

Hello Projects! Advanced (Influential Art)

Teacher's Guide

(Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
<p>1-2 (15-20minutes)</p>	<p style="text-align: center;">Art and Music Board Game</p> <ol style="list-style-type: none"> Split into pairs or small groups and play board game to talk about art and music. Read the Conversation Tips before you start. Encourage the students to ask follow up questions, share common interests and give details to their answers when possible. 	
<p>3-4 (20-30 minutes)</p>	<p style="text-align: center;">Bob Marley & Taylor Swift</p> <ol style="list-style-type: none"> Before you read, ask your students if they know who Bob Marley and Taylor Swift are. What songs do they know? etc. Read about the lives of Bob Marley and Taylor Swift. Look up the meanings to the highlighted words in the glossary when you need to. When possible use the new words in questions to help the students understand the meanings. Examples: Do you live in a rural area? Do you know any other celebrities who were abandoned? Ask questions as you read to check for comprehension. Example: Why did Bob start to play the guitar? 	<p>Write sentences using the new vocabulary words</p>
<p>3-4 (20 minutes)</p>	<p style="text-align: center;">Listen to Songs</p> <ol style="list-style-type: none"> Choose a song by each artist (Some song titles are written in the book) and print out the lyrics or have your students look them up online. Play the music and listen together. After you finish each song, ask your students if they liked the song or not and why. Fill out the questions at the bottom of each page. 	
<p>5 (5 minutes)</p>	<p style="text-align: center;">Write Lyrics to an English Song</p> <ol style="list-style-type: none"> Ask the students what English songs they like. Show them page 5 and explain that the students will need to write the lyrics to one song on the lines. Next lesson, the students will share the songs and the lyrics with the class and talk about the song they chose and why. 	<p>Write lyrics to a song on page 5</p>

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(Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
<p>5 (20-30 minutes Depends on # of students)</p>	<p style="text-align: center;">Share Favorite Song Lyrics</p> <ol style="list-style-type: none"> Each student tells the class about the English song they chose to share about. If possible, listen to the songs and read the lyrics. Talk about the song together. What does it mean to you? Do you like the music genre ?etc 	
<p>6 (30 minutes or more depending on how much time you have)</p>	<p style="text-align: center;">Write a Song</p> <ol style="list-style-type: none"> Split into pairs or small groups. Use an app like Garage Band (There are so many free apps online now) and create a simple beat. Use the mind map to start to write a simple song together. 	<p>Think about song Lyrics</p>
<p>7 (20 minutes)</p>	<p style="text-align: center;">Journal: Music in My Life</p> <ol style="list-style-type: none"> Read about Cuban Music together. Look up the new words Ask questions as you read to check for comprehension, connect and personalize the reading passage. If you have time start filling in the mind map. If not, assign for homework. 	<ol style="list-style-type: none"> Write sentences with new vocabulary words. Fill in mind map for journal.

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(Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
<p>3/4/7 (20 minutes)</p>	<p style="text-align: center;">Practice new Vocabulary</p> <ol style="list-style-type: none"> 1. Write all of the vocabulary words from the Journal and the reading about Bob Marley and Taylor Swift on cards. 2. Split the class into teams. 3. Shuffle the cards and pick the top card and have the class read it out loud. 4. Teams that can write the definition to the word get 1 point. Teams that can write a sentence with the word get one point. Teams that can act out a conversation/skit and use the word get 3 points. <p>Give the students a time limit (1-2 minutes) and see what they can do.</p> <p>*You can model out the conversations/skits first to give the students ideas. For example, if you pick liberate. You can put a piece of paper on your head and say "This hat liberates me!". Then dance around the room. Or if you choose afflicted, you can act like a news reporter and say, "Today, in Japan many students are afflicted by bullying on social media." etc.</p>	
<p>6 (30 minutes or more depending on how much time you have)</p>	<p style="text-align: center;">Write a Song</p> <ol style="list-style-type: none"> 1. Continue to write songs in teams. 2. Practice singing the song and record it when you are finished. 3. The teacher can walk around and help the teams if they need inspiration or help with English etc. 4. Each group will share their songs with the class next week. 	
<p>8/9 (20 minutes)</p>	<p style="text-align: center;">Journal: Music in My Life</p> <ol style="list-style-type: none"> 1. Read the journal again if you think it will help your students 2. Students can share the information they wrote in their mind maps. They can add more information if they would like to. 3. Start to write the journal and finish for homework. 	<ol style="list-style-type: none"> 1. Finish Writing Journal

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(Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
<p>3/4/7 (10 minutes)</p>	<p>Practice new Vocabulary</p> <ol style="list-style-type: none"> 1. Play another game or continue the game from last week to help your students really internalize the vocabulary. 	
<p>8/9 (15 minutes)</p>	<p>Journal: Music in My Life</p> <ol style="list-style-type: none"> 1. Share Journals in pairs or groups. 2. Correct journals and have students rewrite journals on the second page for homework. 	<ol style="list-style-type: none"> 1. Rewrite journal with corrections .
<p>6 (Time depends on length of songs and how many groups there are.)</p>	<p>Share Songs</p> <ol style="list-style-type: none"> 1. Practice song or check recording with groups 2. Each groups presents their song to the class. Group can talk about what their song means or how they made it etc. Groups can print lyrics or share them on a slide etc. Give them some examples for groups to talk about when presenting their songs, or write speaking prompts on the board. This song is about ... We were influenced/inspired by ... This song promotes / advocates for / ... etc. 	
<p>11 (20 minutes)</p>	<p>Art Appreciation</p> <ol style="list-style-type: none"> 1. Look at the art on page 11. Read the explanation at the top of the page. 2. Discuss each piece of art as a class and answer the questions in the prompt. Do you recognize this? How does it make you feel? What do you think influenced the artist to create this? What do you think this art represents? 3. Then ask the class which art they like most and why. 	<p>Each student can choose an art period listed on page 12 and find some art from that period online. They can screen shot it or save it to share with the class next week. OR... You can do this in class next week. Up to you.</p>

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(Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
<p>12 (20-30 minutes)</p>	<p style="text-align: center;">Share Art</p> <ol style="list-style-type: none"> Look at the different art from each art period that students found, or do an image search as a class together. Choose a famous artist from each period and write their name on the top line in the correct box on page 12. Then write different characteristics for each period on the lines below each artist. They can be nouns or adjectives. Just what do the students think or feel when they see the different art. Example: Renaissance Leonardo da Vinci religious real nudity portraits dark serious 	
<p>13 (15 minutes)</p>	<p style="text-align: center;">Interview</p> <ol style="list-style-type: none"> Split the class into pairs. Students ask their partners the questions on page 13 and write their answers on the lines. 	
<p>15-16 (20-30 minutes)</p>	<p style="text-align: center;">Influential Artists</p> <ol style="list-style-type: none"> Before you read, ask your students if they know who Yayoi Kusama and Keith Haring are. What kind of art do they create? Where have you seen their art? etc. Read about the lives of Yayoi Kusama and Keith Haring Look up the meanings to the highlighted words in the glossary when you need to. When possible use the new words in questions to help the students understand the meanings. Example: Do you ever feel restrained in Japanese society? When you feel discouraged, how do you motivate yourself? Ask questions as you read to check for comprehension. Example: Why did Yayoi Kusama have pain and anxiety? 	<p>What do you think? Look at art from each artist and answer the questions.</p>

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(Lesson 6:)

Textbook Page	Activity Description	Homework (Workbook)
<p>15-16 (15-20 minutes)</p>	<p style="text-align: center;">What do you think?</p> <ol style="list-style-type: none"> Students share pictures of their favorite works and their opinions about the artists from their homework in small groups or with the class. 	
<p>14 (20-30 minutes)</p>	<p style="text-align: center;">Virtual Museum Tour</p> <ol style="list-style-type: none"> Students split into groups and search for a museum tour online. The tour can be an interactive tour on the Museum website or a virtual tour on Youtube etc. There are a lot of options. After the students take the tour, they can ask and answer the questions as a group. 	
<p>17-18 (20-30 minutes)</p>	<p style="text-align: center;">Journal: My Art Experience</p> <ol style="list-style-type: none"> Read My Art Experience together. Look up the new words Ask questions as you read to check for comprehension, connect and personalize the reading passage. If you have time start filling in the mind map. If not, assign for homework. 	<p>Finish mind map or write journal</p> <p>it depends on how far you got in class.</p>

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(Lesson 7:)

Textbook Page	Activity Description	Homework (Workbook)
18-19 (15-20 minutes)	<p style="text-align: center;">Share Journals or Mind Maps.</p> <ol style="list-style-type: none"> Students share what they wrote in pairs/small groups or with the class. 	Write Journal for Homework
(15 minutes)	<p style="text-align: center;">Practice new Vocabulary</p> <ol style="list-style-type: none"> Write all of the vocabulary words from the Journal and the reading about Yayoi Kusama and Keith Haring on cards. Split the class into teams. Shuffle the cards and pick the top card and have the class read it out loud. Teams that can write the definition to the word get 1 point. Teams that can write a sentence with the word get one point. Teams that can act out a conversation/skit and use the word get 3 points. <p>Give the students a time limit (1-2 minutes) and see what they can do.</p> <p>*You can model out the conversations/skits first to give the students ideas.</p>	
21-22 (20-30 minutes)	<p style="text-align: center;">Traditional Crafts Around the World</p> <ol style="list-style-type: none"> Split into pairs or small groups. Look at the crafts on page 21. Find the information about the crafts online and fill in the table at the bottom of the page. Answer the questions on page 22. 	
23-24 (15 minutes)	<p style="text-align: center;">Traditional Crafts From My Country</p> <ol style="list-style-type: none"> Brainstorm different traditional crafts from Japan and write them on the lines at the top of page 23. 	<p>Find info for page 24</p> <p>Students look up information and write about the different traditional crafts they chose</p>

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(Lesson 8:)

Textbook Page	Activity Description	Homework (Workbook)
(15 minutes)	<p style="text-align: center;">Practice new Vocabulary</p> <ol style="list-style-type: none"> 1. Play the game to practice using the new vocabulary words again. 	
23 (15minutes)	<p style="text-align: center;">Share Information about Traditional Crafts</p> <ol style="list-style-type: none"> 1. Students share the information they found about each traditional craft in pairs, small groups or with the class. 	
24 (15 minutes)	<p style="text-align: center;">Interview</p> <ol style="list-style-type: none"> 1. Split into pairs and interview each other using the interview at the bottom of page 23. 2. Share and compare with the class 	
25-26 (20-30 minutes)	<p style="text-align: center;">Journal: Traditional Australian Art</p> <ol style="list-style-type: none"> 1. Read Traditional Australian Art together. 2. Look up the new words 3. Ask questions as you read to check for comprehension, connect and personalize the reading passage. 4. Look up different Australian Art online and try to interpret what it means. 5. If you have time start filling in the mind map. If not, assign for homework. 	Write Journal for Homework

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(Lesson 9...)

Textbook Page	Activity Description	Homework (Workbook)
26-27 (15 minutes)	<p style="text-align: center;">Share Journals or Mind Maps</p> <ol style="list-style-type: none"> Students share what they wrote in pairs/small groups or with the class. 	
(15minutes)	<p style="text-align: center;">Practice Vocabulary</p> <ol style="list-style-type: none"> Play a game to practice using and review new vocabulary 	
29-30 ...	<p style="text-align: center;">PROJECT: Curate an Art Exhibition</p> <ol style="list-style-type: none"> Tell the class that you will plan an art exhibition together. Read through the mind map and fill in the information as a class. Discuss the different options together. Students can also split into groups to share their ideas and then each group can share their ideas with the class. You can have a class vote and make a decision together that way. 	
This planning and preparation will last the next couple of weeks.	<p style="text-align: center;">Start to Plan the Exhibition</p> <ol style="list-style-type: none"> Once the class has a plan, they need to split in to teams. Each team will be in charge of different things. For Example: First you need to collect the art. Once you have art, groups can write different information about each artwork that will either be displayed next to the artwork or in the brochure. Who will design the displays or the brochures? Who will design the promo flyers/online ads or invitations (whatever the students decide)? Who will collect the materials (frames lights etc)? I think a lot of the discussions will be as a class, but you can split into groups when you need to Once everything is ready, you can have an art exhibition for your school or your community! I hope it is amazing and if possible, I would love to come! 	