



# **A cultural-Based Approach to Language**

## **Learning and Critical thinking: Andy Warhol**

### **for 12th graders**

*Trabajo de Titulación para optar al título de Profesor de Inglés*

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Viña del Mar, Diciembre 2015

## Table of Contents

### Section 1

Abstract	4
Introduction	5

### Section 2

Literature review	
1. Culture	7
2. Art	10
3. Critical thinking	12

### Section 3

Needs analysis	
1. Teachers' interview	13
2. Students survey	14
3. Conclusions	14

### Section 4

Pedagogical proposal	
1. Rationale	17
2. Course objectives	18
3. Course requirements	18
4. Assessment	19
5. Sequence and Scope	20

### Section 5

Lesson samples	
1. Sample Activity 1	33
2. Sample Activity 2	37
3. Sample Activity 3	40

### Section 6

References	43
<b>Section 7</b>	
Appendixes	
1. Appendix A	45
2. Appendix B	49
3. Appendix C	52

### Abstract

Art is a neglected subject in EFL classrooms. Modern art is almost unseen, in spite of being fundamental to understanding American culture. In addition, teachers and students acknowledge the relevance of this topic; however, teachers fail to use it in critical thinking activities and students are not aware of the relevance and relationship between art, culture and language. This workshop proposes various activities based on critical pedagogy and task-based approach that provide students with the tools to understand art as a fundamental cultural product.

Key words: Pop Art, EFL, Andy Warhol, Critical pedagogy, Speaking skill.

**A cultural-Based Approach to Language Learning and Critical thinking: Andy Warhol  
for 12th graders**

Western culture is rich in characters that have shaped modernity; many of the most notorious figures are introduced to language learners because of their cultural value, to help them understand the customs and mores that dictate the foreign language speaker's way of life. Art is one of the most noticeable cultural products, in every artistic composition underlays concrete and abstract notions that the artist depicts in a personal relation with the artifact; nevertheless, that unique perspective also manifests the sociocultural context as a response to the existing paradigm. (Cummings, & Katz, 1987). One of the main artistic influences of the late 20th century is Andy Warhol. According to Schroeder (1992), Warhol's work depicts current society including abstract and cultural concepts that are core to understanding English culture; therefore its language.

The artist has been subject of a wide range of studies; from art history, critical race theory, feminist theory, psychoanalysis, cinema studies, etc. Language studies on Warhol exist under the post-war perspective of any artifact as text, as a manifest textual depiction Needham (2012). However, studies from an EFL perspective are scarce. Chilean high school students have been deprived of this relevant concepts since they are not included in the national curriculum.

Since the mid 20<sup>th</sup> century there has been a change in the conception of art and what represents. Major social changes in those years led to a shift that somehow destroyed what was considered an artistic representation. Until that time, art was secluded to the realms of the mind and nature. However, society had changed. This cultural shift was depicted and highly

shaped by Andy Warhol. He is one of the most relevant and controversial characters of contemporary society. His figure, whether positively or negatively depicted, equally stands for the impact of his revolutionary work to the contemporary notion of what art is. This artist and the artifacts that he presented to the world are central to contemporary American culture.

Under the conception of culture as a struggle between groups of dominance and the role that teachers must have in raising awareness about this conflict, Andy Warhol's artistic revolution can be introduced to students with the general objective of developing the ability to elaborate arguments and judgements within oral and written discourse. Furthermore, by doing this, it is possible to develop the ability to understand the relationship between language and culture; in other words, the ability to develop critical thinking. Language learners should get acquainted with Warhol's relevance if they are to understand American society, its culture, and its language.

The following elective course for 12th year proposes a cultural based approach to language learning. It seeks to develop critical thinking by introducing students to one of the most influential artists of America and part of a movement that fashioned modernity. This project presents students with tools and strategies to: (a) comprehend oral texts through critical thinking, (b) produce oral texts through discussion, (c) understand the concept of language as a tool to interact with a different culture, and (d) analyze different components of contemporary culture under a critical scope.

### **Literature review**

This project seeks to develop critical thinking as a tool for learning English language through culture. In this case one of the most relevant representations of modern culture, and the movement that changed the art scene in the 60s. The following concepts are key to understanding and implementing this final project, each of these will be present throughout the complete set of sessions and units.

### **Culture**

The relevance of this project stems from culture and its importance in teaching a language. This concept has been studied in many fields, many definitions have appeared considering the broadness of this particular topic. Culture is considered by critical pedagogy theorists as a continuous struggle for power between the components of society, the haves and have not, the ones who hold the power and the ones that are functional to that power, those entities must be equalized to grant the right to a fair struggle, culture teaching is in this case a tool to level things up, to provide students with elements that help them to comprehend their surroundings and the place they occupy in a modern capitalist society. Giroux (1994) states:

Culture is both the sphere in which adults exercise control over children and a site where children and youth can resist the adult world and create their own cultures and identities. It is thus important to critically question the specific cultural formations and contexts in which childhood is organized, learned, and lived

Moran (2001) describes culture and its relation to language based on five dimensions as can be seen in table 1.

Table 1. Culture and language		
<b>Cultural dimension</b>	<b>Description</b>	<b>Language</b>
Products	All artifacts produced or adopted by members of the culture from tools to arts. Always located and organized in physical places	To describe and manipulate cultural products
Practices	Actions and interactions members of a culture carry out. They are verbal and non-verbal and consider time, space, and context	To participate in cultural practices
Perspectives	Perceptions, beliefs, values, and attitudes that underlie the products and guide practices. They are implicit and explicit and provide meaning and orientation toward life	To identify, explain, and justify cultural perspectives
Communities	The specific social context and groups in which individuals carry on cultural practices. They can be national or local and they coexist in relationship to one another: separation, cooperation, collaboration, or conflict	To participate appropriately in specific cultural communities
Persons	Individual members who embody the culture and its communities in unique ways. It makes culture individual and collective, psychological and social.	To express unique identity within the culture

According to these dimensions that are inter-related to one another, the author defines culture as:

The evolving ways of life of a group of persons, consisting of a shared set of practices, associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts.



This workshop proposes the study of language through culture by using the language to describe and manipulate cultural products as key to understanding the other four dimensions proposed by Moran (2001), mainly cultural perspectives

**Teaching culture.** According to Moran (2001), we use language as the means to comprehend, analyze and respond to a culture. He states that in order to do that, four language functions that mirror the stages of cultural experience cycle are needed. He states that each of them provides with specific contents, activities and outcomes. Details of the author's proposal can be seen in table 2

Table 2. Stages of cultural experience cycle			
Stage	Contents	Activities	Outcomes
Participation: Knowinghow	Cultural Information	GatheringInformation	Cultural knowledge
Description: Knowingabout	Cultural Practices	DevelopingSkills	Cultural Behaviors
Interpretation: Knowingwhy	Cultural Perspectives	DiscoveringExplanation s	Cultural Understanding
Response: Knowingone-self	Self	Reflection	Self-Awareness

The aim of teaching culture in the EFL classroom is to immerse students in the language as a means to facilitate and personalize the learning experience, to provide them with real-life examples of how the native language speakers carry on their lives and the significance that language plays in creating their reality. Students have the chance to be in contact with one fundamental aspect of America's most relevant and transcendent cultural heritage to the

world; that is art, and the impact that an specific movement had, and still has, on popular culture.

This workshop seeks to use art as a means to understanding culture and language as a means to analyze the four dimensions presented by Moran (2001); thus, it develops strategies to compare, contrast, and reflect about other culture, their own, and themselves.

## **Art**

As previously stated, art is a cultural product, and the relation that it holds with history and as part of culture, in this case, American culture is fundamental to learning the language from that particular culture. What is art is a question that has many answers, from very different perspectives, as a cultural aspect is deeply rooted in human practices and customs, as if the artist's inspiration were a manifestation of what is relevant or what must be relevant to notice. Art is considered on its primary representation, as a revolution of spaces and values and an opposition to a traditional mindset.

Moran (2001) states that art as a cultural product pervade culture and exist beyond institutions. He states that art-- As all cultural products-- can be studied from any of the, previously described, five dimensions and that it constitutes to the visible and immediate culture that is immediately recognizable to visitors.

This workshop seeks to examine how art as a cultural product relates to practice, communities, persons, and perspectives.

**Pop art.**An art movement that appeared in America in the late 50s, it concerns with popular culture elevated to high art. In the words of Richard Hamilton (1967), one of the proposers of this art in America: "Popular (designed for a mass audience), Transient (short-

term solution), Expendable (easily forgotten), Low cost, Mass-produced, Young (aimed at youth), Witty, Sexy, Gimmicky, Glamorous, Big business.”

Schroeder (2005) discusses the cross-fertilization of art and branding, focusing on three contribution areas: the interactions between art, brands and culture, the self-reflexivity of brands, and brand criticism. Based on various artists as case studies, he concludes that successful artists can be compared to brand managers because they actively engage in developing, nurturing and promoting themselves as recognizable “products” in the competitive cultural sphere. Thus developing new and interesting concepts in yet another cultural product, marketing research.

**Warhol’s relevance.** Warhol's art is conceived as a true representation of American culture. The subjects of his paintings were taken directly from the shelf of a supermarket or the screen of the movie theater, although this may be understood as an obsession with fame and goods, it also may be presented as a critique to America's materialism and capitalism itself.

Schroeder (1997) asserts the relevance of Andy Warhol resides in the way his work as a visual artist, experimental film maker, prolific writer, and celebrity provides meaningful insights on consumer culture; however, the author states that Warhol does not only depict these insights, but he expands and contributes to that consumer culture by producing novel work in five specific areas: brand equity; clothing, fashion and beauty; imagery; packaging; and self-concept.

This project provides students with the tools to explore and understand Warhol’s relevance in contemporary society and how cultural products, communities, perspectives,

persons, and practices are shaped by modern art, specifically, Warhol's enormous contribution to that view.

**Mass production.** Defined as the large production of standardized items, typically on assembly lines, for the sake of this project, mass production in the context of art.

### **Critical thinking**

Following western tradition of presenting students with logical devices that allows them to detect hasty or false arguments.

**Critical pedagogy.** from its core meaning as a tool to present students with vital questions about the relations of power that surround them and how this relations personally affect them.

### **Needs Analysis**

To explore the relevance of this project, a needs analysis was carried out. It consisted of two parts: (a) teachers' survey (Appendix A), and (b) a students' survey (Appendix B). The first was designed to ascertain the relevance of art in EFL classrooms and to uncover the current art-related practices in EFL classrooms. The second instrument was designed to determine students' knowledge of and interest in the topic. Based on both surveys, the lacks, needs and wants of the students were revealed. In addition, both instruments account for: Present Situation Analysis (PSA), Target Situation Analysis, (TSA) and Language Situation Analysis (LSA) (Dudley-Evans & St. John, 1998).

#### **Teacher's survey**

This instrument consisted of five close-ended questions. Five teachers from semi-private schools and five pre-service teachers were interviewed. Two of the questions correspond to PSA (1 and 2) as they were aimed to assert the relevance teachers see in art when teaching EFL and the use of art as a tool in teaching EFL or the lack thereof. One question corresponds to LSA (3), which was aimed to demonstrate the relevance EFL teachers see in the specific topic for this project. Finally, two more questions are TSA (4 and 5) as they were aimed to determine the skills and strategies that teachers seek to develop when using art as a tool for EFL.

#### **Results**

The results showed that while 100% of the surveyed teachers think art is relevant when teaching a language, only 40% uses art to develop critical thinking. Ten percent uses art only as a general topic; however, 50% claimed that they use art sporadically to engage students. As

expected from the answer to question 1, none of the surveyed teachers said art was used in their classroom at any time.

In addition, 100% of the teachers agreed that motivation was the main reason to use art in EFL classroom, and 70% agreed on the relevance of art as a cultural product and as a tool to develop critical thinking. Other listed reasons for the relevance of art in EFL classrooms were Art creates culture 50%, art is part of cultural discourses 40%, art can lower affective filter 40%, and art is fundamental to understanding contemporary society 40%.

When asked about the significance of Warhol's art in EFL, 60% of the teachers said that his art is important because it can be related to current forms of art; additionally, 40% acknowledged the relevance of Warhol's art in understanding modern thinking and contemporary society.

### **Students' Survey**

This survey consisted of 23 yes/no questions. To assess the relevance of Andy Warhol as a tool for language learning and critical thinking, 34 students were surveyed. Questions from 1 to 10 were aimed to uncover the students' lacks of the language and the specific topic of this project, Warhol's art. The ten questions addressed the knowledge of students about art as a cultural product, English speaking artists, and the perception of the skills students recognize as their strong suit.

In addition, questions from 11 to 13 and from 17 to 19 were designed to analyze the language situation and to determine the needs of students regarding both English as a foreign language and the specific topic of this project. These questions were aimed to determine the skills and abilities students have in the foreign language and their knowledge of art as a fundamental aspect of critical thinking. Finally, questions from 14 to 16 and from 20 to 23 were designed to analyze the target situation. They aimed to uncover students wants regarding

language and the topic by asking them about their learning styles, their favourite topics, and their level of interest in art, history, and English as a foreign language.

### **Results**

The PSA revealed that 88% of students consider art as an important aspect of culture; in addition, most students consider that (a) English is important in contemporary society (91%), (b) they like speaking in English (79%), and (c) they believe English speaking countries' culture is present in our own (85%). However, only 38% claimed to be able to name at least one American painter, and only half stated that they feel comfortable when speaking in English in front of the class, even though most of them like to practice their spoken English

The LSA showed that while 82% of students are able to read articles written in English, few can write full paragraphs in English (65%), and even fewer can express opinions using only English (59%). Furthermore, less than 25% of students claimed to know about Andy Warhol or his relevance to contemporary culture. However, their confidence in reading skill suggests that it is possible to work with different kinds of texts.

The TSA revealed that (a) art is not a topic discussed in English lessons and, (b) few students are interested in the topic (18%). However, most students think that there is a relation between art and history (76%); furthermore, 74 % of students stated that they like to analyze the relationship between of culture, and between culture and language. In addition, the same percentage of students maintain that they like to study in groups as well as individually (74%).

### **Discussion**

The results of the needs analysis showed that even though there is a predominant view that art is relevant in learning about another culture, developing critical thinking, and learning a foreign language, it is seldom used in EFL classrooms.

Teachers and students agree that the main reason for using art in the EFL classroom is to motivate students and lower their affective filter. Although students claim that learning about art would not make a relevant difference in how they view English, their answers about analyzing the relationship between art, culture, history, and language suggest that they lack knowledge and guidance in learning culture and language.

In addition, the TSA revealed a contradiction between the affinity to discuss culture, history, and art in the EFL classroom and the interest in knowledge, and awareness of art. This suggests that students may benefit from a course that evidences and gives them the tools to see the relationship between the different aspects of culture that are language related.



## Syllabus

### Rationale

As discussed in the literature review section of this project, Andy Warhol's work has highly influenced contemporary culture. The concepts of beauty, art, and mass production are fundamental for understanding American culture and language. In addition, the needs analysis allowed to assert the relevance of art as a general topic in the classroom for teachers and students; however, teachers do not use the topic to develop critical thinking and students do not understand the relation of art, culture, and language.

The MINEDUC's *Planes y programas* for 12th grade presents objectives like: (a) comprehend written and oral texts, (b) identify general and specific information, (c) relate ideas, (d) Express opinions and wishes. These objectives and the five dimensions to describe and teach culture proposed by Moran (2001) are considered in the design of activities and materials for this workshop.

This project proposes task-based activities to develop critical thinking in a foreign language for students in the 12th grade, by focusing on the speaking skill and by using art to reflect about the relationship between language and culture. The general and specific objectives of this project are based on the *Planes y Programas* from MINEDUC and on principles of Critical pedagogy.

The syllabus of this elective will be developed considering students that are transitioning from children to young adults, the language focus of this projects appeals to youth and pop culture and it is learner centered, it has an informational topic and it is process oriented.

Developing critical pedagogy is not to follow a set of fixed methodology, in the words of Giroux (1994)

One way of thinking about critical pedagogy in these terms is to think of it as both a way of understanding education as well as a way of highlighting the performative nature of agency as an act of participating in shaping the world in which we live. But I think the best place to begin to answer this question is to recognize the distinction between a conservative notion of teaching and the more progressive meaning of critical pedagogy. Teaching for many conservatives is often treated simply as a set of strategies and skills to use in order to teach prespecified subject matter. In this context, teaching becomes synonymous with a method, technique, or the practice of a craft—like skill

training. On the other hand, critical pedagogy must be seen as a political and moral project and not a technique. Pedagogy is always political because it is connected to the acquisition of agency. As a political project, critical pedagogy illuminates the relationships among knowledge, authority, and power.

### **General Objective**

At the end of this elective workshop, students will be able to argue for or against different statements about American culture by using general knowledge about art, history and philosophy.

### **Specific Objectives**

To identify the main features of modern art.

To discuss about culture-related topics by using different structures of the English Language.

To produce opinions and explanations by using the L2.

To distinguish different historical periods and their contribution to culture.

To differentiate between formal and informal speech.

To apply English Language as a tool for learning and thinking about other cultures/cultural facts/ cultural identity.

### **Cross-curricular objectives**

To acknowledge art as part of culture and discourse.

To appreciate modern art, culture, philosophy as part of their own.

To recognize the relevance of Andy Warhol in shaping contemporary culture.

To differentiate high art from other forms of expression.

To understand art as a form of discourse.

### **Course requirements**

Attendance: 75%

Materials: They will be provided by the teacher.

Plagiarism: Plagiarism will be punished with the minimum grade.

Punctuality: Students will be allowed to enter the class up to 10 minutes late

Use of phones: Phones will not be allowed, unless the teacher specifically requires it.

Class duration: 60 minutes

### **Course assessment**

The details regarding the percentage of each assessment instrument can be seen in Table 3.

The rubrics for each activity can be seen in Appendix C.

Self-assessment: students will assess their own work based on (a)ability to express opinions, (b)understanding of central topic, (c )the product of language learning. This instrument will be applied at the end of each unit.

Round table: Students' work will be evaluated during a class round table based on: (a) relevant comments, (b) knowledge of the unit concepts, and (c) Use of language. This evaluation will be applied in Unit 1 and 2 of this course.

Peer evaluation: students will assess the work of one classmate during the activity "Round Table" in Unit 2.

Oral presentation: Students will create and present their own art piece to the class. They will be assessed based on (a) knowledge of relevant concepts; (b) meaningful relations between art, experience, and concepts; and (c) Use of language. This activity will be carried out at the end of Unit 3.

Table 3. Assessment		
	Activity	Percentage
Unit 1	Classwork	15%
	Round Table	85%
Unit 2	Classwork	15%
	Round Table	70%
	Peer evaluation	15%
Unit 3	Classwork	15%
	Oral presentation	85%

### Scope and Sequence

This course is divided into three sequential units. Unit 1 accounts for art in history, Unit 2 reviews the concept of pop art and its implications, and Unit 3 approaches to Andy Warhol and his relevance to American and contemporary culture. Each unit proposes activities to identify characteristics of art, develop skills in English as a foreign language, and foster critical thinking as a tool to approach cultural expressions. Details can be seen in table 4.

<b>Unit</b>	<b>Sessions</b>	<b>Objectives</b>	<b>Activities</b>
<b>Unit one:</b> Introduction to contemporary art	1. Art in culture 2. Post war 3. Modern art 4. Evaluation	<p><b>Session 1</b>  <b>Students are able to:</b></p> <p>Make relations between art and culture by observing pictures and by using previous knowledge</p> <p>Listen and read for the gist, and anticipate what will happen using their previous knowledge</p> <p>Determine after individual thinking and group discussion the relation between art and culture.</p>	<p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>• Students will be shown a series of images of famous artwork and will be asked to match them with the country of origin.</li> <li>• Students will add information that they know about each country orally.</li> <li>• Students will watch a video that makes a short overview of art in history.</li> <li>• Students will respond, first individually and then in groups to a set of questions shown at the end of the video</li> <li>• Student share with the class their different thoughts.</li> <li>• Students watch images of Chilean art in search of cultural symbols.</li> <li>• Students will have to express in written their opinions on symbolism and art.</li> </ul> <p><b>Session 2</b></p> <ul style="list-style-type: none"> <li>• Students read a text about western world after WW2 and the 80s.</li> <li>• Then, students will elaborate a timeline where they place major historical events retrieved from the text.</li> <li>• Students work in groups using computers to explain the relation between these historical events.</li> <li>• Students will ponder about the symbolism of events reflected in art</li> </ul>

		<p>Compare famous western artwork with Chilean art.</p> <p>Produce written material to show an opinion to a question with fundamented arguments</p> <p><b>Session 2</b> Retrieve key information from a written text.</p> <p>Place different historic events in a timeline.</p> <p>Explain the relation</p>	<p><b>Session 3</b></p> <ul style="list-style-type: none"> <li>• Students will be shown images of artists and will be asked to place them in their correct place in time.</li> <li>• Students will be challenged to make relations using diagrams between art and beauty.</li> <li>• Students will be provided with different critics' opinions about what is art and what is not.</li> <li>• Students will reflect on the importance of criticism by being critical to current events.</li> <li>• Students will be handed different statements to match correctly.</li> </ul> <p>Session 4</p> <p>Name the most relevant concepts seen in class.</p> <p>Review those concepts with a classmate.</p> <p>Write down a summary of concepts in no more than two lines each.</p> <p>Write down your opinion in no more than 1 line per concept.</p> <p>Sit at the round table and discuss the concepts using your notes.</p> <p>Homework: Use the rubric provided by the teacher to assess your assigned classmate.</p>
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		<p>between different historic events.</p> <p>Analyze the context of art after WW2.</p> <p><b>Session 3</b></p> <p>Recall notorious artists from the 20<sup>th</sup> century.</p> <p>Understand the difference in art, and what is considered beauty after a cultural shift.</p> <p>Make relations between</p>	
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		<p>relevant American cultural values and art.</p> <p>Judge the role of criticism in the arts and in common life.</p> <p>Select the correct information among a set of statements.</p> <p><b>Session 4</b></p> <p>Produce full statements using the L2.</p> <p>Discuss about meaningful statements relating art and</p>	
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		<p>history. Argue about art and history using concepts of the unit</p> <p>Examine critically events or characters in search of different symbolic components.</p>	
<p><b>Unit two:</b> Pop art Assessment</p>	<ol style="list-style-type: none"> <li>1. What is pop art?</li> <li>2. Representations of the mundane</li> <li>3. Contemplation of art artifacts</li> <li>4. Discussion</li> </ol>	<p><b>Session 1</b></p> <p>Create brainstorm webs</p> <p>Retrieve full concepts and specific information from a written text</p> <p>Distinguish between popular and traditional art conceptions</p>	<p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>• Students collaborate as a class to develop a brainstorm web that connects the topics treated in the past unit</li> <li>• Students read a text individually and then in pairs.</li> <li>• Students will observe art representations from different origins</li> <li>• Students will notice the different themes on those representations</li> </ul> <p><b>Session 2</b> Students will be presented with different artists that represent pop art, from Robert Rauschenberg to Andy Warhol and their most famous paintings</p>

		<p>Estimate the importance of the early popular culture</p> <p><b>Session 2</b></p> <p>Appreciate modern art pieces.</p> <p>Extract key information from written texts.</p> <p>Connect art criticism with their own opinions.</p>	<p>Students will read different adapted criticisms of those pieces of art</p> <p>Students present their ideas orally in small groups and for the whole class</p> <p><b>Session 3</b></p> <p>Go to <a href="http://www.moma.org/learn/moma_learning/themes/pop-art/appropriation">http://www.moma.org/learn/moma_learning/themes/pop-art/appropriation</a> and read about Appropriation</p> <p>Answer the questions proposed by the teacher.</p> <p>Share your answers with the class.</p> <p>Think of at least 3 questions you would ask a pop artist.</p> <p>Write an email addressed to a famous artist asking your questions</p> <p>Exchange your e-mail with a classmate and try to answer his/her questions posing as a famous artist. Make sure to use the concepts reviewed during the course.</p> <p>Homework: Exchange your work back and provide feedback for each other</p> <p><b>Session 4</b></p>
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		<p><b>Session 3</b></p> <p>Analyze pop art artifacts in search of popular symbolism.</p> <p>Connect everyday items with the presented art representations.</p> <p>Produce a written text using key vocabulary</p> <p>Reflect on the importance of beauty in modern society</p>	<p>Fix your e-mail, based on your classmates comments</p> <p>Look at 3 art pieces: Fountain (Marcel Duchamp) Coca-cola Plan (Robert Rauschenberg) Standard Station, Amanllo, Texas (Edward Ruscha)</p> <p>As a class, name the main characteristics of the works you saw</p> <p>Sit at the round table and discuss your opinions on pop art and its relevance to current culture.</p> <p><a href="http://www.all-art.org/art_20th_century/modern_art/modern%20art7.htm">http://www.all-art.org/art_20th_century/modern_art/modern%20art7.htm</a></p>
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		<p>Session 4</p> <p>Students will be able to Discuss art pieces using concepts in the unit</p> <p>Identify characteristics of pop art in 3 different art works</p> <p>Discuss about art and art's relevance</p>	
<p><b>Unitthree:</b></p>	<p>1.Warhol's figure</p>	<p><b>Session 1</b></p>	<p>Session1</p>

<p>Warhol and postmodernism</p>	<ol style="list-style-type: none"> <li>1. Different artistic expressions</li> <li>2. American beauty</li> <li>3. Where is Warhol now</li> <li>4. Presentation final 29arhol29</li> </ol>	<p>Watch critically a short video about Warhol's life and work. Reflect upon the different aspects of Warhol's life. Discuss about the significance of the video. Reflect about beauty and art classic beauty and modern beauty</p> <p>Relate concepts from previous units and concepts introduced during this lesson</p>	<p>Class discussion:          What do you know about Warhol?          What is his artwork like?          What do you think the video will be about?          Watch the video: BBC Modern Masters_Andy Warhol (until minute 12) and reflect based on the questions provided by the teacher          write down short answers and take notes          share your answers with a classmate and talk about your own views on Warhol's art          Share with the class and state your opinion on Warhol's art and relevance in the modern world.          Get in groups of 4 and discuss on how Andy Warhol shaped art, media, and the concept of beauty.          Make up a mind map relating the concepts seen previously and the art pieces you saw on the video.          Present it to the class</p> <p>Homework:          watch the rest of the documentary and identify the trades you think made Warhol a relevant artist</p> <p>Session 2</p> <p>Discuss the questions proposed by the teacher.</p> <p>Watch the slides with paintings and discuss the questions proposed in the 29arhol museum.</p> <p>Watch the paintings while listening to the music as proposed by the 29arhol museum.          Discuss the questions again, this time with your classmate.          Make notes of similar opinions or experiences you thought</p>
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		<p><b>Session 2</b></p> <p>Describe Warhol's use of design elements</p> <p>Associate personal ideas and experiences with an abstract work of art</p> <p>Describe new thoughts and feelings about an artwork as music is added to the</p>	<p>of during the activity.</p> <p>Write down your classmate's opinion/experience that you find most interesting.</p> <p>Share it with the class and say why.</p> <p>Hand in your notes at the end of the class.</p> <p>Homework: Think of three songs that remind you of art pieces or that have artistic value in their videos. Write at least 3 sentences for each, describing why you chose them and why they are artistic to you.</p> <p><a href="http://www.warhol.org/education/resourceslessons/Camouflage-Sound-Activity/">http://www.warhol.org/education/resourceslessons/Camouflage-Sound-Activity/</a></p>
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		<p>environment</p> <p>Theorize how music or sounds influence interpretations</p> <p>Speculate how different environments affect our experiences of art</p> <p>Session 3</p> <p>Identify art pieces according to the characteristics we have reviewed during this course</p> <p>Classify art pieces in at least three categories (paintings, mixed</p>	<p>Session 3</p> <p>Go to the Museo de arte Contemporaneo (MAC) Walk around the museum taking notes of what you see</p> <p>Focus on at least six art pieces of different styles and techniques</p> <p>Complete the worksheet provided by the teacher</p>
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		<p>technique, sculptures, etc.)</p> <p>Reflect on the inspiration and relevance of the art work</p> <p>Session 4</p> <p>Reflect on the course contents</p> <p>Create an original artwork</p> <p>Describe your work to the class using the contents of the course</p>	<p>Homework: write a reaction to one of the art pieces in 180 to 200 words. Bring three elements from your everyday life and be ready to mix them and present them as a work of art for the next class.</p> <p>Session 4</p> <p>Name some of the key concepts we have reviewed during the course</p> <p>Discuss on how to apply those concepts on your artwork</p> <p>Put together your art piece and think of three sentences to describe the inspiration, the meaning, and the relevance of it.</p> <p>Present it to the class in no more than five minutes using your statements to describe it</p> <p>Plenary</p>
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## Sample Activities



### Lesson 1 - unit one

#### *Sample lesson*

#### **In this lesson we will:**

- relate art, culture, and history
- distinguish general and specific information within an oral text
- discuss the concepts of art and culture and the relation between them
- compare national and foreign pieces of artwork
- produce a written text about the topics reviewed in the lesson

**Let's get artsy**

It's important to remember how art relates to a particular society and how it is also a common activity for all societies

--Observe the following slides and answer individually the following questions :

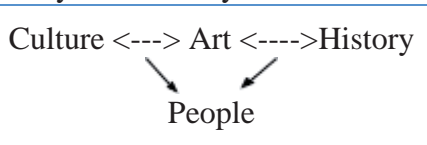
Do you recognize this art pieces?

Can you say where are they from?

What types of art forms do you see?

What others do you know?

Do you know any other artists?



**Watch and discuss**

--Watch the video “How art gives shape to cultural change” by Thelma Golden

Answer the questions by yourself in worksheet 1

Let's watch the video again, but now let's form groups to discuss your answers

Share with the class

**Let's talk about this, ok?**

So, now we know that art is important and that it represents a great part of our (human) creation, but what about OUR creations, Chile's role in this big world full of great creators, let's look at some famous artwork made in Chile and share what we think about them.

Use the following words and expressions to talk about Chilean art:

Expressions	Art collocations
I think that... In my view... In my opinion... As I see it...	Art work Art piece Progressive art Artistic design

### Homework

Write a brief reaction to one of the following sentences:

- Chilean art is underdeveloped
- Western art is superior to Chilean art
- Chilean art is underrated

(Your work will be checked at the beginning of the the next class)

### Worksheet 1

To create a new story in art history and in the world, Thelma Golden

- A Sees the way in which artists work
- B Understands the artist studio as a laboratory
- C Imagines reinventing the museum as a think tank
- D Looks at the exhibition as the ultimate white paper
- E All of the above

What was Muhammad Ali's poem during his 1975 lecture at Harvard?

- A You,Me
- B Me,We
- C Us,Them
- D Black,White

What are the series of exhibitions Golden refers to that set out to discover and define how the young black artist works in the 21st century?

- A Freestyle, Frequency, and Flow
- B Create, Consume, and Copy
- C Beauty, Power, and Brains
- D Voices, Visions, and Viewpoints

The works of young artists are not only about the aesthetic innovation that their minds imagine and visions create, but also about \_\_\_\_\_

- A Making money
- B Gaining recognition in galleries around the world
- C Making the most of our latent creative spirits
- D Important voices that allow us to understand our situation now and in the futu

Taken and adapted from:

Golden, T. (2015). How art gives shape to cultural change. (video& lesson). TED ED

[http://ed.ted.com/lessons/how-art-gives-shape-to-cultural-change-thelma-golden/review\\_open#question-8](http://ed.ted.com/lessons/how-art-gives-shape-to-cultural-change-thelma-golden/review_open#question-8)



**Lesson 2-1**

*Sample lesson*

**In this lesson we will:**

Remember what we know now using only our memory and our whiteboard.

Read an authentic description of art published in a world known museum.

Reflect upon the objects of art.

### When and why

Let's create a timeline, we will include the different historic events that took place from the 20th century on. Can we name them all without using our friend google and without looking at the cards?

Great, now we can use our visual aids to create our timeline and do some research on the internet to answer the following questions (work with a classmate):

- Can you think of any way to connect the great war with the technological advancements of that era?
- Can you imagine what it was like before canned food and fridges? How did affect the way people stored food and how it changed the way people ate?
- How those advancements reflected on the way people lived?

### I read because i can...

Now we will read an authentic description of an art movement, taken from the very notorious Museum of Modern Arts (MOMA) that is located in New York, USA.



Before let's reflect individually on what you know about museums, Have you been in one? Did it look like MOMA? Why do you think there are museums in big cities? Now we are ready to read.

### And I do it twice to be sure

After the first reading you may have found words or full sentences that you're not familiar with, so highlight them, all of them, we will work on them once you finish the second reading,

- You may work with a dictionary or with any device with internet connection, find the meaning of the words you don't know or don't understand, we will revise all of them once you're finished with your reading and researching.

- Make a list of the new words, share them with a different classmate, see if you have the same words, compare them and try to find the answers to each other doubts.
- Share the most important words with the class

### Now that we know !

Think:

- How did mass production influence how art was made and thought about?
- How did TV and mass media change art?
- Why do you think artists like Warhol and Lichtenstein included everyday objects and text in their art work?

Pair:

Get together with a classmate and discuss your answers.

In case you have doubts or a disagreement, try to get to an agreement.

Look at the following chart, use the expressions to discuss with your classmate:

Expressions	Questions
I agree I disagree We don't see eye to eye In my opinion	Where do you stand on...? How do you feel about...? What do you make of...? Are you saying that...?

Share:

Share your ideas with the class

Did you have any disagreements?

Did you get to an agreement?

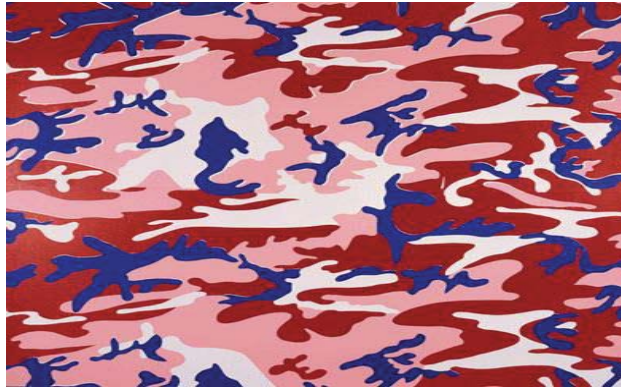
Has your view on art changed after reading this article?

### Homework

- Go to : <http://www.moma.org/slideshows/36?locale=es>

There you can see some art pieces and read about them.

- Choose the one that you find most interesting and be prepared to share your choice with the class.
- Consider the main characteristics: name of the work, name of the artist, year
- Briefly, explain why it caught your attention.



### Lesson 2 - unit 3

*Sample lesson*

#### **In this lesson we will:**

- Describe Warhol's use of design elements
- Associate personal ideas and experiences with an abstract work of art
- Describe new thoughts and feelings about an artwork as music is added to the environment
- Theorize how music or sounds influence interpretations
- Speculate how different environments affect our experiences of art



**Let's talk about arts**

Adapted from: <http://www.warhol.org/education/resourceslessons/Camouflage-Sound-Activity/>

Discuss the following questions as a class:

- Do you think music affect your mood?
- Do you like watching music videos?
- Do you think there are components that relate music and the visual representation of it?
- Have you ever watched art while listening to music?

**First Impressions**

Watch the slides with Warhol's art pieces and reflect on the following questions.

Write brief answer to each question:

- What do you feel, think and associate with this painting?
- What do you think the painting might mean?
- Where do we most often view art works? Describe that environment.
- Where would you least want to put an important work of art and why?
- Is the environment important to the artwork?
- Is the viewer's experience important to the artwork?

**A different way to look at Art**

Materials:

Music Clip: Spring, Vivaldi	Music Clip: I feel Love, Donna Summer	Music Clip: War, Edwin Starr
Slides with Warhol's paintings	Paper and Pencils	Response sheets
<p>Camouflage</p> 	<p>Statue of Liberty</p> 	<p>Self-Portrait</p> 

Now watch again following the instructions:

- Look at the artwork without discussing any information about the work (historical/cultural context, interpretations, criticisms, etc.).
- Write down your feelings, thoughts, associations, and observations while looking at the work in silence.
- Listen to the first music clip: *Spring*, Vivaldi.
- Do not try to identify the music; instead, write down any new feelings, thoughts, associations and observations while looking and listening.
- Listen to the second music clip: *War*, Edwin Starr. Repeat step five.
- Listen to the third music clip: *I Feel Love*, Donna Summer. Repeat step five.
- Compare and contrast your personal responses to the different pieces of music to the responses of your peers.
- Reflect on the responses, and then write a brief analysis.

### Think, Pair, share

- Discuss the questions again, this time with your classmate.
- Make notes of similar opinions or experiences you thought of during the activity.
- Write down your classmate's opinion/experience that you find most interesting.
- Share it with the class and say why.
- Hand in your notes at the end of the class.

### Homework:

Think of three songs that remind you of art pieces or that have artistic value in their videos. Write at least 3 sentences for each, describing why you chose them and why they are artistic to you.

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## Appendices

### Appendix A

#### I. Teachers' Survey

Objectives: To assess the relevance of teaching art in EFL classrooms and to uncover the current art-related practices in EFL classrooms.

1. Do you think art is important when teaching language?

Choose one

- a. No, it's irrelevant
- b. Yes, it's important

2. Do you use art as a tool to teach EFL?

Choose one

- a. Yes, as a general topic
- b. Sometimes, to engage students
- c. Yes, as a tool to develop critical thinking
- d. Yes, to prompt discussion
- e. No, I have never used it

3. Art is relevant in teaching EFL because

Check the ones you consider to be truth

- a. it's a cultural product
- b. It creates culture
- c. It changes discourse
- d. It's part of Cultural discourses
- e. It can lower the affective filter in the classroom
- f. Culture from English speaking community is part of our own
- g. It develops critical thinking
- h. It can motivate students
- i. It's fundamental in understanding contemporary society

4. Andy Warhol's art is valuable when teaching EFL because

Check the ones you consider to be truth

- a. It's not
- b. It reflects modern thinking
- c. It represents the culture from the English speaking community
- d. It can be related to current forms of art
- e. It's a multi-disciplinary art
- f. It helps students understand contemporary society
- g. It's influence is present in today's media and entertainment

- h. It may help students develop critical thinking
- i. It's controversial and fosters discussion
- j. It's controversial and motivates students
- k. It's uncommon and may be a novelty

5. Modernism and postmodernism are topics I would like to discuss in my class  
Check the ones you consider to be truth

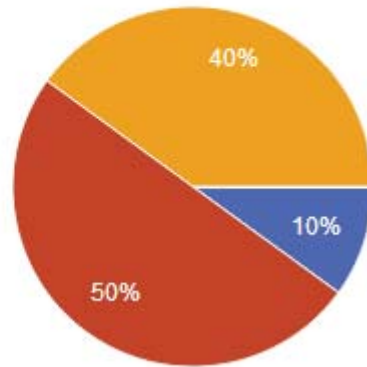
- a. I don't know
- b. I don't think so
- c. I think those topics are relevant for students
- d. I think those topics are difficult for students
- e. I don't have opportunities to discuss those topics in my class
- f. I think those subjects are not relevant for an EFL class
- g. I try to include those subjects in my class
- h. I consider those topics inappropriate for high school students
- i. I would like to have more spaces to discuss those topics

## II. Results

Do you think art is important when teaching language? (10 responses)

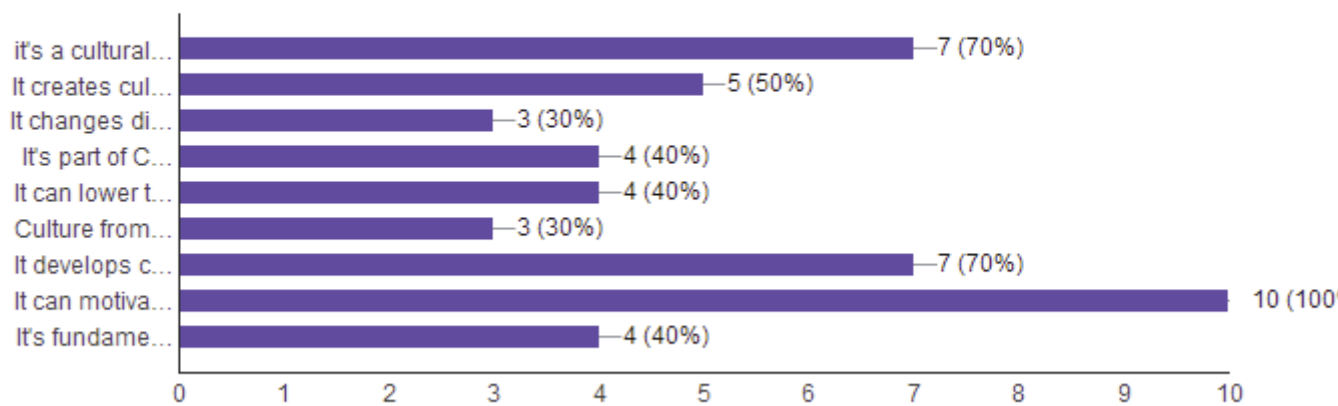


Do you use art as a tool to teach EFL? (10 responses)

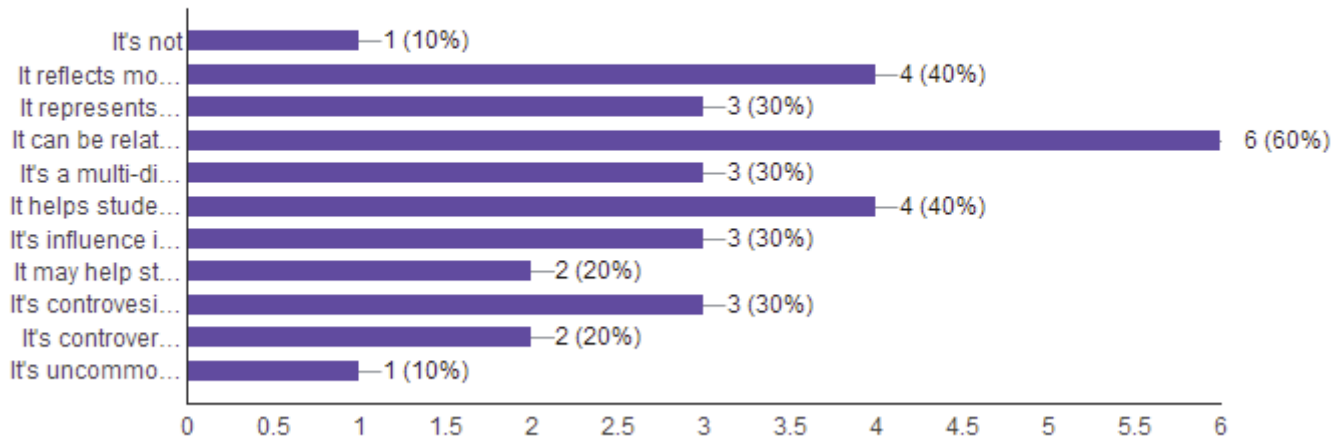


- Yes, as a general topic
- Sometimes, to engage students
- Yes, as a tool to develop critical thinking
- Yes, to prompt discussion
- No, I have never used it

Art is relevant in teaching EFL because (10 responses)

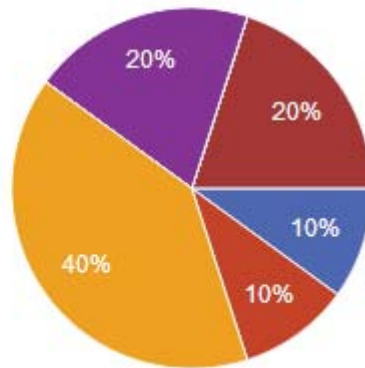


Andy Warhol's art is valuable when teaching EFL because (10 responses)



Modernism and postmodernism are topics I would like to discuss in my class (10 responses)

(10 responses)



- I don't know
- I don't think so
- I think those topics are relevant for students
- I think those topics are difficult for students
- I don't have opportunities to discuss
- I think those subjects are not relevant
- I try to include those subjects in my class
- I consider those topics inappropriate
- I would like to have more spaces to discuss



**Appendix B****I. Students' Survey**

Objective: to assess the relevance of Andy Warhol as a tool to language learning and critical thinking for 12th graders.

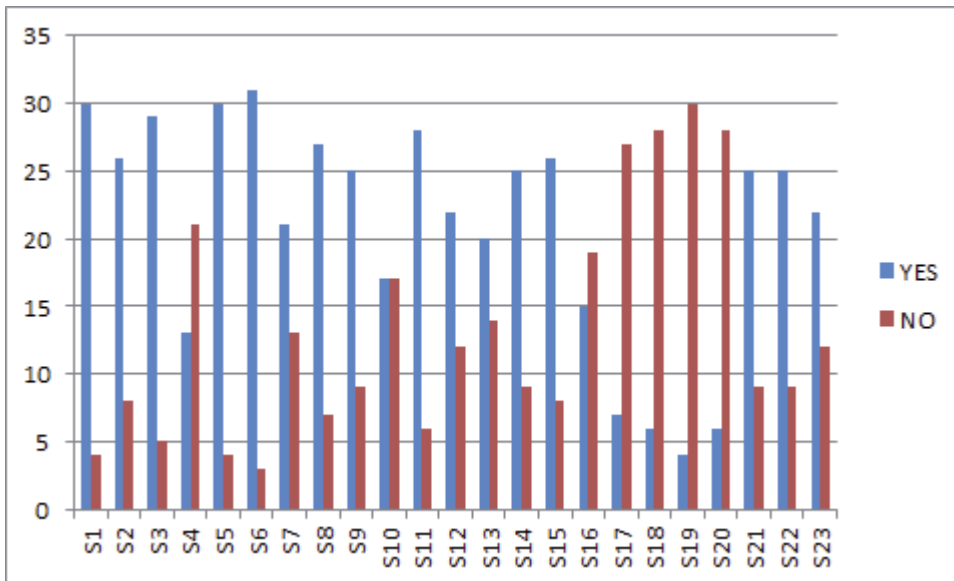
Please check the boxes next to the statements answering yes or no according to your opinion

<b>Statements</b>	<b>YES</b>	<b>NO</b>
1. I think art is an important cultural product		
2. I like American or British artists		
3. I think that British or American culture is present in our own culture		
4. I can name 1 or 2 famous American painters		
5. I like English language		
6. I think English is important		
7. I like reading in English		
8. I like speaking in English		
9. I like to study alone		
10. I like to speak in front of my class		
11. I can read articles written in English		
12. I can write full paragraphs in English		
13. I think I'm able to express my opinions using only English		
14. I like to study in groups		
15. I think there is a relation between art and history		
16. Art is a topic we have discussed in class		
17. I know who Andy Warhol was		
18. I think Andy Warhol is relevant to contemporary culture		
19. I can identify Andy Warhol's art		

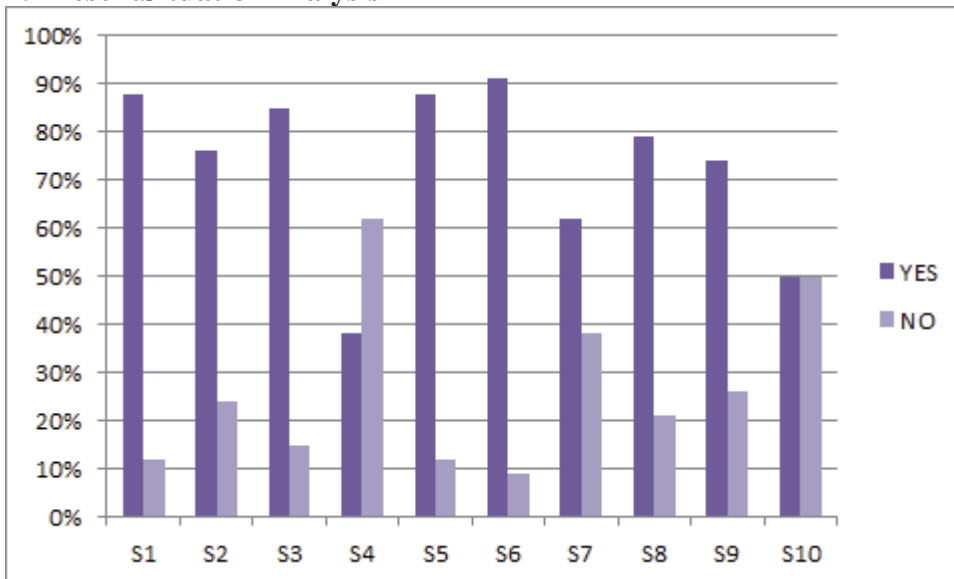
20. I would like to know more about art		
21. I like to analyze relationship between art and language		
22. I like to analyze the relationship between culture and language		
23. Learning about art makes English world more interesting		

## II. Results

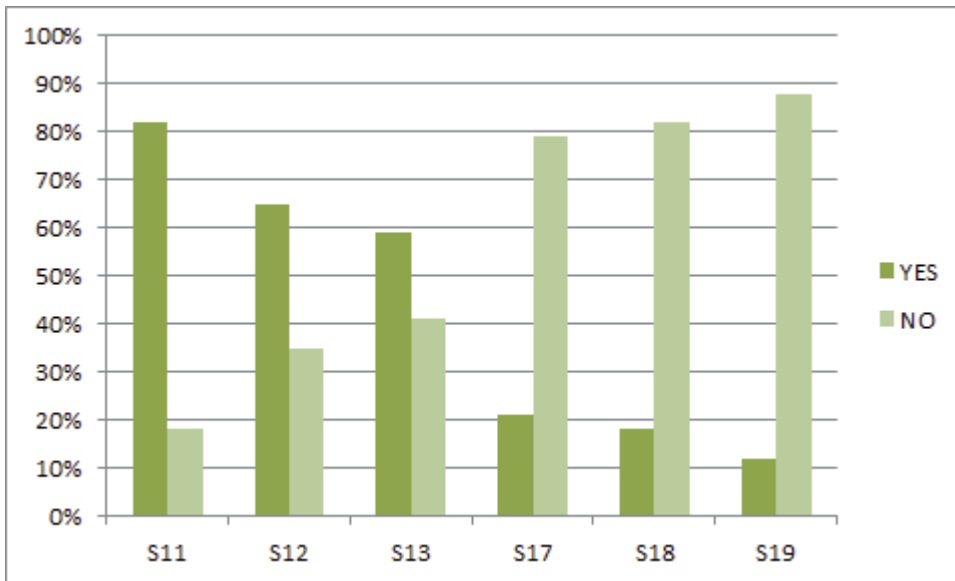
### 1. Overview



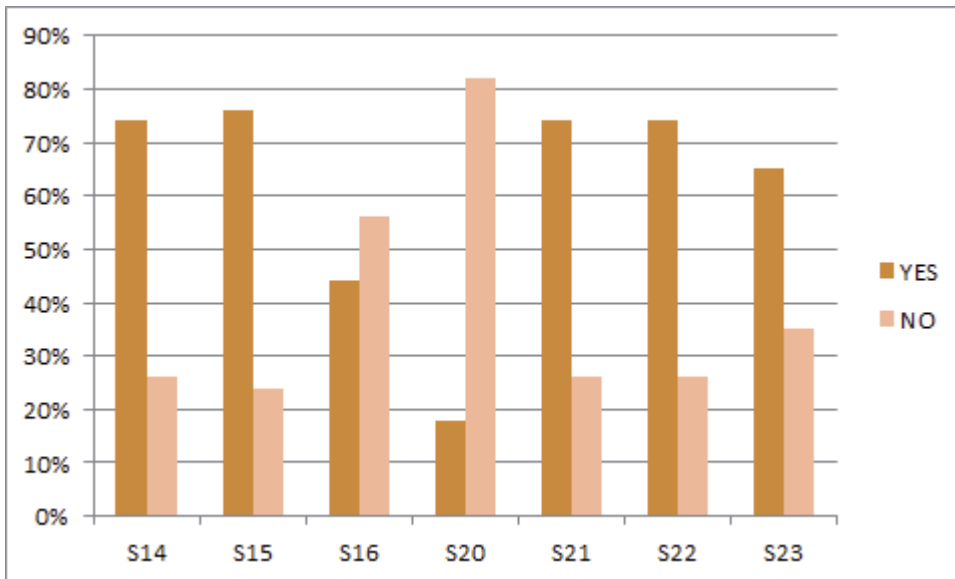
### 2. PresentSituationAnalysis



### 3. LanguageSituationAnalysis



**4. Target Situation Analysis**



**Appendix C****SelfAssessmentRubric**

	1 point	3 points	5 points
Contents	Relates none of the course contents with personal experience and current events	Relates some of the course contents with personal experience and current events	Relates the course contents with personal experience and current events
Opinions	Answers reveal a partial understanding of material. Misses some aspects of the topic and inconsistently comments on others statements.	Expresses ideas well. Listens and responds to peers thoughtfully and respectfully. Grasps concepts well enough to ask questions about what is still not understood	Responds to questions accurately and with supporting facts that are engaging. Established eye contact and demonstrated an awareness of audiences' needs. Demonstrates additional curiosity in subject
Language	Vocabulary is limited, mechanics are poor and organization is weak	Some coherence, organization, and use of new vocabulary but ideas are ill-supported and/or grammar is still poor	Adequate mastery of mechanics, vocabulary and grammar to convey a clear point of view

**Round TableRubric**

<b>Language use</b>	Vocabulary is limited, mechanics are poor and organizatio	Some coherence, organization, and use of new vocabulary	Adequate mastery of mechanics, vocabulary and grammar to	Demonstrates a strong command of structure and purpose; as well as an appropriate understanding of
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	n is weak.	but ideas are ill-supported and/or grammar is still poor.	convey a clear point of view.	style and mechanics.
<b>Relevant comments</b>	Somewhat organized, but off topic. Unable to respond adequately to questions from others or summarize others' conclusions or viewpoints.	Answers reveal a partial understanding of material. Misses some aspects of the topic and inconsistentl y comments on others statements.	Expresses ideas well. Listens and responds to peers thoughtfully and respectfully . Grasps concepts well enough to ask questions about what is still not understood.	Responds to questions accurately and with supporting facts that are engaging. Established eye contact and demonstrated an awareness of audiences' needs. Demonstrates additional curiosity in subject.
<b>Course contents</b>	Relates none of the course contents with personal experience and current events	Relates few of the course contents with personal experience and current events	Relates some of the course contents with personal experience and current events	Relates course contents with personal experience and current events

**Peer Evaluation Rubric**

	1 point	3 points	5 points
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Contents	Relates none of the course contents with personal experience and current events	Relates some of the course contents with personal experience and current events	Relates the course contents with personal experience and current events
Opinions	Answers reveal a partial understanding of material. Misses some aspects of the topic and inconsistently comments on others statements.	Expresses ideas well. Listens and responds to peers thoughtfully and respectfully. Grasps concepts well enough to ask questions about what is still not understood	Responds to questions accurately and with supporting facts that are engaging. Established eye contact and demonstrated an awareness of audiences' needs. Demonstrates additional curiosity in subject
Language	Vocabulary is limited, mechanics are poor and organization is weak	Some coherence, organization, and use of new vocabulary but ideas are ill-supported and/or grammar is still poor	Adequate mastery of mechanics, vocabulary and grammar to convey a clear point of view

**Oral Presentation Rubric**

	Developin	Emerging	Proficient	Exemplary
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	g (1 point)	(3 point)	(4 points)	(5 points)
Criticalthinking	Sees little or no influence that their feelings and values have on their artmaking or critique of artwork.	Is increasingly more aware of how their own bias affects their artmaking or critique of artwork.	Possesses a concrete awareness of how their own preferences influence their artmaking or critique of artwork.	Integrates personal experience and formal critiques to examine the creative process or critique of artwork.
Content	Does not use any relevant concept reviewed during the workshop	Uses one concept reviewed during the workshop	Uses only two relevant concepts reviewed during the workshop	Uses three or more relevant concepts reviewed during the workshop
Language use	Does not use meaningful correct sentences to describe artwork and their own thoughts	Use a at least one meaningful correct sentences to describe artwork and their own thoughts	Use a at least two meaningful correct sentences to describe artwork and their own thoughts	Use a at least three meaningful correct sentences to describe artwork and their own thoughts
Pronunciation	Makes four or more mistakes that interfere with the comprehension of the	Makes four pronunciation mistakes that do not interfere in the comprehension	Makes three pronunciation mistakes that do not interfere in the comprehension	Makes no more than two pronunciation mistakes that do not interfere in the

	message	sion of the message	sion of the message	comprehen sion of the message
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