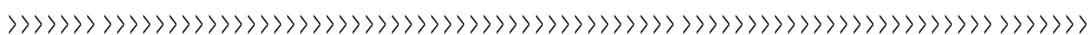


ART ~ STEAM Education from Queensland



Warm up!

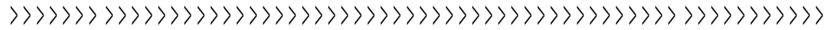


Check the important words and phrases used in the session and what they mean. You can also use the read-aloud voice on the website to check your pronunciation.

<input checked="" type="checkbox"/> Words & Phrases	訳
<input type="checkbox"/> 1. visualize	～を心に思い浮かべる
<input type="checkbox"/> 2. artwork	芸術作品
<input type="checkbox"/> 3. inspire	～に創造的刺激を与える
<input type="checkbox"/> 4. Cubism	キュビズム、立体派
<input type="checkbox"/> 5. portrait	肖像（画）
<input type="checkbox"/> 6. shed	～を放つ、発散する
<input type="checkbox"/> 7. frazzled	疲れきっている
<input type="checkbox"/> 8. scary	怖い、恐ろしい
<input type="checkbox"/> 9. tribute to	～への賛辞、～への捧げもの
<input type="checkbox"/> 10. intention	意図
<input type="checkbox"/> 11. messed-up	混乱している、取り散らかっている
<input type="checkbox"/> 12. exotic	異国風の、エキゾチックな
<input type="checkbox"/> 13. color scheme	配色
<input type="checkbox"/> 14. bold	〈色などが〉くっきりした、目立つ
<input type="checkbox"/> 15. dull	〈色などが〉くすんだ、ぼんやりした
<input type="checkbox"/> 16. abstract	抽象的な
<input type="checkbox"/> 17. art terminology	美術用語
<input type="checkbox"/> 18. portraiture	肖像画法
<input type="checkbox"/> 19. landscape	風景画法、風景画



Let's join the session!



The following questions are based on the contents of the session. Watch the session and answer each question.

[1] Look at three self-portraits that appear at 04:07 in the video. Explain how those self-portraits differ.

[2] Look at the artwork that appears at 05:48 in the video. What do you see? How does this make you feel? What would it be like to be there?

[3] Look at the artwork that appears at 07:44 in the video. What do you see? How does this make you feel? What would it be like to be there?



[4] Look at the artworks that appear at 10:12 in the video. How are these images the same and how are they different?



[5] Look at the artworks that appears at 11:47 in the video. What do you see in the faces in the two portraits?

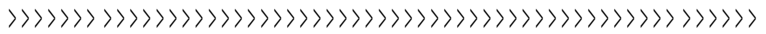


[6] Explain the difference between using your imagination when drawing pictures based on sentences and drawing objects you can see.





Wrap up the session!



[1] The following is a summary of the session. Write down the appropriate words in the blanks in the passage. You may use the same word more than once.

Several () were introduced at the beginning of this session. The students compared Realism with (). Compared to Realist paintings, Cubist paintings employed unique components of () and (). People or objects, such as women, furniture and musical (), appeared in the subjects' faces. The students used their () to think about why the painters used such objects and what their () were. Imagination also played an important part in the next () (). While listening to (), the students activated their imagination and () what they imagined in their drawings. They found differences by comparing the drawings they made with other students' drawings. The difference in the drawings was the difference of (). When drawing still lifes, they lost their (), but there were new discoveries when collaborating on drawings of different () and sizes.

[2] Write down what you learned in today's session.

