



Today, we will be better able to:



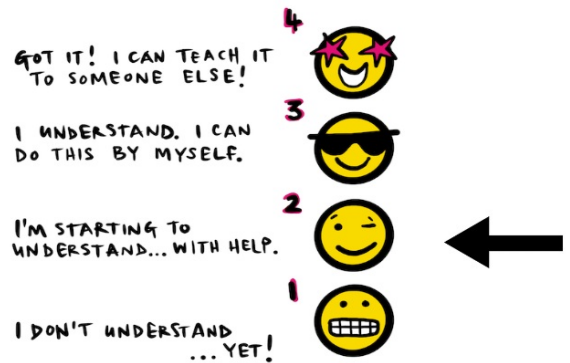
to inspire speaking and writing tasks use artwork and text
and to create art



meaning-focused and creative are both
understand how these tasks



in the EFL classroom the language of art and literature
get students using





Art is in the buildings and landscapes that surround us, the clothes we wear, the furniture in our homes, and how we arrange the food on our plates! But it is rare to see art, especially visual art, in course books and in language classrooms.





HPB!



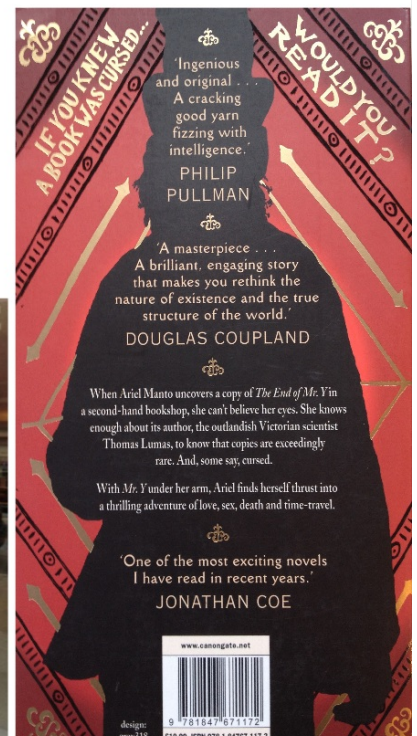
THX!



XOXOX



Text, on the other hand, fills our coursebooks and lesson materials, but rarely in an authentic or creative way. In real life, we are surrounded by text; on milk cartons, coffee cups, menus, adverts, novels, poems, text messages, graffiti and art work.....





Why should we use visual art and authentic texts in the EFL classroom?

They are excellent for:

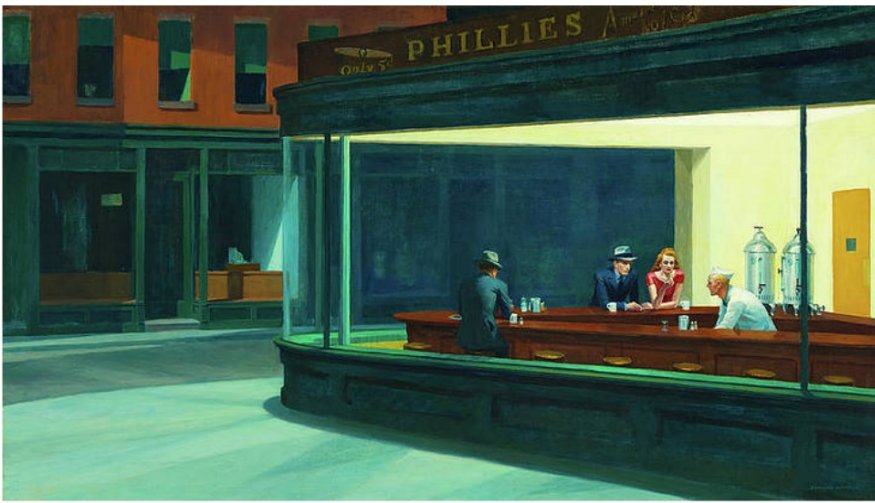
- developing lower and higher-order thinking skills
- can be used as a prompt for intelligent questioning
- interpreting, criticising and relating to the world around us
- exploring history, geography, politics, society, culture, identity, philosophy etc.....
- generating a language of their own through subject-specific vocabulary (language for art and language for literature)
- providing a springboard for students to generate their own artwork and their own texts



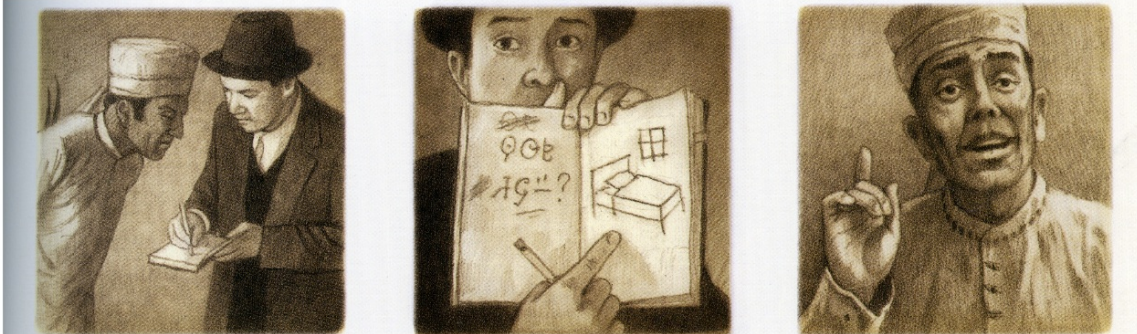
And despite common beliefs, you don't need to be an artist or writer (or artistically minded) to help students to make the most of art and text in the language classroom.



Speaking from images



Nighthawk, Edward Hopper, 1945



From *The Arrival*, Shaun Tan, 2006



Slinkachu



Vivian Maier, 1954





Preparation:

Let the students (in pairs) visit each image and decide who they are, where they are, and what's happening.

They visit each image again, and write what the people are saying.



No! Don't do it!

Do you want a hand?

I've just had enough of it!

What are you doing?!

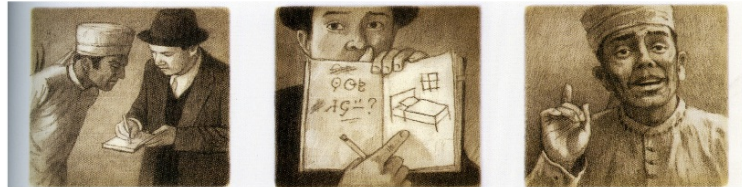


Task



You are the actors from the pictures. Get into the position.

The director has shouted 'ACTION' and you need to continue the conversation.





A meaningful task



Is it **engaging**?

Is the focus on **meaning** rather than form?

Is the focus on **task completion**?

Is it something the students can do in **real life**?

A creative task

Is there **creative, personalised** output?

Are there some constraints? (**content/ structural/linguistic**)

Is there an element of **problem-solving**? Is there **more than one solution**?

Can the students **apply this outside the classroom**?





Creating Art

1. Students (in pairs) take selfies of themselves x 6 in a continuous story - they must be talking to each other in each photo.
2. They print them and put them together in sequence and give to another pair of students.
3. They then create a dialogue from the photos and add speech bubbles (cut out paper) and stick onto the photos. Like a comic or graphic novel.
4. They can display them on the wall for other students to see.



Did you eat
my
chocolate?!



Speaking from text

Every summer, Lin Kong returned to Goose Village to divorce his wife, Shuyu.

***Waiting* by Han Jin**

Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.

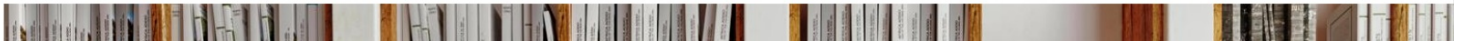
***One Hundred Years Of Solitude* by Gabriel García Márquez**

'Take my camel, dear,' said Aunt Dot, as she climbed down from this animal on her return from High Mass.

***The Towers of Trebizond* by Rose Macaulay**

I write this sitting in the kitchen sink.

***I Capture the Castle* by Dodie Smith**





Preparation

Let the students read each novel opener and decide what they think is happening and who the characters are.

Get them to imagine that the character is going to phone a friend to tell them what's going on. What is the first thing the character will say?



I've gotta go back to Goose Village to divorce her....AGAIN!

Remember that time that Dad took me to see ice?

Of course, you can borrow my camel.

I'm stuck in the kitchen sink!



You're Lin Kong and you accidentally dial the wrong number. You start the conversation by saying 'I've gotta go back to Goose Village to divorce her again!'

You're Aureliano and you accidentally dial the wrong number. You start the conversation by saying 'remember that time Dad took me to see the ice?'

You're Aunt Dot and you accidentally dial the wrong number. You start the conversation by saying 'you can borrow my camel.'

You receive an intriguing phone call from an unknown number. You're a little bored this afternoon, and decide to just go with it and find out more.





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Creating text

Students replicate this as a text conversation (on their phones or on paper).

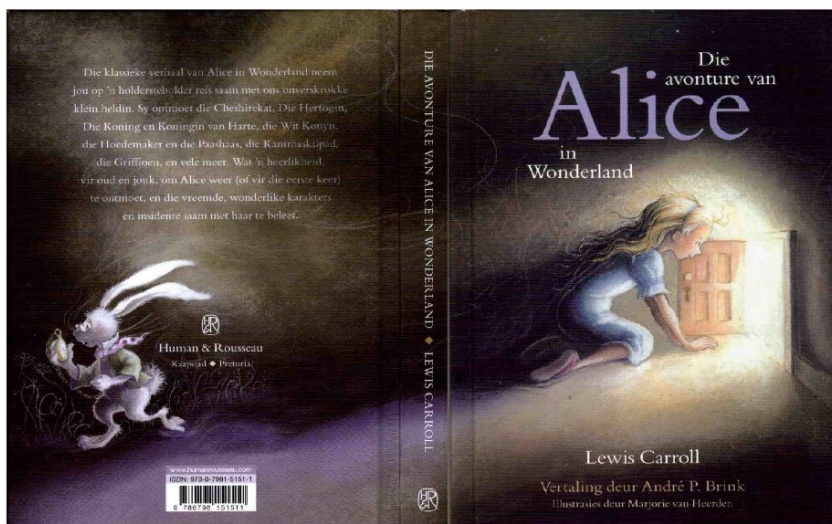
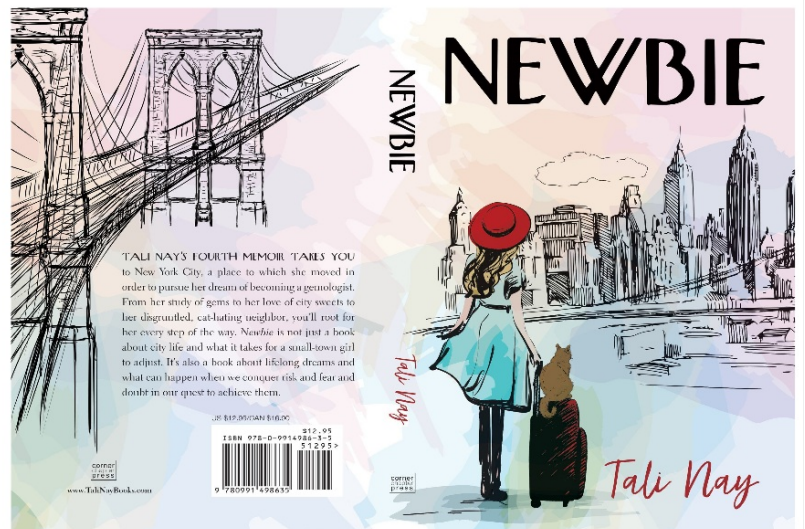
Students write a short description of what happens next in the story and then read the original and see what's similar/different.

Creating art

Students create some freeze frames of a series of actions in the story and photograph each other doing this. They then put the photos together as a comic strip and write in the dialogue using speech bubbles.



Writing from images



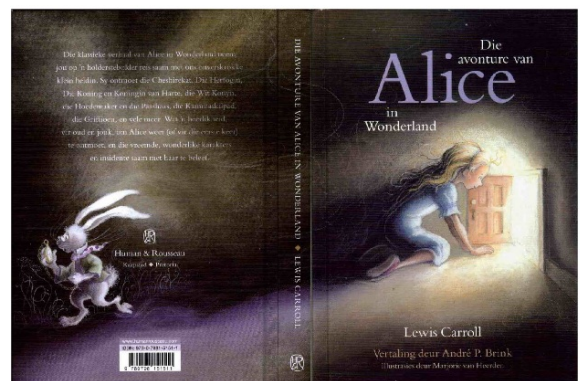


Writing from images

You have been asked to write the book summary on the back page of the cover.

But...it's your story!

Let's look at the front cover...





or...

Daria Skrybchenko

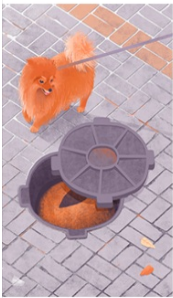


Shaun Tar



Brainstorming the story - speaking 'facilitating' task

1. Think of a '**dramatic question**' like...*Will they ever reach their destination? Will they find the treasure?* This will help shape the story.
2. Look at the image and think about the **context**. Who are they? Where are they? What's happening?
3. Think of the **opening scene**. What's special about the characters/the location...?
4. Think about what **the conflict** is going to be. There will be a problem to solve...maybe even a new character who turns things around.
5. What's the **turning point**? Something changes in the story - a great moment! It's exciting and the problem is solved. It could be that a character finds superpowers, or another character comes in to save the day!
6. How will you **end**? After the problem has been solved, and everything is ok again, where do the characters finish? What's happening in the scene and how do they feel? Do they learn an important lesson as a result?





Write your summary





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Creating Art

1. Get the students to bring in a variety of magazine images, printed out images, images from brochures, flyers, etc. They can even draw their own. Make sure they have one landscape...



2. Students cut the landscape into strips and then stick back together in any way they like...





Creating Art

3. With the landscape as the backdrop, the students stick other random images onto the picture - get creative! They can even draw on top.

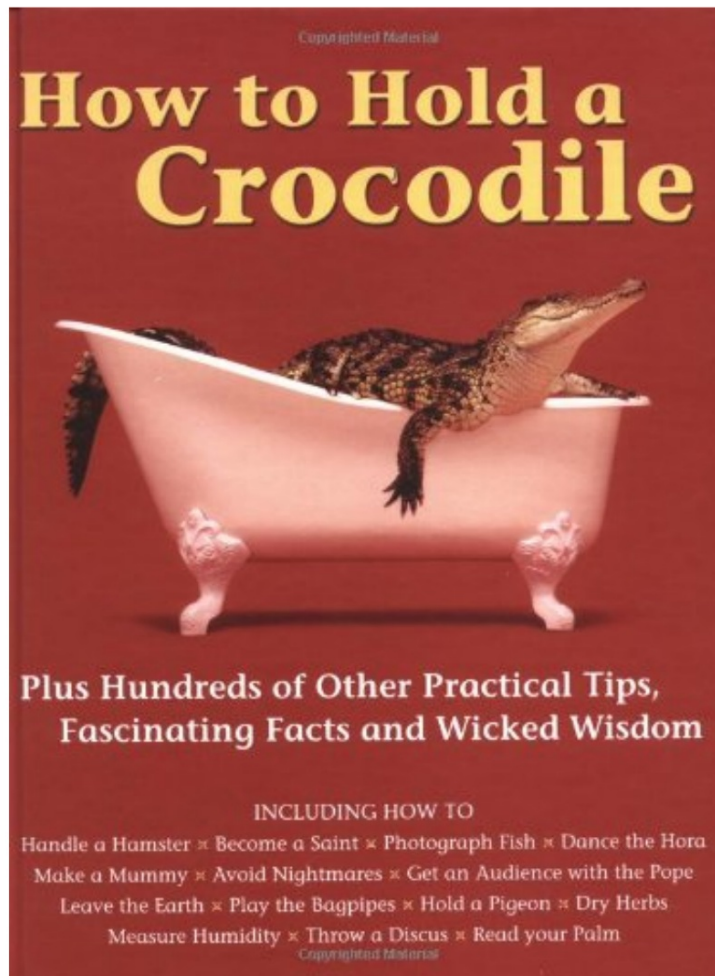
It could look like this...

Their classmates need to write/make a short story based on their image.





Writing from text



by the Diagram
Group



How to please a Piranha!

Feed it meat and keep it in running or constantly circulating water at about 23 degrees Celcius, for it comes from the warm rivers of South America. Keep your fingers out of the water or it may bite the end off one of them!





How to make a potato print

Take a potato large enough to grip easily and cut it in half. Draw a pattern on the cut surface with a pen. With a knife, cut vertically down into the potato cutting around the pattern. Dip this in paint, and press onto some paper.





How to make the most disgusting sandwich in the world

How to make a really bad cup of coffee/tea

How to mess up teaching

How to make your parents/guardians mad at you

How to get fired

How to embarrass yourself at a restaurant



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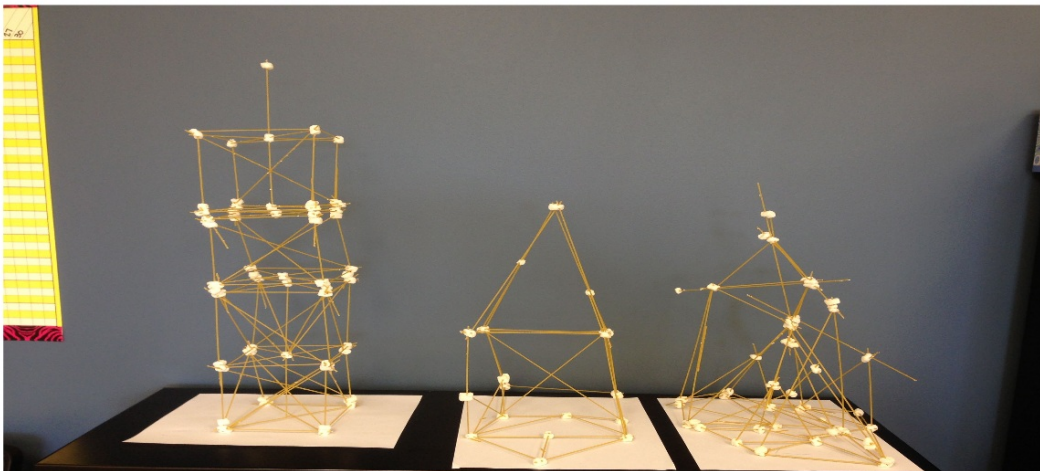




Creating Art

Students create an image to accompany the instructions.

Give each group of students some spaghetti (not cooked), marshmallows, and some string. They have to create the tallest spaghetti tower using the marshmallows and string. Then they write instructions for how they did it.





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use artwork and text to inspire speaking and writing tasks and to create art



understand how these tasks are both meaning-focused and creative



get students using the language of art and literature in the EFL classroom

4 GOT IT! I CAN TEACH IT TO SOMEONE ELSE!



3 I UNDERSTAND. I CAN DO THIS BY MYSELF.



2 I'M STARTING TO UNDERSTAND... WITH HELP.



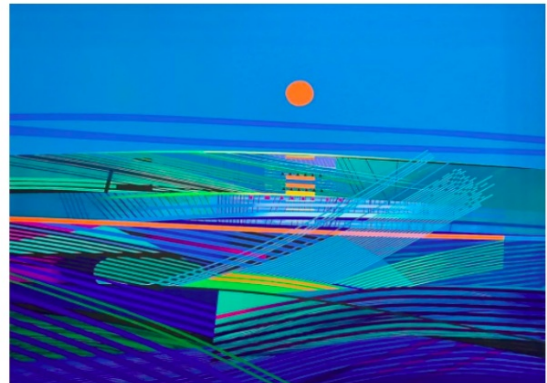
1 I DON'T UNDERSTAND ... YET!





Erin Pollock

<http://www.erinpollock.com/devices.htm>



Paul Blomkamp

<https://themelrosegallery.com/artists/38-paul-blomkamp/overview>



Natsumi Hayashi

<https://lens.blogs.nytimes.com/2012/04/23/not-just-a-jump-but-levitation>



Anthony Lister His Facebook page



Elements of Art

In order to really understand and use the vocabulary of art, you need to know the 7 elements of art. These are the building blocks of every artwork. What do you think they are?

line A path created by a moving point

shape A 2D flat form

colour This gives emphasis & emotions (there are primary & secondary)

texture The way that things look & feel

form A 3D form

value Light & dark (shade)

space Positive & negative areas, perspective..

The 7 Elements of Art



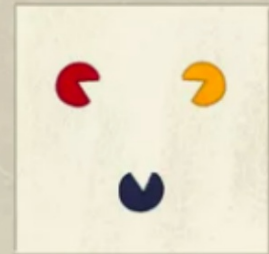
Line



Shape



Form



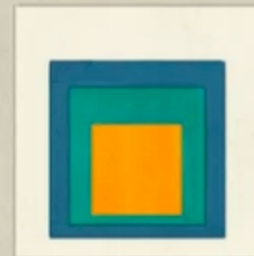
Space



Texture



Value

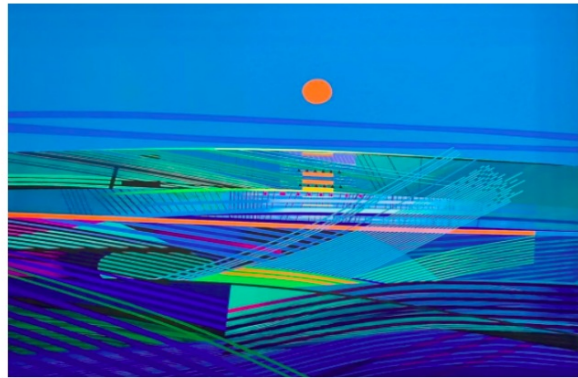


Color



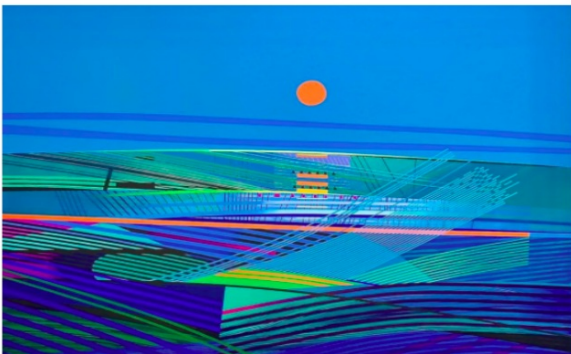
You're in an art gallery on a date, and you want to impress!

Together 'show off' by talking about the artworks. Use your knowledge of the elements of art to help you.





You share a bedroom and have decided to put some artwork on the wall, but there is only space for one. Which one?!



or





Some literary devices to explore with students....

simile

Drawing a resemblance between two things e.g. X is like Y. Doesn't say that they are the same, just that they are alike.

metaphor

This compares 2 things by saying that one is another e.g. all the world's a stage.

alliteration

A series of words in quick succession which start with the same sound.

onomatopoeia

Words that sound like the thing they are referring to e.g. buzz, grunt.

oxymorons

2 contradictory words are placed together to describe one thing e.g. bittersweet.



Please write a random noun in the chatbox!

cat

computer

farm

is like

tomato

laptop

is

pen

What literary device was being explored?



_____ 's cutting crunchy carrots to cook curry in her cosy kitchen.



Choose a participant - write a sentence about what they are doing now. Use your imagination!

Most of the words should start with the same letter (the letter that their name begins with!

What literary device was being explored?



Tell me how it sounds (not what it is)!



What do you hear in each place?
Don't write the thing that makes the sound, write the sound itself.



A



B



C





Beep, beep, beep!
Boooooop!!
Squish, squoosh, splish, sploch,
Bleeeuuurrrrgggghhhh!

Pooooooooooooeeeyyy!

Vroom!
Crash!
Bam! Flip, bam, flip, squish!
Ewwwwwwwwwwwwwwwwww!



What literary device was being explored?



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team@eltonix.com

Work together. Here are 10 of the most common literary devices. Match them to their examples or definitions.

1. simile	j. Highly descriptive language where the writer shows rather than tells e.g. The lake was left shivering by the touch of the morning wind.
2. metaphor	ii. A dove might represent peace, or a raven might represent death. These tangible entities represent abstract concepts.
3. imagery	iii. Words that sound like the thing they are referring to e.g. buzz, whiz, snap, grunt.
4. symbolism	iv. Looking back to previous events in a story to create tension or suspense. It gradually gives the reader necessary background information.
5. foreshadowing	v. This draws a resemblance between two things e.g. 'Thing A is like Thing B.' It doesn't say that they are the same, only that they are alike.
6. flashbacks	vi. Two contradictory words are placed together to describe one thing e.g. bittersweet, small crowd, old news, open secret.
7. onomatopoeia	vii. When two or more dissimilar characters, themes, or concepts are placed side-by-side to emphasise their differences.
8. oxymorons	vii. This compares two things by saying that one thing is another e.g. 'all the world's a stage.'
9. alliteration	ix. When the writer hints at events yet to come in the story to create tension or suspense i.e. partial reveals.
10. juxtaposition	x. A series of words in quick succession that all start with the same sound which gives a pleasing cadence to prose and poetry e.g. Love's Labour's Lost or Sense and Sensibility



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