



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6

YEAR LEVEL/BAND: 5-6

UNIT: KINDER UNIVERSITÄT

LECTURE: GRAFFITI

This Unit Planner developed by, and kindly shared by former [AFMLTA](#) President, Kylie Farmer, has been adopted by the Goethe-Institut Australien.

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Please note

These resources are designed to be implemented optimally with a focus on the content knowledge as well as language. CLIL is flexible; however, to enable the learning of new content and/or skills through the Target Language some code switching between the students’ first language and the target language might be required. Assessment may be in the form of observation, conversation or a product.

Focus Questions: Is graffiti art or just vandalism? How is graffiti created and why? How does graffiti art contribute to society by sending a message to the community?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
Goals	Communicating Strand	Understanding Strand			
	<p>Socialising (ACLGEC139)</p> <p>Creating (ACLGEC142)</p> <p>Translating (ACLGEC145)</p>	<p>Role of Language and Culture (ACLGEU153)</p>	<p>Science: How do aerosol spray cans work? https://www.explainthatstuff.com/aerosolcans.html (ACSSU077)</p> <p>What is the best surface to create graffiti art or street art on according the experts? Experiment with different surfaces to create graffiti art- wood, iron, stone, concrete etc. and find out more about the properties of surfaces in the <i>Lingo Macht MINT Magazine Heft 12: Wohnen auf der Welt</i>. (ACSHE081) (ACAVAM115)</p> <p>HASS: History: When and why did the trend to create graffiti art start? (ACHASSI094)</p> <p>Civics and Citizenship: How does graffiti art contribute to society by sending a message to the community? (ACHASSI101)</p> <p>The Arts: Visual Arts: Legal or illegal? Take a tour around your school or home and take photos of illegal and legal graffiti in your local community. (ACAVAR117)</p> <p>Learn more about the evolution of German street artists and the messages that they are sending to the community. https://www.smashingmagazine.com/2011/07/the-heritage-of-berlin-street-art-and-graffiti-scene/ (ACAVAR117)</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures Use the thinking routine <i>Beauty and Truth</i> to compare and contrast German graffiti images with Indigenous cave art. http://wrightstuffinteractive.com/2019/10/25/visible-thinking-routine-symbols/ (ACAVAM114) (OI.9)</p>	<p>Personal and Social Capability What are sociocultural links to ‘tagging’ which was initially done by gangs to mark their territory? Do we still see examples of this today?</p> <p>Ethical Understanding Is graffiti art or just vandalism? Debate this issue in groups and discuss the obligation we all have of being responsible for our environment.</p> <p>Intercultural Understanding Why is <i>Sendung mit der Maus</i> such a popular children’s TV show in Germany? (http://www.wdrmaus.de)</p>

Aspects of the 5-6 Band Achievement Standard being addressed through this Lecture: Suggested aspects of the Achievement Standard for the proposed Assessment Tasks are noted numerically on the following page next to each task. A full listing of all aspects of the Achievement Standard is to be found on the final page, noting that the numbering system is not from ACARA, but rather developed for the purpose of presenting this series of Unit Planners.

	Student Tasks	Language Assessment Tasks		Materials and Resources
Implementation	<ul style="list-style-type: none"> Understand a short (technical) film. Find precise information in a text. Expand their passive and active vocabulary. Understand technical terminology in context. Understand and answer simple thematic questions. Formulate their ideas/opinions using simple verbal tools. Express likes and dislikes. Use and develop learning strategies (make conjectures, reconstruct a storyline using images, connect images and text, correctly spell words). Develop and carry out creative ideas. Understand and follow instructions. Reflect on learning (ongoing). 	<p>Aural/Oral: Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	<p>Materials:</p> <ul style="list-style-type: none"> Ruler Pencils/coloured pencils/markers Sheets of standard letter paper Cardboard for the stencils Scissors Spray paint Mask Rubber gloves <p>Resources:</p> <ul style="list-style-type: none"> Students logged in to the KinderUni website to access the exercises or print a copy of the exercises to complete before/during and after watching the video as a class. Access to digital or hardcopy dictionaries is ideal for some activities. <p>Additional Teacher Resources:</p> <p>Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> <p>Materials for download: Examples of graffiti in schools</p> <ul style="list-style-type: none"> https://www.meinbezirk.at/grieskirchen/leute/graffi-timacht-schule-d1950275.html?cp=Kurationsbox https://www.youtube.com/watch?v=p4IOYuTXKbM <p>Learning German through STEM After School Program: https://www.goethe.de/resources/files/pdf192/lesson_plan_lecture_4_graffiti.pdf</p>
	<ul style="list-style-type: none"> Understand and answer simple thematic questions. Formulate their ideas/opinions using simple verbal tools. 	<p>Audio-visual/Written: Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 15, 16, 17	
	<ul style="list-style-type: none"> Express likes and dislikes. Use and develop learning strategies (make conjectures, reconstruct a storyline using images, connect images and text, correctly spell words). 	<p>Aural/Oral: Students interact with others in the class while completing worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 14	
	<ul style="list-style-type: none"> Develop and carry out creative ideas. Understand and follow instructions. Reflect on learning (ongoing). 	<p>Inquiry Product: Students select an area of interest around the concept of Graffiti (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.</p>	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
	<p><i>From the After School Program:</i></p> <ul style="list-style-type: none"> Use colour adjectives in German. Describe the colour of objects in German. Express likes and dislikes using a set structure. Use the German alphabet to spell simple words. 	<p>Extension Activities:</p> <p>Students use online programs such as Ibis Paint, Procreate or Sketchbook to plan then the art room to create their own graffiti art or use chalk to create school street art sending a message to the school community. (ACAVAM115) (ACAVAM116)</p> <p>Conduct an experiment using aerosol spray cans to make a 'cloud in a jar'. https://www.hgtv.com/design/make-and-celebrate/handmade/cloud-in-a-jar-science-experiment (ACSHE081)</p>	1, 5, 7, 9, 11, 13, 15, 16	

Lecture: Graffiti Observational Assessment	Achievement Standard	How I see myself:			How my teacher sees me:		
		I know this in German.	I know this in English.	I still need to work on this.	You know this in German.	You know this in English.	You still need to work on this.
I can understand a short technical film on the topic of graffiti.	5, 17						
I can find precise information in a text.	5, 6, 16						
I know new words and expressions on the topic.	10						
I can connect pictures and information.	5						
I can understand new technical terminology in context.	15, 16						
I can understand and answer simple questions on the topic.	1, 2, 4						
I can formulate my ideas/opinions using simple verbal tools.	1, 4, 14						
I can express likes and dislikes.	1, 3, 4						
I can use and develop learning strategies.	5, 6, 7, 10, 14						
I can develop and carry out creative ideas.	1, 16						
I can correctly spell words on the topic.	14						
I can understand and follow instructions.	1						
I can reflect on my learning.	11						
<i>From the After School Program:</i> I can expand my active and passive German vocabulary including colour adjectives.	1, 3						
I can describe the colour of objects in German using a set structure.	3, 7						
I can express whether I like something or not using a set structure.	1, 3, 4, 7						
I can use the German alphabet to spell simple words.	14						

Overall Assessment

Well Above Standard A	Above Standard B	At Standard C	Below Standard D	Well Below Standard E
The student can complete all of the challenges above in German with minimal English to help explain content, displaying excellent cognitive, communicative and creative skills.	The student can complete all of the challenges above in German with some English to help explain content, displaying above average cognitive, communicative and creative skills.	The student can complete the most of the challenges above in English with some German words and phrases, displaying sound cognitive, communicative and creative skills.	The student can complete some the challenges above in English with some German words and phrases, displaying sound cognitive, communicative and creative skills.	The student can complete little or none of the challenges above in English, displaying limited cognitive, communicative and creative skills.

Australian Curriculum: German 5-6 Band Achievement Standard (F-10 Sequence)

1. Students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings.
2. Students use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.*
3. Students use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen.*
4. Students use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*.
5. Students gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes.
6. Students describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience.
7. When creating texts, students manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.*
8. Students produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*.
9. Students use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag.*
10. Students explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community.
11. Students describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.
12. Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.
13. Students identify and apply some of the systematic sentence structure and word order rules of German.
14. Students identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and *ie*.
15. Students apply the conventions of commonly used text types, and identify differences in language features and text structures.
16. Students give examples of the variety of ways German is used by different people in different contexts.
17. Students make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.