

**B1 - LESSON 4 (THE ARTIST IN ME)****Level:** B1**Time:** 35-45 minutes

**Lesson focus:** The fourth lesson of a five-hour-long course deals with the understanding and the meaning behind art. Students share their opinions about art, followed by a short video explaining the art and its purpose. Additionally, students revise the vocabulary needed to describe pictures and practise the use in pair work. The class ends with choosing the best art piece that would fit the teacher and their virtual/real classroom.

**Materials:**

- The Artist in Me - presentation
- Video - [What is art?](#)

**Learning objectives:**

- to describe what art means to you
- to describe what you can see
- to use adjectives for art description
- to use language to reach an agreement

**Structure:****1. Warm-up (6 mins)**

Look at the photos and discuss which of them show art. Give explanations for your opinions. Student work in pairs and match the adjectives with the paintings. If needed, give definitions of the adjectives.

*Creative – using new or unusual ideas*

*Contemporary – existing or happening now*

*Distinctive – easy to recognise*

*Unique – unlike anything else*

*Vibrant – using strong or bright colours*

Finish by explaining which of the art pieces they like the most and the least.

**2. Listening for gist (7 mins)**

Before watching the video What is Art? discuss the answers to the four questions:

1. What is art?
2. Who is art for?
3. What is the definition of art?
4. What is the purpose of art?

Watch the video and check the answers.

*Answers:*

1. *Songs we like, books we read, poems, plays, a quilt made by a grandmother*
2. *Art is for everyone (not only for artsy people and intellectuals)*
3. *It's hard to define art (there's no one definition). It can be anything that stirs up emotion in you.*
4. *Art is about your personal experience and the meaning you get from it. It may be to record history, make us emotional, etc.*

**3. Listening for detail (7 mins)**

Before listening to the recording again, read the six sentences. Think about the types of missing words and elicit some predictions.

*Answers: (1.noun, 2.adjective, 3.plural noun, 4.noun, 5.countable singular noun, 6.countable singular noun)*

Watch the video What is Art? again and fill in the gaps with the words as you can hear them in the recording. Check and discuss the answers.

*Answers: 1.museums, 2.artsy, 3.poems, 4.emotion, 5.sculpture, 6.label*

#### **4. Teach - vocabulary for picture description (5 mins)**

Look at the painting and elicit its title and the painter (Starry Night by Van Gogh). With weaker groups, elicit the order in which a picture or a painting can be described, for example, starting with a general statement saying what you can see, describing any actions that are happening, describing where things are in detail and ending with speculations. You can also draw arrows and label the picture. With stronger groups, describe the painting to model an answer.

#### **5. Pair speaking (5 mins)**

Following the example, students work in pairs and describe the paintings. Ask them to listen to each other carefully and note any positive and negative things. Monitor the activity and elicit feedback from each group.

#### **6. Group speaking (7 mins)**

Put students into different groups and tell them that they are asked to choose the best painting that could be placed in the teacher's virtual/real classroom. Students discuss the pros and cons of each painting and decide on what would best fit the teacher and their classroom. Elicit the answers and share them with the rest of the groups.

#### **7. Group discussion (5 mins)**

If time, go over the opinion-based questions and answer them as a group.

#### **8. Error correction (3 mins)**

Provide students with speaking feedback.