



MISSION LV 06

DAY 3: Thursday, April 7th

- Choisir un tableau parmi les 3 oeuvres proposées ci dessous



Frederick George Cotman One of the Family, 1880



David Hockney, Garrowby hill, 1998



William Turner, Bateaux Hollandais dans la tempête, 1801

- Le décrire collectivement d'abord en français puis progressivement en anglais
- Utiliser le vocabulaire des champs lexicaux requis et proposer des phrases simples en s'appuyant sur les éléments de langage et les repères de progressivité ci-dessous.
- Elaborer collectivement une trame de description de l'oeuvre (mots clé et phrases inscrites au tableau)



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- Mémoriser d'abord collectivement puis individuellement certains mots, certaines phrases, et les noms des artistes ainsi que les œuvres décrites
- S'entraîner à une première prise de parole continue en binômes ou en petits groupes.
- Mettre en scène cette prise de parole devant le groupe classe

Champs lexicaux

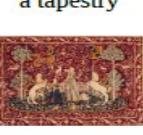
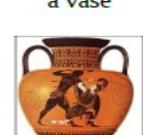
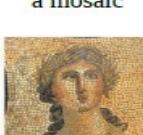
- **Shapes:** square, rectangle, circle, triangle, line, Chinese signs...
- **Colours:** velvet, brown...dark, light, pale... a soft light, blurred (flou), hazy (brumeux)
- **Characters:** man, woman, prince, king, princess, boy, girl, family, brother, sister, baby...
- **Landscape and scenery depiction** (représentation) : different points of view, different framings, different colours, different plans, sky line (ligne d'horizon) frame, tube, Watercolour painting, Seascape (marine sans bateau), a marine (marine avec bateau), horizon (l'horizon), lighthouse, hill, house, ship, sail, sea, ocean, storm, waves, cloud, dog
- **Clothes:** dress, bathrobe, kimono, scarf, shoes, hat, suit (costume), a long dress, a hat with feathers, a stole (une étole)
- **Portraits:** a full-face portrait, a profile portrait, a three-quarter portrait, a full portrait (en pied), a head and shoulders portrait (en buste) ...
- **Objects:** chair, table, carpet, door, house, table...furniture, leaf, leaves (feuille/feuilles), basket, ledge (corniche, rebord), flacon (pichet), Still life (nature morte), pewter(étain), fruit (apple, pineapple, grapes, melon, pear, cherry (rries) ...
- **Adjectives:** small, tall, thin, big, young, old, serious, nice, beautiful, ugly, ...
- **Feelings:** angry, sad, proud, happy, surprised, scared, ...
- **Positions:** on the right/left, at the top, in the bottom, in the background, on the foreground, next to, between behind, in front of...
- **Expression of opinion:** I feel, I think, I chose, I don't understand, I like/don't like, I agree with you/don't agree with you...
- **Actions and description:** I can see, there is/are, standing, sitting, sleeping, smiling, looking....
This artwork is a watercolour on paper.
It's a seascape.
I see a dog on the beach.
I see a lighthouse on the hill. There is a house next to the lighthouse.



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Lexicon of arts

Works of art

a painting 	a sculpture 	a drawing 	a photograph (= photo) 	a bronze 	a bust 
une peinture	une sculpture	un dessin	une photographie	un bronze	un buste
a charcoal drawing 	a pencil drawing 	an engraving 	a print 	a water-colour 	a fresco 
un dessin au fusain	un dessin au crayons de couleurs	une gravure	une estampe	une aquarelle	une fresque
a landscape 	a seascape 	a still life 	a nude 	a portrait 	head-and-shoulders portrait 
un paysage	une marine	une nature morte	un nu	un portrait	un portrait en buste
a self-portrait 	a full portrait 	a tapestry 	a vase 	a mosaic 	
un auto-portrait	un portrait en pied	une tapisserie	un vase	une mosaïque	

Repères de progressivité et éléments de langage

A1	Exemples d'éléments de langage
L'élève est capable de - S'appuyer sur les indices visuels pour identifier la nature du document et le thème central du support et pour comprendre partiellement la description physique des personnages	<i>All the pictures show a family / The artist shows families In the picture, we can see a mother, a little girl a boy and a baby The members of the family Dark clothes, bright colours, dull atmosphere Dirty clothes, a brown dress with a hole in Holding the baby in her arms, sitting down in the street, standing next to Some people in the street An umbrella, a basket of flowers</i>
L'élève est capable de - Repérer des informations isolées, ou répétées plusieurs fois - Comprendre l'atmosphère générale	<i>She looks unhappy, miserable The family is in difficulty, no money for food, love, sadness They look sad, feel sorry for... The general atmosphere, in the rain</i>
L'élève est capable de - Reconnaître quelques références culturelles visibles : rôle des couleurs et lien entre couleur et atmosphère	<i>The colours of the painting are all dark except... Bright colours, symbol of hope and love His clothes are dirty Dirty clothes, a brown dress with a hole in A long, black skirt, a brown cape, a black hat...</i>



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A2	Exemples progressifs d'éléments de langage			
L'élève est capable de donner des informations factuelles sur l'œuvre d'art présentée : titre, genre, origine, thème voire éventuellement courant auquel l'œuvre appartient	<i>The title is... The painter is... I see a family I see three children...</i>	<i>I can see families and people. The mother is wearing a long ribbon. The father is sitting on a sofa... There is a cat on the chair...</i>	<i>The title is The artist is Norman Rockwell. No, it's not a photo! It's a painting! I can see it at.... The daughters are happy. They are playing on the carpet. In the foreground, in the background we can see... The boy is standing next to, The mother is holding the baby in her arms...</i>	<i>This painting is from Norman Rockwell and we can see it at the Chicago museum. It's about families / children / people. This painting shows children playing on the floor The children are standing next to the parents The man and the woman are drinking and sitting at the table. The mother is sitting on an orange chair. She is tall and she is wearing a long grey dress with a white collar. In the background, there is a red curtain and there are flowers... In the foreground, in the background we can see... The boy is standing next to, The mother is holding the baby in her arms...</i>
A2				
L'élève est capable de répondre aux questions posées en utilisant un vocabulaire limité et des structures grammaticales simples Il fournit des renseignements précis sur l'œuvre étudiée. (titre, genre, origine, courant artistique auquel l'œuvre appartient)				
<i>This painting is from Norman Rockwell It's about families / children / people. This painting shows children playing on the floor The children are standing next to the parents The man and the woman are drinking and sitting at the table. The mother is sitting on an orange chair. She is tall and she is wearing a long grey dress with a white collar. In the background, there is a red curtain and there are flowers...</i>				
L'élève est capable de donner, clarifier son opinion, réexpliquer un choix				
<i>I like this painting because it's funny / colourful / beautiful... I don't like it because It's sad / the atmosphere is sad...</i>				
L'élève est capable d'exprimer son accord ou son désaccord				
<i>I agree with you I don't agree with you! I can't agree with you! Nonsense! I don't think so.</i>				