

Choose



Teacher's Notes

Why I love this work of art

Aim:

Generate interest

Explore reasons for the appeal of a work

Emphasise from the very beginning that THEIR views and feelings are paramount.

Activity

The teacher gives a 5 to 10 minute presentation on a work of art they love (having looked at the material in the four different sections).

Instructions:

Students listen and make notes for as many reasons as they understand. Then using their notes ask follow up questions for more detail or clarification.

Students then choose a work they love (give plenty of thinking time) and explain why they love it to partners.

Class feedback of reasons given, use this as a first draft of reasons, used in Worksheet 1.

Material to hand out / show on screen

Give students Worksheet 1

“Why I love and chose this work”

To focus their listening on reasons which can form a reference for future use.

Explain reasons for choice of work

Aim : To extend the language available to talk about reasons.

Material : Worksheet

Activity/ Instructions

Video extracts from Roche Court Vimeo playlist

<https://vimeo.com/rcet/videos/page:3/sort:alphabetical/format:thumbnail>

First listening:

Watch four introductions and answer the question:

Why did they choose the work?

(Note all the speakers explain their choice within the first two minutes of their presentation).

[Jodie Williamson](https://vimeo.com/100880904) on Hayao Miyazakis "spirited Away (00-1.52) <https://vimeo.com/100880904>

[Zoe Lakota-Baldwin](https://vimeo.com/66234522) on Chris Ofili's "The Upper Room" (00-00.41) <https://vimeo.com/66234522>

[Antonia Osgood](https://vimeo.com/122621913) on Jeff Koons "Celebrate" (00-1.51) <https://vimeo.com/122621913>

[Molly Nickson](https://vimeo.com/63324687) on Henry Moore's "Knife Edge: Standing figure" (00-1.08) <https://vimeo.com/63324687>

TIP! Students listen without watching the video first to focus on the language used.

WORKSHEET 1 : Why I chose this work

I've lived with a reproduction in my home all my life

It makes me feel happy/calm etc.

It makes me understand that the most important things in life are free

The work caught my eye at an exhibition...

It is food for the soul

It connects me to a time and place

It humbles and uplifts me at the same time

Keep this page and add new reasons for choosing a work as you encounter them. This should form part of your **research diary** which will help you when you come to plan your presentation.

2

Using the listenings

One: Students match the phrases on the worksheet 1 to the Roche presenter.

To make the exercise more challenging you could blank out the responses on the worksheet and ask students to extract the reasons and write them into the worksheet (do one as an example).

Two: Elicit the student opinion of the presentations, positive and negative. This will lead into the next section “Criteria for evaluating a good presentation”.

It is important students keep some kind of record of these opinions and ways of expressing them as they will need them in section 4 where they are preparing their presentations.

Three: Give students the blank version of worksheet 2.

Suggested lead in: show students the images **before** they listen and ask them to **speculate** about why people chose them.

Suggested **homework**, students go to the Roche site and listen to a minimum of two other ARTiculation presentations and repeat the process of worksheet 2.

WORKSHEET 2

Reasons for choosing work	Useful phrases
Jodie	
Zoe	
Antonia	
Molly	

TEACHER'S COPY WITH POSSIBLE ANSWERS	WORKSHEET 2
<p>Reasons for choosing work</p> <p>Jodie</p> <p>Has always loved animation Believes animation is an art form</p>	<p>Useful phrases</p> <p>Since I was little it's always been a.... I've been drawn to most</p>
<p>Zoe</p> <p>A visit to an exhibition The work left a lasting impression The visual impact</p>	<p>There was a small part of which has stayed in my mind The effect was breathtaking</p>
<p>Antonia</p> <p>An opportunity to see the work Other people comments (not always positive)</p> <p>Curiosity provoked by these opinions Visual impact</p> <p>By inference his reputation encouraged her to explore further.</p>	<p>I was lucky enough to be in New York...</p> <p>Having read contrasting reviews, I was eager to go and find out for myself.</p> <p>Two sculptures demanded my attention, Visually spectacular... The scale... They didn't strike me as having any significant meaning</p>
<p>Molly</p> <p>She has always known and loved this work and its context.</p>	<p>I've known it since I was a child I've been a regular to the park since I was very young. It features in one of my earliest memories.</p>

What makes a good presentation?

Aim: To encourage students to explore features of a good presentation and begin to critically evaluate what they see. To start a checklist to be used later in their own evaluations.

Activity/Instructions

One: Ask students to draw up a checklist of what they think makes a good presentation. Suggest to them they consider the importance of impact at the beginning and different ways to open a presentation (you may need to show the introductions of the Roche speakers again).

Students' comments and observations can be used/reformulated to draw up an initial checklist. This checklist can be used to assess others and themselves.

A **checklist** should contain some of these elements but it is not prescriptive if you believe the students' ideas are valid then include them. For reasons of space we have limited this to four on the worksheet.

How does the speaker *engage* with the audience? Do they get the audience attention (How?)? Are they easy to understand? Does the presentation *flow* well? Do they use humour, personal experience, stimulating visuals? Are there any idiosyncratic behaviours (ticks) that you notice?

Two: Watch the introduction from Lyle's presentation: <https://vimeo.com/90105909>

What were his reasons for choosing this work?

Students use their evaluation checklist to analyse his introduction.

Did he use any techniques not previously mentioned? (Yes, direct questions to the audience).

Homework: Students look at the Roche presenters they selected in the previous homework and evaluate the introduction of their presentations using their checklists. They should also add some new ideas to their checklists based on what they have watched.

3
Insert your criteria from your checklist and then note which are used by presenters.

WORKSHEET 3 Evaluating a presentation	
DIFFERENT TECHNIQUES FOR OPENINGS	
1	
2	
3	
4	
What I liked	What I didn't like
Jodie	
Zoe	
Antonia	
Molly	

3

TEACHER POSSIBLE ANSWERS WORKSHEET 3

WORKSHEET 3 Evaluating a presentation	
1. How do they engage with the audience: visuals, stories, voice, humour? 2. Appearance: good or bad? 3. Easy to understand? 4. The presentation flowed well (why?)	
DIFFERENT TECHNIQUES FOR OPENINGS	
1 Story/anecdote	Molly and Zoe, emphasized their personal experience. Molly is very intimate and has more elements of SELF-DISCLOSURE compared to Zoe.
2 Appearance	Zoe very smartly dressed Jodie a bit too casual
3 Easy to understand	Jodie direct and to the point
4 Flow	Antonia, signposts the various parts of the presentation
What I liked	What I didn't like
Jodie	
Good use of visuals Short memorable phrases " meet the Simpsons" "Here he is" Humour, engages with audience.	Speaks too quickly, difficult to hear her Too casual
Zoe	
Tells you a story captures your attention before telling you who the artist is.	Too smartly dressed/too formal(?)
Antonia	
Easy to follow (well signposted) "I'll be exploring"... Good use of pronunciation, keywords stressed, Good use of pauses to create audience interest.	Maybe a little cold
Molly	
Very personal and sincere	Visuals a bit boring

Contemporary British artists

Aim: To introduce some contemporary artists, to explore reactions and reasons to recycle some of the language and ideas from previous work.

Activity /Instructions

Teacher asks students if they have heard of any of the British artists named on the slide and a conversation can develop if the students are familiar with the artists and their work.

Students look at a selection of works by the British artists mentioned online or alternatively, students are asked to research and bring in images of artists' work beforehand.

One: Students look at the artists' work and decide if they like or dislike it, make notes in column 2 of worksheet 4.

Students look again and try to elaborate their reaction, articulating what appeals to them. (Colour, theme, mood, space etc...).

Two: Students compare impressions, and then work in small groups to prepare a short presentation of the work of their choice, giving reasons for their selection.

This is an opportunity for the teacher to monitor and make notes on worksheet 4.1 to help the students with language errors or encourage more risk taking. This could be done in both One and Two.

At the end of the lesson the teacher should note the reactions of the student and note them in worksheet 4.2. These will be used to guide the student in their selection process. They will help build a profile of the type of art the student likes.

Homework:

Students investigate either individually or in small groups the artist(s) they liked. They can go to artists' websites or google them for background information. Using worksheet 4 they should investigate their reactions and reasons for liking the artist.

Students investigate an artist they did not like and note their reactions and reasons.

These can form the basis of an in-class discussion and offers the teacher an opportunity to offer feedback based on their notes in **worksheet 4.2**. Student discussion and teacher feedback should stimulate a more critical view of student reactions and perhaps to open their minds!

4

Choose

This final section summarises the work of the students in this part and prepares them for part 2 Describe which explores aspects of colour, space, media and theme.

Aim: One artist

Review reasons for choosing an artwork, preferably one the student is passionate about!

Summarise the reasons as a lead in to part 2 Describe.

Introduce other reasons, those used in Describe (colour, space etc.).

Focus on presentation introductions.

Options:

- 1) Students present findings from homework research to class.
Class feedback can focus on ideas from worksheets 2 and 3 and the teacher's notes (4.1 and 4.2).

- 2) Students present their findings in pairs or small groups. The teacher monitors and helps raise awareness of language problems/opportunities and guides the students towards the content of the next part.

Feedback Focus:

- 1) Presentation Introductions (worksheet 3)
- 2) Language feedback (worksheet 4.1)
- 3) Feedback on ideas and preferences (worksheet 4.2)

By the end of this section students should have a clearer idea of why they like a work and the language they need to express their opinions.

WORKSHEET 4

Investigate the works of some of these artists:

Phyllida Barlow / Sarah Lucas / Helen Sear / Sonia Boyce /
Steve McQueen / Chris Ofili / Rachael Maclean /
/ Mike Nelson / Tracey Emin / Ed Atkins
Mark Wallinger / Gary Hume / Rachel Whitread /
Jeremy Deller / James Richards / Gilbert & George /
Mat Collishaw / Karla Black



First Viewing		Second viewing
Image/artist	Do I like it?	Make notes to explain why you like, don't like or have no reaction to this work.



Worksheet 4.1 Teacher observes the students during discussions and mini presentations and notes language areas that need work.

What was said	What should/could have been said

WORKSHEET 4.2 **TEACHER ONLY**. Use this feedback sheet to help students identify their areas of interest. Observation of student discussions and presentations should reveal students' approaches and preferences. It will help to:

- Raise students' awareness of how they respond to art works
- Identify individual preferences.
- Encourage different perspectives
- Serve as an introduction to SECTION 2 where students will be asked to analyse specific aspects more in depth (colour, space, media etc...)

This is only a suggested format, what is important is that students are guided at this early stage towards the kind of art they can successfully talk about.

Name of student	Preference Identified