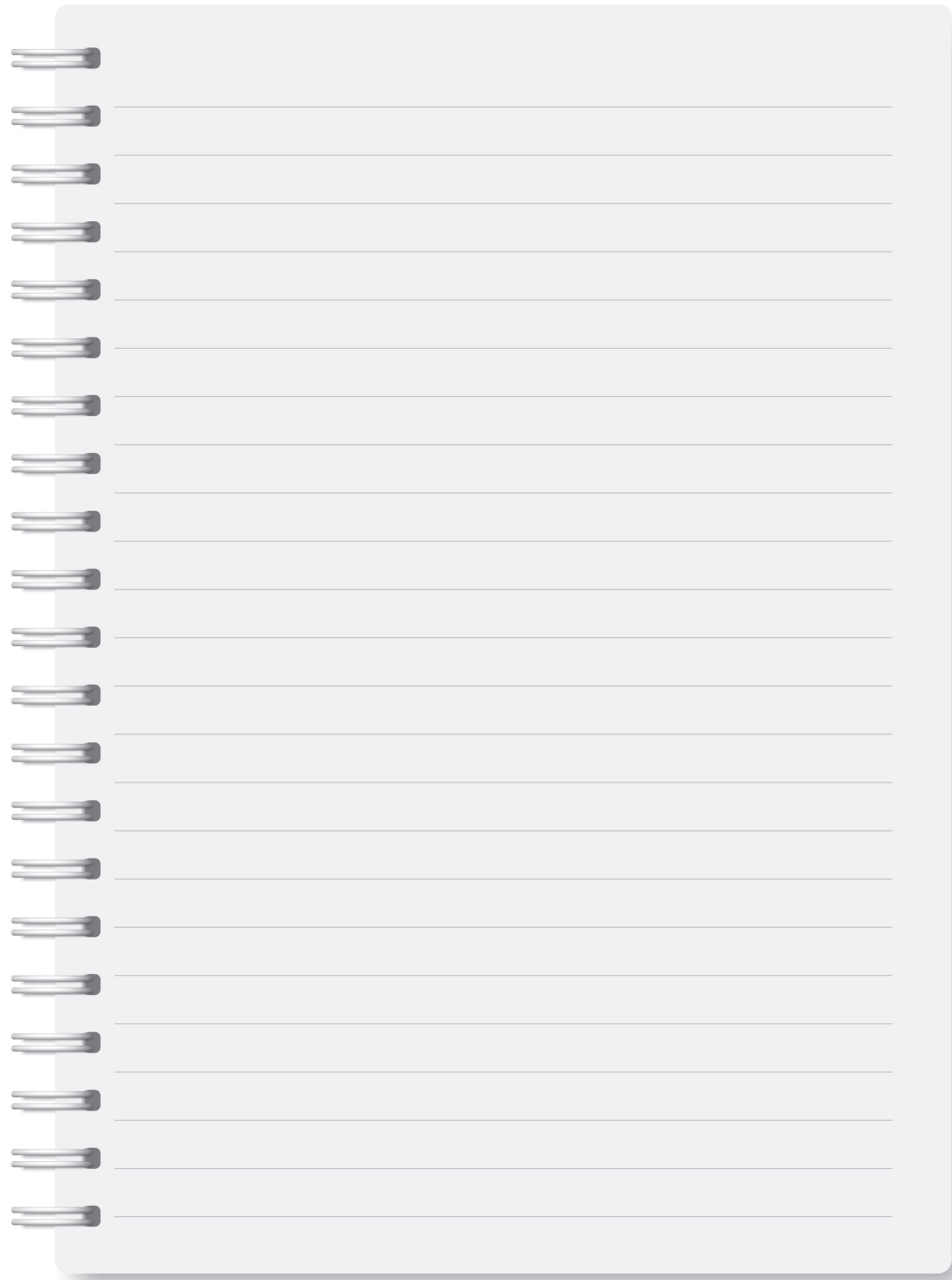
<https://vimeo.com/942976352?share=copy>





Art your Heart

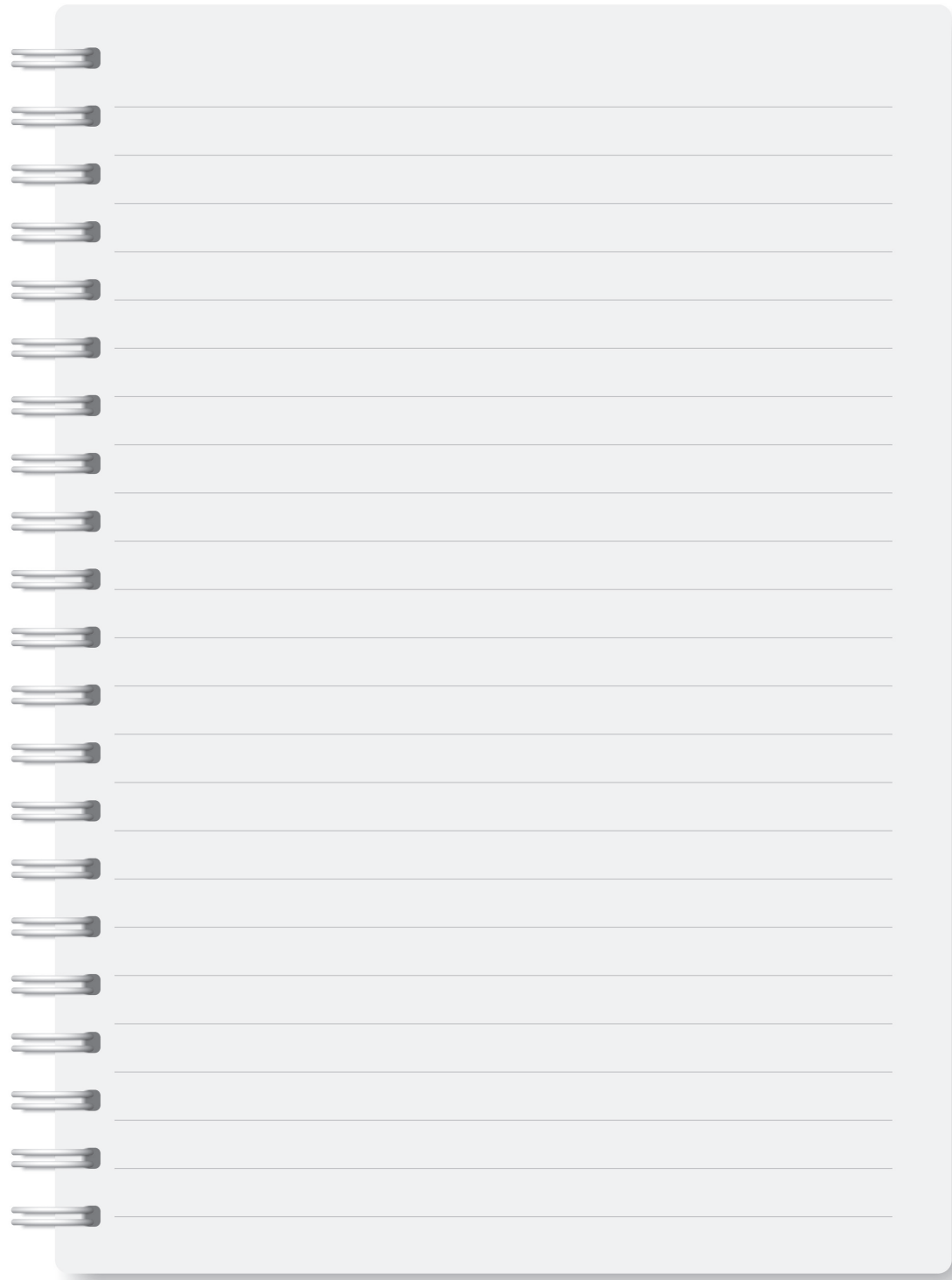
Teacher's Guide





Art your Heart

Teacher's Guide





Part I History and Technique

This part of the unit explores the history and techniques of graffiti. You will learn about the evolution of graffiti from ancient times to the modern era, understand various tools and techniques used by graffiti artists, and gain insights into the artistic processes involved in creating graffiti.

Vocabulary:

- add
- ancient times
- ankle
- argument
- bridge
- carve
- certain
- commit a crime
- communicate
- control
- convey the message
- delicious
- design
- determine
- depend on
- didn't come out well
- factory
- far apart
- far away
- gang
- get rid of sth
- hide
- in certain ways
- in order to
- involve
- let sb know (sth)
- pay tribute to
- plant pot
- practice
- present (V)
- (to) produce an effect
- race (win the race)
- record
- sci-fi
- stand out
- style
- technique
- the way in which
- to fall off sth
- to take up sth
- ugly
- uncle

Language Focus

- to or for
- Double consonant + ing
- Past Simple
- "Don't you think?"

Gate 3:

- Exploring Graffiti Techniques

History of Graffiti - From Cave Paintings to Street Art

Content of the lesson: In this lesson, you will learn about the history of graffiti from ancient times to the present. You will practice vocabulary and learn about the use of "for" and "to" and review the past simple.

LESSON 2



OPENING

What is Graffiti?

 Gate Community

Present the following paragraph on the board:

It is a well known fact that modern graffiti artists use **SPRAY** paint for their street art pieces. However, the word graffiti comes from the Italian word **graffito**, which means to "scratch" or "inscribe" and not "spray". So what does the word GRAFFITI tell us about the history of this art?

Look up the translation of these 2 words and guess- how graffiti was made many years ago? With what **tools** and on what **surfaces**? Complete the sentences:

To scratch means to _____

To inscribe means to _____

So I guess many years ago graffiti was made with _____ on



We hope you are ready for some time-traveling!!!



Group Work

Timeline activity

In groups, you will get 6 pictures from your teacher. Arrange the pictures in a historical timeline. Then add a sign indicating the historical time period in which you believe each picture was taken.

Write the titles of the picture in the order you've decided:

1-	2-	3-
4-	5-	6-



Part A - Ancient Times



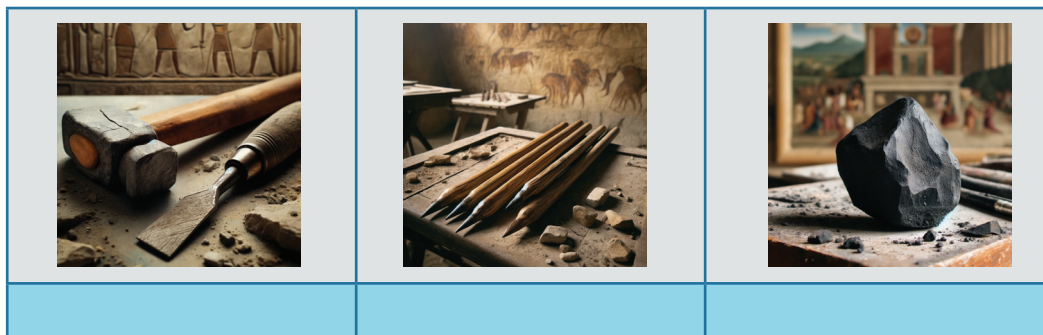
Independent Work

Student Portfolio or LMS

More than 40,000 years ago, the only way to present ideas was to **carve** out images on the **cave wall**. This was a smart way to communicate and record important events in history.

1. What would someone living 40,000 years ago use to make graffiti instead of spray paint?

Find the names of these tools online:



2. When did people start to carve out images on cave walls?
 - a. about forty thousand years ago
 - b. about forty years ago
 - c. about four hundred years ago
 - d. about four thousand years ago





3. Match the term with its meaning according to the text.

לגלף, להקליט, להעביר מסר, להציג, מתנה, לתעד

Carve	Communicate	Record	Present

4. **What** might someone in ancient times carve on the wall of his cave?

Write 2 ideas / messages:

- a. _____
 - b. _____
5. Did you ever imagine that people in ancient times would leave graffiti to record what animals looked like, express their love or to scratch their name on the famous Pyramids in Egypt?

Read about these 5 examples of ancient graffiti and check True/False for each of these statements. Correct the false statements.



	Over 2000 years ago in Sudan people drew animals on a religious building.
correction:	
	In Turkey people carved news reports. .
correction:	
	Lupanar is a building in Italy where people wrote about sport events 2000 years ago .
correction:	
	1500 years ago, someone in Jordan carved a prayer for health on a rock.
correction:	
	In Egypt people wrote on the walls of the pyramids .
correction:	





Part B - Modern Graffiti

Early 1900s - Gangs



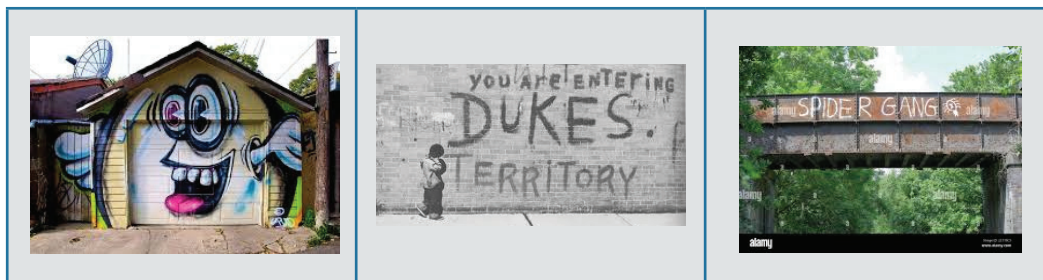
Independent Work


Read this short text and translate these 2 words into Hebrew:

- gang =
- to commit a crime =

In the early 20th century, many gangs would draw their names on walls of buildings, and things like bridges and garage doors. This was done mainly in order to show that they controlled a certain area of the city or to let people know about crimes committed by gang members. Gangs also used graffiti for paying tribute to fallen gang members and for challenging rival gangs to a fight.

Choose the 2 pictures that represent the paragraph you read:




Language Focus



Part C Language and Comprehension

1. Why did gangs use graffiti? **Check** all the reasons mentioned in the text.

Copy the phrase from the text to prove your answer.

<input type="checkbox"/> To show their artistic skills
<input type="checkbox"/> To mark their territory in the city
<input type="checkbox"/> To tell people about crimes they did
<input type="checkbox"/> To remember gang members who were killed
<input type="checkbox"/> To start fights with other gangs





2. Vocabulary: Graffiti & Gangs

Match these words and chunks with their Hebrew translations:

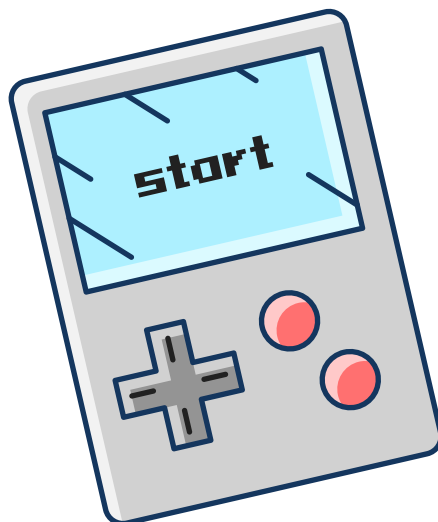
A. in order to	1. פשעים שבוצעו על ידי
B. control	2. לחלוק כבוד ל
C. a certain area	3. ליידע אנשים
D. crimes committed by	4. כדי
E. let people know	5. איזור מסויים
F. pay tribute to	6. לטלוט

3. Vocabulary check

Put the missing words back in the text.

let certain area order controlled pay paying

In the early 20th century, many gangs would draw their names on walls of buildings, and things like bridges and garage doors. This was done mainly in order to show that they _____ a certain _____ of the city and to _____ people know about crimes _____ by gang members. Gangs also used graffiti for _____ tribute to fallen gang members and for challenging rival gangs to a fight.




Part D Language Focus- "for" and "to"



Look again at the four reasons gangs used graffiti and notice the language:

Gangs used graffiti:

- to show that they controlled a certain area of the city
- to let people know about crimes committed by gang members
- for paying tribute to fallen gang members
- for challenging rival gangs to a fight.




For: purpose

We use *for* to talk about the purpose of something or how something is used.

Blue bins are for paper.

Graffiti can be used for self-expression.



For is followed by a **noun** or the **-ing form of a verb**, which turns the verb into a noun (gerund).

Blue bins are for paper .	Blue bins are for <u>recycling</u> paper.
Graffiti can be used for self-expression .	Graffiti can be used for <u>expressing</u> yourself

In many cases, you can say both:

- Graffiti can be used for expressing yourself
- Graffiti can be used to express yourself.

X But don't say: Graffiti can be used for to express yourself.

1 - Follow your teacher's instructions and complete the sentences below with either *for* or *to*.

a. Street artists wear goggles ____ protect their eyes.

b. Street artists wear goggles ____ protection

c. Shading is usually added ____ add depth to an image.

d. He can teach you a variety of techniques ____ painting things like clouds, skin and smoke.

e. It's an ancient method ____ collecting rainwater.

f. This jacket is perfect ____ cold weather.

g. Use the small key ____ unlock the door.



Pair Work

Look at the sentence you got. Decide if it should be completed with "to" or with "for".

Check your friends' answers and then complete the following exercises:



3a - Let's review

3a. Complete the sentences below with either **for** or **to**.

a. We travel ____ explore new places.

b. We travel ____ fun.

c. This machine is used ____ cut paper.

d. It's a knife ____ cutting bread.

e. I went to the store ____ buy some milk.

f. She is saving money ____ her vacation.

g. He uses a pen ____ write letters.

h. They need a car ____ travel to work.

i. This book is good ____ learning English.

j. She bought flowers ____ her mother.



3b - Let's review some more

a. We went to the park ____ play soccer.
b. He needs time ____ finish his homework.
c. They made a cake ____ the party.
d. She wears glasses ____ see better.
e. This tool is used ____ fixing bikes.
f. He took a nap ____ feel more rested.
g. We need paper ____ draw pictures.
h. She brought an umbrella ____ stay dry.
i. He called a taxi ____ get to the airport.



Independent Work

Student Portfolio or LMS



4. Complete the sentences in a logical and correct way.

a. This jacket is perfect for _____.	cutting bread
b. Use the small key to _____.	cut paper
c. We travel to _____.	explore new places
d. We travel for _____.	fun
e. This machine is used to _____.	unlock the door
f. It's a knife for _____.	cold weather
	to wear in cold weather



Did you notice the spelling?

This machine is used **to cut** paper.

It's a knife **for cutting** bread.



We double the last consonant of the word before adding -ing to the verb if:

The word has only one syllable (like "cut" and "stop").

The word ends in 1 vowel + 1 consonant (like "u" + "t" in "cut" or "o" + "p" in stop).

cut → They were **cutting** the pizza when she surprised them.

stop → We worked all day without **stopping**.

The word has two syllables and the stress is on the last syllable (like "begin")

begin → **beginning**

The same rule works with the -ed form of the verbs

stop → We **stopped** for lunch.

occur → The same problem **occurred** last week.

Remember these verbs do **not** get a double consonant:

ride → riding, write → writing (they end in vowel 'e')

instruct → instructed, instructing; help → helped, helping (they end in 2 consonants)

happen → happened, happening, visit → visit, visiting (they have 2 syllables and the final syllable is not stressed)





5. Complete the sentences below with the correct form (V+ed or V+ing) of the word.

Make sure to spell it correctly.

begin	wrap	win	chat	stop	open
a. She _____ at the traffic lights.					
b. The shop assistant _____ the present.					
c. I don't like _____ with chatbots. I prefer real humans.					
d. We are _____ our journey early in the morning.					
e. Having fun is more important than _____ .					

6. Now do the same with these verbs, but pay attention - some of them don't need a double consonant.

run	make	scratch	divide	get	plan
a. Shhh! We are _____ a birthday party!					
b. The teacher _____ the class into two groups.					
c. I am _____ ready for school. Where's my backpack?					
d. He _____ his arm while climbing the tree.					
e. Where are the children? ~ They are _____ around the playground.					



Part E: Graffiti Today

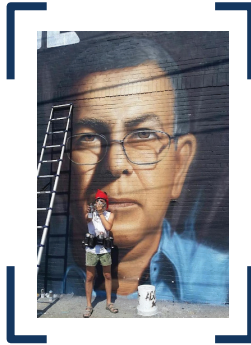

Group Work



PART 1 - Read together and answer

In the 1960s, gangs, which were becoming very powerful and dangerous, still used graffiti to mark their territory, but graffiti also became a cool way to express yourself. A famous early example is the artist TAKI 183, known for his tags all over New York City. He lived on 183rd street in Washington Heights, a poor part of the city, and tagged the subway stations, billboards and anywhere else he thought was a good spot on his way to school. As he got older, he put tags in other areas where he had jobs as a delivery boy. Eventually, in July 1971, the New York Times noticed him and wrote an article about him. TAKI 183 is now known as the father of modern graffiti.

1. **Choose** the 2 pictures that represent this paragraph:



2. In which decade might modern graffiti have started?




- A) 1950s
- B) 1960s
- C) 1970s

3. Where did graffiti first start appearing? _____

4. Who was TAKI 183? _____

PART 2

Match the definitions with the pictures and names of the places where people would spray their graffiti in the big city

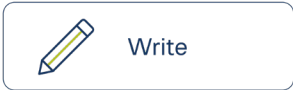
		
		
		

Bank:

Names: billboard / subway / bridge

Definitions: A train that moves underground / A road above water or street that connects two parts of the city / A big sign hanging on a tall building or over the highway





PART 3

As a group, imagine you are graffiti artists.

Where would you paint your graffiti and why? What would be the message of your piece?

Let each group member express his/her own ideas and come up with a place and a message.





Past Simple

A. Find the verbs in the Past Simple in the text and highlight them. There are ten of them, not counting the verb "to be" (was/were). The first one was done for you. [REMIND ME- Past Simple rules on p.36]

Example: In the 1960s gangs, which were becoming very powerful and dangerous, still **used** graffiti to mark their territory...

In the 1960s gangs, which were becoming very powerful and dangerous, still used graffiti to mark their territory, but graffiti also became a cool way to express yourself. A famous early example is the artist TAKI 183, known for his tags all over New York City. He lived on 183rd street in Washington Heights, a poor part of the city, and tagged the subway stations, billboards and anywhere else he thought was a good spot on his way to school. As he got older, he put tags in other areas where he had jobs as a delivery boy. Eventually, in July 1971, the New York Times noticed him and wrote an article about him. TAKI 183 is now known as the father of modern graffiti.

(!) Note *known* is not the verb in the past tense; it is the 3rd form (V3) and it is used here as an adjective. **מוכר מ- \ ידוע כ-**





This is the text with 10 verbs in the past tense in bold. Sort them into regular and irregular.

In the 1960s gangs, which were becoming very powerful and dangerous, still **used** graffiti to mark their territory, but graffiti also **became** a cool way to express yourself. A famous early example is the artist TAKI 183, known for his tags all over New York City. He **lived** on 183rd street in Washington Heights, a poor part of the city, and **tagged** the subway stations, billboards and anywhere else he **thought** was a good spot on his way to school. As he **got** older, he **put** tags in other areas where he **had** jobs as a delivery boy. Eventually, in July 1971, the New York Times **noticed** him and **wrote** an article about him. TAKI 183 is now known as the father of modern graffiti.

Regular	Irregular



- Regular verbs are easy to find thanks to the -ed (**tag+ed**) or -d when the verb ends with e (**use+d, live+d**).

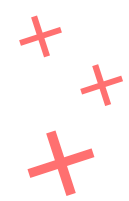
Simple enough, isn't it?

- Irregular verbs are tricky. You just have to memorize them.



C. What are the present forms of the six irregular verbs you found in the text?

Irregular verbs	
Present	Past
	became
	put
	got
	thought
	had
	wrote



Past Simple practice

Complete the sentences below with the Past Simple form of these verbs:

leave	go	fight	understand	go up
hide	fall	have	come out	rise

1. They _____ swimming after school.
2. Did you _____ breakfast this morning?
3. I didn't _____ the instructions at first.
4. She _____ the present behind her back.
5. He _____ a note before leaving.
6. The price of gas _____ last week.
7. They're not talking again. Did they _____ with each other?
8. Global temperatures _____ by 1.50 in 2023.
9. He _____ off his bike yesterday.
10. I wanted to draw a lion, but it didn't _____ well.



LF: Collocations

Match the verbs on the left with their partners on the right to make collocations from the previous exercise.

1. went	a. a note
2. have	b. well
3. left	c. breakfast
4. fell off	d. swimming
5. didn't come out	e. his bike



LF: Grammar in context

A. Complete the dialogs with the correct form of these pairs of verbs. Note that sometimes the verb should stay in the same form and sometimes in the past form (V2):

throw away - take up	put - hide	go - go on	leave - feel (V)
----------------------	------------	------------	------------------

Example A: Why did your family [leave] Russia?
 B: We didn't [feel] safe there with the war and everything.

Here both verbs are in the base form because these are a question: *Did ... leave?* and a negative *didn't feel safe*

1.	A: Did you _____ to see the movie yesterday? B: Yes, it was _____ for three hours and I hate <u>sci-fi</u> .	מדע בדיוני
2.	A: Where did they _____ the keys? B: I think they _____] them under the <u>plant pot</u> .	עציץ
3.	A: Why did you _____ the sofa? B: It _____ too much space so we decided to <u>get rid of it</u> .	להיפטר מ, לזרוק



B. Now do the same with these pairs of verbs.

	win - hurt	make - come out	fight - have
4.	A: Do you know if she _____ the race? B: No, she _____ her <u>ankle</u> and couldn't compete.		קרסול
5.	A: Did your sister _____ this cake? B: Yeah, and it _____ <u>delicious</u> .		מענג, טעים מאוד
6.	A: They're not talking again. Did they _____ with each other? B: Yeah, they _____ an <u>argument</u> yesterday.		ויכוח (היה להם ויכוח)

LF: Collocations 2

A. Match the verbs on the left with their partners on the right to make collocations from the previous exercise

1. went on	a. an argument
2. had	b. too much space
3. hurt	c. the race
4. took up	d. for three hours
5. won	e. her ankle

B. Can you complete the verbs from memory? Remember they should be in the past tense.

-----	for three hours
---	an argument
-----	her ankle
-----	too much space
---	the race





LF: Vocabulary review

A. Let's review the vocabulary from the previous exercise

English	Hebrew Translation
ankle	קרסול
had an argument	התווכחו
didn't come out well	לא יצא טוב
plant pot	עציץ
won the race	ניצח במרוץ
delicious	טעים
get rid of	להיפטר מ
sci-fi	מדע בדיוני
fell off his bike	נפל מהאופניים שלו
took up too much space	תפס הרבה מקום
uncle	דוד
factory	מפעל



B. Now complete the gaps in the sentences below using some of these words and collocations.

1. Tom ___ ___ ___ yesterday and broke his arm.
2. I watched a great ___ ___ movie last night on Netflix.
3. The kids worked together to ___ ___ the old junk in the garage.
4. She placed the flowers in a large ___ ___ by the window.
5. He was playing soccer and he hurt his ___ .
6. After months of training, she finally ___ ___ .

C. Write your own sentence using one of the above words/collocations



Pronunciation focus



Click on the word / phrase to hear how it's pronounced.

delicious	
message	
through	
I thought	
ancient times	

Listen and type

delicious	_____
message	_____
through	_____
I thought	_____
ancient times	_____

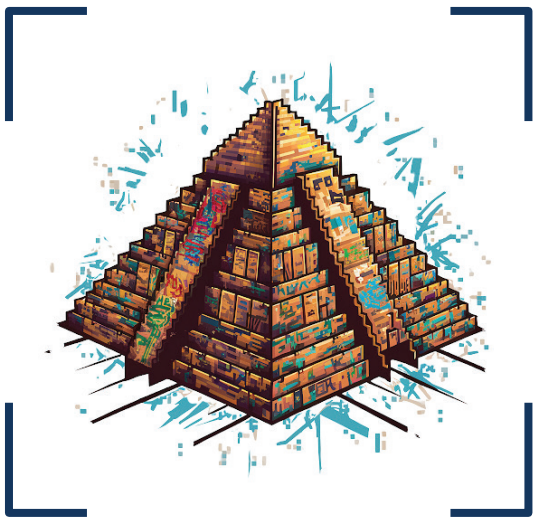
Now record yourself

delicious	
message	
through	
I thought	
ancient times	



Exit Ticket

At the Pesach Seder we celebrate our exodus from Egypt. In Egypt we were slaves and we built the pyramids for Pharaoh. What message might you have left on the pyramid during that time? What picture might you have drawn? What symbol? Why?



Remind me: Past Simple

We used the Past Simple to talk about events in the past. To form the Past Simple, we add *-ed* or *-d* to most verbs. The word has only one syllable (like "cut" and "stop").

Ancient people painted graffiti on cave walls.

Ancient people used wall paintings to express ideas.

But there are a lot of irregular past forms in English.

write → wrote

Ancient people wrote graffiti on cave walls.

Here are some irregular verbs in English, with their past tense forms:

am, is (*be*) → was

are (*be*) → were

break → broke

feel → felt

go → went

have → had

make → made

take → took



Past Simple: questions and negatives

To form the Past Simple, we add -ed to most verbs. But not in questions or negatives. In questions and negatives we use did to show that the sentence is the past. The main verb does not change.

+		She		stopped	at the traffic lights.
-		She	did not (didn't)	stop	at the traffic lights.
?	Did	She		stop	at the traffic lights?

See example with irregular verbs

To form the Past Simple, we add -ed to most verbs. But not in questions or negatives. In questions and negatives we use did to show that the sentence is the past. The main verb does not change.

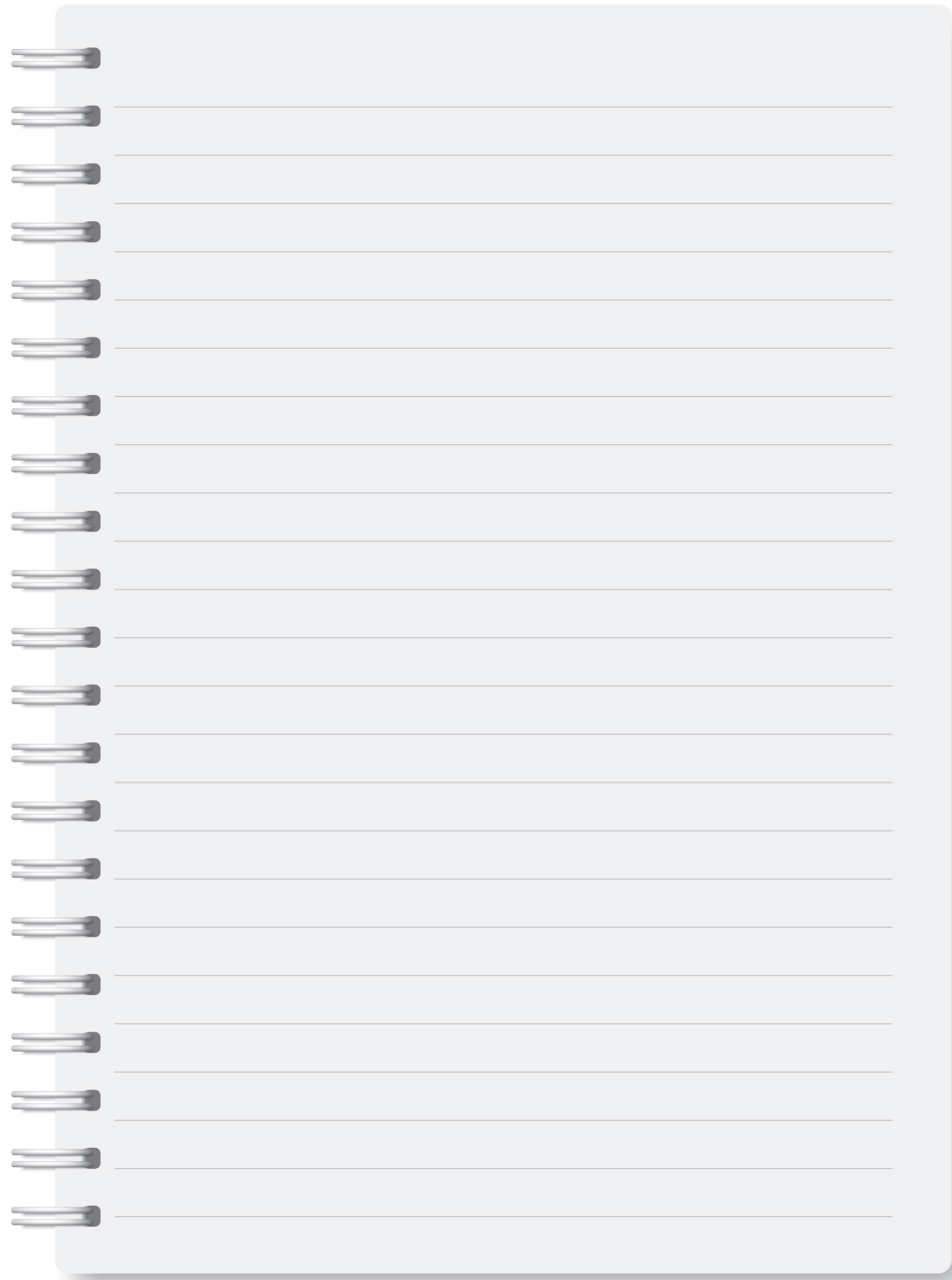
+		Ancient people		wrote	graffiti on cave walls.
-		Ancient people	didn't	write	graffiti on cave walls.
?	Did	Ancient people		write	graffiti on cave walls?





Art your Heart

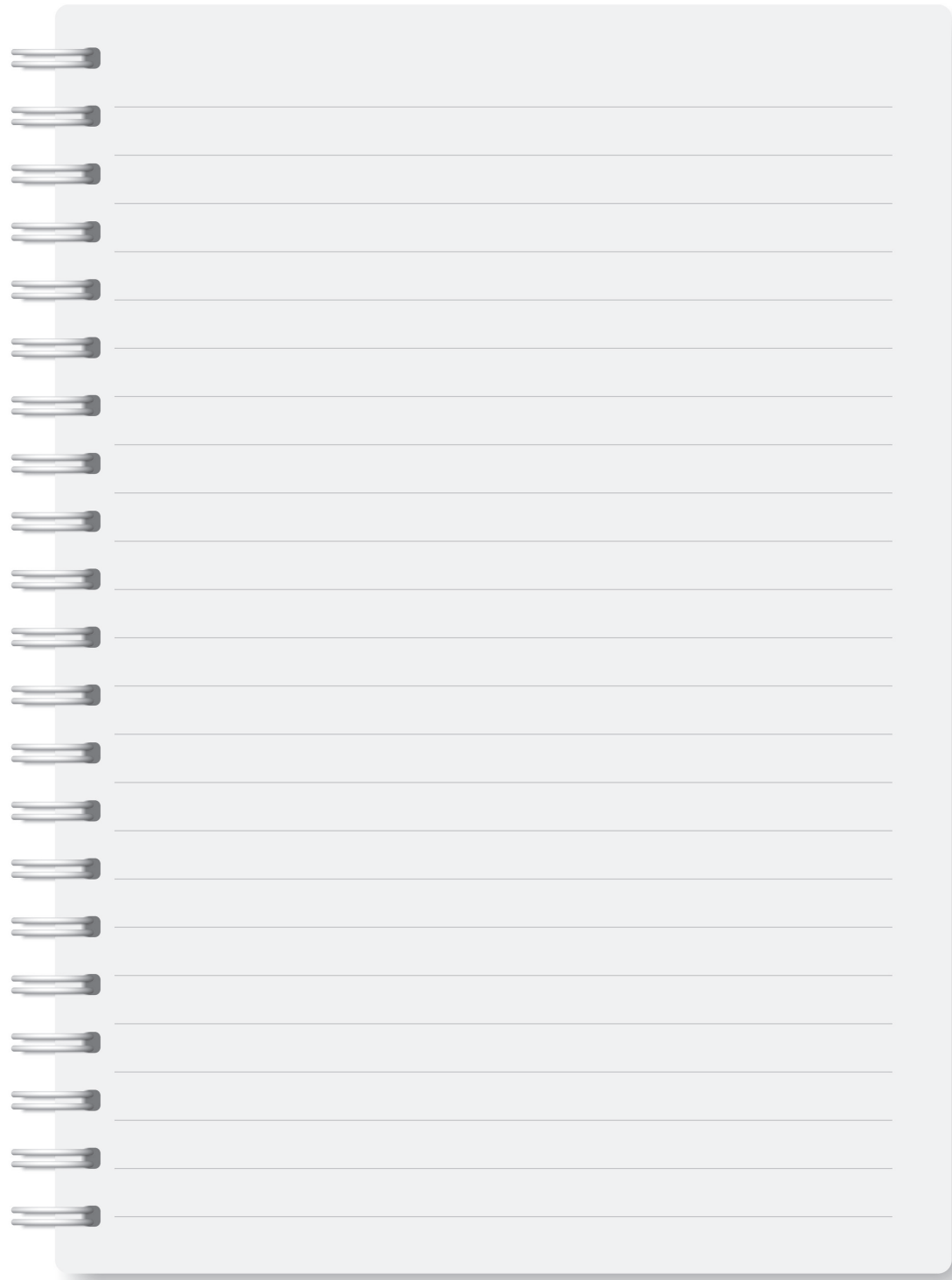
Teacher's Guide





Art your Heart

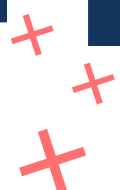
Teacher's Guide



Graffiti Tools and Techniques

Content of the lesson: This lesson focuses on the tools and techniques used by graffiti artists. You will brainstorm tools, read about different graffiti tools, and learn various techniques.

LESSON 3



OPENING

- How do graffiti artists make their work stand out?
- They use a variety of tools and techniques to create their art. In this lesson, you will learn about some of these.

PART A - Tools

Write as many tools that you think are needed in order to paint graffiti or Street Art.



 **Pair Work**

Discuss and decide which tool is the most important one, and why.






pencils	sketch book	markers	pens
spray paint	colored pencils	sketches	crayons

We think the most important tool is _____ because _____

 **Group Work**

Complete the chart with the graffiti tool and the tool's purpose based on your group work.



Graffiti tools	Purpose	
		
		
		
		
		



Part B: Graffiti Techniques



Group Work

Read together and answer the questions:

1 - What is a technique?

Read and **highlight** examples of techniques for graffiti spraying in the text:

A technique is the **way** in which an artist makes a specific design. For example, holding a spray can in certain ways produces different effects. But first, the graffiti artist should decide on a style. The style then determines which techniques (and which tools) to use. How close or far away from the wall the artist stands, how high or low the artist sprays and how close or far apart the artist paints letters, symbols and numbers – all these techniques help create the desired style. Of course, each artist can then add their tags...



Language Focus

Vocabulary

1. Match these words and collocations with their translations

a. the way in which	1. רחוק מ...
b. technique	2. באופנים מסוימים
c. design	3. סגנון
d. in certain ways	4. איך \ הדרך שב...
e. (to) produce an effect	5. טכניקה
f. far away	6. לקבוע
g. far apart	7. עיצוב
h. style	8. רחוקים אחד משני
i. (to) determine	9. ליצור אפקט



2- Listen to your teacher and write the words you hear

1. _____

2. _____

3. _____

4. _____

5. _____

3 - Can you now put the words back in the text where they belong?

certain way far away far apart effects design

A technique is the _____ in which an artist makes a specific _____ . Holding the spray can in _____ ways produces different [effects]. How close or _____ from the wall the artist stands, how high or low the artist sprays and how close or _____ the artist paints letters, symbols and numbers _____ the style the artist chooses.



4. Writing your own exercises



Create a vocabulary exercise for the other groups. The exercise can be in the form of true/false questions, sentence completion, multiple choice, etc. Each exercise must include at least 6 vocabulary words. Exchange exercises with another group and complete the new exercise.





LF2 - REVIEW: TOOLS & TECHNIQUES

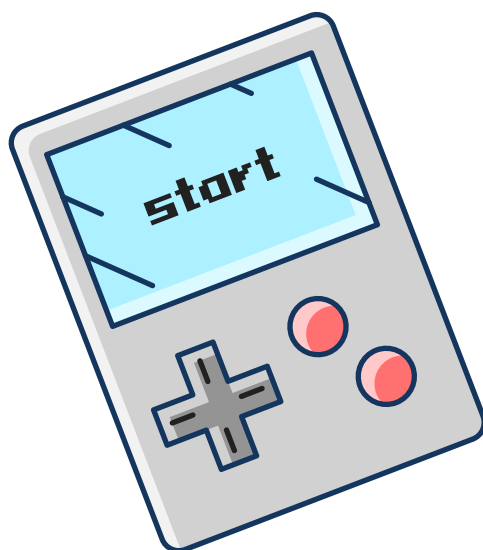


Let's review the language you've learned in this lesson.

1. Complete sentences 1-5 with the pairs of words below. Both words in the pair should match the sentence, but you may have to change the order.

variety - produce	involves - steps	designs - practice	gloves - protect	stand out - add
----------------------	---------------------	-----------------------	---------------------	--------------------

- a. The technique of painting graffiti _____ three main _____.
- b. "Black Books" are used by artists to plan and _____ their _____.
- c. Street artists often wear _____ and goggles to _____ themselves.
- d. Famous graffiti artists _____ shapes and shading to the letters to make them _____.
- e. Different companies _____ spray paint in a _____ of colors.





2. Many English words have different meanings. What's the meaning of the underlined words in these sentences? Choose the Hebrew that fits best.

The technique of painting graffiti <u>involves</u> three main steps.	מעורב כולל מדובר
"Blackbooks" are used by artists to plan and <u>practice</u> their design	להתאמן על תרגול להתמחה
Famous graffiti artists add shapes and shading to the letters to make them <u>stand out</u> .	להחזיק מעמד להתבלט לעמוד בחוץ

VOCABULARY IN CONTEXT

1. Complete the gaps in the dialogues below with the following words:

techniques	design	determine	style	ugly	depends
-------------------	---------------	------------------	--------------	-------------	----------------

1.	A: He used a variety of _____ to paint the picture. B: Hmm. Don't you think it's always the same _____]?
2.	A: I like the _____ of this building; it's modern and attractive. B: Hmm. Don't you think it's a bit _____ ?
3.	A: How hard you work will _____ how well you do in the test. B: Don't you think it usually _____ on luck?

Do you agree with A or B in the last dialog? Why?





(!) Did you notice how B responds in each dialog? **Don't you think...?**

This is a way to express your opinion carefully. We use it if we're worried that our opinion might make the other person angry or that they might disagree with us:

- *Don't you think it's time to go back home?*

You can also say "Don't you think **that** ...?"

- *Don't you think that you should call your parents and let them know you're OK?*

2. Complete the B responses using the pattern above:

Her style of clothing is cool and colorful.
Hmm. _____.
In certain ways, cats and dogs are similar.
_____.



3. Complete sentences 1-5 with the pairs of words below. Both words in the pair should match the sentence, but you may have to change the order.

which	way	produce	far away	far apart	produces	ways
-------	-----	---------	----------	-----------	----------	------

- a. The way in _____ she paints is very special.
- b. In certain _____, cats and dogs are similar.
- c. Adding music can _____ an effect of happiness.
- d. The beach is _____ from our house.
- e. The two houses are _____ from each other.

4. Can you recall whole chunks from the first letters?

- a. The w___ i__ w_____ she paints is very special.
- b. In c_____ w_____, cats and dogs are similar.
- c. Adding music can p_____ an e_____ of happiness.
- d. The beach is f___ a_____ from our house.
- e. The two houses are f_____ a_____ from each other.





GATE 3 - Exploring Graffiti Techniques

In this task you will research and present information on various graffiti techniques, understanding their context and application.

Instructions

As a group, choose one graffiti technique to research. Possible techniques include:

- Tagging
- Throw-Up
- Piece
- Stencil
- Wildstyle

Answer the following research questions:

1. Description: What is the technique? Describe it in detail.

2. History: When and where did this technique originate?

3. Tools: What tools are commonly used for this technique?



4. Styles and Variations: Are there different styles or variations within this technique?

5. Famous Artists: Who are some well-known graffiti artists who use this technique?

6. Impact and Use: How is this technique used in different contexts (e.g., social, political, personal)?

7. Visual Examples: Find or create visual examples of this technique.

Present your findings to the class. Your teacher will give instructions on what kind of presentation is needed. Make sure you include the answers to your research questions.

Exit Ticket **In Pairs**

In spoken English, we don't usually say:

- *The way in which...*

We simply say:

- **The way** (in which) she paints is very special.

Here are some more examples:

- **The way the artist uses** light is very original. I really like it.
- I don't like **the way he talks** to me.
- I really like **the way she** combined shapes and lines.

Look at these three graffiti pieces. Choose two and say what you like about them using the pattern above.

Record the conversation between you and send it to the teacher / upload to the LMS.

You can think about the following idea to help you talk:

- What do you think about the way the artist uses color?
- What about the use of light?
- What do you think about the shapes and lines?
- Does this piece speak to you? Why or why not?



Picture #1
Designed by Freepik



Picture #2
Designed by Freepik

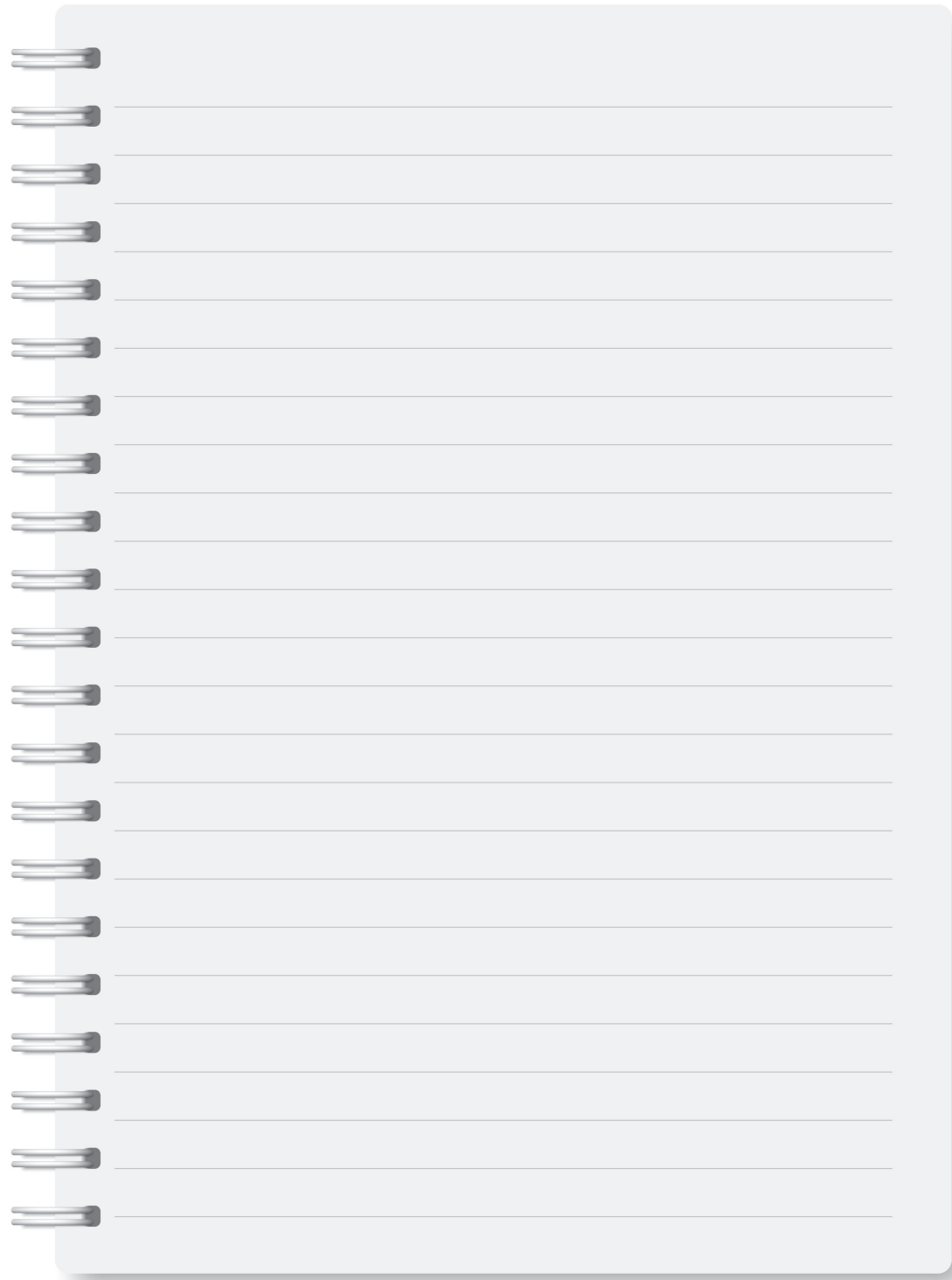


Picture #3
Designed by Freepik



Art your Heart

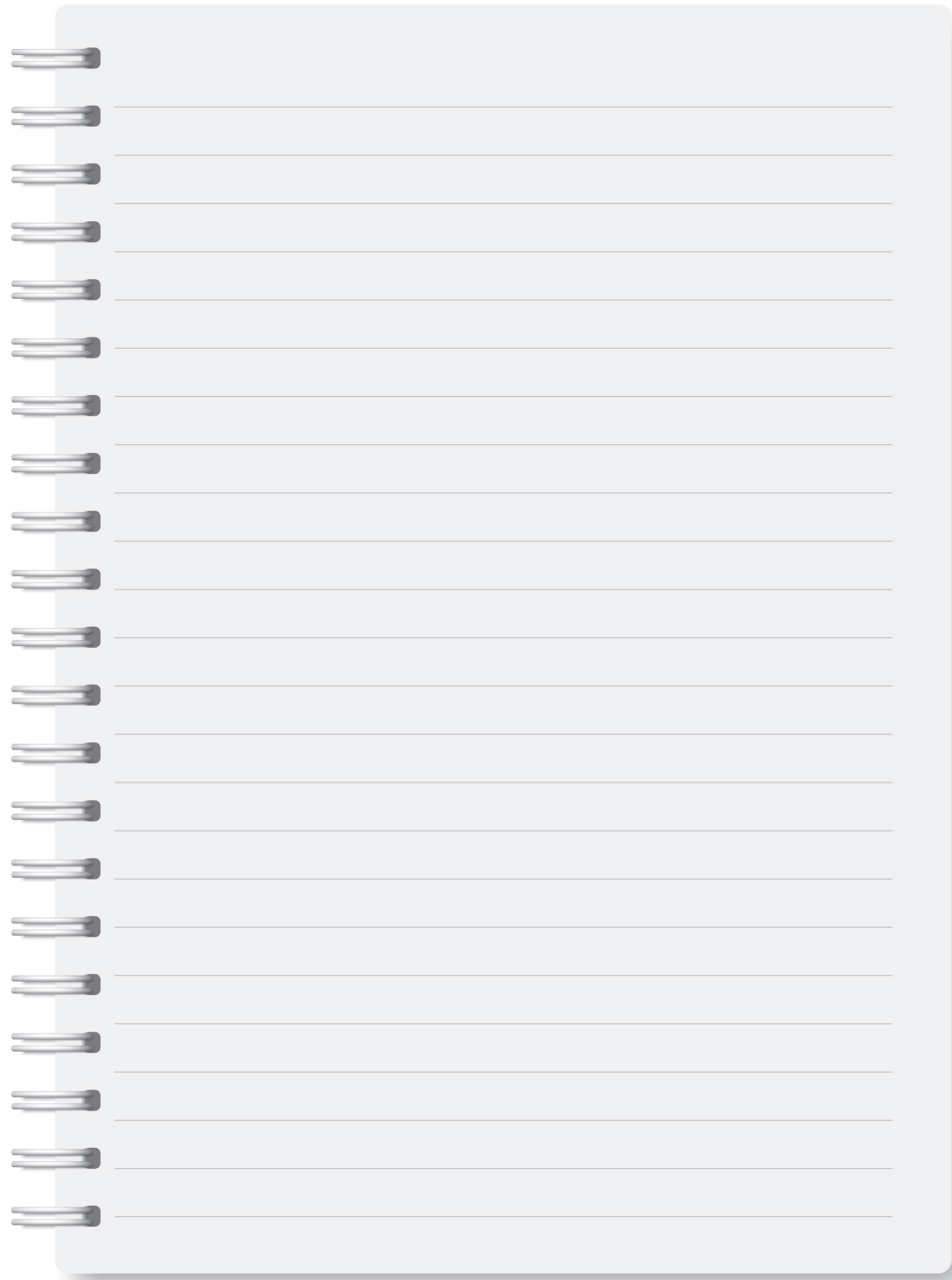
Teacher's Guide





Art your Heart

Teacher's Guide



Part II Street Art

This part of the unit focused on street art and its messages. You will analyze different graffiti artworks to uncover the meanings behind them, create your own graffiti murals, and explore how poetry can be integrated into street art to convey powerful messages.

Language to be introduced in this part:

Vocabulary:

- aim
- apologize
- beside
- citizen
- (to) join forces
- lock
- miss sth / sb
- original
- poem
- poetry
- popcorn
- postpone
- power
- powerful
- promise
- realize
- remind sb of sth
- remove
- simply because
- stop and think
- therefore
- version
- visitor

Language Focus

- Words for writing: because / that's why / therefore
- Past Simple
- Verb forms (Infinitive, present simple, past simple)
- "Power" collocations

Gate 3:

Curate a Graffiti Art Display

Messages through Graffiti

Content of the lesson: You will analyze the meanings conveyed through graffiti. Activities include discussing graffiti pictures, learning vocabulary, and creating your own graffiti mural.

LESSON 4



OPENING

Part A - Class discussion

Look at the following images. Do you understand their meaning?



Now look at this picture. Do you understand its meaning? Why is it easier to understand the message?





Art your Heart **Teacher's Guide**

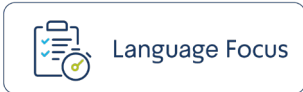
Explain what you think the meaning is:



Complete the gaps in the text below; use the Hebrew translation to help you.

express yourself	like	powerful	conveys the message
turn to	that's why	a way of	through

<p>The last picture _____ of peace. It's easy for us to understand even without using language. It is international. Creating art is a great way to _____. Not everyone can express themselves _____ speaking or writing, _____ they _____ other creative forms of self-expression _____ dancing, drawing, singing, etc. Art has always been _____ communicating through images and colors, and therefore is a _____ form of expression.</p>	<p>התמונה האחרונה מעבירה את המסר של שלום. קל לנו להבין גם בלי להשתמש במילים. זה בינלאומי! יצירת אמנות היא דרך מצוינת לבטא את עצמך. לא כל אחד יכול לבטא את עצמו באמצעות דיבור או כתיבה, זו הסיבה שהם פונים לצורות ביטוי יצירתיות אחרות של ביטוי עצמי כמו ריקוד, ציור, שירה וכו'. אמנות תמיד הייתה דרך לתקשר באמצעות דימויים וצבעים, ולכן היא צורת ביטוי רבת עוצמה.</p>
--	---



Language Focus

Vocabulary

Here is the same text with gaps. Can you put the words back where they belong?

turn	through	communicating	conveys	yourself	expression	forms
------	---------	---------------	---------	----------	------------	-------

The last picture _____ the message of peace. It's easy for us to understand even without using language. It is international. Creating art is a great way to express _____. Not everyone can express themselves _____ speaking or writing so they [turn] to other creative _____ of self-expression like dancing, drawing, singing, etc. Art has always been a way of _____ through images and colors, and therefore is a powerful form of _____.

LF - Important words for writing

The last picture conveys the message of peace. It's easy for us to understand even without using language. It is international. Creating art is a great way to express yourself. Not everyone can express themselves through speaking or writing, **that's why** they turn to other creative forms of self-expression like dancing, drawing, singing, etc. Art has always been a way of communicating through images and colors, and **therefore** is a powerful form of expression.

We use *that's why* and *therefore* to explain or show the result.





LF - that's why / therefore



Look at how *that's why* and *therefore* are used.

I didn't eat breakfast, **that's why** (=that is the reason why) I am already hungry.

His car is bigger and **therefore** (=for that reason) more comfortable.

Complete the gaps with
that's why or *therefore*

HINT: Two sentences need *that's why* and two sentences need *therefore*

1. People have different tastes and _____ different opinions.
2. The last was shorter and _____ easier.
3. My big sister always gives me good advice, _____ I need to ask her opinion.
4. His last movie was terrible, _____ his career came to an end.

LF - because / that's why / therefore



- **Because** is used to show the reason.
- **That's why** is used to show the result.

In a way, they are opposites.



reason

RESULT

He didn't study much for the exam. **That's why** he didn't pass.

We can also use *therefore* here, but it's more formal

He didn't study for the exam; **therefore**, he failed.

result

REASON

He didn't pass **because** he didn't study for the exam.

LF - because / that's why / therefore



Punctuation: Do not use comma (,) before **because**.

Do use comma (,) before **that's why** or start a new sentence with **That's why**, like in the example above .

Match the sentence halves in a logical way:

1. He was late for class, that's why	a. ... it was raining.
2. They couldn't go to the beach because	b. ... they wanted to mark their territory.
3. She lost her keys, that's why	c. ... he lived on 183rd street.
4. Gangs used graffiti because	d. ... his name is TAKI 183.
5. The artist TAKI 183 lived on 183rd street. That's why,	e. ... he missed the instructions.
6. His name is TAKI 183 because	f. ... she was late for work.



Without **because** sentences would be short. The word '**because**' helps us write longer sentences.

You should eat fruit and vegetables. They are full of vitamins.

→ You should eat fruit and vegetables because they are full of vitamins.





Combine the sentences below using the word 'because' :

1. He went to bed early. She had an important meeting in the morning. _____ _____
2. He likes to exercise every day. It helps him stay fit and healthy. _____ _____
3. They missed the bus. They arrived at the bus stop too late. _____ _____

Look at the text again and see where "because" can be added

The last picture conveys the message of peace. It's easy for us to understand even without using language. It is international...

Rewrite, using "because": .





Complete the sentences with **"because"** or **", that's why"**

I went to the supermarket _____ we needed **popcorn** .
 We needed **popcorn** _____ I went to the supermarket.

Our old phone **simply** stopped working _____ I bought a new phone.

He bought a new phone **simply** _____ his old one stopped working.

There was bad weather _____ they **postponed** their vacation.
 They **postponed** their vacation _____ their flight got canceled due to bad weather.

She **removed** the price tag from the shirt _____ it was a gift.
 She gave the shirt as a gift _____ she **removed** the price tag.

He was late for school _____ he **messed** the bus
 He **messed** the bus _____ he was late for school.

LF- Vocabulary Focus

Look at the words in bold and find the most suitable translation

1. I went to the supermarket because we needed popcorn .	_____
2. He bought a new phone simply because his old one stopped working.	_____
3. There was bad weather, that's why they postponed their vacation.	_____
4. She gave the shirt as a gift, that's why she removed the price tag.	_____
5. He was late for school because he messed the bus.	_____





The verb (to) miss has a few meanings in English.

- miss the bus / train / meeting / doctor's appointment - / לפספס / להחמיץ
- miss someone - להתגעגע

Vocabulary focus - practice

Use these words to complete the sentences below; don't forget to put the verbs in the correct form (the past). You may use some words more than once.

simply becuae	remove	miss	postpone	popcorn
1. We arrived early _____ the bus was not late.				
2. I _____ the gum from my shoe.				
3. She _____ the point of our conversation, that's why I had to explain to her again.				
4. We _____ the meeting because no one arrived on time.				
5. Many people love to eat _____ at the movies.				
6. I _____ you very much because I haven't seen you in a long time.				

Gate 1- Move to page 68





GATE 3 - Group Project: Curate a Graffiti Art Display with Museum Plaques

As a group- you will get one type of message conveyed through graffiti: Social, Political, Economic, or Personal.

You need to curate a display of 3 graffiti works that fit your assigned category.

Step 1: Collect Visual Examples:

- Choose 3 graffiti works that convey the message type you need to present from this Padlet.
- Use the title to find out as much as possible through online search engines to ensure each piece clearly communicates the intended message and has a background story.

Step 2: Display Components:

1. **Title and Introduction:** Create a title for your display and write an introduction explaining the category of messages you are focusing on.
2. **Artworks and Museum Plaques:** For each of the 3 graffiti works, provide:
 - An image of the graffiti.
 - A museum plaque that includes:
 - **Title of the Artwork**
 - **Message Category**
 - **Artist's Name** (if known)
 - **Year Created**
 - **Location** (where the graffiti is found)
 - **Description:** A brief explanation of the artwork and the message it conveys.

Step 3: Present Your Display

- Each group will present their curated display to the class.
- Explain the significance of each graffiti work and how it fits into the chosen category.
- Discuss the overall impact of the display and what you hope viewers will learn or feel.

Step 4: Reflect and Discuss

- After all presentations, have a class discussion about the different types of messages conveyed through graffiti.
- Reflect on the power of graffiti as a medium for social, political,

economic, and personal communication.

- Discuss any new perspectives or insights gained from the project.
- Each group must choose **one** graffiti work displayed by another group and explain why it could also be included in their own display

Watch and Learn

As your classmates present their graffiti art displays, use this page to take notes and think about their presentations, and which piece of art you would like to steal for your own display.

	Title	Message Category	Artist's Name	year and location	Description
Group 1					
Group 2					
Group 3					
Group 4					

3. Reflection

- Choose one graffiti piece that was presented by group 1. What is important about this graffiti work?

- Choose one graffiti piece that was presented by group 2. How does it fit into the chosen message type?

- What did you learn or feel from the group 3 display?



- What emotions did you feel while viewing the Group 4 display, and what do you think caused those emotions?

4. Connecting Graffiti Works

- Choose one graffiti work from another group that you think could also be included in your display. Explain why.
- Group Number of Chosen Work: _____
- Title of Chosen Work: _____
- Reason for Inclusion: _____

- Create a new museum plaque that is different from the one created by the presenting group, to make it fit your own group's display.



Gate 1- Part B Graffiti Messages



A. Look at the three pictures you've got. Work together to identify the correct type of graffiti based on the images. Look at the different signs in class and then sit next to the appropriate one. Then complete the handout.

1. What is the main message of this graffiti?
2. What symbols or elements help convey this message?
3. How does this graffiti piece make you feel?
4. Depending on the message you have- answer question #4 from the handout.

Here are the different kinds of graffiti messages:

SOCIAL GRAFFITI

Social graffiti is art on walls that talks about people's lives and issues. It shows how people feel about their community and the world around them. This kind of graffiti can make us think about important topics like equality and friendship.

POLITICAL GRAFFITI

Political graffiti is a way for artists to share their opinions about leaders and governments. It often appears during important times like elections. This graffiti tries to get people to discuss politics.

ECONOMIC GRAFFITI

Economic graffiti focuses on money and business matters. It can highlight problems like poverty or the difference between rich and poor. This graffiti makes us think about how money affects our lives and society.

PERSONAL GRAFFITI

Personal graffiti is more about the artist's own life and feelings. It can be a name, a message to someone, or a drawing that means something special to the person who made it. This type of graffiti is a way for individuals to express themselves in a public space.



Language Focus: make/do something



Match the purpose with the type of graffiti:

social graffiti political graffiti economic graffiti

This kind of graffiti can make us think about important topics like equality and friendship.	
This graffiti tries to make people discuss politics.	
This graffiti makes us wonder how money affects our lives and society.	



(!) Notice the pattern with the verb **make**.

When we use the verb **make** in the sense of

לגרום/להכריח למישהו לעשות משהו

we put the infinitive without to

- Graffiti art is special because it **makes** you ← **think**.
- She **made** me ← **eat** broccoli.





Add the most suitable verb to the sentences below.

think discuss wonder understand feel want
Social graffiti can make us _____ about important topics like equality and friendship.
Political graffiti tries to make people _____ politics.
When you told him the truth, how did it make him _____? ~ Much much better.
Her clear explanation made me finally _____ the topic.
His stories were so interesting they made me _____ to visit Mexico.

Now choose which form is more suitable: present (*make / makes*) or past (*made*)

Economic graffiti _____ us wonder how money affects our lives and society.
They _____ us wait for almost an hour. And it was very hot outside!
I _____ my dog wear a hat sometimes, but she isn't crazy about it.
My mom always _____ me clean my room before I can go out.
Did I explain it well or did I _____ myself look stupid?





Match the sentence beginnings with endings.

1. The teacher made me	a. realize how much I've learned.
2. The task at the end of the unit made me	b. promise not to tell you.
3. Sorry but he made me	c. apologize for the things I said.

Now match the verbs in bold with their Hebrew translation

a. The teacher made me apologize for the things I said.	1. להבין \ לקלוט
b. The task at the end of the unit made me realize how much I've learned.	2. להבטיח
c. Sorry but he made me promise not to tell you.	3. להתנצל על

Complete the sentences using the words below

promise apologize realize
She made him _____ for his behavior.
This experience made me _____ how much his friendship means to me
I _____ not to tell him.





Pair Work

Read and answer the following questions:

Graffiti art is special because it makes you think. It can show ideas about people, money, or big decisions. Sometimes, the pictures are clear, and other times, you have to interpret them for yourself. People can feel very happy or very unhappy about graffiti. This is because art causes different reactions in different people. Some people think graffiti is art, while others think it is just painting on walls. Either way, it should make you think about whether you agree with the artist or not.

1. What are some topics that graffiti focuses on?

- (A) Society and money
- (B) Sports
- (C) Nature
- (D) Both A and C

2. Why do people feel differently about graffiti?

- (A) Because it is colorful.
- (B) Because it makes them feel things.
- (C) Because it is always outside.

3. **True/False:** Which statements are true/false about graffiti art?

- Graffiti makes people think about different ideas.
- You often have to decide the meaning for yourself
- Graffiti always makes people feel happy.
- Graffiti makes you agree with the artist.





LF Review A



Join the sentences by making one long sentence. Use each linker only once. Don't forget to use the correct punctuation.

so because That's why
People feel differently about graffiti. Art causes different reactions in different people. <hr/> <hr/>
I forgot my umbrella. I got completely wet. <hr/> <hr/>
He didn't do his homework. He got a bad grade. <hr/> <hr/>



Check your punctuation

Don't forget to use a comma (,) before *that's why*.
We do not need a comma before *because*.





LF Review B

Join two sentences into one using "because" or "that's why". You may have to change the order of the sentences.

1. I stayed up late last night. I'm so tired today.

2. The traffic was terrible. I was late.

"Therefore" is similar in meaning to:

- a. because
- b. that's why



Exit Ticket

Hands on activity



Choose ONE of the following options:

1. Create your own graffiti art mural on a sheet of paper.

Create something that represents you and your current emotions.

Eg. Sadness, feelings of excitement, confusion, happiness, anger, etc.

You can use emojis or any other known icons, shapes and colors to help you express yourself.

You do not have to explain your messages or meanings - graffiti artists don't!

OR

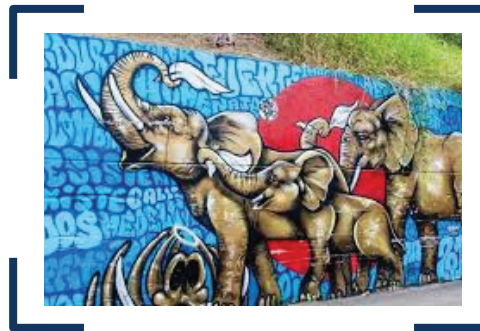
2. Choose one of the following graffiti murals and write what you think it means.



Answer the following questions:

1. Do you like the picture? Why?
2. What emotions do you feel when you look at this picture?
3. What message do you think the artist is expressing?

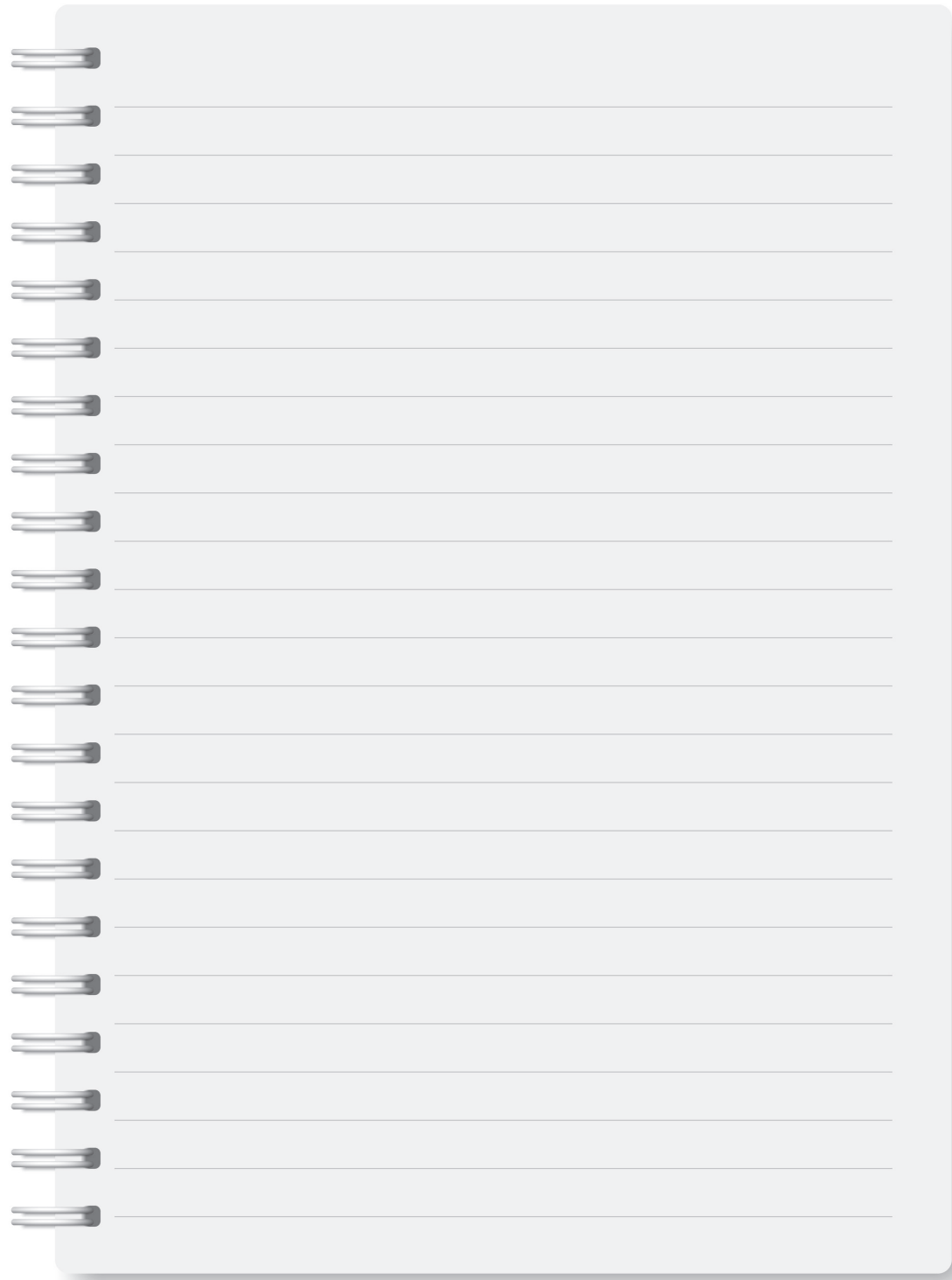
When using option 2- try to make students use the structure "make me feel". See if they use it naturally, try to elicit it from them. You can present it to the class as an example, if no one is using it naturally.





Art your Heart

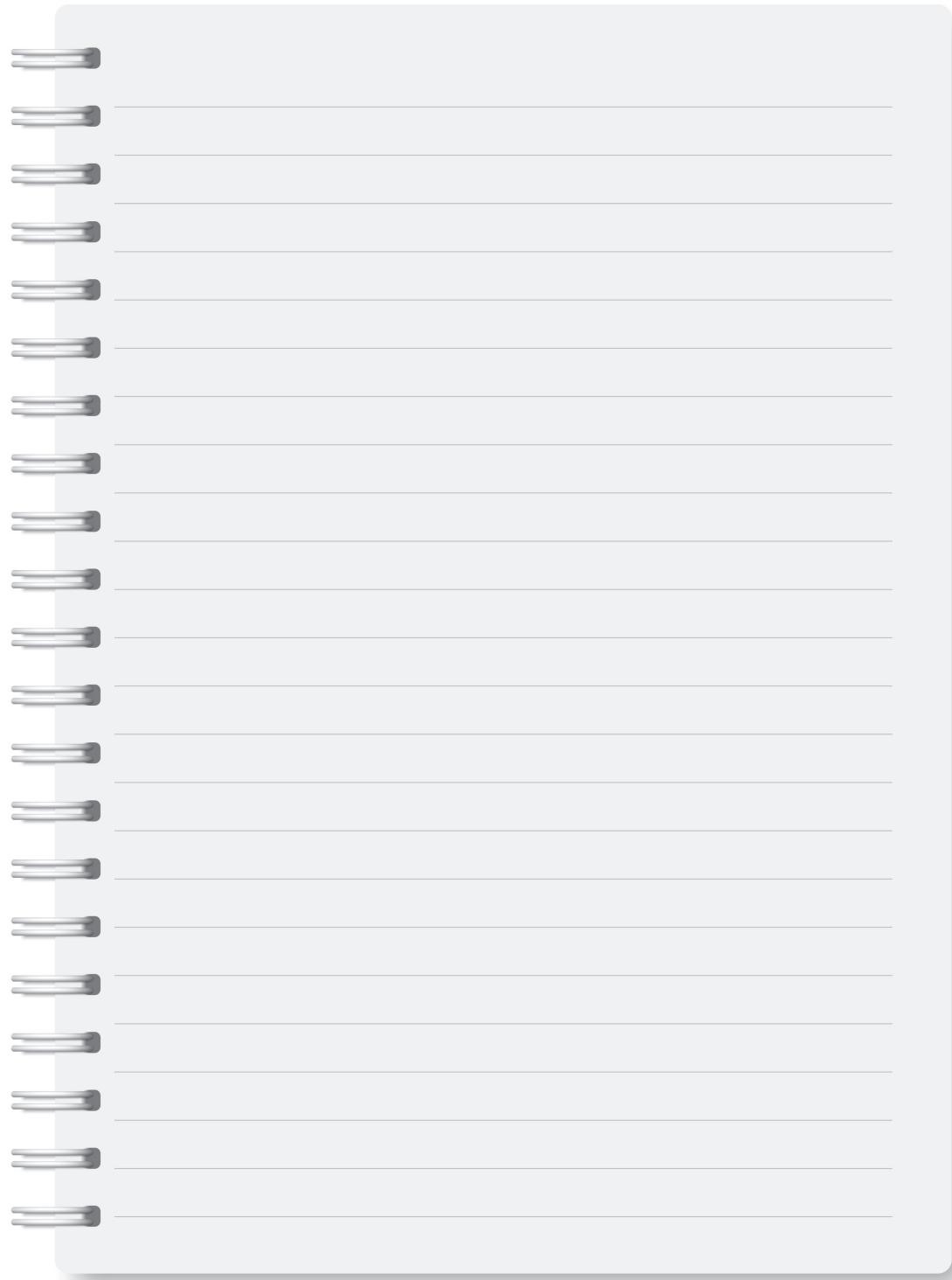
Teacher's Guide





Art your Heart

Teacher's Guide



Poetry as Graffiti

Content of the lesson: You will explore the concept of shape poems and street poetry. You will create their own shape poems and explain a Hebrew poem in English.

LESSON 5-6



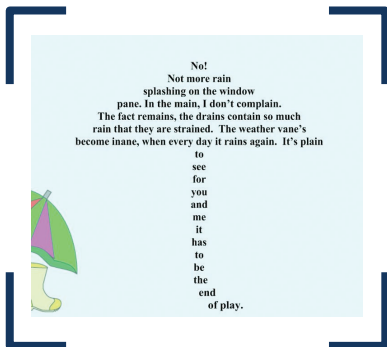
OPENING

Shape Poems

You have seen that **graffiti** is art, and a way of expressing yourself. Some people use words to create a different form of art called **poetry**. Poetry is an expressive way of writing using words in various styles, shapes and forms!

1. Look at this "shape poem" and write what you think it is about:

I think it is about a _____



2. Look at this shape poem. It looks like an umbrella, but it isn't about an umbrella. What could it be about, highlight your choices:

- the summer
- the winter
- rain
- sunshine

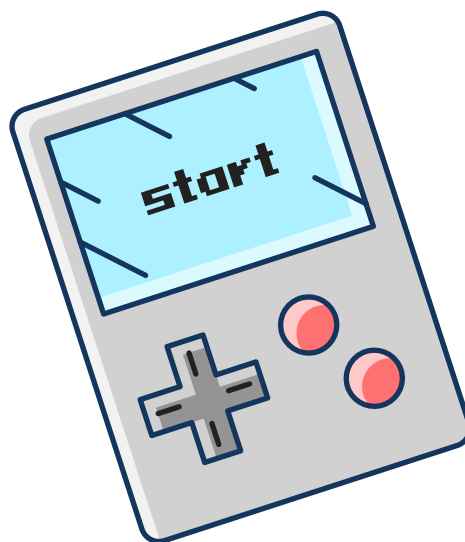




Shape poems combine words and pictures and express the poet's feelings or thoughts.

In groups-

- Choose** a topic and think of a shape that can match it. For example:
 - love, friendship, family : Heart
 - night sky, celebrity, dreams: Star
 - Brainstorm **words** related to your topic.
 - Plan** your poem. Which words become short sentences, what words work well together.
 - Decide how to **arrange** your words and sentences to form the shape.
 - Write your poem. Start at the **outline** of your shape. Write your words following the shape's contours. Fill in the middle as you go.
 - Check** if your poem keeps the shape. Move words if needed. Add words if needed.
1. When you finish, share your shape poem with the class.
 2. Explain why you chose the shape and what the poem means to your group.





Part A: How Would You Paint Me?



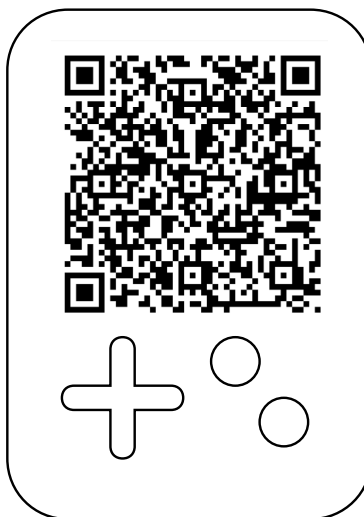
You are going to hear a poem called, **"How Would You Paint Me?"** by Christy Ann Martine.

Close your eyes and think about the images (pictures) the poet is making you see.

What colors do they see? Describe what they "saw" in their imagination.

A large rectangular box with two horizontal lines inside, intended for student responses.

Get a line of the poem in English or Hebrew from your teacher. Find your pair.





In pairs (according to their lines)- Stand up and read the English and then the Hebrew line.

Then, work together in pairs:

1. What is the poet asking in this poem? Write freely, **OR** fill in the missing words

Free writing:

Fill in:

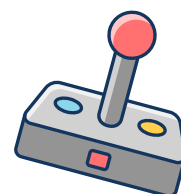
The poet is asking how someone would _____ them in a _____.

They wonder about the _____, the _____, and how carefully someone would _____ them. They also ask if the painting would be _____ or _____.

WORD BANK:
 colors forgotten loved painting style paint show



PART B: Poetry in Street Art



1. Look at the picture. What is written on the walls?





Independent Work

Did you know that poetry can be used as street art? In street art, poetry is used to express opinions and share thoughts.

Poems For All

In 2023, NYC Parks and the Poetry Society of America joined forces and started the **Park Poems** project – a creative way to change poems into beautiful works of art. The aim of the project is to remind people of the power of poetry.

The project invites citizens of New York and its visitors to stop and think for a moment about the world around them and the feelings of others. You can find the poems outside major parks in New York City. Poets come from around the world, and if they originally wrote a poem in their own language, you can see both their original version and the English translation beside it.





- 1. Who started the Park Poems project?
 - (A) NYC Parks and the Poetry Society of America
 - (B) NYC Parks
 - (C) Poets from around the world



- 2. Where can you find the Park Poems?
 - (A) On the bridges
 - (B) Close to parks
 - (C) All over the city

- 3. Who writes the poems?
 - (A) New York citizens
 - (B) Poets who write in English
 - (C) Poets who write in all languages

- 4. Can you think of a topic or issue you would write a poem about if you were making street art? Why?





Language Focus: Park Poems - vocabulary

A1. Match the words on the left with their Hebrew translation on the right.

Word	
1. (to) join forces	a. אם היית אמן
2. (to) start a project	b. מבקרים
3. the aim of the project	c. אזרחים
4. (to) remind somebody of	d. לעצור ולחשוב
5. power	e. להתחיל פרויקט / מיזם
6. citizens	f. לאחד כוחות
7. visitors	g. חוץ מזה
8. (to) stop and think	h. גרסה מקורית
9. original version	i. ליד
10. beside (it)	j. המטרה של הפרויקט / המיזם
	k. כח / עוצמה
	l. להתגייס





A2. Now match the words with their definitions in English

1. If people or organizations _____, they work together to achieve something.
2. The _____ of something is what you hope to achieve - a result of your plan
3. If someone _____ you of something that you already know about, they make you remember it
4. If someone or something has the _____ to do something, it is strong enough to do it
5. The _____ of a town or city are the people who live there.
6. People who come to a place for a short time are _____, for example tourists
7. Books, poems, movies can have an _____ and a translation into another language, for example Hebrew
8. If something is to the left or to the right of something else, it is _____ it or next to it.



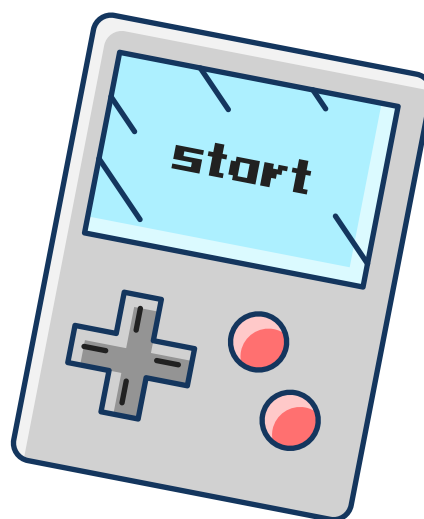
LF2: Park Poems - grammar

Look at the text again and find 3 verbs in the Past simple.

HINT: There are two in the first paragraph and one in the second paragraph.

In 2023, NYC Parks and the Poetry Society of America joined forces and started the *Park Poems* project – a creative way to change poems into beautiful works of art. The aim of the project is to remind people of the power of poetry.

The project invites citizens of New York and its visitors to stop and think for a moment about the world around them and the feelings of others. You can find the poems outside major parks in New York City. Poets come from around the world, and if they originally wrote a poem in their own language, you can see both their original version and the English translation beside it.





INSTRUCTIONS

Here is the text again. This time some of the verbs have been underlined. The verbs are in the infinitive (to+verb), the present simple or the past simple. Decide what kind of verb it is and copy it into the table below the text in the correct column. There are 3 of each type of verb.

In 2023, NYC Parks and the Poetry Society of America **joined forces** and **started** the *Park Poems* project – a creative way to **change** poems into beautiful works of art. The aim of the project **is** to **remind** people of the power of poetry.

The project **invites** citizens of New York and its visitors to **stop and think** for a moment about the world around them and the feelings of others. You can find the poems outside major parks in New York City. Poets **come from** around the world, and if they originally **wrote** a poem in their own language, you can see both their original version and the English translation beside it.

Infinitive (to + verb)	Present Simple	Past Simple





LF: Grammar practice

A. Use the verbs / sentences / previous examples from Lessons 1-6 (no need to use all of them - just the ones that make sense):

1. This picture **reminds / remind / to remind** me of my vacation.
2. She didn't **invites / invite / invited** to her party. .
3. I'm from Israel. Where **you come / did you come / do you come** from?
4. A: I like the design of this building; it's modern and attractive.
B: Hmm. **Do you think / Don't you think / Did you thought** it's a bit ugly?
5. Most people **aren't stopping and thinking / doesn't stop and think / don't stop and think** before they speak, therefore many people get hurt by their words.
6. A. Do you want **join / to join / joined** forces with me to collect money for the IDF?
B. Yes, great idea! We will have more if we work together.
7. Street artists wear goggles **protected / to protect / protect** their eyes.
8. As he **to get / got / get** older, he put tags in other areas.
9. The barbecue **starts / started / start** at 11 am, so don't be late.
10. Ancient people **write / wrote / to write** graffiti on cave walls.
11. Use the small key **to unlock / unlock / unlocks** the door.
12. He **stoped / stops / stopped** at the traffic lights and waited.





LF: Vocabulary review

B. Complete the following sentences with words from the bank. Some words can be used more than once.

beside citizens remind join forces original version power aim of

1. The poem was displayed _____ the entrance to the park.
2. _____ of New York enjoyed reading the poems in the parks.
3. The beautiful poems _____ visitors of the importance of nature.
4. NYC Parks and the Poetry Society _____ to bring poetry to the parks.
5. The _____ of the poem was written in Spanish.
6. Poetry has the _____ to touch people's hearts and minds.
7. The _____ the project is to encourage people to stop and think about the world around them..
8. The sun gives us light and _____.





LF: Keyword: POWER

The word 'power' can have different meanings: כוח, עוצמה, שלטון, אנרגיה

Look at the sentences below and decide which translation fits best.

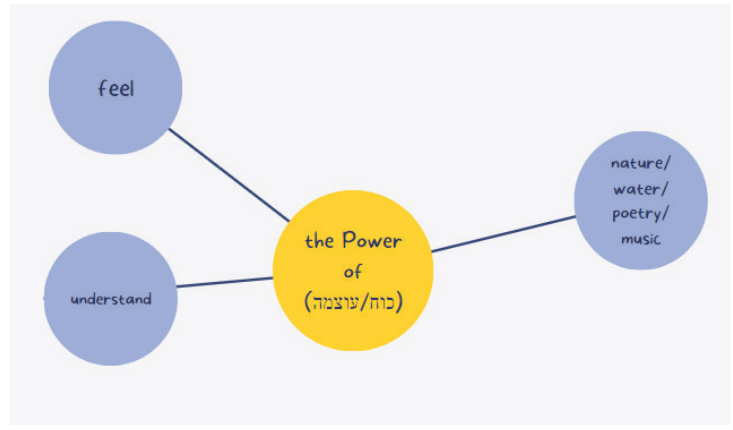
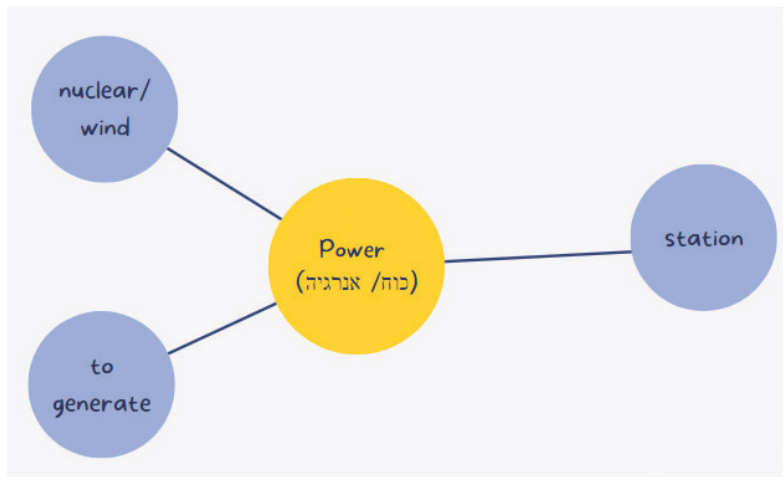
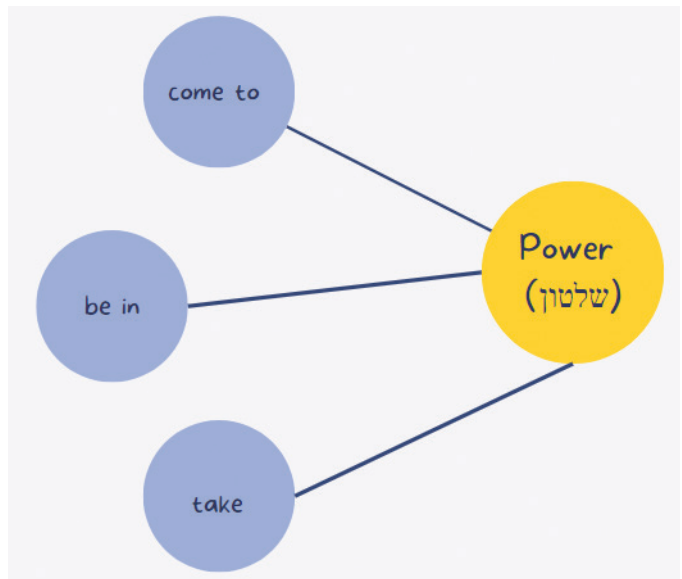
a. Hitler took power in Germany in 1933.	1. מנותקי חשמל
b. The poetry has the power to touch people's hearts	2. כח השפעה
c. Most power stations in Israel run on gas.	3. העוצמה של
d. Many people are still without power after the storm.	4. כל שביכולתי
e. Back then, many women didn't have much power.	5. יש את הכוח ל-
f. I will do everything in my power to help you.	6. עלה לשלטון
g. Nobody understands the power of music like him	7. תחנות החשמל

<u>With great power</u> comes great responsibility	עם כוח גדול...
--	----------------





Remember these





LF: Follow Up

Complete these spidergrams with the missing words:

station	take	nuclear	understand	nature	poetry
---------	------	---------	------------	--------	--------

come to	POWER
_____	שלטון
be in	

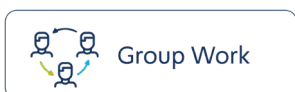
_____	POWER	_____
wind	כוח \ אנרגיה	
(to) generate		

feel	THE POWER OF	
_____	כוח \ עוצמה	_____ / water /
		_____ / music

Complete the sentence using your ideas.

_____ has/have the power to change the world.

PART B: Poetry in Street Art



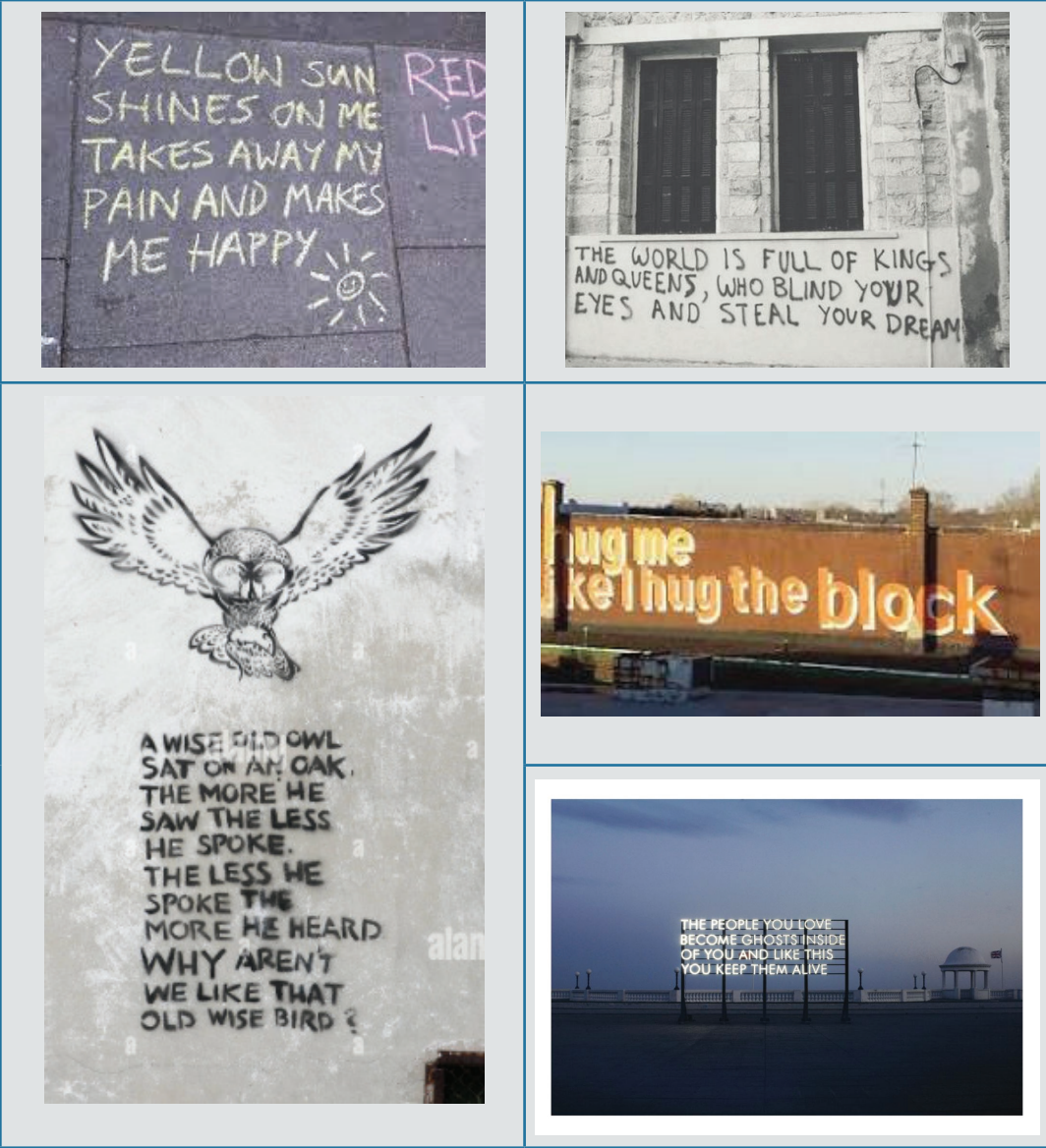
1. Look at the poems your group got. Choose two poems to discuss the following questions:

- Why did you choose this poem?

- What is the message?

- Why is it written in a public place?

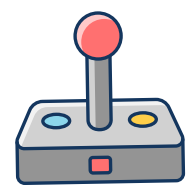






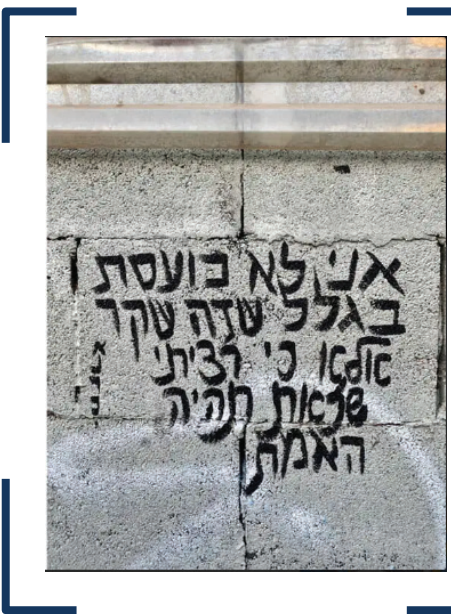
2. After analyzing 2 poems, the group chooses one poem to REWRITE in their own words OR to write a new poem with a similar message.

A large rectangular area with a light gray background and a green border, containing ten horizontal blue lines for writing.





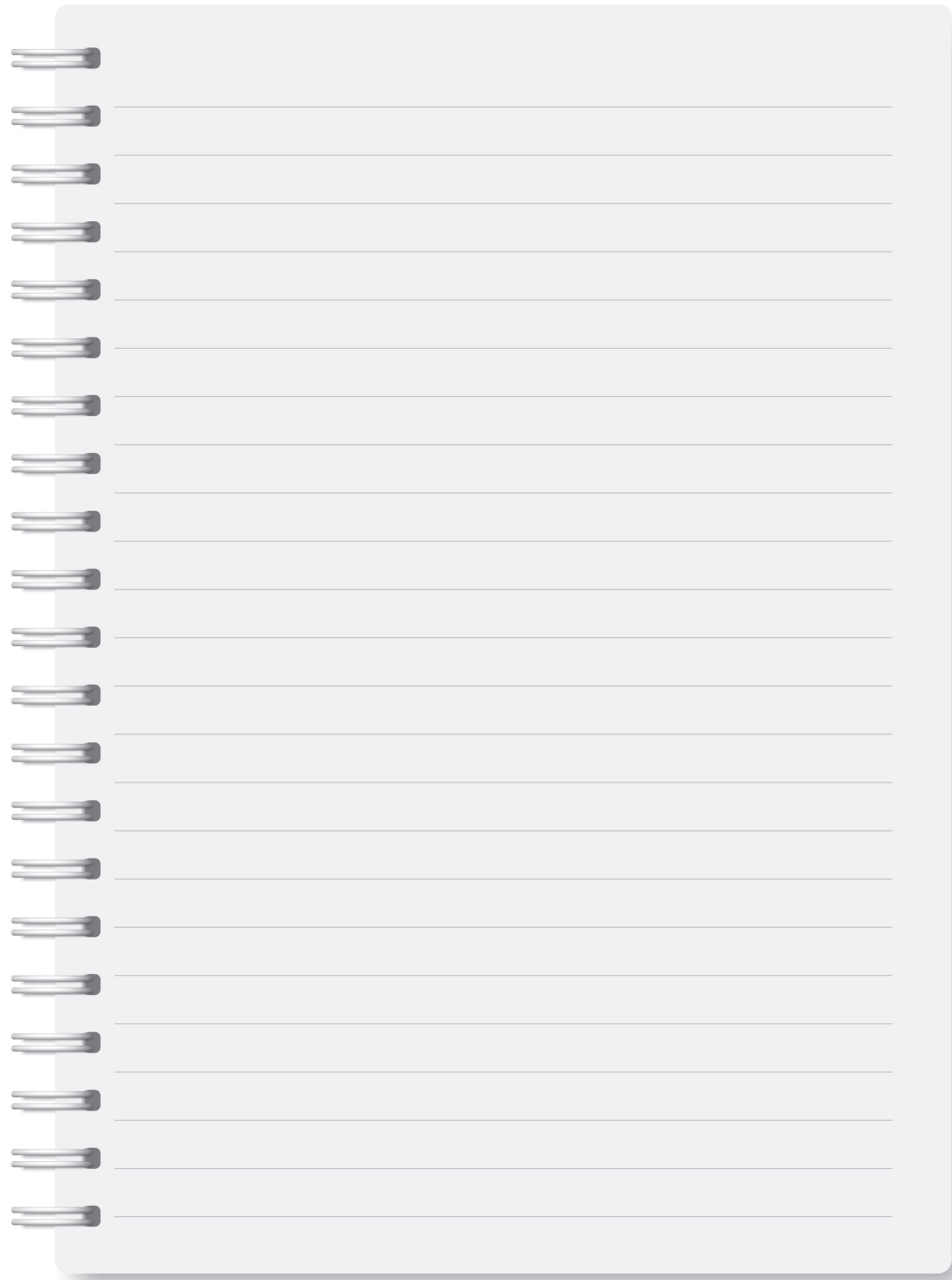
Choose one of these Hebrew Street Poems
 Explain in English what you think it means.





Art your Heart

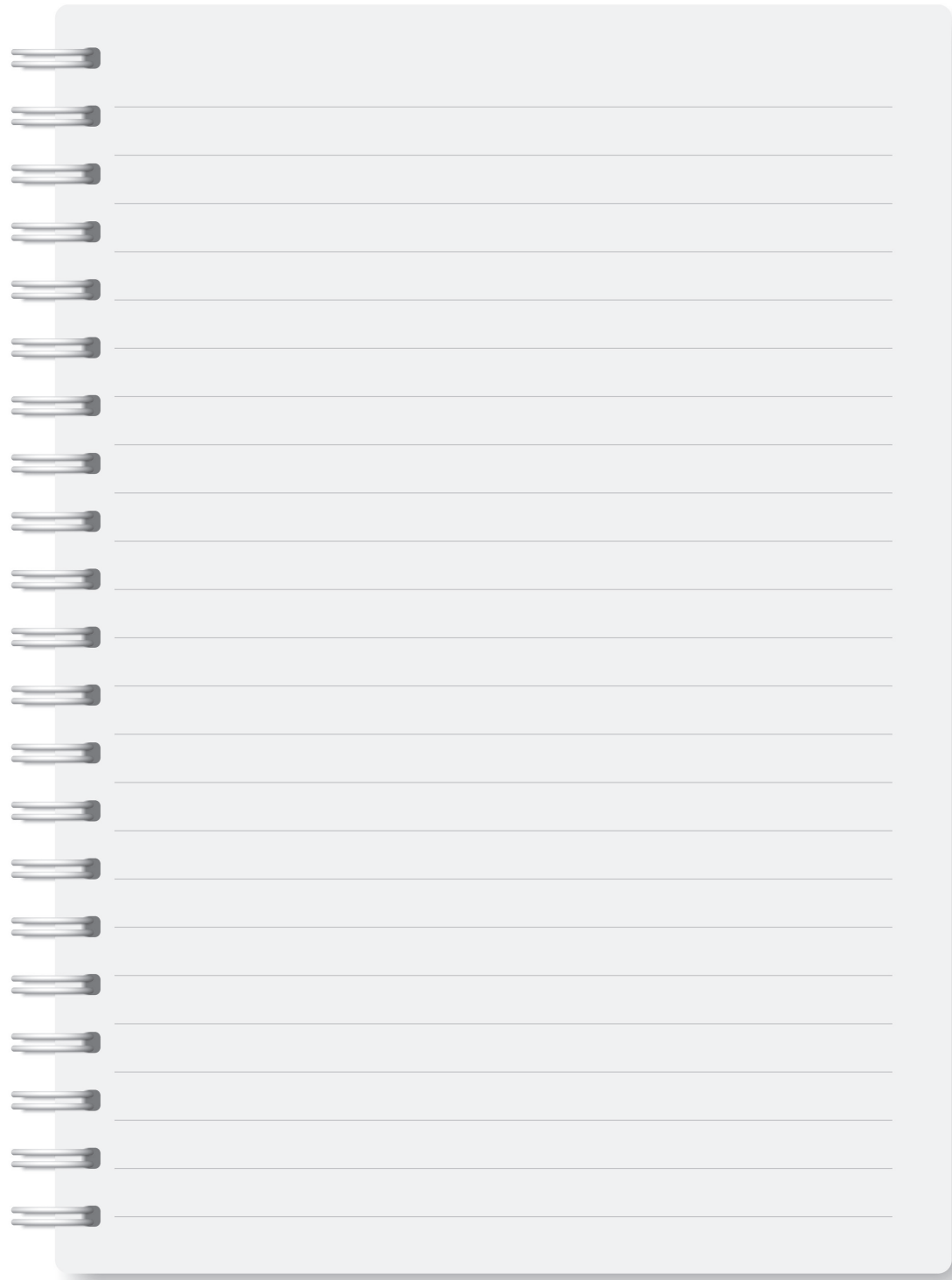
Teacher's Guide





Art your Heart

Teacher's Guide



Part III Artists

This part of the unit is dedicated to learning about notable graffiti artists. You will study the works and styles of artists like Rami Meiri and Banksy, engage in discussions about their contributions to the art world, and reflect on the impact of their art on society.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- | | | |
|-----------------|------------------|-------------------------|
| • 3D | • detailed | • make sure |
| • a number of | • feel like | • make your voice heard |
| • adapt | • go on | • mean (I mean) |
| • approved | • in public | • raise awareness |
| • As a result | • including | • reality |
| • change | • keep a secret | • sharp |
| • clear | • kind of | • unclear |
| • (to) come out | • legal | • wish |
| • come to power | • look like | |
| • contribute | • make friends | |
| • (to) create | • make it happen | |

Language Focus

- Language for Describing
- Words with Many Meanings
- Collocations:
 - with "make"
 - verb+noun
 - adjectives + noun
 - Collocation explanation

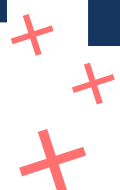
Gate 3:

Graffiti "Battle" Research Task

Meet Rami Meiri

Content of the lesson: In this lesson, you will learn about the graffiti artist Rami Meiri through videos and articles. They will discuss his work and record their opinions.

LESSON 7-8



OPENING



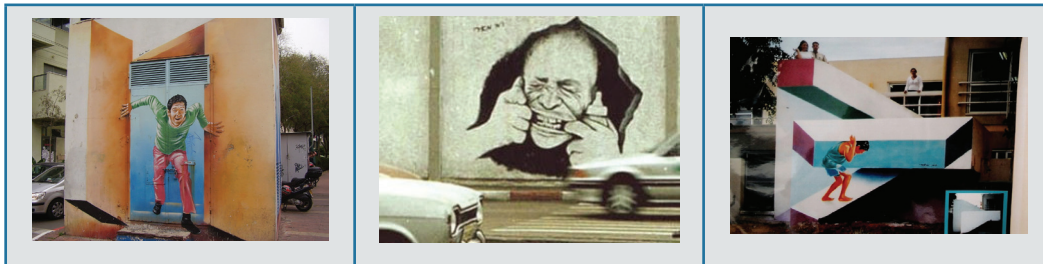
Gate Community

Meet street artist Rami Meiri by watching a short video about him and his art. Then decide whether the following statements are true or false.



- Meiri paints realistic 3D murals.
- Meiri uses words in his graffiti.
- Meiri expresses serious topics.
- Meiri wants people to feel happy when they see his murals.
- Meiri doesn't express political opinions in his art.

Here are 3 of Meiri's outside pictures. Highlight the words below the pictures that can be used to describe his creations.



economy	3D illusion	criticism	political
humor	apolitical	social	realistic





Part A- Getting to know Rami Meiri



Independent Work

Read and answer the questions that follow.

[Article is based on: <https://drorhadadi.com/rami-meiri-climbing-the-walls/>]

PART I

Rami Meiri is one of Israel's first graffiti artists. He is considered an art legend. Rami Meiri was a student at the Avni Institute in the 1980s, where he also began to express himself in street art, initially in Tel Aviv and Ramat Gan. Later he was invited to create his works in other cities in Israel and around the world.

Rami Meiri is considered **a legend** in Israel for his graffiti art.

Which of the following words can replace the word "legend"? Highlight 2

famous

nice

star

ugly

new

an icon

PART II

Rami Meiri specializes in a number of graffiti techniques, including brush, charcoal, and spray. His art is detailed, sharp and realistic. Rami creates a sense of depth and a 3D perspective. As a result, his drawings look like they are coming out of the wall until it is unclear what is reality and what is illusion. When Meiri started painting in public in the 1980s, he made sure his projects were legal and approved, because he believed his drawings contributed to the community and to people around him.



1. What are some of the graffiti techniques that Rami Meiri uses? Write at least 2.

a) _____

b) _____

2. Give one reason Meiri deliberately made his street art projects legal?

Language Focus - Vocabulary

A. Highlight in the text the words that mean the following.

They appear in the same order as words in Hebrew.

<p>Rami Meiri specializes in a number of graffiti techniques, including brush, charcoal, and spray. His art is detailed, sharp and realistic. Rami creates a sense of depth and a 3D perspective. As a result, his drawings look like they are coming out of the wall until it is unclear what is reality and what is illusion. When Meiri started painting in public in the 1980s, he made sure his projects were legal and approved, because he believed his drawings contributed to the community and to people around him.</p>	<p>כולל מפורט(ת) נראים כמו מציאות בפומבי / בציבור וידא / דאג (ט...)</p>
--	---



B. Match the words/phrases with their translation.

A. a number of	1. כתוצאה
B. including	2. נראה כמו
C. detailed	3. כמה
D. sharp	4. כולל
E. (to) create	5. חד
F. 3D	6. תלת מימד
G. As a result	7. מפורט
H. Look Like	8. ליצור





C. Match the words/phrases with their translation.

a. (to) come out	1. לא ברור(ה)
b. unclear	2. לתרום לקהילה
c. reality	3. לצאת
d. in public	4. מציאות
e. (to) make sure	5. אושר
f. legal	6. לוודא / לדאג ש
g. approved	7. חוקי
h. (to) contribute to the community	8. בציבור

D. Complete the gaps in the paragraph you've just read.

Rami Meiri specializes in a **nu** _____ of graffiti techniques, **inc** _____ brush, charcoal, and spray. His art is **det** _____, sharp and realistic. Rami creates a sense of depth and a 3D perspective. As a **res** _____, his drawings look like they are coming out of the wall until it is unclear what is **rea** _____ and what is illusion. When Meiri started painting in **pub** _____ in the 1980s, he made **su** _____ his projects were legal and **appr** _____, because he believed his drawings contributed to the **com** _____ and to people around him.





PART III

Meiri thinks street art is helping Israel's young artists change, just like social media (like Instagram and TikTok) is changing newspapers and other ways we talk to each other.

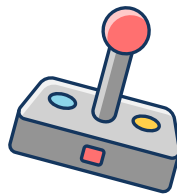
Meiri says, "With street art, you can leave a message, share pictures with your friends, and create freely. Like blogging, street art shows that people want to tell stories actively. Today, we want to make and connect, not just look. We enjoy things more actively."

1. How does Meiri say street art and social media are similar?

Empty rectangular box for student response.

2. What does Meiri say people want to do today instead of just looking?

Empty rectangular box for student response.





Your Street-Art Story

Rami Meiri thinks people want to tell stories with street art.

What story would you tell if you were a street artist?

Work together in your group to come up with an idea for a street art piece.

You do not need to draw it or create it. **Describe** it in general and explain what elements you would include in order to tell your story.

Share your ideas with the class.

Lined writing area for student responses.






Part A: Listening


Independent Work

These murals were painted by Meiri. Listen to the descriptions and number the pictures according to the order you hear them.





Language for describing

Independent work

When we describe pictures we use certain words and phrases:

describe what people are doing

<p>Look at the highlighted phrases:</p> <p>Which of them are used to:</p> <p>start the description</p> <p>_____</p> <p>to introduce people</p> <p>_____</p> <p>describe what people are doing</p> <p>_____</p> <p>show that you're not sure</p> <p>_____</p>	<p>Eco Park Hadera</p> <p>This picture shows a small building, and it's got this really cool painting on it. So, you see two people in the painting. There's a woman who looks like she's...kind of...holding up the wall, if that makes sense. There's another person, I think it's a man. He's painted on the corner of the building, kind of like he's climbing out of a thing...maybe a window? The whole mural gives the building this amazing 3D effect.</p>
---	---





<p>Now do the same with more phrases:</p> <p>Which of them are used to:</p> <p>start the description / introduce what we see in general</p> <p>_____</p> <p>to introduce people</p> <p>_____</p> <p>describe what people are doing</p> <p>_____</p> <p>show that you're not sure</p> <p>_____</p>	<p>Eco Park Hadera</p> <p>This picture shows a small building, and it's got this really cool painting on it. So, you see two people in the painting. There's a woman who looks like she's...kind of...holding up the wall, if that makes sense. There's another person, I think it's a man. He's painted on the corner of the building, kind of like he's climbing out of a thing...maybe a window? The whole mural gives the building this amazing 3D effect.</p>
--	---





Look at the first description with some **highlighted phrases** and answer the questions:

<p>Ramat Gan</p> <p>There's this wall with a painting on it that shows a blue sky and an ocean. The colors are really bright, and the whole scene feels peaceful. In the painting, there are two children sitting on th... this wooden thing. One of them is fishing. Then, there's another person, who is just sitting on the side of the pool. I don't know.... The painting is sooo realistic that it makes it look like she's actually there, I mean, like she's sitting on the edge of the pool.</p>	<ul style="list-style-type: none"> • In spoken English we often use _____ instead of the article a • When we can't find the right word we use _____ • To describe our general impression/feeling we use the present simple / present progressive • To describe what people are doing we use the present simple / present progressive
--	--





Go to [Rami Meiri's website](#) and have a look at his other murals.
 Your school has asked you to choose one for the entrance to your school.
 Fill in this table:



The mural I chose (do not show your teacher or friends)	
Describe the picture (objects, colors, design)	
I chose this picture for my school because...	
I think the message Meiri is trying to convey is...	

Record yourself talking about the mural. Use the information in the table to help you.
 Speak for at least 30 seconds. If you do this well, your teacher and friends will be able to find your picture on the website!



Banksy

Content of the lesson: This lesson introduces you to the mysterious artist Banksy. You will describe his art, discuss its messages, and read about his impact on society.

LESSON 9-10



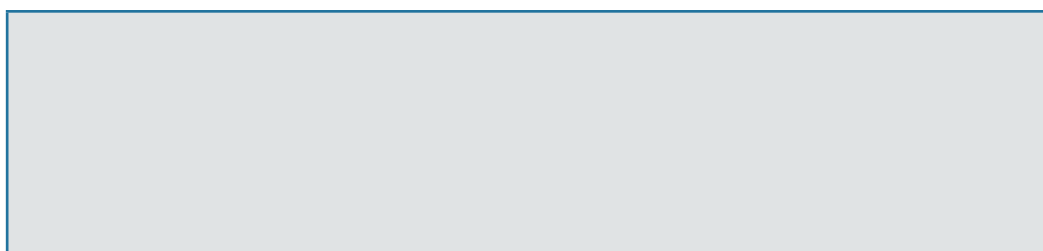
OPENING



Gate Community

This graffiti picture is by an artist called Banksy. Describe the picture - describe exactly what you see.

Useful language: There is / There are...
 The man is wearing/holding/throwing...
 The colors in the picture are...





Class discussion:

In your opinion, what message is the artist expressing?

Part A - Who is Banksy?

 Pair Work

Banksy is one of the most famous graffiti artists! He is a mysterious artist from England. His **art** can be found all over the world. Nobody knows his real name, and he keeps his identity a secret. Banksy's art is famous for being on city walls. He uses **stencils** to create his images quickly. His pieces always have a strong social or political message, which usually makes the public think and talk about his art and its message.



In pairs, discuss why Banksy keeps his identity a secret.

List reasons and then share your ideas with the pair next to you to form a group of 4.

Why do you think that Banksy doesn't tell anyone his real name and keeps his identity a secret?

LF: Vocabulary

Read the text again and choose the correct words.

Banksy is one of the [most / must] famous graffiti artists today. His art can be found all [over / in] the world. Originally from England, he is [a / the] mysterious figure. Nobody [knows / know] his real name, and he [keeps / has] his identity a secret.

Banksy's art often suddenly appears on city walls. [To / For] create his images quickly, he [uses / use] stencils to create his images [quick / quickly]. His pieces always have a strong social or political [message / massage], which usually makes the public stop and think, and maybe [makes / make] a change.





LF: Words with many meanings

Many words in English have more than one meaning. Look at the highlighted words and choose the translation that fits.

<p>Banksy is one of the most famous graffiti artists today. His art can be found all over the world. Originally from England, he is a mysterious figure. Nobody knows his real name, and he keeps his identity a secret.</p> <p>Banksy's art often suddenly appears on city walls. Banksy uses stencils to create his images quickly. His pieces often have strong social or political messages, which make the public stop and think, and maybe make a change.</p>	<p>דמות \ מספר</p> <p>חתיכה \ יצירה</p> <p>ציבור \ ציבורי</p>
<p>Look at the last sentence:</p> <p>...which make the public stop and think, and maybe make a change.</p>	<p>לגרום ל / לעשות</p> <p>לגרום ל / לעשות</p>





Art your Heart **Teacher's Guide**



In groups of 4- students read and answer questions:

Despite being anonymous, Banksy's art speaks loudly, and many people consider him one of the most influential street artists of our time. People love his work because it's different and makes them think. Banksy uses his art to give his opinion on events that are happening in the world.

1. Why do people notice Banksy's art? Provide one answer and then discuss with your friends to come up with two additional reasons.

a.
b.
c.

2. Banksy's art makes a difference in society. TRUE/FALSE
Quote from the text to support your answer.





LF: Collocations with make

Independent Work

A. Complete the collocations with words from the word bank. You won't need all of them.

happy	feel like	look like	change
stop	decision	mistakes	look clear

1. It's so realistic it makes it _____ they're actually swimming.
2. The warm weather makes it _____ summer.
3. She wants to make a _____ in her life.
4. Banksy's art makes people _____ and think.
5. We all make _____ - it's natural.
6. Spending time with dogs - does it make you _____?



B. Now complete the same sentences with the correct form of make (make or makes)

1. It's so realistic it _____ it look like they're actually swimming.
2. The warm weather _____ it feel like summer.
3. She wants to _____ a change in her life.
4. Banksy's art _____ people stop and think.
5. We all _____ mistakes - it's natural.
6. Spending time with dogs - does it _____ you happy?





Now do the same with these words - you won't need all of them.

friends happen wish decision
time happy face see heard

1. He hopes to make _____ at the new school.
2. She works hard to make it _____.
3. Close your eyes and make a _____.
4. He needs to make a _____ soon.
5. I know you're busy, but you should make _____ for your hobbies.
6. He isn't afraid to make his voice _____.
7. Here's a funny picture of Shani - she's making a _____ as usual.



Notice how the meaning of **make** changes.

Group Work

Work in groups to translate 7 collocations. Then translate in the following chart:

make it happen	
make a face	
make time (for)	
make a decision	
make friends	
make a wish	
make your voice heard	

Choose one collocation you liked best OR a collocation that was new to you.

Share with your class and explain shortly.





Gate Work



Collocations are words that go together. Common verbs such as *take*, *make*, *keep* have many collocations. If you learn them together, you will improve your vocabulary and speak more fluently.

Here are some collocations with **very common verbs** you've seen in this unit:

take risks

keep it a secret

make your voice heard

take power

have breakfast

went swimming

make sure

came to power





Independent Work

Complete the sentences below so that they make sense (*make sense is a collocation!*). Use the list of collocations above. You won't need all of them

1. He isn't afraid to _____.
2. Nobody knows his identity - he _____.
3. It can be difficult to _____] in a large group.
4. When starting a project, it's important to _____ everyone clearly understands what to do.
5. King David _____ after King Saul died.

Now complete the sentences again with missing verbs. Make sure the verb is in the correct form: base form / present (with -s if necessary) or in the past

1. He isn't afraid to _____ risks.
2. Nobody knows his identity - he _____ it a secret.
3. It can be difficult to _____ your voice heard in a large group.
4. When starting a project, it's important to _____ sure everyone clearly understands what to do.
5. King David _____ to power after King Saul died.





Here are some more verb + noun collocations you've seen in this unit.

- produce an effect ליצור אפקט
- fell off his bike
- pay tribute (to)
- didn't come out well
- went on for three hours
- had an argument
- hurt her ankle
- took up too much space
- won the race
- join forces

Of course, collocations are not always with verbs. Here are some adjective + noun collocations from this unit

- political message
- mysterious figure
- original version
- nuclear power

or with other parts of speech:

- simply because
- far away

A. Complete the sentences below so that they make sense. You won't need all of the collocations

1. After months of training, she finally _____.
2. Tom _____ yesterday and broke his arm.
3. Many power stations run on gas while others use wind or _____.
4. I don't like the remix, I think the _____ was much better.
5. We got rid of it because it _____.
6. I put too much sugar, so it _____.

Gate work

Before completing 7 and 8- ask students in class and let them brainstorm to provide as many possibilities as they can.

What are they talking about (it) in sentences 5 and 6?

- 7 _____
8 _____



Independent Work

B. Now match the collocations

1. hurt	a. too much space
2. political	b. his bike
3. join	c. an argument
4. produce	d. her ankle
5. went on	e. because
6. took up	f. message
7. had	g. tribute (to)
8. didn't come out	h. forces
9. fell off	i. well
10. pay	j. an effect
11. simply	k. version
12. original	l. for three hours





LF: Vocabulary review: collocations

A. Complete the 'forks' below with common verbs. You won't need all of them

make go keep have take do

	a wish		on for three hours
	it happen		swimming
	you happy		abroad

	breakfast		power
	an argument		risks
	no idea		a photo

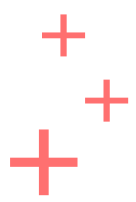
B. Now write the correct verbs - but in the past tense!

	a wish		on for three hours
	it happen		swimming
	you happy		abroad

	breakfast		power
	an argument		risks
	no idea		a photo

C. Choose one collocation from each fork and write your own examples:

1. _____
2. _____
3. _____
4. _____



Part B- Banksy and Political ExpressionIndependent
Work

Banksy uses his artwork to show political messages. He has shown that he isn't afraid to take risks to make his voice heard. Banksy is considered to be a political activist because his art can be seen as a means of campaigning for social and political change.



By Dominic Robinson from Bristol, UK - Banksy Girl and Heart Balloon, CC BY-SA 2.0,
<https://commons.wikimedia.org/w/index.php?curid=73570221>

1. Look at the picture. Describe the image.

2. In your opinion, what is happening with the girl and the balloon?

- The girl is about to catch the balloon.
- The girl let the balloon go
- The girl lost her balloon





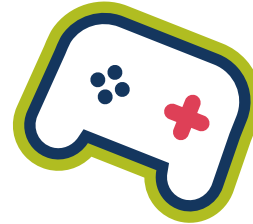
Girl with Balloon

Banksy's artwork "Girl With Balloon" is one of his most famous pieces. This picture was first made in 2002 in London. Next to the picture, there was a message saying "There is always hope"

"Girl With Balloon" shows a young girl. Her hair and dress are being blown back by the wind as she reaches out for a red, heart-shaped balloon. This balloon could be floating away, being let go, or just passing by. People think about this picture in many ways, **but it often makes them feel hopeful.**



Independent Work



Girl with Balloon



On the left you can see Banksy's original "Girl with Balloon". How is his girl on the right different?

Banksy is known for using his art to talk about important topics. For example, in 2014, he changed the "Girl With Balloon" to look like a Syrian girl to bring attention to the war in Syria.



Fill in the blanks from the word bank below:

Banksy painted "Girl with Balloon" _____ people feel hopeful. He then _____ the picture to _____ a different message - _____ awareness about the Syrian war in 2014.

adapted	to raise	to make	convey
---------	----------	---------	--------

Part C- Shredding a Picture

Watch the clip.

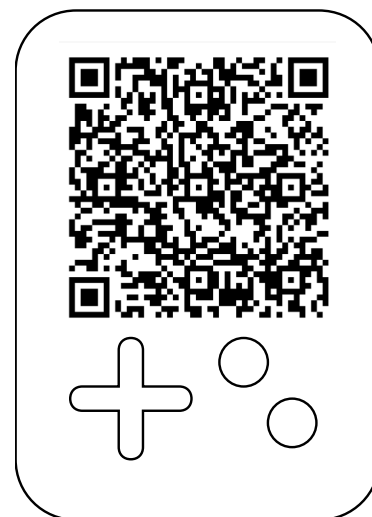
This clip is titled: "Banksy Artwork Shredded After Selling at Auction May Have Increased in Value."

What does "**shredded**" mean?

Group Work

In groups of 3-4 students:

- Order these pictures according to the story of the shredded art.
- Then tell the story based on the pictures.







CLUE:

As seen in the video, in 2018, a piece of Banksy's artwork called 'Girl With Balloon' went up for auction in London. It sold for more than \$1m but, moments after the hammer fell, the canvas painting suddenly began to shred itself; the artist had hidden a **shredder** inside the frame. The buyer, despite being shocked initially, said she felt she was in possession of a piece of art history. The partially shredded artwork, complete with its frame, was then retitled as 'Love is in the Bin' and is said to be more valuable than the original piece.

Still in groups- Banksy shredded his artwork, "Girl with Balloon," right after it was sold at a Sotheby's auction. He did this to send a message.

Match the reason with the explanation.

Then, as a group, discuss and come up with another reason, with an explanation.



Reason	Explanation
	Banksy doesn't like how art is sold for a lot of money. He wanted to show that paying so much for art can be silly.
	Banksy thinks art should be enjoyed in the moment. By shredding the art, he showed that art doesn't have to last forever.
	Banksy shredded the "Girl with Balloon" to show that even something beautiful and full of hope can be changed or lost quickly.
	The shredding act became a part of the artwork. The new shredded artwork is now called "Love is in the Bin" and became very famous.

Bank:
 Making New Art, Art is Not Permanent, Criticize the Art Market, Message of the Artwork





This picture by Banksy is called **Washed Zebra**.



How does this picture make you feel? Why?



There are 3 theories of what message he was trying to convey. Choose the meaning you like the best.

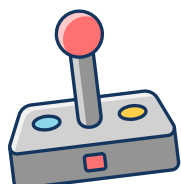
1. The zebra is giving up its rights and identity. If a zebra didn't have its black stripes, it would just be a white horse.	2. The black stripes represent impurities טומאה. The lady is removing them to clean them and revert the zebra to its former beauty.	3. The image is about ethnic cleansing, when one race tries to clean out the color of another race.
--	---	---

Which meaning do you like the best?

Explain why you liked it the best?

Can you relate it to anything happening in the world around you? If yes, what?

Empty rectangular box for student response.





GATE 3 - Graffiti 'Battle' Research Task: How to Describe Artistic Style?

Part 1: Graffiti Art Battle

Create AI images of graffiti art inspired by Rami Meiri and Banksy and describe their artistic styles.


1. You got either Rami Meiri or Banksy as inspiration.
2. Round 1: Creating AI Images. Use AI to generate an image of a graffiti piece on a rundown building. The piece should be connected and inspired by the artist you got.
3. Round 2 & 3: Repeat the process for two more rounds with different concepts or themes for the graffiti.
4. Describing Artistic Styles: After creating the images, describe the artistic style of their chosen artist.

You should use appropriate vocabulary to explain the techniques, themes, and visual elements that define Rami Meiri and Banksy's work.

Part 2: Research Task

Students research and present information on various graffiti techniques.

1. Research the vocabulary and proper manner to describe graffiti art. Analyze the three images you created above, focusing on identifying common elements and differences in terms of artistic style. Questions to guide their analysis include:
 - What visual elements (e.g., color, line, shape) are prominent in the images?
 - What themes or messages are conveyed through the art?
 - How do the techniques used by Rami Meiri and Banksy differ or resemble each other?
 - What emotions or reactions do the images make viewers feel?
 - Groups should use appropriate vocabulary to articulate their observations and insights.

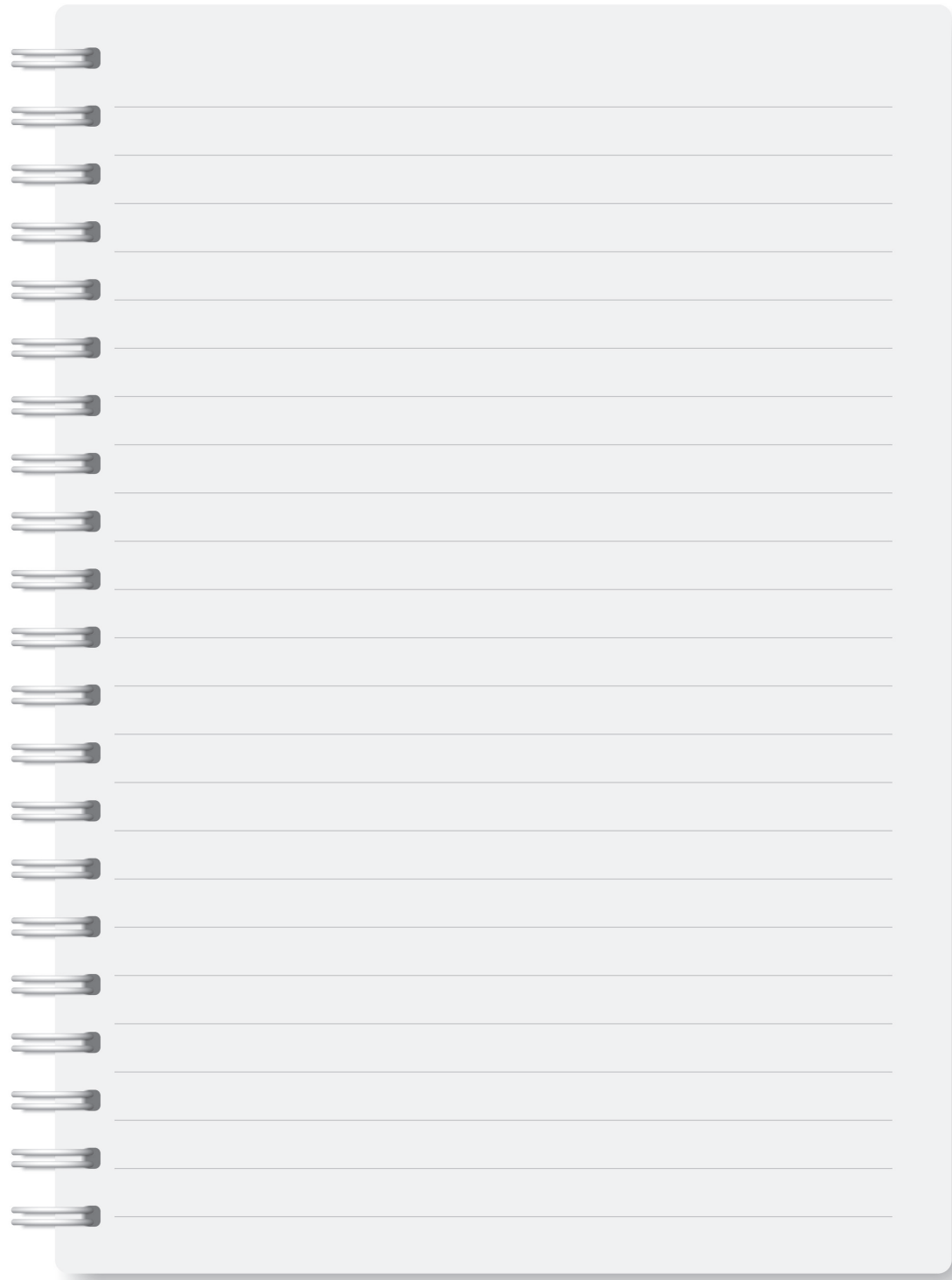


2. Presentation: Each group will present their findings either visually (e.g., posters, slides) or through a class presentation, depending on the teacher's choice.



Art your Heart

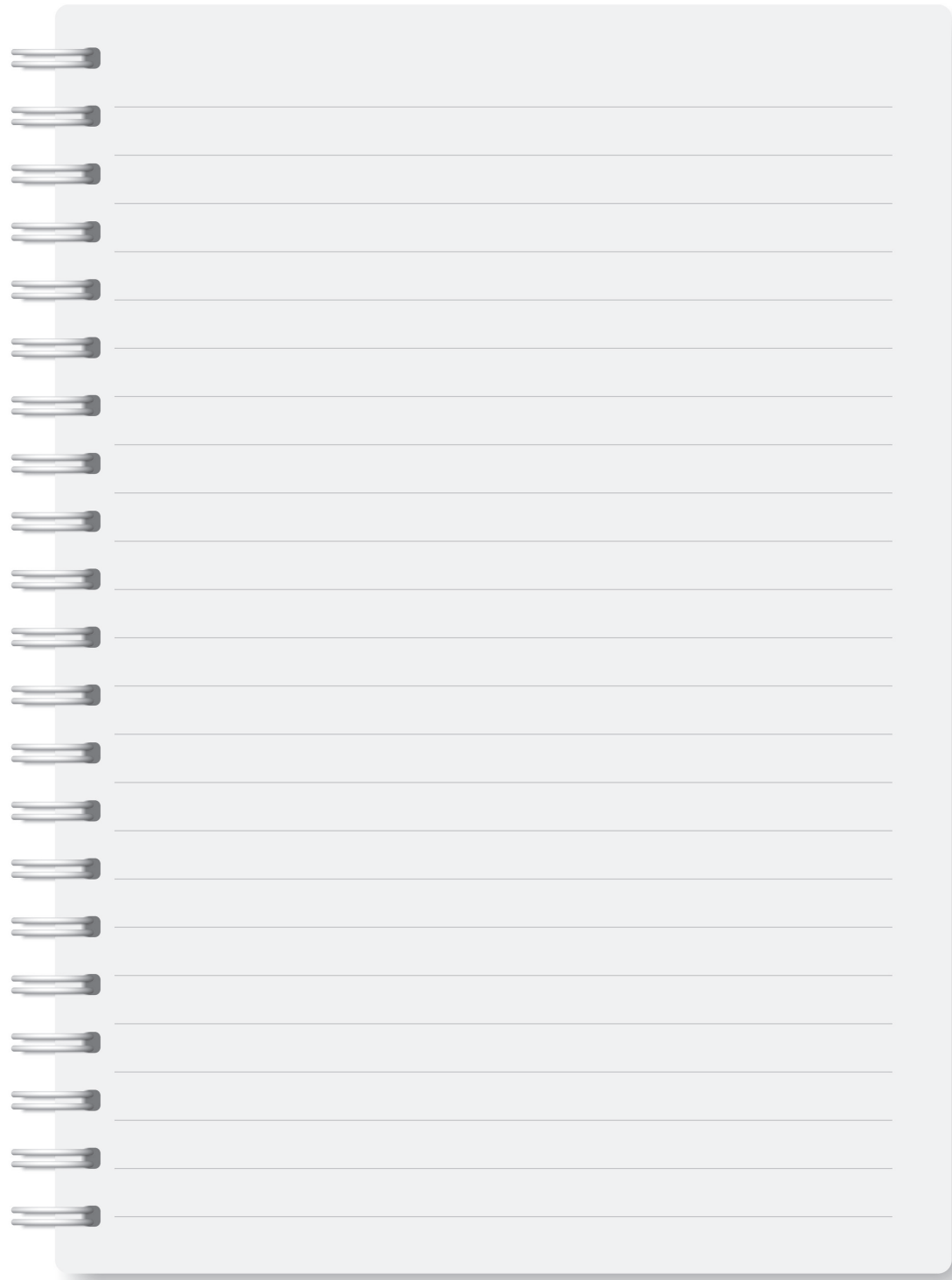
Teacher's Guide





Art your Heart

Teacher's Guide



Part IV Tribute

This part of the unit contains 2 lessons that delve into the use of graffiti as a form of public memorial. Students will examine how graffiti is used to commemorate significant events and figures, and they will participate in activities that help them understand the emotional and societal impact of these tributes.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- amazing
- bring light
- death
- event
- ever since
- fallen
- few
- hero
- humor
- keep alive
- killed
- kindness
- interview
- majority
- military base
- most
- pass by
- reaction
- receive
- release
- save
- support
- traumatic
- who
- wounded

Language Focus

- Question formation
- Collocation

Gate 3:

Exploring Art Therapy as a Tool for Managing Negative Emotions

Graffiti as Public Memorial

Content of the lesson: In this lesson you will learn how graffiti is used to commemorate important figures and events. You will analyze graffiti pieces and discuss their emotional impact. .

LESSON 11-12



OPENING

Look at the pictures on the board.

What do these two people have in common?

Some people are important and need to be remembered. How can we pay tribute to them?

One way is to name buildings after them, like Ben Gurion Airport.

Another way is to name a mountain after them, like Har Herzl.

Both of these men have statues made of them.

Part A- Learning from a picture

The examples we just saw are of public figures the country wants to remember. These ways of remembering and honoring are very expensive.

What might graffiti artists do for people they love?

Play this game to reveal the answer:





Group Work

Look closely at the picture you got and answer the following questions:

At the bottom of the wall it says, "Rest in Peace." better known as R.I.P. This phrase is associated with the death of a person or several people who are loved. It is written in fancy writing called script.

What does R.I.P stand for?

- a. Return if Possible
- b. Rest in Peace
- c. Remember in Prayer
- d. Run into Problems



2. What else do you see on the wall?

Choose the words and symbols that are on the wall:

3, 6, 9, 5, love, Dreamer, Silent, Art, Peace, Snoopy, Hope, Puppet

3. Find 2 more in the picture:

The gang members of 36th street in Manhattan created this wall after the deaths of many of its members. The surviving gang members wished to memorialize and remember them by writing their nicknames in beautiful script, in between the number 36, the name of the street they controlled - 36th Street.

4. What does the number "36" represent on the wall?



Independent Work

Part B- Voices on the wall

This mural was created over time to remember and memorialize John Lennon.

Look at the picture and read the short bio about him.

What connections can you make between them?

 <p>The Lennon Wall: Various Artists, 1980 (ongoing) Located in Velkopřevorské Square, Prague, Czechia</p>	<p>John Lennon was a famous singer and musician from England. He was born on October 9, 1940. John Lennon was a member of the band called The Beatles. The Beatles were very popular and made many songs. Some of their famous songs are "Let It Be" and "Hey Jude." John Lennon also wrote songs by himself. One famous song is "Imagine." He loved music and peace. John Lennon died on December 8, 1980.</p> 
--	--

The connections I can see between the mural and Lennon are:





Part C- Graffiti Memorials



Group Work

Your teacher will give you a graffiti memorial piece with the information about it.

1. Answer the following questions as a group:

The name of the piece:	
Who is the memorial about?	
Mention one interesting fact about the piece.	

2. Create a poster or digital presentation with images and information about the chosen piece.
3. Present your findings to the class, explaining the significance and impact of the memorial.

Part D - Graffiti as a Way to Heal from Trauma

Graffiti is an important form of art in Tel Aviv, especially during difficult times. The city is full of new graffiti since the war started in October 2023 and shows how art can help people heal from traumatic events. These artworks tell stories of pain, loss, and heroism. They also bring some humor to tough times.


After finding the correct match, students work (in groups or individually) in their student portfolio to practice collocations.

- A. Highlight the correct collocations

Paying Tribute to Heroes

Some graffiti in Tel Aviv honors fallen heroes. For example, a group called Graffitiyul created a large mural for four heroes:

1. Amit Mann, a paramedic.
2. Aner Shapira, who saved many lives with his bravery.
3. Ben Shimoni, who saved people at the Nova music festival.
4. Awad Darawshe, an ambulance driver who helped the wounded.



Highlight two useful collocations in the text.

HINT

הנופלים (גיבורים שנפלו)
הציל חיים
עזר לפצועים



Graffiti as Obituaries

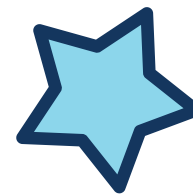
In Tel Aviv, graffiti often acts as a long-lasting way to remember people. People write the names and stories of victims on walls to remember them. Unlike a newspaper **obituary** (מודעת אבל) that lasts a day, these artworks can stay for years. This makes sure that the memories of those people are kept alive for a long time.




Highlight two useful collocations in the text.

HINT

לאורך (שנים)
 לוודא
 נשמרים בחיים



Encouraging Soldiers	
<p>Some graffiti artists are invited to military bases to paint and make soldiers feel better. Many works are dedicated to children abducted into Gaza. This way, the soldiers are reminded of what they are fighting for and feel supported by the community.</p>	
<p>Highlight two useful collocations in the text.</p> <p>HINT</p> <p style="text-align: right;">בסיס צבאי לגרום להרגיש טוב יותר לקבל / להרגיש שיש תמיכה</p>	



Community and Healing	
<p>Graffitiul's work shows the power of community in healing. Families of fallen soldiers and hostages reach out to them, asking to create art to remember their loved ones. The aim of the project is to tell the stories of heroes and spread positive messages.</p>	
<p>Highlight two useful collocations in the text.</p> <p>HINT</p> <div style="text-align: right; margin-top: 20px;"> <p>חיילים שנפלו</p> <p>ליצור אמנות</p> <p>יקיריהם</p> <p>מטרת הפרוייקט</p> <p>לספר סיפורים</p> <p>להפיץ מסרים חיוביים</p> </div>	



Art Bringing Hope

Artists like Elinoy Kislev use graffiti to bring light during dark times. When the war started, she and her group, Graffitiyul, decided to create art that raises morale. They painted a piece inspired by Rachel from Ofakim, a symbol of hope, and received amazing reactions from the community.



Highlight two useful collocations in the text.

HINT

להביא / להכניס אור

לגרום להרגיש טוב יותר

לקבל / להרגיש שיש תמיכה



B. Here are some collocations from this lesson. Did you highlight any of these?

	Yes	No
fallen heroes		
the power of art		
traumatic events		
bring some humor		
to save a life		
help the wounded		
stay for years		
(the memories) are kept alive		
military bases		
make them feel better		
to feel supported by		
fallen soldiers		
to create art		
their loved ones		
the aim of the project		
to tell stories/the stories of		
to bring light		
received amazing reactions		





C1. Match them with their Hebrew translation

A. fallen heroes	1. (הזכרונות) נשארים חיים
B. the power of art	2. להציל חיים
C. traumatic events	3. נשאר לשנים רבות
D. bring some humor	4. כוחה של האמנות
E. to save a life	5. גיבורים שנפלו
F. help the wounded	6. מכניס קצת הומור
G. stay for years	7. בסיסים צבאיים
H. (the memories) are kept alive	8. לעזור לפצועים
I. military bases	9. אירועים טראומטיים

C2. More practice

A. make them feel better	1. לספר את הסיפורים
B. to feel supported by	2. ליצור אמנות
C. fallen soldiers	3. לגרום להם לחוש טוב יותר
D. to create art	4. קיבל תגובות מדהימות
E. loved ones	5. מטרת המיזם
F. the aim of the project	6. להאיר
G. to tell stories/the stories	7. חיילים שנפלו
H. to bring light	8. לחוש נתמך על-ידי
I. received amazing reactions	9. יקיריהם





Collocation match

1. fallen	a. light
2. military	b. events
3. traumatic	c. lives
4. to save	d. alive
5. to sell	e. base
6. to create	f. ones
7. to bring	g. a story
8. kept	h. art
9. make you feel	i. heroes
10. your loved	j. better

Complete the collocations

fal_____ heroes
 the po_____ of art
 stay for ye_____
 the memories are kept al_____
 a mi_____ base
 make them feel bet_____
 to feel sup_____



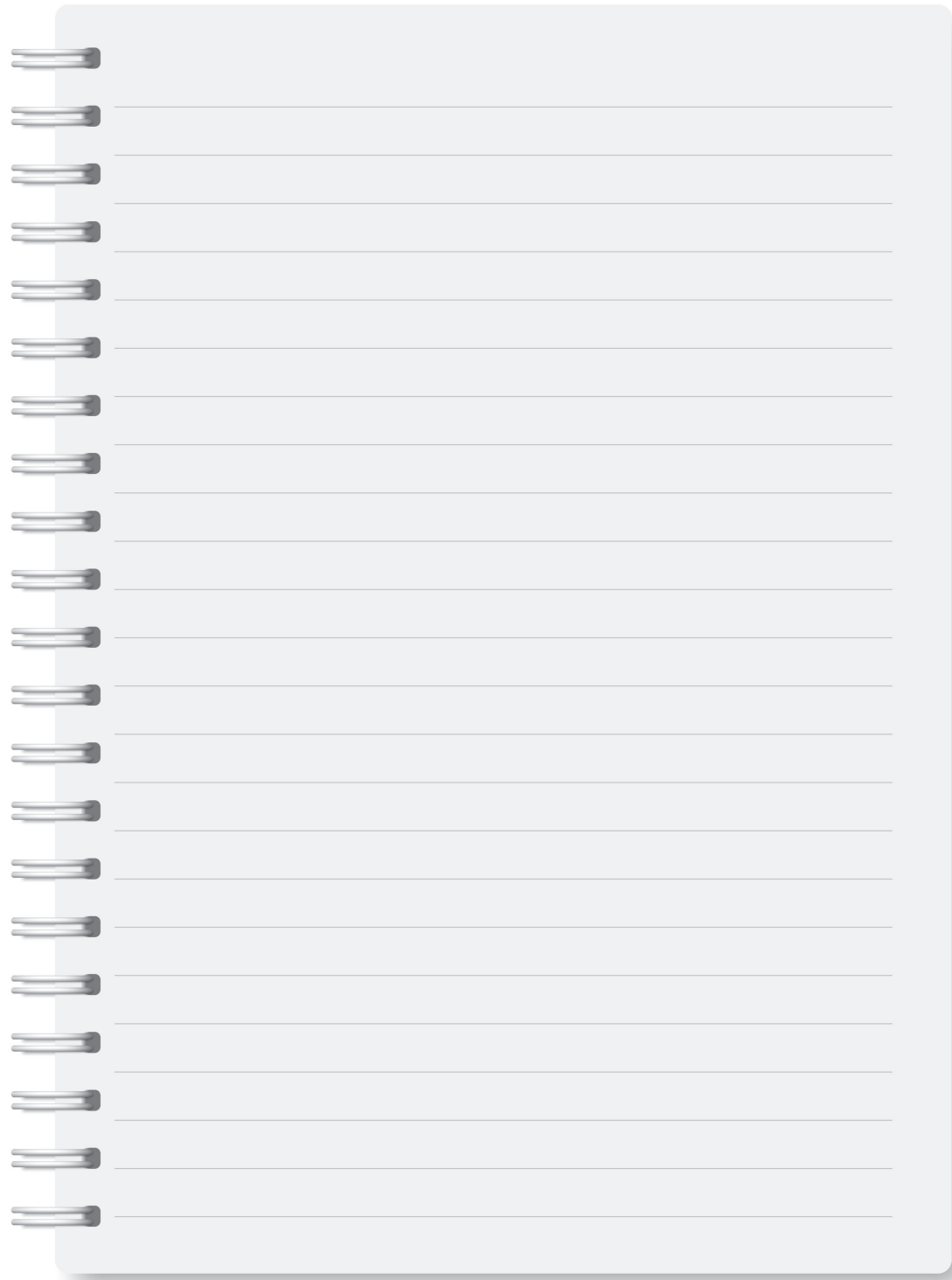
Use the following [quiz](#) to check understanding.





Art your Heart

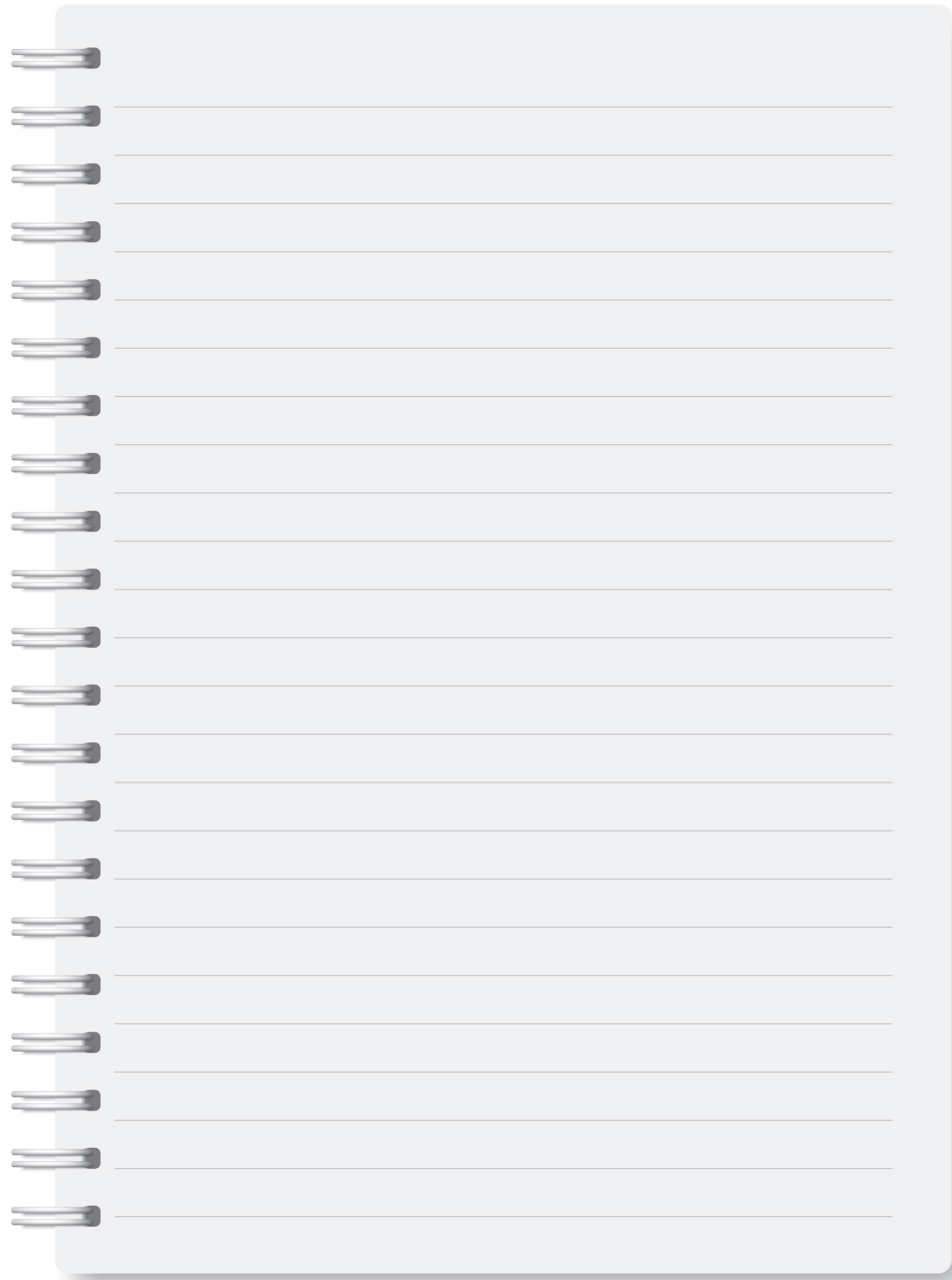
Teacher's Guide





Art your Heart

Teacher's Guide



Remembering Inbar Haiman

Content of the lesson: In this lesson, you will learn about the Israeli graffiti artist Inbar Haiman. You will describe her work, translate some texts, and write questions. In addition, you will listen to an interview with Craig Dershowitz from Artists4Israel.

LESSON 13-14



OPENING



Independent Work

Present the picture on the board.

Ask students to describe it in their student portfolio.

Describe the picture (colors, shapes, words).



Look at the text, what message is being conveyed?

Where do you think this was painted?



Read the text below in Hebrew. Imagine you have to tell somebody from another country about Inbar Haiman. Translate the text into English.

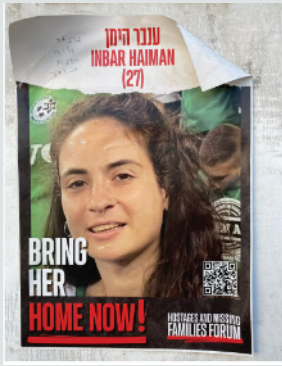


Write the English here:

זוכרים את ענבר הימן

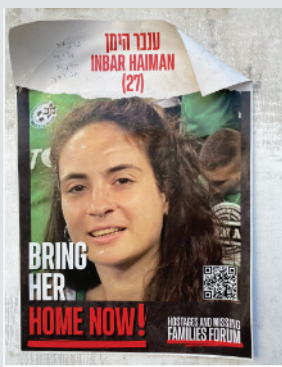
ענבר הימן, המכונה גם PINK, הייתה אמנית גרפיטי ישראלית. היא עשתה אמנות כדי להפיץ מסרים של שלום וחסד. ב-7 באוקטובר 2023 הייתה בפסטיבל נובה למוזיקה בישראל. למרבה הצער, היא נחטפה ונהרגה על ידי מחבלי חמאס.

Now compare your translation with the English text.

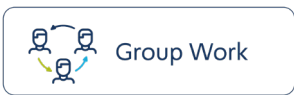
	<p>Inbar Haiman, also called PINK, was an Israeli graffiti artist. She made art to spread messages of peace and kindness. On October 7, 2023, she was at the Nova Music Festival in Israel. Sadly, she was kidnapped and killed by Hamas terrorists.</p>
---	---

What new vocabulary or grammar can you learn from it?

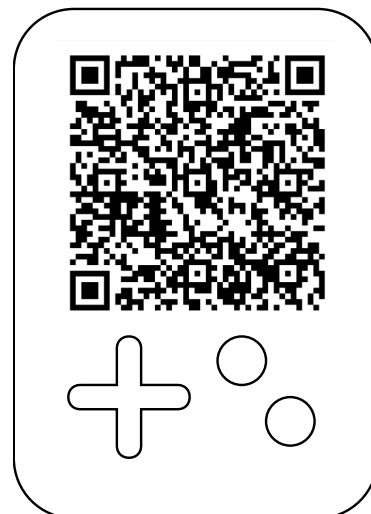
See the text with some **words**, **collocations** and **prepositions** highlighted:

	<p>Inbar Haiman, also called PINK, was an Israeli graffiti artist. She made art to spread messages of peace and kindness. On October 7, 2023, she was at the Nova Music Festival in Israel. Sadly, she was kidnapped and killed by Hamas terrorists.</p>
---	---

Part A- Artists for Inbar



Inbar, known by her nickname PINK, was a member of the graffiti group "Artists 4 Israel". Before they learned about her death, her friends and loved ones wanted to fight for her return. They started an international campaign called "#freepink" to set her free from Hamas.



Watch this TV news item called "Graffiti Artists Pay Tribute to Abducted Artist".

1. While you are watching, think of a **different title** for this news report.

2. Look at the list of collocations. Check (V) the ones you think you heard in the news report.

- many cars are passing by
- the end of the day
- the rest of the day
- raise awareness
- pay tribute
- call for the release
- join forces
- ever since
- the power of art
- the power of their artwork
- simply because
- spread the message



Now watch the report again and check if you remembered all the collocations.

- | | |
|--------------------------|----------------------------|
| many cars are passing by | join forces |
| the end of the day | ever since |
| the rest of the day | the power of art |
| raise awareness | the power of their artwork |
| pay tribute | simply because |
| call for the release | spread the message |

3. Answer these questions:
- a. What is this news report about? _____
 - b. What was the aim of the graffiti painted on the highway next to Tel Aviv?

 - c. When was this video made? Before or after Inbar's death? How do you know?

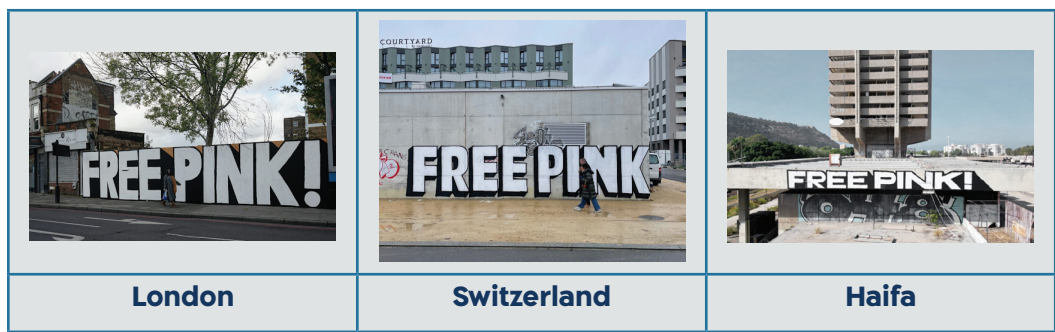


Class Discussion

All over the world graffiti artists joined the fight and sent the message to Hamas to #freepink.

Do you think these examples of their graffiti are still where they painted them?

Why/why not?



News Conference Speaking activity



Group Work

Simulate a news conference about the "#freepink" campaign.

Assign roles such as journalists, family members of Inbar, members of Artists 4 Israel, and spokespersons for the campaign. Make sure each member of the group has a different role.

Prepare questions and answers related to the campaign for each one of the roles.

Conduct the news conference, with journalists asking questions and other roles providing answers.

Part B- Artists 4 Israel (Listening activity)

Before listening- Independent Work



Go to Artists 4 Israel. Take a look around and find out the following information:

1. What is the organization's main message?

2. This is one of their murals. Where is it painted? What is its message?

Class Discussion

Discuss what they saw and found out, especially the main message.



GATE 3 - Exploring Art Therapy as a Tool for Managing Negative Emotions

Objective::

To explore various art therapy techniques and understand how they can be used to manage negative emotions and provide a sense of accomplishment. Each group will research and present different art therapy methods, discussing how these methods can provide alternative ways to deal with negative emotions through creative expression.

Step 1- Group discussion

1. Your teacher will assign one art therapy technique to your group.
2. Within your group, discuss the different ways each group member deals with negative emotions.

Reflect on how these methods help you manage emotions and consider how they can be expressed through art. Also, talk about how feeling proud of what you make can make you feel happier and better.

Step 2: Research and Collect

Research the Technique:

- Use online resources, books, and articles to gather information about your assigned art therapy technique.
- Understand the history, development, and core principles of the technique.
- Find examples of how this technique is used in practice, including case studies or testimonials if available.



Step 3: Curate the Presentation

Presentation Components:

- Title and Introduction: Create a title for your presentation and write an introduction explaining the art therapy technique you are focusing on.
- Description of the Technique: Provide a detailed description of the therapy, including:
 - Origin and history
 - Core principles and methods
 - Typical sessions and activities involved
- Benefits and Applications: Explain the benefits of the therapy and the types of issues it can address. Include:
 - Emotional and psychological benefits
 - Social and interpersonal benefits
 - Any scientific studies or evidence supporting its effectiveness
- Personal Coping Mechanisms and Art: Discuss how the personal coping mechanisms your group identified can be expressed through your assigned art therapy technique. Provide examples.
- Sense of Accomplishment: Highlight how engaging in art therapy can lead to a sense of accomplishment, boosting self-esteem and providing a positive outlet for emotions. Include testimonials or case studies that demonstrate this.
- Case Study or Example: Present a real or hypothetical case study showing how the therapy is applied and its impact on the individual.
- Interactive Element: Prepare a simple, interactive demonstration or activity that allows classmates to experience a small aspect of the therapy.



Step 4: Present Your Findings

Presentation:

- Present their findings to the class.
- Explain the significance of the art therapy technique and its benefits.
- Discuss how personal coping mechanisms can be expressed through art therapy.
- Highlight the importance of a sense of accomplishment achieved through art.
- Conduct the interactive element to engage the class.

Step 5: Reflect and Discuss

Choose one art therapy technique presented by another group and explain why it could also be beneficial for your assigned technique.



2. While Listening

Whole class:

Introduce the Artists4Israel CEO to the class.



	<p>This is Craig Dershowitz. He is the CEO of Artists 4 Israel. You are going to listen to an interview with him.</p>
--	---



You are now going to hear the beginning of the interview. Look at the table and make sure you know what you are listening for.

While listening to the first questions - circle the correct answer in your portfolio.

Tip: The answers are all connected to **numbers and names of places**. Listen for those details.

a. When did Artists 4 Israel start?	11	14	16	20	years ago
b. How many artists take part in this organization?	5	15	50	500	
c. How many countries do these artists come from?	25	35	45	65	
d. Where have artists created mural projects in Israel?	Jerusalem	Ein Gedi	Sderot	Lebanese Border	kibbutzim Eilat the south Tel Aviv

Stop and check their answers.



3. Now listen to the whole interview and answer these questions:

1. What is the main purpose of Artists 4 Israel?
 - a) To teach artists how to paint
 - b) To bring artists together to create mural art in Israel
 - c) To sell graffiti art to tourists
 - d) To have political discussions through art
2. What is one of the themes Artists 4 Israel paints about?
 - a) Technology
 - b) Safety and protection
 - c) Sports
 - d) Music
3. What city has Craig developed a close relationship with through his work?
 - a) Tel Aviv
 - b) Netanya
 - c) Sderot
 - d) Jerusalem
4. What is the reaction from kids and teens to the murals?
 - a) They ignore the murals
 - b) They dislike the murals
 - c) They are incredibly positive
 - d) They complain about the murals
5. What do artists want to express with their graffiti, according to Craig?
 - a) Political messages
 - b) Religious beliefs
 - c) Peace and beauty
 - d) Personal presence and beautification
6. What is the one rule artists must follow when creating graffiti with Artists 4 Israel?
 - a) No bright colors
 - b) No large murals
 - c) No politics or religion
 - d) No working on weekends



Complete these questions the journalist asked Craig. Listen again, if necessary:

- When _____?
- Where are some _____ you've been to?
- What do artists _____?
- Is there anything _____?

LF: Question words

A. Add these question words to the dialogs below:

What time How often How When What

1. A: _____ did you arrive?
B: Around 10 pm.
2. A: _____ did *Artists 4 Israel* start?
B: 14 years ago.
3. A: _____ did they buy at the store?
B: Some clothes and a new lamp.
4. A: _____ does she do that?
B: She has a special talent.
5. A: _____ do you exercise?
B: I try to do it three times a week.



B. Add your own question words to the dialogs below:

1. A: _____ does he live?
B: In Haifa.
2. A: _____ are they late?
B: There was a lot of traffic.
3. A: _____ is going to the meeting?
B: Yair and Tal are. I'm not going.
4. A: _____ is the organization's main aim?
B: To pay tribute to fallen soldiers.
5. A: _____ did you grow up?
B: I grew up in Addis Ababa.

LF: Questions: Helping verbs

Complete the questions using the correct helping verb. You won't need all of them.

is is does are did do do do am does

1. _____ your sister a street artist? – No, she's a social worker.
2. _____ Gil work in Jerusalem? – No, he works in Bet Shemesh.
3. What _____ you think of this graffiti? – I think it's really cool, and you?
4. Why _____ she studying now? – She has an exam tomorrow.
5. _____ you coming to the party tonight? – Of course, I'm coming. It's my sister's birthday!
6. _____ you understand the instructions? – No, not completely.
7. What _____ she buy at the store? – She bought a new lamp, I think.
8. What time _____ you get up? – Usually at 7 am, but tomorrow I have to get up at 6.



Art your Heart **Teacher's Guide**



Imagine you are an interviewer talking to a graffiti artist from Artists 4 Israel. Write two more questions you would like to ask about their work that were not included in the interview.

The students who need help can do this:

Here are 3 possible questions you could ask. But they are not in the correct order. You need to write the questions with the words in the correct order.

1. you, did, Why, Artists4Israel, start
_____?

2. the, from, Are, Israel, artists, all
_____?

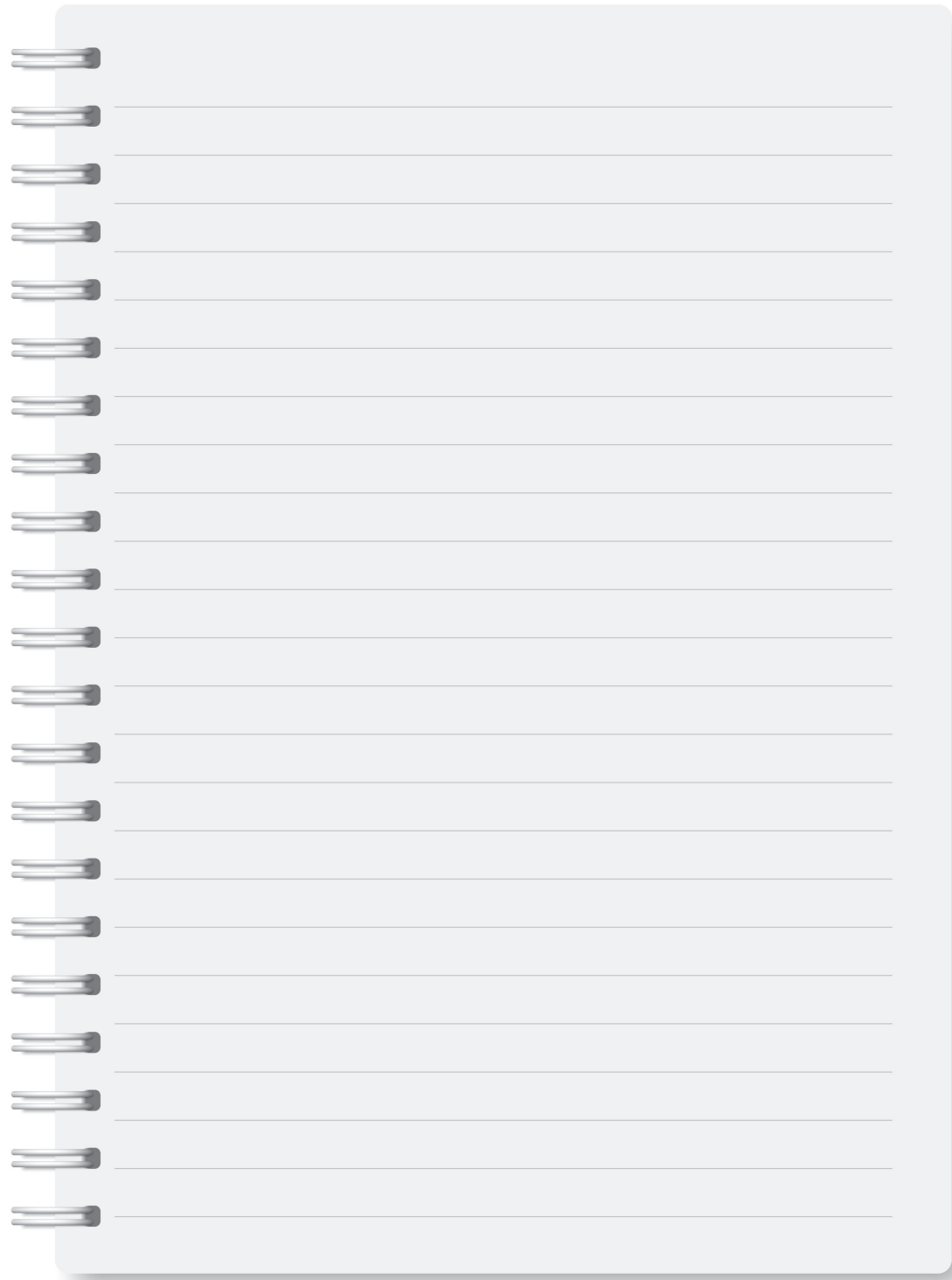
3. important, you, society, Do, for, think, art, and, graffiti, street, are
_____?

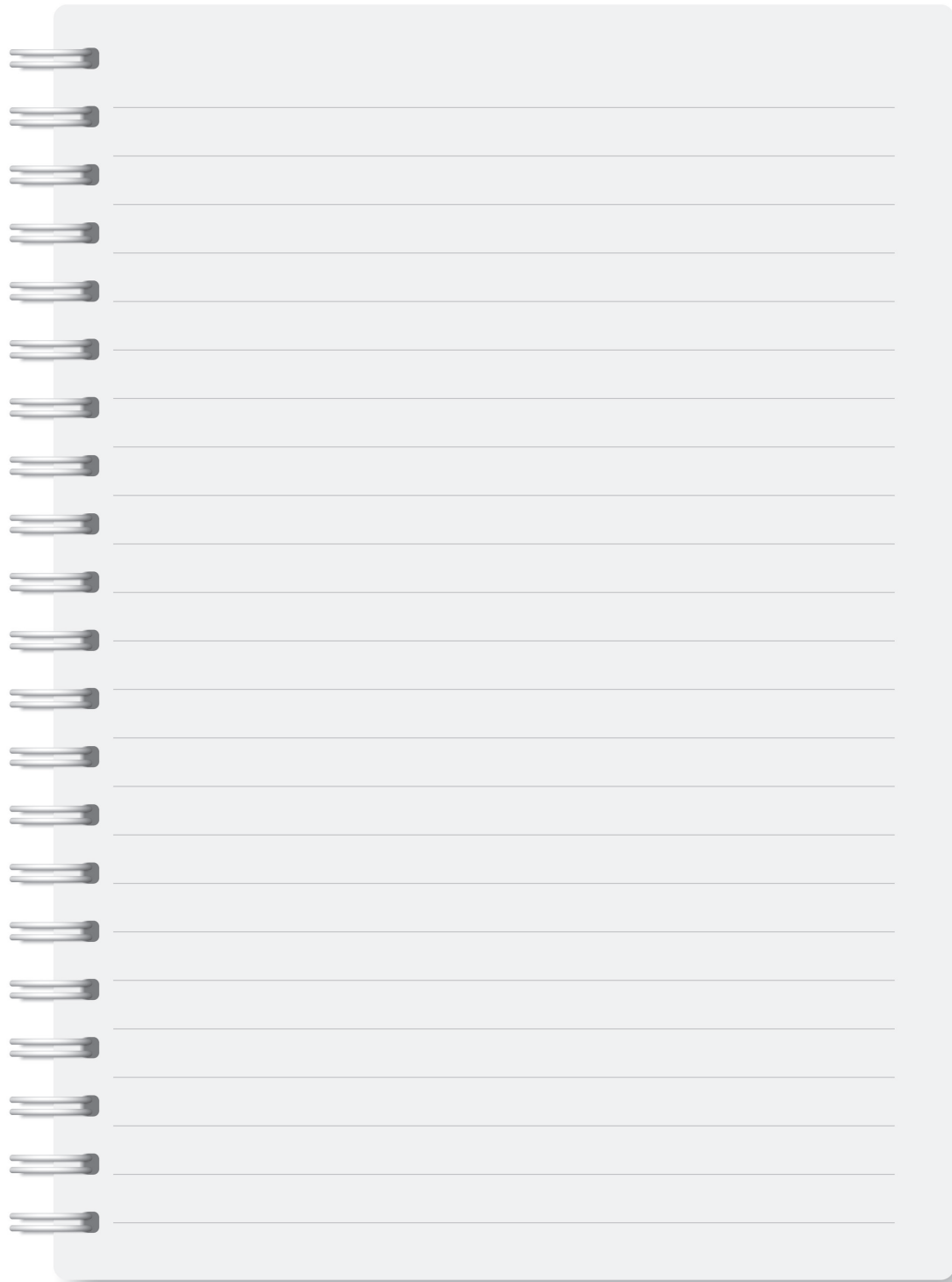




Art your Heart

Teacher's Guide





Art or Vandalism

Content of the lesson: You will debate whether graffiti is art or vandalism. You will watch a video, discuss your opinions, and analyze graffiti pieces..

LESSON 15

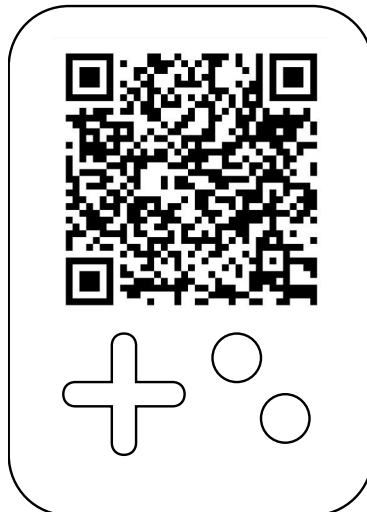


OPENING

What is Vandalism?

Watch this YouTube and while they are watching, answer the following questions:

1. Write a definition for vandalism.
2. Decide what their opinion is : Is graffiti art or vandalism? Why do they think that?





Vandalism Definition: _____

In my opinion, graffiti is:

Because..._____

Share your opinions with a friend.

The end of the video says:

Today, the debate about the boundary between defacing and beautifying continues. Meanwhile, graffiti artists challenge common consensus about the value of art and the degree to which any space can be owned. Whether spraying, scrawling, or scratching, graffiti brings these questions of ownership, art, and acceptability to the surface.

What exactly are "these questions"?

Write at least 2 here: _____

Or unscramble the words to make the questions:

owns who piece graffiti a ?

art graffiti vandalism is or ?

to graffiti where it create acceptable is ?



In small groups

Look at the pictures you got. Decide which image you would consider vandalism and why?

[Empty rectangular box for student response]

How are you going to make your decision?

[Empty rectangular box for student response]





GROUP WORK: Part A: The Great Debate

People have been debating the vandalism vs. art issue forever.

In groups, you need to decide whether the statements below support the vandalism position OR the art position on graffiti.

- Art done in public places on public property without permission is illegal.
- Graffiti can actually make neighborhoods look nicer.
- Graffiti can make people think the area is not safe or clean.
- Graffiti can tell stories and messages.
- Graffiti costs cities a lot to clean up.
- Art collectors value certain graffiti "pieces" as art.
- Graffiti can inspire people to take action and change their life or society.
- Graffiti can make public spaces interesting.
- Graffiti artists usually leave messages.

Graffiti is vandalism	Graffiti is art

Share with the class one statement, where you put it in the table and why. While each group is sharing, listen to your friends and check if you agree. If you don't- raise your hand and say why.



Part B: Survey

You will write and conduct a survey. Find out if people think graffiti is art or vandalism.

Ask as many people as possible to participate in your survey. (At least 20)

Step 1 : Create a Survey:

- Use Google Forms to create your survey.
- Ask simple questions like:
 - Do you think graffiti is art?
 - Do you think graffiti is vandalism?
 - Why do you think so? (optional)
- You **can** add pictures of graffiti and ask the same questions for each picture.

Step 2 : Collect Responses

Share your survey link with friends and family. You should ask for people's age so you can see if that is a factor.

Collect at least 20 responses.

Step 3 : Analyze the Results

Use Google Forms to see the responses.

Look at the charts and graphs Google Forms creates for you.

(The next section is intended to help the students prepare to write about and present their findings. You might decide that this section should be taught between Step 2 and 3 above.)



LF: How to talk about results of surveys (Student Portfolio)

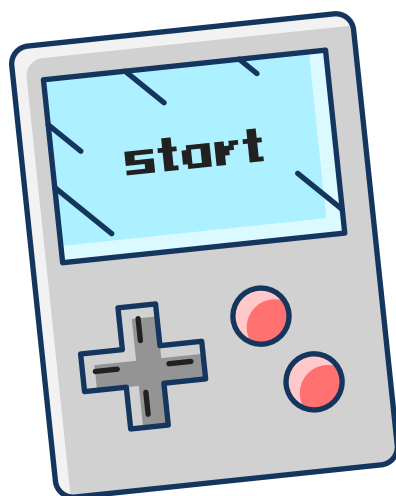
Ayelet decided to run a survey about hobbies in her 8th grade class.

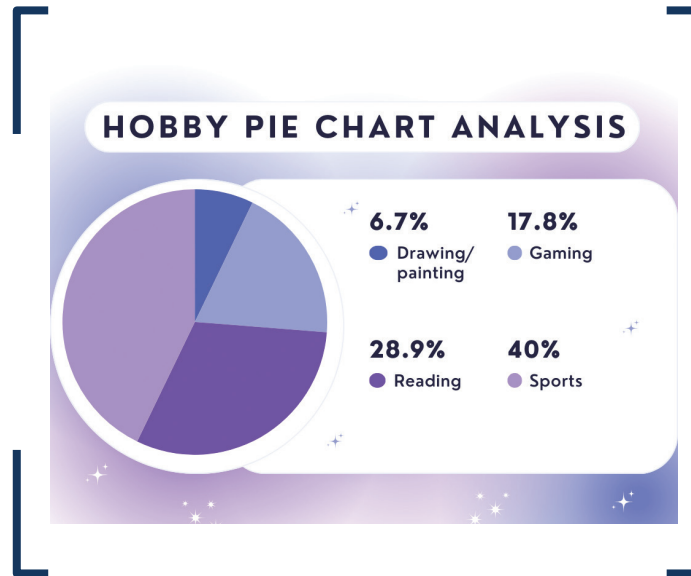
She asked two questions:

- What activity do you like to do in your free time? (Drawing/painting, Reading, Gaming or Sports)
- Why do you enjoy this activity?

This is how she presented her results to her class:

This is called a pie chart. You can see the percentage (%) of people who said which hobby they like to do in their free time. .





Look at the chart above and choose the correct word in the description below.

Then [listen to Ayelet](#) and see if you were right.

The results of my survey show that playing sports is the most popular activity among teenagers.

[The majority of /Some] teens do sports in their free time. They think that sports are a fun and healthy way to spend their time.

The results also show that [many/few] students enjoy reading books. Students who like reading believe it helps them relax and learn new things.

[Some/Most] students enjoy gaming. Many of them do gaming just to have fun. However, a few students said that it's a good way to connect with friends online.

Surprisingly, art is not a very popular hobby. [Few/Many] students like drawing and painting. But the students who enjoy these activities do them to express their creativity. Some of them say they find drawing and painting to be calming and enjoyable.





LF: The majority of / most / many / some / a few / few

Complete the rules with the percentages

70-90%

50-70%

20-50%

0-20%

The majority of / Most _____

We use these when talking about almost all members of the group.

Most students in my class enjoy sports.

Many _____

We use this when talking about a large part of the group.

Many people like watching movies.

Some / A few _____

We use these when talking about a smaller part of the group.

Some of the books on the shelf are mine.

A few students didn't do their homework.

Few _____

We use this when talking about a very small part of the group.

Few cars in the country are electric.





LF: Practice

Choose the correct word to complete each sentence based on the given percentage.

1. (80%) _____ students pay attention in the mornings.
 - a. Few
 - b. Some
 - c. Many
 - d. Most
2. (15%) _____ of the students in the class failed the exam.
 - a. Few
 - b. Some
 - c. Many
 - d. The majority of
3. (60%) _____ of my friends left early because it was boring.
 - a. Few
 - b. A few
 - c. Many
 - d. Most
4. (25%) _____ of the books on the shelf are fiction.
 - a. Few
 - b. Some
 - c. Many
 - d. The majority of
5. (5%) _____ cars on the roads these days are electric.
 - a. Few
 - b. Some
 - c. Many
 - d. Most



Ayelet had 2 questions in her survey. The second one was:

- Why do you enjoy this activity?

Here are some of the responses she got. These are some of the reasons why people chose their hobby. The Google Form made an easy to read spreadsheet of the reasons

	A	B	C	D	E	F
1	NAME	WHY DO YOU ENJOY THIS ACTIVITY				
2	Shira	Sport is a fun way to stay healthy.				
3	David	I play sports games because I like competitions.				
4	Yoni	Reading is the best way to improve general knowledge.				
5	Tamar	I try to read in English as much as I can.				
6	Shmuel	I like to be at home so gaming helps me spend time with my friends.				
7	Avigayil	For me, painting is so relaxing, that's why I love it.				
8	Shiloh	In my school we don't learn art, but I really love to be creative.				

Listen to Ayelet again and see how she describes the reasons.

Fill in the missing words as you listen.

The results of my survey show that playing sports is the most popular activity among teenagers.

The majority of teens do sports in their free time. They _____ that sports are a fun and healthy way to spend their time.

The results also show that many students enjoy reading books. Students who like reading _____ it helps them relax and learn new things.

Some students enjoy gaming. Many of them do gaming just to have fun. However, a few students _____ that it's a good way to connect with friends online.

Surprisingly, art is not a very popular hobby. Few students like drawing and painting. But the students _____ enjoy these activities do them to express their creativity. Some of _____ say they find drawing and painting to be calming and enjoyable.





LF: Explaining reasons

Students who like/enjoy	sports/reading/art/ gaming	think believe (that)
Many / Some of them		said / say



SUMMARIZE THE SURVEY AS AN INFOGRAPHIC



Use Canva to create an infographic. Go to [Canva](https://www.canva.com).

Include:

- A title: "Is Graffiti Art or Vandalism?"
- The number of people who think it's art.
- The number of people who think it's vandalism.
- Some reasons why.
- Save your work and share it with your teacher.





Gate 3: Vandalism or Art

Objective:

You will explore how to define a term. (art/vandalism)

Part 1:

- 1. Write your associations:

When I hear the word art I think of...	When I hear the word vandalism I think of...
--	--

- 2. Open/share your pictures you brought in of art / vandalism.

<p>Group Work: Write a definition of Art</p> <p>What characteristics do the art pieces you brought have in common?</p> <p>_____</p> <p>What do you notice about the pieces/pictures? _____</p> <p>_____</p> <p>Can you write a definition of the word Art?</p> <p>If yes, try: _____</p> <p>_____</p> <p>If not, why not? _____</p> <p>_____</p> <p>What additional information or knowledge would help you to write a definition that you all agree on?</p> <p>_____</p>	<p>Group Work: Write a definition of Vandalism</p> <p>What characteristics do all the vandalism pieces you brought have in common? _____</p> <p>What do you notice about the pieces/pictures? _____</p> <p>_____</p> <p>Can you write a definition of the word vandalism?</p> <p>If yes, try: _____</p> <p>_____</p> <p>If not, why not? _____</p> <p>_____</p> <p>What additional information or knowledge would help you to write a definition that you all agree on?</p> <p>_____</p>
--	---



Part 2:

In groups, you get a set of graffiti pictures and need to sort them into pieces of art or vandalism.

Then, participate in the class discussion

Part 3: Exit Ticket

1. Write your thoughts on art: _____

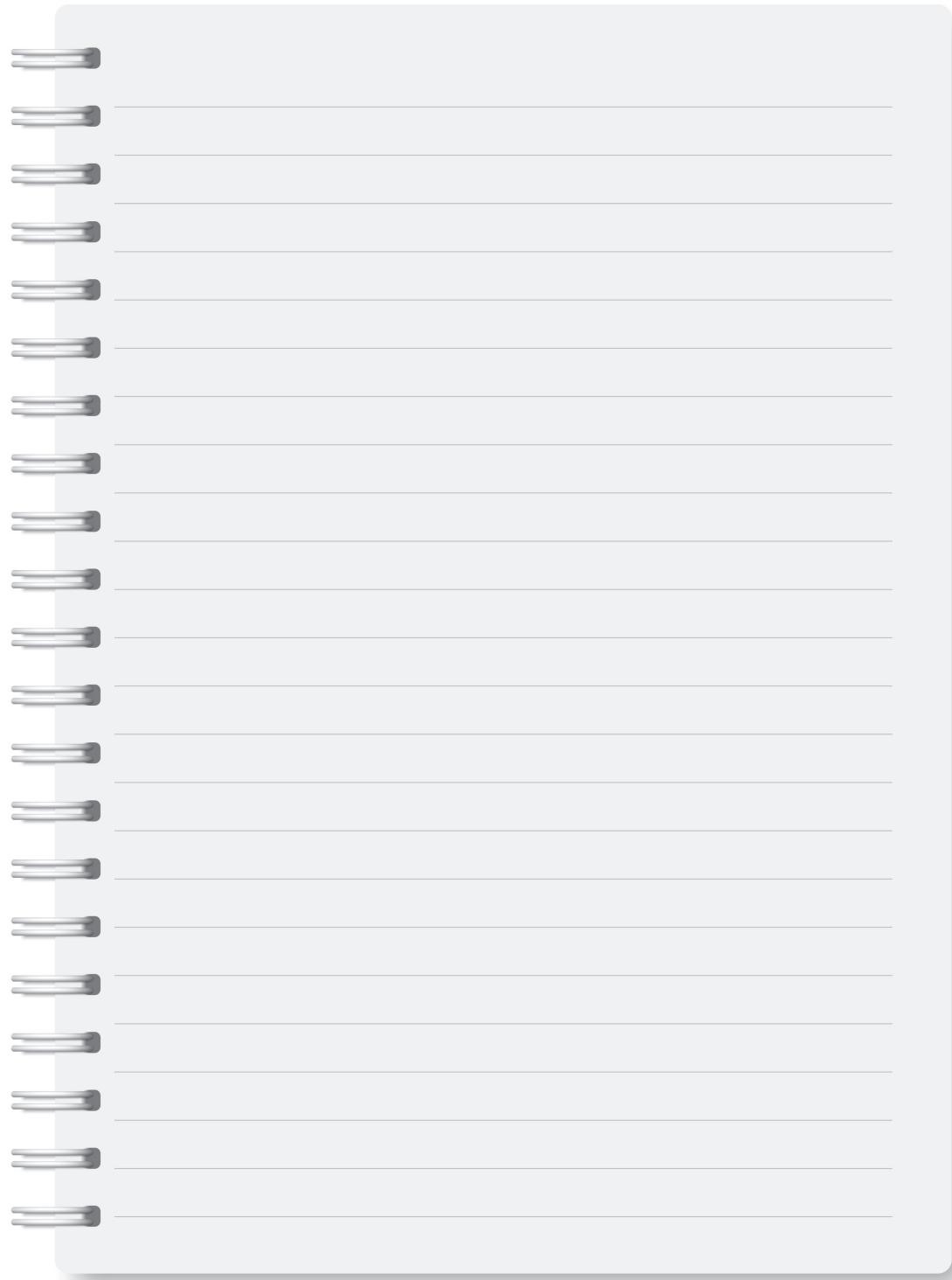
2. Write your thoughts on vandalism: _____
3. Has your perspective on art and vandalism changed since the beginning of the lesson? _____
4. If yes, how? What caused this change?

5. If not, why not?



Art your Heart

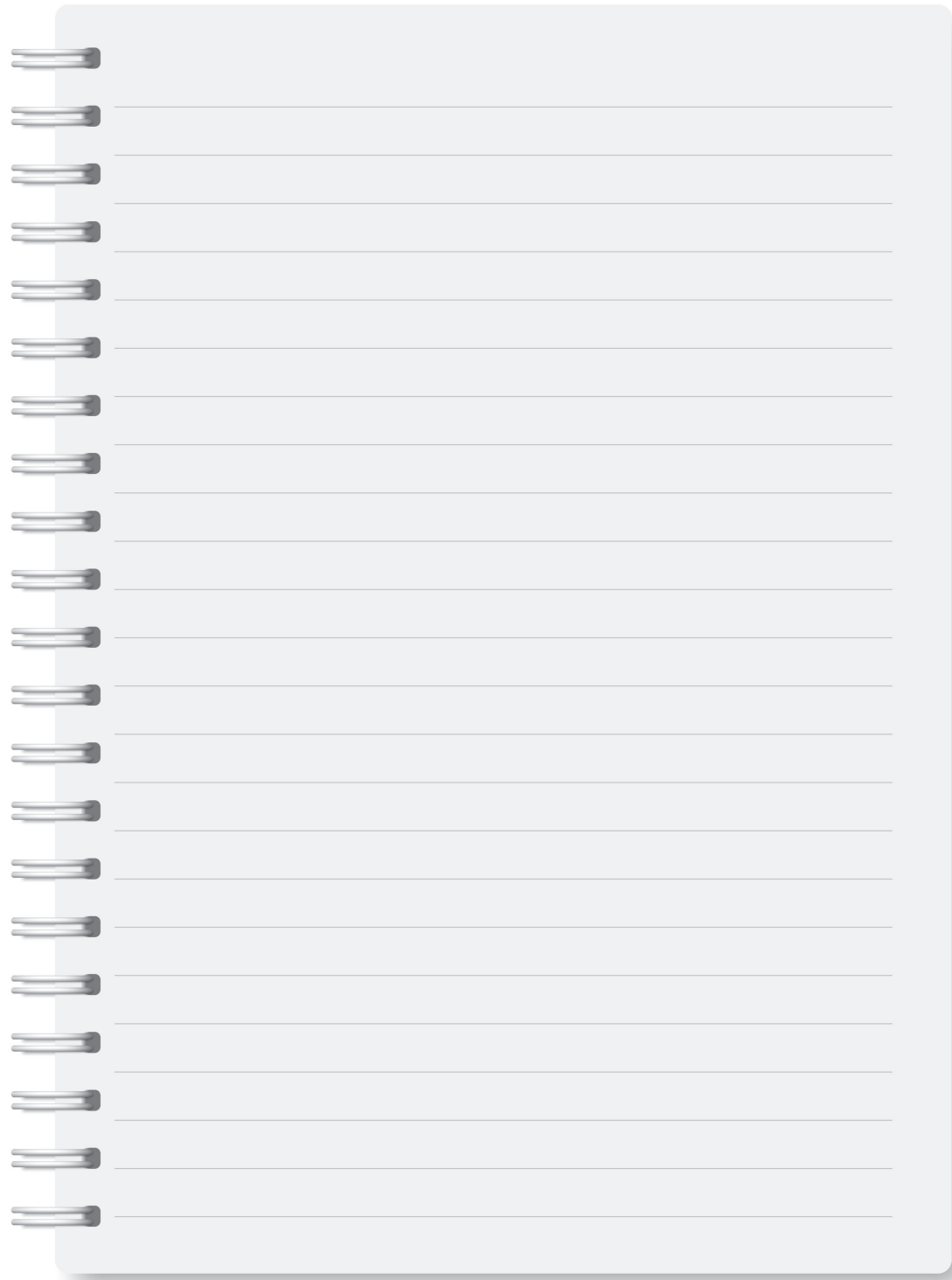
Teacher's Guide





Art your Heart

Teacher's Guide



Final Assignment and Presentation

Objective:

Create a proposal for a graffiti mural in your community.

Instructions:

Part 2:

1. Choose a Location
 - Find a place in your community where a graffiti mural would look nice.
 - Take a picture.
2. Design Your Mural
 - Think about what you want your mural to show.
 - Draw a sketch of your mural. What techniques, colors and shapes will you use?
3. Describe Your Mural

Write a few sentences about your mural. Answer these questions:

 - What is in your mural?
 - Why did you choose this design?
 - How will it make people feel?
4. Explain the Impact
 - Write a few sentences about how your mural will help the community.

Answer these questions:

 - Why is this mural good for the community?
 - What message does it send?
5. Prepare Your Presentation
 - Practice talking about your mural.
 - Imagine you are talking to the mayor.
 - Explain why your mural is important and how it will help the community.

Presentation

- Show your picture or drawing of the location.
- Show your mural sketch.
- Talk about your mural and its impact.
- Answer any questions from the class.

Rubric

Use this rubric to guide your work and see how you will be graded. Good luck!

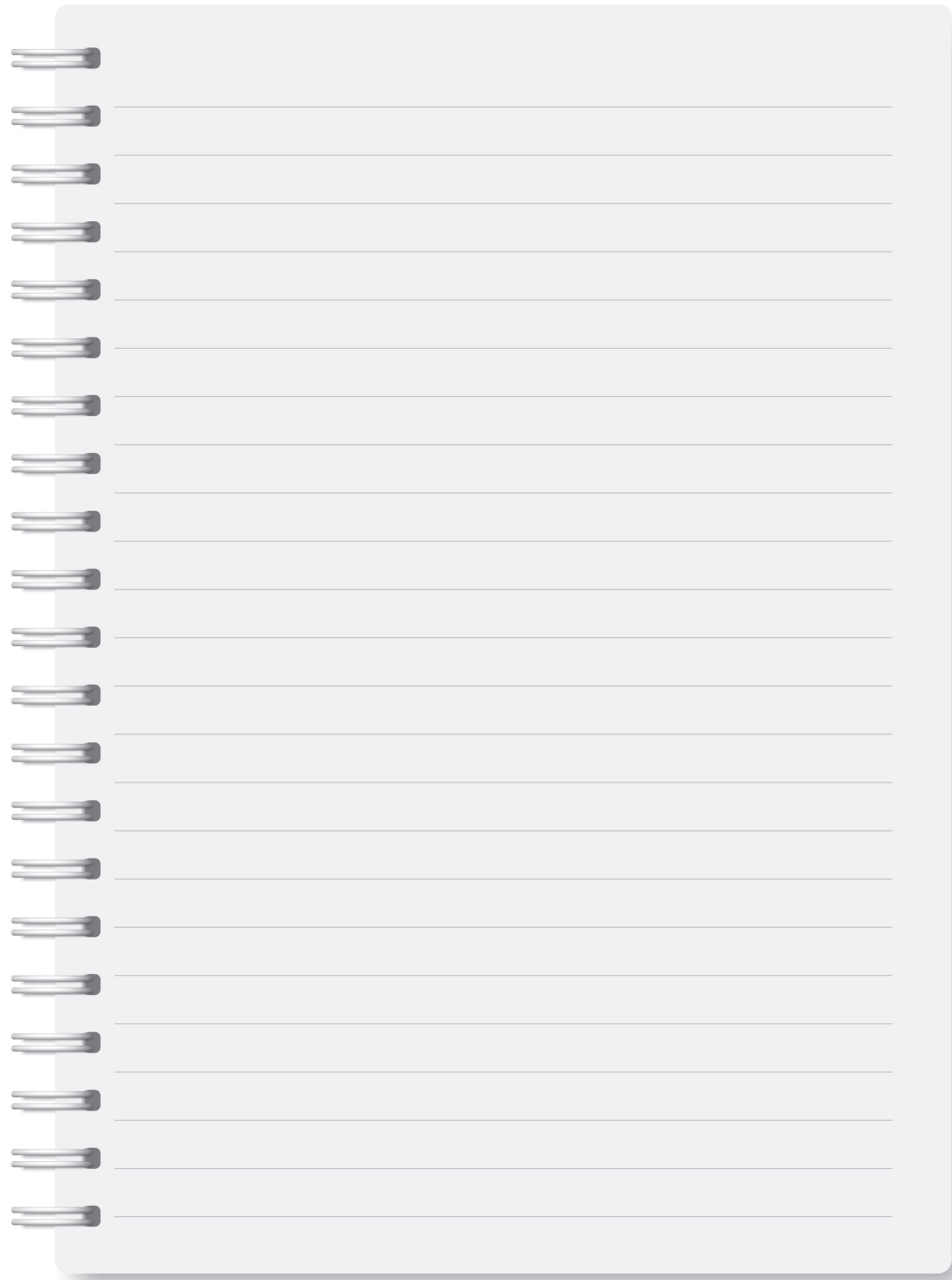
Grading Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Location Choice	Location is well-chosen and clearly presented	Location is chosen and presented	Location is chosen but not clearly presented	Location is unclear or poorly chosen	No location chosen or presented
Mural Design (Sketch)	Detailed, colorful, and creative sketch	Good sketch with some details	Simple sketch with basic details	Incomplete sketch with few details	No sketch
Mural Description	Clear, detailed, and creative description	Good description with some details	Basic description with few details	Incomplete description	No description
Impact Explanation	Clear and detailed explanation of impact	Good explanation of impact	Basic explanation of impact	Incomplete explanation	No explanation
Presentation Skills	Clear, confident, and engaging presentation	Good presentation, clear and confident	Basic presentation, some clarity	Unclear or unconfident presentation	No presentation
Response to Questions	Thoughtful and clear answers	Good answers, some detail	Basic answers	Incomplete answers	No answers



Art your Heart

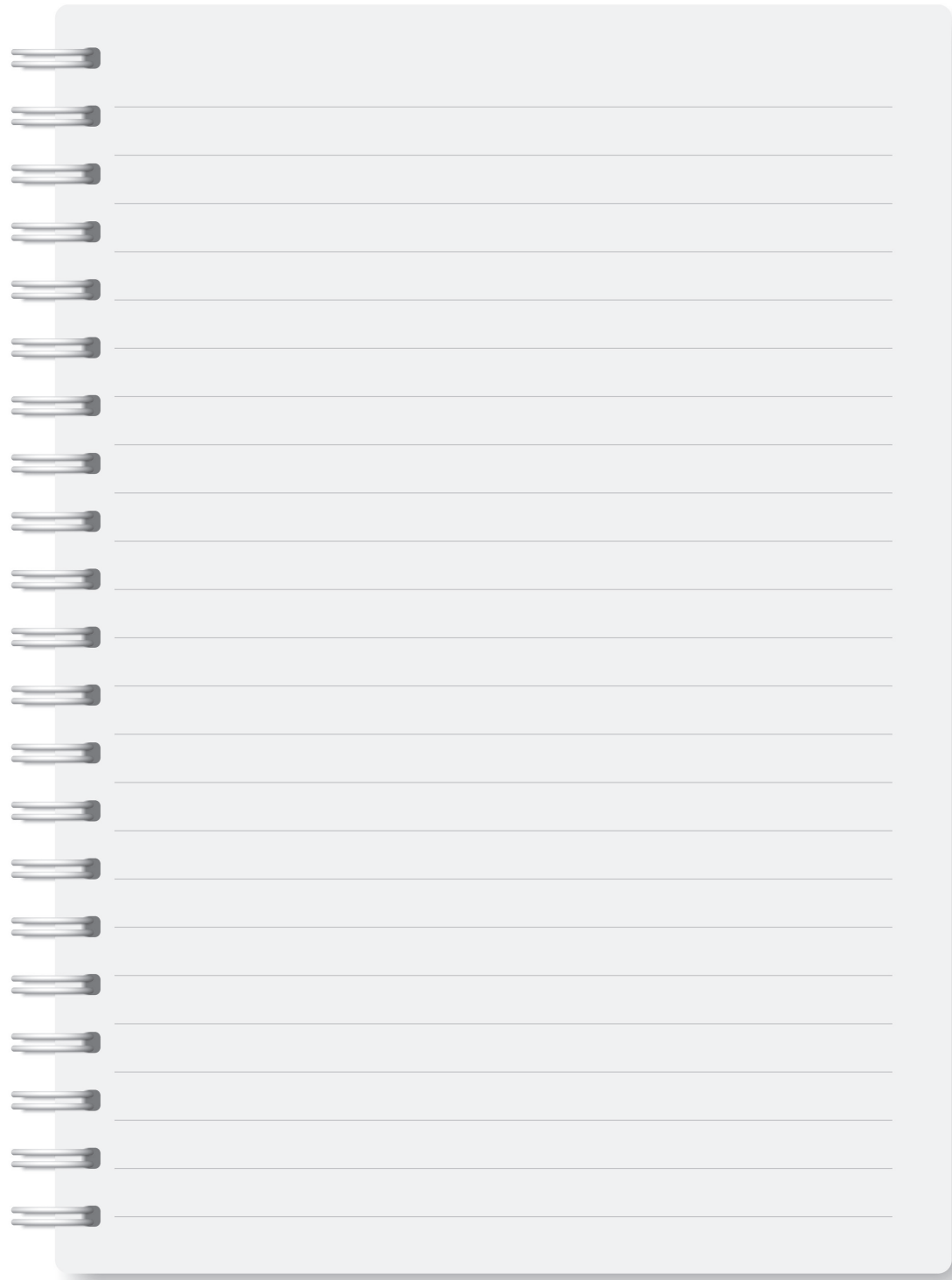
Teacher's Guide





Art your Heart

Teacher's Guide



Glossary

Key

add

gray shading: non-Band items
(i.e. items covered in the unit which are not from Band 2)

ancient times

italics: specific use
(i.e. the word was taught / practiced as part of that specific chunk/collocation)

	PoS	Meaning
3D (three-dimensional)	adj	
a number of	phrase	
adapt	v	
add	v	
aim <i>the aim of the project</i>	n	intent, purpose
amazing	adj	
ancient <i>ancient times</i>	adj	
ankle	n	
apologized	n	
approved	v	
argument <i>have an argument</i>	n	disagreement
as a result	phrase	
beside	prep	next to
bridge	n	
bring light	v	brighten

carve	v	
certain <i>certain area</i>	adj	particular
change <i>make a change</i>	n	
citizen	n	
clear <i>unclear</i>	n	
come out <i>didn't come out well</i>	v	look at carefully
commit <i>commit a crime</i>	v	
communicate	v	
contribute <i>contribute to the community</i>	v	
control	v	
convey <i>convey the message</i>	v	
death	n	
delicious	adj	
depend on	v	
design	n, v	
detailed	adj	
determine	v	
event	n	
ever since	phrase	
factory	n	
fall off sth <i>fell off his bike</i>	v	



fallen <i>fallen heroes</i>	adj	
far apart	adv	
far away	adv	
few	det	
gang	n	
get rid of sth	v	look at carefully
go on	v	
hide	v	
humor	n	
in certain ways	coll	
in order to	conj	
in public	phrase	
including	prep	
interview	n	
involve	v	
join forces	coll	
keep sth a secret <i>keep his identity a secret</i>	coll	
keep alive	v	
killed <i>was/were killed</i>	v	
kind of	adv	
kindness	n	
legal	adj	



let sb know (sth)	v	
lock <i>unlock the door</i>	v	
look like	v	
majority	n	
make friends	coll	
make it happen	coll	
make sure	coll	
make your voice heard	coll	
mean <i>I mean</i>	v	
military base	coll	
miss <i>miss the bus/the point</i>	v	
miss sb <i>I missed you</i>	v	feel sad
most	det	almost all
original <i>original version</i>	adj	
originally <i>originally from England</i>	adv	
pass by <i>cars are passing by</i>	v	
pay tribute to <i>keep his identity a secret</i>	coll	
poem	v	
potery	n	
popcorn	n	
postpone	v	

pot <i>plant pot</i>	n	
power <i>come to power</i>	n	
powerful	adj	
practice	n, v	
present	v	
produce <i>produce an effect</i>	v	
promise	v, n	
race <i>win the race</i>		
raise awareness	v	
reaction	n	
reality	n	
realize	v	
receive	v	
record	v	record sound, images etc.
release <i>call for the release (of)</i>	n	setting free
remind sb of sth	v	
remove	v	
save <i>save a life</i>	v	make safe
sci-fi <i>a sci-fi movie</i>	adj, n	
sharp	adj	able to cut
simply <i>simply because</i>	adv	
stand out	v	

stop and think	coll	
style	n	
support <i>feel supported by</i> <i>support your answer</i>	v	
take up sth <i>take up too much</i> <i>space</i>	v	
technique	n	
the way (in which)	phrase	
therefore	adv	
through	prep	as a result of, because of
traumatic	adj	
ugly	adj	
uncle	n	
version <i>original version</i>	n	
visitor	n	
who	pron	referring to someone; adding information
wish <i>make a wish</i>	n	
wounded	adj	