
WHAT'S IN A PICTURE?

THE EXHIBITION GUIDE

Type of module	Project work
Target group	14–17-year-old learners
Level	A2
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	In this module learners prepare and present a short guided tour of a group of paintings/photos
AIMS AND OBJECTIVES OF MODULE	<p>Language proficiency: This module aims to enable Ls to do these things more effectively:</p> <ul style="list-style-type: none"> ■ Speaking, to exchange and present information and enquire about different sorts of information ■ Writing, to write effective descriptions that include factual information presented in a creative and interesting manner ■ Listening, to skim and scan short texts about works of art ■ Reading, to read short descriptions about artists and periods in art history, using different texts and websites. ■ Grammar, to use present and past tenses and the passive voice <p>Learner training:</p> <ul style="list-style-type: none"> ■ To work cooperatively ■ To plan and create, evaluate and present a guided tour in small groups <p>Research skills:</p> <ul style="list-style-type: none"> ■ To use the Internet to gather information on a given topic
TIMEFRAME	5 lessons
TARGET GROUP	14–17-year-old learners
LANGUAGE LEVEL	A2
SUGGESTED LANGUAGE COMPETENCE	<p>To complete the module, Ls need to be able to do the following:</p> <ul style="list-style-type: none"> ■ give basic descriptions of pictures ■ form basic questions ■ use the simple present and present continuous ■ use the past simple ■ recognize and understand the passive voice ■ work in pairs as well as individually ■ use the Internet or lexicons to search for information

LINKS OF THE MODULE

Cross-curricular links Art, History of Art

FOCI OF SKILLS-DEVELOPMENT

Communicative language skills

- Describing a work of art in L2
- Picking relevant new information from longer texts and incorporating it into an already existing body of language
- Discussing issues concerning culture and art

General, educational skills

- Talking about and describing works of art in detail
- Presenting information
- Evaluating each others' work using a variety of instruments

EVALUATION

Self-assessment through criterion-based self-assessment forms. Ls will be able to assess each others' work with a strong emphasis on appreciating the positive aspects of their peers' products. T will be able to assess Ls work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls will be able to evaluate the project together within a framework that encourages cooperation and appreciation of the others' work.

SUGGESTIONS

You need the following for this project to work:

- famous painters or works of art (paintings/photos) that Ls can work with
- it is important that Ls have access to information on the works of art they select. For this, the Internet is the best source. If Ls are experienced enough in browsing websites, you might want to let them search for the information they need. If not, however, then the link collection provided would prove time-saving. If Ls have no access to the Internet at home, it might also be possible to dedicate one more lesson to the project where Ls could download information from the websites provided. Also, Ls may find information elsewhere: in the school library or from travel brochures and magazines.

As for the evaluation of the projects, the most important aim of the evaluation scheme designed is to make Ls listen to each other and develop some interest in the others' work. This does not usually work at first, hence the cyclical nature of the project, where Ls do everything twice with the help of the T and their peers.

BACK UP SYSTEMS

Internet, if possible

The following websites might be useful:

<http://witcombe.sbc.edu/ARTHLinks.html>

<http://www.huntfor.com/arthistory/index.htm>

<http://www.hung-art.hu/frames-e.html?/guide.html>

<http://gallery.euroweb.hu/tours/index.html>

http://www.metmuseum.org/Works_of_Art/index.asp

<http://www.nga.gov/collection/index.shtm#painting>

<http://www.nationalgallery.org.uk/default.htm>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Introducing the topic of art	Pairing definitions of art Describing a picture Describing a work of art	Vocabulary of art Picture description Checklist of how a picture should be described	1.2 A, 1.2 B Sayings about art (either on slips or on a handout) 1.2 Handout – Sayings about art 1.3 Handout 1.3 Colour prints of three paintings
2	Taking notes Describing pictures	Listening to the description of three paintings	Scanning and skimming information	Ls' pictures 2.2 Information grid 1.3 Colour prints of three paintings 2.3 Recording the story 2.3 Listening exercises
3	Decision-making, agreeing and disagreeing, suggestions	Reading about most important periods in art Groups decide on the period they would like to exhibit and start research	Jigsaw reading Exchange of information Asking and answering questions	3.1 Grid and slips of art history 3.2 Reading texts 3.3 Project plan

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	Working in small groups on the exhibition	Listening to an example of a mini guided tour Writing descriptions and captions for the paintings	Practising how to write concisely Practising how to give a short presentation	4.1 Pictures 4.1 Text of the presentation for the teacher (and possibly the Ls) Materials for the preparation of the exhibition (pictures, information, albums etc.)
5	Giving a guided tour of an exhibition. Giving an evaluation of the exhibition and the project	Guided tour of the exhibitions Project evaluation	Description of works of art: a short introduction to the period and the artist through 3 or 4 works of art	Colour prints of the paintings with captions created by the Ls 5.1 Exhibition evaluation form 5.3 Self-assessment form

PROCEDURE

LESSON 1: WHAT IS ART, ANYWAY?

AIMS OF THE LESSON	<ul style="list-style-type: none">To introduce the topic of artTo learn (or revise) useful expressions for picture description
MATERIALS AND RESOURCES	1.2. A, 1.2 B sayings about art (either on slips or on a handout), 1.2 Handout – Sayings about art; 1.3 Handout; 1.3 Colour prints of three paintings (one of each for every three or four Ls)
STAGE 1	Collecting forms of art together
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Consolidating the vocabulary of art
ORGANISATION	Frontal (whole group) and pair
AIDS AND MATERIALS	Board

TEACHER'S ACTIVITIES

1. Ask Ls what types of art they can think of and put their suggestions on the board e.g. cinema/film, painting, sculpture, theatre, dance, photography, classical/pop music, literature (poetry, drama, novels). If they leave something important out, try to elicit it from them.
2. Then put the following words on the board and ask Ls to work in pairs and put the words next to the form of art they belong (tell them that there are sometimes several acceptable answers):
exhibition, portrait, orchestra, composer, stage, screen, dubbed, clap, playwright, subtitled, brush

LEARNERS' ACTIVITIES

1. Ls try to provide the categories of different types of art.
2. Ls work in pairs and match the forms of art with the words that belong to them.

TEACHER'S ACTIVITIES

After two or three minutes, ask them to give their solutions with an explanation. If there are unknown words, explain them to the Ls e.g. exhibition (sculpture, painting, photography), portrait (painting, sculpture, photography), orchestra (music), composer (music), stage (theatre, dance), screen (cinema), dubbed (cinema), subtitled (cinema), clap (theatre), playwright (theatre), brush (painting)

LEARNERS' ACTIVITIES

Ls give the solution and explain.

STAGE 2. A Pairing sayings about art while walking around

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Finding the other half of a sentence by focusing on vocabulary and grammar

ORGANISATION Walking around to find a partner, whole group

AIDS AND MATERIALS 1.2 A, 1.2.B Slips of sayings about art, 1.2 Handout – Sayings about art

TEACHER'S ACTIVITIES

1. Tell Ls that you are going to present some sayings about art (1.2 A) but the slips have been torn into two and it is their task to find the other half of their sentence by walking around in the classroom and looking at others' slips. However, right after giving Ls the slips, make sure they understand the following words and expressions: stuff, margin, to stab, bleed, foolish remark, for the sake of ..., role

As Ls are walking around, help them with hints if necessary.

2. Ask Ls to sit down with the person who has the other half of their sentence and tell them to try to translate the sentence into Hungarian. As feedback, elicit the sentences and their translations one by one. This helps to clarify the meaning of quite abstract sentences. At this stage you can give them the 1.2 Handout – Sayings about art which contains the sentences so that Ls can follow them more easily. In the end, you can ask the group which saying they liked the most and why.

LEARNERS' ACTIVITIES

1. Ls jot down the meaning of unknown words
Ls walk around and find the other half of the sentence.

2. Ls sit down and translate their sentence.
Ls tell their sentence and its translation to the whole group.

KEY:

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.

STAGE 2. B	Pairing sayings about art in pairs or small groups
TARGET GROUP	Visual learners or if the room doesn't allow walking around easily?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Finding the other half of a sentence by focusing on vocabulary and grammar
ORGANISATION	Working in pairs or small groups, whole group
AIDS AND MATERIALS	1.2 A, 1.2.B Slips of sayings about art, 1.2 Handout – Sayings about art

TEACHER'S ACTIVITIES

1. Tell Ls that you are going to present some sayings about art (1.2. B) but something has happened to the handout and the original sentences have been mixed up and it is their task to find the other half of their sentence.
However, right after giving Ls the handouts, make sure they understand the following words and expressions:
stuff, margin, to stab, bleed, foolish remark, for the sake of ..., role
Walk around and help as Ls try to match the two halves of the sentences.
2. After a few minutes, give each pair or group one sentence to translate into Hungarian. As feedback, elicit the sentences and their translation one by one and give them the 1.2 Handout. This helps to clarify the meaning of quite abstract sentences. In the end, you can ask the group which saying they liked the most and why.

LEARNERS' ACTIVITIES

1. Ls work together in pairs or small groups and try to match the two halves of the sentences.

KEY:

1. e, 2. f, 3. b, 4. g, 5. d, 6. a, 7. c
2. Each pair or group translates one sentence into Hungarian.
Ls tell their sentence and its translation to the whole group.

STAGE 3	Description of the project (outcome) and vocabulary of picture description (revision)
TIME	23 mins
SKILLS AND COMPETENCIES IN FOCUS	Describing a picture
ORGANISATION	Frontal (whole group) and pair
AIDS AND MATERIALS	1.3 Handout, 1.3 Colour prints of the three paintings

TEACHER'S ACTIVITIES

1. At this point tell Ls that the project is about visual arts with painting in focus and the project outcome will be a small guided tour of a few paintings they will select and write about in small groups. For this, it is really important that they know how to describe and talk about a painting. (1 min)
2. First, try to elicit what sort of things should be mentioned when a picture (any picture) is described. Put these headings on the board e.g.:
 describing the scene: the story of what is happening,
 objects/people in the picture and where they are,
 impressions and intentions: what the picture suggests
 why you like/dislike it
 (3 mins)
 Briefly show the three paintings (1.3) to the Ls. Then ask them to think about what else could be added to the previous list when the picture is a painting and add them to the ones on the blackboard.
 the title, information about the painter and the age when it was painted
 colours and style (black and white or colour),
 (2 mins)

LEARNERS' ACTIVITIES

1. Ls listen.
2. Ls try to list features of a picture description.

TEACHER'S ACTIVITIES

3. Now ask the Ls to match the list of expressions on their 1.3 Handout with the headings on the blackboard. When Ls have finished, check the solution with them. (7 mins)
4. Ask each pair to choose a painting from the three (try to make sure all the three paintings get selected) and write a description of it using as many of the expressions as they can. As feedback you can ask a few Ls to share what they have written with the others so that each picture is described. (10 mins)

LEARNERS' ACTIVITIES

3. Ls work in pairs and match the headings and the fixed expressions.
4. Ls work in pairs and write about one of the paintings.

STAGE 4	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Selecting a work of art (painting, photo, sculpture) to talk about Writing
ORGANISATION	Individual
AIDS AND MATERIALS	Picture of a work of art

TEACHER'S ACTIVITIES

1. Tell Ls to find a work of art (painting, photo or sculpture) and write a description using the language they learnt in class. They should bring both the picture and the description with them to the next lesson.

LEARNERS' ACTIVITIES

1. Ls work outside class, select a picture, write a description and bring it to the next lesson.

LESSON 2: STORIES BEHIND THE PICTURE

AIMS OF THE LESSON

- To skim and scan information
- To revise useful expressions for picture description

MATERIALS AND RESOURCES

Ls' pictures, 2.2 Information grid, 1.3 Colour prints of three paintings, 2.3 Recording of the descriptions of three paintings, 2.3 Listening exercises

STAGE 1.A Sharing picture descriptions

TIME 5 mins

SKILLS AND COMPETENCIES IN FOCUS

Revising vocabulary from the previous lesson

ORGANISATION

Small groups

TEACHER'S ACTIVITIES

1. As a warm-up activity, tell Ls to work in small groups. Give each group a heading for describing a picture (describing the scene; objects/people in the picture; impressions and intention; why you like/dislike it; colours and style; title and information about the artist and the age when it was painted) from the previous lesson and give each group a minute to collect as many expressions as they can for each heading (without looking at the handout or their exercise books). The group collecting the most expressions is the winner.

LEARNERS' ACTIVITIES

1. Ls work in small groups and collect expressions from the previous lesson.

STAGE 2.A	Sharing picture descriptions
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Practising picture descriptions Revising vocabulary from the previous lesson
ORGANISATION	Walking around, whole group
AIDS AND MATERIALS	Pictures and descriptions that the Ls have brought, just in case, have 2 or 3 yourself; 2.2 Information grid

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to walk around in order to share their picture descriptions with the others. For this, give them the 2.2 Information grid. Ls should pair up and take turns in describing the picture to the other. While one of them is talking, the other should take notes of three useful pieces of information and some useful expressions the other L is using, filling in the information grid. Monitor the Ls by walking around and make sure everybody gets about roughly equal time to talk. When the pairs have finished, tell them to go up to another L and do the same two or three times, depending on the time you have left. (This is really useful because for the second or third time, they will be much more confident in describing the picture and using their expressions.) When the time is up, ask Ls to sit down and as feedback for the whole group, show the pictures one by one and ask the Ls who have seen that picture to give some useful pieces of information.

LEARNERS' ACTIVITIES

1. Ls walk around, describe their picture to each other and take notes when the other Ls are speaking.

Ls sit down and give information about each painting together.

STAGE 2.B	Sharing picture descriptions
TARGET GROUP	A group which needs more control or a setting where it would be difficult to walk around
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Practising picture descriptions Revising vocabulary from the previous lesson
ORGANISATION	Groups of three or four whole group
AIDS AND MATERIALS	Pictures and descriptions that the Ls have brought; just in case, have 2 or 3 yourself; 2.2 Information grid

TEACHER'S ACTIVITIES

2. Tell Ls that they are going to work in small groups in order to share their picture descriptions with the others. For this, give them the 2.2 Information grid. They should do it one by one and while one of them is talking, the other two should take notes of three pieces of useful information and all the useful expressions the L is using, filling in the information grid. Monitor the groups by walking around and make sure everybody gets roughly equal time to talk. When all the Ls in the group have finished, tell them to list what they have written down about the picture. The winner in the group is the one who uses the most expressions. As feedback for the whole group, you might ask another L from the same group to briefly describe the picture.

LEARNERS' ACTIVITIES

2. Ls work in groups of three or four, describe their picture to each other and take notes when the other Ls are speaking.
2. Ls describe somebody else's picture to the group.

STAGE 3	Listening to the descriptions of three paintings
TIME	23 mins
SKILLS AND COMPETENCIES IN FOCUS	Skimming and scanning information
ORGANISATION	Individual, pair, whole group
AIDS AND MATERIALS	1.3 Colour prints of the three paintings from the previous lesson, 2.3 Recording the description of three paintings, 2.3 Listening exercises

TEACHER'S ACTIVITIES

1. Ask Ls what things they remember about the three paintings from the previous lesson and which painting they liked most and why (1.3). After this, tell them that they are going to listen to an art historian describing the three paintings (2.3). For the first listening, Ls will hear short extracts and they should identify which painting is being talked about, when it was painted by whom; and they should not worry about unknown words.
2. For the next listening, ask them to answer the questions for each painting and share it with their partner. Then check the questions together.

LEARNERS' ACTIVITIES

1. Ls tell some information about the three paintings from the previous lesson.

Ls listen and identify which picture is being described.

KEY:

1. Renoir, Pont Neuf, Paris, 1872
2. Leutze, George Washington Crossing the Delaware, 1851
3. Monet, The Beach at Trouville, 1870

2. Ls try to answer the questions and share their answers with a partner, then with the whole group.

KEY:

Painting 1

1. It was painted from the second floor window of a café.
2. The viewer's attention is focused on the bright lights of the painting.
3. Auguste Renoir's brother, Edmond, helped the artist by going out onto the bridge to stop people and ask for time.
4. The funny thing is that Edmond appears twice: at the bottom and at the left edge of the painting.

TEACHER'S ACTIVITIES

3. At this point ask Ls to work in pairs and try to fill in the gaps of the next exercise with the missing words. Then check the solutions by listening to the full texts for a second time. These sentences are important because they provide valuable vocabulary for the end-of-project presentation. Therefore, it is also useful to consolidate the meaning of unknown words or expressions at the end.

LEARNERS' ACTIVITIES

Painting 2

1. It is the 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.
2. The artist used light, colour and motion to express his patriotic emotions.
3. It is the colour red in the foreground.
4. Almost everything is moving: the water, the boat, the oars, the soldiers and the flag.
5. George Washington is not moving because he is concentrating on the future and inspiring his soldiers.

Painting 3

1. The painting was originally a sketch for a larger painting.
 2. 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.
 3. It was probably painted outside on the beach because we can see some sand on the dresses.
3. Ls work in pairs and fill in the gaps.

KEY: 1. walk, 2. brushstrokes, 3. unusual, 4. Impressionism, 5. elements, 6. standing, 7. dawn, 8. concentrating, 9. worries, 10. whose, 11. composition, 12. symmetrical, 13. dominant, 14. contrasts

STAGE 4	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Periods in art history Favourite artists Writing
ORGANISATION	Individual

TEACHER'S ACTIVITIES

1. Tell Ls to decide which one is their favourite period in art history, what the typical features of that period are, and think of an artist that they like from that period. To do this, they can consult books in Hungarian or use the Internet. The artist can be a painter, a sculptor or a photographer (but a painter seems the easiest to work with). Tell them that with this they will start preparing for the exhibition they are going to present at the end of the project because next lesson they will have to persuade others to choose their artist/period.

Useful websites for art history and artists:

<http://witcombe.sbc.edu/ARTHLinks.html>

<http://www.huntfor.com/arthistory/index.htm>

<http://www.hung-art.hu/frames-e.html?/guide.html>

<http://gallery.euroweb.hu/tours/index.html>

http://www.metmuseum.org/Works_of_Art/index.asp

<http://www.nga.gov/collection/index.shtm#painting>

<http://www.nationalgallery.org.uk/default.htm>

LEARNERS' ACTIVITIES

1. Ls work outside class, choose a period in art history, write down a few features and an artist they would like to work with.

LESSON 3: PERIODS IN ART HISTORY

AIMS OF THE LESSON

- To work cooperatively
- To decide on a period of art history and a painter to create a mini exhibition for
- To practise decision-making
- To divide the workload for the creation of the exhibition

MATERIALS AND RESOURCES

3.1 Grid and slips of art history, 3.2 Reading texts, 3.3 Project plan

STAGE 1 Collecting periods of art

TIME 8 mins

SKILLS AND COMPETENCIES IN FOCUS

Raising cultural awareness

ORGANISATION

Frontal (whole group)

AIDS AND MATERIALS

3.1 Grid and slips of art history

TEACHER'S ACTIVITIES

1. Ask Ls to work in small groups. Give each group a grid with the centuries and the slips of (some of) the different periods in art history (3.1). Tell Ls to try to fill in the grid by putting the periods under the right century. Elicit the solution from the groups.

If you want to learn more about the different periods before the lesson:
<http://www.huntfor.com/arhistory/index.htm>

LEARNERS' ACTIVITIES

1. Ls work in small groups, trying to put the different periods in art history under the suitable century.

KEY:

Middle Ages:

Romanesque (churches)

Gothic (churches)

15th century:

Renaissance (Leonardo, Michelangelo, Titian, Tintoretto)

17th-18th century:

Baroque (Caravaggio, Brueghel, Rubens, Rembrandt)

Rococo (Enlightenment, light art)

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

19th century:

Romanticism (emotion over reason, Goya, Delacroix)

Realism (Manet, Degas)

Impressionism (Monet, Renoir, Seurat)

20th century:

Art Nouveau (interior design)

Pop Art (Andy Warhol)

STAGE 2	Reading about periods of art
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Sharing information Asking and answering questions
ORGANISATION	Two groups, pairs
AIDS AND MATERIALS	3.2 Reading texts (Group A and Group B)

TEACHER'S ACTIVITIES

1. Divide Ls into two groups and tell them that they will receive two texts: a full one and a gapped one (3.2 Group A or Group B). Their task is to ask questions based on the gapped text they have received about either ... or Walk around and check with each group whether the questions are correct because in the next part of the lesson it will be important for everyone to use these questions correctly. When they have finished, tell Ls to read the other text carefully because they will soon be exhibition guides who will answer visitors' questions about their period in art history.

LEARNERS' ACTIVITIES

1. Ls write questions based on the gapped text and read the other text carefully.

KEY:

Questions about Baroque

1. Where was Baroque born?
2. Which countries was it later adopted in?
3. Which period was it/Baroque first used for?
4. Against what did the Catholic Church use art?/What did the Catholic Church use art against?
5. What was its most important aim?/What was the most important aim of the Catholic Church?
6. Which countries did the style make its way into?
7. What sort of figures were typical of Baroque?
8. Where did the style show ordinary people from?/From where did the style show ordinary people?
9. What else did it show?
10. What did the architects demonstrate?

TEACHER'S ACTIVITIES

2. Ask Ls to pair up with someone from the other group. First they should imagine that they are in a museum and they should ask the guide (from group B) to provide information about the period of art history they know very little about. L A should fill in the missing pieces of information and then they should change roles. Monitor Ls as they perform the task. As feedback, you can ask Ls to go back to their original group and check the answers.

LEARNERS' ACTIVITIES

Questions about Realism

1. Which period has been called the positivist age?
 2. What/Where did the faith in knowledge come from?
 3. What does Realism contrast with in visual arts?
 4. What can we see here/in Realism?
 5. Whose problems and customs did Realism want to show?
 6. What elements were not shown before?
 7. When did Realism appear in France?
 8. Where did artists come before the public with a reaction against Victorian materialism?
 9. How many valuable sculptures were produced in this period?
 10. What was it/Realism the time of?
2. Ls (working in pairs) have to interview the other about the questions and should note down their partner's answers.

Ls correct their work in two groups.

STAGE 3	Starting the end-of-project mini exhibition
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Decision-making Working cooperatively Agreeing and disagreeing
ORGANISATION	Small groups of three or four
AIDS AND MATERIALS	3.3 Project plan

TEACHER'S ACTIVITIES

1. Tell Ls that the time has come for them to prepare their own mini exhibition of an artist with three or four paintings. For this they will have to work in small groups. To decide on the groups, tell them to walk around and tell the others what period of art is their favourite, who is their favourite artist and why (as it was their task as homework). Ls with a similar interest can then sit down together. Monitor Ls while doing this so that groups do not take too long to be formed. If some Ls are at a loss, you can also suggest some artists if you want to. (It is also a good idea to choose a Hungarian artist because they can learn to present about them in English.)
2. When the groups are formed, tell them what the exhibition will look like. Note: depending on the kind of group you have, the exhibition can be organized in two different ways: each L will have to talk about each painting to a small group of Ls (by walking around and giving a tour) or one L from the group will talk about one painting, the second about another, etc., to the whole group. (For more details see lesson 5, stages 1.A and 1.B.) Make sure you either inform Ls about which kind of organization you would like or let them vote about it at this point because the two versions require slightly different kinds of preparation.

LEARNERS' ACTIVITIES

1. Ls walk around and tell the others which period in art history is their favourite and which artist they would like to exhibit and why. When they find someone with a similar interest, they sit down together. This should not take more than five minutes.
2. Ls work in groups of three or four and decide on the period and artist they would like to plan an exhibition for. They divide the workload between the members.

TEACHER'S ACTIVITIES

To divide the workload they should fill in the 3.3 project plan on the handout.

Things to do:

- a) First choose the period then the artist they would like to exhibit
- b) Decide who is going to do what so that the work is equally distributed (e.g. Ls with internet access can download necessary information or paintings (ideally in colour), Ls who have albums by an artist or can get one from a library can do that etc.)
- c) Decide who will bring what for the next lesson (tell them that the presentation time is the fifth lesson of the project). Ideally, at this point each L in the group can take responsibility for one painting and write an outline for that as homework.

When discussing all this, encourage Ls to speak English (but it is okay if some Hungarian slips in).

As feedback, ask the groups about period and the artist and who is going to do what and how with the preparation.

LEARNERS' ACTIVITIES

STAGE 4	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Selecting works of art to exhibit Bringing albums Information downloaded from the Internet etc.
ORGANISATION	Small group/individual
AIDS AND MATERIALS	Pictures of works of art by the selected artist

TEACHER'S ACTIVITIES

1. Tell the Ls to decide on the works of art they would like to work with, collect information (according to their agreement this lesson), and bring the outline of a description (using the headings from the first lesson) to the next lesson, when their task will be to finalize everything.

LEARNERS' ACTIVITIES

1. Ls work outside class, select the works art to work with, write the outline of a description and bring it to the next lesson.

LESSON 4: WORKING ON THE MINI EXHIBITION

AIMS OF THE LESSON

- To listen to an example for an exhibition guide
- To prepare the exhibition (descriptions and captions for the paintings)
- To work cooperatively

MATERIALS AND RESOURCES

4.1 Pictures, 4.1 Text of the presentation for the teacher (and possibly the Ls), Materials for the preparation of the exhibition (pictures, information, albums etc.)

STAGE 1 Presenting an example for an exhibition

TIME 7 mins

SKILLS AND COMPETENCIES IN FOCUS

Listening

ORGANISATION

Frontal (whole group)

AIDS AND MATERIALS

4.1 Pictures, 4.1 Text of the presentation for the teacher (and the Ls)

TEACHER'S ACTIVITIES

1. Tell Ls that as an example you would like to present a mini exhibition of Edgar Degas. Give each L or pair a handout with the three paintings of Degas (4.1 Pictures). With this presentation you can illustrate:
 - a) how three paintings are described separately yet together
 - b) the age it was painted in and the influence of Impressionism
 - c) the artist's life
 - d) timing of the presentation
 - e) how to write good captions

The captions that the Ls write can be longer than this (three or four sentences) as in a museum. Ask Ls to look at the paintings of Degas in pairs as they listen to you. If necessary, you can simplify or shorten the presentation or use your own words to make it more authentic. You can also give the text to the Ls after the presentation (4.1 Text)

LEARNERS' ACTIVITIES

1. Ls listen to the exhibition guide.

STAGE 2	Working in small groups and preparing the exhibition
TIME	38 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Reading Writing
ORGANISATION	Groups of three
AIDS AND MATERIALS	Materials for the preparation of the exhibition (pictures, information, albums etc.) brought by the Ls

TEACHER'S ACTIVITIES

1. Ask Ls to start putting together the mini exhibition that they will present the next lesson. They should
 - a) decide on the three (maximum four) paintings/photos (5 mins) and
 - b) write the descriptions for them using the outline they prepared at home, including information about the artist's life as well as the period (15 mins)
 - c) prepare captions for each painting with the title, year of origin and one or two sentences with useful and interesting information. (10 mins)

Monitor the work of each group and help them out if necessary. In order to use the time effectively, make sure that the Ls keep the time for each stage.

2. Tell Ls to come up with the final version of their presentation, which should not be longer than five minutes. Depending on whether each L will have to talk about each painting to a small group or each L will say part of the presentation (which was already decided at Stage 3 of Lesson 3), give them a chance to practise it in their group. (8 mins)

LEARNERS' ACTIVITIES

1. Ls work together and plan the exhibition and the guide. They write descriptions for the paintings and create the captions together.

2. Ls write down the final version of the presentation, practise what will be said (decide on the order of the pictures, who says what if it's 5.1/B)

LESSON 5: THE GUIDED TOUR IN THE MUSEUM

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ To present information supported by visual aid ■ To give practice in self- and peer-assessment
MATERIALS AND RESOURCES	Colour prints of the paintings with captions created by the Ls, 5.1 Exhibition evaluation form, 5.3 Self-assessment form
STAGE 1. A	The guided tour
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> Speaking Listening Writing
ORGANISATION	Small groups
AIDS AND MATERIALS	Colour prints of the paintings with captions created by the teams put on the walls, 5.1 Exhibition evaluation form

TEACHER'S ACTIVITIES

1. At the beginning of the lesson put the paintings of the teams on the walls (separated from the others' pictures) with the help of the Ls. Tell them that they are going to walk around as if they were in an art gallery and each set of paintings represents a different room. Arrange Ls into groups in a way that one member from each group is present. Give each L as many 5.1 Exhibition evaluation forms as there are teams, and then ask them to walk around the room and give their presentation when they reach their group's paintings. This way every L gets to present what they have created in their group. Do not forget to tell Ls to take notes and fill in the evaluation form for each team when they listen to the others' presentations because in the end they will be asked to give feedback on each other's work. Important: be careful with timing because if a presentation is too long, the next group might be kept waiting.

LEARNERS' ACTIVITIES

1. Ls listen to the teacher's instructions and give their presentations as they walk around.
Ls take notes of the others' work as they walk around.

STAGE 1. B	The guided tour
TARGET GROUP	A group who needs more control or a setting where it would be difficult to walk around
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Listening Writing
ORGANISATION	Whole group
AIDS AND MATERIALS	Colour prints of the paintings with captions created by the teams put on the walls, 5.1 Exhibition evaluation form of the others' guided tour

TEACHER'S ACTIVITIES

1. Give each L as many 5.1 Exhibition evaluation forms as there are teams, and then ask groups one by one to come out to the blackboard and give their presentation about the paintings. Ideally, all the members of the groups should talk. Make sure you pay attention to timing so that each group gets enough time to present. Do not forget to tell Ls to take notes and fill in the evaluation form for each team when they listen to the others' presentations because in the end they will be asked to give feedback on each other's work.

LEARNERS' ACTIVITIES

1. Groups give their presentations.
Ls listen to one member of each group as they give their presentation.
Ls take notes of the others' work as they listen.

STAGE 2	Evaluating the guided tour of others
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking
ORGANISATION	Small groups (the teams)
AIDS AND MATERIALS	5.1 Exhibition evaluation form

TEACHER'S ACTIVITIES

1. Tell Ls to sit (down) with their own team members and discuss the strengths and weaknesses of each team's presentation (rather focusing on the strengths). Let the groups work for 5-6 minutes and then collect the evaluation forms.
2. Collect the forms. Comment on them later in writing and make sure to give (positive) feedback to the Ls.

LEARNERS' ACTIVITIES

1. Ls sit down with their own team members and discuss what they have written down about each team.

STAGE 3	What have we learnt? – Evaluating the project
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening Writing
ORGANISATION	Individual and whole group
AIDS AND MATERIALS	5.3 Self-assessment form

TEACHER'S ACTIVITIES

1. Give brief feedback on the project itself to Ls, highlighting the positive elements.
2. Hand out 5.3 Self-assessment forms, one to each L. Ask Ls to fill them in individually, thinking back to the whole project. (Tell Ls to think of positive and negative aspects of what they experienced while working with the project both concerning the topic and content as well as the possible linguistic benefits they think the exercises might carry.)
3. Walk around and give oral feedback to each group, and also show them their assessment sheets collected from the others. Tell them to continue filling in the self-assessment form.
4. Collect self-assessment forms and make sure you give feedback on the self-assessment forms before/during the next lesson. In the end, put the self-assessment forms alongside the guide evaluation forms (including your own feedback to the groups) in the project file for future reference.

LEARNERS' ACTIVITIES

1. Ls listen to the oral feedback.
2. Ls fill in the self-assessment forms.
3. Ls listen to the oral feedback and continue filling in the self-assessment form.

