

## Leaving Certificate

# Art History

## Appreciation of Art and Design

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

|                              |   |  |
|------------------------------|---|--|
| <b>Levels</b>                | Students' English-language skills should be developed to <b>Level B1</b> during funded Language Support.<br>Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations. |  |
| <b>Language focus</b>        | Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.   |  |
| <b>Learning focus</b>        | Using Art History textbooks and accessing curriculum content and learning activities.   |  |
| <b>Acknowledgement</b>       | The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Appreciation and History of Art</i> by Aidan O'Sullivan.  |  |
| <b>Contents of this Unit</b> | Keywords<br>Vocabulary file<br>Activating students' knowledge<br>Focus on vocabulary<br>Focus on grammar<br>( <i>verbs, sentence order</i> )<br>Focus on reading<br>Focus on writing<br>( <i>making notes, writing a paragraph</i> )<br>Answer Key  | <b>Page</b><br>3<br>4,5,6<br>7<br>8,9,10<br>11<br>12,13,14,<br>15,16<br>17,18,19 |

## Using this unit

### Language support and mainstream subject class

The sections **Activating students' knowledge**, **Focus on vocabulary**, and **Focus on grammar** have been designed, in particular, for Language Support classes.

**Focus on reading** and **Focus on writing** are suitable for use in either Language Support or subject classes.

### Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

### Textbooks

This unit focuses on the sections *Appreciation of Art and Design* of the Leaving Certificate Art History curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

### Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each Unit studied.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

### Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

## Keywords

The list of keywords for this unit is as follows:

### Nouns

advertising  
appreciation  
architects  
art  
artifacts  
artist  
attention  
brushwork  
building  
camerawork  
century  
cinema  
colour  
composition  
consumer  
design  
designer  
display  
effects  
elements  
enjoyment  
environment  
exhibition  
fabrics  
fashion  
film  
gallery  
identity  
images  
landscape  
layout  
lettering

lighting  
materials  
museum  
music  
objects  
painting  
photography  
public  
range  
sculpture  
shape  
sketch  
space  
style  
surroundings  
taste  
technology  
viewer  
work

### Verbs

to design

### Adjectives

biographical  
different  
graphic  
interpretative  
receding  
visual

Vocabulary file for the topic  
**Appreciation of Art and Design**

| <b>Word</b>              | <b>Meaning</b> | <b>Page(s) in my textbook</b> | <b>Note</b> |
|--------------------------|----------------|-------------------------------|-------------|
| work of art              |                |                               |             |
| paintings                |                |                               |             |
| sculptures               |                |                               |             |
| in the original          |                |                               |             |
| biographical information |                |                               |             |
| background (information) |                |                               |             |
| movements (in art)       |                |                               |             |
| proportions              |                |                               |             |
| handling of materials    |                |                               |             |
| context                  |                |                               |             |



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**Leaving Certificate ART HISTORY: Appreciation of Art and Design**

| <b>Word</b>     | <b>Meaning</b> | <b>Page(s) in my textbook</b> | <b>Note</b> |
|-----------------|----------------|-------------------------------|-------------|
| composition     |                |                               |             |
| line            |                |                               |             |
| tone and colour |                |                               |             |
| lens art        |                |                               |             |
| abstract        |                |                               |             |
| surreal         |                |                               |             |
| expressionist   |                |                               |             |
| camerawork      |                |                               |             |
| special effects |                |                               |             |
| architecture    |                |                               |             |



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**Leaving Certificate ART HISTORY: Appreciation of Art and Design**

| <b>Word</b>       | <b>Meaning</b> | <b>Page(s) in my textbook</b> | <b>Note</b> |
|-------------------|----------------|-------------------------------|-------------|
| product design    |                |                               |             |
| industrial design |                |                               |             |
| advertising       |                |                               |             |
| fashion design    |                |                               |             |
| graphic design    |                |                               |             |
| symbols           |                |                               |             |
| images            |                |                               |             |
| company identity  |                |                               |             |
| logo              |                |                               |             |
| interior design   |                |                               |             |



## Introduction

### Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**Art in our daily lives**  
**Enjoying art and design**  
**Design in advertising**  
**Well-known designs**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: B1  
 Individual / pair

## Focus on vocabulary

### 1. Wordbuilding

Complete as much of the grid as possible. There **may not** be words for every space.  
 Use your dictionary or textbook if necessary.

| Noun – object /<br>action /situation | Person / people | Adjective | Verb(s)<br>1) verb form of the noun<br>2) verb typically used<br>with this noun |
|--------------------------------------|-----------------|-----------|---|
| design                               |                 |           |   |
| art                                  |                 |           |   |
| sculpture                            |                 |           |   |
| painting                             |                 |           |   |

### 2. Vocabulary in use

Write a short sentence using each of the following words. Check your text book or dictionary if you are not sure.

sculpture

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artist

---

designer

---

cameraman

---

logo

---





### 3. Matching

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

| Column A                 | Column B  |
|--------------------------|---|
| monetary value           | photography, cinema and video (using the camera lens)                 |
| taste in art             | not using the usual or accepted way of doing something                |
| popular culture          | appreciation or liking for a style of art                             |
| contextual information   | the amount of money that can be received for something.               |
| to break with convention | art, music, film, literature etc. that is enjoyed by ordinary people. |
| lens art                 | information about the situation at a particular time or place         |



### 4. Missing words

The following sentences are taken from your textbooks. The key words are missing. First, check that you understand the meanings of the key words in the box below, then read the sentences and fill in the gaps.

- A \_\_\_\_\_ is designed to display art and artifacts so that visitors can appreciate them.
- The \_\_\_\_\_ of a gallery or museum influences how a collection is seen by the public.
- Layout and \_\_\_\_\_ are important elements in displaying material.
- \_\_\_\_\_ is a crucial element in the final appearance of a film.
- Roadside \_\_\_\_\_ are included in the plans of roads and motorways.
- Good \_\_\_\_\_ design improves the sales of products.
- We see examples of \_\_\_\_\_ design in all communication media.

|          |            |            |            |
|----------|------------|------------|------------|
| lighting | graphic    | sculptures | industrial |
| curator  | camerawork | gallery    |            |

## 5. Identifying vocabulary

Circle the words or terms in the box that relate to art and design. Look through your textbook if you are not sure.

|          |          |              |           |           |
|----------|----------|--------------|-----------|-----------|
| utensils |          | design brief |           | heat      |
| posters  | clean    | line         | close-ups | programme |
|          | tone     | speaker      | prices    | news      |
| nature   |          | canvas       | designer  | carved    |
|          | school   |              |           |           |
| pattern  |          | brushwork    | health    | images    |
|          | property |              |           | colour    |

## 6. Completing sentences

Choose the best word or phrase to complete the sentences below. Put a), b) or c) in the space. Check your textbook if you are not sure.

- It is important to approach art and design with an \_\_\_\_\_ mind.  
a) lazy                                      b) big                                      c) open
- You should look at the size and \_\_\_\_\_ of the work you are studying.  
a) proportions                              b) direction                              c) bottom
- Colour and \_\_\_\_\_ are used to create depth.  
a) tone                                      b) people                                      c) clouds
- Different types of exhibitions require different \_\_\_\_\_.  
a) museums                                      b) layouts                                      c) galleries
- The \_\_\_\_\_ of a film helps create atmosphere.  
a) length                                      b) soundtrack                                      c) colour
- The \_\_\_\_\_ decides on camera angles and the movement of actors.  
a) actress                                      b) director                                      c) film star

Level: B1  
Individual / pair

## Focus on grammar

### 7. Verbs

Use the verbs in the brackets to complete this text. When the verb is in the passive form, this is indicated in the brackets.

Remember, when you are describing something you often use the present tense.

**Note:** The passive form is made by using the verb **to be** with the past participle of the active verb.

The National Museum of Ireland \_\_\_\_\_ (to house) examples of a number of different ways of displaying artifacts. Some of the Victorian glass cases \_\_\_\_\_ (to be) still in use. Objects of similar date or style \_\_\_\_\_ (to identify – *passive*) by little tags and \_\_\_\_\_ (to group – *passive*) in large numbers. In another area Bronze Age gold \_\_\_\_\_ (to display – *passive*) with fewer pieces and more information. Careful lighting and background materials \_\_\_\_\_ (to create) an environment which \_\_\_\_\_ (to show) the objects to greatest advantage. The Egyptian Room \_\_\_\_\_ (to create) a walk-through history of ancient Egypt with subdued lighting and carefully arranged material. The quiet darkened space \_\_\_\_\_ (to cut off) the visitor from the distractions of the rest of the museum, allowing him/her \_\_\_\_\_ (to concentrate) on the beautiful artifacts on display.

### 8. Sentence order

Put the words in the correct order to form sentences. All the sentences are about the appreciation of art and design.

1) art a work of be seen should in original the

---

2) guides taste individual our in preferences art

---

3) and colour tone are jointly to used form create depth and

---

4) is identity important competitive company in a world

---

5) now photography established an is art form

---

Level: B1 / B2  
Individual / pair

## Focus on reading

### 9. Reading for the main idea

It is not always necessary to read through every sentence and paragraph of text. Nor do you have to understand every single word. However, It is important to read with a purpose.

1. In this exercise you must read each paragraph (taken from your textbook) to decide on the main idea of that paragraph.
2. Then write **a phrase** on the blank line which **summarises** the topic of the paragraph.

You should **try** to read quickly, without stopping to check every word. However, sometimes it is necessary to read with more focus when the topic is not immediately clear.

a) Topic: \_\_\_\_\_

Individual taste guides our preferences in art just as it does in music or fashion, and as our tastes in music and fashion change and develop so do our tastes in art. Different times and societies dictate taste in art. What is acceptable in one generation or society may be rejected by the next.

b) Topic: \_\_\_\_\_

The composition and structure of the painting also break with convention. Traditional composition divided pictures into geometric shapes or movements, whereas Cézanne draws our attention back into space and then returns forward through his use of line, tone and colour.

c) Topic: \_\_\_\_\_

Photographs made as art can look very different from the photographs we are used to seeing as illustrations in newspapers, magazines or advertisements. Art photography may be abstract, surreal or impressionist depending on the intentions of the photographer. Many of the criteria used to examine paintings can also be used in relation to photographs.

d) Topic: \_\_\_\_\_

Videos made to promote music have become an art form in their own right. Images are photographed and combined with newly released music to produce music videos. A number of television stations specialise in showing music videos, most of which only last three or four minutes, so the challenge for the director is to provide images that will increase interest in the music.

e) Topic: \_\_\_\_\_

Fitting large buildings into the rural environment is always a problem. The Office of Public Works have constructed a number of interpretative centres in sensitive rural areas to help visitors interpret the landscape and places of historical and environmental interest.

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## **10. Reading for specific information**

Read the following extracts from your textbook. Don't read slowly though every word and sentence.

Read the questions first

Read the text in order to find the answers.

Underline the key sentences when you have found the answers.

**Tip:** It's a good idea to time yourself so that you learn how to find important information quickly.

### **a) The Céide Fields Interpretative Centre**

#### **Questions:**

1. Where is the Céide Fields Interpretative Centre ?
2. What does the building interpret?
3. What shape is the building?
4. What materials are used in the building?

The Céide Fields Interpretative Centre in north Mayo is quite a different solution to a similar problem. The building was designed to interpret the large Stone Age settlement that had been found under the blanket bog – the largest area of ancient stone walls discovered in Europe. Mary McKenna, the project architect for the Office of Public Works, designed a pyramid in stone, steel and glass which projects from the surface of the bog and makes a strong statement of man's presence in this otherwise empty coastal landscape.

### **b) Art appreciation**

#### **Questions:**

1. What is the best way to see a work of art?
2. What may be lost if an image is seen in a book or film?
3. How can sculptures in reality differ from images in pictures?

For a proper appreciation, a work of art should be seen in the original. Images in books or on film or video have been translated through another medium, so the real colour, texture or size of the object may be lost. It is important, therefore, to see some works firsthand so that the full range of artistic expression can be appreciated. Paintings and sculptures are often more loosely and ruggedly finished in reality than they appear in books, which can be encouraging for people who wish to make art themselves.

**11. Reading comprehension**

**Read the text carefully and find the correct statements below. There is one correct answer for each question. Circle the correct answer.**

**Video**

Video making is a process closely related to film, but the differences in technology create their own problems and opportunities. Video is photographed for the television screen, which is smaller than the cinema screen and thus demands a more intimate but less detailed image.

Work videoed for television needs a constantly changing image to keep the attention of the audience who are in their own homes surrounded by alternative attractions and interests. This attention-getting imagery is at its most intense in advertisements which may only last thirty or forty seconds and have to tell a story or make a statement in that short time. It can be instructive to study advertisements and see how different ideas and concepts are delivered. Humour, drama, special effects, puzzles and borrowed images are all used to grab the attention of the viewer. Television advertising is often backed up by posters, newspaper and magazine advertising and point of sale display.

- 1) Videos are made specifically for  
a) music.                      b) the cinema.                      c) television.
- 2) It is important in videos that the image  
a) is colourful.                      b) changes constantly.                      c) has music.
- 3) The audience for videos  
a) is children.    b) has other possible distractions.    c) likes advertisements.
- 4) Advertisements must  
a) get attention.                      b) take a long time.                      c) be colourful.
- 5) Television advertising is often  
a) instructive.                      b) long.                      c) backed up.

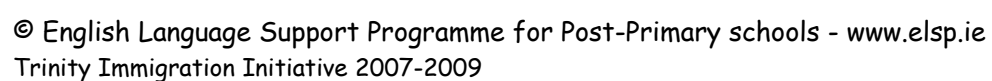


## Leaving Certificate ART HISTORY: Appreciation of Art and Design

## Focus on writing

Read the text on *Video* again. Find all the key points related to videos that appear in this piece of text. Write them into the box below.

| Videos     |
|------------|
| Key points |





### 13. Writing a paragraph

#### Remember!

- A paragraph is a unit of information unified by a central controlling idea.
- Paragraphs should focus on one piece of information.
- The main idea in a paragraph is often expressed in one particular sentence (called the topic sentence). This sentence is usually at the beginning of a paragraph, but can come at the end or even in the middle.
- It is important to organise the information logically in a paragraph.

a) Write a paragraph on ***The Design of my Textbook.***

Use one of your textbooks. Examine the design of the cover of your book and write a paragraph to describe it.

Include a sentence about each of the following points.

- How is the cover laid out?
- Are there photographs, diagrams, images etc.?
- How is the title designed – colour, size, font?
- What about your taste? Do you like this cover?

### Answer Key

#### Focus on vocabulary

#### 1. Wordbuilding

| Noun – object / action / situation | Person / people | Adjective                                   | Verb(s)<br>1) verb form of the noun<br>2) verb typically used with this noun |
|------------------------------------|-----------------|---|--|
| design                             | designer        | designer (used for clothes and accessories) | to design  |
| art                                | artist          | artistic                                    | to draw<br>to paint  |
| sculpture                          | sculptor        | sculpted                                    | to sculpt  |
| painting                           | painter/artist  | painted                                     | to paint   |

#### 3. Matching

| Column A                 | Column B  |
|--------------------------|---|
| monetary value           | the amount of money that can be received for something.               |
| taste in art             | appreciation or liking for a style of art                             |
| popular culture          | art, music, film, literature etc. that is enjoyed by ordinary people. |
| contextual information   | information about the situation at a particular time or place         |
| to break with convention | not using the usual or accepted way of doing something                |
| lens art                 | photography, cinema and video (using the camera lens)                 |

#### 4. Missing words

- A **gallery** is designed to display art and artifacts so that visitors can appreciate them.
- The **curator** of a gallery or museum influences how a collection is seen by the public.
- Layout and **lighting** are important elements in displaying material.
- Camerawork** is a crucial element in the final appearance of a film.
- Roadside **sculptures** are included in the plans of roads and motorways.
- Good **industrial** design improves the sales of products.
- We see examples of **graphic** design in all communication media.

### 5. Identifying vocabulary

Circle the words or terms in the box that relate to art and design. Look through your textbook if you are not sure.

|          |          |              |           |           |
|----------|----------|--------------|-----------|-----------|
| utensils |          | design brief |           | heat      |
| posters  | clean    | line         | close-ups | programme |
|          | tone     | speaker      | prices    | news      |
| nature   |          | canvas       | designer  | carved    |
|          | school   |              |           |           |
| pattern  |          | brushwork    | health    | images    |
|          | property |              |           | colour    |

### 6. Completing sentences

1. c)
2. a)
3. a)
4. b)
5. b)
6. b)

## Focus on Grammar

### 7. Verbs

The National Museum of Ireland **houses** examples of a number of different ways of displaying artifacts. Some of the Victorian glass cases **are** still in use. Objects of similar date or style **are identified** by little tags and (are) **grouped** in large numbers. In another area Bronze Age gold **is displayed** with fewer pieces and more information. Careful lighting and background materials **create** an environment which **shows** the objects to greatest advantage. The Egyptian Room **creates** a walk-through history of ancient Egypt with subdued lighting and carefully arranged material. The quiet darkened space **cuts off** the visitor from the distractions of the rest of the museum, allowing him/her **to concentrate** on the beautiful artifacts on display.

### 8. Sentence order

- 1) A work of art should be seen in the original.
- 2) Individual taste guides our preferences in art.
- 3) Tone and colour are used jointly to create depth and form.
- 4) Company identity is important in a competitive world.
- 5) Photography is now an established art form.

### Focus on Reading

#### 9. Reading for the main idea

Suggested answers:

- a) How taste changes and develops/How we develop our taste in art, music and fashion.
- b) How Cézanne uses line, tone and colour.
- c) The difference between photographs and art photography.
- d) Music videos are an art form/ It is challenging to provide suitable images for music videos.
- e) Designing buildings for sensitive rural areas.

#### 10. Reading for specific information

##### a) The Céide Fields Interpretative Centre

The Céide Fields Interpretative Centre in <sup>1</sup>north Mayo is quite a different solution to a similar problem. The building was designed to interpret the <sup>2</sup>large Stone Age settlement that had been found under the blanket bog – the largest area of ancient stone walls discovered in Europe. Mary McKenna, the project architect for the Office of Public Works, designed <sup>3</sup>a pyramid in <sup>4</sup>stone, steel and glass which projects from the surface of the bog and makes a strong statement of man's presence in this otherwise empty coastal landscape.

##### b) Art appreciation

For a proper appreciation, a work of art should be seen <sup>1</sup>in the original. Images in books or on film or video have been translated through another medium, so <sup>2</sup>the real colour, texture or size of the object may be lost. It is important, therefore, to see some works firsthand so that the full range of artistic expression can be appreciated. Paintings and sculptures are <sup>3</sup>often more loosely and ruggedly finished in reality than they appear in books, which can be encouraging for people who wish to make art themselves.

#### 11. Reading comprehension - Video

- 1. c)
- 2. b)
- 3. b)
- 4. a)
- 5. c)

### Focus on Writing

#### 12. Making notes - Possible answers:

Made for television  
More intimate / less detailed image  
Constantly changing image  
Attention-getting  
Advertisements – very short (30 or 40 seconds)  
use different ways to get the message across