

Yale 2013 PIER Summer Institutes

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Art in a Global World

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Subject Area: World Languages - French

Grade Level(s): French III – 10 & 11 Grades

Time Frame to Allow for Unit: 5 days

Collaboration with the technology teacher and the librarian.

Introduction: Brief Description of the Unit

“Art in a Global World” allows students to connect with art through technology. Since museums have integrated modern information technology to be relevant, inclusive and accessible to the audience, access to culture has been available to those who want and wish to expand their horizons. Exposure to Art is now available at any time.

In this lesson, the students, in pairs, will select one particular museum using www.googleartproject.com/ and other museum sites from which they will select an impressionist artist. They will give some pertinent facts about his/her life, and describe three works in depth in a presentation. Using their iPads, the students will film each other during their oral presentation. They will be similar to those of a museum guide analyzing and describing the master and his/her paintings, and the story behind them.

Geographic Connections: Related to Summer Institute Themes

- World maps – location of the museums
- Stories From Turtle Island: Keep The Ancestors, Voices Alive.
- Digital Media and Secondary Education: Are They Necessary Evil?
- Developing Globally Connected Youth
- Common Core State Standards with Ian O’Byrne
- Using Authentic Digital Resources in a Foreign Language Classroom: Practical Approaches and Techniques.
- Asia Society Museum Tour
- Web 2.0 and Engagement in Global Issues, Enhancing Global Learning with Web 2.0 Tools

Vocabulary: Terms, Concepts and Actors

Vocabulary related to the art world:

https://docs.google.com/document/d/1e4-TuN1TPJdXQ51S6hD6yLGfOepPM_BL9S7_Va9DLtc/edit?usp=sharing

Stage 1 – Desired Results

Common Core Content Standards: Standards for Foreign Language Learning

Communication

Communicate in Languages Other than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both and beyond the school setting.

Understanding (s)/Goals:

Students will understand that:

- France gave birth to a new style of painting emphasizing images of every day life, and these famous paintings are exhibited all over the world (example: Impressionism, Fashion, and Modernity, exhibit that travelled from Paris to NYC and is now in Chicago)
- It is important to extend knowledge about Art and Culture in the Global World.
- Art and culture, if not accessible physically, are accessible on line
- For the project, a good collaboration between peers is vital.

Essential Question(s) Related to Theme(s):

- How art and culture engage people and places?
- Where is the museum located?
- What paintings did you select and why?
- What is this style of painting?
- What art is bringing to personal life?
- Why is it so important to have paintings or any masterpiece or works of art traveling throughout the world?

Student Objectives (Outcomes):

Students will be able to:

- Locate on a map the eight museums chosen for this unit
- **Select an artist (Impressionist artist only)**
- Understand how the Impressionist movement started
- Describe with relevant facts three paintings, including:
 1. Title of the painting
 2. Date of execution
 3. Location of the painting
 4. Medium used
 5. Description of the painting in depth: situation, colors, surroundings, if there are people in the paintings, imagine a conversation between them
 6. Give your reaction to the various paintings
- To be knowledgeable about the Impressionist artists and recognize some of the most famous paintings
- Learn from other presentations and reflect about Art in a Global World

Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none"> • Understanding the Impressionist movement and how it started (see the XIX century essay of Baudelaire describing this new art movement as <i>The Painting of a modern life</i>) • Giving information about the museums chosen for this unit • <i>Prezi</i> or <i>Power Point</i> presentation including the painter’s life, description of the artist’s paintings • Writing assignments and oral presentation (IPad film) of one painting in particular. 	Other Evidence: <ul style="list-style-type: none"> • Throughout the unit, the students will be supervised by the teacher during class time, who will encourage them to speak the target language • The technology teacher will also participate in the project if needed • Collaborative group work on the film with the Ipad. • Homework

Stage 3 – Learning Plan	
Learning Activities: Day 1 <ul style="list-style-type: none"> • Students will have to learn the vocabulary related to art (see Google Doc mentioned earlier or Appendix III.) • Students will learn about the different brush stokes (<i>le pointillisme</i>). The art teacher will reinforce these painting technics during her class, and they will analyze some examples to see these characteristics. • Show the site www.googleartproject.com/ and let the students be aware that they can access all the museum treasures by going to the museum sites. Following are museums displaying 	

famous impressionist masterpieces.

1. Musée d'Orsay, France
2. Art Gallery of Ontario, Canada
3. Kawamura Memorial DIC Museum, Japan
4. The Israel Museum, Jerusalem, Israel
5. National Gallery of Victoria, Australia

- Selection of the groups, museums, artists, and paintings
- Students will use Google docs to gather their information
- Homework: students will finish their selection and learn the extensive vocabulary

Day 2

- Students will share with their classmates what they selected with regards to their museum, giving its location, its importance, its major masterpieces and artists (minimum ten facts)
- Students will work on the artist facts using the library books and exploring sites.
- After selecting some masterpieces or fine art, they will describe the paintings in detail.
- Homework: students will finish the description of their paintings (three descriptions per student, minimum of eighty words per masterpiece).

Day 3

- Students will submit their written assignments to be checked (on the iPad Notability app)
- In pairs students can prepare their filming project, and diligently rehearse
- Homework: students will correct the written assignments if needed, and post them on a *Power Point* presentation or *Prezi*, and will memorize their descriptions for the filming in class (one painting per student to be described)

Day 4

- Students will film their presentations (length two minutes maximum)
- Students will post their *Power Point* or *Prezi* presentations on the School French Google site so that they are accessible to all class students.
- Homework: students need to be prepared to answer questions regarding their own projects and bring some elements to the discussion on “Art in a Global World”.

Day 5 and Day 6

- **Students' presentations** (Power Point and Prezi)
- **Panel discussion: “Art in the Global World”.** Students will express their views about what they have learned during the projects, and how important it is to attend exhibitions to expand their knowledge of the global art world.

Resource List/Bibliography:

Please be sure to include full titles, authors, and URL addresses with dates accessed.

http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_Standards_HO.pdf

<http://www.youtube.com/user/GoogleArtProject>

<http://www.youtube.com/watch?v=yJthUa536Hw>

<http://www.youtube.com/watch?v=0PRb2Qevx5g&list=PLu4Zo9fB5MNc4menDlpdvNpJ26cRk8G7X>

Gloria Groon: Impressionism, Fashion, and Modernity Metropolitan Museum of Art

How Are You Going to Use This Unit? Please specify the grade-level, classroom, professional development workshop in- and/or out-of-district, regional or state conference, etc. Please also include the approximate dates and locations.

I am going to use this unit with a French III class in October, after the unit about *Les vacances*. The students are always exposed to culture over the course of a unit, and this year, since the Metropolitan Museum, in New York City had the *Impressionism, Fashion, and Modernity* exhibit, this unit will be most appropriate. I will also share this unit with some of my colleagues from other schools.

Appendix I

SPEAKING RUBRIC

A

STUDENT CONSISTENTLY SPEAKS ABOVE INSTRUCTION LEVEL.

SPEAKING expands upon task with much detail, flows naturally using appropriate transitions, and with little hesitation; sentences are longer including uses of and/or/but and may include uses of because/since/therefore; ideas are fully developed and well organized; appropriate use of dialogue may be evident.

VOCABULARY use exhibits an extensive range of both current and previous vocabulary with minimal errors.

STRUCTURES are at upper tier of instruction; errors are minimal; pronunciation is accurate; consistent use of both basic-beginner and intermediate-beginner structures; emerging use of advanced-beginner structures (object pronouns, adjective agreement).

B

STUDENT CONSISTENTLY SPEAKS AT INSTRUCTION LEVEL.

SPEAKING develops task fully with some detail and flows naturally; some hesitation is evident, but does not interfere with understanding; sentences are longer and may include uses of and/or/but; ideas are organized and developed.

VOCABULARY use is adequate and appropriate to task with few errors and exhibits much use of current vocabulary; some previous vocabulary may be evident.

STRUCTURES are appropriate to instruction; errors do not hinder overall comprehension; pronunciation errors are minimal; consistent use of basic-beginner structures; emergent use of intermediate-beginner structures (present/past/future, adjective position, irregular present forms, want to go/can write/has to study, reflexive verbs, similar verbs, and verbs after prepositions).

C

STUDENT SOMETIMES SPEAKS AT INSTRUCTION LEVEL.

SPEAKING addresses task completely but is simple, lacking details; sentences may be choppy, but are organized and complete and may be merely a list of descriptions or actions.

VOCABULARY use is limited and may be incorrect, but some current vocabulary is evident.

STRUCTURES are at lower tier of instruction; errors begin to hinder comprehension; pronunciation may be influenced by native language; inconsistent use of basic-beginner structures (regular-verb endings, subject/verb/object word-order, plurals) as well as present/past/future.

D

STUDENT SPEAKS BELOW INSTRUCTION LEVEL.

SPEAKING may not address task completely; sentences are often incomplete, repetitive, and disorganized; difficult to follow.

VOCABULARY use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect.

STRUCTURES are below level of instruction; errors make comprehension difficult; pronunciation is highly influenced by native language; incorrect use of basic-beginner structures far outweighs correct usage.

F

STUDENT SPEAKS FAR-BELOW INSTRUCTION LEVEL.

SPEAKING does not address task, sentences are incomplete; student made little attempt.

VOCABULARY use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct.

STRUCTURES are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.

An F grade will be earned if speaking fails to address task or is insufficient to make proper evaluation.

Appendix II:

EVALUATION POUR LE PROJET: L'art dans notre monde "global"

Nom de l'élève : _____

_____ / 20

_____ / 100

10	Message communiqué avec précision Bonne utilisation du vocabulaire Grammaire correcte
9	Message compris en grande partie Utilisation du vocabulaire à peu près correcte Quelques fautes de grammaire
7	Message à peu près compris Vocabulaire quelquefois mal utilisé dans le contexte Problèmes de structures
4	De nombreuses erreurs de communication La plupart des phrases contiennent des fautes de grammaire
2	Peu d'efforts dans le message Nombreuses fautes de grammaire
0	Devoir non rendu
_____ ACCENT / 10	Accent très bon 10 Accent moyen 9-8 Mauvais accent mais effort pour parler 7-6

Appendix III

Vocabulaire utile pour les beaux-arts (Généralités)

l'art (m)	<i>art</i>
la galerie d'art	<i>art gallery</i>
l'artiste (m/f)	<i>artist</i>
l'exposition (f)	<i>exhibition</i>
Il y a une exposition Picasso au musée	<i>There is a Picasso exhibit at the museum</i>
les beaux-arts (mpl)	<i>fine arts</i>
les arts graphiques (mpl)	<i>graphic arts</i>
le chef-d'oeuvre	<i>masterpiece</i>
les arts plastiques (mpl)	<i>visual art</i>
l'oeuvre d'art (f)	<i>work of art</i>
La peinture	<i>painting</i>
le pinceau	<i>brush</i>
la toile	<i>canvas</i>
l'impressionnisme (m)	<i>impressionism</i>
l'art moderne (m)	<i>modern art</i>
la peinture à l'huile	<i>oil painting</i>
peindre	<i>paint</i>
la palette	<i>palette</i>
le tableau	<i>picture/painting</i>
C'est un tableau original	<i>This is an original painting</i>
le portrait	<i>portrait</i>

l'atelier (m)	<i>studio</i>
l'aquarelle (f)	<i>watercolor</i>
le pointillisme	<i>pointillism</i>
La poterie, la sculpture et la céramique	<i>Pottery, sculpture, and ceramics</i>
le bronze	<i>bronze</i>
le buste	<i>bust</i>
la céramique	<i>ceramics</i>
l'argile (f)	<i>clay</i>
grandeur nature	<i>life-size</i>
Rodin a sculpté beaucoup de statues grandeur nature.	<i>Rodin sculpted many life-size statues.</i>
le marbre	<i>marble</i>
la miniature	<i>miniature</i>
le modèle	<i>model</i>
la poterie	<i>pottery</i>
la gravure	<i>print/engraving</i>
sculpter	<i>sculpt</i>
la sculpture	<i>sculpture</i>
la statue	<i>statue</i>
L'architecture	<i>Architecture</i>
baroque	<i>baroque</i>
classique	<i>classical</i>
Le château de Versailles est un exemple d'architecture classique.	<i>The palace of Versailles is an example of classical architecture</i>
contemporain	<i>contemporary</i>
gothique	<i>Gothic</i>
roman(e)	<i>romanesque</i>

urbain(e)	<i>urban</i>
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Vocabulaire utile pour décrire et expliquer une image, un tableau ou une photo

<http://www.erp.oissel.onac.org/anglais/decrireuneimage.htm>

En haut / en bas de l'image	<i>At the top / bottom of the picture</i>
Dans le coin supérieur droit	<i>In the top right-hand corner</i>
Dans le coin supérieur gauche	<i>In the top left-hand corner</i>
Dans le coin inférieur droit	<i>In the bottom right-hand corner</i>
Dans le coin inférieur gauche	<i>In the bottom left-hand corner</i>
Dans l'arrière plan	<i>In the background</i>
Au premier plan	<i>In the foreground</i>
Sur le côté droit	<i>On the right hand</i>
Sur le côté gauche	<i>On the left hand side</i>
Dans la partie supérieure droite/gauche	<i>In the upper right/left part</i>
Au centre, au milieu	<i>In the centre/middle</i>
Au second plan	<i>In the middle distance</i>

Vocabulaire pour décrire les éléments de l'image les uns par rapport aux autres

Au premier plan, nous pouvons voir/nous voyons	<i>In the foreground, we can see</i>
Face à face	<i>Face to face</i>
Côte à côte	<i>Side by side</i>
Au point/pas au point	<i>in/out of focus</i>
Derrière	<i>Behind</i>

Dans	<i>In</i>
Sur	<i>On</i>
Sous	<i>Under</i>

Vocabulaire pour identifier le type de scène

Une scène campagnarde	<i>A country scene</i>
Un paysage urbain	<i>An urban landscape</i>
À l'intérieur/à l'extérieur	<i>Indoors/outdoors</i>

Project Rubric

Nom du peintre _____

Group Members _____

Student _____

The following items must be covered in your presentation. These will be graded as you present.

Ten Basic Facts about the painter's life (10 points)

_____ Birth and death dates

_____ 8 other points interesting facts. (his/her origin, his childhood, his background, and what influences him/ her in his/her career, etc.)

Description of his work (50 points)

_____ Major paintings – description – title of the painting and the date it was executed.
Colors used and a deep description of what you can see in the paintings. (20 points)

How to present (30 points)

_____ Facts should be presented in a Power Point or Prezi presentation
_____ Displays are clear and easy to read
_____ Pictures of the painter's art should be provided and cited with the description

_____ Each person must be filmed describing one artist's masterpiece (one minute – using iPad)
_____ Voice clear and projected to the whole class
_____ Speaker maintained eye contact with audience – NOT teacher
_____ Note cards used as reference only

Bibliographie: 10 points

Appendix V

Quiz practices

http://arthistory.about.com/library/quiz/frimp/bl_frimpstsquiz.htm

<http://library.thinkquest.org/C0118063/workshop/quiz1.htm>

<http://dsc.discovery.com/tv-shows/curiosity/topics/impressionist-painters-quiz.htm>

<http://youpie.free.fr/jeux/quiz/qimpr.htm>

With the paintings chosen and their artists, some quizzes with multiple choices will be prepared for checking the work done during this unit.

