

WHAT'S NEW!**Communication Objectives:**

- Ss will be able to:
- use inferring and signposting phrases.
 - use arts-related vocabulary, phrases and idioms.

Educational Objectives:

Ss will develop a critical appreciation for the arts.

Connected Topics:

- High culture vs. pop culture
- Spoils of war
- Life of the artist
- What is art?
- Traditional art forms
- Music history
- Relevance of art

Grammar:

Word forms
Joining sentences in sequence using signposting phrases

Key Vocabulary:

artefact	culture vulture	muddy v
commission v	high / popular culture	reign
credentials	integration	umbrella organisation

The BIG question: ARE THE ARTS RELEVANT?

Here *Are the arts relevant?* questions the idea of the arts and what they represent.

VIEWPOINT

Facts: The British Museum information gives students some perspective on the enormous difference in the size of the collections in the Greek and British national museums. Using the information as a prompt, ask students to describe any experiences they have had in art galleries or museums.

EQ: *What are the main art galleries or museums in your country? Have you visited them this year, recently or ever? How important is it for a student's education to go to museums or art galleries? What do you like or dislike about being in a gallery or museum?*

The Van Gogh fact introduces the stereotype of the 'starving artist'. Using the information as a prompt, ask students to describe what the life of a typical artist would be like (lifestyle, looks, attitude). *What makes Van Gogh's art more popular now than in his lifetime?* This question addresses the situation that most artists are only popular after their deaths and often not understood or appreciated in their lifetime.

EQ: *The Portrait of the Artist survey in New Zealand found that on average artists made \$20,700 a year*

compared to other New Zealanders who made \$27,934. Does this fit your idea of the life of the artist? Why do you think artists make so little money? What motivates them to continue producing art? What art forms would give artists the greatest opportunity for success?

Quote: Pablo Picasso (1881–1973) was a Spanish painter and sculptor. His quote introduces the idea of art as a means of self-expression and touches on the purity of creative ideas.

EQ: *What do you think Picasso meant (by this quote)? Do you agree that there is a connection between children and artists?*

1 WORD POWER

A Students consider 'what is art?' By trying to associate it with particular types of creative expression, they will begin to have a clearer idea and to express in their vocabulary what art means to them or even what art means to society in general. You can't discuss something until you can agree on a common definition.

B helps students to look at some vocabulary associated with the articles.

1 WORD POWER B**Answers**

B 2 patron	3 performer	4 monarch
5 composer	6 collector	

C practises inferring in **Language Bank 2** how various people in **B** feel about the arts.

ARTICLES

Why the Queen is No Culture Vulture

This article is part of a larger debate on whether the Queen and the monarchy in general are still relevant today. It should be pointed out that the relevance of monarchs today is often a controversial subject in many countries. If you have the time or feel it is appropriate to explore this issue, you can ask: *In the 21st century should a country have a king or queen? What do monarchs do for a country?*

Elgin Marbles Campaign Launched

The case of the Elgin Marbles is a continuing diplomatic row between Greece and Britain. The Marbles were loaned to Greece for the 2004 Olympics, but it is unlikely that they will be returned permanently. If you have the time or feel it is appropriate to explore the issue, you can ask: *Does your country have any minor disagreements with other countries? How do history and geography affect diplomatic relations?*

2 READING

2 READING A, B, C

Answers

A The Queen: has only bought 20 paintings in her reign; is not a fan of classical music (patron of orchestra but doesn't go very often); she collects glass animals rather than other artworks; not a fan of the arts.

B Henry VIII was a passionate supporter of music and composers. The Queen is not really interested in the arts. / In Lord Elgin's time it was acceptable to buy the Greek sculpture and take it from Greece to London; now it would not be allowed.

C 1 It may help to mention that monarchs have traditionally commissioned works of art including music. In the Middle Ages artists could also be paid members of royal staff. If students are unsure, you can also ask: *How are pop albums produced today? How does this compare with the way music was produced in the past?*

C 2 If students are not sure how to answer this, you can ask: *Do you think it has something to do with... national pride, British self-identity as a former imperial power, its history or the reasons given by the museum?*

3 SPEAK YOUR MIND

This section covers the topics of the successful artist, modern art versus traditional art, the relevance of classical art forms, and art ownership versus cultural heritage.

A EQ: *What do you think their lives are like? How many artists do you think are successful?*

B EQ: *Should art only try to imitate real life or be realistic like a photo?*

C EQ: *Who watches / listens to opera, ballet or classical music? There has been some crossover between classical music and rock over the years. What do you think of this?*

D This discussion could be extended to include the return of lands and property.

EQ: *What would happen to Africa, Asia, Australia, Europe, North and South America, if all conquered lands were returned to the people who lived there before?*



4 WATCH AND LISTEN

DVD

The Body Worlds exhibition was created by German anatomist Gunther von Hagens to educate people about the anatomy of the human body. Although von Hagens says that his displays are simple educational tools rather than art, his descriptions, the display arrangements and exhibitions in art galleries belie this assertion. The exhibition continues to tour the world.

Source:

Body Worlds homepage: www.bodyworlds.com

Although the video clip documents the exhibit as visitors would view it, some students may not want to see it. It may be worth asking students about this after activities A and B. For these students, you can substitute an alternative silent activity: Write a letter (180–210 words) to Gunter von Hagens expressing their views about the Body Worlds exhibit.

4 WATCH AND LISTEN B

Answers

B Gunther von Hagens gives the reasons:

- education
- The Renaissance

C The clip shows people looking at the exhibits. Students would probably answer the question by

discussing something relating to what Von Hagens has said in the interview, mortality or just the exhibition itself.

4 WATCH AND LISTEN D

Answers

D 1 Everyone is mortal. **2** Educational tool: it can help people understand their bodies better. Lesson about choices we make: unhealthy lifestyles can be presented in a very concrete way. **3** Renaissance anatomists: Leonardo da Vinci and Andreas Vesalius. **4** Vesalius was the first to assemble a skeleton, which he took from the grave.

E These questions will help students to explore how these seemingly divergent fields are in many ways connected. Example: *Painting has been helped by chemistry (how chemicals create different colours), physics (how light is refracted, colour wavelengths), biology / anatomy (how humans / animals move).*

Source:

www.asci.org

5 TEAMWORK

This activity relates to the idea that art can be radical in nature and the expression of ideas is at the core of a lot of modern art. When students look at the Scenario, try to make them think about how art develops or changes when an artist begins work with a particular idea in mind. Students' ideas can be funny, serious, entertaining or anything that interests them.

When you are finished, you could discuss: *Does this change your view of modern art? Do you think art takes itself too seriously? How might some famous works of art (for example: the Mona Lisa, David) have been different if they had been created with a different idea in mind?*

Source:

Futurist painters / manifestos: www.unknown.nu/futurism

6 CONTROVERSY

This activity opens up issues about the context of art. The meaning and value of art often exists within a certain society. It looks at traditional art forms in other countries (see also **A** in **9 Further Discussion** below) and how art is often relevant to the times.

EQ: *Why do you think the Afghan rug weavers created these rugs? Do you like these rugs? Why / Why not? If rug weavers from your country were to make rugs like these, what would the rugs look like?*

Source:

War rugs homepage: www.warrug.com

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

Artist biographies: www.ibiblio.org/wm/

Nobel laureates: www.nobelprize.org/literature/laureates/index.html

Some important writer biographies:

www.xs4all.nl/~pwessel/writers.html#winner

Actor biographies: www.imdb.com/

(Note: 'Actor' used for men and women in a formal sense is becoming more common.)

B Sources:

Elgin Marbles: www.museum-security.org/elginmarbles.html

British Museum: www.thebritishmuseum.ac.uk/

National Archaeological Museum: www.culture.gr/2/21/214/21405m/e21405m1.html

8 HISTORY OF MUSIC *in English* [CLIL]

Music historians debate about when these musical forms started. Many of the musical forms also overlap, as musicians play many different types of music and are influenced by different music forms.

Civil rights has had a strong impact on the development of African-American music. Before the 1964 Civil Rights Act, African-American musicians could not go into the hotels or concert halls where they played. They had to use the back door and to leave as soon as they had finished playing. A lot of the 1960s and 1970s soul, R&B, blues and funk musicians sang songs about the hardship of life in the ghettos (segregated areas where African-Americans lived in many northern US cities) and racial inequalities. With the death of Martin Luther King, many blacks become angry with the system – race riots in 1967 and the development of the Black Panthers.

A Begin by brainstorming with the class a list of different African-American musicians through the decades or musical styles.

Gospel: Thomas Dorsey (1899–1993), Mahalia Jackson (1911–72), James Cleveland (1931–91), Sam Cooke (1931–64), The Winans.

Jazz: Soloists: Louis Armstrong (1901–71), Billie Holiday (1915–59), Ella Fitzgerald (1917–96); Big Band / Swing: Edward ‘Duke’ Ellington (1899–1974), William ‘Count’ Basie (1904–84), Cabel ‘Cab’ Calloway (1907–94); BeBop / Cool / Fusion jazz: Charlie ‘Bird’ Parker (1920–55), Dizzy Gillespie (1917–93), Miles Davis (1926–91), Thelonious Monk (1917–82).

Blues: Mamie Smith (1883–1946), Robert Johnson (1911–38), Howlin’ Wolf (1910–1976), Buddy Guy (b 1936) John Lee Hooker (1920–2001), Muddy Waters (1915–83), Etta James (b 1938), B.B. King (1925–), Stevie Ray Vaughn (1954–1990).

R&B (Rhythm and blues): James Brown (b 1933), Aretha Franklin (b 1942), The Temptations, The Supremes, Jackson 5, Stevie Wonder (b 1950), Ray Charles (1930–2004), Whitney Houston (b 1963), New Edition (1983–89), Boyz 2 Men.

Rock ‘n’ roll (Rock and roll): Chuck Berry (b 1926), Little Richard (b 1932), Jimi Hendrix (1942–70), Sly and the Family Stone, Michael Jackson (b 1958), Prince (b 1958), Bad Brains, Living Colour, Fishbone, Lenny Kravitz (b 1964), The Roots.

Soul: Aretha Franklin (b 1942), Otis Redding (1941–67), Percy Sledge (b 1940), Marvin Gaye (1939–84), Al Green (b 1946).

Funk: James Brown (1933–2006), Parliament / Funkadelic / P-Funk Allstars, Sly and the Family Stone, Herbie Hancock (b 1940), Stevie Wonder (b 1950), Earth, Wind & Fire.

Rap: Afrika Bambaataa, Run DMC, Public Enemy, NWA, BDP, MC Hammer, Tupac Shakur (1971–96), Salt-N-Pepa, Beastie Boys, De La Soul, Queen Latifah, The Fugees, Outkast.

B In its early years, blues and jazz were considered popular art forms, but today they are often considered high culture.

EQ: *Can you see any current music styles becoming high culture in a hundred years? Why / Why not?*

9 FURTHER DISCUSSION

This section covers: traditional arts in different countries; technology and the arts; the idea of the Renaissance man; controversial art and public funding. Encourage students to continue using the phrases in **Language Bank 2**.

A Students can brainstorm about what is traditional art in their country, then compare these with other countries. Examples: Japan (paper crafts, kimonos, textiles), Canada (Native American woodcarving, beadwork), Sweden (iron work, woodcarving, basket weaving), India (scroll painting, rug weaving, wood / sculpting).

B Encourage students to think about the uses of computers (architecture, music, drawing), industrial design (pop art), video (art), audio (music, installation art).

EQ: *How have computers changed writing? How have video cameras (film / TV) changed acting? How has modern printing changed art?*

C Ask students to think about how careers are often very specialised. Look at people who have tried to use different art forms (actors who are also artists or photographers (Leonard Nimoy, Dennis Hopper), musicians who are also writers (Henry Rollins, Leonard Cohen).

EQ: *Do you miss anything by specialising in only one area? What could other fields bring to another area (for example, music and medicine)?*

D EQ: *Should individuals have a say in what government spends its money on? Who should decide what art is?*

10 Your answer: ARE THE ARTS RELEVANT?

Arts funding is always a touchy issue with strong feelings on both sides especially about controversial art. You could ask students:

EQ: *Why do we create art? What does it tell us about society? What is the social value of art? Is it important enough that we should spend money on unpopular (financially unviable) art forms? How can we justify sponsoring art when there are so many social programmes that are short of money?*

WORKBOOK

1 WORD POWER

This activity will introduce students to some art movements. It also gives students a chance to use the signposting expressions in **Language Bank 2** in a more natural way.

1 WORD POWER

Answers

1 To begin with, the *Renaissance* (15th–16th centuries) was an important period of artistic and ideological revival. It mixed elements of classical style, scientific inquiry and Christian themes. Artists included Michelangelo, Da Vinci and Raphael.

Now that brings us to the next point – the *Baroque* period (16th–17th centuries). It saw artists often trying to capture emotions and drama in their work. However, they often sought more realism in their art. Artists include Rubens, Rembrandt and Caravaggio.

Let's move on to the subject of *Impressionism* (late 19th century). Here, art was used to convey subtle feelings or the impressions of the artist. It began to move away from the idea that art must represent actual things. Artists included Monet, Renoir and Cézanne.

Now that brings us to another important movement – *Expressionism* (late 19th–early 20th centuries). The expressionists believed that direct communication of feelings can be shown, especially anxiety and despair. Artists included Van Gogh, Munch, Grosz, Dix and Beckmann.

Let's leave that and go to *Surrealism* (early 20th century). Surrealism was strongly influenced by the psychological works of Freud and Jung. The art often sought to explore the subconscious. Artists include Breton, Dali and Man Ray.

2 USE OF LANGUAGE: Word forms

This activity introduces an important era for artistic, intellectual and political expression. You may want to discuss or mention the bohemian lifestyle – living hand-to-mouth outside society's traditional values (career, family, home ownership) usually in search of some greater truth for the sake of art.

The activity is based on an authentic activity used by the University of Cambridge Local Examinations Syndicate in the Certificate in Advanced English and Certificate of Proficiency in English.

2 USE OF LANGUAGE

Answers

- | | | |
|------------|--------------|-------------|
| 1 cultural | 2 massive | 3 movements |
| 4 freedom | 5 productive | 6 happiest |
| 7 sitting | 8 imagine | |

3 WRITING

A Sources:

Among the Bohemians: Experiments in Living 1900–39, Virginia Nicholson

Women of the Left Bank: Paris, 1900–40, Shari Benstock
www.newbohemian.com

B Sources:

Jazz: A History of America's Music, Geoffrey C. Ward
www.allaboutjazz.com

Examples of music reviews:

www.rollingstone.com

www.downbeat.com

www.vibe.com

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

- 1 She's a *budding artist*. We expect big things from her in the future.
- 2 I found the whole conversation went *over my head*. What did he mean by Existentialism?
- 3 You often need to keep an *open mind* when it comes to modern art.
- 4 I really think Picasso *was ahead of his time*.
- 5 He can't seem to write the last chapter of the book. I think he has *writer's block*.
- 6 You would have to pay a *king's ransom* if you want to buy that Matisse.

- 1 budding = developing, promising 2 to go over my head = so complex I don't understand 3 to keep an open mind = be objective 4 to be ahead of his time = very advanced in his ideas, way of thinking 6 to pay a king's ransom = pay a lot of money

Ask students to use the idioms orally by answering these questions. These can be done as pair work or as a whole class.

Give some examples of radical new artists, writers or musicians. Ask:

- *How would you describe them and their work?*
 - *They are ahead of their time.*
 - *Their stuff goes over my head.*
- *Would you ever buy any of the following: a book of poetry, a Mozart CD, a war rug, a sculpture or a Picasso painting? Why?*
 - It would cost a *king's ransom* for a Picasso, so I'd never buy one.
 - You would need *an open mind* to want a war rug.
 - *What difficulties do you imagine writers, artists and other creative individuals have in their work?*
 - I would imagine writers often get *writer's block*.
 - I imagine sometimes creative work can go right *over the heads* of the public.