

UUPPSSIS CAGLIARI
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Lingue –Inglese-
Prof. Cuccu, *Linguaggi Settoriali e Multimedialità*

CLIL Module

English-Visual Arts

Reading a Painting

Unit 1 **Constructing a Painting**
Unit 2 **The Line**

Monica Maricosu



CLIL English-Visual Arts

Module: *Reading a painting*

Title: Reading a painting

Class: 2nd class of a Liceo

Level: B1

Time: CLIL 5 hours

Fine Arts 6 hours

Place: classroom, Lab

Prerequisites: describing people and things, express feelings and emotions
ability To identify theme

Objectives: learn and identify the basic features of the language of art, learn some basic guidelines for reading a painting, learn some technical terms about art, express personal response to a work of art.

Material: *The starry Night* (1889) by Vincent Van Gogh
Self-Portrait between the Borderline of Mexico and the United States (1932) by Frida Kahlo.

Trainee: Monica Maricosu

Part only for the English teacher	Part to be done as a team, in co-presence.	
<p style="text-align: center;">Unit 1 <i>Constructing a painting</i></p> <ul style="list-style-type: none"> ▪ Learn the basic notions and technical terms concerning composition and painting. ▪ Learn how to read a painting following a series of guidelines. 	<p style="text-align: center;">Unit 2 <i>The Line</i></p> <ul style="list-style-type: none"> ▪ Learn the code of visual communication: the line 	A S S E S S M E N T

Trainee: Mariantonietta Santoro

Part only for the English teacher	Part to be done as a team, in co-presence.	
<p style="text-align: center;">Unit 3 <i>De-constructing a painting</i></p> <ul style="list-style-type: none"> ▪ Learn basic notions of a painting ground ▪ Learn how to read a painting following a series of guidelines 	<p style="text-align: center;">Unit 4 <i>Colour matters.</i></p> <ul style="list-style-type: none"> ▪ Learn the basic skills of colours 	A S S E S S M E N T

Part only for the Content Specialist
Unit 5 <i>Love themes in sculpture and painting</i>

Unit 1

Constructing a painting

- What** ➡ In this Unit Ss will learn how to read a painting starting from a basic skill: discovering the differences between lines and understand their hidden meanings.
- How** ➡ Starting from Van Gogh's *Starry Night*, students should learn how to divide a painting and to identify in the single parts of it differences in style and meaning.

Unit 2

The line

- What** ➡ Unit 2 copes with the theory of lines and their use in Art. The aim of this unit is to enable students to recognize different lines in painting.
- How** ➡ Through the use of Van Gogh's painting students should identify lines and shapes and try to suggest possible interpretations of the painting through visual forms.

Unit 5

Love themes in painting and sculpture

What ➡ In this unit Ss will learn how to analyze a group of paintings and sculptures. This works have a common topic.

How ➡ Ss should compare different works of art trying to perceive similarities and differences among them.

Love themes in sculpture and painting

- Love Desire

Antonio Canova, *Amore e Psiche* (1787-1793)

Francesco Hayez, *Il bacio* (1859)

Tranquillo Cremona, *L'edera* (1878)

Auguste Rodin, *Il bacio* (1904)

- Maternal Love

Adriano Cecioni, *La madre* (1880 ca)

Giovanni Segantini, *Le due madri* (1888-90), confrontato anche con *Scena familiare*, di Alfred Stevens.

- Courtesan Love

Gustav Klimt, *Judith I* (1901), *Judith II* (1909)

Toulouse Lautrec, *Sala di Rue des Mulins* (1894)

Unit 1

Constructing a painting

Introduction

Works of Art

- Look at the following pictures



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____

k. _____

Consider the words above and write them under the appropriate picture

1. bronze figure
2. cartoon
3. drawing
4. fresco
5. graffiti
6. marble bust
7. oil painting
8. photograph
9. pottery vase
10. sketch
11. watercolour

- **Speaking** Work in groups

Are any of the works in the pictures familiar to you? If so, when and where did you see them? Do you know who they were made by?

- **Writing**

Think about the works above what impression did it leave on you? Briefly describe why you like, don't like it.

Activity

- Reading a painting



The Starry Night (1889), by Vincent Van Gogh (1853-1890)

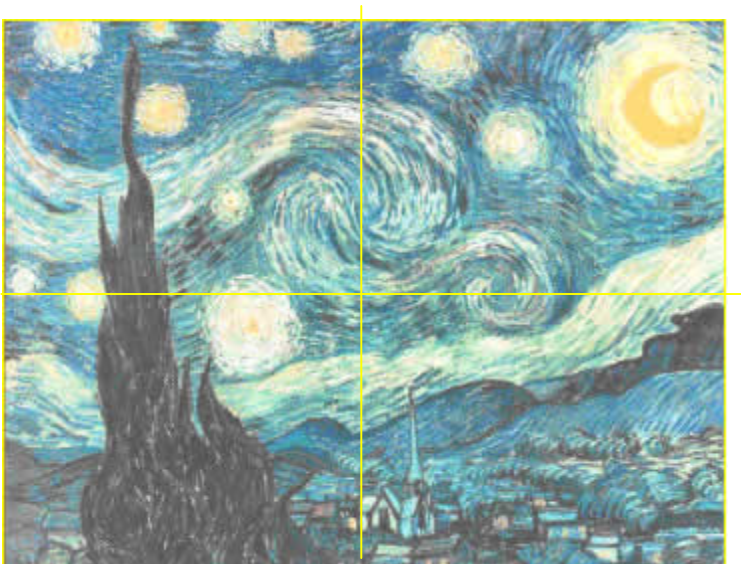
1. What elements make up the night scene?

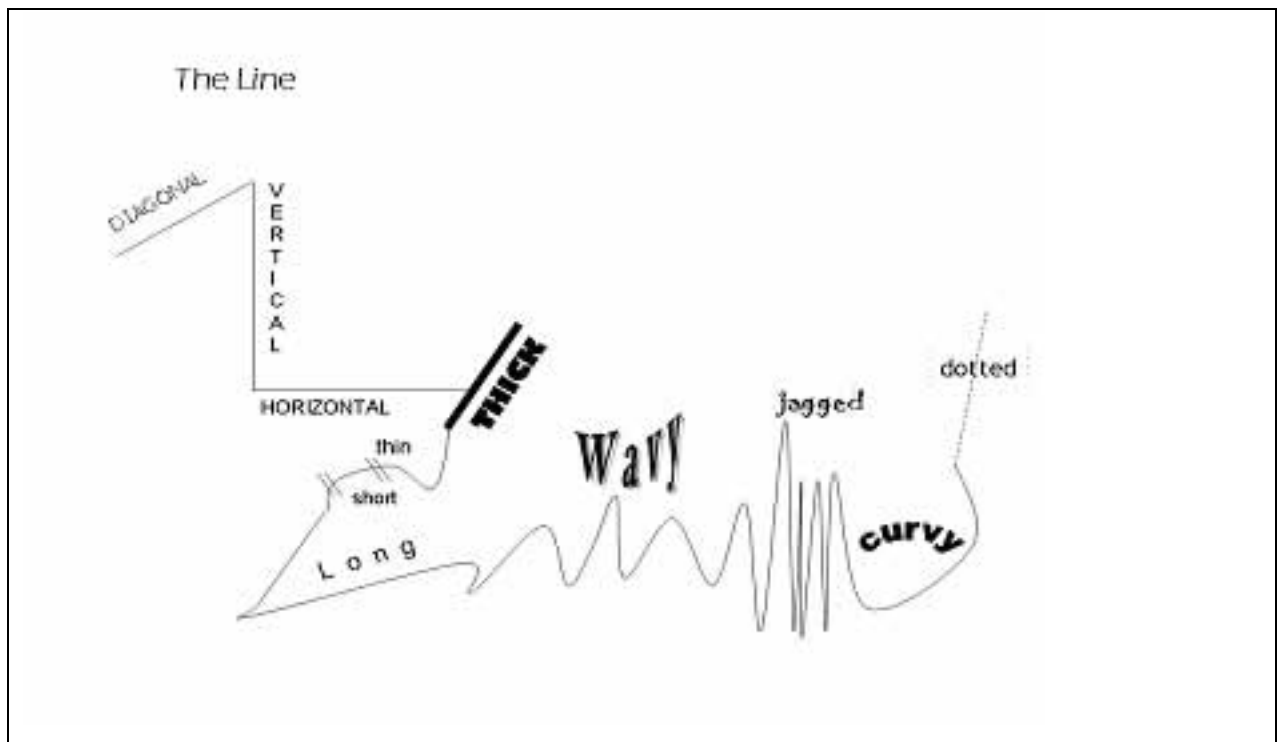
A cypress (on the left), a cluster of olive trees (on the right), surrounding hills,
.....

This is an oil painting in which the paints are made by mixing pigments into an oil base. The format, that is the size and overall shape of the picture, is the conventional horizontal landscape format. When you start describing a painting, it is worth considering the composition – the way in which the various parts of a picture are arranged on the canvas. You should draw a horizontal line dividing the picture into two halves: the upper section and the lower section. Then you should draw a vertical line down the middle, splitting the image into its left and right sections: the result is an image divided into four sections: you can refer to them when describing the painting.

2. Concentrate on what the upper and lower sections include

- a. Is the representation of the dark earth and of the starry sky equally divided between the two sections?
- b. Where is the focus of the painting? On the earth or on the sky?
- c. Are the moon and stars depicted in usual proportion to one another and to the landscape? What does that tell you about van Gogh's focus?





In painting another major component is the line. As you can see from the form the draw above it can be: diagonal, vertical, horizontal, thick, thin, short, long, wavy, jagged, curvy and dotted.

3. Decide what kind of lines Van Gogh has used to create his starry night.

Lines can suggest feelings and ideas in paintings.

- Straight horizontal and vertical lines are conventionally used to express order, harmony, quietness, stability.
- Curvy and wavy lines may be used to suggest a sense of progress and movement of objects.
- Jagged lines are commonly used to suggest a sense of progress and movement of objects. Jagged lines are commonly used to express an explosion of feelings, speed and disturbance of the mind.

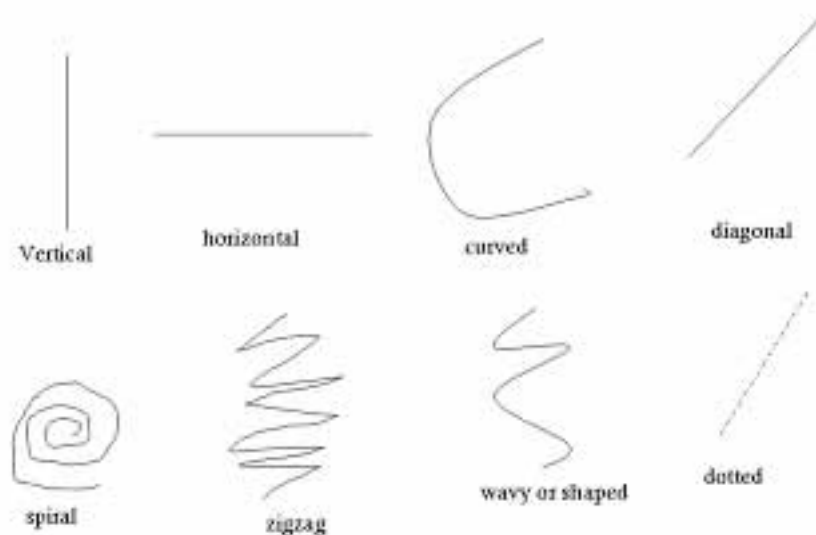
4. What functions do you think lines serve in Van Gogh's painting?

The code of visual communication

The form of a work of art refers to its composition or structure and it denotes the relationship between component parts. The harmonious blending of the format elements gives the work its balance. Symmetry is the most simple form of balance. A work is symmetrical when there is an exact correspondence of parts on either side of an axis or dividing fine. But balance can also be achieved when non-equivalent elements balance each other. This is known as asymmetrical balance.

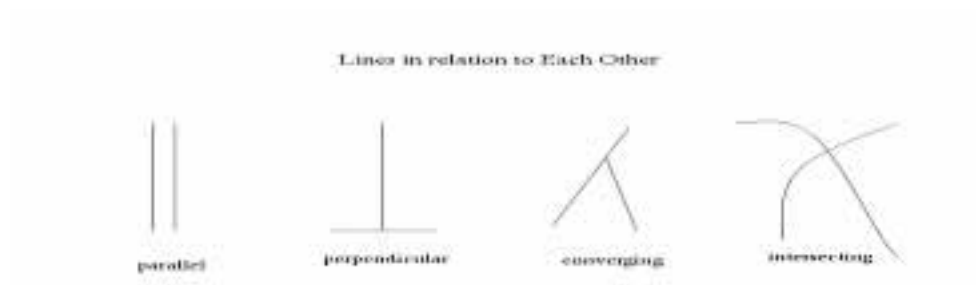
- Lines appear in different sizes (thick, thin, long, short) and shapes (straight, broken, curved).
- A straight fine can be horizontal, vertical and oblique depending on its position on a plane. A horizontal line appears flat, still, cold; a vertical fine, instead, is slender and lively; a diagonal fine suggests instability, swinging between the horizontal quiet and the vertical liveliness. The zigzag fine produces a dynamic effect since it is continually changing. Also the curved fine conveys a sensation of movement rich of tension.

REGULAR LINES

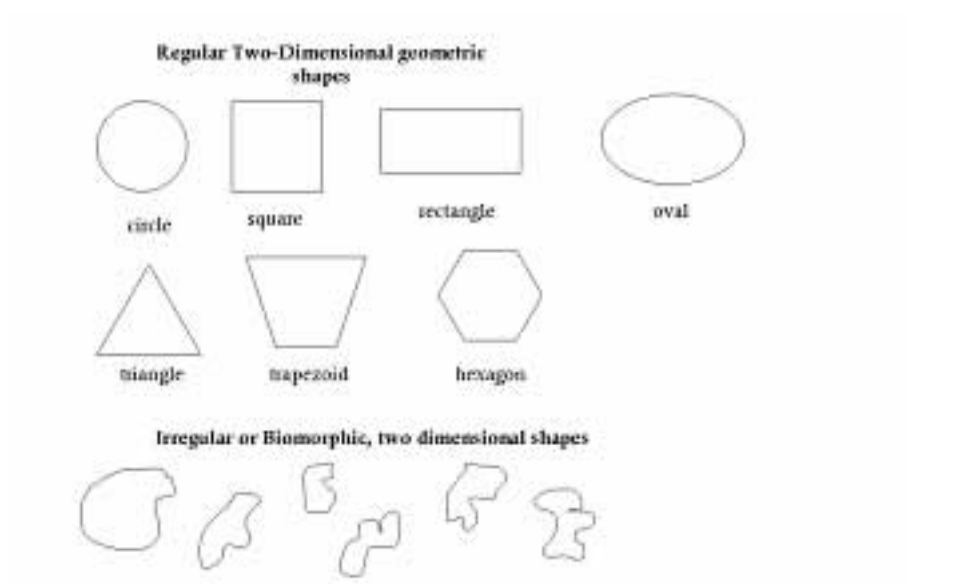


- Lines can be converging, diverging, intersecting, parallel and perpendicular. The maker of the image combines them in his attempt to

communicate the effect of the movement, where the whole composition is based on oblique lines.



- When lines enclose a space, they create a shape, which is another basic unit employed by artists. Shapes can be regular and irregular; the regular ones are geometric, those irregular are called “biomorphic” because they seem to move like a live matter. A shape can express idea and a succession with everyday experience. Squares, for instance, symbolize stability and symmetry; rectangular may suggest dullness or monotony, the circle stands for perfection.





Assessment

How to read a visual image

In looking into Art you carried out a work of analysis regarding some paintings. The first step is the description of the image. This means identifying objects and sitters and locate them in time and space. Then you focused on the analysis of the stylistic code, i.e. the technique employed by the maker. Now you should be able to complete the following:

1. **Look at the painting by Van Gogh**
 - a. Which are the dominant colours? Are they primary or secondary?
 - b. What is each used for?

2. **Consider the feelings and mood the painting suggests**
 - a. How do you think Van Gogh felt in the presence of the starry night?
 - b. How do you like the painting?
 - c. Are you now able to understand what aspects of the painting have influenced your choice –for example the composition, the line, the colour?

3. **Consider Kahlo's Self Portrait, which is the brightest colour in the painting?**

4. **Are the Mexican cacti in blossom in the background, middleground, foreground? And the industrialised chimneys?**

5. Look at **The Portrait of Marie-Thérèse Walter** by Picasso and consider the colour theory you have studied, try to colour the print.



6. **Lines and shapes.** Look at the painting, draw on Microsoft Power Point using lines and shapes to reproduce the painting.



The Two Mothers

1889

oil on canvas; 157 x 280

Milano, Galleria d'arte moderna

Example

