Бюджетное профессиональное образовательное учреждение

Орловской области «Мезенский педагогический колледж»



Методическая разработка учебного занятия

по дисциплине

«Практический курс иностранного языка (английского) с методикой обучения иностранному языку в начальной школе»

по теме:

**«Russian ART of the 19th century»**

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**«Russian ART of the 19-th century»**

**AIM:**

-to build students’ cultural knowledge of Russian Art of the 19th century.

**Objectives:**

-to extend vocabulary;

-to develop students’ reading skills;

-to develop students’ listening skills;

-to develop students’ speaking skills;

-to develop students’ research skills.

**Materials:** art books, pictures of Russian painters and their works, video “Art genres”, worksheets for reading and listening comprehension, biography texts.

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| Этап урока | Деятельность учителя | Деятельность обучающихся |
| **I. Lead-in.**  **Motivation:** | Did you read the story about two friends up to the end?  What /Who helped Jonesy to stay alive? Who\What helped her to want to get well?  How did the ivy vine leaf manage to be still on the wall after the stormy night?  Can we say that Berman painted what he had dreamt about?  Can we say that it was a real masterpiece? (СЛАЙД-КАРТИНКА)  Can we say that Art works wonders?  O’Henry wrote his story in the 19 century and his Berman painted his masterpiece at the same time.  Today we are going to speak about many other masterpieces of the 19-th century!  ( СЛАЙД-ТЕМА УРОКА) | Студенты отвечают на вопросы учителя по прочитанной новелле по Домашнему чтению «Последний лист» О’Генри.  Т. о. они подходят к теме урока “Живопись. Русские шедевры 19 века” |
| **I.Warm-up:**  **Sorting out.**  **Check-in**  **III. Developing students’ listening skills.**  **Matching**  **Check-in**  **III. Developing students’ reading skills.**  **Changing pairs.**  **Reading for specific information. Guessing.**  **IV. Developing students’ grammar skills.**  **V. Developing students’ speaking skills.**  **Describing the picture**  **Feed back**  **Reflection**  **Home assignment**  **Assessment** | But first we’ll see how well you know the words to the topic.  Take the card and mark the needed words. They are 10. You have 1 minute.  Now let’s see what we have. You’re to read your words.  Places,people,actions,instruments,colours,styles, genres  (СЛАЙД- КЛЮЧ)  Are A and P right? You may compare the students’ answer with the key on the board.  We know the names of art genres but can you differentiate them? Watch the video and say what art genres are mentioned in the video?    Now match the art genre and its description.  (СЛАЙД-КЛЮЧ)  Who has 2 mistakes? 1 mistake? No mistakes?  Read and translate some descriptions.  Now we’ll see if you know the world-famous pictures. Choose the part of a masterpiece, find its second part (your partner) and name its genre.  Scan the texts and guess the painter of the picture you have. Mark the sentences that helped you to understand it.  Look at these pictures. Aren’t they beautiful? But as for us, Nadezhda Yurievna likes Viktor Vasnetsov best of all. Me too.  (СЛАЙД- картины Васнецова)  Let’s try to describe them.  What tense do we use while describing a picture?  St. - The Present Continuous Tense.  Look at Vasnetsov’s paintings and say what the characters are doing. You may take the prompts or give your own sentences.  And now it’s time to collect everything we have learnt and refreshed during the lesson.  Let’s tell our guests about the pictures as much as possible.  Here is the plan to help you  (СЛАЙД “The Snow Maiden” by V. Vasnetsov. )  *The title of the painting is…*  *The genre is…*  *In the foreground we can see…*  *On the background there is…*  *… is in the centre of the composition.*  *She is…*  *She looks…*  *The artist uses…. colours in the picture.*  *The artist creates the atmosphere of …*  *The painting evokes (in me) the feeling of…*  *I like/ dislike this picture because…*  And now it’s your turn to speak about your pictures. You have 5 minutes to present your picture.  Thank you very much for your participation! We’ve enjoyed this art class with you! (СЛАЙД-РЕФЛЕКСИЯ)  And now look at these pictures and chose one that reflects your emotions.  *I feel happy!*  *I feel beautiful and bright!*  *I feel in the dark. Nothing is clear!*  *I have an art mix in my minds and feelings!*  *I feel calm and harmony.*  *I feel inspired!*  *I feel romantic!*  At home you are to describe any picture you like. Add some information about the artist. Do it in writing.  I have your evaluation table, which contains analysis of all aspects of your work.………. have got max.points and therefore get excellent marks.  ………… good results. | Cтуденты в парах получают карточки, в которых в течении 1 мин. маркируют слова, относящиеся к одному из разделов темы «Искусство»  Читают свой вариант ответа. Остальные сравнивают с ключом на доске.  Перед просмотром видео студенты получают задание: определить, какие из жанров живописи были упомянуты в видео. Соотносят название жанра с его определением. Сверяют по ключу (выборочно читают и переводят жанры живописи)  Образуют новые пары путем нахождения и составления картины из двух частей. Называют жанр(стиль) картины. Бегло прочитывают предложенные тексты, чтобы определить какому художнику принадлежит их картина. Для этого маркируют ключевые слова и высказываются.  Используя глаголы-подсказки или свои собственные, описывают картины В. Васнецова в Present Continuous Tense.  По представленному плану описывают картину Васнецова «Снегурочка» вместе с учителем.  Учитель может задавать наводящие вопросы для более точного описания.  Готовят описание своей собственной картины с опорой на план. Высказываются (1-2 пары)  Из предложенных картин выбирают ту, которая соответствует их состоянию и эмоциям на уроке.  Получают на дом задание письменно описать любую картину русского художника 19 века. |

**ПРИЛОЖЕНИЯ (Lesson Materials):**

**1. *Sorting out.***

***Choose 10 lexical units denoting:***

*Colours and shades*

Scarlet, emerald, still life, azure, mauve, scene, crimson, sketch, easel, turquoise, silver-bluish, folklore, sea-scape, sea-green, life-like, myth, palette, pale-pink, indigo, eraser

*People of art*

Brush, artist, engraver, oil, paint, canvas, easel, palette, connoisseur, romanticism, surrealism, guide, still life, sitter, sculptor, neo-classic art, landscape painter, master, painter, model

*Actions*

Collection, depict, convey, folklore, represent, exhibit, emerald, indigo, portray, sketch, cartoon, restore, palette, paint, easel, sit, display, canvas, painting, exhibition

*Art genres*

Seascape, turquoise, azure, mauve, landscape, portrait, foreground, battle scene, religious painting, shade, still life, genre painting, sculptor, historic painting, guide fairytale, background, life-like, mythological painting, splendid

*Instruments and techniques*

Connoisseur, brush, canvas, collection, easel, sculptor, palette, oil paints, painter water colours, artist, acrylic paints, oil pastels, exhibition, colored pencils, [personality](https://en.wikipedia.org/wiki/Personality_type), gouache-opaque watercolor, museum, gallery, statue

*Styles of art*

Display, realism, palette, impressionism, depict, expressionism, Renaissance, portray, symbolism, abstract art, restore, post-impressionism, easel, romanticism, canvas, exhibition, surrealism, represent, neo-classic art, collection, convey

*Places of art*

Covent Garden, exhibition, museum, GUM, gallery, art collection, Patriarch Ponds, the State Hermitage, Stella, the Louvre, Ostankino Tower, The Tretiakov Gallery, Sparrow Hills, the Pushkin Museum of Fine Arts, Moscow Metro, The Acropolis Museum, Serpentine Canal, The Metropolitan Museum of Art, London Eye, Hyde Park.

***2. Watching the video and matching***

***Watch the video and say how many art genres are there and match each of them with its description.*** <https://www.youtube.com/watch?v=0C_ArE9TxmY>

Determine art genres:

***fantastic art (fantasy, fairytale), landscape, seascape, portrait, still life,***

***history painting, genre painting, abstract art***

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|  | ...is an artistic representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality, and even the mood of the person. |
|  | ... includes the physical elements of geophysically defined landforms such as (ice-capped) mountains, hills bodies of water such as rivers, lakes, ponds and the sea, animals and plants, human elements, buildings in harmony with lighting and weather conditions. |
|  | ...depicts the sea, in other words an example of marine art. …. has also come to mean actual views of the sea itself, and to be applied in planning contexts to geographical locations possessing a good view of the sea. |
|  | ...is a work of art depicting mostly inanimate subject matter, typically commonplace objects which are either natural (food, flowers, dead animals, plants, rocks, shells, etc.) or man-made (drinking glasses, books, vases, jewelry, coins, pipes, etc) |
|  | ...depicts aspects of everyday life by portraying ordinary people engaged in common activities. |
|  | …is characterised by subject matter - which portrays non-realistic, mystical, mythical or folkloric subjects or events - and style, which is representational and naturalistic. |
|  | ...creates a composition that doesn’t not represent an accurate depiction of a visual reality but instead uses shapes, colours, forms and gestural marks to achieve its effect. |
|  | These paintings usually depict a moment in a narrative story, scenes from history including battle scenes, religious and mythological subjects. |

**3. *Reading for specific information. Guessing.***

1) … was a [Russian](https://en.wikipedia.org/wiki/Russians) painter of [Belarusian](https://en.wikipedia.org/wiki/Belarusians) descent known by his [still-lifes](https://en.wikipedia.org/wiki/Still_life) and portraits.

He was born in1810, into a Belarusian family descended from the Polish [nobility](https://en.wikipedia.org/wiki/Szlachta)  in the village of [Ulla](https://en.wikipedia.org/wiki/Beshankovichy_Raion), [Vitebsk](https://en.wikipedia.org/wiki/Vitebsk_Governorate) Region. In 1827 ….. came to [St. Petersburg](https://en.wikipedia.org/wiki/St._Petersburg) and in 1830 entered the [Imperial Academy of Arts](https://en.wikipedia.org/wiki/Imperial_Academy_of_Arts).

His first known works are dated 1832. The paintings gradually gathered public and critical acclaim. ………also worked as an interior designer, and became popular among the wealthy home owners. In 1836 he was awarded the *Major Silver medal* of the Academy for his [still-lifes](https://en.wikipedia.org/wiki/Still-life). … also executed nice genre pictures and portraits. *Old Woman Knitting a Sock*, brought him the Minor Gold medal of the Academy. In 1839 he was awarded the title of the Academician.

After his father’s death in 1840 the painter left St. Petersburg forever and settled in the family estate Zacharnicze, [Polotsk](https://en.wikipedia.org/wiki/Polotsk) region where he died in1885. *(key:* ***Ivan Khrutsky****)*

2) ………………was born in 1865 in St. Petersburg in the family of a Russian composer. In his childhood he studied in Paris and Moscow under Ilya Repin and in the St. Petersburg Academy of Arts (1880–1885) under Pavel Chistyakov.

The artist's friends valued his human qualities too, especially his straightforwardness and honesty.

His life at Abramtsevo, not far from Moscow greatly affected the formation of his artistic outlook. At the age of twenty-two or twenty-three …. produced works, which have become classics of Russian art.

At Abramtsevo he painted his famous portraits of the twelve-year-old Vera Mamontova*(A Girl with Peaches),* and his cousin Maria Simonovich*(A Girl in the Sun)*. Both these portraits were painted with great inspiration and lyricism, and it was this that immediately made him famous. Serov received an award from the Moscow Society of Art Lovers, and the portraits were immediately bought by Pavel Trelyakov.

In 1887 …. married Olga Trubnikova, and their family was large and happy. … loved children and enjoyed painting them. The portrait *Children,* which shows his sons Yura and Sasha, the portrait of *Micky Morozov* are all noteworthy for their lyrical qualities and sensitive understanding of the children's characters.

He died in 1911 at the peak of his talent, at the age of forty-six. *(key:* ***Valentin Serov*** *)*

3)…. is a very special sort of painter. There is something in his landscapes that reflects our own moods. He deeply felt what he wanted to depict, and his brush transferred his feelings to the canvas. A master of landscape, he never introduced figures into it. Though if you look at *"The Autumn Day in Sokolniki",* everything seems to bring out the loneliness of the figure in the centre: the trees losing their leaves, the remote, indifferent sky, the path going off into the distance.

… art was greatly influenced by his travels along the Volga. He chose Plyoss, a small provincial town on the Volga, for his place of residence and for a subject of many of his canvases. His paintings like *"Evening","Golden Plyoss","After the Rain"*reflect his love for nature. Many people admire his pictures *Deep Waters, Evening Bells, Springtime, The Last Snow* and, of course, his famous *Golden Autumn.*All his paintings are very emotional, lyrical and realistic.

In the closing years of his life … travelled to France, Italy and Germany where he painted many of his landscapes. … was only 49 when he died in 1900. *(key:* ***Isaac Levitan****)*

4) …. was a great master of genre painting. He elevated the household theme to the level of drama. He understood his task in raising the moral standards of the people by unmasking the vices of the society in his art.

The soldier's son of Catherine's army, … served as an officer. In his free time he was drawing. At the end of 1834 he began to attend evening classes of the Academy of Arts. At the end of 1843 … retired from the army and devoted his life to painting.

… was a prolific painter. For nine years he created a great number of perfect works of art, such as *"The New Cavalier", "Difficult Bride”, "The Aristocrat's Breakfast", the "Mayor's Proposal", "The Young Widow", "Encore, Once more Encore".*… also created portraits, made water-colours and drawings. ….worked very hard. His legacy was great. The movement initiated by this painter soon became known as Critical Realism. He was only 37 years old when he died in a mental clinic. He has been compared to [William Hogarth](https://en.wikipedia.org/wiki/William_Hogarth). *(key:* ***Pavel Fedotov****)*

5) ………..was a Russian [Romantic](https://en.wikipedia.org/wiki/Romanticism) [painter](https://en.wikipedia.org/wiki/Painting) who is considered one of the greatest masters of [marine art](https://en.wikipedia.org/wiki/Marine_art). He was born into an [Armenian](https://en.wikipedia.org/wiki/Armenians) family in the [Black Sea](https://en.wikipedia.org/wiki/Black_Sea) port of [Feodosia](https://en.wikipedia.org/wiki/Feodosia" \o "Feodosia) in [Crimea](https://en.wikipedia.org/wiki/Crimea) .The vast majority of his works are [seascapes](https://en.wikipedia.org/wiki/Seascape), but he often depicted battle scenes, Armenian themes, and portraiture. A primarily Romantic painter, …………… used some Realistic elements.

His best paintings in the 1840s –1850s used a variety of colors and were both epic and romantic in theme. By the 1870s, his paintings were dominated by delicate colors; and in the last two decades of his life, ........ created a series of silver-toned seascapes. His later work contained dramatic scenes and was usually done on a larger scale. He depicted "the romantic struggle between man and the elements in the form of the sea (*The Rainbow*, 1873), and so-called "blue marines" (*The Bay of Naples in Early Morning*, 1897) and city landscapes (*Moonlit Night on the Bosphorus*, 1894)." *(key:* ***Ivan Ayvazovsky****)*

6) Born in a small village of Vyatka Guberniya, ……….was the second of six children. His father Mikhail, was a village priest, who was also a painter, was interested in astronomy, and natural science. Taking after his father’s painting background, …….began painting local landscapes, and the people of his village.

At ten years of age, …..went to a seminary to study, was employed at a local religious art shop, helped to paint frescoes for the local cathedral, and painted whenever he had a spare moment.

In 1867, … entered the Imperial Academy of Arts in St. Peterburg.

In 1876, ….. joined the movement of the Peredvizhniki’s in Paris. Returning to Moscow in 1877, he began illustrating Russian fairy-tales and bylines, or oral epic, narrative poems. In 1884-1889 he painted  [frescos](https://en.wikipedia.org/wiki/Fresco) in the [St Vladimir's Cathedral](https://en.wikipedia.org/wiki/St_Volodymyr%27s_Cathedral) of [Kiev](https://en.wikipedia.org/wiki/Kiev).

He died in Moscow in 1926. ( key: **Viktor Vasnetsov**)

**Evaluation Table**

**Group 31**

**“Russian Art of the 19-th century”**

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| Activities | **Vocabulary**  **Max 10** | **Listening**  **Max 8** | **Reading**  **Max 2** | **Grammar**  **Max 5** | **Speaking**  **Max 5** | **Total**  **max**  **30** |
| Students |
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Оценка «5» -30-28 баллов

Оценка «4» - 25-27 баллов

Оценка «3»- 21-24 баллов