

Unit 2 What is Art?

Lesson aim: I can talk about art.

Background information

This photo shows a mural in Barrio Bellavista in Santiago, Chile.

Warmer

Elicit examples of well-known artists, and ask students what they like or dislike about them.

Start it!

Unit quiz

- 1 Encourage students to make notes before sharing ideas in pairs or small groups.
- 2 Students share the information about art that they researched for homework.
- 3 ▶ Play **Video 2.1** and allow students to check their answers. Students can also complete **Video worksheet 2.1**.
- 4 Encourage students to compare their opinions in groups.

Video comprehension questions

Class challenge

The oldest cave paintings are 4,000 / **40,000** / 400,000 years old.

Flipped class

In preparation for **Explore it!** (p23), students find some interesting facts about an art form.

Unit aims

Skills

I can ...

- understand texts about young artists p24, p31
- describe a picture p28
- write a review of a performance p29

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WHAT IS ART?

LEARNING OUTCOMES

I can ...

- understand texts about young artists and an audition
- describe a picture
- write a review of a performance
- understand how to use the present perfect with *already, just, still* and *yet*
- talk about visual and performing arts
- recognise noun endings for people, infer meaning
- make a profile of an artist.

Start it!

- 1 Look at the photo. Do you like it? Why / Why not?
- 2 Before you watch, which different types of art can you think of?
- 3 Which styles of art do they talk about? Watch and check.
- 4 Which is your favourite art form from the video?

Cave paintings, Byzantine, Romanesque, Gothic, Renaissance, modern (expressionism, cubism, surrealism).

Watch video 2.1

Language in action 2.2

Language in action 2.3

Everyday English 2.4

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Language

I can ...

- talk about visual and performing arts p23
- understand how to use the present perfect with *already, just, still* and *yet* p25, p27
- talk about music and theatre p26

Learn to Learn

I can ...

- make nouns for people using *-ist, -er* and *-or* p23
- infer meaning from the way people speak p26
- learn to help my partner improve their speaking p33

Extra Resources

- Finished? Student's Book p119
- Vocabulary Bank Student's Book p129
- Workbook pp16–23
- Language reference and practice, Workbook pp90–91
- Video audioscripts Teacher's Resource Bank
- Workbook audioscripts Teacher's Resource Bank

Teacher's Resource Bank worksheets

- Grammar 2.1 and 2.2
- Vocabulary 2.1 and 2.2
- Video 2.1, 2.2, 2.3 and 2.4
- Communication 2.1 and 2.2

Lesson aim: I can talk about visual and performing arts.

Warmer

Ask students to look at the forms of art in the photos on p23, and say which ones they like or don't like.

1 2.01 When playing the recording, pause after each word to drill the pronunciation.

Audioscript p160

Target vocabulary

architecture /'ɑ:kɪtektʃə/
 contemporary dance /kən'tempərəri dɑ:ns/
 exhibition /eksɪ'bɪʃən/
 fashion design /'fæʃən dɪ'zain/
 filmmaking /'fɪlmmeɪkɪŋ/
 gallery /'gæləri/
 illustration /ɪlə'streɪʃən/
 musical theatre /'mju:zɪkəl 'θiətə/
 performance /pə'fɔ:məns/
 photography /fə'tɒgrəfi/
 sculpture /'skʌlptʃə/
 street art /stri:t ɑ:t/

Identifying stressed syllables

Art where you live

2 ★ Check students understand the difference between *visual arts* (arts which we enjoy by looking at or watching them) and *performing arts* (arts which are performed in front of an audience).

Vocabulary bank SB p129

Learn to learn

Write *communicator*, *teacher* and *artist* on the board. Underline the suffixes *-or*, *-er* and *-ist*. Elicit that we can add these suffixes to make the words for people who do these activities (a communicator communicates, a teacher teaches, and an artist makes art).

VOCABULARY

Visual and performing arts

1 Match the words with the photos (1-9) and definitions (10-12). Then listen, check and repeat.

| | | | |
|--------------|----|--------------------|----|
| architecture | 4 | contemporary dance | 1 |
| exhibition | 12 | fashion design | 5 |
| filmmaking | 3 | gallery | 10 |
| illustration | 6 | musical theatre | 8 |
| performance | 11 | photography | 9 |
| sculpture | 2 | street art | 7 |

- 10 a room or building where you can see art
 11 acting, singing, dancing or playing music
 12 an event where you can see paintings and other art forms

2 Complete the table with the words from Exercise 1.

| Visual arts | Performing arts |
|----------------|--------------------|
| architecture | |
| exhibition | contemporary dance |
| fashion design | dance |
| filmmaking | musical theatre |
| gallery | theatre |
| illustration | performance |
| photography | |
| sculpture | |
| street art | |

LEARN TO LEARN

Making nouns for people

We often use the endings *-ist*, *-er* and *-or* for people.

3 Write the people who do these activities.

- 1 fashion design *fashion designer*
 2 filmmaking **filmmaker**
 3 illustration **illustrator**
 4 performance **performer**
 5 photography **photographer**
 6 sculpture **sculptor**
 7 street art **street artist**

3 ★★★ In pairs students think of three more nouns to which they can add a suffix to make the name of people who do an activity. They then read out the nouns to another pair who add the correct suffix.

4 When students compare their order with a partner, encourage them to give reasons for the choice they made.



Use it!

4 Put words 1-9 from Exercise 1 in order starting with your favourite. Then compare with your partner and say why.

My favourite art form is street art because it looks really cool. What's yours?

Explore it!

Guess the correct answer.

People won medals for architecture, painting, sculpture and ... at the Olympic Games between 1912 and 1948.

a music **b** filmmaking **c** fashion design

Find another interesting fact about an art form. Then write a question for your partner to answer.

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Explore it!

Ask students to tell you about the forms of art that they researched for homework. You may need to help some students write their question for their partner.

Extend it!

Students write definitions of the vocabulary from Exercise 1 for their partner to guess.

Homework

Workbook p16

Lesson aim: I can understand a text about young artists.

Warmer

Ask students to discuss these questions: *Do you think art should always be in an art gallery? Where are some other places you can find art?*

Match adjectives to definitions

- 1 Read out the question. Ask students to discuss what they can see (the pictures are open to interpretation, so encourage students to give their own opinion).
- 2 2.02 ★★★ Ask students if they can summarise the content of the article in one or two sentences.
- 3 ★ Encourage students to make links between sentences 1–6 and the article. Remind them that the same word might not be used in the text. For example, sentence 1 uses the phrase *art to share important ideas*. In the text, this is referred to as *art with a message*.
- 4 ★★★ Students think of more words for each of the categories.
- 5 For this activity, put students together who have opposing views. This will give them more to discuss.

Extend it!


Ask students to look at the work of Kristián Mensa and Bordalo II online, and decide what they think of it.

WHAT DO YOU SEE?

RUBBISH, PASTA OR ART?


Check out this talented street artist from Lisbon, Portugal!

Bordalo II, creator of 'Big Trash Animals', has transformed the streets of Lisbon into an art gallery. When you first look, you see an enormous bear or a giant duck, but look again and you'll see a car wheel or an old toilet. This is street art with a message. Bordalo II hasn't used normal paints, brushes or rollers for a reason. He's used rubbish and spray paint because he wants us to think about all the things we throw away. His animals are beautiful, but he has made them from ugly things. Fans have seen his creations at exhibitions and festivals in the USA, Italy and Sweden, but Lisbon is his favourite city.



followers have shared photos of his artwork thousands of times, but fans have also been to exhibitions of his illustrations in his home country and the USA. Kristián loves dance, theatre and music. He hasn't been to art school but would love to go. So, next time you look at some pasta, imagine what else it could be!

Have you ever looked at a normal, everyday object and seen something else? Inspiring young illustrator Kristián Mensa, from Prague in the Czech Republic, takes ordinary objects and uses his imagination to change them into exciting visual art. For Kristián, an orange isn't just a fruit, it's a turtle's body, and spaghetti becomes guitar strings. His biggest gallery is social media and



We haven't got time for more this week, but check out next week's young talented artists – Joshua Behrens and Shania McDonagh.

Bordalo II makes street art from rubbish and spray paint. Kristián Mensa creates visual art from ordinary objects.

READING

A magazine article

- 1 Look at the pictures. Which types of art can you see?
- 2 2.02 Read the magazine article and check your answers from Exercise 1.
- 3 Do the sentences refer to Bordalo II (B), Kristián (K) or both (BK)?
 - 1 He creates art to share important ideas. **B**
 - 2 He includes everyday objects in his art. **BK**
 - 3 A lot of his art is online. **K**
 - 4 He's a street artist. **B**
 - 5 His hometown is his favourite place. **B**
 - 6 He likes performance art. **K**

4 Complete the table with words from the article.

| | |
|-----------------|--|
| People | artist, creator, fans, illustrator, followers |
| Art materials | paint, brushes, rollers, spray paint |
| Other art words | art, gallery, street art, creations, visual art, photos, artwork, exhibitions, illustrations, art school |

Voice it!

- 5 Discuss the questions.
 - 1 Do you prefer Bordalo II's art or Kristián's art? Why?
 - 2 Which type of art do you like to create? Why?

Finished? p119 Ex 1

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Finished?

Fast finishers can turn to p119 and do Exercise 1.

Flipped class

▶ In preparation for **Video 2.2** (p25), students find out about the Brazilian city of São Paulo, in particular its art and architecture.

Homework

Workbook p17

Lesson aim: I can understand how to use the present perfect.

Warmer

Students share the information about São Paulo they researched for homework.

► When you play **Video 2.2**, pause after each section and answer any questions students might have.

1 Elicit or explain that we use the present perfect to talk about things that have happened in the time up to now.

Extra grammar practice

Get it right!

Check understanding of the difference between *been* and *gone*. Ask students to complete the following sentences: *I've ___ to Ankara twice (been); Tom has ___ to Brazil, but he's coming back soon. (gone)*

2 Ask students to do the exercise orally in pairs, before writing the correct sentences.

3 Tell students that they need to look back at the article on p24 in order to complete this activity.

4 ^{2.03} Before playing the audio, ask students to check their answers in pairs, and discuss any differences they have.

Audioscript p160

5 🗨️ Brainstorm different ideas before students write their questions.

6 ★★★ Encourage students to extend their conversations with follow-up questions, e.g.

A: *Have you ever won a competition?*

B: *Yes, I have.*

A: *What did you win?*

LANGUAGE IN ACTION

Present perfect with regular and irregular verbs

| I / You / We / They | He / She / It |
|---|--|
| Fans have ¹ <i>seen</i> his creations at exhibitions. | He's ² used rubbish and spray paint. |
| We haven't seen the exhibition. | He hasn't ⁴ been to art school. |
| Have you ever ³ looked at a normal, everyday object and seen something else? Yes, I have. / No, I haven't. | Where has he been ? |

1 Complete the examples in the table above. Use the article on page 24 to help you.

Get it right!

The verb *go* has two past participles: *been* and *gone*.
She has been to school. (She's back from school now.)
She has gone to school. (She's at school now.)

2 Put the words in the correct order. **has created**

1 had / has / exhibitions in the USA and Poland / Bordalo II

Bordalo II has had exhibitions in the USA and Poland.

2 Bordalo II / Has / had an exhibition in Italy / ever / ?

Has Bordalo II ever had an exhibition in Italy?

3 Bordalo II / sculptures of animals / made / hasn't

Bordalo II hasn't made sculptures of animals.

4 People / Kristián's work on social media / shared / have

People have shared Kristián's work on social media.

5 Kristián / Has / been to art school / ?

Has Kristián been to art school?

3 Correct the false sentences and answer the questions in Exercise 2.

1 **False. Bordalo II hasn't had exhibitions in Poland.**

2 **Yes, he has.** **False. Bordalo II has made sculptures of animals.**

3 **True.**

4 **No, he hasn't.**



She says it's 'the coolest city I've ever seen' and 'the biggest city in Brazil'.

Watch video 2.2
 How does she describe São Paulo?
 What amazing things has she seen?

A famous bridge that looks like the letter 'X'; an art museum; people's homes painted with bright colours; some street art.

4 ^{2.03} Complete the text with the correct form of the verbs in the box. Then listen and check.

amaze appear create not finish see win

'Have you ever *seen* a photograph and then realised it was a drawing? Perhaps you were looking at one of Shania McDonagh's illustrations.

Shania is a young Irish artist who ² **has amazed** the world of art with her incredible pictures.

She ³ _____ several drawings that look like photographs, with nothing more than a pencil.

The talented schoolgirl ⁴ **has won** first prize in national art competitions and her pictures ⁵ **have appeared** in exhibitions in Ireland. Shania ⁶ _____ her education, but in the future she wants to be an artist.

hasn't finished

Use it!

5 Write questions with the present perfect and the phrases in the box or your own ideas.

go to an exhibition go to the theatre make a film
 play a musical instrument win a competition

Have you ever been to the theatre?

**Have you ever been to an exhibition?
 Have you ever played a musical instrument?
 Have you ever made a film?
 Have you ever won a competition?**

6 Work in groups. Ask and answer your questions to complete the sentences about your group.

All of us *have been to a concert* _____.

Some of us _____.

None of us _____.

Finished? p119 Ex 2

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Grammar game

Students write five sentences (three true, two false) about experiences they have had in their lives. Students guess which are true.

Finished?

Fast finishers can turn to p119 and do Exercise 2.

Homework

Workbook p18