**КОНСПЕКТ УРОКА ART AND DESIGN, SPOTLIGHT 9, ACROSS THE CURRICULUM**

**Учитель :** Лапицкая Ольга Ромазановна

**Характеристики урока** (занятия)

**Уровень образования:** основное общее образование

**Целевая аудитория:**

**Класс:** 9 класс Б

**Предмет:** Английский язык

**Цель урока:** Развитие иноязычной коммуникативной компетенции учащихся с элементами рассуждения и обобщения.

**Задачи:**

***Практические:***

* развивать у учащихся умения монологической речи;
* развивать у учащихся умения понимать иноязычную информацию на слух;

Воспитательные:

* формировать у учащихся уважение и интерес к культуре других стран;
* формировать потребность в практическом использовании английского языка в социально-культурной сфере;
* воспитывать культуру общения.

***Развивающие:***

* развивать у учащихся интерес к изучению английского языка;
* углублять познавательные мотивы;
* развивать умения описывать, интерпретировать, критически оценивать произведения искусства, выражать свое мнение.

***Образовательные:***

* обобщить и расширить знания учащихся о мировом художественном наследии;
* расширить общий и лингвистический кругозор учащихся.

***Используемые учебники и учебные пособия:***

В. Эван и другие "Английский в фокусе-9", Издательство Просвещение., рабочая тетрадь.

***Используемая методическая литература:***

Книга для учителя, календарно-тематическое планирование"

***Используемое оборудование:***

ноутбук

проектор

флэшка

компьютерные презентации с материалом урока и о художниках, подготовленные учителем

карточки для оценивания урока.

карточки со словами

карточки для рефлексии

кружки для объединения в группы(?)

***Краткое описание:***

***План-конспект урока, составленный на основе книги Spotlight – 9 SB pp. 54-55., module 3, Across the Curriculum.***

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| I.Организационный момент:  Introduction.  Set the aim of the lesson  Set the topic of the lesson | Hello! Glad to see you. I hope you are fine and all are ready to work hard at our lesson? Who is absent today? What day is it today? What date is it today? How many days are left till the end of autumn? What is the weather like today? Let’s greet our guests. “Good morning”  Do you remember the home task? We discuss the illusions, Your homework was ex. 5, 6 page 49.  I’ll check it later.  Now let’s start our lesson.  What is the title of the lesson?  Right : **Art and Design (slide 1)**  So, today we are going to speak about art, painting in particular. We shall learn interesting information about some painting styles, Cubism and Surrealism in particular; we shall practice our skills in describing pictures. | 3 min |
| II. Introduction into the topic  T-S, S, S….  Discussion.  T-S,S | 1. Tell me please what forms of art do you know?   *Учитель на доске пишет слово forms of art и стрелки*  *Записать предложения учеников.*   1. Let’s look at the diagram **(Slide 2)**   *Прочитать.*   1. T: What styles in painting do you know?   **(Slide 3)**   1. T: We’ve got some new words? Let’ look at them for better understanding the theme.   **(Slide 4)** Раздать карточки со словами. Прочитать с переводом. | 5 min |
| III. T-S,S  Active speaking skills | **(Slide 5, 6)** **ex 1 p.54** will help us.  **What are these things in English?**  Look at the pictures, please. I hope you know what these words are in your language.  Let’s listen to the tape and repeat after the speaker these words to spell them correctly. Включить аудио, прочитать, ученики повторяют  Well done, thank you.  Назвать фигуры вместе с учениками. | 5 min |
| IV. Activating vocabulary.  Developing speaking skills  T-S1S2…… | **(Slide 7,8,9,10)** **ex. 2 p. 54**  T: Look at the painting A and B. Which uses bright colours, dark/dull colours ?  S: ***Key:Paining A uses dark/dull colours and painting B uses brightcolours.***  Thank you. | 1 min |
| V. Reading skills  Work in groups | **(Slide 11, 12,13)** **ex.3 p. 54**   1. T: I “d like to divide you into two groups.   You should work in group. You should read the texts on p.p.54-55 to find out what style of painting each picture is and how these styles differ.  You have got **2 minutes**. When your time is up you choose one person, a speaker, and he will answer.  The winner will be that group, who will do all correctly. Understand? Keep to business! It is game time!  The time is out. Let’s check !  *Key: Picture A is a Cubist painting whereas picture B is Surrealist.*  *Cubist paintings break the object down into shapes whereas surrealist pictures put strange images together.*  *Well done.*  The first group get …. point (s)  and the second group gets …point(s)  Раздать карточки квадраты отвечающим.  **(Slide 14)**   1. And now I would like you to read the texts again and revise the word formation, some prefixes and suffixes in particular. You know how to do this kind of the task: don’t forget to pay attention the words that stand before the missing words and the ones that follow the missing words to decide what the part of speech the missing word is. The Study skills table on p.54 can help you. Read it, please before filling in the gaps.   You have got **2 minutes** and you will work in groups.  Understand? Keep to business!  The time is out. Let”s check !  Выбрать пару активных ребят из групп. Читают текст, проверяем.  Проверка **(Slide 15-21)**  *Answer Key group 1 group 2*  *1 famous*  *2 seeing*  *3 original*  *4 different*  *5 Artists*  *6 representations*  *7 bigger*  *8 unusual*  Well done.  ***The first group get …. point (s)and the second group gets …point(s)***  Дать карточки активным ученикам. | 5 min                          5 min |
| VI. Individual work | **(Slide 22-26)** **ex 5. p.54** We have known some new things about two painting styles.   1. Listen, read, answer the questions.   And I would like you to answer the questions from **ex. 5** using the information from the text.  Who can tell me when Cubism was popular ?  How did Cubism get its name?  What style did Dali paint in ?  What did Surrealism painters use to get ideas for their paintings?   1. Answer the questions. спросить активных учеников. Включать слайды с ответами   *Answer Key*  *1 Cubism was popular from around the 1900s.* ***(Slide 23)***  *2 Cubism gets its name from the fact that artists broke down people and objects into shapes such as rectangles, cylinders and cubes to represent them in a new way****.(Slide 24)***  *3 Dali painted in the Surrealist style.* ***(Slide 25)***  *4 Surrealist painters used their dreams and their imaginations to get ideas for their paintings.* ***(Slide 26)*** | 3 min |
| VII. Work in pairs | **(Slide 27, 28)** **ex. 6 p.54**  Now work in pairs and match the words in bold to their meaning using the words from **ex.6 p.54**.You have got 1 minutes. Who will be the first let me know, please. Keep to business.  Time is over. Let’s check.  Карточки активным ученикам.  ***Answer Key***  *Dull ― not bright*  *Viewpoints ― angles*  *Element ― part/piece*  *Impact ― effect*  *Well done. Thank you.* | 3 min |
| VIII. Describing pictures  Giving opinion  Individual work | **(Slide 37-38) ex.8 p.55**   1. Let’s look at the picture A and B once more, after that read the description **in ex.8 and** decide which painting it matches And tell me please how do you think the author feels about the painting? . Do this! Have you read?   Well done!  *Key: The description matches paining A.*  *The author feels sad looking at this painting.*   1. **(Slide 39, 40, 41) ex. 9 p. 55**   *Now I would like you to try to make up your own* description paining B. The words from **ex.9** will help you to describe your picture and express you feeling about it .Work in group. You know how to work with this task. First of all pay attention at the beginning of the each sentence:  ***40 слайд вопросы****, ответить на вопросы 42-45 слайды, активных учеников отметить.*  ***41 слайд прилагательные***  (The Plan of the Description  The picture shows: the subject (what is represented in the picture).  When I look very closely, however, I can also see:the composition (how the space of the picture is used).  The artist has used many : the colour scheme (how different colours are handled).  The painting makes me feel:the general impression the picture makes.)  You have got 3 minutes .Keep to business.  The time is over. Let’s check  Отдельно по вопросам прогнать, затем пару минут обобщить информацию, заслушать одного, двух человек описание картинки.  Well done. Thank you.  Now, when you go to the museum I hope you will be able to give your opinion about pictures and express your feelings about them.  ***(Slide 46) Suggested Answer Key***  *This picture shows many strange shapes and objects. I can see swans on a smooth lake but they have the reflection of elephants in the lake. The lake is surrounded by a rocky landscape and unusual trees with a clear blue sky. The artist has used bright colours in shades of blue, brown and yellow. This painting makes me feel curious about how Dali came up with the idea.* | 8 min |
| X. Conclusion | **(Slide 47, 48)**  Write down your homework, please:  **10 p.55** You should find paintings on the Internet or in the reference books which represent the two styles of painting discussed in the text and present them to the class.  ***Suggested Answer Key(homework)***  *(cubism)*  *This painting is called ‘Bread, Fruit and Table’. Pablo Picasso painted it in 1908. It shows a table with a bowl of fruit and some bread on it. The painter uses dark, green and bright yellow colours. The painting makes me feel calm.*  *(surrealism)*  *This painting is called ‘The Human Condition’. Rene Magritte painted it in 1935. It shows a painting within a painting. In the background I can see the ocean. The painter uses a few plain colours. The painting makes me feel sad and lonely.* | 2 min |
| XI. Reflexion | Now let’s return to the beginning of our lesson.  Can you tell me the subject of our today’s lesson?  Teacher: I would like to finish our lesson with the words of a famous English artist Pablo Picasso:  “Painting is just another way of keeping a diary “  How do you think if he is right?  **(Slide 50-52)**  Раздать карточки для рефлексии.  Write “yes” or “no”:   * I understood everything. (Я понял все.) * It was difficult for me to speak English. (Мне было трудно говорить по-английски.) * I am satisfied with my work. (Я доволен своей работой.) * I liked the presentations. (Мне понравились презентации.) * I learnt something new at the lesson. (Я узнал что-то новое на уроке.)   Give me the papers.  Ok, thank you very much for your hard work, your marks are...... (подсчитать количество карточек у учеников)  Good luck and see you next lesson. | 2 min. |

**Hand outs:**

angle - угол

break smth down – разделять что-либо

cube - куб

cylinder - цилиндр

dull - тусклый

element - доля

impact -влияние

layer - слой

rectangle -прямоугольник

represent - символизировать

shape - форма

smooth - гладкий

square -квадрат

triangle треугольник

viewpoint - угол зрения

1. I understood everything. (Я понял все.)
2. It was difficult for me to speak English. (Мне было трудно говорить по-английски.)
3. I am satisfied with my work. (Я доволен своей работой.)
4. I liked the presentations. (Мне понравились презентации.)
5. I learnt something new at the lesson. (Я узнал что-то новое на уроке.)