**Street Art review**

**Lesson plan**

***I Preparing for the trip***

1. Students read a review and identify its ***audience*** = **general** public, sharing **common interes**t (semi formal / neutral register, tone and style to engage the reader)

and ***message*** =inform, **describe** and express personal **opinion** about something which the writer has experienced and to give the reader a clear **impression (judgement)** of what the item discussed is like.

1. They will focus on the **structure** (title, byline, short paragraphs, sub-headings (optional), **content** (balanced or one-sided approach), and **language** (liking/disliking vocabulary, vivid comment / rhetoric), start making a list of useful **topic vocabulary**.

*Useful resources* <https://engxam.com/handbook/how-to-write-a-review-b2-first-fce/>

 <https://oxfordhousebcn.com/en/how-to-write-a-review-cambridge-b2-first/>

 <https://engxam.com/handbook/how-to-write-a-review-c1-advanced-cae/>

Review

<https://openlab.citytech.cuny.edu/arth11036415f2012/default-course-page/sample-exhibition-review/>

1. Students read some reviews in groups and compare them

*Useful resources*

En <https://openlab.citytech.cuny.edu/arth11036415f2012/default-course-page/sample-exhibition-review/>

<https://artreview.com/the-return-of-rococo-in-contemporary-culture/>

 <https://www.theartnewspaper.com/2022/12/09/leonard-cohen-exhibition-art-gallery-ontario-everybody-knows>

 <https://www.timeout.com/london/art/lynette-yiadom-boakye-fly-in-league-with-the-night>

Lt <https://artnews.lt/rimo-sakalausko-paroda-sesija-galerijoje-meno-nisa-33703>

 <https://artnews.lt/apie-nacionalizmo-kritika-w-kentridgeo-paroda-tai-ko-nepamename-69739>

 http://www.slapeliumuziejus.lt/ievos-jursenaites-tapybos-paroda/

1. Students review some visual arts vocabulary, and add some useful topic vocabulary to their list

Useful resources

<https://artmuseum.arizona.edu/vocabulary-art-terms>

<https://education.ket.org/resources/visual-arts-glossary/>

<https://www.moma.org/learn/moma_learning/glossary/>

1. Students plan an itinerary in groups \*if there is a possibility, students could continue working in groups (including the trip) <https://streetartcities.com/cities/vilnius/artworks>
2. Students research the chosen artworks, note down some details, resources.

II ***Visiting artworks***

1. Students follow their itinerary and visit each artwork. First, students work individually taking notes of some necessary information.
2. Then they work in small groups discussing their ideas.
3. They walk around and add some more information and notes.

III ***Writing practice***

Students collect their notes and write a review following the conventions of the review genre and using active topic vocabulary.

Resources used

<https://engxam.com/handbook/how-to-write-a-review-b2-first-fce/>