

## 6 CLIL Big art

### Summary

A boy and a man discuss the ancient history of Mexico and its stories. They also look at Mexican art, particularly that of a modern urban sculptor, whose pieces are all over Mexico City.

#### Background

The Aztec Empire was overthrown in the 16<sup>th</sup> century by Spanish conquistadors led by Hernán Cortés. It had controlled much of Mexico and what is now Central America.

### Before you watch

#### 1 Answer the question.

- Ask the class: *What is 'street art'?*
- Elicit students' answers and write them on the board.

#### Suggested answer

Street art is found in public place such as squares.

### While you watch

#### 2 Watch the video and complete the sentences.

- Tell students they are going to watch a video about art.
- Write the following sentences on the board:
  - 1 People found the ruin in \_\_\_\_\_.
  - 2 Tlaltecuhltli was the Aztec goddess of \_\_\_\_\_.
  - 3 Sebastián likes making \_\_\_\_\_ sculptures.
  - 4 One of them is called 'Little \_\_\_\_\_.'
  - 5 He says \_\_\_\_\_ and shape are very important.
  - 6 He looks for inspiration from \_\_\_\_\_.
  - 7 A coyote is a wild \_\_\_\_\_.
- Play the video again for students to watch and complete the sentences.
- Students can compare answers in pairs before you check answers with the class.

#### Answers

1 2006 2 Earth 3 big 4 horse 5 colour 6 nature  
7 dog

### After you watch

#### 3 Work with a partner. Discuss the questions.

- Put students into pairs to answer the following questions:
  - a Which is your favourite work of art from the video?
  - b Which visual art are you most interested in (e.g. painting, sculpture, drawing)?
- Ask some students to report back to the class on their partner's ideas.

### Extension Activity

#### 4 Find out about street art in your town or city.

- Ask students to say what artwork can be seen in the street in their town or city, e.g. a sculpture, a statue or graffiti.
- Encourage students to describe the colour, shape and form of the art. They could also say how old it is and who created it.
- Students can share what they find out with a partner at the beginning of the next lesson.

### 5 Design or make a small sculpture.

- Ask students to design or make their own small sculpture.
- Brainstorm the material that students could use to make their sculptures, e.g. plastic, cardboard, paper.
- They present their sculpture to the class in the next lesson, saying what their sculpture means, is about or represents.



### Big art

- A:** Thousands of years ago, in Mexico City – the capital of Mexico – there was an ancient civilization called the Aztecs. In 2006, people found this ruin in Mexico City.
- B:** Cool! What is it?
- A:** Well, it's a piece of Aztec art – a sculpture of Tlaltecuhltli ...
- B:** TLA-what?
- A:** Tlaltecuhltli. She was the Aztec goddess of the Earth.
- B:** Goddess of the Earth? She looks a bit angry. Look at her tongue!
- A:** Her tongue is a *symbol*. The Aztecs say that every night, Tlaltecuhltli eats the sun. If she is happy, she gives the sun back every morning.
- B:** That's a nice story, but I don't really believe it. Look at this. I love this type of Mexican art! These sculptures are amazing.
- A:** Yes, they are. They're *huge*. Who's the artist?
- B:** His name is Sebastián. He's an urban sculptor. He likes making big sculptures. They are symbols of the city. This one is called 'the little horse'.
- A:** *Little*? I don't think it's very little!
- B:** He puts his sculptures in busy places so lots of people can see them and enjoy them.
- A:** Sebastián likes bright colours, doesn't he?
- B:** Yes. He says colour and shape are very important because they express different feelings. He uses special blocks in his studio. They give him ideas for the colours and shapes in his sculptures.
- A:** Very creative.
- B:** He also looks for inspiration from nature. Look inside this cave.
- A:** Wow, are those crystals?
- B:** Mhm.
- A:** The shapes and angles are incredible!
- B:** This is a model of Sebastián's new sculpture. It's a coyote. A coyote is a wild dog.
- A:** Yes, I know. The coyote was very important to the Aztecs, too ...
- B:** Really? That's interesting.
- They are building the coyote in the middle of the city.
- A:** It's a nice symbol of Mexico – of the past and today.
- B:** You're right!
- A:** Now *that's* big art!