Français 3 Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Art Unit IPA - Interpretive Reading

**A. Key Word Recognition**. Find the French words/phrases that best express the meanings of the following English words/phrases.

1. a studio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. to paint\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. a painting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. a canvas\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. small strokes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. light\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. What is the main idea of this article? Answer in English. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**C. Supporting Details.**

1. Check each detail that is mentioned in the article (not all are included).

2. Fill in the information that is given for each detail you have checked. Write in English.

\_\_\_\_ Where painters studied in the 19th century \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_ What these painters painted**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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\_\_\_\_ What Monet and Renoir did before the become artists \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_ Where Monet and Renoir learned to draw \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_ What Monet and Renoir drew**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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\_\_\_\_ How paintings were sold**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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\_\_\_\_ Why Monet and Renoir left their classes**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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\_\_\_\_ How their teacher reacted when they left**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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\_\_\_\_ Why painters rode on trains**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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\_\_\_\_ How painters added light to their paintings**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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\_\_\_\_ How this group of painters got the name “Impressionists” **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_ The types of people who liked Impressionist paintings**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_ The painters who were successful during their lifetimes**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_ What people liked about Impressionist paintings**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**D. Inference.** Answer the following question in English, giving us much information from the article as possible to support your response.

1. Why do you think many Impressionists preferred to paint outside? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**E. Find the following words/phrases and write what you think they mean in English. The number in parenthesis tells you which page the word appears on.**

* *doués* (p. 30, 1st paragraph) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* *un chef d’oeuvre* (p. 30, 2nd paragraph) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* *des conseils* (caption under first frame on p. 31) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* *un chevalet* (caption under 2nd frame p. 32) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* *accueille* (caption under 1st frame p. 33) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**F. Cultural Comparison. Answer in English.**

1. Have you seen any Impressionist paintings (original or reproductions/posters/etc.)? If so, where?

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**G. Personal Reaction.** Answer the following question **in French**. Write at least 3 sentences.

1. Est-ce que tu aimes l’art impressionniste? Pourquoi ou pourquoi pas ?

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Français 3 Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Art Unit IPA – Presentational Speaking

For this assessment, Madame will show you a painting and you will:

**1. Describe the painting**

* What do you see in the painting? (Be as detailed as possible)

**2. Describe the ways in which the painting exemplifies Impressionism, as well as the ways in which it is not typical of an Impressionist work.**

* How do the style/technique, subject matter, and composition represent Impressionism?
* Which of these aspects are not typically Impressionistic in this painting?

**3. Tell who you think painted this painting and why.**

* Tell who you think painted the painting and give specific reasons for your choice based on the subject matter, style, etc.

You will be graded according to the following rubric:

|  |  |
| --- | --- |
| **Score** | **Indicators** |
| 9/10 | You described the painting’s subject matter, style, and composition with thorough and accurate detail.  You correctly and thoroughly identified the Impressionistic features of the painting, as well as those features that did not represent this movement.  You chose the correct artist and thoroughly supported your choice with specific, accurate detail.  You used level-appropriate structures and varied vocabulary to express your meaning with few errors.  You spoke fluently with excellent pronunciation. |
| 8 | You adequately described the painting and the features of Impressionism that it exemplifies.  Although your choice of artist may have been incorrect, you were able to support your choice with accurate, relevant evidence.  You used level-appropriate structures and vocabulary with only minor errors which did not impede comprehension.  You may have spoken with a slight accent and occasional pauses. |
| 7 | Your description of the painting fell somewhat short of expectations. You may have had difficulty adequately identifying the aspects of impressionism that were evident in this painting.  You were unable to adequately support your choice of artist (regardless of whether it was correct).  You relied on simple structures and repetitive vocabulary, or made errors which occasionally interfered with comprehension.  You may have spoken with considerable accent and/or frequent pauses. |
| 6 | Your description fell significantly short of expectations. You gave only a vague description of the painting’s style, subject matter, composition, etc. You may have been unable to identify multiple aspects of Impressionism that this painting exemplified.  You made errors in grammar and/or vocabulary which significantly impeded comprehension.  You may have spoken with significant pronunciation errors or long pauses. |
| 5/Re-take | Your presentation did not meet stated expectations in terms of content, accuracy, vocabulary/grammatical structures, and pronunciation. |

Speaking Feedback Checklist

|  |  |  |
| --- | --- | --- |
|  |  | Comments: |
| Description | \_\_\_ You used the correct vocabulary to describe the subject matter. |  |
| Features of  Impressionism | \_\_\_ You identified how the subject matter related to Impressionism.  \_\_\_ You identified how the composition related to Impressionism.  \_\_\_ You identified how the technique/style related to impressionism.  \_\_\_ You identified how the colors related to Impressionism. |  |
| Artist ID | \_\_\_ You identified the correct artist  \_\_\_ You supported your choice based on the subject matter.  \_\_\_ You supported your choice based on the style/technique.  \_\_\_ You supported your choice based on the composition.  \_\_\_ You supported your choice based on biographical information about the artist. |  |
| Vocabulary | \_\_\_ You used a variety of vocabulary correctly, including newly-  learned words. |  |
| Grammatical Structures | \_\_\_ You demonstrated your ability to use a wide variety of grammatical structures (verb forms/pronouns/agreement/etc) correctly. |  |

Français 3 Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IPA – Writing

Imagine that you were thrifting and found the painting you have been given. You’re sure it’s an actual painting by …. Write a letter to the Orsay museum in which you include the following:

* A complete description of the painting including the subject matter, style, composition, use of color, etc.
* The name of the painter who you believe painted and why you think so (How do the aspects described above reflect this painter’s work?)
* An offer to sell this painting to the museum. Explain why they should buy it and the price you will accept for it.

|  |  |
| --- | --- |
| **Score** | **Indicators** |
| 9/10 | You described the painting’s subject matter, style, composition, and use of color with thorough and accurate detail.  You chose the correct artist and thoroughly supported your choice with specific, accurate detail.  You used level-appropriate structures and varied vocabulary to express your meaning with few errors.  Your letter was well-organized with smooth transitions, an introduction and a conclusion. |
| 8 | You adequately described the painting.  Although your choice of artist may have been incorrect, you were able to support your choice with accurate, relevant evidence.  You used level-appropriate structures and vocabulary with only minor errors which did not impede comprehension.  Your letter would have been improved with additional transitions or a more developed introduction or conclusion. |
| 7 | Your description of the painting fell somewhat short of expectations. You may have had difficulty adequately identifying some aspects of the painting’s subject matter, style, composition or use of color.  You were unable to adequately support your choice of artist (regardless of whether it was correct).  You relied on simple structures and repetitive vocabulary, or made errors which occasionally interfered with comprehension.  Your letter was choppy due to a lack of transitions or lacked an appropriate introduction or conclusion. |
| 6 | Your description fell significantly short of expectations. You gave only a vague description of the painting’s style, subject matter, composition, etc.  You made errors in grammar and/or vocabulary which significantly impeded comprehension.  Your letter was disorganized. |
| 5/Re-take | Your presentation did not meet stated expectations in terms of content, accuracy, vocabulary/grammatical structures, and pronunciation. |