

Skills:

Can understand in detail the arguments presented in demanding television broadcasts; can give elaborate descriptions.

Adults / teens

Group

**1 Discuss the following questions in pairs:**

1. What type of art (visual, literary etc.) do you prefer and why?
2. Have you ever experienced a work of art through touch? How did it make you feel?

2 Check out the words from the glossary. Make sure you understand them. Watch the video and complete the summary. Check it with your partner.

- Tomas Boos and his wife came up with the idea of _____(1).
- They started with the Mona Lisa, _____(2).
- The experience of _____(3).
- _____(4), both found the experience amazing and revealing.
- Both Blake and Kela are students in Tomas's sculpture class at Invision, _____(5).
- Invision aims to provide _____(6), building a lasting impact.
- This initiative promotes _____(7) and opens up _____(8).

🔦 Glossary:

- **to cast in bronze** - to make a sculpture by pouring molten bronze into a mold.
- **painstaking work** - a task that requires great care and effort to complete.
- **visually impaired** - having difficulty seeing, but not completely blind.
- **embroidery** - the art of decorating fabric with needle and thread.

3 Discuss in pairs:

- How do you think art can be made more inclusive for the blind and visually impaired?
- In what ways can technology be utilized to make visual art more accessible for those with visual impairments?

4 Do you agree with Mark's comment? Provide a couple of arguments and examples supporting your point of view.

I'm not sure if I agree with making tactile versions of famous paintings. These paintings were meant to be seen, not felt. Plus, I feel like the details and colors of the original paintings may be lost in these tactile versions.

5 In pairs, define the words in bold in turns (based on the context).

1. The painting was full of **vivid** details, from the brushstrokes to the shading used.
2. The **striking** contrast between the bright blue sky and the dark green trees caught his attention.
3. The artist used **subtle** shading techniques to create a sense of depth in the painting.
4. The bold colors used in the abstract painting **caught my eye** immediately.
5. The **smooth brushstrokes** and blending of colors gave the painting a peaceful feel.

6. I could feel the texture of the **bumpy** paint on the canvas as I ran my hand across it.
7. The artist used a **solid** gray background to make the foreground pop.
8. The light reflected off the **shimmering** gold leaf used in the background of the painting.
9. The **blurry** city skyline in the background added depth to the main focus of the painting.
10. The figure standing in the **foreground** of the painting was the first thing I noticed.

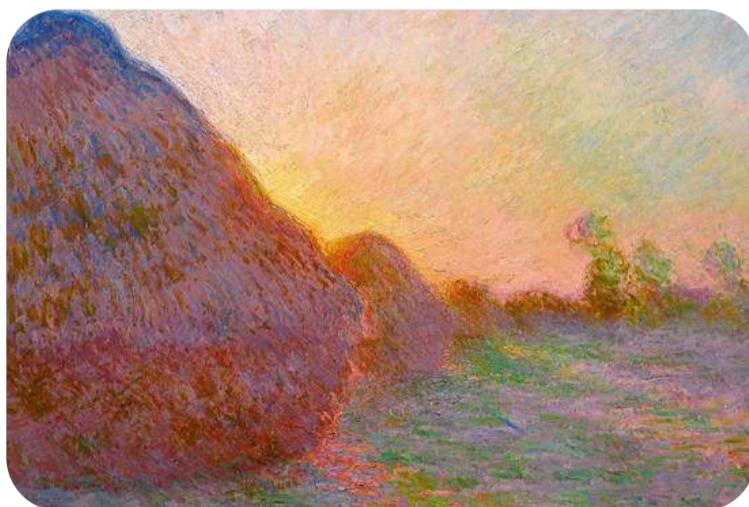
6 Fill in the gaps in the sentences describing artworks with the words from the previous exercise. Check in pairs.

- The figure in the _____(1) of the painting drew all attention, dominating the composition.
- The landscape behind the Mona Lisa is intentionally _____(2), drawing the viewer's focus to her mysterious look.
- The _____(3) texture of the haystacks in Monet's series of paintings added depth to the fields.
- The artwork at the museum was incredibly _____(4), with colors that practically jumped off the canvas.
- The _____(5) structure of the metal sculpture gave it a sense of strength and stability.
- The _____(6) gold accents on the painting gave it an air of luxury.
- The _____(7) contrast between light and dark in Picasso's work makes his cubist pieces truly unique.
- The _____(8) use of different shades of blue gives Degas' ballerina a sense of movement.
- The artist carefully applied smooth _____(9) to give the still life a realistic quality.
- Among the multitude of paintings, one particular piece _____(10) and I couldn't look away.

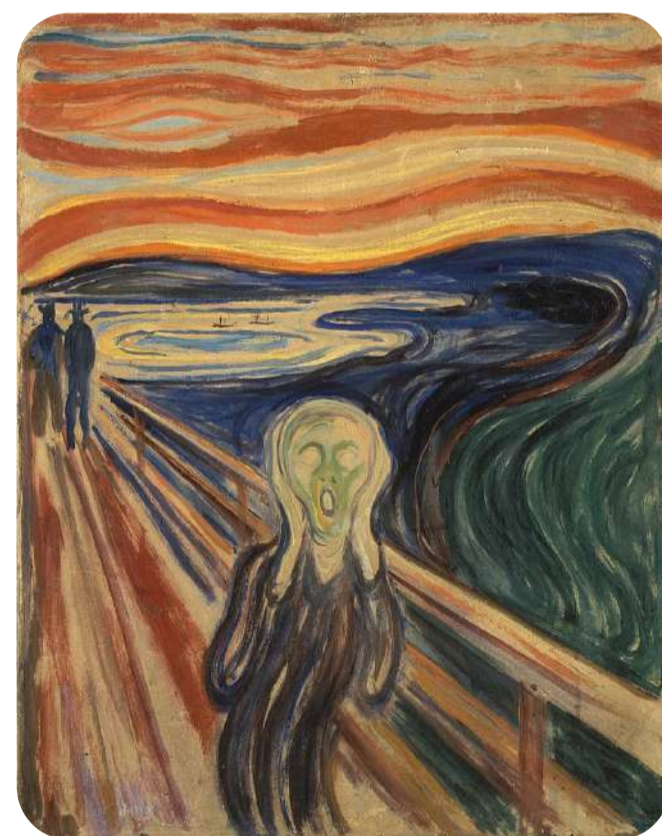
7 Work in pairs. Choose one of the pictures suggested. Come up with a description of the artwork using vivid language and recreating its atmosphere in words (but don't name the objects in the picture). Share your description with your partner. Have your partner guess which artwork is being described.



S. Dali, The Elephants, 1948



C. Monet, Meules, 1890



E. Munch, The Scream, 1893



W. Kandinsky, Swinging, 1925



P. Picasso, The Old Guitarist, 1903



V. Van Gogh, A Wheatfield with Cypresses, 1889

Correct answers

Teacher tip

Most of the exercises in the lesson are supposed to be done in pairs. It is recommended that they form different pairs for each exercise.

1 Created in the “Discussion Questions” tool.

2 Created in the “Summary GapFill”. The glossary is made in “Audio/Video to Text” + “Fill in the Gap” + “Word-Definition Matching”.

Correct answers:

1. reimagining iconic works of art for the Blind and Visually Impaired
2. sculpting it in clay and casting it in bronze
3. touching the sculpture allowed blind individuals to see the artwork through their fingertips
4. Blake Lindsay, who has been blind since infancy, and Kela Alonzo, who lost her sight at 12
5. a nonprofit focused on creating opportunities for the blind
6. art and life lessons for the blind
7. inclusivity in art
8. a whole new world for the blind and visually impaired

3 Created in the “Warm-Up Discussion Questions” tool.

4 Created in the “Four Opinions” tool.

5 Created in the “Sentences with Target Vocabulary” tool.

6 Created in the “Sentences with Target Vocabulary” + “Fill in the Gap” tools.

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|---------------|-------------------|
| 1. foreground | 6. shimmering |
| 2. blurry | 7. striking |
| 3. bumpy | 8. subtle |
| 4. vivid | 9. brushstrokes |
| 5. solid | 10. caught my eye |

7 The idea was generated in “Lead-in Activities”.