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Année scolaire 2026-2027



ANTICIPATE : Social Media and teenagers seen through ART.

OBJECTIFS	Être capable de présenter et de décrire une œuvre. **A2** Parler des effets des réseaux sociaux sur les adolescents.
COMPETENCES	ECRIRE S'EXPRIMER à L'ORAL en CONTINU
AXES	**AXE 4**: Inventer, innover, créer **AXE 5**: Langages et messages artistiques

Il s'agit de la séance d'anticipation d'une séquence sur le thème des réseaux sociaux et des adolescents et destinée à des élèves de 4ème. La séquence a pour but de préparer les élèves à un débat sur le même thème et de leur permettre de préparer une vidéo en tâche finale où ils se mettront dans la peau de jeunes influenceurs en herbe ayant pour objectif de sensibiliser leurs pairs sur des sujets sensibles, en l'occurrence les réseaux sociaux. Dans cette séance, les élèves (re)verront la méthodologie de la description de l'image à travers l'œuvre d'un artiste connu BANKSY et aborderont la problématique de la séquence.

STEP 1: PRESENT THE ARTWORK

1- Look at the document. Present it.



Social Bleedia xBanksy, poster by Decker studio

REMINDER

NATURE :
This document is...
A poster ☐ a portrait ☐ a painting ☐ a piece of graffiti ☐

TITLE :
It is entitled...

AUTHOR :
It was made/painted/written by...

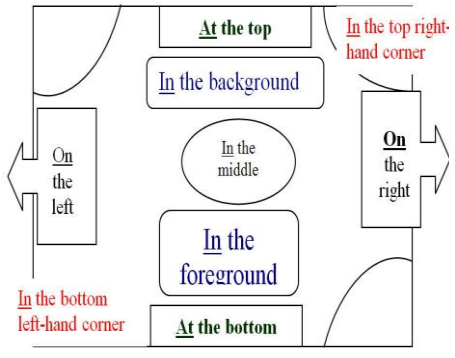
DATE :
It was made/written/published in... / We don't have the date.

THEME :
It's about ...

PLACE :
The scene takes place in.... We don't have a precise location.

ACTION :
The boy is + V-ING
Ex: The boy is using social media.

FEELINGS:
The boy looks/ seems/is +**ADJ**



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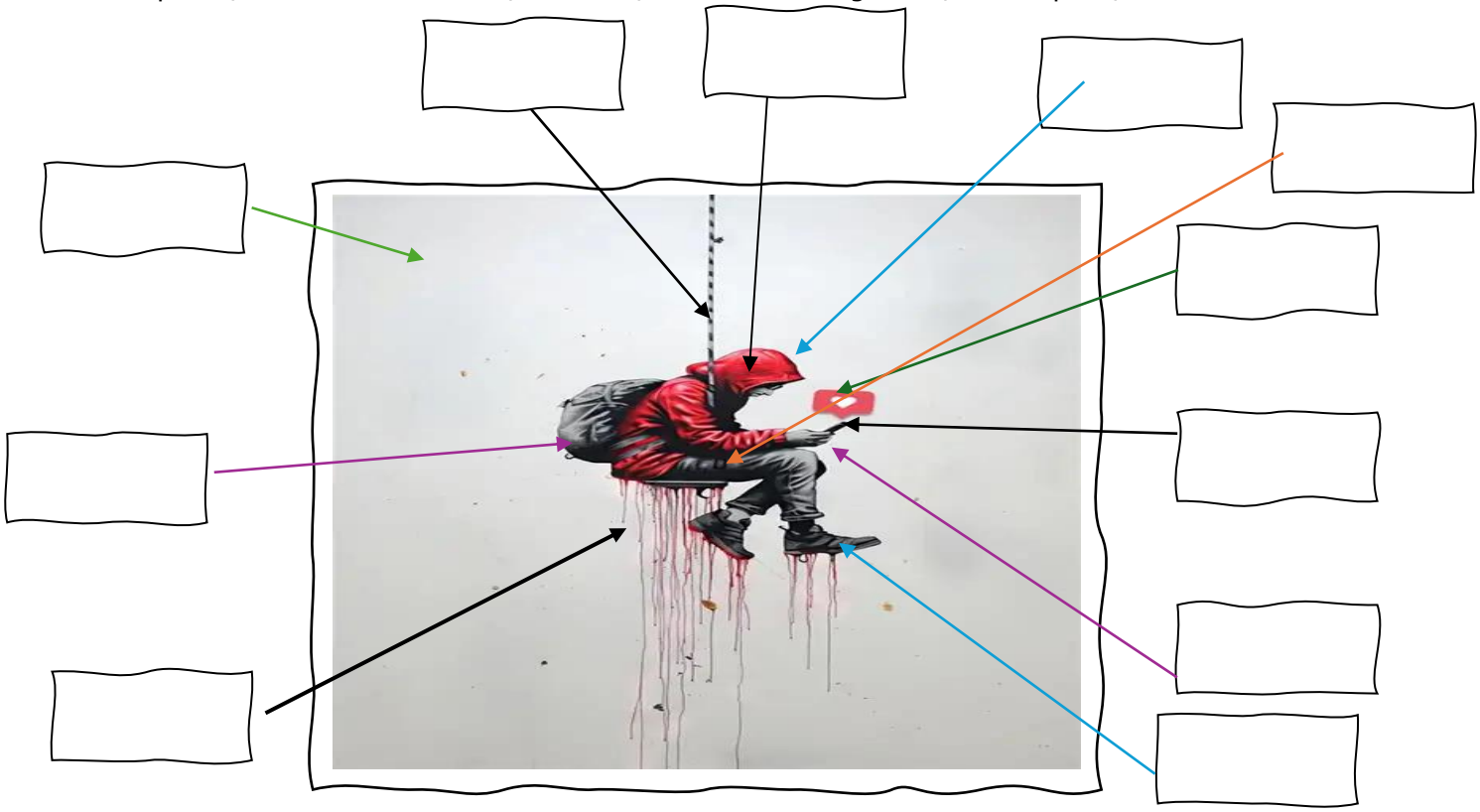
STEP 2: DESCRIBE THE ARTWORK

1- *Label the elements and then describe the picture.*

A teenage boy/ a sweater with a hood/ a swing/ a phone/ trousers/ trainers/ to like a video or photo/ to use social media/ to bleed/ a neutral background/ a backpack/



2- *Describe the picture with the help of the vocabulary seen above.*

Use : ***"In the poster, we can see.../ There is + a/an Noun (S) or there are + ø NounS (P)***

- ⇨ Make sure to talk about : PLACE/ PEOPLE/ TIME/ ELEMENTS or OBJECTS/ ACTIONS/ FEELINGS
- ⇨ Give as many details as you can: colours, shape...
- ⇨ Make hypotheses: Maybe or perhaps/ I think.../ The boy might + BV

In the poster we can see... There is... There is also...The dominant colours are...

STEP 3 : ANALYZE THE ARTWORK

1- What is the artist doing? ***The artist is + V-ING*** (showing)....

_____

_____

2- What does the artist want to show/to tell us? ***The artist wants to + BV... (Show/ raise people's awareness about/denounce)***

_____

3- What is the artist's technique? ***The artist uses...***

_____

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4- Talk about the **artist's background**: other artwork...

Who is Banksy? | KS2 Art and Design | Primary - BBC Bitesize

Who is Banksy?

STEP 4: GIVE YOUR OPINION ABOUT THE ARTWORK

1-Say how you feel about the artwork. Give your opinion and justify it.

I like/ don't like this artwork **because**..../ I think that .... / In my opinion/ To my mind....

Indeed, social media CAN + BV.../ ***In fact***, social media CAN'T +BV...

⇨ ***Pour aller plus loin, les élèves pourront comparer leurs avis sur l'oeuvre en utilisant "I agree with X when he/ she says that the artwork is.../ I don't agree with you, because I think that...***

TE: Present the document. Describe it and say what the artist wants to show or tell. Give your opinion about the artwork.

HOMEWORK: Present, describe and analyze this artwork. Use the methodology seen in the lesson.



Seoyoon Jang, *Social media never stops*, ...

Useful vocabulary

A painting/a photograph/a portrait/
A street artist/ a form of artwork/
The artist is showing/ denouncing/ emphasizing/ criticizing/ tackling the issue of.../ questioning/depicting/warning ...
The aim of the artist is to show...
a burning social issue/ a committed artist