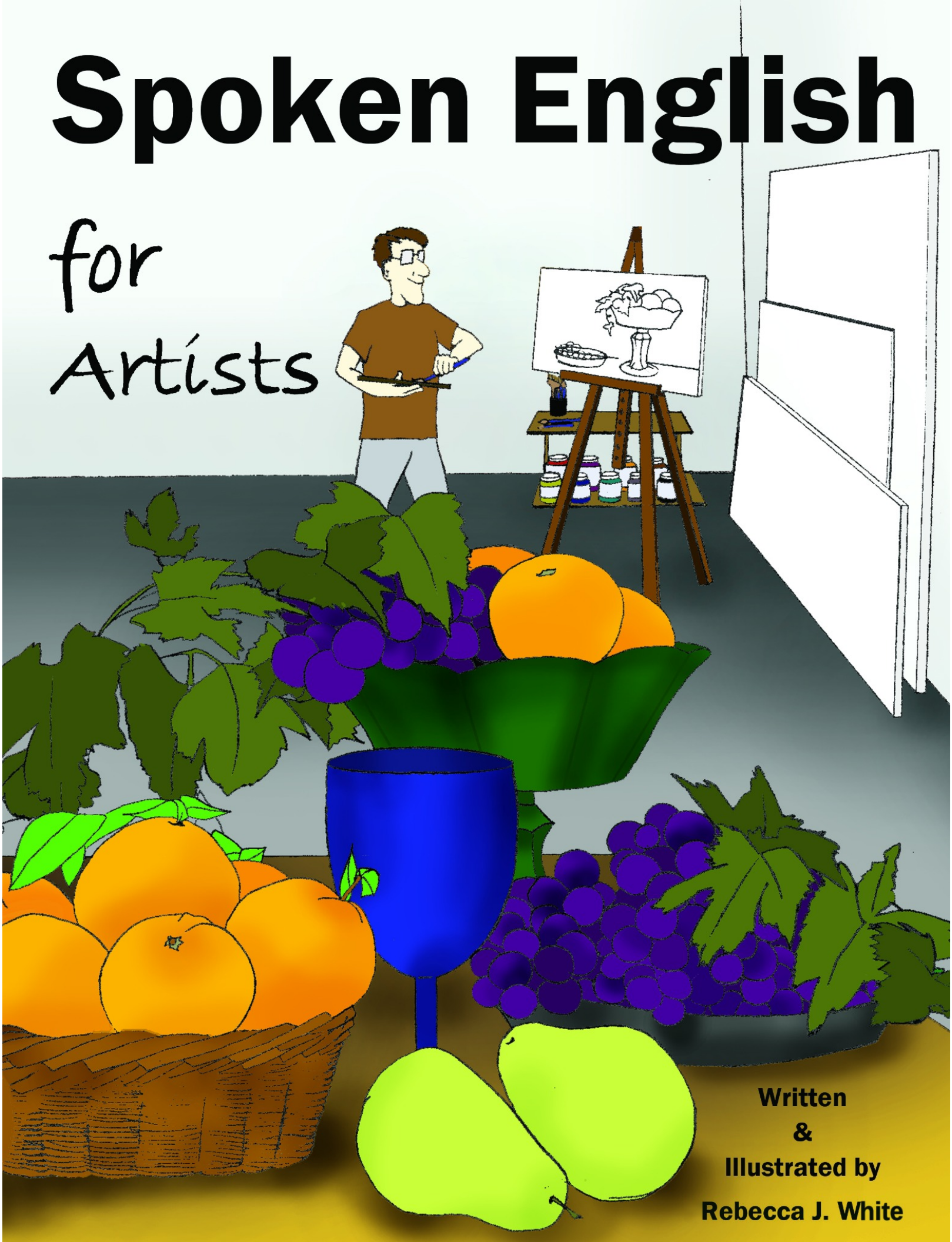
Spoken English

for Artists



Written
&
Illustrated by
Rebecca J. White

Spoken English for Artists

An intermediate to advanced English language textbook
for artists and art enthusiasts.

Written & illustrated by
Rebecca J. White

Spoken English for Artists

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Rebecca J. White

http://www.paintingsbyrebecca.com

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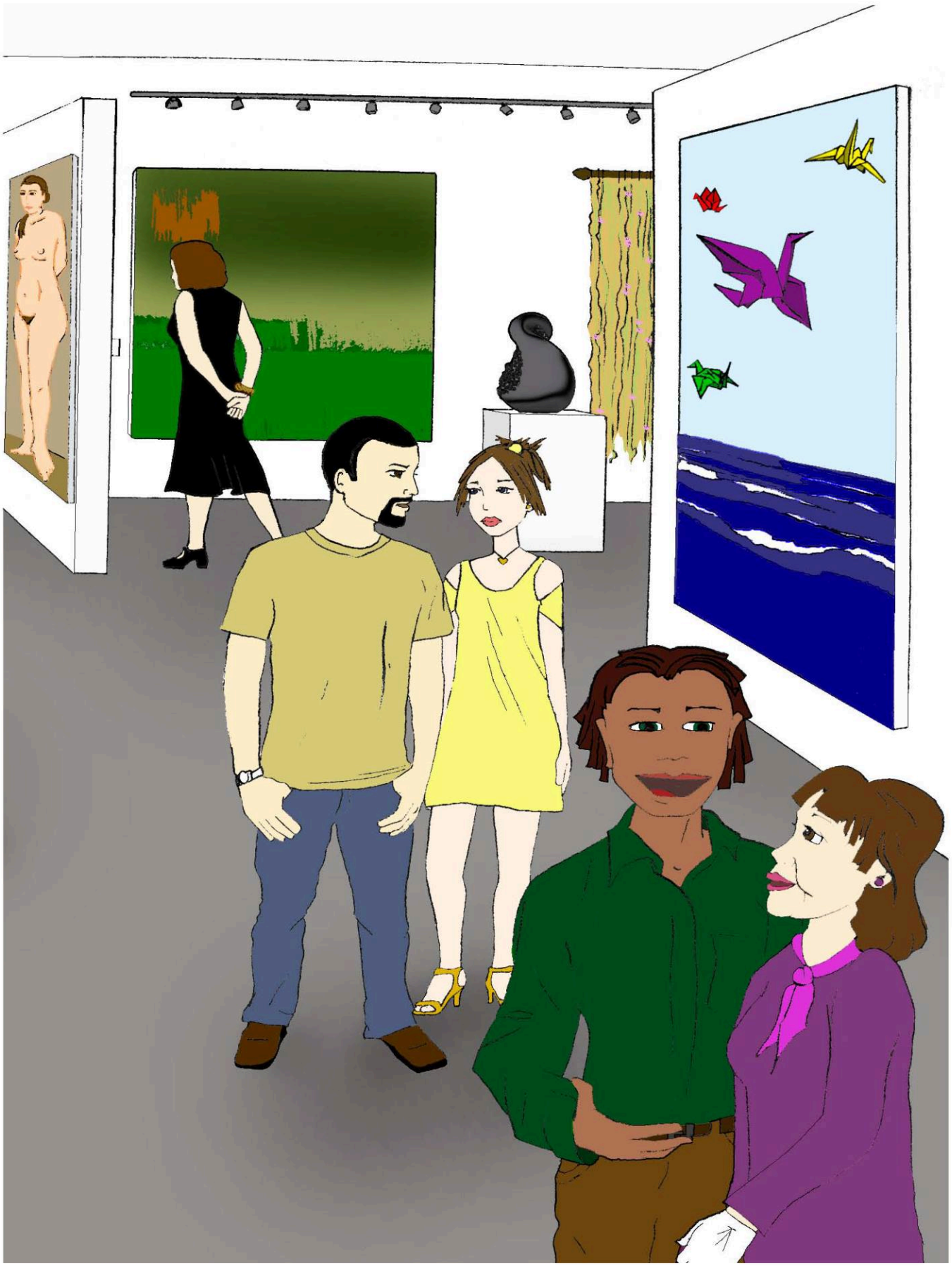
Table of Contents

		PAGE
LESSON 1	Introduce Yourself at the Gallery	1
LESSON 2	At the Ceramics Studio (Present Simple & Adverbs of Frequency)	7
LESSON 3	Found Art/Assemblage Sculpture (Simple Past)	11
LESSON 4	Peter is Painting a Still-Life. (Prepositions of Position)	17
LESSON 5	Plein-Air Portrait Painter (Present Continuous)	21
LESSON 6	In the Glass Studio (Future with Will/Won't/Going to/Not Going to)	27
LESSON 7	Figure Drawing Session (Imperatives)	31
LESSON 8	John is a Lithographer. (Comparatives & Superlatives)	37
LESSON 9	Saundra Moved into a New Studio (Describing Places)	43
LESSON 10	Tour a Museum (Present Perfect & Passive)	47
LESSON 11	Allison is a Landscape Photographer. (Expressing Preferences with Gerunds)	53
LESSON 12	Master and Apprentice Metalsmith (Modals – Can/Should/May)	57
LESSON 13	Design 101 (Building Vocabulary for 2-D and 3-D Design)	65
LESSON 14	While Mitch was working in his studio… (Simple Past & Past Continuous)	71
LESSON 15	Negotiating a Gallery Contract (Conditionals)	79
LESSON 16	A Critique (Adjectives/Adverbs)	83
LESSON 17	Interviewing Karen (Subject, Object & Tag Questions)	89
LESSON 18	In Remembrance of Professor J.D. Twilliger, Master Painter	93
LESSON 19	"Modern Art at a Glance" by Christine Mathews	99
LESSON 20	Sarah's Journal (Reviewing Tenses)	107

Glossaries

- Genres in American & European Art History 111
- Supplementary Art Terms 112
- Color Wheel 113





LESSON 1
Introduce Yourself at the Gallery

Thank you everyone for coming tonight. My name is Christine Mathews and I've curated this exhibition of contemporary artwork by local artists. I hope you all enjoy yourselves at this artists' meeting, and good luck at the opening of the exhibition tomorrow!

Mark: Hey, how's it going? I'm Mark.
Peter: Hi, Mark. My name's Peter. Are you a painter?
Mark: No, I'm a potter.
Sarah:It's nice to meet you. I'm Sarah. I'm a painter!

Michael: Hi, I'm Michael. I'm a metalsmith.
Maureen: Hello Michael. My name's Maureen. Is that your sculpture over there?
Michael: No, I don't have any work in this exhibition.

Karen: Hi, how are you doing? I'm Karen. I make sculptures in paper.
John: How's it going Karen? I'm John. I'm a lithographer.
Karen: Oh, is that your work over there? I really like that print!
John: Yes, it is. Thank you.

Penny: Hey, my name is Penny. I work with stained glass.
Adrienne: Hello Penny. I teach ceramics. My name's Adrienne.
Jean: Hi Adrienne, I'm Jean. I share a studio with Penny.
Adrienne: Well, it's a pleasure to meet you both!

Review these expressions:

Hi/Hey/Hello
It's a pleasure to meet you. / It's nice to meet you (too).
How are you (doing)? / I'm fine. How are you (doing)?
How's it going? / It's going well.
What's up? / Not much./Nothing much. (How about) you?

I (paint portraits). I'm a (painter). / Are you a (painter)?

Vocabulary in this Lesson

Verbs	Artists	Nouns
to curate (an exhibition)	curator	artwork/work/pieces/art
	local artist	contemporary artwork
to (make/do/throw) pottery	potter	exhibition
to paint	painter	opening of the exhibition
to make sculpture/ to sculpt	sculptor	sculpture
to pull a print	printmaker	(work/sculpture) in paper
to (do/make) lithographs	lithographer	photography
to blow glass	glassblower	landscape photography
to do stained glass		portrait photography
to work (in/with) metals	metal smith	stained glass
		ceramics/pottery
		medium

Application

Answer these questions.

1. When is the opening of the exhibition?
2. Is Mark a painter?
3. What does Sarah do?
4. What does Michael do? Does he have a sculpture in this exhibition?
5. Does Karen do lithography?
6. What medium does Penny work with?
7. Where is Jean's studio?

Practice introducing yourself.
Introduce another artist.

Writing Exercise

Read about Christine Mathews, Adrienne, and Mark.

Christine Mathews is a curator at the city Museum. She doesn't make art, but she loves art. She collects artwork by local artists and shows it at the museum.

Adrienne is a (ceramicist/potter) and a ceramics instructor. She has a studio in the city and she has a lot of students.

Mark is a policeman. As a hobby, he studies pottery. He is a student at Adrienne's studio.

Write the answer to these questions about Christine Mathews, Adrienne, and Mark.

1. Is Christine Mathews an artist? What does she do? Where does she work?
2. Is Adrienne a potter? Does she also have another job? Where does she work?
3. Is Mark a potter? What does he do?

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Write a about yourself and then about another artist you know. Answer these questions.

1. Are you an artist? Is he/she an artist?
2. What do you do? What do they do?
3. Choose an artist from history, or one you know, and introduce them to your classmate.
4. Choose an artist from history, or one you know, but don't tell your classmate. Ask questions to guess which artist your classmate chose.

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LESSON 2
At the Ceramics Studio
Present Simple Tense and Adverbs of Frequency

Adrienne is a ceramics instructor. Every morning she walks to her studio. She cleans and prepares for her classes. She always sweeps the floor and washes the tables and pottery wheels. Sometimes, she unloads and loads the kiln. She usually wedges the new clay and stirs the glazes. Every weekend she fires the kiln.

Adrienne keeps the ceramics tools in a large cabinet, but before her class arrives, she washes all of the sponges and brushes. Then, she places the ceramic tools on the table. She fills pails with clean water and puts them next to the pottery wheels.

Linda is a student in Adrienne's pottery class.

Mark is also a student at the ceramics studio, but he never uses the wheel. Mark builds vessels using slabs and coils of clay. He usually uses a rolling pin, to flatten the clay and a knife to cut shapes.

Sometimes, Mark uses a loop tool and a needle tool to carve decoration in the surface of these shapes. Then, he uses a sponge to wet the edges. He attaches the edges with slurry. After he constructs a piece, he always lets it dry completely, before Adrienne loads it into the kiln.



Grammar Patterns

subject + adverb of frequency+ verb
adverb of frequency + subject+ verb

Vocabulary in this Lesson

Nouns	Verbs	Adverbs	Adverb of Frequency
ceramics	to prepare		
instructor	to load/unload	completely	always
pottery wheel	to wedge clay		every (day/week/month)
kiln	to stir		usually
glaze	to flatten		generally/normally/regularly
sponge	to wet		often / frequently
brush	to attach		sometimes
ceramic tools	to (construct/make)		occasionally
vessel	to let it dry		seldom
pail			rarely / infrequently
slab			hardly ever
coil			never
rolling pin			
shape			
edge			
slurry			

Application

Use the present simple and adverbs of frequency to talk about what you usually do.
Ask each other questions about your (morning/work/studio) routines.
Describe your art-making process. Do you often (paint/throw pottery/sculpt/design something)?

Writing Exercise

Answer these questions about Mark and Adrienne.

1. Where does Adrienne work?
2. How does Adrienne get to work?
3. What does Adrienne do before her class arrives?

4. Does Mark teach ceramics?
5. Does Mark use the pottery wheel?
6. What does Mark build?
7. How does Mark build vessels?

Write questions using these words.

Example: stay up late/you/often
Do you often stay up late?

1. visit/you/museums/usually
2. go shopping/you/how often
3. regularly/draw/you
4. you/every evening/dinner/cook
5. take photographs/ you /frequently
6. eggs/you/breakfast
7. you/a paint brush/use/how often
8. video games/everyday
9. party/go to/you

Write an answer to each question.

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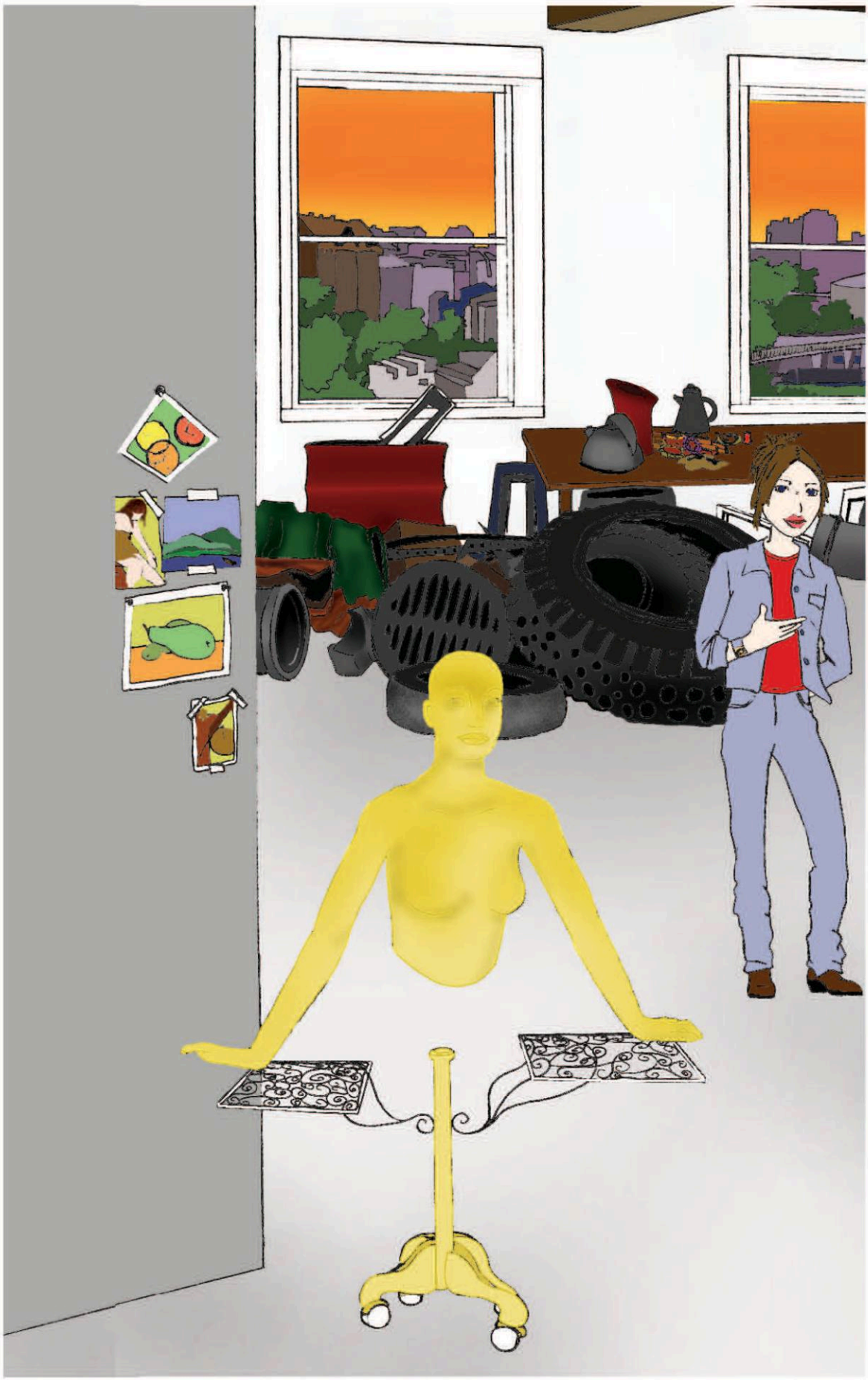
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LESSON 3
Found Art/Assemblage Sculpture
Simple Past Tense

Jim made an assemblage sculpture about his hometown.

He found an old window frame, a table, and two chairs in his garage. He sanded the wood. He took the glass out of the window frame. He cut the table into pieces and attached them to the frame. He bought a wooden duck at an antique store, then he sanded and painted it. He gathered sticks from his backyard and twisted them into a circle to make them into a nest. He glued the duck into the nest, then attached it to the top of the frame. He attached the rest of the sticks to the bottom of frame.

Maureen also made a found-object sculpture.

She bought a mannequin from a department store and took it apart. She had an old office chair in her attic and she used the bottom of it. She recycled some cast iron pieces from her grill and attached them as shelves. Then, she balanced the mannequin on the shelves.

Vocabulary in this Lesson

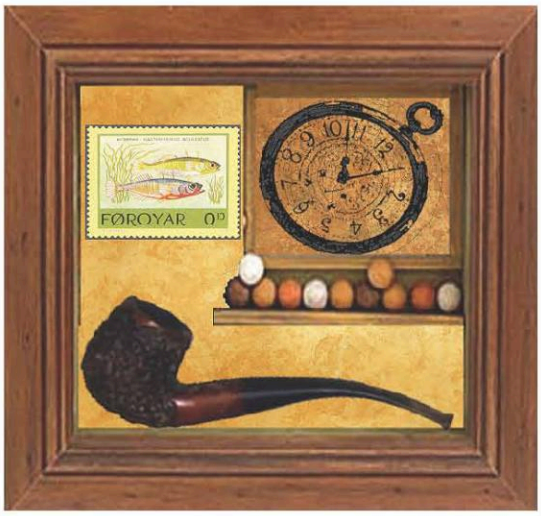
Verbs	Past Tense	Nouns	Adjectives
to collect	collected	assemblage sculpture	wooden
to gather	gathered	hometown	top
to organize	organized	window frame	bottom
to attach	attached	table	
to balance	balanced	chairs	
to paint	painted	garage	
to sand	sanded	backyard	
to polish	polished	sticks	
to build	built	circle	
to die	died	wooden duck	
to be born	was born	mannequin	
to make	made	office chair	
to find	found	attic	
to use	used	bottom	
to twist	twisted	cast iron	
to recycle	recycled	grill	
to take apart	took __ apart	shelves	
to glue	glued	nest	
to take __ out of__	took __out of __	shadow box	
		object	

Application

Use the words below each image and vocabulary from this lesson to practice describing how you think that the artist made each assemblage sculpture.



Bottle, feather, map, shell



Stamp, picture of a pocket watch, wooden balls, pipe

Describe (Christmas/New Year's/your birthday last year). Ask each other these questions:

1. Where did you go?
2. Who was there?
3. What did you do?
4. Did you wear a (suit/dress/bathing suit)?
5. Do you usually do (that)?

Writing Exercise

Write an answer to these questions.

1. What did your classmate do on (Christmas/New Year's/their birthday)?
2. What did you do (yesterday/last weekend/last summer)?

Describe how you made a recent work of art.

What happened?
Put the sentences below in order, to describe the picture.

A. Sarah's mom was startled and spilled her coffee.
B. The wind blew through the window.
C. Sarah stacked the cups on the floor.
D. The coffee stained her dress!
E. Sarah found some plastic cups in the cupboard.
F. The puppy was surprised and barked.
G. The tower fell down.

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LESSON 4
Peter Paints Still-Life Paintings.
Prepositions of Position

Peter paints still-lives. Today, he arranged some things on a table. He put a plate, a bowl, a basket, and a dessert dish on the table. He filled the basket with oranges, and then placed one orange next to it. He put a bunch of grapes on the plate. He set a wine glass between the plate and the basket. He set a wine bottle behind the basket. He put two pears on the table, to the left of the plate. Then, he piled more grapes into the dessert dish and placed a few oranges on top of them. He didn't put anything in the bowl, but he set some flowers next to it. Above the table, he hung a bunch of red chili peppers. He cut an orange in half and placed it on the table, leaning against the basket.

Grammar Patterns

It's (across from/near/on) _____.
It's between _____ and _____.
Is it (under/next to/on top of) the plate?

Vocabulary in this Lesson

Verbs	Past Tense	Nouns
to stack	stacked	bunch of (grapes)
to set/place/put	set/placed/put	plate
to arrange	arranged	bowl
to hang	hung	basket
to tie	tied	dessert dish
to lean (against)	leaned (against)	wine glass
to fill	filled	flower
to pile	piled	wine bottle
to cut	cut	chili peppers

Prepositions of Position

above	to the (left/right) of	beside
across from	on top of	on/onto
leaning (against)	opposite	under
tied (on/around)	by	in/into
below	near	inside

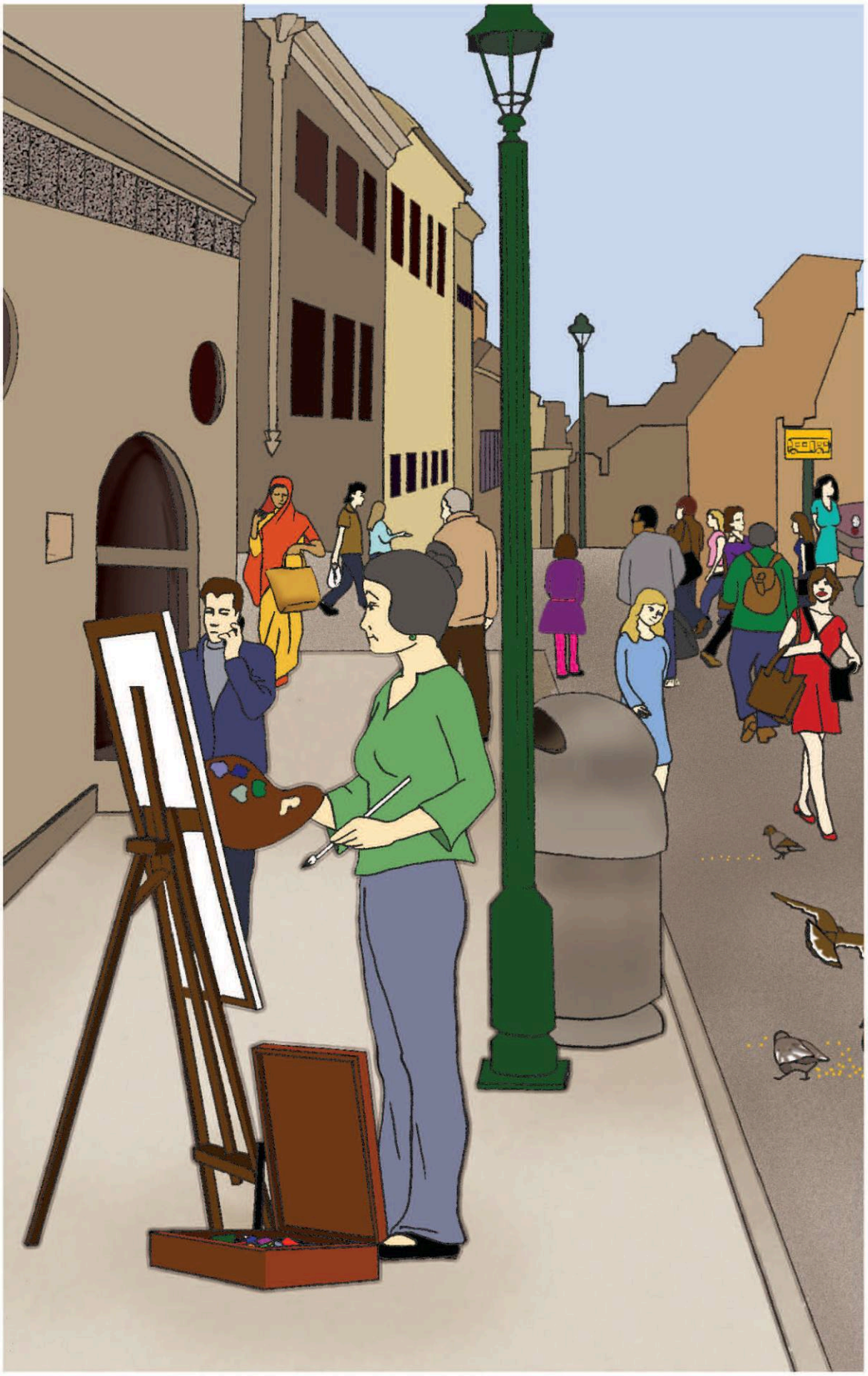
Application

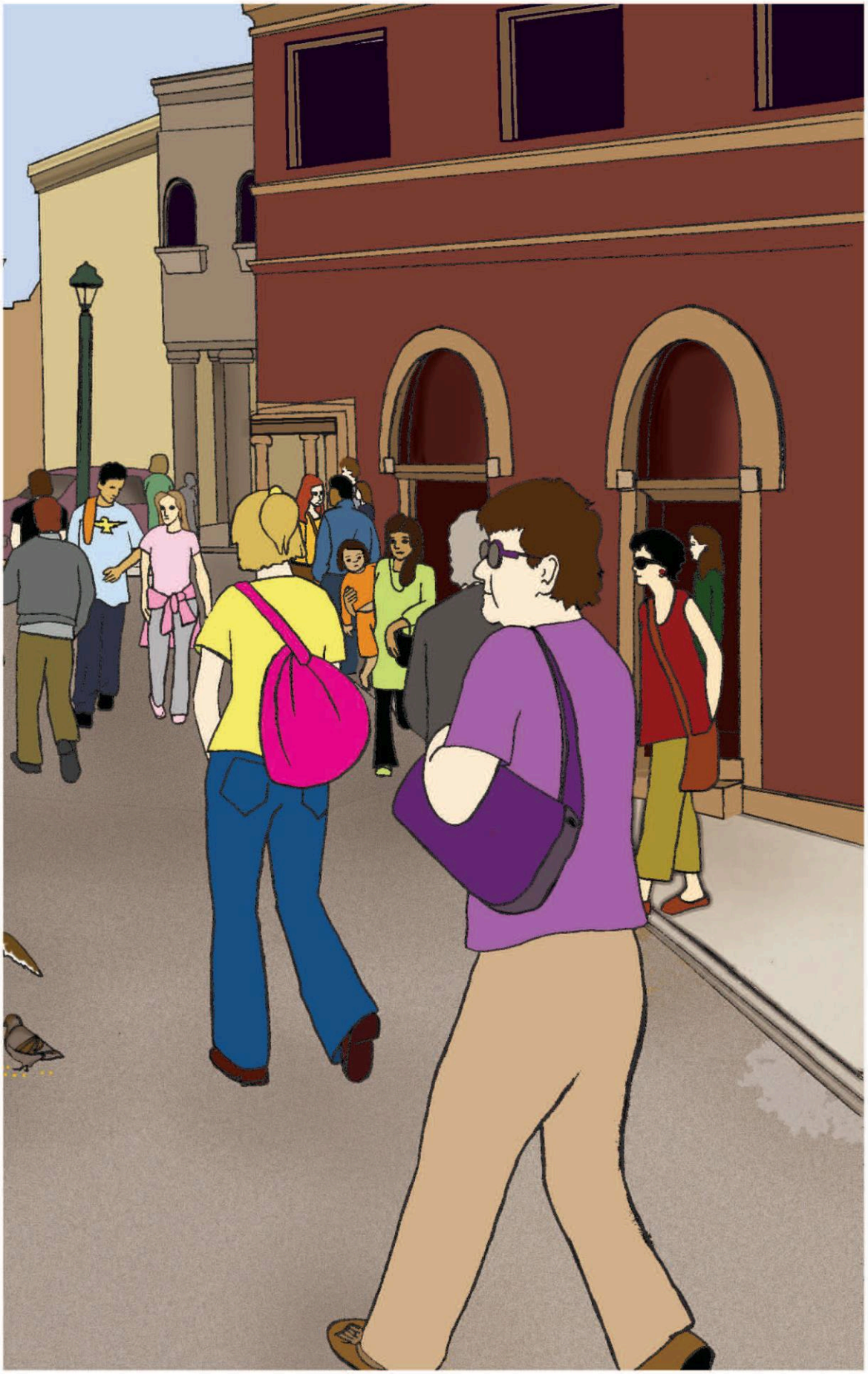
1. Practice describing Peter's paintings. Practice asking questions about the paintings.
2. Draw a still-life. Describe your still life to a classmate.
3. Imagine a still-life. Describe your imaginary still life to a classmate. Your classmate will draw the picture you've described.
4. While your classmate closes his/her eyes, hide your pen. When your classmate opens his/her eyes, practice telling them where the pen is. Try again using your keys, notebook, coffee cup, scarf...

Writing Exercise

Match the preposition of location (**in, at, on**) with each sentence.

1. The label is _____ the bottle.
2. There are a lot of beautiful pictures _____ the wall.
3. "I'm sorry. She's not _____ home now. Can I take a message?"
4. Who is that woman _____ the photograph?
5. She put paint _____ the brush.
6. He keeps the brushes _____ a cup.
7. There's a show about metalsmithing _____ the T.V.
8. Linda doesn't live _____ her studio. She has an apartment in the city.
9. The canvas is _____ the easel.
10. I saw an advertisement for your exhibition _____ the newspaper!
11. Peter never puts his finished paintings _____ the floor.





LESSON 5
Plein-Air Portrait Painter
Present Continuous Tense

This city street is busy today. Some people are shopping. A lot of people are enjoying a walk and talking. A girl is feeding pigeons. A mother is carrying her child.

Sarah is setting up her easel.
She is mixing colors on her palette with a brush.
She's watching people around her and studying the buildings.
She is sketching the skyline with a thin brush.
She is drawing the buildings with bright colors.
She is painting the street with a wide brush and dark purple paint.
She is adding grey details to the buildings with a small brush.
Sarah is scraping the canvas with a palette knife, spreading yellow and orange light.
Now, Sarah is looking for a person to paint into her landscape.

Grammar Patterns

Positive
(subject) + (am/is/are) + (verb -ing).
Example: She is reading.

Negative
(subject) + (am/is/are) + (not) + (verb -ing).
Example: We are not sleeping.

Vocabulary in this Lesson

Nouns	Verbs	Present Continuous	Adjectives
plein-air painting	to set up	setting up	busy
easel	to mix	mixing	thin
colors	to watch	watching	dark
palette	to look for	looking for	bright
line	to study	studying	wide
brush	to feed	feeding	short
light	to draw	drawing	
detail	to sketch	sketching	
palette knife	to paint	painting	
person	to add	adding	
	to spread	spreading	
	to scrape	scraping	
	to carry	carrying	

Application

Play charades! Choose from the list of activities below, or imagine one by yourself, but *don't tell your classmate* what it is! Then, silently act out the activity. Your classmate will ask "Are you ____ing?" Answer only with "yes" or "no", until your classmate chooses correctly. Change Roles.

- shopping
- playing baseball
- playing soccer
- playing hockey
- playing basketball
- skiing
- golfing
- cooking
- cleaning
- painting a house
- painting a picture
- making a sculpture from wood
- visiting a museum
- repairing a car
- trying on shoes
- making a bed
- checking an email
- using an ATM
- making a sandwich
- making tea

Ask your classmate questions about a picture in this textbook.
For example, "Is she ____ing?" "Is he _____ing?"

Choose a picture in this textbook and ask your classmate about it.

Writing Exercise

Write the correct verb form in each sentence.

Example: I can't hear what you _____ because everybody _____ so loudly. (say) (talk)

I can't hear what you **are saying** because everybody **is talking** so loudly.

1. Shhhhh! John _____. (sleep)
2. Don't forget to wear your raincoat. It_____ .(rain)
3. I'm a landscape photographer, but recently I _____ (do) portraits.
4. She can't answer her cell phone right now, because she _____. (drive)
5. This year Janet _____ a children's book. (illustrate)
6. I never have time to sketch, because I _____. (always, work)
7. She likes to visit museums whenever she _____. (not, sculpting)
8. My wife usually cooks healthier foods, but recently she _____ to bake. (learn)
9. Our neighbors can't come to our dinner party, since they _____ their kitchen. (paint)
10. Usually, I bring salad to a BBQ, but today I _____ hotdogs. (bring)

Write about a picture in this textbook. “What is happening? What are people doing?”

LESSON 6
In the Glass Studio

Future Tense with Will/Won't/Going to/Not Going to

Penny and Jean share a studio. Penny is a stained glass artist and Jean is a glassblower.

Jean is going to blow a glass vase. She's going to put a glob of molten glass on the end of a steel pipe. She'll blow a bubble of air into the pipe and trap it with her thumb. Then, she'll use tools to shape the molten glass. She'll put the molten glass into the glory hole to reheat it, as she works.

When the shape is ready, she'll put it on a punty iron, so that she'll be able to heat only specific parts of it at a time.

When she is finished shaping the vase, she'll put it into a kiln overnight to anneal it, so that it won't crack. The next day, she's going to polish the vase, so that there won't be any marks left from her tools.

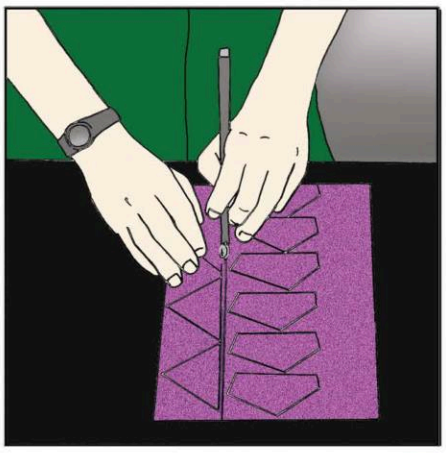
Grammar Patterns

Positive
(subject) + (am/is/are) + (going to) + (verb)
(subject)+ (will) + (verb).
Example: He is going to sculpt.

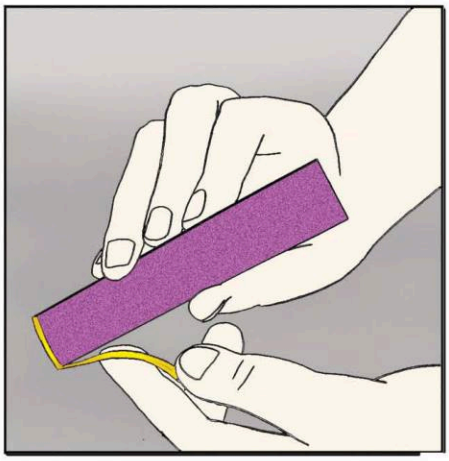
Negative
(subject) + (am/is/are) + (not) + (going to) + (verb).
(subject) + (will not) + (verb).
Example: He is not going to draw.



Penny is going to make a unique stained glass window.



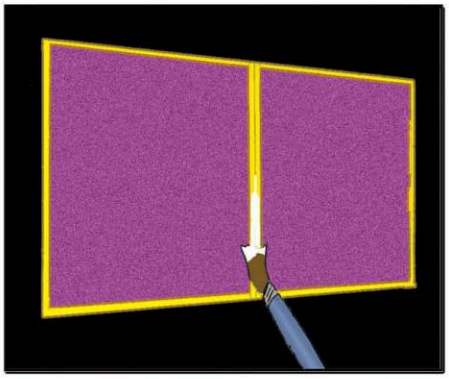
First, she'll draw the pattern and then she'll cut it out.



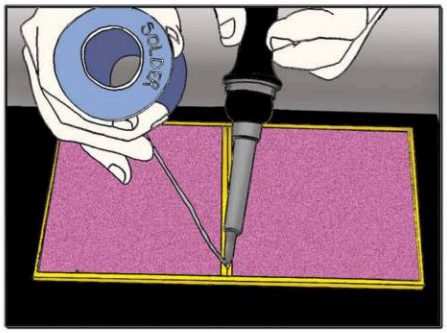
Next, Penny is going to grind the edges of the glass pieces, to make them smooth. She'll press foil onto each edge with a fid or a burnisher.



burnisher



Then, she'll arrange the pieces of stained glass inside of a wooden frame. She'll use a paint brush to apply flux to every seam.



Finally, she's going to solder between the foiled edges with a soldering iron and lead solder.

Vocabulary in this Lesson

Nouns	Verbs	Adjectives
stained glass	to share	unique
pattern	to draw a pattern	smooth
foil	to cut (it) out	molten
edge	to grind	ready
fid	to press	specific
burnisher	to solder	
soldering iron	to blow glass	
(lead) solder	to blow a bubble	
(glass) vase	to trap (something)	
glob/blob	to shape (something)	
(steel) pipe	to heat/reheat	
thumb	to be able to	
glory hole	to anneal	
punty iron	to crack	
kiln	to polish	
overnight		
mark		

Application

Describe your plan for (tonight/ this weekend/ a future artwork).

Ask questions about your classmate's plans for (tonight/ this weekend/ a future artwork).

Make a promise.

Writing Exercise

Write about your classmate's plans for (tonight/ this weekend/ a future artwork).

Write about your classmate's promise.

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LESSON 7
Figure Drawing Session
Imperatives

Professor Lawrence came into the figure drawing studio and began (giving instructions/ telling people what to do) to prepare for the session.

Listen everyone! Can I have your attention please? I'm sorry I'm late, but we have a little time left so let's get started. This is Mary Anne, our model for today's drawing session.

Mary Anne, please get ready and take a pose on the podium. Michael, will you move the podium to the center of the room so that Mary Anne can get ready, please?
Rachel, get the spotlights and put them around the podium. Adam, please turn off the lights, so that there's more shadow on Mary Anne. Brian, get a cloth to cover the podium.

Everyone put away your graphite pencils and take out your pastels! I want you all to use color today.

Mary Anne, would you mind (doing) a sitting pose? Will someone please get Mary Anne a chair and set it up on the podium?

Grammar Pattern

Positive
(infinitive verb) + (object)
Example: Hit the ball!

Negative
(do) + (not) + (infinitive verb) + (object)
Example: Don't hit the ball!

Most Direct



Imperatives

Sit!
Please sit.

Request Forms

Will you sit (please)?
Could you sit (please)?
Would you mind sitting?
You wouldn't mind sitting, would you?
Won't you sit (please)? **invitation**

Recommendations

You should (call her).
You ought to (call her).
You'd better (call her).
If I were you, I'd (call her).
Why don't you (call her)?
You could always (call her).
It would be a good idea if you (called her).
Have you thought about (calling her)?

Most Polite

Vocabulary in this Lesson

Verbs	Nouns
to begin/ to get started	figure
to give instructions	attention
to tell people what to do/ to give orders	drawing session
to get ready	model
to take a pose	pose
to move (something)	podium
to get the (something)/ to bring	shadow
to turn off	cloth
to cover	graphite pencils
to put away	pastels
to do a (sitting) pose/ to pose	chair

Application

Mr. Smith is visiting the City Museum and he is rude. He has bad manners. Use the appropriate imperative.

He is eating in the museum. Example: (Please) don't eat in the museum.

1. He sat on a sculpture. _____

2. He tied his dog at the museum entrance. _____

3. He is talking loudly on his cell phone. _____

4. He touched a painting. _____

5. He threw trash on the floor. _____

6. He slept on the bench in the museum. _____

Writing Exercise

Write the correct phrase in the sentence.

1. _____ up! We'll be late for the opening.
   a. Don't hurry
   b. Hurry you
   c. Hurry

2. _____ your coat. It's cold outside.
   a. Forget not
   b. Don't forget
   c. Forget

3. _____ that music! I can't concentrate.
   a. Turn down
   b. Turn up
   c. Don't turn down

4. _____. The performance is about to start.
   a. Are you quiet
   b. Be quiet
   c. Be you quiet

5. _____ materials in the studio.
   a. Don't you waste
   b. Don't waste
   c. Waste not

6. _____ to the end of this street and turn left.
   a. Drives
   b. Drive
   c. Drive you

7. _____ early, so we can get good seats at the show.
   a. Do come
   b. Do you come
   c. Come

8. _____, I'll help you.
   a. Worry not
   b. Don't you worry
   c. Don't worry

9. _____ your drawings. Class is almost over.
   a. Finish
   b. Finishes
   c. You finish

Choose an activity from the list and write instructions.

- to make soup
- to stretch a canvas
- to drive or walk to work
- to photograph a landscape
- to fold a paper airplane
- to paint a sunset
- to take care of a pet
- to throw a bowl on the wheel

LESSON 8
John is a Lithographer
Comparatives & Superlatives

John bought a printing press and he's really excited about trying it out! He's going to use it for lithography.

John is a lithographer at heart. He feels that the smooth limestone is the finest surface for drawing. With a grease pencil, he can easily shade to rich dark tones, or very pale tones and he can get the best line quality. He thinks that lithography is the most immediate medium. With other mediums, John is often frustrated by the differences in each print but, when he finishes a drawing on limestone, he can instantly see what his print will look like.

Before John bought this new press, he usually did drypoint etchings with a stylus on copper plates. Drypoint is a simpler technique than lithography, but John doesn't like the line quality of drypoint. Although he can draw fine lines with both, drypoints look sketchier than lithographs. Some people say that drypoints are more expressive, but John disagrees.

John has never liked to do aquatints or engravings either. An aquatint has even tones, without shades. John prefers lithography because he can get a greater variation of tone. In an Engraving, shades of light and dark are made with crosshatched lines. The lines of an engraving are heavy and even. John would rather be able to draw with a variety of line qualities.



Steel Stylus



Grammar Patterns

Positive
It's more (adjective) than (object). / It's (comparative) than (object).
Negative
It's not as (adjective) as (object).

Expressions

He uses (it) for (that).
A _____ at heart.
Although
He never liked ___.
Shades of (colors or tones)

Vocabulary in this Lesson

Nouns	Verbs	Adjectives	Adverbs
roller	to be excited	adjustable	easily
limestone	to try (it) out	limestone	instantly
surface	to feel (something)	smooth	
intaglio	to shade	slick	
grease pencil	to be frustrated	rich (color/tone)	
medium	to look like (something)	dark	
both	to disagree	light/pale	
line	to do drypoint	copper	
line quality	to do aquatints	simple	
tone	to do engravings	sketchy	
difference	to engrave	thin/fine	
stylus	to crosshatch	expressive	
plate		even	
technique		various	
variation		crosshatched	
variety		heavy	
		fine/high quality	
		immediate	

Adjectives	Comparatives	Superlatives
good medium	better medium	the best medium
simple technique	simpler technique	the simplest technique
expressive	more expressive	the most expressive
great variation of tone	greater variation of tone	the greatest variation of tone

Application

Answer these questions about John.

1. What did John buy?
2. What will he use it for?
3. What does John do?
4. Why does he like to do that?
5. What did John used to do?
6. Why doesn't he do that anymore?
7. Does John like to do aquatints? Why, or why not?
8. Does he like to do engravings? Why, or why not?

Make a comparison with the words below.

Example: Mouse/big/elephant
The elephant is not as big as the mouse

Example: original painting/expensive/poster
The original painting is more expensive than the poster.

1. Steel/cheap/gold
2. Renaissance painting/beautiful/abstract painting
3. Beethoven/famous/Mozart
4. Red/warm/blue
5. My hair/short/your hair
6. Einstein/intelligent/Stephen Hawking
7. Weather in New York/bad/weather in Tokyo
8. Using a pottery wheel/messy/slab construction
9. Power drill/ useful/hand drill
10. Picasso/modern/Di Vinci

Writing Exercise

Choose three media from the list below. Compare them.

- Oil painting
- Water color painting
- Acrylic painting
- Gauche painting
- Wood block print
- Drypoint
- Lithograph
- Engraving
- Ceramics
- Precious Metal
  (gold, silver, brass, copper, titanium)
- Steel
- Iron
- Stainless steel
- Glassblowing
- Lamp work
- Stained glass
- Photography
- Assemblage sculpture
- Wood carving
- Stone carving
- Drawing with pastels
- Drawing with graphite
- Drawing with charcoal
- Weaving
- Paper making

Complete the chart with the comparative and superlative forms of each adjective.

Adjectives	Comparatives	Superlatives
tall	taller	tallest
short		shortest
cheap	cheaper	
smooth		smoothest
expensive		most expensive
pretty		prettiest
beautiful	more beautiful	
ugly	uglier	
famous		most famous
simple		simplest
long		longest
short	shorter	
wide		widest
dark	darker	
light		lightest
pale		palest
thick	thicker	
thin	thinner	
bad		worst
interesting	more interesting	
messy	messier	
useful		most useful
modern	more modern	
even		most even

LESSON 9
Saundra Moved into a New Studio
Describing Places

Saundra wanted to move her photography studio to a new space in the city. When she read this advertisement in the classified section of her newspaper, she knew it was perfect!

Saundra made an appointment to see the apartment.

Apartments & Lofts
For Rent

Lrg 1BR w/patio. $2750 AC, Pool, pkng, on-site lndry. no pets. Call 212.555.5555

$3075 - Townhome 2 BR/ 2 ½ Bath / NEW PAINT / NEW CARPET/ washer & dryer/ 1yr lease / $1075 deposit/ Available ASAP. Call 212.444.4444

$1270 - Large, Charming 1 BR 1 BA apt., Incl. trash. 212.333.3333

$990 / studio ½ bath/ utilities incl./ 1 yr. lease/ Call 212.222.2222

2BR basement. Parking. Non-smoking/pets.Immediate.$1800+ 212.111.1111

FURNISHED $900 1BR. Cable. 212.666.6666

3 Bedroom Condo. All facilities. Excellent location. Near bus & train. $2500. Call 212.777.7777

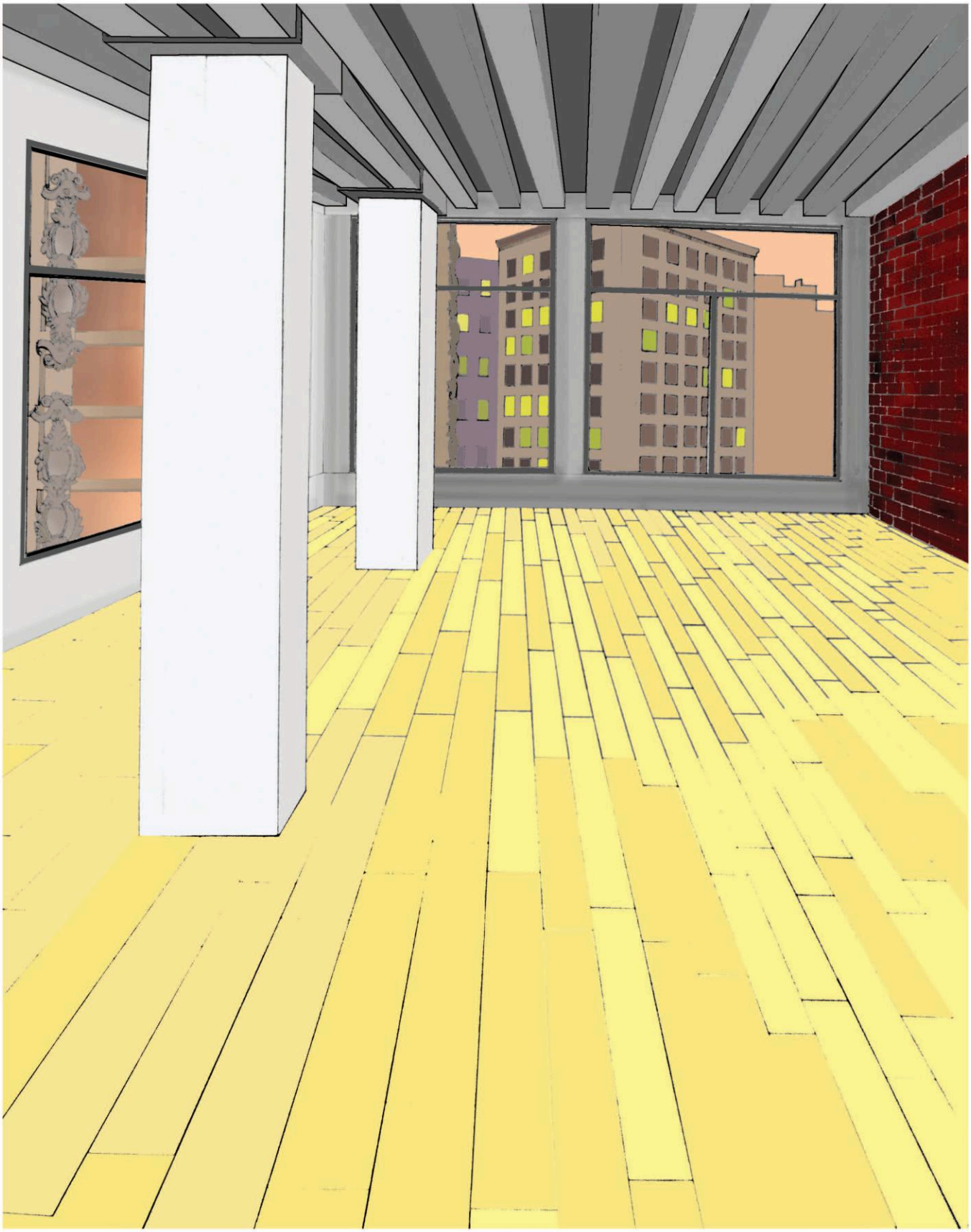
Houses
For Rent

4 bedroom. Hampton N. Available immediately. Call realtor for details. 212.888.8888

2 bedroom townhouse. New kitchen. Must see! Call 212.999.9999

She loved the apartment!

There was a stainless steel sink, hardwood floors, high ceilings with exposed rafters, a view of the city and great light. She was very happy that there was good security (dead bolt, heavy doors, alarm system) and the landlord said that all utilities were included. She thought the rent was reasonable, so she signed the lease and made plans to move in on the first of the month.



Expressions

Utilities are included.
the first of the month

Vocabulary in this Lesson

Nouns	Verbs	Adjectives
photography studio	to want	new
space	to move	perfect
advertisement	to read	large
classified section	to know	on-site
newspaper	to make an appointment	charming
appointment	to expose	non-smoking
apartment	to sign	immediate
patio	to make a plan	funished
pet		excellent
townhome		near
carpet		stainless steel
washer & dryer		hardwood
lease		high
basement		exposed
cable		heavy
condo		reasonable
facilities		
location		
bus		
train		
house		
realtor		
kitchen		
detail		
sink		
floors		
ceilings		
rafters		
security		
dead bolt		
door		
alarm system		
landlord		

Abbreviations

Lrg.	large	BA	bathroom
BR	bedroom	Apt.	apartment
AC	air conditioning	Incl.	included
Pkng.	parking	yr.	year
Lndry	laundry	ASAP	as soon as possible

Application

1. Discuss the ads for other apartments and houses listed in the classifieds above. Would you be interested in renting any of those spaces? Why, or why not?
2. Describe your studio.
3. Describe your friend's studio.
4. Describe your ideal studio.
5. Ask your classmates about their apartments, houses, or studios.

Writing Exercise

1. Write about your studio, or your apartment.
2. Write about your ideal studio.
3. Write an ad for the classifieds, describing your apartment, house or studio.

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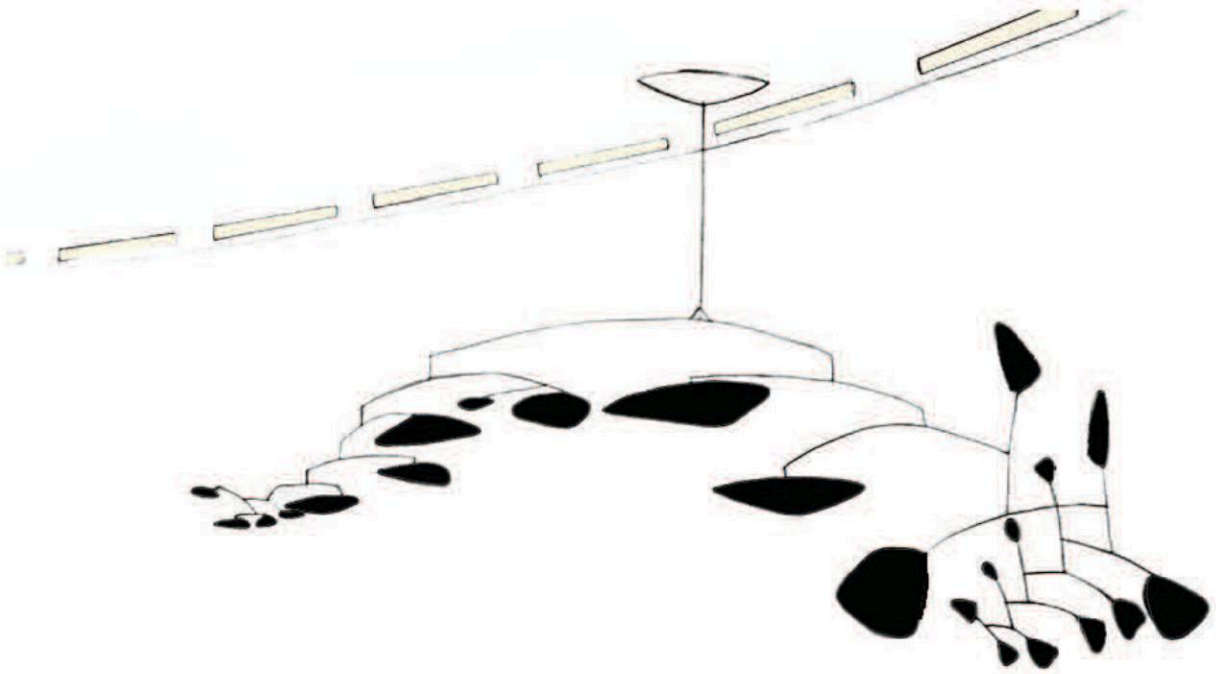
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LESSON 10
Tour a Museum
Present Perfect/ Passive

Hi, I'm Kathy! I was asked by the gallery's curator to give you all a tour of the museum today. First, I'd like to remind you that smoking isn't allowed in the museum.

This is a kinetic sculpture by Alexander Calder, who's most famous for his hanging mobiles. This piece was constructed in 1940 and it's made of steel, wire, and paint. It's called "Small Spider".

This painting is by Andy Warhol. It's called "Flowers".

This photograph was taken by Cindy Sherman in 1984. It's part of a series about the stereotypes of women.

This work is by Roy Lichtenstein. It's oil on canvas.

This is a self-portrait in oil by Chuck Close, a famous photorealist painter.

This is an abstract expressionist painting by Jackson Pollack. It was completed in 1948.

This installation is made of lacquered steel. It was designed and installed by Donald Judd in 1967.

Here is a sculpture by Jeff Koons. It looks like a balloon, but it's actually made of stainless steel.

This abstract expressionist painting was loaned from a private collector. It recently sold for 400 thousand dollars! It's an oil painting by Mark Rothko.

Grammar Patterns

Active

(subject) + (past tense verb) + (object)

Examples:

She sold the painting for $200.

She made the sculpture from stone.

She threw the ceramic tea bowl.

Passive

(passive subject) + (to be) + (past tense verb)

Examples:

This piece was sold for $200.

This piece is made (of/from) stone.

This ceramic tea bowl was (thrown/made) by her.

Present Perfect

Examples:

Have you ever (done that)?

Yes, I've (done that). / No, I've never (done that).

Have you (eaten) yet?

Yes, I've (eaten) already. / No, I haven't (eaten) yet.

Vocabulary in this Lesson

Verbs	Passive Verbs	Nouns	Adjectives
to construct	was constructed	steel	kinetic
to call	was called	wire	abstract expressionist
to complete	was completed	piece/work	famous
to take (a photograph)	(a photograph) was taken	part	photorealist
to make	was/is made	series	actually
to lacquer	is/was lacquered	stereotype	private
to install	was installed	oil on canvas/oil painting	public
to design	was designed	self-portrait	
to loan	was loaned	installation	
to sell	was sold	balloon	
to ask	was asked	stainless steel	
to allow	is allowed	(private) collector	
to smoke (a cigarette)		curator	
		tour	

Application

Describe each work of art. State the artist, the medium, and the year it was made.

Writing Exercise

Write the passive form of each verb in the chart.

Verbs	**Passive Verbs**
to finish	
to make a mistake	the mistake was made by (the corporation)
to say	
to paint	
to hear	
to teach	it was taught by (a French instructor)
to cook	
to fix	
to sculpt	
to take a photograph	
to write	
to draw	
to grow	it was grown by (a local farmer)
to allow	

Change each sentence with an active verb to its passive form.

Example:

Active-I don't allow my children to use the internet.
Passive – My children aren't allowed to use the internet.

Active

1. She painted this in 1950.
2. The manager made a mistake.
3. A famous photographer took this photograph.
4. My mother grew these tomatoes.
5. Mr. Brooks taught me how to draw figures.
6. People say that foreign languages are difficult to learn.
7. My wife made this pie yesterday.
8. The repairman hasn't fixed the ceiling yet.
9. A child drew this landscape.
10. Everyone heard the explosion.

Passive

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

9. .....

10. .....





LESSON 11
Allison is a Landscape Photographer.
Expressing Preferences - Gerunds

Allison is a landscape photographer. She loves to photograph nature, because it is always changing. She also loves fresh air and sunshine. She doesn't like to do still-life photography, because she thinks it's boring. She prefers hiking, chasing butterflies, and studying wild flowers.

Allison likes taking pictures of people too, but she doesn't like (doing/taking) formal portraits.

Allison loves spending time in her dark room. She prefers developing her own pictures to sending them out because, if she does, she has more options for finishes.

Grammar Patterns

Positive
(subject) + (verb) + (gerund/infinitive)
Example:
She prefers to hike. / She prefers hiking.
Negative
(subject) + (not) + (verb) + (gerund/infinitive)
She doesn't like to watch TV. / She doesn't like watching TV.

It's boring.

Vocabulary in this Lesson

Nouns	Verbs	Gerunds / Infinitives
landscape	to change	changing/ to change
nature	to enjoy	hiking/ to hike
fresh air	to like	chasing/ to chase
sunshine	to love	taking pictures/ to take pictures
butterflies	to prefer	spending time/ to spend time
wild flowers	to hate	developing pictures/ to develop pictures
formal portrait	to hike	sending/ to send
dark room	to chase	
control	to take (pictures/ photographs)	
result	to spend time	
option	to develop pictures	
finish	to send	
	to be boring	

Application

Restate each gerund as an infinitive.

- Skateboarding
- Playing pool
- Hiking
- Taking naps
- Taking picnics
- Shopping for groceries
- Taking pictures
- visiting museums
- doing lithography
- Swimming
- Working out
- Singing
- Cooking
- Eating out
- Spending time with family
- Making sculptures
- Painting with acrylic
- Doing drypoint
- Bowling
- Taking bike rides
- Writing letters
- Having dinner parties
- Shopping for shoes
- Developing pictures
- Drawing
- Oil painting
- Making pottery

Ask each other about likes, dislikes, and preferences using some of the words above. Describe a friend or family member. Ask each other about their preferences.

Writing Exercise

Write about yourself or a friend. Answer these questions:

1. What (do you/does your friend) like to do?
2. Why do you (prefer/like) doing that?
3. What don't you like to do? Why (not/don't you like to do those things)?





LESSON 12
Master and Apprentice Metalsmith
Modals – Can/Should/May

Chad is a master metalsmith and Michael is his apprentice.

Michael: Can I build a steel desk for my room? I mean, would you show me how?
Chad: Sure, someday. But now, you'd better work on something smaller.
Michael: Could you teach me to make a ring for my girlfriend, Megan?
Chad: You bet. I'll teach you how to cast a ring, using the centrifuge.
Michael: Great! Can I set a stone in the ring?
Chad: I guess that'd be alright. But you shouldn't try to make a prong setting yet. I'll show you that later.

Chad: First, you'll need to make the ring out of wax.
Michael: Okay. Can I use candle wax?
Chad: No. You have to use a harder wax for lost wax casting, if you want to carve any details. And, you'll need to know your girlfriend's ring size.
Michael: It's seven. Should I cut a hole in the wax?
Chad: Yes, and you should use the ring mandrel to check the size of the hole. Then, you can carve your design around the hole. When the wax pattern is done, you have to attach wax sprues to it, so that the molten metal has a path into the ring. Next, set it into a flask and pour investment around it. Heat the investment in a kiln and the wax will melt away, leaving a mold of your ring pattern.

Michael: Is it alright if I put gold into the mold? Megan loves gold!
Chad: Yes, it's alright. Finally, you need to put the flask into one side of the centrifuge and melt your gold in the crucible on the other side of the centrifuge. When the gold is molten, turn the centrifuge on and the gold will fill your mold. After it is cooled, you can clean off the investment, cut off the sprues, and polish your ring!

Vocabulary in this Lesson

Nouns	Verbs
master	to mean
apprentice	to show (me) how (to do that)
(steel) desk	to apprentice
someday	to cast
something	to set a stone
ring	to add
girlfriend/boyfriend	to check
centrifuge	to carve
stone	to pour
(prong) setting	to melt
later	to fill
wax	to cool
candle	to polish
lost wax casting	
size	
hole	
ring mandrel	
design	
pattern	
sprues	
path	
flask	
investment	
mold	
gold	
crucible	

Grammar Explanation

Modals are verbs that modify other verbs. Some modals are: **can**, **should, could, must**.

Give Advice with 'Should'

Example:
You should visit that museum.
You shouldn't take that class.

Express Ability with 'Can'

Example:
He can speak a foreign language.
They can't come to the art opening.

Ask a Question

Example:
(Would/Could/Can) you help me?
What should I do?

Ask for Permission with

May I .....?
Can I .....?
Could I .....?
Is it alright if I.....?
Is it okay if I .....?
Do you mind if I .....?

NOTE: In spoken English, 'Can I ...?' is more often used than 'May I ...?', when asking permission.

Express Rules with 'Must' and 'Have to'
Examples:
He has to ask permission to use some of the equipment.
He must ask permission to use some of the equipment.

NOTE: In spoken English "has to" is more commonly used than "must", when expressing rules.

Application

Ask permission to do the following things.

- to sit
- to borrow the car
- to use the tools
- to smoke
- to come in
- to be excused
- to make a phone call
- to turn the music up
- to turn the lights off
- to change the channel on the tv
- to use your pen
- to try on these jeans
- to pay with a credit card

Give advice! Choose one of the problems from the list, or imagine your own. Explain your problem to your classmate. Your classmate will give you advice.

- I have a headache.
- I don't like my job.
- I smoke too much.
- I watch too much TV.
- I worry about the (environment/ economy).
- I worry about (current politics/ endangered animals).
- I'm always late.
- I lost my credit card.
- I crashed my car.
- I'm bored.
- I don't like my hairstyle.
- I want to meet someone.
- I wish I were rich.
- I'd like to lose some weight.

Answer these Questions about Michael and Chad's conversation.

1. Who are Chad and Michael? What do they do?
2. Can Michael build a steel desk for his room? Why not?
3. Will Chad teach Michael to make a ring for his girlfriend? How?
4. Will Chad teach Michael to make a prong setting for the ring?
5. Can Michael use candle wax to make a mould for the ring? What should he use?
6. How will Michael make a wax mould for the ring?
7. Is it alright if Michael fills the mould with gold?

Writing Exercise

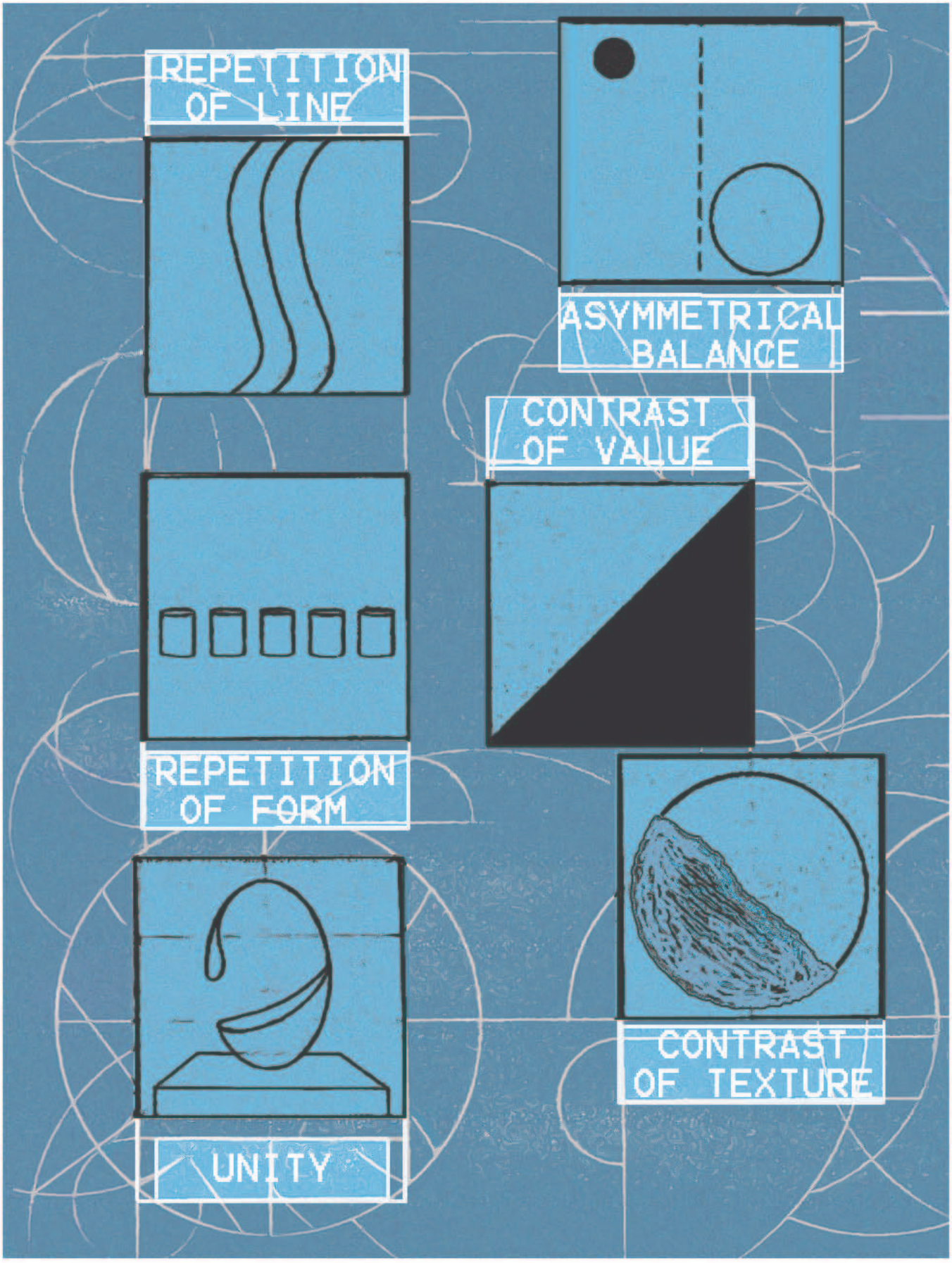
Choose the correct modal to complete each question.

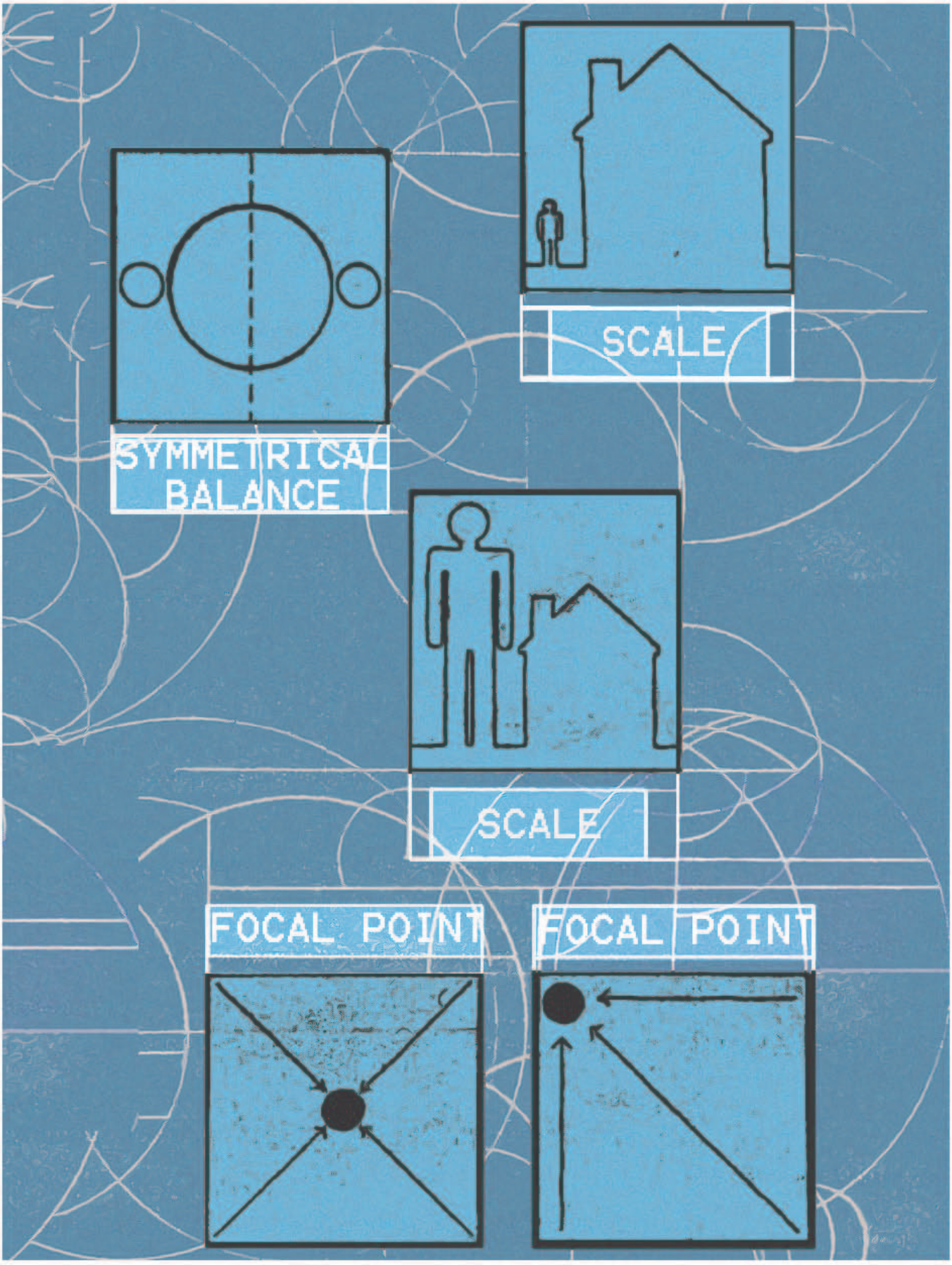
NOTE: Some questions have more than one possible answer.

1. _____ you like to come over for dinner?
2. _____ you teach me how to draw caricatures?
3. _____ I wear a tie to the theatre?
4. _____ you mind getting that tool for me?
5. Do you think it _____ snow tonight?
6. _____ you use this antique camera?
7. _____ you show me how to use this printing press?
8. _____ I submit my work to this group exhibition?
9. _____ you prefer chicken or beef for dinner?
10. How _____ I wrap this present?

Choose a few questions and write an answer. Explain the reasons for your advice.

1. Should I buy an American car?
2. Should I move to Hawaii?
3. Should public parks have sculptures in them?
4. Should I quit smoking?
5. Should high schools have art classes?
6. Should children learn to play instruments?
7. Should animals be in zoos? How about in nature reserves?
8. Should artists get grants from governments for their artwork?
9. Should we use animals to test drugs and cosmetic products on?
10. Should the drinking age be changed to 18? How about the driving age?


REPETITION OF LINE
ASYMMETRICAL BALANCE
CONTRAST OF VALUE
REPETITION OF FORM
CONTRAST OF TEXTURE
UNITY


SCALE
SYMMETRICAL BALANCE
SCALE
FOCAL POINT
FOCAL POINT

LESSON 13
Design 101
Building Vocabulary

Whether a work of art is 2 dimensional or 3 dimensional, regardless of the medium, it was created using some or all of the elements of composition. These elements are line, form, size, color, value, and texture.

When an artist has an idea, he or she will use the elements of composition, according to the principles of design. The principles of design are balance, movement, repetition, focal point, contrast, scale, and unity. While some artists use the principles of design deliberately, others may use them intuitively. In every good artwork, the artist has used these principles skillfully.

Let's review the definition of each design principle, in order to better understand its potential use.

Balance is the interdependence between the visual weight of elements in an artwork. If the work was to be divided into 2 parts, and each part was the same, then it would have **symmetrical balance**. If each side was different, then the work would have **asymmetrical balance**.

Movement is the direction the viewer's eye moves through an artwork.

Repetition is created when an element is used more than once, or repeated.

Focal point is the part of the artwork which draws the viewer's attention.

Contrast is the difference in opposing features of a work.

Scale is the size of the whole work of art, in comparison to the space it is in. It is also the relationship between the sizes of each part of one artwork.

Unity is the relationship of all of the elements to create one complete artwork.

Expressions

Whether (it's) _____ or _____,
Regardless of _____,
_____ in comparison to _____

Vocabulary in this Lesson

Nouns	Verbs	Adjectives	Adverbs
elements of composition	to create	2 dimensional (2-D)	deliberately
line	to divide	3 dimensional (3-D)	intuitively
form	to repeat	potential	skillfully
size	to draw (attention)	visual	potentially
color	to oppose	symmetrical	
value	to compare	asymmetrical	
texture		different	
idea		opposing	
principles of design		whole	
balance		complete	
movement			
repetition			
focal point			
contrast			
scale			
unity			
interdependence			
definition			
weight			
element			
side			
direction			
viewer			
part			
difference			
feature			
comparison			
space			
relationship			

Application

Answer these questions from the lesson.

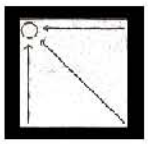
1. What are the elements of composition?
2. Are the elements of composition used to create 3-D works?
3. Which medium uses the elements of composition?
4. When does an artist use the principles of design?
5. What are the principles of design?
6. Does an artist always use the principles of design deliberately?
7. How does an artist use the principles of design to create a good work of art?
8. Which principle of design used the visual weight of an element?
9. Which principle of design moves the viewer's eye through a work of art?
10. Which principle of design uses an element of composition more than once?
11. Which principle of design draws the viewer's attention?
12. Which principle of design uses opposing features in an artwork?
13. Which principle of design compares the size of elements in a work?
14. Which principle of design uses all of the elements in an artwork?

Describe these works of art.

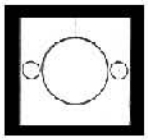
- Which elements of composition do you see in this piece?
- Which design principles did the artist use in this piece?

Writing Exercise

Match the illustration to the principle of design that it exemplifies.



Balance



Movement

Repetition



Focal point

Contrast



Scale

1. Which elements of composition do you use in your art? Which design principles do you use?

2. Write about two works of art that you admire.

3. Describe a work of art that you do not like.





LESSON 14
While Mitch was working in the studio…
Simple Past & Past Continuous

Yesterday, while Mitch was working in the studio, Mr. Woodworth knocked on the door. Mitch stopped carving, put down his tools and went to the door.

As Mr. Woodworth stepped into the room, Mitch's cat jumped down from the windowsill. "Hello Mitch! I'm sorry that I interrupted you. What were you working on?"

"Hello, Mr. Woodworth. You didn't interrupt me. I was just working on this figure. What can I do for you?"

"Well," started Mr. Woodworth, as the cat circled his feet purring contentedly. "I came to see your work." He set his briefcase on a chair and bent over to pick up the cat.

Just then, Mr. Woodworth's cell phone rang. He dropped the cat and answered it. "Oh! Hello, Ms. Mathews! Yes, I'm here with him now…"

Mitch went to turn the stereo down, while Mr. Woodworth was on the phone. He knew that Ms. Mathews was the manager of Alright Gallery. Mitch wondered what they were talking about. He picked up the hammer and chisel, and waited, as Mr. Woodworth was finishing his phone call.

"Sure. Yes, of course. I'll ask him. Thank you. It was a pleasure talking to you, too. Good-bye, Ms. Mathews." Mr. Woodworth turned toward Mitch as he was opening his briefcase. He was smiling. "Mitch, I'd like to buy this sculpture from you," he said looking up at a large figure.

Last year, Mr. Woodworth had bought 4 of Mitch's stone sculptures through Alright Gallery. He was one of Mitch's best patrons and Mitch had invited him to visit his studio anytime. Mitch briefly considered the money that Mr. Woodworth might pay him, but he was really looking forward to finishing the sculpture. He was planning to show it at Alright Gallery next month.

"Well sir, thank you, but this piece isn't finished yet. Christine Mathews will get in touch with you, as soon as it's done," he replied.

Mr. Woodworth was disappointed, but he understood. Before leaving, he thanked Mitch again and promised to come to the opening at Alright Gallery.

Grammar Explanation

past continuous = (was/were) + (present continuous)

Sudden Action during a Continuous Action
(subject) + (past continuous) + (when) + (simple past).
Example: I was listening when the music stopped.

(while) + (subject) + (past continuous) + (simple past).
Example: While I was reading, the light went out.

(question word) + (past continuous)?
Example: What were you doing?

Note: Some verbs don't have a Past Continuous form. Examples are: to believe, to imagine, to understand, to remember, to know, to realize, to prefer, to like, to love, to hate...

Expressions

He bought (it) through the gallery.
It was a pleasure meeting you. / It was a pleasure talking with you.
He's looking forward to the show. / He's looking forward to finishing the sculpture.
She will get in touch with you.

Vocabulary in this Lesson

Verbs	Nouns	Adverbs
to knock (on the door)	windowsill	contentedly
to put down	figure	briefly
to step	hammer	
to interrupt (someone)	chisel	
to circle/to move in a circle	briefcase	
to purr		
to bend over		
to pick up (something)		
to answer		
to drop (something)		
to turn (the volume) down		
to wonder		
to consider		
to plan		

Application

Answer these questions about the story.

1. What was Mitch doing when Mr. Woodworth knocked on the door?
2. Who called Mr. Woodworth when he was visiting Mitch's studio?
3. How does Mitch know Mr. Woodworth?
4. Why did Mr. Woodworth come to Mitch's studio?
5. Did Mitch sell his sculpture? Why, or why not?
6. Are Mitch and Mr. Woodworth going to meet again?

Writing Exercise

Read the sentences below. Underline each past continuous verb and circle each simple past verb.

Example: Mitch briefly (considered) the money that Mr. Woodworth might pay him, but he was really looking forward to finishing the sculpture.

1. Yesterday, while Mitch was working in the studio, Mr. Woodworth knocked on the door.

2. "I'm sorry that I interrupted you. What were you working on?"

3. He picked up the hammer and chisel, and waited, as Mr. Woodworth was finishing his phone call.

4. Mr. Woodworth turned toward Mitch as he was opening his briefcase.

5. As he was leaving, he thanked Mitch again and promised to come to the opening at Alright Gallery.

Write the answer to these questions, using past continuous forms of the given phrases.

Example: What was your husband doing when you got home yesterday?
(watching a boxing match)

- When I got home yesterday, my husband was watching a boxing match.

1. How did John burn his hand?

(grilling hamburgers)

.....

2. Why didn't you hear the doorbell, when the repairman came?
(taking a shower)

.....

3. What were the kids doing, when the principle walked by?

(fighting)

.....

4. Why was he on the roof?
(fixing the shingles)

.....

5. Where were you when I called last night?
(out shopping)

.....

6. Why couldn't Sarah come to the party last night?
(babysitting her nephews)

.....

7. How did Billy hurt his knee?
(skateboarding in the parking lot)

.....

8. How fast was she going when she crashed her car?
(going about 30 miles an hour)

.....

9. Why didn't your husband make dinner last night?
(working late at the office.)

.....

Change the verbs to Simple Past or Past Continuous.

Example: She _____ (listen) to loud music, so she _____ (not hear) her boyfriend come into the room.

She **was listening** to loud music, so she **didn't hear** her boyfriend come into the room.

1. It _____ (rain) when I _____ (wake up) this morning.

2. She _____ (spill) the batter when she _____ (make) pancakes.

3. Sorry, I didn't hear the phone. I _____ (take a nap) when you _____ (call).

4. He _____ (miss) the bus, because he _____ (check) text messages on his phone.

5. When I was a kid, I _____ (break) my finger while I _____ (play) soccer.

6. The stoplight _____ (turn) red as I _____ (turn) left.

7. She _____ (not pay) attention to the puppy, so he _____ (chew) her sneaker.

8. As she _____ (go down) the stairs, she _____ (slip) and _____ (rip) her dress.

9. I _____ (lose) my glasses while I _____ (walk) in the city park.

10. I _____ (stop) smoking when I _____ (working) at the daycare.

Write about an experience using Simple Past or Past Continuous tense.

LESSON 15
Negotiating a Gallery Contract
Conditionals

Peter Jones, a painter, is speaking with the gallery manager, Christine Mathews.

CM: Hi Peter. Thanks so much for coming down here today. We'd like to represent your work at Alight Gallery, so I've written this one-year contract for you. But first, do you have any questions?

Peter: If I sign a contract with your gallery, can I still show my work at other galleries in the city?

CM: If you wanted to show your work at another gallery in this city, you'd have to get permission from Alright Gallery each time.

Peter: Will I still be able to join group exhibitions with other artists?

CM: If you would like to, you may submit your work to be reviewed for any of our group exhibitions. If your work is accepted, then you'll be invited to join other Alright Gallery artists in a group exhibition at our show room.

Peter: Oh. Well, do you think that I'll be able to sell my work at Alright Gallery?

CM: If you weren't so talented, then I wouldn't say so! I'm sure that your work will be very popular at our Gallery. You'll be selling paintings very soon! If you sell a few paintings a year, then you'll make quite a bit of money! If you sell enough paintings, then we'll pay for the advertising of your next solo exhibition. Once you sign this contract, you'll be able to schedule your first solo show at Alright Gallery.

Peter: How many solo exhibitions can I have at Alright Gallery?

CM: You'll be able to have one solo exhibition annually. And when you sell a painting, you'll receive a check for 20% of the sale price. If you sell more than 5 paintings this year, then we'll pay to frame all of your work for your next solo exhibition. And, if you can't be here during your solo exhibition, don't worry! Our gallery staff will take care of everything.

Peter: Well, thank you very much for your time, Ms. Mathews. I'd like to think about this opportunity for awhile, before I sign a contract with Alright Gallery. I'll call you soon!



Vocabulary in this Lesson

Nouns	Verbs	Adjectives
contract	to represent (an artist/artwork)	talented
group exhibition	to show (artwork)/ to exhibit (artwork)	popular
solo exhibition	to get permission	annual
advertising	to join	
staff	to submit	
check	to review	
sale price	to accept	
opportunity	to invite	
	to advertise	

Expressions

Quite a bit of (money)
Don't worry about (it).

Application

Answer these questions about Peter's contract.

1. What is the gallery manager's name? What is the gallery called?
2. If Peter signs a contract, will he be able to show his paintings at other galleries in the city?
3. If Peter signs with the gallery, will he be able to join group exhibitions with other artists?
4. What does the gallery manager think about Peter's work?
5. When can Peter schedule his first solo exhibition?
6. How many solo exhibitions will Peter be able to have at this gallery?
7. If Peter sells a painting at this gallery, how much money will he make?
8. What if Peter can't be at the gallery during his solo exhibition?
9. Do you think Peter's contract is fair? Why, or why not?
10. What are the positive points of the contract? How about negative points?
11. Do you think Peter should sign a contract with Alright Gallery? Why, or why not?

Writing Exercise

After Peter left the gallery, he thought of a lot of questions that he wanted to ask Ms. Mathews. Read the questions below and write an answer to them as if you were a gallery manager.

1. How long will you show a painting that doesn't sell?
2. Where will you show/display my work?
3. How much will you charge for my work?
4. How long is the contract? Can I extend the contract? Can I cancel it?
5. If the gallery owner sells the gallery, will my contract be cancelled? What if the gallery goes out of business?
6. What kind of advertising does your gallery use? Can I see all of the ads before they are printed?
7. How much will I have to pay for advertising? Could I pay more, for additional posters, invitations, newspaper ads?
8. Does your gallery ever send art to other spaces for exhibitions?
9. What if any of my paintings are damaged at the gallery? Do you have insurance coverage?

.....

.....

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LESSON 16
A Critique
Adjectives/Adverbs

At a glance, we understand this minimalist sculpture. It is feminine and maternal. "Mother", a recent sculpture by Elizabeth Brent, stands nine feet tall atop her marble pedestal. It is a subtly complex piece, elegant, and regal. The female figure is a twisted copper ribbon, appearing to turn slowly as one moves around it. Her heavily textured head creates a weighty visual tension, contributing to the sculptural integrity of this piece.

Expressions

At a glance
__ stands # feet tall
__ atop __
__ appears to (be/do)

Vocabulary in this Lesson

Nouns	Verbs	Adjectives
pedestal	to stand	minimalist
ribbon	to twist	feminine
visual tension	to turn	maternal
sculptural integrity	to create	recent
	to contribute	tall
		marble
		subtly
		complex
		elegant
		regal
		female
		copper
		weighty

Application

Answer these questions.

1. What is the title of this piece?
2. Who made this sculpture?
3. When was it made?
4. What is the theme of this work?
5. What does it look like?
6. What is the scale of this work? How big is it?
7. What medium is it? What is it made of?
8. Does it have any interesting textures?
9. What style of art is this piece?
10. Does it have (visual) movement? Visual tension? Sculptural integrity?
11. What do you think of the craftsmanship of this sculpture? Was it made skillfully?
12. How do you feel about this work?

Writing Exercise

Match each adjective with its synonym.

feminine	terrible
complex	yearly
weighty	convenient
annual	archival
famous	diverse
bad	womanly
useful	well-known
modern	contemporary
large	lucrative
long-lasting	complicated
profitable	heavy
varied	big

Write sentences describing each piece of artwork in the picture.

Write the antonym of each underlined adjective.

obvious
ugly
static
thin
narrow
public
low quality
short
neat
abstract

1. He's not a **private** collector. He's a curator for a _____ museum collection.

2. It's not a **kinetic** sculpture. It's _____.

3. I don't think it's **beautiful**. I think it's _____.

4. Gauche isn't **thick** paint. It's _____.

5. I haven't lived here for a **long** time. I've only been here for a _____ time.

6. My roommate is so **messy**. I wish she were _____.

7. I don't use **wide** brushes. I prefer _____ brushes.

8. This painting isn't **realistic**. It's _____.

9. The pinkish hue isn't **subtle**. I think it's _____.

10. This fabric is expensive, but it isn't **high quality**. It's _____.

AN INTERVIEW WITH



Karen Mueller



LESSON 17
Interviewing Karen
Subject, Object & Tag Questions

Journalist: Hello, Karen! I'm so happy that you could meet with me today. You don't mind if I ask you a few questions about your artwork, do you?

Karen: No, of course not.

Journalist: In your work, you use images of war-torn buildings. Are these images based on actual cities?

Karen: Yes, they are. I visited West Berlin, just after the Berlin wall was torn down. That experience had a powerful impact on my art.

Journalist: So, the themes in your artwork are political, aren't they?

Karen: Well, yes and they are also spiritual.

Journalist: I see. I've heard that you've recently moved your studio from the city to the countryside. This won't change your work, will it?

Karen: No, I don't think so. I've been using urban images in my art for a very long time. I love this city and my work is very personal to me, so I don't think that will change.

Journalist: Your husband is an artist too, isn't he? He has been very influential, hasn't he?

Karen: Yes, I believe he has. I really admire him as an artist and he's always been interested in my work, too.

Journalist: Recently, more and more artists have been showing and selling their artwork online. You've been selling your work online too, haven't you?

Karen: Yes, I have. I've been able to reach a much broader audience and it's been going well.

Journalist: Thank you for this opportunity to interview you about your work. I've been a fan of yours for some time.

Grammar Patterns

Positive
You are (that), aren't you?
You (do that), don't you?
It is (that), isn't it?
Negative
You aren't (that), are you?
You don't (do that), do you?
It isn't (that), is it?

Vocabulary in this Lesson

Verbs	Nouns	Adjectives
to tear (down)	interview	war-torn
to influence	war	actual
to admire (him/her)	experience	powerful
to reach	impact	political
	theme	spiritual
	politics	urban
	audience	rural
		influential
		broad

Application

Interview your classmate. Ask some of these questions.

1. Would you ever consider working in another medium?
2. How did you come to work in (this medium/fiber)?
3. Is your work personal to you? Does it represent something in your life?
4. Have you been influenced by other artists? Who else has been influential in your work?
5. Would you say that your work is political?
6. Have you ever worked in 3-D? 2/D?
7. Why did you choose this (theme/subject) in your work?
8. How has your work changed over the years?
9. Do you think that the recent attention to your work has changed you or your work?
10. How often do you exhibit? Where have you exhibited? Do you show your work internationally?

11. How do you feel about showing/selling artwork online? In your opinion, has the internet changed the art world?

Underline the subject and circle the object of each question

Example: Would **you** ever consider working in another (medium)?

Restate each question as a tag question.

Example: Would you ever consider working in another medium?

You would consider working in another medium, wouldn't you?

Writing Exercise

Match the question tags with each sentence.

Isn't he?	**Do you?**
Has he?	**Is she?**
Were you?	**Didn't you?**
Aren't you?	**Did he?**
Doesn't she?	**Isn't it?**

1. Peter didn't paint that portrait, _____?
2. That's a beautiful sculpture, _____?
3. She sketches the trees every morning, _____?
4. You're a potter, _____?
5. You exhibited at that gallery last weekend, _____?
6. You don't like to draw, _____?
7. She isn't a glassblower, _____?
8. He hasn't lived in the city for a long time, _____?
9. You weren't a student at that art school, _____?

LESSON 18
In Remembrance of a Master Painter
Reported Speech

City Herald

Sunday, September 12, 2010

Professor J.D. Twilliger, Master Painter

City University Professor J.D. Twilliger passed away Friday, September 9, 2010. He was 85. The cause was cancer, his son James said.

In his lifetime, it's believed that J.D. Twilliger produced over a thousand oil paintings. During a twenty year career as an animator for Teamwork Productions, it's said that he contributed to at least fifteen animated films.



"Mr. Twilliger was a great painter, a devoted professor, and a good friend" said Professor Anne Glass, chair of the Fine Arts Department of City University, where Professor Twilliger's been on the faculty since 1978.

According to the curator of the City Museum, which has several of Mr. Twilliger's paintings in their permanent collection, he was most known for his colorful images, during the Pop Art movement of the 1980's.



"His recent work is as vibrant and lively as ever" said Christine Mathews, manager of Alright Gallery, who has represented Mr. Twilliger's work for over 10 years.

"JD's oil paintings brighten our gallery, our homes and many of our lives!" Ms. Mathews added that she plans to ensure that his colorful work will continue to be seen and inspire generations to come.

As J.D. Twilliger put it himself "I paint in color and I live colorfully!"

Professor Twilliger is survived by his two children, Joseph and James Twilliger, who stated that he's the most talented artist they've ever known.

Grammar Patterns

Statement	Reported speech
**Simple present ----------> ** Example: "I paint everyday."	**Simple past** Example: (She) said that (she) painted everyday.
**Present continuous ----------> ** Example: "I'm painting right now."	**Past continuous** Example: (He) said that (he) was painting right now.
**Future ----------> ** Example: "I'll buy more paper."	**Conditional** Example: (She) said that (she) would buy more paper.
**Can ----------> ** Example: "I can't come."	**Could** Example: (He) said that (he) couldn't come.

She stated that + (simple past)

He added that + (simple past)

According to her + (any tense)

It's said that + (any tense)

It's believed that + (any tense)

Expressions

Most known for ....
Example: Seattle is most known for its rainy weather.

(superlative) + that I've ever + (past perfect).
Example: It's the best pizza that I've ever eaten.

(He is) on the faculty at the university.

As (he) put it (himself) "_____."

Vocabulary in this Lesson

Nouns	Verbs	Adjective
remembrance	to pass away/to die	devoted
professor	to believe	colorful
cause	to produce	glossy
cancer	to contribute	recent
lifetime	to devote	vibrant
career	to plan (to do something)	lively
animator	to ensure	bright
animated film	to continue	talented
Chair of the (Fine Arts) Department	to inspire	
faculty	to survive	
permanent collection	to say (that)	
balloon		
Pop Art movement		
generation		

Application

Answer these questions about Professor J.D. Twilliger's obituary.

1. How did Professor J.D. Twilliger pass away? When?
2. What did J.D. Twilliger do?
3. How many animated films did Professor J.D. Twilliger work on?
4. What did Professor Glass say about Professor J.D. Twilliger?
5. What kind of artwork is J.D. Twilliger known for? Who said that?
6. Who is Christine Mathews? What did she say about Mr. Twilliger?
7. What did J.D. Twilliger say about himself?

Writing Exercise

Rewrite each statement as reported speech.

Example: "The curator will call next week."
She **said** that the curator **would** call next week. /
He **told me** that the curator **would** call next week.

1. "I saw the Mona Lisa in Paris."

2. “I’m taking a train to the city tomorrow.”

.....

3. “I’m nervous about showing this new work in the exhibition.”

.....

4. “My sister is a brilliant artist!”

.....

5. “Bill has a successful design studio.”

.....

Rewrite each statement of reported speech as a direct quote.

Example: He said that he’s a decent cook.
“I’m a decent cook.”

1. He said that he had been working hard to finish a series of prints.

“.....”

2. She told me that she used to illustrate children’s books.

“.....”

3. He said that Mary is learning to make pottery on a pottery wheel.

“.....”

4. She asked me to write my name and address on the form.

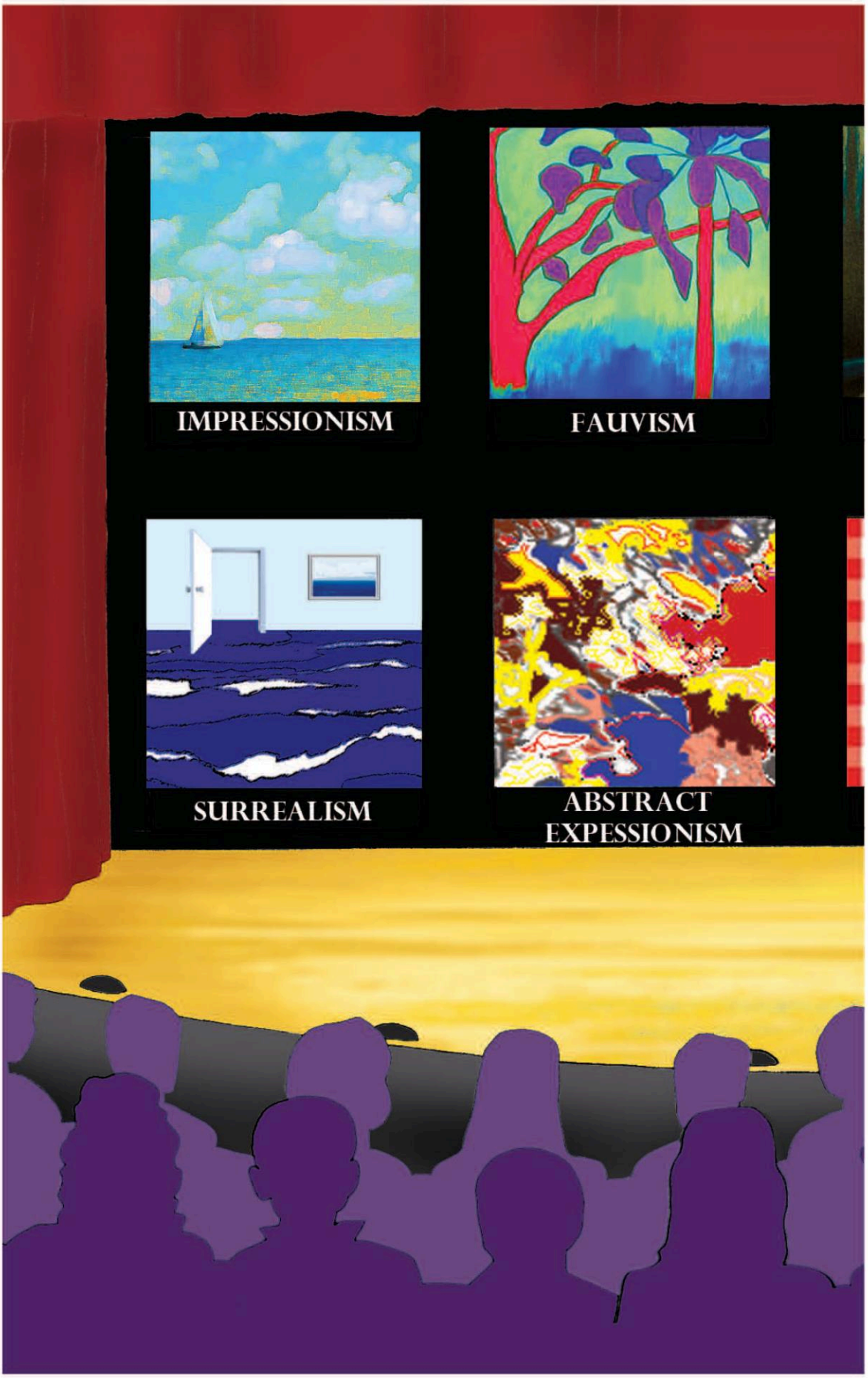
“.....”

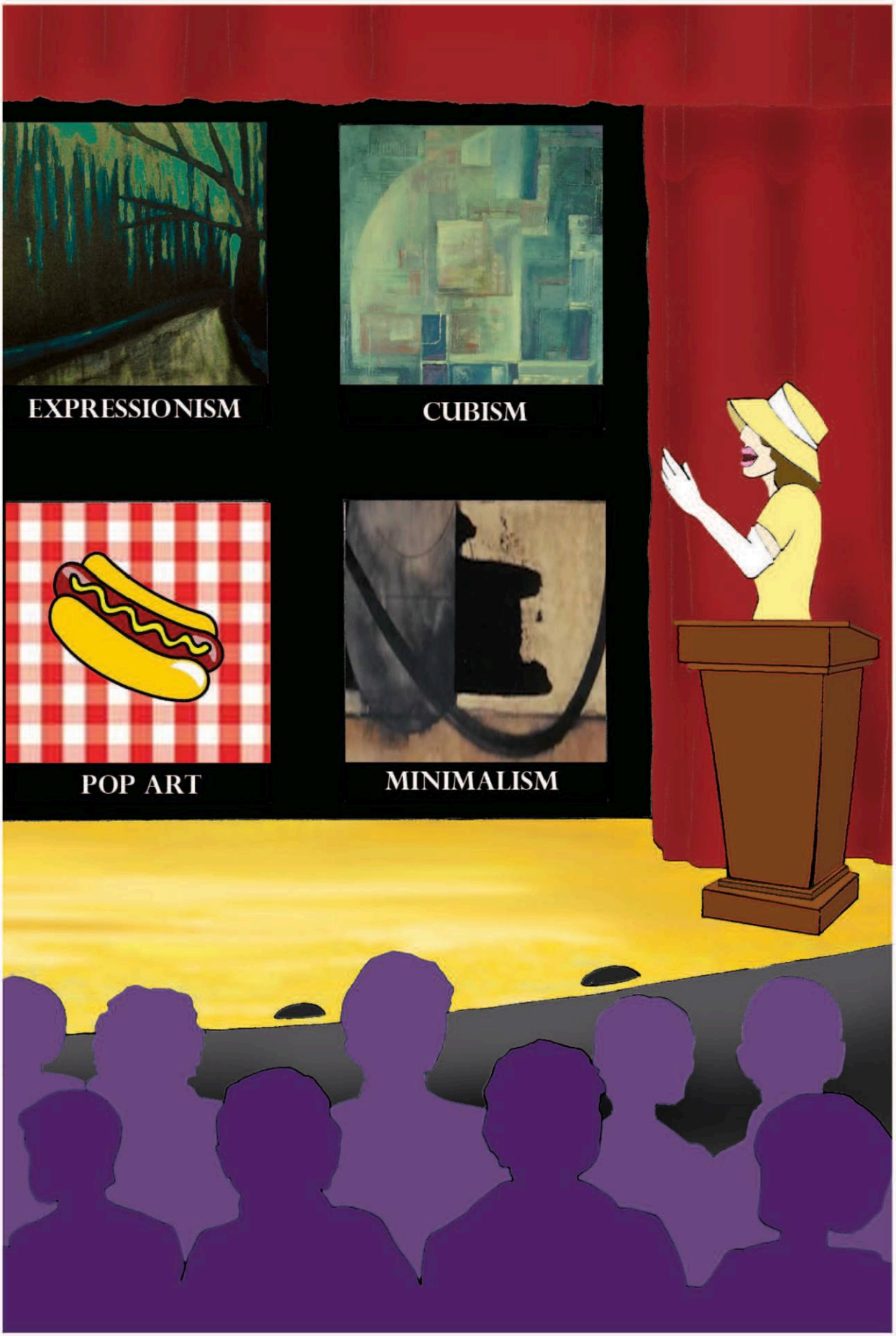
5. She told me that she had never been to Singapore.

“.....”

Ask your classmate a few questions and write down their answers. Use reported speech to describe your classmate's answers.

- Would you like to try skydiving?
- Have you ever been to New York City?
- If you had a chance, would you ever study Arabic?
- Do you know how to surf?
- Have you ever made anything from metal?
- Do you enjoy drawing?
- Would you like to write a book someday?
- How much TV do you watch?
- Do you know how to play any instruments?
- How often do you work in your studio?
- Have you ever painted a self-portrait?
- Would you like to open your own business someday?
- Do you know how to draw realistically?
- How often do you go skiing?
- Have you ever eaten Indian food?
- What kind of car do you have?
- How often do you playvideo games?
- How often do you play cards?
- Do you like to cook?
- Do you know how to sew?
- Do you enjoy taking photographs?
- Have you ever used a torch?
- How often do you go fishing?
- Would you like to try to design your own furniture?
- How often do you play guitar?
- Do you enjoy travelling?
- Have you ever been to a live concert?
- Would you like to live in the countryside?
- If you had a chance, would you visit Africa?
- How often do you go to the movies?
- Would you ever sing on stage?
- Do you enjoy arranging flowers?
- Have you ever carved anything out of wood?
- How often do you go on picnics?
- Have you ever been to a museum?
- Do you collect anything?
- How often do you work out at the gym?
- Would you like to study at a foreign university?
- Do you often have dinner parties?
- Have you ever had a roommate?


IMPRESSIONISM
FAUVISM
SURREALISM
ABSTRACT
EXPESSIONISM


EXPRESSIONISM
CUBISM
POP ART
MINIMALISM

LESSON 19
"Modern Art at a Glance"
by Christine Mathews

An understanding of the history of art is necessary in order to appreciate the significance of any artwork in context, both visually and conceptually. I'd like to give you a summary of few important genres in Modern Art.

Modern Art began with the Industrial Revolution in the late nineteenth century in Europe and America. As technology advanced, artists in Europe rejected traditional styles of painting and sculpture. The Impressionists, named after a painting by Claude Monet in 1872, painted quick, colorful images of urban life and landscapes. Their paintings described a single moment in time, using color and light.

Another notable Modern Art movement, although lasting only three years, was Fauvism. Fauvists used strong colors and simple shapes in their paintings. The colors in Fauvist paintings represent the artist's view of the subject, rather than a realistic view.

Expressionism began in Germany in 1890, around the same time as Fauvism. Expressionists used color and bold brush strokes to show their emotions in their paintings. The viewer of an Expressionist work could understand how the painter felt about the subject, from the use of color and line in the image.

One of the most famous genres in Modern Art was called Cubism. The movement was started by the painters Pablo Picasso and George Braque in 1907. Cubist painters and sculptors tried to show multiple views of one subject, in one piece. Cubist artwork often looks geometrical and shattered.

Surrealism brought realism back into Modern Art in the 1920's. Many Surrealist painters used traditional painting techniques to describe images from dreams and their own subconscious.

In the 1940's, Abstract Expressionists began to make paintings without any representational images. The subjects of their paintings were the paint, the canvas, the tools and techniques used to make the painting.

The Pop Art movement came from the influences of popular culture on artists in the 1950's. The subjects of these pieces range from advertisements to American icons. Pop artists insisted that their artwork, while borrowing imagery from commercial design, was Fine Art.

Minimalism, a movement of abstract sculpture and painting in Modern Art, followed Pop Art. Minimalist artists used the elements of composition (color, value, form, scale, line, texture) as minimally as possible, in their work.

Well, I hope this brief lecture has been informative and helpful. Unfortunately, that is all we have time for this afternoon. Thank you.

Expressions

both _____ and _____
Another notable _____was _____
Artists use _____ to show _____in their art.
The painting described _____.
_____was named after _____.
_____ represent the artist's view of _____ in the artwork.
One of the most famous _____ was called _____.
_____ borrowed _____ from _____.
_____ followed _____. / _____ came after _____

Vocabulary in this Lesson

Verbs	Nouns	Adjectives	Adverbs
to appreciate	significance	necessary	visually
to advance	context	traditional	conceptually
to reject	summary	quick	unfortunately
to last	genre	single	minimally
to represent	Modern Art	notable	
to start	Industrial Revolution	realistic	
to shatter	nineteenth century	bold	
to range	technology	famous	
to insist	Impressionism	multiple	
to borrow	moment	geometrical	
to follow	view	shattered	
to be possible	movement (of art)	representational	
	Fauvism	popular	
	Expressionism	commercial	
	emotion	abstract	
	viewer	minimal	
	subject (of an artwork)	brief	
	Cubism	informative	
	Surrealism	helpful	

Vocabulary in this Lesson (continued)

Nouns
realism
technique
dream
subconscious
Abstract Expressionism
Pop Art
influence
culture
advertisement
icon
imagery
design
fine art
Minimalism
element
value
form
size
line
texture

Application

Answer these questions about Christine Mathews' lecture.

1. Why does Christine Mathews think that an understanding of art history is important?
2. When did the period of Modern Art begin?
3. How was Impressionism named?
4. What did the Impressionists paint?
5. How long was Fauvism?
6. What did Fauvists paintings look like?
7. What did the colors in Fauvist paintings represent?
8. When and where did Expressionism begin?
9. What type of paintings did Expressionists paint?
10. What could a viewer understand about the artist, when looking at an Expressionist painting?
11. Who were the first Cubists in 1907?
12. What were Cubists trying to show in their art?

13. What does a Cubist artwork look like?
14. According to Christine Mathews, what did Surrealism 'bring back' to Modern Art?
15. When did Abstract Expressionists begin to paint?
16. What did Abstract Expressionists use as the subjects of their paintings?
17. Where did Pop Art come from?
18. What are typical subjects of Pop Art?

Choose three genres from the list below and describe them. Then compare two genres.
(Refer to the **Timeline of Genres in American & European Art History** p. 111)

- Gothic
- Early Renaissance
- High Renaissance
- Baroque
- Rococo
- Neoclassicism
- Romanticism
- Realism
- Pre-Raphaelites
- Impressionism
- Post-Impressionism
- Minimalism
- Fauvism
- Expressionism
- Outsider Art
- Futurism
- Cubism
- Dada
- Abstract Expressionism
- Pop Art Op Art
- Photorealism
- Conceptual Art
- Surrealism

Writing Exercise

Choose the word to match the phrase.
Impressionism, Fauvists, Minimalists, Cubism, Surrealists, Abstract Expressionists, Pop artists

1. _____ painted images from their dreams and subconscious.
2. _____ used familiar American icons and images from commercial design in their work.
3. _____ painted with bright, unrealistic colors to show their view of a subject.
4. _____ used the elements of composition as subjects for their sculptures and paintings.
5. _____ was the first movement of Modern Art.
6. _____ showed multiple views of a subject in one painting or sculpture.
7. _____ didn't use any representational imagery in their work. The subjects of their paintings were the materials and techniques they used.

Use the words to complete the sentence.

1. Pottery made with _____ ceramic techniques is quite _____, even today.

   popular, traditional

2. _____ was influenced by commercial design and _____.

   advertisement, Pop Art

3. In order to understand the meaning of an artwork, it's _____ to understand it's _____ in history.

   necessary, context

4. American _____ are a notable part of American _____.

   icons, culture

5. Surrealists used _____ from their dreams and _____ in their work.

   imagery, subconscious

6. _____ painted light as it looked in a single _____.

   moment, Impressionists

7. _____ rejected many _____ ideas about art.

   Minimalists, nineteenth century

8. _____ is a _____ of abstract sculpture and painting that started in 1907.

   genre, Cubism

9. _____ paintings weren't _____.

   realistic, Fauvist

10. _____ there are multiple similarities between _____ and Minimalism.

    conceptually, Abstract Expressionism

Choose a genre of art that you like, and one that you don't like, and describe the reasons for your opinion.

LESSON 20
Sarah's Journal
Reviewing Present Perfect , Simple Past, Present Continuous and Future Tenses

April 4

I stretched 10 canvases today! I haven't started painting yet, because I ran out of gesso and the art store isn't open on Sundays. I think I'll go and get some, first thing tomorrow morning. I can't wait to get started!

There's still so much to do to prepare for my solo exhibition at City Gallery next month. I hope there's enough time to do everything. Oh, I forgot to mail the invitations!

April 18

I painted all day yesterday. I've been painting since I woke up this morning and I'm going to paint all day tomorrow. Ugh! Why did I agree to show 10 new paintings in May? I'm exhausted!

April 20

I live to paint! I've finished 7 new paintings and I know they are good. I hope that they will fill the exhibition space, but if not, I think I'll be able to hang a few of my older pieces, too. Well, I'd better get back to work now!

May 7

My solo exhibition is tomorrow and I can't wait!

I'm ready. I've framed 10 paintings, 7 new and 3 old. The gallery manager is going to help me hang them tonight. The lighting has already been adjusted. The hors d'oeuvres will be delivered to the gallery in the morning and the champagne is in my refrigerator now. Wish me luck!

Expressions

I ran out of it! /It's all gone. /There isn't any more left.
I can't wait. /I'm looking forward to it.
First thing (that I'm going to do) is...
There's so much to do. /There's a lot to do. / I have to do a lot of things.
Wish me luck!

Vocabulary in this Lesson

Verbs	Nouns
to stretch a canvas	gesso
to be exhausted	invitation
to be tired	hors d'oeuvres
to hang (a painting)	champagne
to get back to (doing something)	
to frame (a painting)	
to adjust	

Application

Answer these questions.

1. What is Sarah looking forward to?
2. How has Sarah prepared?
3. Do you think that Sarah is worried about anything? If so, what do you think that Sarah is worried about?
4. Are you looking forward to something? How will you prepare?

Writing Exercise

1. She _____ (live) in this city for her whole life.

a. has lived
b. lives
c. have lived

2. She _____ (paint) before she became a film maker.

a. paints
b. painted
c. has painted

3. Michael, _____ (you/finish) carving the wax ring yet?

a. did you finish
b. are you finishing
c. have you finished

4. I would love to visit another country someday. Unfortunately, I _____ (be/never) outside the U.S.

a. have never been
b. was never
c. will never be

5. Chad _____ (teach) metalsmithing for five years, when he _____ (be) in NYC.

a. has taught - was
b. taught - was
c. has taught - has been

6. Can you help me? I _____ (finish) reading the contract, but I still don't understand this part.

a. have finished
b. didn't finish
c. finish

7. I _____ (eat/already).

a. didn't eat already
b. have already eaten
c. haven't eaten yet

8. When Jack was at school, he _____ (study) photography. He _____ (take photographs) ever since.

a. has studied - has taken photographs
b. studied - has taken photographs
c. studied – took photographs

9. Could you give me some advice? I _____ (finish) this drawing yesterday. Do you think I should block in some color?

a. finished
b. have finished
c. had finished

10. She has a studio in the countryside. Before she _____ (have) a studio here, she _____ (had) a studio in the city for 3 years.

a. had - has had
b. had - had
c. has had - had

11. Peter _____ (had) an exhibition in Paris last year. That means that he _____ (show) his artwork in Paris 3 times!

a. had - has shown
b. had - shown
c. has had – had shown

12. Hurry up! The party _____ (begin) and we are late!

a. begins
b. has begun
c. began

Keep your own journal in English for a week.

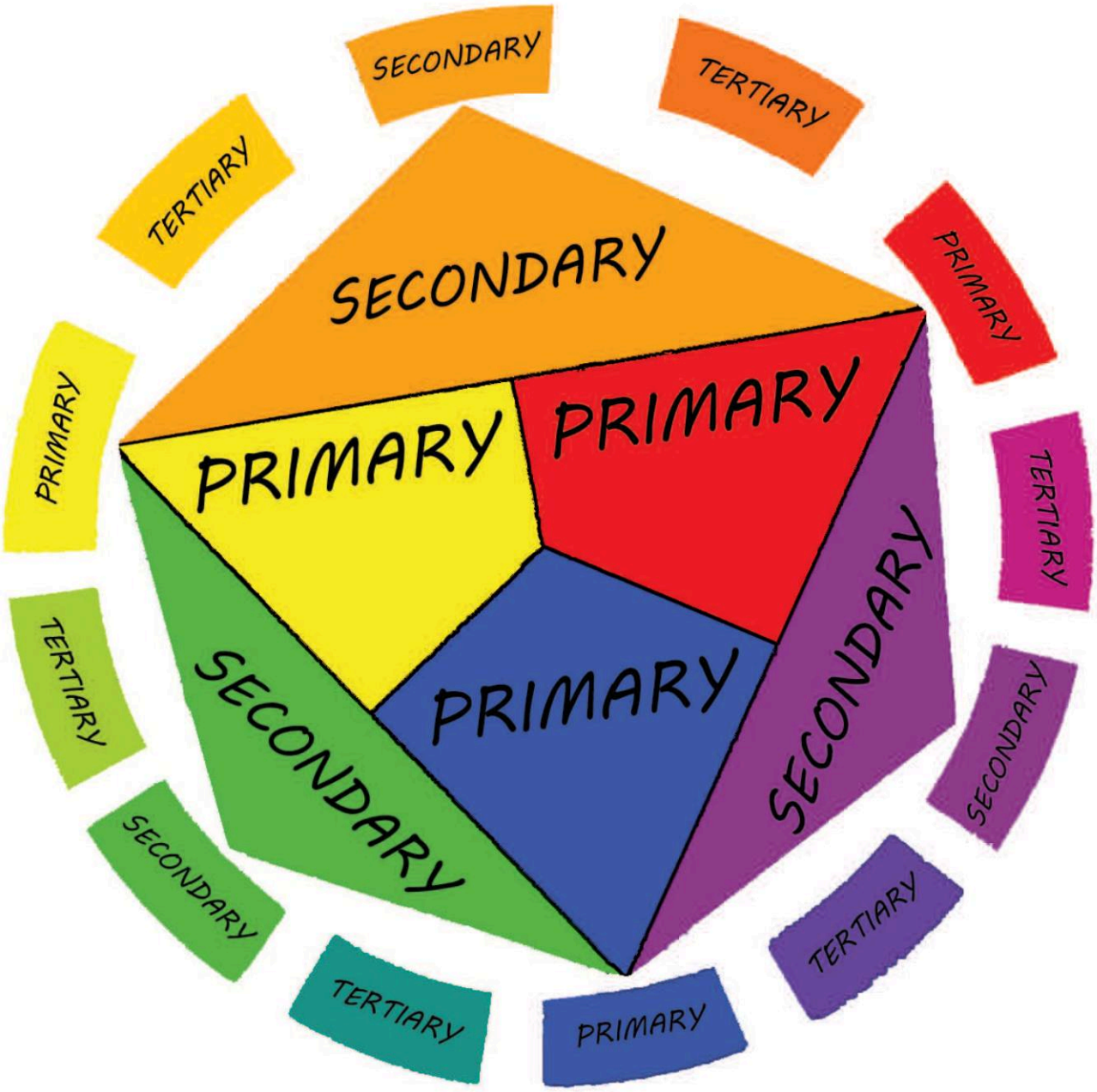
Timeline of Genres
in American & European Art History
(1150- Present)

Genre	Era	Notable Artists
Gothic	1150-1400	Jan van Eyck, Roger van der Weyden
Early Renaissance	1450-1600	Botticelli, da Vinci, Piero, Michelangelo
High Renaissance	1500-1525	Michelangelo, Raphael, Titian, El Greco
Baroque	1600-1750	Rubens, Rembrandt, Poussin, Leyster
Rococo	1700-1780	Boucher, Watteau, Hogarth
Neoclassicism	1660-1798	Fragonard, Jacques-Louis David, Canova
Romanticism	1750-1850	Goya, Ingres, Constable, Gericault
Realism	1848-1900	Gustave Courbet, Francois Millet
Pre-Raphaelites	1848-1900	Rossetti, Bierstadt, Maddox Brown, Dyce
Impressionism	1860-1900	Monet, Seurat, Renoir, Degas, Manet
Post-Impressionism	1885-1920	Cezanne, Van Gogh, Paul Gauguin
Fauvism	1898-1908	Matisse, Derain, Braque
Expressionism	1890-1939	Munch, Rouault, Vlaminck, Schiele
Outsider Art	named in 1972	Grandma Moses, Henry Darger
Futurism	1905-1939	Boccioni, Carra, Severini
Cubism	1907-1925	Braque, Picasso
Dada	1916-1923	Duchamp, Man Ray, Picabia
Surrealism	1922-1939	Masson, Magritte, Ernst, Dalí
Abstract Expressionism	1945-Present	Pollock, de Kooning, Motherwell, Rothko
Minimalism	1960-1975	Carl Andre, Stella, Robert Morris, Judd
Pop Art	1950s-Present	Warhol, Lichtenstein, Oldenburg
Op Art	1950s-Present	Vasarely, Riley, Poons
Photorealism	1960's-1980's	Estes, Goings, Chuck Close, Bell
Conceptual Art	1960's-1970's	Klein, Yoko Ono, Manzoni, Lewitt

Supplementary Art Terms

- **aerial perspective** – (n.) a view from above
- **body of work** - (n.) a collection of artwork by one artist, that is typical of their style
- **color wheel** – (n.) a diagram of the relationships of colors
- **complimentary color** – (n.) two colors on opposite sides of the color wheel. for example: red and green, blue and orange, yellow and purple
- **composition** – (n.) arrangements of objects and elements in an artwork
- **elements of composition** – (n.) color, tone, line, shape, space, texture, composition, direction, size, movement within an artwork
- **focal point** – (n.) the part of an artwork which attracts the viewers attention
- **foreshortening** – (n.) a technique used in a 2-D image, to show that a object is receding into the background
- **horizon** – (n.) where the sky meets land or sea in an artwork
- **negative space** – (n.) the space between objects
- **perspective** – (n.) the technique used to show three-dimensions (3-D) on a two-dimensional (2-D) surface
- **picture plane** – (n.) the whole surface of your artwork
- **primary colors** – (n.) red, blue, and yellow
- **secondary colors** – (n.) purple, green, orange; made by mixing two primary colors
- **tertiary colors** – (n.) made by mixing all three primary colors
- **trompe l'oeil** – (adj.) *french,* meaning "fool the eye"; describes a 2-D image which looks deep
- **viewpoint** – (n.) the height of the artist's view, within the image
- **value of color** – (n.) the amount of light and dark in a color
- **warm colors** – (n.) reds, oranges, and yellows
- **cool colors** – (n.) blues and greens

Color Wheel


SECONDARY
TERTIARY
TERTIARY
PRIMARY
SECONDARY
PRIMARY
PRIMARY
PRIMARY
TERTIARY
SECONDARY
SECONDARY
TERTIARY
SECONDARY
TERTIARY
PRIMARY
TERTIARY
SECONDARY
SECONDARY
PRIMARY
PRIMARY

PRIMARY

Yellow
Red
Blue

SECONDARY

Orange
Purple (Violet)
Green

TERTIARY

Red-orange
Yellow-orange
Yellow-green
Blue-green
Blue-violet
Red-violet

