

## 《高中英语（上外版）》必修第三册 Unit 2 Art and Artists

课时：第 7 课时 课题：Taking a field trip to a local art museum & Analysing and Comparing

课型：Further Exploration & Critical Thinking 设计者：上海市崇明区民本中学 裴安玉

### ◇ 教学设计与说明

#### 1. 教学目标

本课为本单元的第 7 课时，核心目标为指导学生交流展示参观本地艺术博物馆后撰写的参观报告，讨论艺术家和艺术作品；另外，指导学生基于思辨训练板块提供的表格，分析比较本单元涉及的三位艺术家和在本单元学习中了解到的其他艺术家的特点和社会影响力，用总-分模式谈论他们的共同点。

#### 2. 设计思路

本课主要是对本单元所学内容的一个综合呈现，在第一课时前，老师已经布置了让学生在在本单元学习中，以小组为单位去当地博物馆实地参观的学习任务，并要求参观完后以小组形式完成一个实地参观报告，帮助学生从课堂走向生活，并灵活运用本单元所学的有关艺术的知识 and 主题词汇。

本课由复习语法课时中提及的艺术欣赏的方式导入，激活学生已学习到的欣赏艺术的方式。接着，进入交流展示活动，这是基于前一课时布置给学生的作业，学生以小组为单位，一边用 PPT 对参观报告的重点信息进行呈现，一边按照教材上提供的模板，汇报参观经历和收获，并根据老师提供的 checklist，完成小组互评，从而帮助学生对艺术家和艺术作品有一个更好更深的理解，不仅可以提升学生的语言能力，而且更能帮助学生深刻认识到本土优秀文化之美，培养学生的家国情怀。

接下来的一个活动是对齐白石、梵高、迪伦三位艺术家，再加上另外选择的一位在本单元学习中了解到的艺术家进行分析比较，从艺术形式、艺术风格和作品传递的信息三个方面进行分析比较。然后，引导学生选取其中两位，谈论他们的相似之处及铸就他们成功的共同品质，并用具体细节进行说明，这个环节不仅能进一步帮助学生深化对这些艺术家及其作品的了解，而且对本单元重点学习的总-分模式也是一个很好的巩固和运用，同时可以培养学生的高阶思维能力。

#### 3. 重点难点

有逻辑、有条理地介绍最喜欢的艺术作品；提炼出艺术家的共同之处，并用总-分模式进行展开说明。

## Lesson Plan

By the end of this class, students will be able to:

1. write their field trip report in groups based on the structure given in the textbook and present their report with the help of PPT;
2. note down the key information in the other groups' reports and comment on their performance according to the checklist;
3. think critically about artists and artworks by analysing and comparing Qi Baishi, Vincent van Gogh, Bob Dylan and one more artist and state their similarities in the general-specific

pattern.

### Procedures:

#### I. A report presentation

- Interactive Activity 1: Go over the ways to appreciate artworks.

\*Teacher: Ask students recall the ways to appreciate artworks.

\*Students: Answer the teacher's question based on what they have learned.

\*Purpose: To help students recall the ways to appreciate artworks.

Guided Question: Do you remember how we should appreciate artworks?

- Interactive Activity 2: Give a report about a field trip to a local art museum.

\*Teacher: Present a checklist for the presentation of a field trip report and ask students to present their report in groups with a PPT according to the requirements.

\*Students: Present their group's field trip report in class according to the structure on P32; listen and take notes while the other groups are reporting.

\*Purpose: To provide students a chance to apply what they have learned in this unit to practice and improve their ability to appreciate artworks.

Guided Question: How was your group's visit to the local art museum?

- Interactive Activity 3: Give comments on the reports according to the checklist.

\*Teacher: Ask students from the other groups to make comments on the presentation according to the checklist given.

\*Students: Make comments according to the checklist.

\*Purpose: To check students' state of listening while the speakers are reporting, and improve their ability of evaluation.

Guided Question: What do you think of the speaker's report?

#### II. Analyzing and comparing

- Interactive Activity 4: Compare Qi Baishi, Vincent van Gogh, Bob Dylan and one more artist and complete the table according to what has been learned in this unit.

\*Teacher: Ask students to compare Qi Baishi, Vincent van Gogh, Bob Dylan and one more artist and fill in the table about their art forms, artistic style and messages their works convey.

\*Students: Complete the table according to what has been learned in this unit about the four artists.

\*Purpose: To improve students' ability to compare different artists in terms of art forms, artistic style and messages.

Guided Questions:

- ✓ What is Qi Baishi's artistic style?
- ✓ What is Vincent van Gogh's art form?
- ✓ What is Bob Dylan's art form and what message do his artworks convey?

- Interactive Activity 5: Use the general-specific pattern to talk about the similarities of two

artists.

\*Teacher: Ask students to compare two of the three artists; show students some words that help to express similarities.

\*Students: Choose two artists from the table to compare and state their similarities in the general-specific pattern.

*\*Purpose: To improve students' critical thinking ability and help students consolidate the general-specific pattern.*

Guided Questions:

- ✓ What do they have in common?
- ✓ What are their common qualities that contribute to their success?

### **III. Homework**

1. Make a poster “A Field Trip to an Art Museum”.
2. Finish the self-assessment on P33.

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