

1: Colour and visual impact

Aim:

To explore the language of colour.

To expand vocabulary in relation to colour and its impact on viewer.

To think about the associations of colour.

To encourage further listening by using gallery websites and podcasts.

Materials:

Worksheet 4: Adjectives and colour.

Worksheet 5: Colour and impact

Optional: black & white printout of a colourful artwork

Listening: National Gallery video on choice of colour.

Activity/Instructions:

1. Establishing there is an emotional response to colour

Teacher introduces worksheet 4: Colour, students answer questions 1 -3 in pairs or groups and feedback to the class to generate discussion.

Worksheet4 continued. Q 4 Introduce the vocabulary and concept of hue, tint, shade, and tone check if students know the difference already.

Introduce a colour wheel: a free colour wheel and simple definitions can be found on www.color-wheel-artist.com - there is a link on the slide.

Students discuss colours and their associations completing Q5 in pairs/groups.

2. Establishing the overall impact of an artwork.

Using worksheet 5 as a vocabulary resource, students look at the image in slide 1 (click on the link for an online full screen version of one of the artworks) and discuss the use of colours and its affect on the viewer. What would the impact be if the artwork were in black and white?

Optional presentation: Teacher prepares handouts of artworks and black & white (or photocopied) versions to discuss the use of colours and its affect on them.

3. Repeat the activity with the other artworks in the presentation (or others) and complete the worksheet with other adjectives as students propose them.

4. Homework/Extra activity suggestion:

Worksheet 6: students listen to The National Gallery podcast on “Making Colour” and answer comprehension questions. Note: there is a full transcript on the webpage.

Making Colour (up to 4.15).

<http://www.nationalgallery.org.uk/podcasts/the-national-gallery-podcast-episode-ninety-three>

Worksheet 4: Colour

Q 1 What are your favourite colours? Why?

Q 2 What colours do you like for your clothes/your room/your classroom? Why?

Q 3 What colour describes your personality/your country? Why?

Q 4 What's the difference between the following words connected to colour: hue, tint, shade and tone?

Q 5 What colours do you associate with the adjectives below? Complete with adjectives you used for the colours you picked in questions 1 - 3.

Natural			
Modern			
Refined			
Elegant			
Energetic			
Subtle			
Subdued			
Passionate			
Cold			
Warm			
Serene			
Dramatic			
Innocent			

Worksheet 5: Adjectives to talk about visual impact

Methodical	Add vocabulary to this list
Meticulous	
Humorous	
Lyrical	
Hallucinatory	
Subtle	
Nuanced	
Decorative	
Noisy	
Eclectic	
Poetic	
Provocative	
Politically-Charged	
Entertaining	
Incongruous	
Ambiguous	
Incomprehensible	
Transcendent	
Yearning	
Phrases to describe impact	
What strikes/ hits me is....	
What draws me to it is.....	
What catches/draws/grabs my attention	

WORKSHEET 6: Making Colour - listening activity

<http://www.nationalgallery.org.uk/podcasts/the-national-gallery-podcast-episode-ninety-three>
(up to 4.15)

Answer the following questions:

- 1 What is the exhibition about?
- 2 What is a common source for pigments?
- 3 Who is Caroline Campbell?
- 4 Who is Ashok Roy?
- 5 Ultramarine is produced from which mineral?
- 6 What is the significance of Badakhshan?
- 7 “The Betrayal of Christ” was painted by Ugolino__ _____ ?
8. How did the artist express the relationship between Christ and Peter?
9. For Caroline Campbell “interaction” is very important for what?
10. Would you like to see this exhibition, why or why not?

2: Space

Aim

To encourage students to develop their concept of space in visual culture

Activity/Instructions

Warmer: Students give their definition of space in visual culture

www.arthistory.about.com defines space as “(noun) An element of art, space refers to distances or areas around, between, or within components of a piece”

2.1 Describing space within a picture: worksheet 6

Students look at picture available online at: <http://artuk.org/discover/artworks/perspective-fantasy-of-a-palace-with-elegant-figures-99902> and answer questions 1-7 (in pairs) on **worksheet 6**. This establishes basic spatial relationships within a painting and introduce/revise useful vocabulary.

2.2 Describing space around a work: worksheet 7

This is a more advanced look at the collocation of art within a setting/its surroundings using previous ARTiculation Prize participants’ work.

Look at Molly’s presentation: <https://vimeo.com/63324687>

She highlights the relationship between the work and its surroundings.

Look at Zoe’s presentation (from 3.40 in particular): <https://vimeo.com/66234522>

She highlights how the display of Ofili’s work in the exhibition evokes a chapel.

Extra activities/Homework:

There are 3 further activities on this concept in worksheet 8.

In addition, having examined two elements (colour and space) Art History teachers may wish to extend this activity to examine other elements of art (line, shape, form, texture, value)

See https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf

Language work includes use of dictionaries to explore precise use of terminology.

Writing: Students research the “definition of space in visual art” by finding sites

Title: “A description of space in/around [NAME OF WORK]”

N.B. Remind students that all sources (websites) must be cited.

2: Space and position

Worksheet 7: Describing spatial relationships (Teachers copy with Answers)

Look at a traditional painting here:

<http://artuk.org/discover/artworks/perspective-fantasy-of-a-palace-with-elegant-figures-99902>

1. What can you see in the **background** of the picture? A building, a path
2. In the **bottom left corner** what objects are on the ground? Bottles, a large recipient
3. What kind of animal can you see in the **middleground**? A peacock (not dogs which are in the foreground)
4. Name three things you can see in the **foreground**? A boy, some dogs, a group of people talking, some bottles.
4. What do you think were used to paint this picture?
a) Pastels; b) watercolours; c) **oils**
5. This picture was painted on,
a) Board; b) **canvas**; c) plaster
6. The painter used?
a) **Brushes** b) a spatula c) a knife d) a mixture of these
7. How does the artist create a sense of 3-dimensions in a two-dimensional work?
a) **through colour** b) **through use of perspective** c) **other**

2: Space and position

Worksheet 8: Describing an artwork's relationship with its setting or surrounding

Watch the presentations by *Molly (Henry Moore)* and *Zoe (Chris Ofili)*.

Note their observations in the table below.

Molly	Zoe
<p>What is the relationship between the work and its surroundings?</p>	<p>What kind of space has Ofili created with his works?</p>

Optional activities:

Look at this video where Andy Goldsworthy talks about the relationship of his work with its surroundings and with itself. <https://www.youtube.com/watch?v=l051qmxvDIE>

Think about a famous sculpture like Michelangelo's David, how would your perception of it change if you saw it in a supermarket car park?

Choose a piece of art, how would you describe the relationship between the piece and its environment?

3: Observe, compare and contrast

Aim: To encourage students to make their own observations

To introduce language forms that will help them to do so

To show how comparing and contrasting artists or artworks can make understanding richer

Activity/Instructions:

1. Using **worksheet 9** students invite students to give their impression of the artworks in the Sway presentation <https://sway.com/Ry4R1hCY4SbAYYH6> link on slide or alternatively bring in different images of artworks.

2. Watch extract from Molly's presentation and ask students to take notes on the comparisons she draws and the reproductions she uses to illustrate these observations

Extract from Molly's video (01.38-02.46) <https://vimeo.com/63324687>

3. Students watch Jodie's presentation (up to 03.40) <https://vimeo.com/100880904>

Homework:

Students look for definition and examples of **material**, **media**, and **techniques** in preparation for the next section. *Example website:* <http://www.tate.org.uk/learn/online-resources/glossary>

Tate glossary definition for medium: Can refer to both to the type of art (painting, sculpture and printmaking) as well as the materials an artwork is made from

3: Observe, compare and contrast

Worksheet 9

1. Sentence heads for observations, comparisons and contrasts

Look at a number of different artworks and comment on them using the phrases below.

It brings to mind...

It reminds me of...

To my mind, it echoes...

It is reminiscent of...

It shares features with...

It conjures up...

It looks like...

It is as if...

It seems to be...

At first glance, But actually

Apparently....

Add to this list from any material you meet.

2. Watch an extract from Molly's presentation (01.38-02.46) and take notes on the comparisons she draws and the reproductions she uses to illustrate these observations

3. Watch an extract from Jodie's presentation (up to 03.40). She compares her artist's work to other artists.

1. List the comparisons she makes

2. Why did she choose those comparisons?

Homework: Write down the definition, and some examples of, the following terms used in art: **material, media, and techniques.**

4 : Media, Materials, Techniques

Aim

To promote independent study and vocabulary organisation
To create a list of relevant vocabulary to talk about art

Activity:

1. Students share the definitions, and examples of, **material**, **media**, and **techniques** in art they have found for homework and create their own mind maps pooling together the vocabulary they have found.

References:

https://en.wikipedia.org/wiki/Mind_map

See an example here (link included on slide): <http://progdrumblog.blogspot.it/2008/08/art-mind-map.html>

Online art glossaries:

<http://www.tate.org.uk/learn/online-resources/glossary>

https://www.moma.org/learn/moma_learning/glossary#t

2. Students complete worksheet 10 which shows them how to easily increase their command of the language.

3. Students choose a work of art that they like and describe it in terms of the media, materials and technique employed. Included on the slide is the link to the Sway presentation, if required for this activity. <https://sway.com/Ry4R1hCY4SbAYYH6>

5: Rhetorical techniques: repetition and “in threes”

Aim: to encourage students to consider how they will make their presentations interesting by introducing and some simple rhetorical techniques

Materials: Worksheets 11 and 12

Some art reproductions, chosen by the students.

Instructions

Ask students if they know of any famous orators and techniques those speakers used.

Distribute worksheet 11, which looks at one of the most famous speeches of the modern age, Martin Luther King’s “I have a dream”, available at:

<https://www.youtube.com/watch?v=3vDWWy4CMhE> - link included on slide. (00.17 - 01.40)

Students read or listen to the speech and mark where rhetorical techniques are being employed.

Homework: Worksheet 12

5: Rhetorical techniques: repetition and “in threes”

Worksheet 11

Typical techniques used in presentations include:

Tripling: saying things in groups of three, especially using alliteration e.g. *sun, sand and sea*.

Contrast: e.g. Cold - Hot

Repetition: e.g. “again and again”

Citation: e.g. “As a famous man once said...”

Can you find examples in the sentences below.

“The noblest pleasure is the joy of understanding” stated Leonardo Da Vinci

The work of Jeff Koons is frivolous, fun and fantastic.

It’s a black or white decision.

Art is freedom, art is a weapon, art is education.

Another common component of presentations is the use of evocative language designed to produce an emotional reaction, to engage the imagination or make reference to symbolic themes.

Below is an extract from a famous speech by Martin Luther King.

“I have a dream that one day this nation will rise up and live out the true meaning of its creed –“we hold these truths to be self-evident: that all men are created equal”.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today”

All of the techniques are employed, can you identify them?

5: Rhetorical techniques: repetition and “in threes”

Worksheet 12

Try to apply the rhetorical techniques to describe a piece of art you like.

Why I love this picture	<i>E.g. What drew me to this work was its subtle use of colour, its disquieting use of space, and its provocative evocation of the Classical period.</i>
My reasons for choosing this picture	
Colour	
Space	
Material	
Media	
Own idea	
Own idea	