

# 1 Impressionism

## UNIT MAP

### RESOURCES

- Track 2 
- Digital story 
- Story script 

## 1 Impressionism

### 1. A pointillist landscape

### 2. Think about Art

### 3. Art and life

- Tracks 3 & 4 
- Karaoke 
- Song script 

### 4. Express yourself

- Craft video 

### General resources

- Digital flashcards
- Digital activities
- Let's surf
- Letters to parents
- Materials list
- Presentation
- Poster
- Talking book

# A pointillist landscape

## Content objectives

- Understand a story about landscape painting.
- Identify and explore pointillism.

## Communication

- Respond to *where* and *what* questions.
- Be able to explain what pointillism is.

## Vocabulary

- Techniques: brushstrokes, dots, pointillism
- Flowers: daisies, roses, tulips

## Resources

- Track 2 
- Digital story 
- Story script 

## Materials

- Felt-tip pens, pencil, rubber
- Pictures of Impressionist landscapes
- Pictures of different types of flowers from paintings of the Impressionism period

## Key competence

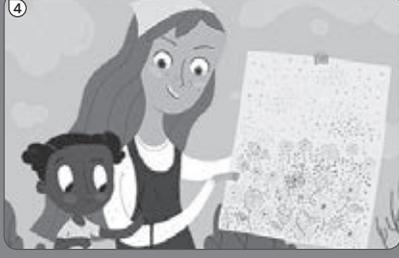
### Linguistic competence

Understanding and summarising a story by answering the questions helps students improve their narrative skills.

## 1 Impressionism

A pointillist landscape



1.  Listen to the story. Where are the children? Was Lisa's painting technique intentional?

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## HOW TO START

Before listening to the story, show pictures of Impressionist landscapes, for example: *Impression, Sunrise* or *The Rocks at Belle-Ile* by Claude Monet. Ask students to observe the details and the painting techniques. Say: *This is a seascape. The painter has used thick brushstrokes.*

Show the seascape flashcard and point to the different elements and features. Ask: *Can you see how the sea blends with the sky here? Listen to the students' answers.*

## ACTIVITIES: STEP-BY-STEP GUIDE

### ACTIVITY 1 Listen to the story. Where are the children? Was Lisa's painting technique intentional?

- Before listening to the story, ask students to look at the pictures and describe what they see. Say: *This girl is called Lisa. Where is she? She's in the countryside. What is she doing? She's painting a landscape. Is she alone? No, she's with other students and her art class teacher. What do you think she is painting? Listen to their answers. Does the teacher look happy?*
- Track 2  Say: *Read the questions first. Now let's listen to the story.*
- After listening, read out the questions in Activity 1 and let the students respond orally. For example, a volunteer can respond and the rest of the class repeat the correct answer.

*They are outside in the open air. ; No, it was not intentional.*

### ACTIVITY 2 Listen again and answer the questions.

- Ask the students to look at the painting below. Say: *Look at it from a distance. What do you see? We can see beautiful pink, yellow and white flowers. We can see green leaves and stems.*
- Say: *Now look closer What do you notice? We can see dots or points. Where do you think the painting was done? They were painted outdoors.*

## Track 2 A pointillist landscape

### 1. Lisa is in her art class. Today they are painting landscapes outside.

**Teacher:** Look at those beautiful colours in the sky, the trees and the flowers. Mix your paints to get light blue and dark green. Take your time!

### 2. Lisa: Hm ... Let me see.

**Teacher:** The Impressionists loved painting in the open air...

### 3. Lisa: Oh, all my paintings look the same! .... Hmm... This could be interesting!

**Teacher:** How is everyone getting on? Are you feeling inspired by nature?

### 4. Lisa: I definitely am now! Ha ha.

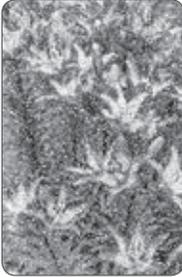
**Teacher:** Lisa, what a great painting! This is called pointillism. Well done. It's really beautiful!

## Story time!

### AFTER YOU LISTEN

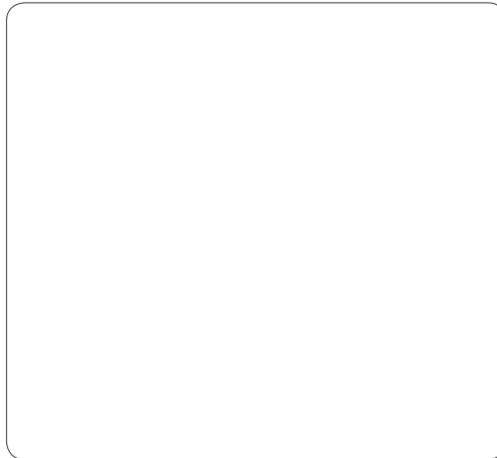
#### 2. Listen again and answer the questions.

- Where is the class today?
- Where did Impressionists like to paint?
- What colours does the teacher tell them to use?



**Pointillism** is the technique of applying paint in points or dots. When we look from a distance these dots of pure colour become blended.

#### 3. Create Sketch some flowers and colour them using the pointillist technique.



**DON'T FORGET TO LOOK AT THE DIGITAL STORY!**

- Write the word 'Pointillism' on the board and ask them to repeat it after you.
- Say: *Now let's read ahead.* Ask a volunteer to read the text. Answer any doubts that may arise with the information on Pointillism.
- Track 2 Say: *Now we are going to listen again.* After the students have listened, say: *Now answer the questions.*
- Ask the questions out loud. Tell the students to raise their hands to answer. Correct orally while complimenting the students: *That's right, very good!*
  - Where is the class today?**

The class is outdoors in the open air today.
  - Where did impressionists like to paint?**

They liked to paint outdoors.
  - What colours does the teacher tell them to use?**

The teacher asks them to use light blues and dark greens.

### ACTIVITY 3 Sketch some flowers and colour them using the pointillist technique.

- Before doing the exercise, show the students pictures of different types of paintings of flowers from the Impressionist period to help and inspire them.
- Take the students to the school garden, or put some flowerpots in the playground and ask the students to sketch and colour the flowers using the pointillist technique.
- If the weather is bad you can project some flowers on the digital board and ask them to imagine they are outdoors painting the flowers.
- Remind them that Impressionist artists liked painting in the open air.

# Think about Art

## Content objectives

- Become familiar with Impressionism.
- Complete, draw and colour an Impressionist painting.

## Communication

- Explain what impressionism is.
- Describe an impressionist painting:  
*They use colourful brushstrokes.*

## Vocabulary

- nouns: light, sensation, sparkle, wave
- adjectives: beautiful, bravely, brilliant, colourful, gentle, innovative, roaring, starry, unreal, vibrant

## Materials

- coloured pencils or crayons, rubber

## Think about Art



Woman with a Parasol, Claude Monet, 1875

### Impressionism

The Impressionist art movement began in France in the 19<sup>th</sup> century.

The first impressionists were a group of innovative painters. Many people were very angry when they had their first exhibition.

The style before that had been very carefully planned art, and the themes were often from literature or mythology. Impressionists painted ordinary people and life. They used colourful brushstrokes to capture sensation and light. They used different techniques, like pointillism (using lots of dots to make an image).

1. **(Think, pair, share!)** Look at the painting. Ask your friend: **What can you see? Which colours? How does it make you feel?**

2. Read and answer true or false.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| a. Impressionists painted figures from mythology.      | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The movement began in the 19 <sup>th</sup> century. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Pointillism is a technique that uses lots of lines. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Impressionists painted ordinary people.             | <input type="checkbox"/> | <input type="checkbox"/> |

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## HOW TO START

Use the Digital flashcards to review words related to landscape painting. Encourage students to repeat the words as you show the pictures. Say: *What type of painting is this? It's a landscape. And this? Is this a landscape? Yes, it's an urban landscape.*

Point to the Impressionism flashcard. Say: *Look at this painting. Can you describe it?* Listen to the student's answers. *What art style is it? It's called Impressionism.*

Show them pictures of Impressionist paintings. Say: *The Impressionists usually painted outdoors. They painted colourful landscapes. What is special about the technique they used? They used bold colours and thick brushstrokes.*

## ACTIVITIES: STEP-BY-STEP GUIDE

**ACTIVITY 1** Look at the painting. Ask your friend: **What can you see? Which colours? How does it make you feel?**

- Ask: *Who painted Woman with a parasol? When did he paint it? He painted it in 1875.*
- Say: *Claude Monet is a very famous Impressionist artist. He created the movement with his painting Impression, Sunrise in 1872.*
- Say: *Now we are going to talk about the painting in your books. What can you see? Which colours stand out? How does it make you feel? What is the weather like? What time of the day do you think it is?*
- Listen to the students' answers.
- Ask students to share their answers with their classmates. Then draw their attention to the technique and colours used to create the effect of light in the painting, which is very important in Impressionism.

#### MATERIALS

- coloured pencils or crayons
- rubber



3. **Create** Complete and colour the painting.

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#### Key competence

##### Cultural awareness and expression

Showing children different features of an art style makes them realise the techniques used by the artist. Becoming familiar with the work of a specific artist builds up their cultural knowledge.

#### Assessment opportunity

Assess the creativity and individuality in the drawings and how students have continued the painting in their own style. Assess the colours used and the balance of the composition.

#### ACTIVITY 2 Read and answer true or false.

- Say: *We are going to read an interesting text about Impressionism. Ask three volunteers to read the three texts. Explain any doubts as they read.*
- Ask: *What information did you find curious in the reading? Listen out for their answers.*
- Tell the students that they are going to read the text. Different students can read one sentence at a time while you clarify any doubts they may have.
- Ask: *Why were traditional artists were angry with Impressionists? Would you be angry too?*
- Show them some famous art pieces like the Mona Lisa and ask them to compare it with Claude Monet's Woman with Parasol. Ask: *Which one do you prefer and why?* Listen to their answers.
- Read the text a second time this time just ask them to listen.
- Say: *Now we are going to answer the questions below.* Allow them to read the questions below silently and answer true or false by ticking the box beside the statement.
- Correct the answers orally asking students to raise their hands up when they want to read and respond to a question.
  - a. False.
  - b. True.
  - c. False.
  - d. True.

#### ACTIVITY 3 Complete and colour the painting.

- Tell the students that this is an incomplete picture of a beautiful Impressionist painting.
- Ask: *Which colours have been used in the painting? Bright colours such as orange, yellow and blue.*
- Ask: *Where do you think it was painted? It was painted outdoors. What time of the day do you think the painting was done? During the day. How do you know? Because the colours are bright and clear.*
- Say: *Now complete and colour the painting using the same style. Be creative!*

# Art and life

## Content objectives

- Become familiar with pioneering Impressionist artists.
- Learn about their lives and works.

## Communication

- Be able to describe the work of different impressionist artists: *Degas liked to paint dancers and horse racing.*

## Vocabulary

- Techniques: brushstrokes, pointillism

## Resources

- Tracks 3 & 4 
- Karaoke 
- Song script 

## Materials

- Pictures of Impressionist paintings by artists mentioned in this lesson

## Art and life

### Claude Monet (1840–1926)

Monet created the movement with his painting, *Impression*, in 1872. He often repeated the same themes but used colour and light to show them at different times of the day or in different seasons.



### Edgar Degas (1834–1917)



Degas painted modern life, especially dancers and horse racing. He thought of himself as a realist, not an Impressionist.

### Édouard Manet (1832–1883)

He was influenced by Velazquez and Goya but he was the first artist to put elements of modern life into traditional art scenes.



### Camille Pissarro (1830–1903)



Pissarro was born in the American Virgin Islands. Pissarro liked working outdoors, and he painted many rural landscapes.

### Pierre-Auguste Renoir (1841–1919)

Renoir is one of the most famous Impressionists. He painted Paris in the Belle Époque. He was from Limoges and his family was poor.



### Mary Cassatt (1844–1926)



Cassatt was American, but she moved to Paris in 1866. She was a friend of Degas, who influenced her art. Cassatt painted domestic scenes with women and girls.

1. Look at the pictures and read about the painters. Ask your friend questions. Where was Mary Cassatt from? Who created the name of the movement?

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## HOW TO START

Say: *We are going to look at different paintings of Impressionist artists. Let's begin with Claude Monet. Look at his artwork on page 9 and say: This painting is called Sunrise. Can you describe it? Where is it? What time of the day is it? How do you know? What colours have been used? What technique has been used?*

Listen to students' answers and tell them that the artists used pointillism and short brushstrokes because they had to be quick in order to capture a moment in time. This sometimes left an unfinished look which other artists did not like because they thought that it lacked detail.

## ACTIVITIES: STEP-BY-STEP GUIDE

**ACTIVITY 1** Look at the pictures and read about the painters. Ask your friend questions. Where was Mary Cassatt from? Who created the name of the movement?

- Choose different volunteers to read about different artists, checking their understanding after each reading. Ask students to describe the painting: *What can you see in the picture? What time of day is it? What is the weather like.*
- Divide the class into six groups. Each group will look for more artwork and information about the Impressionist artists on page 9. Give one artist to each group
- Various members of the group can then present different art painted by the artists. Students can ask questions like: *Where do you think it is? Now we are going to answer the questions below.*

Mary Cassatt was American born in *Allegheny* City, Pennsylvania. Monet created the movement with his painting *Impression, Sunrise* in 1872.

**2.** Listen to the song and complete.

Starry nights, shining \_\_\_\_\_,  
close your eyes to see,  
the sparkle of the silver \_\_\_\_\_,  
the moon, the sun, the sea.  
Brilliant \_\_\_\_\_, shimmering \_\_\_\_\_,  
close your eyes to feel  
the gentle \_\_\_\_\_ and roaring waves,  
so beautiful, unreal!

**3.** Listen and say True or False. Correct the false sentences.

	T	F
a. Cassatt was a friend of Degas.	<input type="checkbox"/>	<input type="checkbox"/>
b. Manet was influenced by Velazquez and Goya.	<input type="checkbox"/>	<input type="checkbox"/>
c. Renoir was from London.	<input type="checkbox"/>	<input type="checkbox"/>
d. Degas painted car racing.	<input type="checkbox"/>	<input type="checkbox"/>
e. Pissarro was Spanish.	<input type="checkbox"/>	<input type="checkbox"/>
f. Monet created the Impressionist movement with his painting.	<input type="checkbox"/>	<input type="checkbox"/>

**4.** Look at the art movements and put them in historical order on the timeline.

Gothic art    Classical art    Baroque and Modernism

Egyptian and Mesopotamian art    Impressionism

Medieval and Islamic art    Renaissance art

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ten 10

**Track 3** The Impressionist song

Starry nights, shining lights,  
close your eyes to see  
the sparkle of the Silver sky,  
the moon, the sun, the sea.  
Brilliant blues, shimmering greens,  
close your eyes to feel  
the gentle winds and roaring waves,  
so beautiful, unreal!

**Track 4** Listen and say True or False. Correct the false sentences.

- Cassatt was a friend of Degas.
- Manet was influenced by Velazquez and Goya.
- Renoir was from London.
- Degas painted car racing.
- Pissarro was Spanish.
- Monet created the Impressionist movement with his painting.

**Key competence**

**Learning to learn**

Learning about pioneering Impressionist artists makes students become aware and familiar with the variety of artwork they produced.

Learning about the historical order of the art movements helps students understand the evolution of art and to differentiate characteristics of each movement.

**ACTIVITY 2 Listen to the song and complete.**

- Say: *Below are the words to a song. It describes impressionist paintings. Underline the adjectives and verbs used to describe them.* After they have underlined the words, discuss as a class their meaning.  
Starry, shining, sparkle, brilliant, shimmering, gentle.

- Track 4 Say: *Now we are going to listen to the song.* The first time they should only listen. Ask: *Do you understand the song?* Answer any doubts that may arise.
- Say: *Now listen to the song again and fill in the blanks.* After they have filled in the blanks correct the answers orally, writing them on the board to ensure they have written the words correctly.

**ACTIVITY 3 Listen and say True or False. Correct the false sentences.**

- Track 4 Listen to the audio about the Impressionist artists that were previously read about and discussed. Then say: *I will play it a second time. Answer the questions.*
- Choose volunteers for each statement.  
**a. True b. False c. False d. False e. False f. True**

**ACTIVITY 4 Look at the art movements and put them in historical order on the timeline.**

- Say: *What a journey we have had through the art movements! Which was your favourite movement and why?* Listen to their answers.
- Say: *Before putting them in order could I have volunteers tell me what were the major characteristics in the movements below.*
- Say: *Now put the art movements in historical order.* Correct the answers by writing them on the board.  
Egyptian and Mesopotamian art; Medieval and Islamic art; Classical art; Gothic art; Renaissance art; Baroque and Modernism; Impressionism

# Express yourself

## Make a collage!

### Content objectives

- Make a landscape collage with recycled materials.
- Research famous Impressionist artists and art movements. (optional)
- Understand the value of artistic heritage. (optional)

### Communication

- Describe a landscape: *I have made a seascape.*
- Talk about a painter: *Monet's work was prolific.* (optional)
- Talk about museums: *These works are exhibited in museums.* (optional)

### Vocabulary

- Landscapes: rural landscape, seascape, urban landscape
- Art: collage, recycled materials
- Techniques: brushstroke, painting, pointillism (optional)

### Resources

- Craft video 

### Materials

- card, felt-tip pens, glue, recycled magazines, scissors
- (optional activity) computer, projector

### Key competence

#### Learning to learn

Describing and giving opinions about their peer's work develops students' observation skills, analytical thinking and encourages them to put their thoughts into words when they share them with the group.

### Make a collage!

#### MATERIALS

- card
- recycled magazines
- felt-tip pens
- scissors
- glue



Step 1: Draw a natural or urban landscape with simple outlined elements.



Step 3: Organise the pieces of paper on the picture combining different textures and colours.



#### DON'T FORGET TO WATCH THE VIDEO!



Step 2: Cut out coloured paper from recycled magazines and plan your composition.



Step 4: Paste them onto the picture to make your collage.

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### HOW TO START

Remind students about what they have learned in previous lessons. Ask: *Do you remember the main characteristics of Impressionist art? It uses colours and light in landscapes to capture sensation.*

Teach vocabulary related to landscapes. Draw a simple sea landscape on the board. Say: *Do you remember the name of this type of landscape? This is a seascape. What do we call a landscape of a city? A cityscape or an urban landscape.*

### ACTIVITIES: STEP-BY-STEP GUIDE

- Help students make a landscape collage following the steps.
  - Step 1: Students choose a type of landscape and draw a simple drawing on a piece of paper. Say: *Draw a rural, sea or urban landscape. Use simple outlined shapes, for example, mountains or trees.*
  - Step 2: Students choose and cut out pieces of printed paper from magazines or coloured paper from recycled materials. They plan how they are going to use these pieces of paper in their composition. Say: *Cut out coloured paper from recycled paper or magazines. Plan your composition first so you can choose the colours, shapes and sizes.*
  - Step 3: Students can organise them on the paper before they start the collage. Say: *Organise the pieces of paper on the pictures and colours combining different textures and colours.*
  - Step 4: Say: *Stick them onto the picture to make your collage.*
- Move around the class monitoring students' progress. Help those who are having difficulties. Praise their work. Say: *I like the way you have used orange here for the sun. Well done!*

**Picture dictionary**

**Techniques**

action painting    brushstrokes    pointillism    splatter painting    technical drawing

**Landscapes**

natural landscape    sea landscape    urban landscape    Impressionism

My work in unit 1 is

OK    good    excellent

twelve 12

### Key competence

#### Digital competence

Using the Internet to find information and refine searches for specific information helps students develop digital research skills.

#### Social and civic competences

Working in a team helps students learn skills related to the negotiation of roles, distribution of work and shared responsibility.

### Assessment opportunity

Assess groups in both the overall performance, and individually within the research and presentation parts of the task.

## OPTIONAL EXTRA LESSON HOW TO START

Use the Digital flashcards to review all the vocabulary of the unit. Say: *Let's revise the unit vocabulary.*

Say the words from the Picture dictionary, encouraging students to repeat the words after you: *Landscape, seascape, urban landscape.*

Give clues for students to find the words. Say: *You do it when you throw paint on a canvas.* (splatter painting) *When I go to the beach and I can draw one of these.* (seascape) *These artists used big brushstrokes and vibrant colours.* (Impressionism)

Show the students some examples of different works by Monet. Say: *Look at all these different works by Monet. Which one is your favourite? Why? I like the colours and the flowers.*

Show students some examples of museum exhibitions of Monet and other Impressionist painters. Say: *These are works by Impressionist artists. They are exhibited in museums all around the world. Have you ever seen one?*

## ACTIVITIES: STEP-BY-STEP GUIDE

- Describe the main task to the students. Say: *You are going to make a presentation about an Impressionist artist, their work and briefly about their life, too.*
- Divide students into groups of four or five. Say: *Each group chooses an Impressionist artist and finds information about them.*
- Students start working on their projects. Say: *After choosing an artist try to find interesting information about their work and life.*
- Students work collaboratively and prepare a computer presentation about their artist's work. Say: *Remember to choose pictures of paintings to show the class examples of their work.*
- When the groups are ready, encourage them to give a presentation in front of the class presenting their chosen artist. Say: *Each member of the group should present one aspect of the presentation.*

