

TU ESCUELA EN CASA

Ministerio de EDUCACIÓN



Urban Art

NIVEL DE EDUCACIÓN SECUNDARIA / 4.º, 5.º Y 6.º AÑO
LENGUA EXTRANJERA: INGLÉS

Palabras clave: art / listening / speaking / reading / writing



Urban Art



Fuente: [Flickr](#)

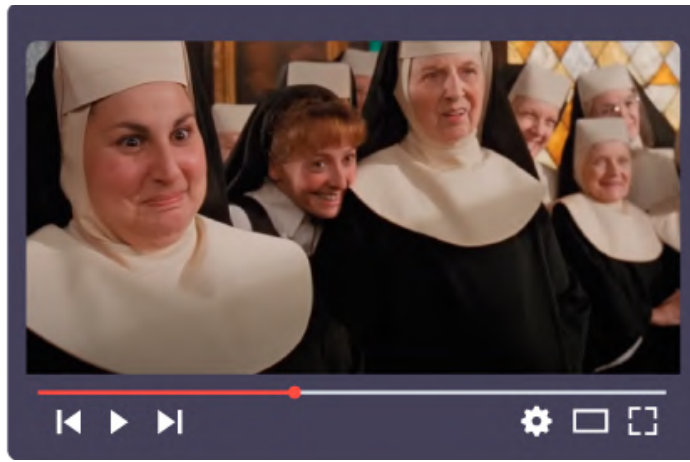
Hello, everybody! Do you like art? Do you enjoy colorful murals and graffiti on street walls? Is there a **mural** or graffiti that you like (near your school or home)? Why do you like it? (Or why don't you like it?). In this lesson, we will explore different aspects of street art, we will learn about the origins of urban art, we will use vocabulary related to this topic and read about its most important referents and works of art in New York and Chicago. The key to the activities are at the end of the class. We hope you enjoy this visual tour!

¡Hola a todos! ¿Les gusta el arte? ¿Les gustan los murales coloridos y los grafitis en las paredes de las calles? ¿Hay algún mural o graffiti que les guste (cerca de sus escuelas o casas)? ¿Por qué les gustan? (O por qué no les gustan). En esta secuencia, exploraremos diferentes aspectos del arte callejero, aprenderemos sobre los orígenes del arte urbano, usaremos vocabulario relacionado con este tema y leeremos sobre sus referentes y obras de arte más importantes en Nueva York y Chicago. Al final de la secuencia, encontrarán las respuestas de las actividades. ¡Esperamos que disfruten este recorrido visual!

:: Station 1. Street Art in New York

Street art was born in New York City (NYC) during the 1970s. As a response to the crime and economic instability, young kids from the Bronx and Brooklyn began **bombing** subway cars and buildings with graffiti **tags**. It was an illegal and sometimes dangerous activity, but it created an art style that would spread around the world.

a) Let's watch the following video:



CLIC [AQUÍ](#) PARA VER VIDEO

<https://bit.ly/2XwicpR>

In the video, we watched a group of nuns fixing beaten-up cars, cleaning up the pavement and repainting the murals on walls of their church. The nuns did not cover the graffiti on the walls mainly because urban art has become a widely accepted artistic genre and it is embraced by the general public and art institutions.

Now, answer these questions:

1. Where are the nuns? (In a shop? In Argentina?).
2. What are the nuns doing? (What do they do with the walls of the church, an abandoned car, the garbage in the alley and the neighbours?).
3. Do you like how the place looks at the end of the video?

b) In this activity, you will go over some murals and graffiti. Look at them and try to give them a name.

1



2



3



4



5



6



7



8



9



c) Read the texts a-i. Then, match the pictures 1-9 with their corresponding description. You will find the answers at the end of the class.

<p>a) Big Pun Memorial Mural</p> <p>This <u>mural</u> is a tribute to a beloved Puerto-Rican rapper who passed away in 2000. It was created by Bronx-based graffiti artists.</p>	<p>b) King of New York</p> <p>This three-story mural of the King of NY is one the biggest of the city's many painted <u>memorials</u>. It is based on the iconic portrait by NYC photographer Barron Claiborne.</p>
<p>c) Donuts</p> <p>This is a <u>photorealistic</u> mural by a Sicilian artist and his <u>crew</u> that portrays a big-eared child trapped inside a claw machine filled with donuts.</p>	<p>d) A Surreal Character</p> <p>This graffiti portrays a violent surreal <u>character</u>. The blue and yellow colours emphasise the cool <u>urban-style</u> that citizens enjoy.</p>
<p>e) Crack Is Wack</p> <p>This beautiful <u>throwup</u> by Keith Haring on a handball court wall was painted illegally in 1986 during the crack epidemic. It is one of the only outdoor <u>pieces</u> left by Haring, who died of AIDS in 1990.</p>	<p>f) North 6th Street</p> <p>This unique brand of artful <u>vandalism</u> can be seen on an industrial Northside corner. It includes some simple <u>wildstyle</u> pieces.</p>
<p>g) Hammer Boy</p> <p>This Banksy's modest <u>stencil</u> piece is still intact, thanks to the building owner, who installed a Plexiglas shield in an act of art preservation.</p>	<p>h) South Bronx Wall of Fame</p> <p>This mural is a collection of works by different <u>graffitists</u> who have painted their messages across its bricks.</p>
<p>i). Tuff City Print</p> <p>This landmark tattoo of the Tuff City store has become more and more visited since 2007. Its main <u>attraction</u> is the awe-inspiring 15 meter subway car.</p>	

:: Station 2. Street Art in Argentina and Córdoba

Argentina has a very important community of street artists and graffiti artists; some international referents are Martin Ron, el Marian, Ever and Jaz and Elián Chali. Cities such as Buenos Aires, Rosario and Córdoba attract both local and international street artists due to the abundance of abandoned buildings and grey walls. There are nearly no restrictions on where artists can paint and there's no need to obtain any kind of authorisation from the local authority. All you need is the consent of the property owner making it the perfect playground for urban artists.

How does street art make you feel? Do you like it? Why (not)? Is it there, in your neighbourhood or city, a mural or graffiti that you like?

- a) **Where do you think these murals are? Yes! In Córdoba City, but where exactly? Can you guess? At the end of the class, you will have the answers. Enjoy!**

1



2



3



b) Finally, google and choose a street graffiti. Paste it, give it a name of your own. Then, share it with your teacher and classmates, tell them where you would paint it in Córdoba City and why.

:: Station 3. Street Art Terms

When we talk about urban art, we frequently use a variety of phrases and words that describe different styles and aspects of graffiti and its culture. These expressions are usually informal in register. Some of these terms may vary regionally, taking on different meanings across different cities and countries.



ZOOM IN

Register often refers to the degree of formality of language (informal and formal). We use different language registers for different situations; for example, we would not speak to our teacher the same way we would talk to our brothers, sisters or friends.

In a more general sense, register refers also to the language used by a group of people who share similar work or interests, such as doctors or artists.

The vocabulary included in this class originates primarily in the United States. In this link, you will find a glossary of vocabulary related to urban art.

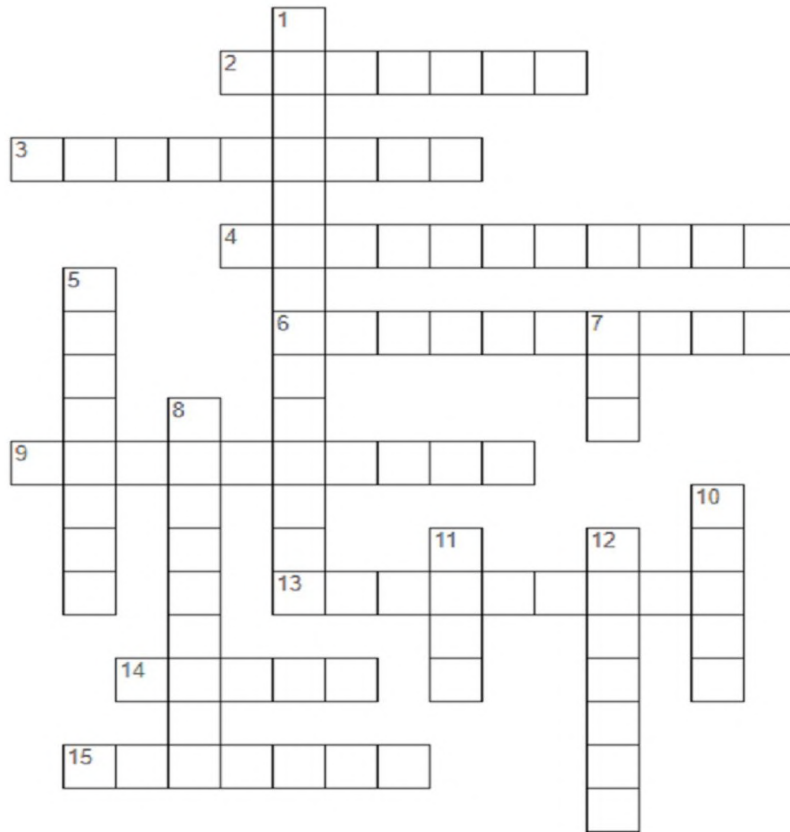


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ACTIVITY 1 | Crossword Puzzle

a) Go back to the previous texts and activities. Notice the words and phrases that are in bold and underlined. Look up their meaning in the dictionary. Then, complete the crossword puzzle below. At the end of the class, you will find the answer key.

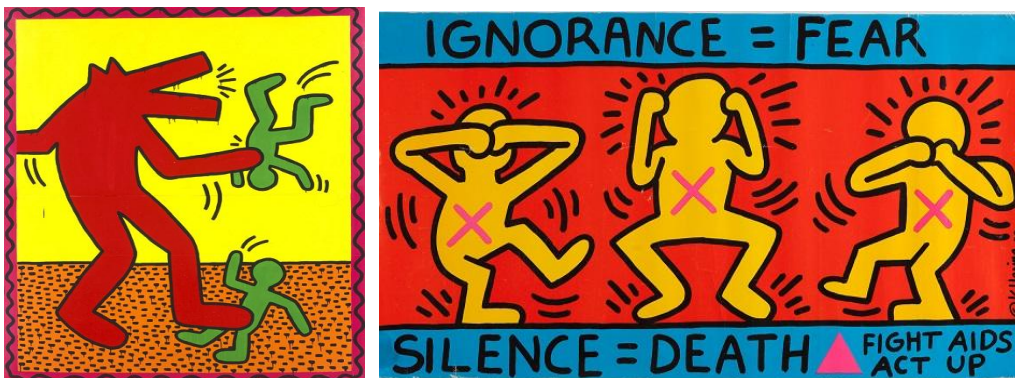
Across	Down
2. A piece quickly done with bubble letters or very simple pieces using only two colors.	1. Term used to talk about paintings that are so realistic they are hard to distinguish from photos.
3. A complicated form of graffiti that includes a set of arrows and letters.	5. A painting or mural that reminds people of someone who has died.
4. (Informal) Graffiti artists.	7. The most basic form of graffiti, a writer's signature with marker or spray paint.
6. Something interesting or enjoyable to see or do.	8. The crime of deliberately damaging things, especially public property.
9. A specific style that celebrates the city.	10. A large-scale painting, done top to bottom on a wall.
13. A cartoon figure taken from comic books, TV or popular culture to add humor or emphasis to a mural.	11. A group of associated graffitiists that often work together.
14. A graffiti painting, short for masterpiece.	12. A piece of plastic, metal, or paper in which designs or letters have been cut out, that you put over a surface and paint over, so that the design is left on the surface.
15. The action of covering a wall with graffiti, tags and throwups.	



ACTIVITY 2 | Discovering Keith Haring

a) Look at the following works of art and answer these questions.

1. What do you think the images are about? What are their stories?
2. How do these pieces make you feel? Why?





b) Read Haring's biography and then answer questions below.

Keith Allen Haring was born in 1958, in Reading, Pennsylvania (USA). He grew up in a small town named Kutztown. In 1978, Keith moved to New York City to go to an art school.

In the city, Keith started seeing empty black pieces of paper on the subways. He knew that this was the perfect place for him to draw. He started making his subway drawings every day. People riding the subway saw his work, and it was also on TV and in the newspaper. After some time, he became famous



In his first show in New York, he painted all the walls with his art, and then put up his paintings and his sculptures. Hundreds of people went to the opening party, and it was a big success. He traveled around the world to show his work, he had shows in Europe, Japan, and all across the United States. He also worked with children in schools to paint large murals with them, and he made paintings and sculptures for schools and hospitals in many places.

In 1988, Keith got very sick with a disease called AIDS. At that time, doctors could not help people with AIDS. Keith knew he was going to die, but he was very brave and kept working as hard as he could until the end. He also made posters to tell people about this illness and donated money to institutions that were looking for a cure.

Haring's work responded to contemporary social and political events. This included the battle to end the AIDS epidemic and drug abuse. He was influenced by graffiti art and comic books. He often listened to hip-hop music while working and painted rhythmic lines to express movement and energy. His pieces are characterised by the repetition of stylised shapes outlined in black and often filled with warm, bright colours (yellow, green, red, blue).

Haring's work represents characters, objects and animals in a symbolic manner. Egyptian hieroglyphics were an important source of inspiration for Haring's visual language. Sometimes the designs tell a story but they always elicit emotion from those who view them. Haring used catchy slogans to quickly and effectively make his point. One of his most famous examples is the Crack is Wack mural referring to the crack cocaine epidemic and its effects in New York City.

Fuente: [NY History](#)

1. Who is Keith Haring? Where did he paint? Did he paint his murals only in New York? If you have an Internet connection, google his name and try to read information about him.
2. What do you notice about this artist's use of colour, shape and line?
3. What do you think of Haring's work?

Choose some of the characters in Keith Haring's work. Sketch a mural to be painted on a wall. Decide which colours you will use, organize the composition of the characters, add shapes and a background. Include a short message in your mural. Share your piece with your teacher and classmates. Have fun!

:: Station 4. Urban Art Techniques

Urban art includes different art expressions, from graffiti, stencils, prints and murals, through large-scale paintings and projects of artistic collaboration, to street installations, as well as performative and video art. In this section, we will learn about some techniques that street artists use to create their pieces.

ACTIVITY 1 | Which of the techniques do you prefer?

Which of the techniques in the following pictures do you prefer? If you had to choose one to use it in the patio or playground of your school, which one would you use to do what? Answer in a short paragraph (five-line paragraph).

1. Spray paint graffiti



2. Stencil graffiti



3. Wheat pasted poster art



4. Sticker art



5. Street installations



6. Sculpture



ACTIVITY 2 | Chicago Street Art

Chicago has great public art and street murals; it offers a diverse range of types and styles to view throughout the city.

a) In this activity, you will listen to an audio file about Chicago Street Art. Then, you will correct the following statements. At the end of the class, you will find the answer key.

1. Street art has been very important in Chicago for a long time.
2. The Chicago Murals are located in six important neighborhoods.
3. The art in Wicker Park started with the disco music culture.
4. You can't cover the art neighborhoods in one day.
5. To see what street art is like in Chicago you need a pair of jeans and a pair of binoculars.

HACER CLIC SOBRE EL ÍCONO PARA ESCUCHAR:



<https://bit.ly/371zcaJ>

b) Listen to the file again and this time read the text. Underline the words and expressions that you do not know. Look them up in the dictionary.

Chicago has always had great public art, from the towering Picasso on John Daly plaza to the reflective bean in Millennium Park. It is the home of world class museums, creative architecture and food festivals. But it's only been in the past few years that Chicago street art has emerged to become a formal part of the city's arts and culture offerings.

You can find most of the Chicago murals located in three distinct neighborhoods: the South Loop (on Wabash), Milwaukee Ave (from Wicker Park to Logan Square) and Pilsen. Street art in Chicago, like the city itself, is very political. The large works on Wabash were a result of a very deliberative public art project. The pieces in Pilsen began as a cultural touchstone and are a bulwark against gentrification. Wicker park street art began with the hip hop culture and the works have sneaked onto all sorts of hidden corners.

To get the full experience, you should visit all three neighborhoods. If you start early, you can cover all of these neighborhoods as a 1-day itinerary. Or you can spread out your street art tour over three days, giving you an opportunity to visit other museums and public art in Chicago. Either way, wear a good pair of walking shoes and bring your camera.

:: Answer Key

Station 1. Activity 1

c) Read the texts a-i. Then, match the pictures 1-9 with their corresponding description.

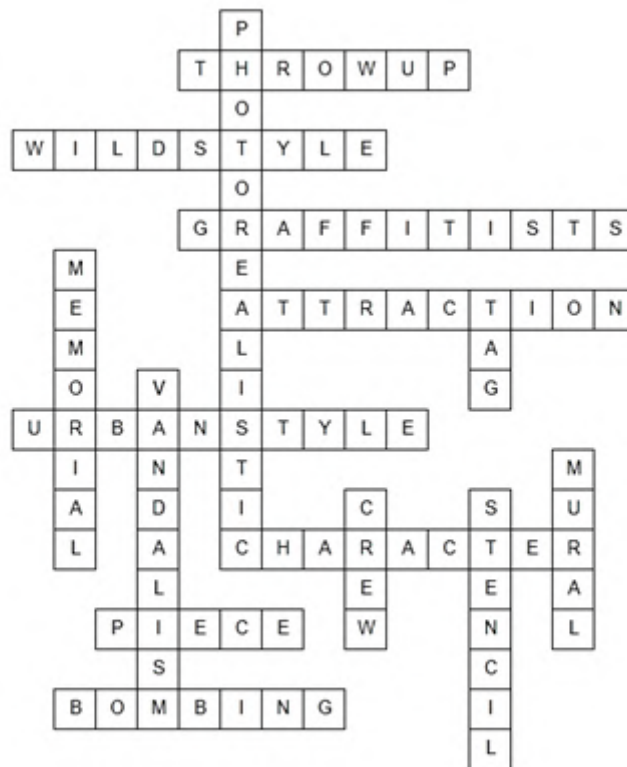
- A-2
 - B-8
 - C-4
 - D-5
 - E-7
 - F-6
 - G-1
 - H-3
 - I-9
-

Station 1. Activity 2

d) Where do you think these murals are? Yes! In Córdoba City, but where exactly?

1. Parque de las Tejas.
2. Aeropuerto Ambrosio Taravella.
3. Parque Kempes

Station 2. Activity 1



Station 3. Activity 2

a) In this activity, you will listen to an audio file about Chicago Street Art. Then, you will correct the following statements.

- Street art has been very important in Chicago for a long time.
 - It's only been in the **past few years** that Chicago street art has emerged to become a formal part of the city's arts and culture offerings.
- The Chicago Murals are located in six important neighborhoods.
 - You can find most of the Chicago murals located in **three distinct neighborhoods**: the South Loop (on Wabash), Milwaukee Ave (from Wicker Park to Logan Square) and Pilsen.
- The art in Wicker Park started with the disco music culture.
 - Wicker park street art began with **the hip hop culture** and the works have sneaked onto all sorts of hidden corners.
- You can't cover the art neighborhoods in one day.
 - If you start early, you can cover all of these neighborhoods as a **1-day itinerary**.
- To see what street art is like in Chicago you need a pair of jeans and a pair of binoculars.
 - Wear a good pair of walking shoes and bring your camera.

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-

ORIENTACIONES PARA EL O LA DOCENTE

Estimados colegas, en las actividades de esta propuesta se abordan los ejes de escucha y lectura comprensiva en torno a la participación de los estudiantes en situaciones informales relacionadas con el patrimonio cultural y las expresiones artísticas.

Buscamos, asimismo, acercar aspectos del arte y la cultura inglesa mediante la lectura de textos sobre un estilo artístico muy actual: el arte callejero.

Las paradas se organizaron teniendo en cuenta los distintos aspectos del arte urbano en algunas ciudades tales como Nueva York, Chicago y Córdoba (Argentina).

Se sugiere, para 4to año, trabajar la comprensión de los textos, quizás agregando glosarios que expliquen las palabras más difíciles. En las actividades propuestas, los alumnos podrán familiarizarse con vocabulario propio del arte callejero. Incluimos actividades que proponen que los estudiantes trabajen con aspectos artísticos y creativos.

Es nuestro objetivo generar propuestas que presenten un desafío y, al mismo tiempo, dialoguen con otras áreas disciplinares y culturales. Esperamos que disfruten de las obras de arte y de los artistas seleccionados para la secuencia.

FICHA TÉCNICA:

Secuencia: Urban Art

Nivel: Ciclo Orientado de la Educación Secundaria

Años sugeridos: 4.º, 5.º y 6.º año

Asignatura: Lengua Extranjera - Inglés

Ejes curriculares:

- Lectura, escritura y escucha comprensiva
- Reflexión sobre la lengua

Objetivos:

- Enriquecer el bagaje lingüístico y cultural de los estudiantes a partir del análisis y descripción de propuestas visuales artísticas alrededor del mundo.
- Ampliar y fortalecer su capacidad de producir y comprender textos escritos y orales en la lengua extranjera.
- Fortalecer la producción de textos escritos sobre temáticas propias del área.
- Profundizar el uso de estrategias de lectura comprensiva.
- Recuperar y utilizar estrategias de producción de textos orales de acuerdo con el registro (formal e informal) apropiado de acuerdo a las audiencias y los propósitos comunicativos.
- Fomentar la comprensión y construcción del sentido del texto oral apelando a diferentes estrategias, tal como la inferencia.

Aprendizajes y contenidos:

- Participación en prácticas de oralidad, lectura y escritura en situaciones informales relacionadas con: el patrimonio cultural: arte, pintura y escultura.
- Desarrollo de las estrategias de lectura, como *skimming* y *scanning*, para extraer información global y específica de un texto.
- Identificación y uso de vocabulario relevante a la temática abordada en esta secuencia para completar actividades lúdicas.
- Identificación de distintos registros de la lengua oral (formal e informal) y sus características.

Sobre la producción de este material

Los materiales de *Tu Escuela en Casa* se producen de manera colaborativa e interdisciplinaria entre los distintos equipos de trabajo.

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