

Урок английского языка по теме «Абстрактное искусство»

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Цель урока: создание условий для аргументированного объяснения основных трудностей в понимании абстрактного искусства и выражения своих эмоций и чувств при виде произведений абстрактного искусства.

Задачи урока:

- 1) актуализировать имеющиеся знания по теме;
- 2) обучать восприятию микротекстов с опорой на догадку и вести беседу в связи с услышанным;
- 3) развивать механизмы речепорождения и речевосприятия на материале иностранного языка;
- 4) содействовать развитию умений выделять главное, систематизировать, анализировать и оценивать полученную информацию;
- 5) создать условия для развития коммуникативной, межкультурной, когнитивной, ценностно-смысловой компетенций учащихся;
- 6) содействовать развитию у учащихся социальной компетентности (умению вести дискуссию, работать в группе, выслушивать других, высказывать и аргументировать свою точку зрения);
- 7) создавать ситуацию успеха для каждого учащегося.

Используемые технологии и методы: технология развития критического мышления через чтение и письмо, коммуникативные и игровые методы, метод «Мозговой штурм», проблемно-поисковый метод, интерактивный метод “IDEAS”, организация заданий осуществляется в соответствии с таксономией Блума.

Задачи этапа: помочь учащимся самим определить направление в изучении темы.

Деятельность учителя	Деятельность учащихся	Примечание
<p>Two men have recently come to my art exhibition. They wanted to buy the painting of my new collection. My camera has caught their argument. I want you to watch the video and define the reason for their argument.</p> <p>The aim of our lesson is to learn how to understand abstract art and express feelings and emotions paintings evoke.</p>	<p>Students share their ideas.</p>	<p>The fragment of the film “1 + 1” is offered.</p>

III. Стадия вызова

Задачи этапа: актуализировать имеющиеся знания по теме и заполнить концептуальную таблицу; учить восприятию микротекстов с опорой на догадку и вести беседу в связи с услышанным.

Деятельность учителя	Деятельность учащихся	Примечания
<p>Will you come back to the central exhibition hall. My inexperienced guide has mixed up all the styles, the names of the paintings and their artists. I've made up my mind to dismiss him. I'm in search of new guides. But you need the school of art knowledge.</p> <p>1. Listen to the audio-guide [Ap-</p>	<p>Listen to the audio-guide and fill in the charts;</p> <p>Answer the questions;</p> <p>Apply the knowledge of art at the paintings.</p>	<p>The audio [Appendix 1]</p> <p>The chart [Appendix 2]</p> <p>The questionnaire</p>

<p>pendix 1] and fill in the charts (style, period, artists, colours, content). [Appendix 2]</p> <p>2. In your group choose a teacher who will train you with the following questions.</p> <p>[Appendix 3]</p> <p>3. Now, will you come up to the paintings, correct my ex-guide's mistakes, and give more information about the styles of paintings.</p> <p>4. Now student 1 and student 2 are awarded with the medals "The best guide", and they can apply for the job of a guide. Send me your curriculum vitae !</p>		[Appendix 3]
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IV. Стадия осмысления

Задачи этапа: развивать умения нахождения недостающей информации при помощи группового обсуждения; развивать мышление, умение сравнивать, анализировать, находить главное; поверить домашнее задание (описание фотографии) с целью использования как образца для описания абстрактной картины.

Деятельность учителя	Деятельность учащихся	Примечания
<p>Let us proceed to the Conference Hall for the discussion of the problem "How to learn to understand abstract art"</p> <p>1. The parts of the text will be giv-</p>	<p>Students read the text.</p> <p>Complete the IDEAS chart.</p> <p>Exchange questions.</p> <p>Discuss the answers.</p>	<p>The text [Appendix 4]</p> <p>The IDEAS chart [Appen-</p>

<p>en to your groups. You are to pick up the necessary information to index the facts, define the problem, expand on ideas, adopt a criterion and select practical advice.</p> <p>2. In order to fill in the chart you have to exchange questions with your neighbors' group.</p> <p>3. Go through the answers together and discuss them. During the discussion you can use Speech Patterns . Let us sum up our discussion and brainstorm the problem <i>“How to learn to understand abstract art”</i>.</p> <p>4. Student 3 and student 4 are awarded with the medals “The expert of abstract art”.</p>	<p>Brainstorm the problem <i>“How to learn to understand abstract art”</i>.</p>	<p>dix 5]</p> <p>Speech Patterns [Appendix 6]</p>
<p>Now I invite you to enter the Photography Hall. I'm glad all my collection has already sold except this one photograph. Would you be so kind as to advertise it to be sold successfully? (Checking up of the homework)</p>	<p>Students describe the photograph.</p>	
<p>Come in to the Abstract Art Hall, please. You can see the paintings of Vassili Kandinsky and Salvador Dali here. You can choose any painting you like most of all. The painting you would like to have in your bedroom. The painting you would like to see</p>	<p>Students choose the painting and express their feelings and emotions.</p>	<p>Expressions of likes and dislikes [Appendix 7]</p>

each time you wake up or go to bed. Try to express your feelings and emotions the painting evoke.		
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V. Стадия рефлексии

Задачи этапа: снять трудности при выполнении домашнего задания; контроль усвоения материала

Деятельность учителя	Деятельность учащихся	примечания
<p>I would like to make up the catalogue of the abstract paintings I've got. Take down the painting you've already chosen and prepare the description of it according to the plan:</p> <p>a) style;</p> <p>b) information about the artist (his intention, thought process behind the painting);</p> <p>c) what images or associations emerge in your mind;</p> <p>d) feelings and emotions it evokes</p>	<p>Students listen to the teacher's explanation and write it down.</p>	
<p>It's time to summarize the information you've got at the lesson. Let us come back to <i>our plan for today</i>.</p> <p>1. What abstract art styles do you know?</p> <p>2. How are they characterized?</p> <p>3. Why is it difficult to understand abstract art?</p> <p>4. How to learn to understand ab-</p>	<p>Students demonstrate their knowledge answering the questions.</p>	

stract art?		
5. What emotions and feelings can abstract painting evoke?		

IV. Стадия завершения урока

Задачи этапа: оценить и прокомментировать деятельность учащихся на уроке; подвести итоги урока.

Деятельность учителя	Деятельность учащихся	примечания

Script

Appendix 1

Cubism

Period: 1907-1914

Artists: Pablo Picasso, Georges Braque

Cubism was introduced in early 1900s. The Cubists tried to create a new way of seeing the world through their art. They chose basic, **geometrical** shapes such as cubes, cones and **cylinders**. They used dull colours such as browns or greys to **represent** the way we see **images** in our **mind's eye** rather than in **reality**.

Impressionism

Period: 1867-1886

Artists: Pierre Auguste Renoir, Edgar Degas, Claude Monet

Impressionism began in France in the mid 1800s. the Impressionists often painted **outdoors** as they wanted to show **daylight**. Their works are **characterised by** short quick brushstrokes of light colours such as blues, reds and purples. When **viewed up close**, they can look **messy** and unreal. If you step back, the colours are **blended** by the eye and the **subject** becomes clear.

Post-Impressionism

Period: Late 1880s-1900

Artists: Pauls Gauguin, Paul Cezanne, Vincent Van Gogh

Post-Impressionism was **inspired** by Impressionism and **emphasises** colour. The artists in this group used thick brushstrokes and lines to express their feelings in their paintings. They preferred bright, bold colours, **especially** yellows and purples.

Surrealism

Period: 1920s-1950

Artists: Salvador Dali, Rene Magritte

Surrealism started in France in the 1920s. Surrealists painted whatever they had dreamt about or **imagined**. Their paintings were very unusual and often showed everyday objects in a strange or **unexpected** way. They preferred bright, primary colours such as blues, reds and greens.

Appendix 3

1. *What is the style of painting?*
2. *What is the period of ...?*
3. *What artists belong to this style of painting?*
4. *What is the content of this style?*

Appendix 5

The Problem-Solving Chart or IDEAS Chart

<p>I Index the facts</p>	
<p>D Define the problem</p>	
<p>E Expand on ideas</p>	
<p>A Adopt a criterion</p>	

S Select practical advice	
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Appendix 4

Part 1

Want to learn how to understand abstract art? Let's start with this quote from **Jackson Pollock**, one of America's most famous abstract painters: "Abstract painting is abstract. It confronts you. There was a reviewer a while back who wrote that my pictures didn't have any beginning or any end. He didn't mean it as a compliment, but it was." Pollock's critic didn't know where to begin in terms of how to understand abstract art. There is nothing to hold onto, so you have to open up your intuition and see where the painting takes you. Abstract art allows the viewer to decide what the artwork is about, on a very personal level. Understanding abstract art is easy: all it requires is an open mind and a big imagination. When you look at an abstract painting, what do you see? Flying shapes, colorful patterns... The path of a river cutting through grasslands... or maybe you see cosmic energy? There is no right or wrong answer to this question. Abstract art is open to interpretation, and that is one of the beautiful things about it. An abstract painting doesn't jump out and declare "THIS is what I'm all about." Instead, you must enter the painting and see where it takes you. Understanding abstract art does not come naturally for everyone. It is the kind of art that makes some people scratch their heads and say, "My 5-year old could do that." What people don't realize is that the best abstract artists have excellent drawing skills, a fine sense of composition, and a deep understanding of the workings of color.

Part 2

Most abstract artists have the ability to draw a perfectly portrayed rose or a realistic portrait, but they choose not to. Instead they choose to express their emotions by creating a piece that is more free, free of the weight of objects.

If you want to fully understand an artwork, it's important to know the artist's intention behind it. On the one hand, a large part of the beauty of art is that we, the viewers, can bring our own meaning.

On the other hand, knowing the artist's thought process for creating a certain work of art adds to the meaning and value of a painting.

Well, Pablo Picasso once said: "Everyone wants to understand art. Why not try to understand the song of a bird?" Picasso has a point. Art can't be explained in words, because its influence on people is very personal. Look at abstract art in the same way that you would listen to a symphony. When you listen to music, you don't try to hold on to the notes - you let them wash over you. Let your eyes play with the painting, slipping around comers, following the lines, twists and turns. Let your eyes dance around the piece.

Rather than trying to figure out what the painting looks like, just allow yourself to be taken in by the painting. See what emotions, images or memories emerge. Examine the colors, forms, materials. Take your time. Let the painting "speak" to you.

Appendix 6

Style				
Period				
Artists				
Colours				
Content				

Appendix 6

Expressing likes	Expressing dislikes
I (really) enjoy...	(I'm afraid) I don't like ...
There's nothing I like/enjoy more than ...	I've never liked ..., I'm afraid ... is not one
I'm (really) very fond of...	of my favourite

<p>... is (really) terrific/great...</p> <p>It's too lovely for words.</p> <p>... attracts your attention.</p> <p>... looks very realistic, impressive.</p> <p>...is painted with great talent.</p> <p>truly remarkable, skillfully painted.</p> <p><i>The picture may be</i> moving, lyrical, romantic, original, poetic in tone and atmosphere.</p>	<p>I (really) hate...</p> <p>I think ... is pretty awful/really unpleasant.</p> <p>I'm not (really) very keen on ...</p> <p>... is ghastly / rubbish.</p> <p>I can't say ... appeals to me very much.</p> <p>I must say I'm not too fond of...</p> <p>The picture may be dull, crude, chaotic, depressing, disappointing, cheap and vulgar.</p>
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