
WHAT'S IN A PICTURE?

THE EXHIBITION GUIDE

| | |
|----------------|----------------------------|
| Type of module | Project work |
| Age | 14–17-year-old learners |
| Level | A2 |
| Written by | Csíky Anna, Prievara Tibor |

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakmai lektor: Sillár Barbara

Idegen nyelvi lektorok: Debbie Goretity, Doug Allan

Alkotószerkesztő: Sákovics Lília

Szakértő: Tartsayné Németh Nóra

Grafikai munka: Walton Promotion Kft.

Felelős szerkesztő: Burom Márton

©

Szerzők: Csibi Erzsébet, Csíky Anna, Fehér Judit, Hunya Márta, Prievara Tibor

Educatio Kht. 2008

| | |
|---|---|
| 1. How to paint perfectly: | a. and not with his hands. |
| 2. Poetry is the stuff | b. and instead of bleeding he sings. |
| 3. Opera is when a guy gets stabbed in the back | c. try not to get the worst role. |
| 4. A painting in a museum probably hears more foolish remarks | d. you know you're an artist. |
| 5. The moment you cheat for the sake of beauty, | e. make yourself perfect and then just paint naturally. |
| 6. A man paints with his brains | f. that doesn't quite reach the margins. |
| 7. If you have to be in a soap opera, | g. than anything else in the world. |

1. How to paint perfectly: make yourself perfect and then just paint naturally.
2. Poetry is the stuff that doesn't quite reach the margins.
3. Opera is when a guy gets stabbed in the back and instead of bleeding he sings.
4. A painting in a museum probably hears more foolish remarks than anything else in the world.
5. The moment you cheat for the sake of beauty, you know you're an artist.
6. A man paints with his brains and not with his hands.
7. If you have to be in a soap opera try not to get the worst role.

1.3 HANDOUT – USEFUL EXPRESSIONS FOR PICTURE DESCRIPTION

■ Match the headings with the expressions.

- A) Describing the scene: the story of what is happening.
- B) Objects/people in the picture and where they are.
- C) Impressions and intentions: what the picture suggests .
- D) Why you like/dislike it.
- E) Colours and style (black and white or colour).
- F) Title, information about the artist and the age when it was painted.

1 _____
 ... (image) is a painting by ... (artist), painted in ... (year).
 ... (image), painted in ... (year), is a work by ... (artist)
 ... (artist) painted ... (image) in ... (year).
 ... (image) is a famous painting by ... (artist).

2 _____
 It's a black and white photo.
 The artist mainly uses ... (colours/forms/...)
 The artist / photographer / painter uses ... to express ...

3 _____
 The picture/photo was taken in/at ... (place).
 The picture shows a scene from ...
 It's an image of ... (place, person, scene).
 The picture describes ... (scene).

4 _____
 In the picture you can see ...
 ... (position: on the left/right/...) there is / are ...
 ... (position: on the left/right/...) you can see ...
 In the centre of the painting/picture we can see a ...
 On the left/right there is a ...
 In the foreground we can see a ...
 In the top/bottom left/right hand corner there is a ...
 The figures are ...

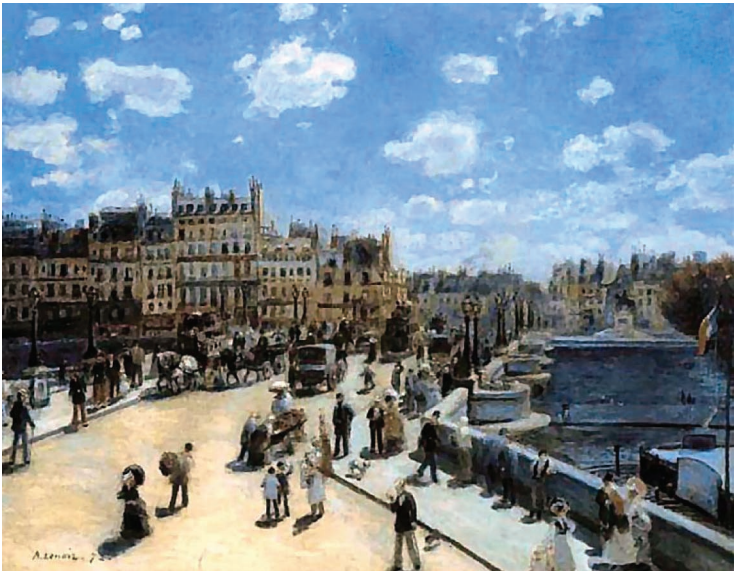
5 _____
 ... gives the impression of ...
 The viewer has the impression that ...
 The viewer's attention is focused on ...
 The painting is sad/ happy/ lively/ expressive because ...
 I believe/think that the author wants to criticise / express / show ...
 I think / believe / am sure that ...
 ... symbolises ...

6 _____
 What I like/dislike about this picture/painting/photo is that ...
 The reason why I like/dislike this picture is that ...



Photo © The National Gallery, London.

Claude Monet, The Beach at Trouville



Auguste Renoir, Pont Neuf, Paris



Emanuel Leutze,
George Washington Crossing the Delaware

Person 1: _____

| Info | Useful expressions |
|-------------|---------------------------|
| #1 | #1 |
| #2 | #2 |
| #3 | #3 |

Person 2: _____

| Info | Useful expressions |
|-------------|---------------------------|
| #1 | #1 |
| #2 | #2 |
| #3 | #3 |

Person 3: _____

| Info | Useful expressions |
|-------------|---------------------------|
| #1 | #1 |
| #2 | #2 |
| #3 | #3 |

■ 1 Listen to extracts from the descriptions of the three paintings from the previous lesson and write down which one is being described and when it was painted.

■ 2 Listen to the full descriptions and try to answer these questions.

Painting 1

1. Where was the picture painted?

2. What is the viewer's attention focused on?

3. Who helped the artist in painting the picture and how?

4. What is funny about it?

Painting 2

1. What kind of moment is described in this painting?

2. What elements did the artist use to express his patriotic emotions?

3. Which bright colour is repeated?

4. What things appear to be moving?

5. What is not moving and why?

Painting 3

1. What was the painting originally?

2. Who are the two figures?

3. Where was it painted and how do we know it?

■ 3 Fill in the gaps with the missing words, then listen for the second time and check your answers.

| | | | | |
|---------------------|--------------------|----------------------|------------------|--------------------|
| brushstrokes | composition | concentrating | contrasts | dawn |
| dominant | elements | Impressionism | standing | symmetrical |
| unusual | walk | whose | worries | |

There are people from every _____(1) of life, all painted with a few quick _____(2).

Earlier it was quite _____(3) to paint about an everyday topic like this but _____(4) changed all that.

The artist Emanuel Leutze used a number of _____(5) to express an emotional and patriotic message.

The _____(6) group in the centre of the boat is surrounded by light.

Leutze used mostly dark colours in this painting, probably because the crossing took place at _____(7).

George Washington is _____(8) on the future, not on the _____(9) of the moment.

The woman on the right may be the wife of another painter, Boudin, _____(10) work was important for Monet.

The painting is unusual in its _____(11), there are two _____(12) figures shown from close up.

The white dress of the woman on the left is _____(13) and it _____(14) with the dress of the other.

2.3 EXERCISE 1 (SHORT VERSIONS)

1.

Auguste Renoir painted this view of the Pont Neuf, one of the oldest bridges in Paris, from the second floor window of a café, in 1972. He shows perfectly the changing life of a city on a sunny spring or summer's day with clouds in a beautiful blue sky.

2.

This painting describes the historic moment when General George Washington led the American revolutionary troops across the Delaware River to surprise the English troops in the Battle of Trenton the day after Christmas in 1776. The artist Emanuel Leutze, who painted it in 1851, used a number of elements to express an emotional and patriotic message about this event, such as light, colour and motion.

3.

This painting is one of five beach scenes produced by Monet in the summer of 1870, and it was originally a sketch for a larger painting. We can see two women sitting. The figure to the left is probably the artist's wife Camille, and the woman on the right may be the wife of another painter, Boudin, whose work was important for Monet.

2.3 EXERCISES 2 AND 3 (LONG VERSIONS)

1.

Auguste Renoir painted this view of the Pont Neuf, one of the oldest bridges in Paris, from the second floor window of a café, in 1972. He shows perfectly the changing life of a city on a sunny spring or summer's day with clouds in a beautiful blue sky. There are people from every walk of life: fashionable ladies, gentlemen, children and dogs, soldiers, all painted with a few quick brushstrokes, so typical of Impressionism. The viewer's attention is focused on the bright lights of the painting.

Renoir's brother, Edmond, remembered that he often went out onto the bridge to stop people and ask for the time so that Auguste could paint them. Funnily, Edmond appears two times: at the bottom, just to the right of centre and at the left edge of the painting, walking away from us. Earlier it was quite unusual to paint about an everyday topic like this but Impressionism changed all that.

2.

This painting describes the historic moment when General George Washington led the American revolutionary troops across the Delaware River to surprise the English troops in the Battle of Trenton the day after Christmas in 1776. The artist Emanuel Leutze, who painted it in 1851, used a number of elements to express an emotional and patriotic message about this event, such as light, colour and motion.

The standing group in the centre of the boat is surrounded by light. This keeps our attention focused on the historic moment when General George Washington would become the first president and that this event would be important in the country's separation from England, symbolized by the American flag. Leutze used mostly dark colours in this painting, probably because the crossing took place at dawn. However, there is one bright colour which is repeated in the painting: the colour red in the foreground. The viewer has the impression that everything is moving: the water, the boat, the oars, the soldiers and the flag. General Washington is the only element in the painting that does NOT move. He is concentrating on the future, not on the worries of the moment. His confidence is inspiring to his soldiers as they struggle against nature to cross the icy river at dawn.

3

This painting is one of five beach scenes produced by Monet in the summer of 1870, and it was originally a sketch for a larger painting. We can see two women sitting. The figure to the left is probably the artist's wife Camille, and the woman on the right may be the wife of another painter, Boudin, whose work was important for Monet.

The painting is unusual in its composition as there are two symmetrical figures shown from close up. The white dress of the woman on the left is dominant and it contrasts with the dress of the other. We can also see some sand on the dresses which shows that the artist must have painted it outside on the beach.

| | | |
|--|---|--|
| <p>Middle Ages:</p> <hr/> <hr/> | <p>Impressionism Realism Renaissance Art Nouveau Pop Art</p> | <p>Romanticism Gothic Romanesque Baroque Rococo</p> |
| <p>15th century:</p> <hr/> <hr/> | <p>Impressionism Realism Renaissance Art Nouveau Pop Art</p> | <p>Romanticism Gothic Romanesque Baroque Rococo</p> |
| <p>17th-18th century:</p> <hr/> <hr/> | <p>Impressionism Realism Renaissance Art Nouveau Pop Art</p> | <p>Romanticism Gothic Romanesque Baroque Rococo</p> |
| <p>19th century:</p> <hr/> <hr/> | <p>Impressionism Realism Renaissance Art Nouveau Pop Art</p> | <p>Romanticism Gothic Romanesque Baroque Rococo</p> |
| <p>20th century:</p> <hr/> <hr/> | <p>Impressionism Realism Renaissance Art Nouveau Pop Art</p> | <p>Romanticism Gothic Romanesque Baroque Rococo</p> |

GROUP A**GAPPED TEXT ABOUT REALISM**

- Using the information in brackets, write questions about this text.

The _____ (1. **which period?**) has been called the positivist age. It was an age of faith in all knowledge which came from _____ (2. **what/where... from?**) which could solve all human problems. In the visual arts this contrasts with _____ (3. **what?**), what we can see here is _____ (4. **what?**). There are many important elements of Realism: the introduction of realistic elements into art, the development of photography and the use of new technologies in architecture. Realism did not want to imitate the past but show the lives, problems and customs of _____ (5. **whose?**). Artists tried to reproduce all the elements of life and society that were not shown before – _____ (6. **what elements?**). Realism in France appeared _____ (7. **when?**) and it illustrated democracy. At the same time in _____ (8. **where?**) artists came before the public with a reaction against Victorian materialism. Realism did not introduce any new style in architecture and _____ (9. **how many?**) valuable sculptures were produced but it was the time of _____ (10. **what?**), such as new exhibition halls, railway stations and bridges.

FULL TEXT ABOUT BAROQUE

- Read this text carefully so that you can answer questions about it.

Baroque was born in Italy and later adopted in France, Germany, Netherlands, and Spain. The word “baroque” was first used for the period from the late 1500s to the late 1700s by critics in the late nineteenth century. Baroque covers a wide range of styles and artists. In painting and sculpture we can talk about three different forms of Baroque:

- 1 The Catholic Church used art as part of a campaign against Protestantism and its most important aim was to be visually and emotionally attractive to influence a large audience. But as time went on, the style made its way into the Protestant countries of Western and Northern Europe.
- 2 It is also typical of Baroque to use dramatic and very light figures out of a deep shadow, which contrasted with the idealized figures of religious painting.
- 3 The style developed in Flemish countries showed ordinary people from the streets, and the realism of everyday life.

All in all, Baroque is a style in which painters, sculptors and architects demonstrated emotion, movement and variety in their works.

GROUP B

GAPPED TEXT ABOUT **BAROQUE**

- Using the information in brackets, write questions about this text.

Baroque was born in _____ (1 **where?**) and later adopted in _____ (2 **which countries?**). The word “baroque” was first used for the period _____ (3 **which period?**) by critics in the late nineteenth century. Baroque covers a wide range of styles and artists. In painting and sculpture we can talk about three different forms of Baroque:

1. The Catholic Church used art as part of a campaign against _____ (4 **what?**) and its most important aim was _____ (5 **what?**) to influence a large audience. But as time went on, the style made its way into the Protestant countries of _____ (6 **which countries?**).
 2. It is also typical of Baroque to use _____ figures (7 **what sort of?**) out of a deep shadow, which contrasted with the idealized figures of religious painting.
 3. The style developed in Flemish countries showed ordinary people from _____ (8 **where... from?**), and _____ (9 **what else?**).
- All in all, Baroque is a style in which painters, sculptors and architects demonstrated _____ in their works (10 **what?**).

FULL TEXT ABOUT **REALISM**

- Read this text carefully so that you can answer questions about it.

The second half of the 19th century has been called the positivist age. It was an age of faith in all knowledge which came from science and scientific objective methods which could solve all human problems. In the visual arts this contrasts with Romantic imagination, what we can see here is the objective description of the ordinary world. There are many important elements of Realism: the introduction of realistic elements into art, the development of photography and the use of new technologies in architecture. Realism did not want to imitate the past but show the lives, problems and customs of poorer people. Artists tried to reproduce all the elements of life and society that were not shown before – people’s attitudes, the place they lived in and material conditions. Realism in France appeared after the 1848 Revolution and it illustrated democracy. At the same time in England artists came before the public with a reaction against Victorian materialism. Realism did not introduce any new style in architecture and few valuable sculptures were produced but it was the time of new technologies in building constructions, such as new exhibition halls, railway stations and bridges.

| | |
|-----------------------------------|--|
| Period in art history | |
| Name of the artist | |
| Task of presenter #1 _____ | |
| Task of presenter #2 _____ | |
| Task of presenter #3 _____ | |

AN EXHIBITION OF THREE PAINTINGS BY EDGAR DEGAS

Dancer with a Bouquet Bowing, 1878, the prima ballerina bowing to her audience after a performance, with a big bouquet of flowers, which symbolizes her importance.

The Dance Lesson, 1879, dancers are resting in the studio, sitting on a chair or the floor, heads down, tired after practising with the ballet master, unusual for ballerinas.

Before the Ballet, 1890/1892, the full cycle of dancing and resting can be seen in one painting but in a few moments, they will probably change places showing that the hard training of these ballet dancers was similar to his work as an artist.

4.1 TEXT OF THE PRESENTATION FOR THE TEACHER



What we can see here is three paintings by Edgar Degas, a French Impressionist painter from



the end of the nineteenth century. In more than 1,500 works of art, Edgar Degas showed the life of the Paris Opera-Ballet.



For example, in *Dancer with a Bouquet Bowing*, from 1878 we can see the prima ballerina bowing to her audience after a performance. She is in the foreground with a big bouquet of flowers, which symbolizes her importance and contrasts with the other dancers, who are in the background. Degas frequently attended ballet performances and concerts to show what this lifestyle was like and the subject of more than half of his ballet paintings are actually behind the

scenes. One example for this is *The Dance Lesson*, from 1879, where dancers are resting in the studio, sitting on a chair or the floor, heads down, tired after practising with the ballet master. In this painting the dancers are not dancing, they are talking to each other or just relaxing. Strangely, we don't normally see these things when we watch a ballet performance. In *Before the Ballet*, from 1890/1892, Degas shows the full cycle of dancing and resting in one painting. At one end of the room dancers are practising at the barre, while at the other end, they are relaxing. In a few moments, they will probably change places.

Degas thought that the hard training of these ballet dancers was similar to his work as an artist. Just as he sketched the dancers' gestures and position to make his paintings as realistic as possible, the dancers performed repetitions to make their movements perfect. Degas sketched as he walked around the Opera House, filled his notebooks with drawings of dancers and then returned to his studio to paint.

As an impressionist painter, Degas used new methods in his art, sketchy figures, quick brushstrokes and subjects drawn from the realities of 19th-century Parisian life.

5.1 EXHIBITION EVALUATION FORM OF THE OTHERS' GUIDED TOUR

Members of group

1 _____

2 _____

3 _____

Name of the painter or period

One thing we learnt from this presentation:

Thing(s) we liked most about this presentation:

| Criteria | Rating | Comments |
|--------------------|---------------|-----------------|
| The tour | 1 2 3 4 5 | |
| Clearly organised | 1 2 3 4 5 | |
| Pictures/paintings | 1 2 3 4 5 | |
| Captions | | |
| Information | 1 2 3 4 5 | |
| Relevant | 1 2 3 4 5 | |
| Interesting | | |

5.3 SELF-ASSESSMENT FORM

- Think about the last five lessons and the guided tours (presentations) you have made. Finish the sentences so that they are true about YOU.

1. In this project, I learnt... _____

2. I still need to work on... _____

3. I liked... _____

4. I didn't like... _____
