**Розробка уроку в 10 класі**

**Тема уроку:** Стилі живопису

**Мета:** навчати учнів нових лексичних одиниць теми та практикувати у їх вживанні; удосконалювати навички усного ( монологічного та діалогічного) мовлення; розвивати навички аудіювання та читання; збагачувати кругозір учнів про захоплюючий світ мистецтва та живопису; виховувати культуру спілкування та розуміння високої цінності художнього мистецтва.

**Обладнання:** мультимедійна презентація, презентації учнів, роздавальний матеріал для роботи в групах (тексти для читання, діалоги).

**Тип уроку:** інтегрований урок з англійської мови та художньої культури.

***Хід уроку***

1. ***Introduction***
2. Greeting and aim

T: Read and say if you agree with the statement. Explain why (why not).

 “ A Picture is a Poem without Words”

 Horace

T: What are we going to talk about at our today’s lesson? Give your predictions.

(Today we are going to talk about a beautiful world of art and genres of painting)

1. Warm-up

T: Read the rhyme “On Painting” and practice the sounds [aɪ] and [eɪ]. Comment on the message the rhyme is conveying.

On Painting

Give an artist a pencil and he can draw.

Give him a brush and he can paint.

And his soul is bright

With a calm delight.

It’s done not in vein.

1. ***The Main Part of the Lesson***
2. A Conversation

T: What is the difference between a drawing and a painting?

* What is your favourite painting?
* Who is your favourite painter/artist?

 Name some of the Ukrainian painters. (Taras Shevchenko, Ilia Repin,

 Ivan Aivazovskyi, Serhiy Vasilkovskyi, Olexandr Murashko,

 Mykola Pymonenko)

* Do you agree that…

… art is indeed a great power, especially if it appeals to the heart and mind of a man, to his feelings and ideals and if it proclaims life?

…art is truthful only when it serves life, only when the artist hopes to arouse a warm response in the heart of a man?

* What makes people create works of art? (You can use the scheme to answer this question)

|  |  |
| --- | --- |
| The painter’s goal is | to view the life philosophicallyto pay attention to sthto raise the problems of the moralsto create a gallery of (satirical) portraitsto assert(відстоювати) the spiritual beauty of a manto show his/her personal observations (emotions, feelings)to present his/her personal vision of sth |

1. Watching the Students’ Projects
2. Pre-Watching Activity

T: What genres of painting do you know?

Remember from your Art Culture lessons.

* a portrait ✓ a cityscape
* a still life ✓ a battle picture
* a landscape ✓ a caricature
* a seascape (marine)
1. While-Watching Activity

T: Some of you were to prepare information about genres of painting. Please, present your works to the class.

1. Post-Watching Activity

T: Match the parts of the sentences. Key: 1c, 2a, 3f, 4b, 5e, 6d.

|  |  |
| --- | --- |
| 1. a fresco is
2. a seascape is
3. a still life is
4. a portrait is
5. a sitter is
6. a landscape is
 | 1. a painting or a photo of a scene at sea
2. a painting, drawing, or photo of a particular person
3. a picture that is painted on a plastered wall when the plaster is still wet
4. everything you can see when you look across an area of land, including hills, rivers, buildings, trees, and plants
5. a person who sits, especially for a portrait
6. a painting or drawing of an arrangement of objects such as flowers or fruit
 |

1. Presenting and Practicing Vocabulary
2. Presenting Vocabulary

T: Look through the list of new expressions:

**The Impressions of a Picture**

|  |  |
| --- | --- |
| **+** | **-** |
| * The picture evokes… feeling in me.
* It’s a masterpiece that stands the test of time.
* The painting is romantic (lyrical, appealing, powerful, original, outstanding, breathtaking).
* It’s an unsurpassed masterpiece.
* It’s a real breath of fresh air.
* It made me gasp.
 | * The painting is dull (false).
* It’s a colourless daub of painting.
* It’s no longer a picture in anything but name.
* It’s pretence of art.
 |

|  |  |  |
| --- | --- | --- |
| The painter portraitist | depictsdescribesportraysreflects | a group of peoplea beautiful womana ship in the waves of the seaan internal psychological and social drama |

1. Oral Practice

T: Look at the paintings and express your own impressions and feelings.

1. Group Work

T: You are divided into three groups. Each group will have a task.

***Group 1: Arrange the replies in the dialogue in the correct order. Then act the dialogue out in pairs.***

* You think so? (5)
* You see, colours and shades on your painting may pass into one another inconspicuously, gradually. Nevertheless the flash of this woman’s arms should be distinguished from the background but it melts into it. (4)
* Yes, but just look here! Add a couple of strokes and the picture shall be the focus of the exhibition. (6)
* Most likely. OK, I’ll try that. (7)
* How do you like my new painting, Liz? (1)
* If I were you, I’d make these lines more distinct, Pete. (2)
* But Lizzie, you ignore the fact that it’s not a drawing. It’s a painting! (3)

***Group 2: Read the text. Choose and circle the correct words in italics. Then write answers to the questions.***

**Impressionism**

Impressionism is a style or movement in *painting/literature* originating in France in the 1860s, characterized by showing the visual impression of the moment, especially in terms of the shifting effect of light and *sound/colour*.

The impressionist painters denied both the precise academic style and the emotional concerns of Romanticism, and their interest in objective representation, especially of *fresco/landscape*, was influenced by early photography. Impressionism met at first with *respect/scorn*, but soon became highly influential. Its chief *painters/composers* included Monet, Renoir, Pissarro, Cezanne, and Degas.

1. When did impressionism as a painting style appear?
2. What country did it originate in?
3. What is impressionism characterized by?
4. What did the impressionist painters deny?
5. Name some of the Impressionist painters.

***Group 3: Arrange the words in the sentences in the correct order. Then act the dialogue in pairs.***

* at/ Aivazovskyi/ this/ seascape/ Look/ by/ !/ do/ it/ you/ How/ find?

(Look at this seascape by Aivazovskyi! How do you find it?)

* realistically/ Wonderful,/ though/ is/ depicted/ I/ the boat’s rolling/ think/ that/ too.

(Wonderful, though I think that the boat’s rolling is depicted too realistically.)

* you/ “Too realistically”/ say/ ?/ undoubtedly/ the/ canvas/ strongest/ But/ that/ is/ of/ the/ point!

(You say “Too realistically”? But that is undoubtedly the strongest point of the canvas!)

* can/ tell/ You/ never/!/ high/ it/ seas/ that/ I/ It/ resembles(схоже)/ feel/ so/ much/ seasick/ I/ look/ each/ time/ at.

(You can never tell! It resembles each time I look at high sea I feel so much seasick)

1. ***Summarizing***

T: What have we discussed at today’s lesson?

 Was this information interesting for you?

 Have you learnt some new facts from Art Study unit?

1. ***Homework***

T: Learn new vocabulary.

 Tell about the genres of painting.

 Prepare a report about the styles of painting.