



## LEVEL 2 ASSESSMENT TASK

### WRITING

Can write a Personal Response

### ASSESSMENT CONDITIONS

- **Time allowed: up to 50 minutes**
- **English and/or Bilingual dictionaries MAY NOT be used**
- **Uses some topic specific vocabulary**
- **Grammar and spelling errors which do not interfere with meaning are admissible**

### TASK:

**Write a response to the art work:**

**Bedroom at Arles by Vincent van Gogh**

- **Use the guide on the following page to write your review**
- **Carefully check your spelling and punctuation**

### Assessment Criteria

- **Uses the appropriate text structure**
- **Organises text in paragraphs**
- **Expresses opinion**

**Overall Achievement**


### ACHIEVEMENT

**H = Highly achieved**

**A = Achieved**

**P = Progressing towards achievement**

**D = Experiencing difficulty**

**N = Not Attempted**

**Name** \_\_\_\_\_

**Class** \_\_\_\_\_ **Date** \_\_\_\_\_

# visualarts

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Can write a **Personal Response** to an Artwork

Date:

Teacher:

**Task:** *Write a Personal Response to an Artwork*

### ACHIEVEMENT KEY

- H** = Highly Achieved  
**A** = Achieved  
**P** = Progressing towards Achievement  
**D** = Experiencing Difficulty  
**N** = Not Attempted

## Assessment Criteria

[illegible]

# Visual Arts: Writing a Personal Response to an Artwork

**Class** IEP Level 2-3 **Term:** 4 **2008**

**Teacher:** Lawrie



**Objective:** 1. Have a knowledge of how to Write A Personal Response to an Artwork. 2. Be assisted in their preparation for mainstream highschool by extending their understanding of, and ability to manipulate the REGISTER of the Artroom and highschool in general. **Processes:** perceiving, responding, manipulating, organising, evaluating. **Learning experiences:** DIRECT, IMAGINED, REMEMBERED, INTUITIVE, MEDIATED, QUALITIES and RELATIONSHIPS.

Timing	Outcome	Content	Teaching/Learning	Assessment
Week 1-2	<ul style="list-style-type: none"> <li>Can read and respond to a Three-Level Guide</li> </ul>	RESPONDING/EVALUATING Students to complete 2 Three-Level Guides and participate in discussion and interpretation of texts to display comprehension.  1 • <b>Vincent van Gogh</b> : Analysis of the Artist. 2 • <b>'Bedroom at Arles'</b> Analysis of the Painting.	3-LEVEL GUIDES Extracting Information / Comprehension Making Deductions / Hypothesising	<ul style="list-style-type: none"> <li>Participation in class Discussion and analysis of Text and Artwork</li> </ul>
Week 3-4	<ul style="list-style-type: none"> <li>Can read and respond to a Written Procedure</li> <li>Can write a simple Recount</li> </ul>	Students to follow and respond to a <b>Procedure</b> and complete outlined task(Drawing) And complete <b>Recount</b> . Students to Colour an outline Portrait of the Artist and an outline drawing of <b>'Bedroom at Arles'</b> using thick crayon to emulate Brushstrokes and Paint Application.	Analysis of the Artist's use of Brushstrokes, use of Colour and Composition to express ideas and Emotion. <i>perceiving, responding, evaluating</i>	<ul style="list-style-type: none"> <li>Completion of two pictures.</li> <li>Completion of Drawing and <b>Recount</b></li> </ul>
Week 5-6		Written Notes on the construction and content of a 'Personal Response' <ul style="list-style-type: none"> <li>Formal structure of a <b>Personal Response</b> (<i>Writing in Paragraphs, Giving Opinion, using appropriate technical vocabulary</i>)</li> <li>Students also given a <b>Translation</b> of these notes in their language.</li> </ul>	RESPONDING/EVALUATING Describing / Analysing  AGREEING / DISAGREEING ARGUING FOR / AGAINST DISCUSSING / GIVING OPINIONS EVALUATING / QUALITIES and RELATIONSHIPS	
Week 7-8		<ul style="list-style-type: none"> <li>Students to view and discuss two DVD's</li> </ul> 1 • <b>In the Footsteps of Vincent van gogh.</b> 2 • <b>Vincent van Gogh.</b>  <ul style="list-style-type: none"> <li>Observation and analysis of several Paintings.</li> </ul>	<ul style="list-style-type: none"> <li>Group construction of a Personal Response to an Artwork on blackboard.</li> <li>Class Discussion / Response to given written and visual texts.</li> <li>Note taking (structure of a Response)</li> </ul>	<ul style="list-style-type: none"> <li>Completion of <b>Personal Response</b> to an Artwork <b>'Bedroom at Arles'</b> (<i>Access to notes and able to question teacher.</i>)</li> </ul>
Week 9-10	<ul style="list-style-type: none"> <li>Can complete a written <b>Personal Response</b> to an Artwork</li> </ul>			<ul style="list-style-type: none"> <li>Completion of <b>Personal Response</b> to an Artwork <b>'Bedroom at Arles'</b> (<i>Under exam conditions.</i>)</li> </ul>



## Text Genres: Procedure/Recount

- **A PROCEDURE** is a list of instructions. It tells you how to do something or how to make something. eg. a recipe (*It is written in the **present** tense.*)
- **A RECOUNT** tells about something you have already done. (*It is written in the **past** tense.*)

**Follow this Procedure** (Copy it onto a page in your Artbook.)

- 1.) First**, rule a 16cm x 12cm rectangle in the middle of your piece of Artpaper.
- 2.) Next**, inside the rectangle, copy the large painting. **'The Bedroom at Arles'** by Vincent van Gogh.

- 3.) Then**, underneath write a brief description of the painting.

What is the title of the painting?

Who is the artist?

When was it painted?

What can you see?

What is happening in the painting?

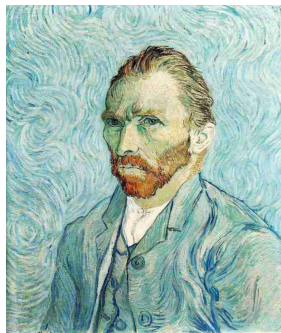
Describe the colours and shapes etc that the artist has used.

Do you like this painting? Why?

- 4.) Finally**, convert (*change*) this **Procedure** into a **Recount** by changing it into the past tense. (Add an **Orientation / Introduction** at the beginning and a **Conclusion** at the end.)  
Write it in your Artbook.







## 3-LEVEL GUIDE | A

### Vincent van Gogh Dutch, 1853-1890

Vincent Van Gogh lived from 1853 to 1890. He was born in the Netherlands and spent a large part of his life in France, where he developed most of his artwork.

He is considered one of the most famous painters of all time. It is difficult to imagine that he suffered his whole life from poverty and sickness. Vincent spent a lot of his adult life in mental hospitals and many of his paintings of gardens come from this time.

Vincent tried to paint what he saw. Not only the colours of things but also the energy and movement of those objects. When he painted a tree he tried to show every colour he could see and how the wind could move and bend the branches.

Van Gogh's is most famous for his use of colour. He was one of the first artists not to use natural colours. Van Gogh thought about painting all the time, he wrote many letters on his feelings of what art should be.

He wanted to show emotions by using colour, line and shapes. He tried to show how he felt about a landscape or a subject.

Van Gogh wrote that he thought about each painting in advance, so he could work quickly when he began to paint.

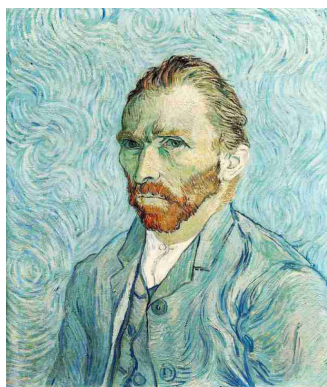
His younger brother Theo had a very close relationship with Vincent, and he helped Vincent throughout his life. Vincent sent Theo pictures to sell, but they did not sell very well. After his death at the age of 37 his art style was enjoyed and they became very valuable.

*In the 3 LEVEL GUIDE students first complete part B individually, and report their answers to the class. There are three sections. Factual, Deductive and Hypothetical.*

*The students are then put into pairs and they must reach an agreement for a common answer to each statement. They are then put into groups of four and the process is repeated.*

*Class Discussion takes place during the reporting of answers to section 3 Hypothetical. This involves the expression of opinion as there are no correct or false answers.*





Factual 事实的  
Deductive 推论的  
Hypothetical 意见

### 3-LEVEL GUIDE | B

#### FACTUAL, DEDUCTIVE or HYPOTHETICAL

Answer whether the following statements are true or false.

- Van Gogh was 34 when he died. ☐
- He was born in the netherlands but lived in France for a long time. ☐
- Although he is now one of the most famous painters of all time, he was poor for all of his life. ☐
- Van Gogh never suffered from mental illness. ☐
- He tried to show the energy and movement of the objects he painted. ☐
- He always used natural colours. ☐
- He tried to use colour, line and shape to express emotion. ☐
- His brother Theo did not like Van Gogh's paintings. ☐
- Van Gogh sold lots of paintings during his lifetime. ☐
- Van Gogh deserves to be one of the most famous painters. ☐

If you said that this is true give your reasons why.

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If you said that this is not true give your reasons why not.

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## Vincent van Gogh (Dutch, 1853-1890 )



*Bedroom at Arles* , 1889

Oil on canvas, 29 x 36 5/8 in. (73.6 x 92.3 cm)

### 3-LEVEL GUIDE 2A

This bedroom in the yellow house at Arles was very important to van Gogh, who decorated the room as part of his plan to get ready for other artists and his brother Theo to visit or live there. His frequent letters to Theo about the first version of this painting included descriptions and often sketches of the room's furnishings. Van Gogh said that *"everything from the chairs to the pictures have character... the beds... give an appearance of solidity, durability and quiet..."*

Although van Gogh was often in emotional and mental upheaval, he yearned for harmony. Look at the way he outlines the furniture, emphasizing its solidity. Yet the upward slant of the floor and bed, and the way the pictures tilt away from the wall create a sense of instability and reveal his internal struggle. He crowds the background with the bed, window, paintings, night stand, mirror, and hanging clothes and towels. Yet the foreground is open and empty, as if waiting for a visitor. Can you find other inconsistencies?

There is a dramatic sense of energy about the room. Look at the way the top of the painting is cropped. It cuts the windows, walls, and paintings off at different angles. Can the doors be opened easily or will it take some shifting of furniture? What do you think about the way the chairs face the bed as if in conversation with each other or in anticipation of a guest? Are the chairs positioned strategically? One chair is placed almost as guardian at the door, the other next to the head of the bed as if it were a storyteller, nurse, or mother. The person in either chair would be positioned to observe the sleeper. Can you find other pairs of objects in this room? Why are there two pillows, two chairs, two doors, two portraits, and two other small prints or paintings? (These pairs reinforce the idea that van Gogh is expecting to share this house and that this pairing will bring some order to his life.)



Factual 事实的  
Deductive 推论的  
Hypothetical 意见



Bedroom at Arles , 1889  
Oil on canvas, 29 x 36 5/8 in.  
(73.6 x 92.3 cm)

### 3-LEVEL GUIDE 2 B

FACTUAL, DEDUCTIVE or HYPOTHETICAL

Answer whether the following statements are true or false.

- Van Gogh often wrote to his brother Theo. ☐
- Van Gogh often described this painting in his letters to Theo. ☐
- "Bedroom at Arles" was painted in 1887. ☐
- Although Van Gogh was emotionally unstable, he yearned for harmony and stability in his life. ☐
- Van Gogh managed to express this in the painting of his room. ☐
- Van Gogh did not want visitors to his room. ☐
- Van Gogh did not want to give the objects in his room a sense of character. ☐
- Van Gogh revealed his inner instability by slanting the bed and the pictures on the wall. ☐
- Van Gogh painted some objects in pairs. ☐  
Why did he do this?  
\_\_\_\_\_  
\_\_\_\_\_
- Van Gogh created a feeling of energy by the way he cropped his picture, cutting the window, walls and paintings off at different angles. ☐
- Van Gogh used complementary colours to help create a sense of energy and emotion. ☐
- Van Gogh was a lonely man. ☐  
How do you know?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



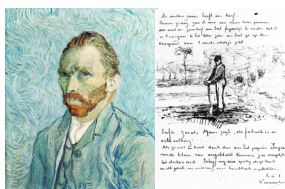
decorated	:	được tặng huân chương
frequent	:	hay xảy ra, thường gặp
version	:	bản dịch, thuật lại, kể lại
sketches	:	bản vẽ phác thảo
character	:	nhân vật
appearance	:	sự xuất hiện, vẻ bề ngoài
solidity	:	tính bền vững, rắn chắc
durability	:	" " " / độ bền / tuổi thọ
yearned	:	khao khát
upheaval	:	biến đổi đột ngột
harmony	:	hòa thuận
slant	:	nghiêng, dốc
instability	:	tình k <sup>o</sup> ổn định
internal struggle	:	đấu tranh nội tâm
background	:	tiền, phía sau
foreground	:	cảnh phía trước, cận cảnh
inconsistencies	:	mâu thuẫn
dramatic	:	kịch
energy	:	nghi lực
cropped	:	thu hoạch
conversation	:	đàm thoại
anticipation	:	dự liệu trước
positioned	:	vị trí
strategically	:	chiến lược, hoạch định
observe	:	quan sát / nhai <del>xét</del>
sleepers	:	người





decorated	装饰
frequent	时常
version	形式
sketches	素描
character	性格; 特性
appearance	外表
solidity	固体性
durability	耐久性
yearned	渴望
upheaval	胀起
harmony	和睦
slant	倾斜
instability	变化无常
internal struggle	内部的放置
background	背景
foreground	前景
inconsistencies	前后矛盾
dramatic	戏剧的
energy	能量
cropped	收成
conversation	会话
anticipation	预期
positioned	方位
strategically	战略上
observe	观察
sleepers	睡眠者





Name : \_\_\_\_\_

Class : \_\_\_\_\_

Answer the following questions in sentence form.

e.g. When was the painting 'Bedroom at Arles' painted?

Answer: 'Bedroom at Arles' was painted in 1889.

- Where was Vincent van Gogh born?

\_\_\_\_\_

- How old was he when he died?

\_\_\_\_\_

- Is the painting "Bedroom at Arles" a Landscape, a Portrait or an Interior?

\_\_\_\_\_

- What was the name of Vincent's brother?

\_\_\_\_\_

- What did he try to show when he painted a tree?

\_\_\_\_\_

- How did he express his emotions?

\_\_\_\_\_

- What colour was Van Gogh's house in Arles?

\_\_\_\_\_

- How did he express his sense of instability and internal struggle?

\_\_\_\_\_

- In this painting, what indicates that Van Gogh was lonely and wanted to share his house?

\_\_\_\_\_

- How did Van Gogh create a feeling of energy in his painting 'Bedroom at Arles'?

\_\_\_\_\_

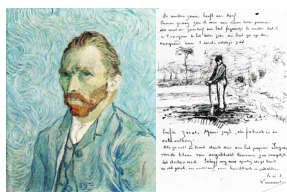
- What Art Movement did Van Gogh belong to?

\_\_\_\_\_



National outcomes 4.23 Talks and writes about personal observations of visual artworks.  
Describes their own interpretation of and response to an artwork.





Name : \_\_\_\_\_

Class : \_\_\_\_\_

## Art Appreciation

Name of the Artwork : \_\_\_\_\_

Name of the artist : \_\_\_\_\_

What sort of lines can you see ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What sort of colours can you see ? \_\_\_\_\_

\_\_\_\_\_

What materials do you think this artist used ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you think the artist was feeling when they made this picture ? Why ?

\_\_\_\_\_

\_\_\_\_\_

How does this artwork make you feel ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you like about this artwork ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What don't you like about this artwork ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

National outcomes 4.23 Talks and writes about personal observations of visual artworks.  
Describes their own interpretation of and response to an artwork.







- Colour the picture using the same colours and brush strokes that van Gogh would have used. ( Use the crayons provided to simulate the brush strokes )
- Describe the colours have you have used ?  
\_\_\_\_\_
- What mood do these colours create ?  
\_\_\_\_\_
- Describe the brush strokes that you have used ?  
\_\_\_\_\_  
\_\_\_\_\_





### Bedroom at Arles

- Colour the picture using the same colours van Gogh used.
- What colours have you used ?
- What mood do these colours create ?
- What do you think he's trying to say ?

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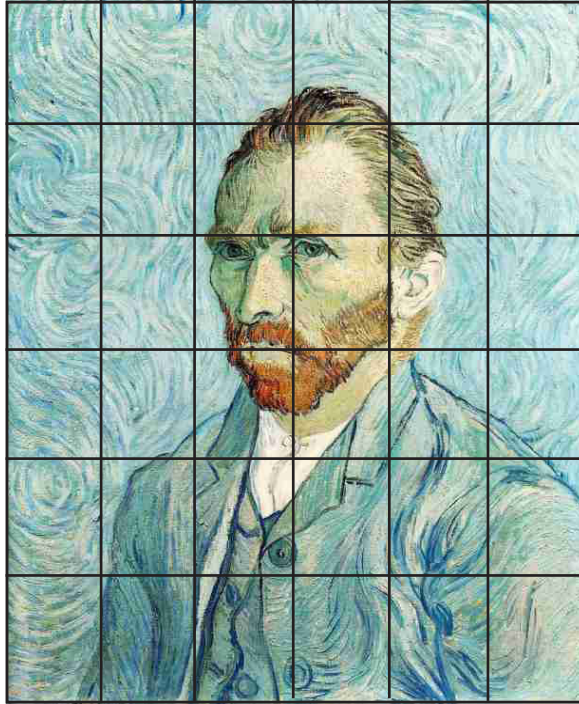
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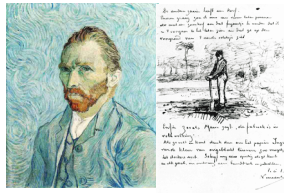


## Distortion Exercise




# 寫出你個人對這藝術品的反應

China



請寫出個人對不同樣式的藝術品，可以用個人隨筆式文章或描述方式等寫出反應和感受：-

目的：為什麼要對藝術品作出回應？  
美術作品（如何）分為 3 類結構 / 組織

## Structure

### Context of Artwork

1 美術作品內分別有：油畫，雕刻等

- 作品是屬於那位美術家？
- 他是不是屬於同期的藝術活動？
- 什麼時候？

### Description of Artwork

2 請描述這幅藝術品。

- 那部份特別設計可看出來？
- 主題在那裡？
- 如何讓這作品變得更成功？
- 什麼顏色作主色？為什麼？
- 請思想這幅畫要啓示有關什麼？
- 是一個信息？還是一個故事？
- 這畫讓你感覺如何？有同感嗎？

### Judgement (Opinion)

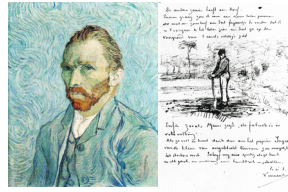
3 評語（意見）

- 你認為這畫 / 藝術品成功嗎？
- 你喜歡嗎？





# 寫出你個人對這藝術品的反應



A Personal Response is a Writing Genre like a Recount, an Essay or an Exposition.

**Purpose:** (Why?) To respond to an Artwork.

**Structure:** (How?) 3 paragraphs

1. **Context of Artwork.**

Is it an Oil-Painting, a Sculpture, a Print, a Photograph etc?  
Who is the Artist?  
When was it painted?  
Is it part of an Art Movement?  
Is it a Portrait, a Landscape, a Still-Life, a Self-Portrait, an Abstract etc?

2. **Description of Artwork**

What Elements of Design can you see?  
Which ones are dominant?  
How do they help the painting to be successful?  
What colours does the artist use? Why?  
What do you think the picture is about?  
Is there a story? Is there a message?  
How does the picture make you feel?  
Do you relate to this picture?

3. **Judgement (Opinion)**

Do you think this picture is successful?  
If so. Why? If not. Why not?  
Do you like this painting?  
If so. Why? If not. Why not?

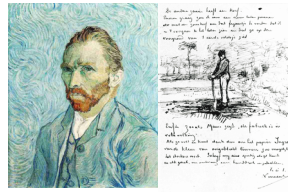
(your opinion is important)



## WRITING A PERSONAL RESPONSE TO AN ARTWORK

### MENULIS RESPON PRIBADI UNTUK PRODUKSI BARANG KESENIAN

Indonesia



Respon pribadi adalah gaya menulis seperti menceritakan sesuatu kembali, karangan singkat atau karangan yang memberikan informasi-informasi dan penjelasan-penjelasan (eksposisi).

Tujuan : (Mengapa?) Untuk memberi tanggapan terhadap suatu produksi barang seni. **Purpose:**

Struktur : (Bagaimana?) 3 Paragraf **Structure:**

1.. Konteks dari produksi barang seni **Context of Artwork.**

Apakah ini lukisan yang digambar dengan cat minyak, dengan seni pahat, dengan cetakan atau dengan memotret, dll?

Siapakah senimannya?

Kapan lukisan itu digambar?

Apakah ini bagian dari kesenian yang memakai mekanisme?

Apakah ini lukisan orang, lukisan pemandangan alam, lukisan benda mati atau lukisan diri sendiri, dll?

2. Deskripsi dari produksi barang seni **Description of Artwork**

Unsur desain apa yang bisa kamu lihat?

Yang mana yang paling menonjol?

Bagaimana desain-desain itu membantu lukisan tersebut menjadi sukses?

Warna-warna apa yang dipakai seniman? Mengapa?

Kamu pikir gambar itu tentang apa?

Apakah ada ceritanya? Apakah ada pesan yang disampaikan dari gambar itu?

Gambar tersebut membuat kamu merasa bagaimana?

Apakah kamu memiliki hubungan dengan gambar ini?

3. Penilaian (pendapat) **Judgement (Opinion)**

Apakah kamu pikir gambar ini sukses?

Kalau ya. Mengapa? Kalau tidak. Mengapa tidak?

Apakah kamu suka gambaran ini?

Kalau ya. Mengapa? Kalau tidak. Mengapa tidak?

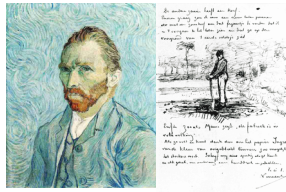
(Pendapatmu sangatlah penting)  
(your opinion is important)





## WRITING A PERSONAL RESPONSE TO AN ARTWORK

### PAGSULAT NG PANSARILING MENSAHE UKOL SA SINING



Phillipines (Tagalog)

Ang Pansariling mensahe ay isang uri ng Kasulatan katulad ng Salaysay, Paglalarawan o isang Eksosisyon.

Intensyon: (Bakit?) Para makatugon sa sinig. **Purpose:**

Kabuuan: (Paano?) 3 katawan ng pangungusap **Structure:**

#### 1. Nilalaman ng Sining. **Context of Artwork.**

Ito ba ay pinta gamit ay langis, isang ukit, isang larawan at iba pa?

Sino ang artista?

Kailan ito ipininta?

Ito ba ay bahagi ng samahan ng mga sinig?

Ito ba ay larawan, isang landscape, isang sariling larawan, an abstract, at iba pa?

#### 2. Paglalarawan ng sinig. **Description of Artwork**

Anong elemento ng disenyo ang nakikita mo?

Alin ang nakakalamang?

Paano mo matutulungan ang pagpipinta para maging maunlad?

Anong mga kulay ang ginamit ng artista? Bakit?

Ano sa tingin mo ang kinauukulan ng larawan?

Ito ba ay may istorya? May mensahe ba ito?

Ano ang nararamdaman mo sa larawan?

Nakakadama ka ba sa larawan?

#### 3. Paghusga (Opinyon) **Judgement (Opinion)**

Sa palagay mo ba ay tagumpay ang larawang ito?

Kung oo, Bakit? Kung hindi, Bakit hindi?

Gusto mo ba ang guhit na ito?

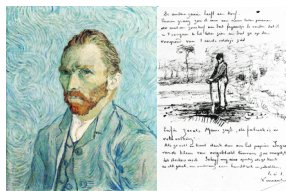
Kung oo, bakit? Kung hindi, Bakit hindi?

(Ang opinyon mo ay mahalaga)  
(your opinion is important)



## WRITING A PERSONAL RESPONSE TO AN ARTWORK

Vietnam



A personal Response is a Writing Genre like a Recount, an Essay or an Exposition.

A personal Response La mot the loai giong nhu ke chuyen, bai luan, bai van trinh bay.

**Purpose:** (Why?) to respond to an Artwork.

Mục đích: tie tra loi (dap ung) cac cong viec nghe thuat.

**Structure:** (How?) 3 paragraphs (Cau truc: 3 doan)

1. **Context of Artwork.** (van canh cua cong viec nghe thuat)

Is it an Oil- Painting, a Sculpture, a Print, or a Photograph etc?

Có phải là tranh sơn dầu, điêu khắc, in hình chụp, v.v. . ?

Who is the Artist? (Nghe si la ai?)

When was it painted? (duoc ve khi nao?)

Is it part of an art Movement?

(No có phải là 1 phần của phong trào nghệ thuật ko?)

Is it a Portrait, a Landscape, a Still- Life, a Self-Portrait, or an Abstract etc?

Không là chân dung, phong cảnh thiên nhiên, tranh tĩnh vật, tự họa, hay trừu tượng, v.v. . ?

2. **Description of Artwork** (Mieu ta)

What Elements of design can you see?

Kiểu thiết kế nào bạn có thể thấy?

Which ones are dominant? (Cái nào là ưu thu/trôi hơn?)

How do they help the painting to be successful?

Chúng góp phần như thế nào trong việc làm cho bức tranh thành công?

What colours does the artist use? Why?

Màu nào họa sĩ đã dùng/ Tại sao?

What do you think the picture is about? (Bạn nghĩ gì về bức tranh?)

Is there a story? Is there a message?

(Có câu truyện hay tin nhắn gì ko?)

How does the picture make you feel?

Bức tranh làm bạn cảm thấy như thế nào?

Do you relate to this picture? (Bạn có hiểu bức tranh này ko?)

3. **Judgement (Opinion)** (phan doan/ quan diem)

Do you think this picture is successful?

Bạn có nghĩ bức tranh này thành công ko?

If so. Why? If not. Why not? (Nếu có. Tại sao? Nếu không. Tại sao?)

Do you like this painting? (Bạn có thích bức tranh này ko?)

If so. Why? If not. Why? (Nếu có. Tại sao? Nếu không. Tại sao?)

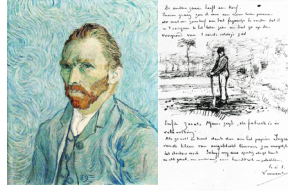
(Your opinion is important)

(Quan diem của bạn thì quan trọng)





## WRITING A PERSONAL RESPONSE TO AN ARTWORK



Korea

### 미술 작품에 대한 개인적 반응 묘사

사실묘사, 수필, 해설과 같은 문학 작품의 유형이다

Purpose(목적) : (왜?)                      작품에 반응하기

Structure(구성) : (어떻게?)              3 부분

#### 1. Context of Artwork(작품의 종류와 배경)

유화, 조각, 인쇄, 사진 등에 속하는가?

화가가 누구인가?

언제 그려졌나?

어떤 풍조의 작품인가?

초상화, 풍경화, 정물화, 자상화, 추상화 등에 속하는가?

#### 2. Description of Artwork(작품의 묘사)

어떤 디자인을 볼 수 있나?

무엇이 지배적인가?

어떤것이 그림을 잘 그리는데 도움이 되나?

화가가 무슨 색깔을 사용했나? 이유는?

그림이 무엇에 관한 것이라고 생각하나?

줄거리가 있나? 메시지가 있나?

그림을 보고 어떻게 느끼나?

그림과 연관이 있나?

#### 3. Judgement(평가, 의견)

이 그림이 잘 그려졌다고 생각하는가? 만일 그렇다면 이유는?

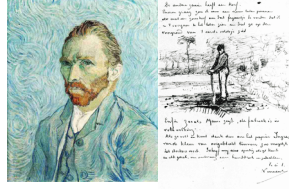
만일 그렇지 않다면 아닌 이유는?

이 그림을 좋아하는가? 만일 좋아한다면 그이유는?

만일 좋아하지 않는다면 아닌 이유는?

(Your opinion is important)





## كتابة الآراء الشخصية عن قطعة من الفنون الجميلة

### إجابة شخصية للأسلوب أو مذهب في الرسم، قصصي أو بيان تفسيري

- الهدف (Purpose): (لماذا؟) الإجابة عن لوحة فنية.

- البنية (Structure): (كيف؟) ٣ أقسام

#### ١- ماهية العمل الفني (Context of Artwork)

هل هي لوحة زيتية، تمثال أو صورة فوتوغرافية؟

من هو الفنان؟

متى رسمت؟

هل هي جزء من حركة إجتماعية للفن؟

هل هي صورة لإنسان، طبيعة أو جماد أم هي رسم لشخص الرسام أو تجريدي؟

#### ٢- وصف العمل الفني (Description of Artwork)

ما هي عناصر هذا التصميم وماذا ترى؟

آية عنصر من هذه العناصر هو المسيطر؟

كيف ساهم هذا العنصر في نجاح هذه اللوحة الفنية؟

ما هي الألوان التي يستعملها الفنان ولماذا؟

ما هدف هذه الصورة وماذا تعني بنظرك؟

هل هناك قصة او رسالة؟

ماذا تشعر حيال هذه الصورة؟

هل تعني هذه الصورة شيئاً لك؟

#### ٣- حكمك أو رأيك الشخصي (Judgement/Opinion)

هل تعتقد أن هذه الصورة ناجحة؟

إذا أجبته نعم فلماذا؟ وإذا أجبته كلا فلماذا؟

هل تعجبك هذه اللوحة؟

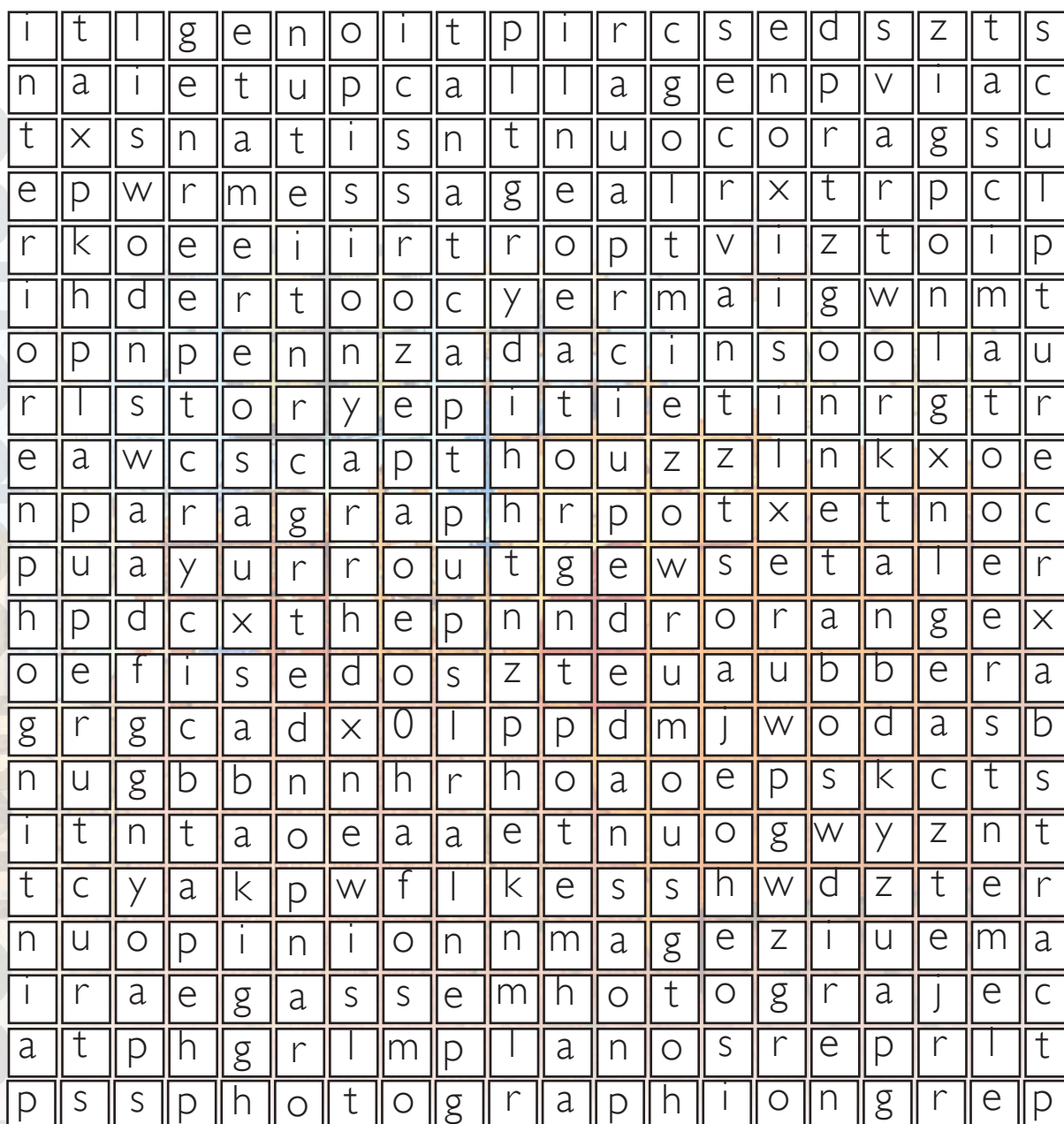
إذا أجبته نعم فلماذا؟ وإذا أجبته كلا فلماذا؟

(Your opinion is important)



# FIND THESE WORDS

( and write in the words in your language )



**abstract**

**photograph**

**description**

**interior**

**landscape**

**paragraph**

**portrait**

**sculpture**

**artwork**

**elements**

**opinion**

**personal**

**relate**

**story**

**context**

**painting**

**response**

**structure**

**message**

**judgement**

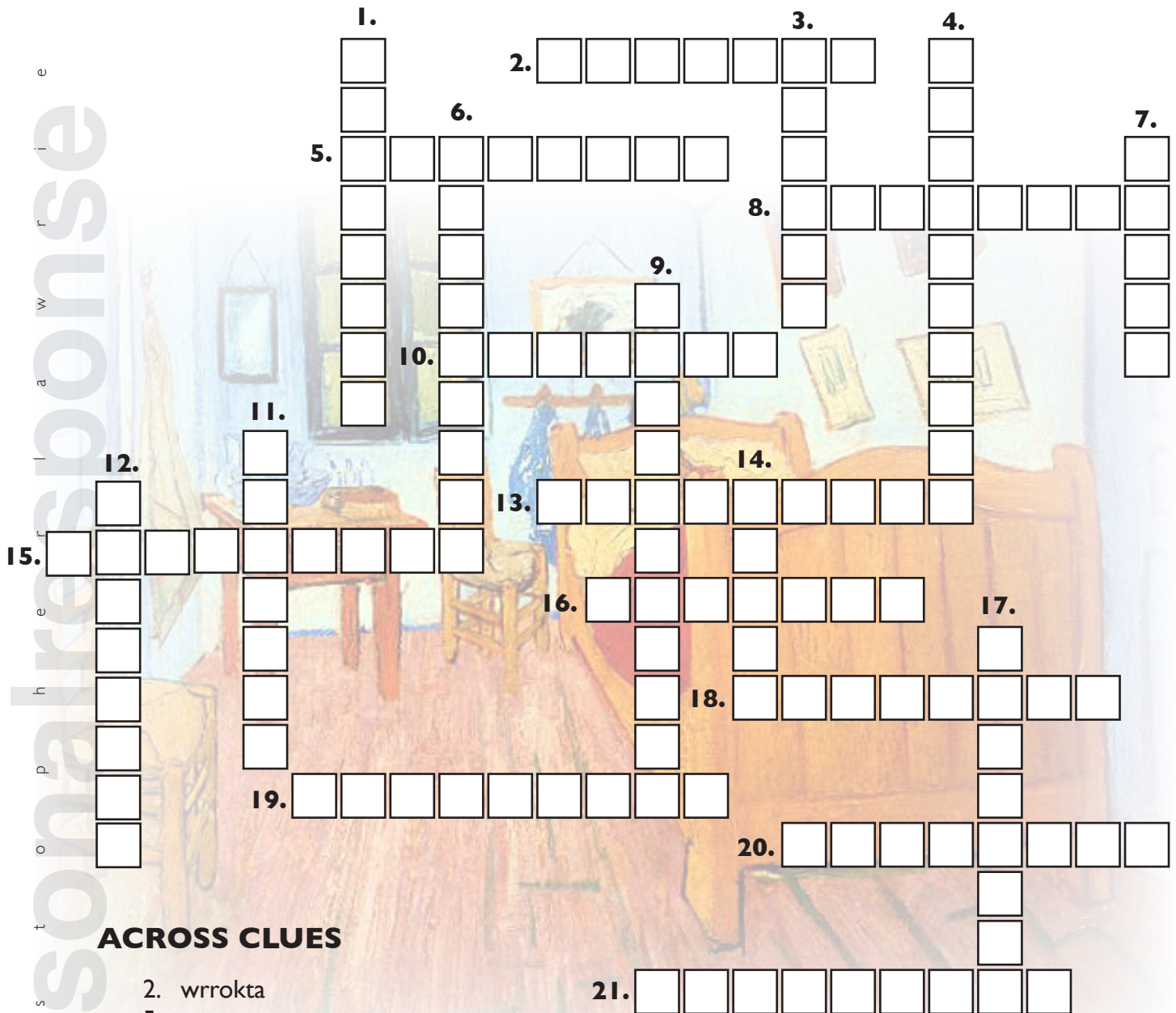
**genre**



( Look for these words in your dictionary )

# x-word personal response

personal response  
visualarts



## ACROSS CLUES

2. wrrokta
5. nsroeesp
8. atatbsrc
10. ncotetx
13. aprparhag
15. pcenlasda
16. inoipno
18. elneestm
19. tgueemdndj
20. aopttrir
21. ercltupus

## ANSWERS

abstract  
description  
interior  
paragraph  
portrait  
artwork  
elements  
personal  
relate  
painting  
message

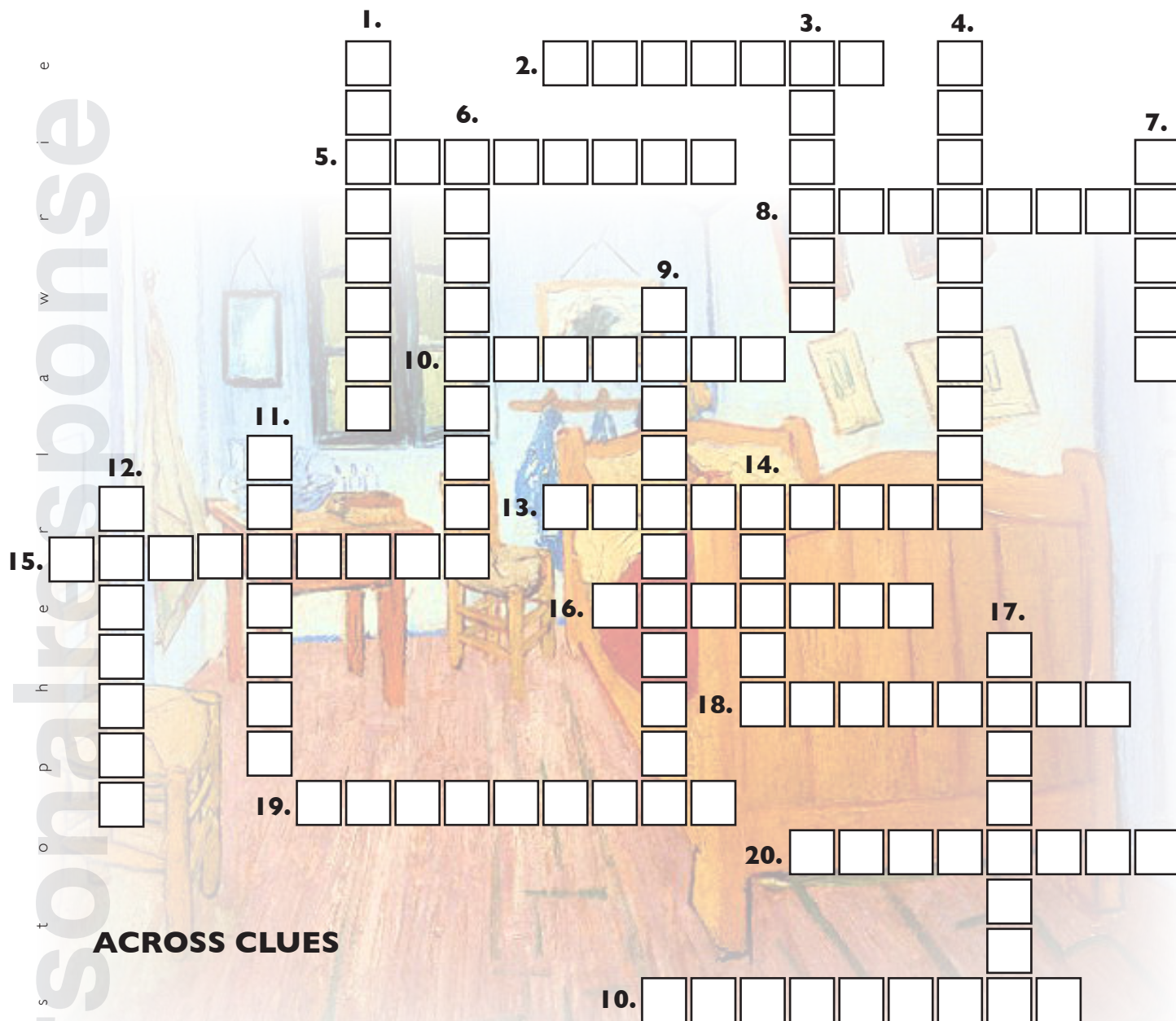
photograph  
genre  
landscape  
context  
sculpture  
structure  
opinion  
judgement  
story  
response

## DOWN CLUES

1. pesonalr
3. reatle
4. hphtoarpgo
6. uttcurre
7. sroty
9. tpicnresido
11. mseegsa
12. pgitnain
14. nreeg
17. rnriotei



# x-word personal response



**ACROSS CLUES**

10. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

**DOWN CLUES**



## 3-LEVEL GUIDE 3A

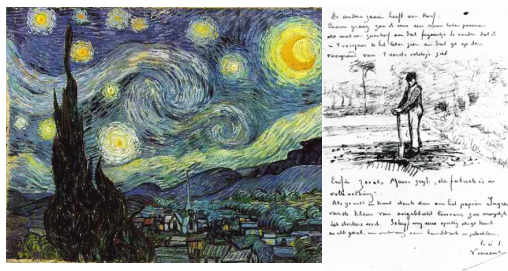


*Oil Painting:  
Vincent van Gogh.  
(Dutch, 1853-1890).  
The Starry Night  
Saint Rémy, June  
1889*

1. There is the night sky filled with swirling clouds, stars ablaze with their own luminescence, and a bright crescent moon. Although the features are exaggerated, this is a scene we can all relate to, and also one that most individuals feel comfortable and at ease with. This sky keeps the viewer's eyes moving about the painting, following the curves and creating a visual dot to dot with the stars. This movement keeps the onlooker involved in the painting while the other factors take hold.
2. Below the rolling hills of the horizon lies a small town. There is a peaceful essence flowing from the structures. Perhaps the cool dark colors and the fiery windows spark memories of our own warm childhood years filled with imagination of what exists in the night and dark starry skies. The center point of the town is the tall steeple of the church, reigning largely over the smaller buildings. This steeple casts down a sense of stability onto the town, and also creates a sense of size and seclusion.
3. To the left of the painting there is a massive dark structure that develops an even greater sense of size and isolation. This structure is magnificent when compared to the scale of other objects in the painting. The curving lines mirror that of the sky and create the sensation of depth in the painting. This structure also allows the viewer to interpret what it is. From a mountain to a leafy bush, the analysis of this formation is wide and full of variety.

*Van Gogh painted Starry Night while in an Asylum at Saint-Remy in 1889.*





### 3-LEVEL GUIDE 3 B

FACTUAL, DEDUCTIVE or HYPOTHETICAL

Answer whether the following statements are **true** or **false**.

- The small town in this painting is Saint Remy. ☐
- The moon in this painting is a bright crescent. ☐
- The church steeple is on the outside of the town. ☐
- Most people could feel comfortable with this scene. ☐
- The dark structure in the foreground creates depth in the painting. ☐
- People have different interpretation of this dark structure. ☐
- The swirling shapes in the sky keep the viewers eye moving around the picture ☐
- Van Gogh painted Starry Night in 1887. ☐
- Van Gogh was mentally ill when he painted this picture. ☐
- Van Gogh was 35 years old when he died. ☐
- The cool dark colors and the fiery windows spark memories of our own warm childhood years filled with imagination of what exists in the night and dark starry skies. ☐
- What do you imagine Van Gogh was thinking about when he painted this picture?




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How does it make you feel?

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*Oil Painting:*  
 Vincent van Gogh.  
 (Dutch, 1853-1890).  
*The Starry Night*  
 Saint Rémy, June  
 1889

"This morning I saw the country from my window a long time before sunrise," the artist wrote to his brother Theo, "with nothing but the morning star, which looked very big." Rooted in imagination and memory, **The Starry Night** embodies an inner, subjective expression of van Gogh's response to nature. In thick sweeping brushstrokes, a flamelike cypress unites the churning sky and the quiet village below. The village was partly invented, and the church spire evokes van Gogh's native land, the Netherlands.

Van Gogh's night sky is a field of roiling energy. Below the exploding stars, the village is a place of quiet order. Connecting earth and sky is the flamelike cypress, a tree traditionally associated with graveyards and mourning. But death was not ominous for van Gogh. "Looking at the stars always makes me dream," he said, "Why, I ask myself, shouldn't the shining dots of the sky be as accessible as the black dots on the map of France? Just as we take the train to get to Tarascon or Rouen, we take death to reach a star."

The artist wrote of his experience to his brother Theo: "This morning I saw the country from my window a long time before sunrise, with nothing but the morning star, which looked very big." This morning star, or Venus, may be the large white star just left of center in **The Starry Night**. The hamlet, on the other hand, is invented, and the church spire evokes van Gogh's native land, the Netherlands. The painting, like its daytime companion, **The Olive Trees**, is rooted in imagination and memory. Leaving behind the Impressionist doctrine of truth to nature in favor of restless feeling and intense color, as in this highly charged picture, van Gogh made his work a touchstone for all subsequent Expressionist painting.



## WRITING SPACE

Write your response here.

The art work 'Bedroom At Arles' is an Interior Oil-painted by Vincent van Gogh. This was painted in 1889. The artist, Van Gogh is considered one of the most famous painters of all the time. He was born in Netherlands and spent most of his life in France, where he developed a large part of his artwork. It is ~~hard~~ <sup>difficult</sup> to imagine that he had a hard life behind the famous name. Vincent spent a lot of his adult life in mental hospitals and many of his paintings come from this time.

The elements of line design ~~are~~ which include line, line, direction, size and shape are excellently used in 'Bedroom at Arles'. This is a dramatic sense of energy about the room. The main colour is blue, ~~sym~~ as a symbol of sadness and loneliness of his life. The things in this painting are double. These pairs reinforce the idea that Van Gogh is lonely and ~~expect~~ expecting to share his house and this painting shows he wants to bring some order to his life. This art work express the feeling of the artist. How longly he was. He pours his feeling into art, which has a profound meaning leave for the younger generation.

This is a successful A art work. Combined ~~with~~ feeling and art techniques perfectly. The artist tells a story through colour, line, shape and direction of his own. This is the most important reason why it has been ~~stare~~ successful.



Bonnie

to be continued ...





## Types (kinds) of Paintings

*Some paintings show exactly what an Artist saw, while others explore shapes or express feelings. One Artist might paint a landscape with realistic details, such as rocks or green blades of grass. Another might paint the same landscape in swirling shapes and colour that captures how the air and sunlight felt.*







## Types (kinds) of Paintings

نماذج وانواع من الرسوم



رسم عن الطبيعة

Landscape

رسم عن البحر

Seascape

رسم عن المدينة

Cityscape

رسم عن الأنهار

Riverscape

رسم عن الشوارع

Streetscape

رسم داخلي لمبنى أو حجره

Interior

صوره زيتيه تمثل أزهارا أو أثمار

Still-Life

رسم لمجموعة من الأشخاص

Crowd Scene

رسم شخصي

Portrait

رسم شخصيه

Self - Portrait

رسوم لتمثيل أو اشكال هندسيه في الطبيعة

Figures in a Landscape





## Types (kinds) of Paintings

### 圖畫類型

視覺成份

Visual Elements

GENRE (of Artworks)

藝術作品的類型



Landscape

風景

Seascape

海景

Cityscape

城市風景

Riverscape

江 / 河景

Streetscape

街道風境

Interior

室內 / 內部的

Still-Life

靜物畫

Crowd Scene

群眾景色

Portrait

肖像畫

Self - Portrait

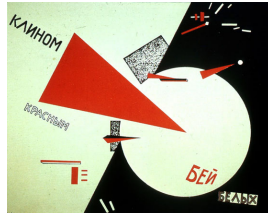
個人肖像

Figures in a Landscape

人物或景物風景



## Types (kinds) of Paintings



Landscape

phong cảnh

Seascape

phong cảnh ở biển

Cityscape

phong cảnh thành phố

Riverscape

phong cảnh ở sông

Streetscape

phong cảnh đường phố

Interior

bên trong

Still-Life

cảnh tĩnh - vật

Crowd Scene

cảnh đám đông

Portrait

chân dung

Self - Portrait

chân dung cá nhân

Figures in a Landscape

cảnh hình dung



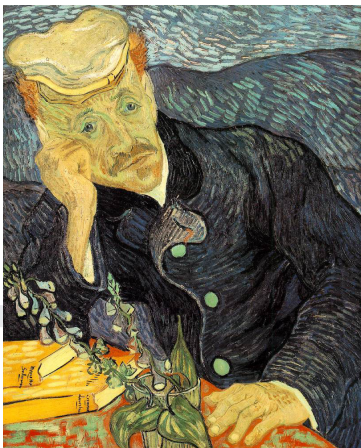




## Types (kinds) of Paintings

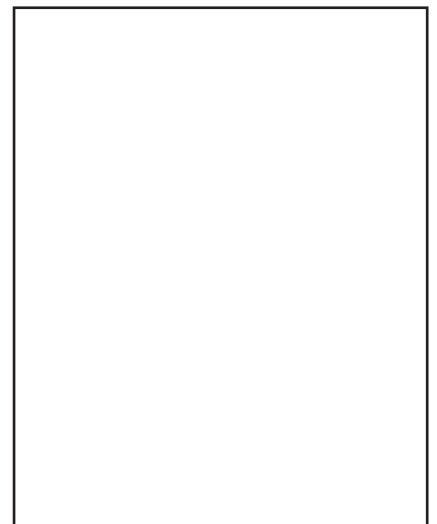
Write the translation in below for your language.

Landscape	_____
Seascape	_____
Cityscape	_____
Riverscape	_____
Streetscape	_____
Interior	_____
Still-Life	_____
Crowd Scene	_____
Portrait	_____
Self - Portrait	_____
Figures in a Landscape	_____



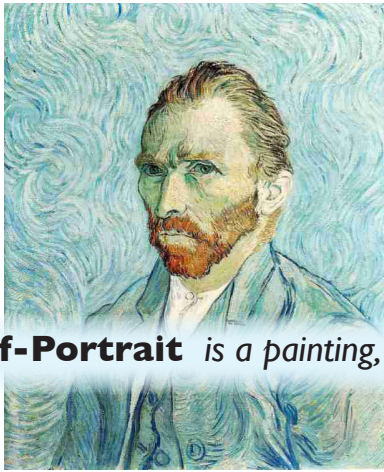
A **Portrait** is a painting, drawing or photograph of a person. Usually the head and shoulders. It can also be just the head or the whole body. Besides showing what someone looks like, a Portrait often captures a mood or personality.

Draw a *Portrait* of someone in your class.  
Use colour to express the mood of that person.



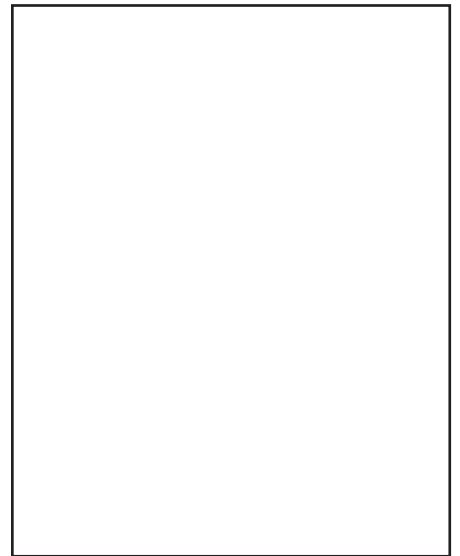


## Types (kinds) of Paintings



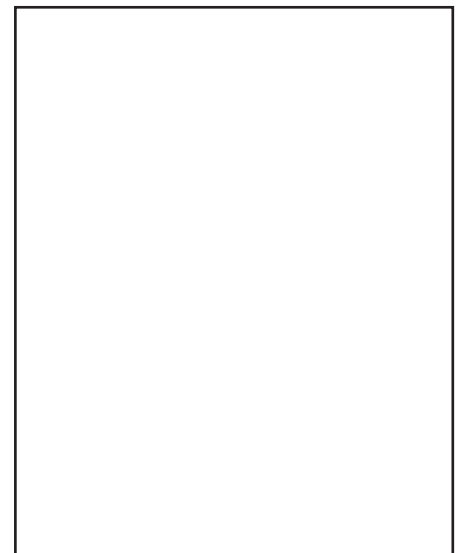
A **Self-Portrait** is a painting, drawing or photograph of a the Artist him/herself.

Draw a your Self-Portrait.



A **Still Life** is a painting, drawing or photograph of a group of inanimate objects, a bowl of fruit, flowers etc. ... (usually on a table.) A Still-Life reveals an Artist's skill in painting shapes, light and shadow.

Draw the Still-Life set up on the table. →





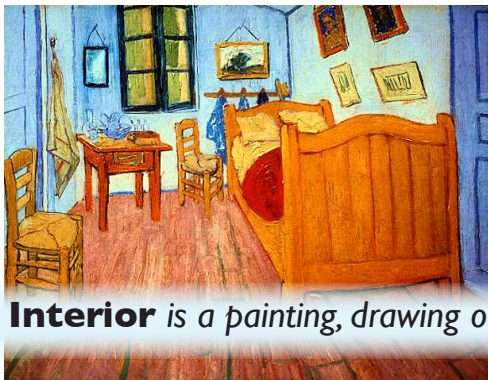
## Types (kinds) of Paintings



A **Landscape** is a painting, drawing or photograph of the land. A view or an outdoor scene. a landscape artist uses paint to create land, water and clouds, air, wind and sunlight.



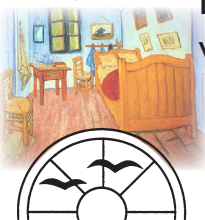
← Draw a Landscape that you remember from your country.



An **Interior** is a painting, drawing or photograph of the inside of a room or a building.



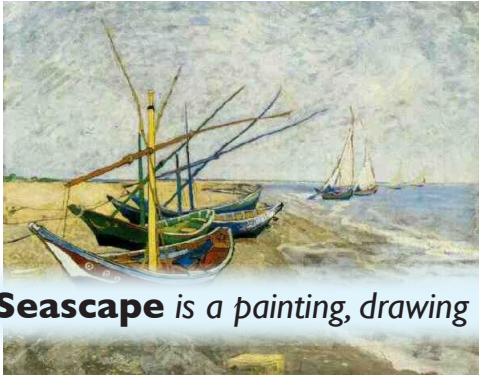
→ Draw a section of this room in which you are sitting.





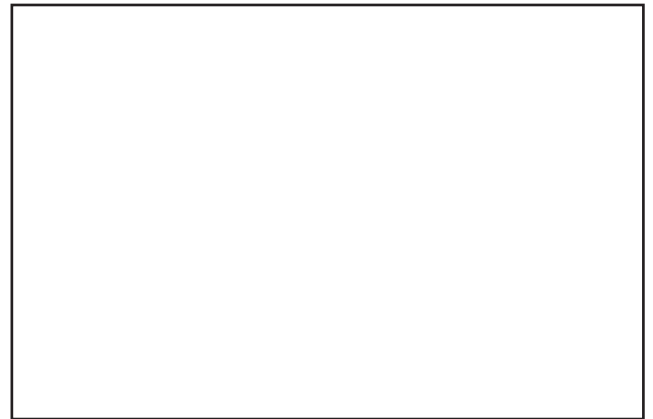


## Types (kinds) of Paintings



A **Seascape** is a painting, drawing or photograph of the sea.

Draw a picture of a beach or harbour that you visited recently.



A **Cityscape** is a painting, drawing or photograph of the city.



Draw a picture of you home city.



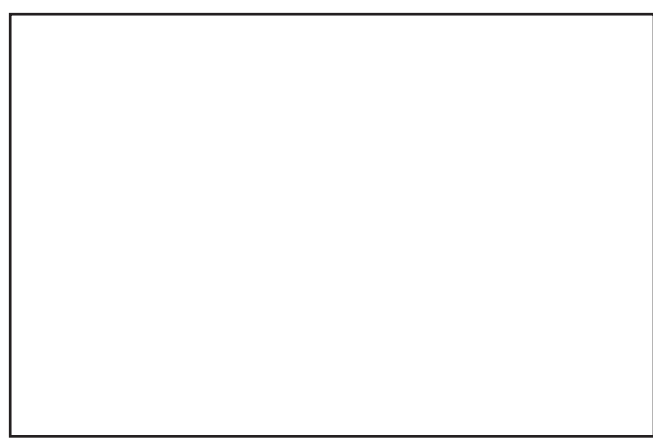


## Types (kinds) of Paintings



A **Real-Life** Scene captures life in action. It could show a busy street, a beach party, a dinner gathering, or anyplace where living goes on.

Draw a picture of the students in your class.



An **Abstract** is a non-representational painting, (not like a photograph). It uses the elements of design to express the essence of a subject or idea.



Design an Abstract picture to give you a feeling of Summer. Think about the colours and shapes that you use.

