

INGLESE per la comunicazione artistica

Il mio obiettivo sarà quello di migliorare e potenziare le competenze linguistiche dei miei studenti nell'ambito dell'ASCOLTO, della COMUNICAZIONE, della LETTURA e della SCRITTURA.

Per raggiungere tale obiettivo, utilizzerò i seguenti strumenti:

1- esercitazioni grammaticali e ripasso della grammatica attraverso i seguenti testi:
English Grammar in Use: a self- study reference and study book for intermediate students of English with answers- by Raymond Murphy- Cambridge University Press;
Essential Grammar in use with answers by raymond Murphy- Cambrldge University Press
che contengono le soluzioni degli esercizi che gli studenti stessi potranno consultare da casa.

2- conversazione sulla base delle esperienze di vita quotidiana, delle lezioni seguite in Accademia ed anche delle emozioni scatenate dall'analisi di un quadro o dall'ascolto di una intervista attinente all'ambito artistico o di un brano musicale.

3- mass media (film, interviste, video) i cui titoli verranno fornito agli studenti di volta in volta e che serviranno come materiale di discussione e/o esercitazioni scritte.

4- lettura ed analisi immagini, dipinti, statue di epoche ed artisti diversi.

5- lessico specialistico:

- categorie di artisti (pittori, vasai, orafi, litografi, etc.)
- tecniche e strumenti legati alle categorie di cui sopra (pittura ad olio, tempera... pennello, mestichino, tela, etc.)
- lessico e sfumature di significato (tinta, sfumatura, tono di colore)
- verbi specialistici (disegnare, soffiare, schizzare, etc.)
- il corpo umano (dito, petto, fronte, gabbia toracica, torso della mano...)
- vocabolario dell'industria della moda
- vocabolario del graphic design

BIBLIOGRAFIA DI RIFERIMENTO

- *English Grammar in Use: a self- study reference and study book for intermediate students of English with answers-* by Raymond Murphy- Cambridge University Press, 2012;
- Essential Grammar in use with answers* by raymond Murphy- Cambrldge University Press

- http://www.paintingsbyrebecca.com/English_for_Artists.html
- <http://www.manythings.org/vocabulary/lists/e/>
- <http://www.ucreative.com/resources/design-terms/>
- <https://quizlet.com/3731473/graphic-design-vocabulary-flash-cards/>
- <https://quizlet.com/66707678/fashion-flash-cards/>

ACCADEMIA DI BELLE ARTI DI FOGGIA
PROF.SSA VINCI FRANCESCA

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My target in teaching English is to better, strengthen and improve my students' LISTENING, COMMUNICATION, READING and WRITING skills.

In order to do so I shall use several means:

1. Grammar and practical exercises concerning the use of the different tenses, time and space prepositions, adjectives, etc.
2. Conversation
3. Media (movies, interviews, videos)
4. Analysing images, photographs, paintings, statues of different ages and artists.
5. Specialised lexicon:
 - categories of artists (painters, potters, metalsmiths, lithographers, art teachers, sculptors, printmakers, glassblowers...)
 - different techniques and instruments (oil painting, tempera painting... brush, palette knife, canvas, pottery wheel, kiln....)
 - specialised language (difference among TINT, SHADE and TONE, for example)
 - specialised verbs (to draw, to blow, to sketch, to spread, to scrape...)
 - body parts (finger, chest, forehead, ankle, rib cage, back of the hand, etc.)
 - fashion industry vocabulary
 - graphic design vocabulary

1. As for the grammar book, I suggest *English Grammar in Use: a self- study reference and study book for intermediate students of English with answers-* by Raymond Murphy- Cambridge University Press as well as *Essential Grammar in use with answers* by raymond Murphy- Cambrldge University Press.

2. As for the conversation, topic of our dialogues will be my students' daily experiences of life and their classes as well as their interests, hobbies and emotions coming up after watching a movie or listening to an interview, for example.

3. Interviews on youtube, movies, videos.

SUGGESTED BIBLIOGRAPHY

- *English Grammar in Use: a self- study reference and study book for intermediate students of English with answers-* by Raymond Murphy- Cambridge University Press, 2012.
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