



**Working with paintings in the classroom**

# **BILDENDE KUNST**



**A Presentation from:**

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# Why use paintings?

- To practice speaking
- To practice writing
- To review and learn adjectives and their endings
- To review and learn cases
- To learn about art!



Ernst Ludwig Kirchner  
1913 Berliner Straßenszene

# What kind of art?

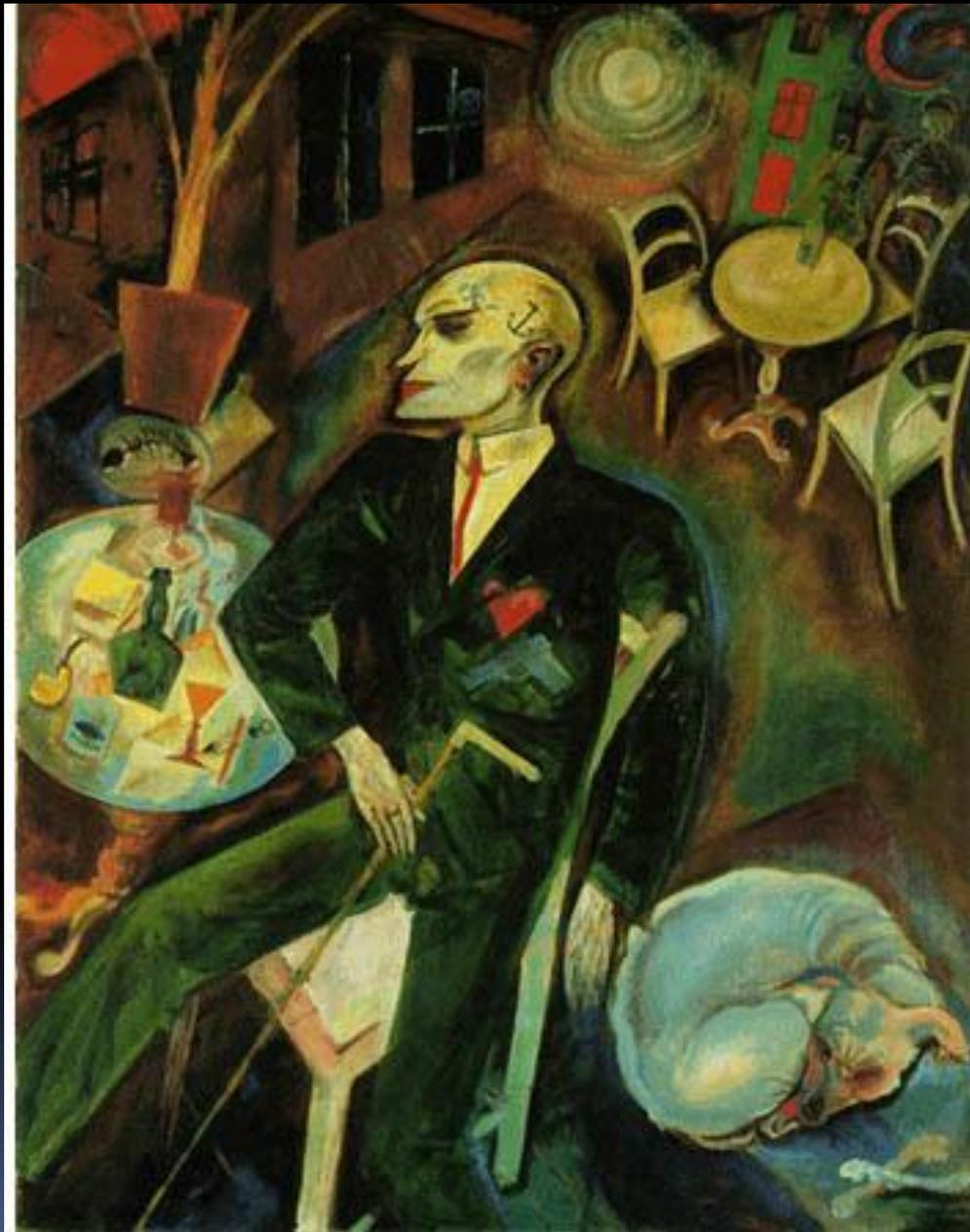
- **German Expressionism- a movement in the early 20<sup>th</sup> century from 1901-1945**
- **Rooted in emotions and passion**
- **Artists attempted to depict their own interpretation of the event or object**
- **Two main groups- Die Brücke: in Berlin and der Blaue Reiter: in München**
- **Expressionism is heavily centered in Germany and Austria**
- **The paintings are in large part timeless**
- **Lets look at examples!**

# Day 1

- Students learn adjectives related to describing pictures etc. making different smiley faces depending on what they know and don't know.
- Students get into partners and describe each others appearance
- For homework- students bring in their favorite picture or painting to describe, in show and tell fashion, to the class.

# Day 2

- The teacher models the show and tell activity
- Students present their favorite paintings
- Students are divided into 4 groups. Each group is given  $\frac{1}{4}$  of a picture.
- Students present their piece of the picture to the rest of the class.
- Homework: Students are given a copy of the entire picture and write three questions they have about it.



Der Liebeskranke 1916 Georg Grosz

# Day 3

- Students give the painting a title
- Compile a list of questions from the homework and discuss
- Students are given the title of the picture the date and name of the author. Does this answer any questions?
- Students identify everything in the picture and attach adjectives to them.
- Homework: Students read a biography about Georg Grosz and answer questions.

# Day 4

- Students will identify where things are in the painting using appropriate prepositions and expressions
- Students get more information on describing paintings with worksheets on forms and colors and by viewing a PowerPoint
- Students begin to put all of the elements together and write descriptive sentences, finishing for homework

# Day 5

- Review and correct sentences
- Twin activity- students are given a picture and must find their “twin.” They then work together to answer questions about the picture.
- Students select their own expressionist painting to work on individually.
- For a final project, students write a description of the painting and choose between writing a final analysis or a story.

# Other Activities

- View slides and discuss themes
- Partner up- One student has a picture to describe and the other tries to draw it
- View slides and describe them as a class
- Smartboard Activities
- What are your ideas?