

Unit 4 Art and the artist

Starting off

- 1 Work in small groups. Look at the photos of different art forms.
 - 1 Match the labels to the photos.
 - 2 Where would you expect to see each art form?
 - 3 Which of these works of art do you think is the most impressive? Why?
- a antique jewellery
b modern sculpture
c modern painting
d antique vase
e modern graffiti
- 2 Would you like to have any of these works of art in or near your home? Why? / Why not?

Reading Section 1

- 1 Work in small groups. You are going to read an article about the history of poster art. Before you read, discuss these questions.
 - 1 Where do you normally see posters?
 - 2 What features are commonly seen in poster design?
- 2 Now quickly read the title and the subheading of the passage on page 41. How do you think the passage will be structured?
- 3 Skim the passage to find out what techniques for producing posters are mentioned.



The history of the poster

The appearance of the poster has changed continuously over the past two centuries.



The first posters were known as 'broadsides' and were used for public and commercial announcements. Printed on one side only using metal type, they were quickly and crudely produced in large quantities. As they were meant to be read at a distance, they required large lettering.

There were a number of negative aspects of large metal type. It was expensive, required a large amount of storage space and was extremely heavy. If a printer did have a collection of large metal type, it was likely that there were not enough letters. So printers did their best by mixing and matching styles.

Commercial pressure for large type was answered with the invention of a system for wood type production. In 1827, Darius Wells invented a special wood drill – the lateral router – capable of cutting letters on wood blocks. The router was used in combination with William Leavenworth's pantograph (1834) to create decorative wooden

letters of all shapes and sizes. The first posters began to appear, but they had little colour and design; often wooden type was mixed with metal type in a conglomeration of styles.

A major development in poster design was the application of lithography, invented by Alois Senefelder in 1796, which allowed artists to hand-draw letters, opening the field of type design to endless styles. The method involved drawing with a greasy crayon onto finely surfaced Bavarian limestone and offsetting that image onto paper. This direct process captured the artist's true intention; however, the final printed image was in reverse. The images and lettering needed to be drawn backwards, often reflected in a mirror or traced on transfer paper.

As a result of this technical difficulty, the invention of the lithographic process had little impact on posters until the 1860s, when Jules Cheret came up with

his 'three-stone lithographic process'. This gave artists the opportunity to experiment with a wide spectrum of colours. Although the process was difficult, the result was remarkable, with nuances of colour impossible in other media even to this day. The ability to mix words and images in such an attractive and economical format finally made the lithographic poster a powerful innovation.

Starting in the 1870s, posters became the main vehicle for advertising prior to the magazine era and the dominant means of mass communication in the rapidly growing cities of Europe and America. Yet in the streets of Paris, Milan and Berlin, these artistic prints were so popular that they were stolen off walls almost as soon as they were hung. Cheret, later known as 'the father of the modern poster', organised the first exhibition of posters in 1884 and two years later published the first book on poster art. He quickly took advantage of the public interest by arranging for artists to create posters, at a reduced size, that were suitable for in-home display.

Thanks to Cheret, the poster slowly took hold in other countries in the 1890s and came to celebrate each society's unique cultural institutions: the café in France, the opera and fashion in Italy, festivals in Spain, literature in Holland and trade fairs in Germany. The first poster shows were held in Great



Britain and Italy in 1894, Germany in 1896 and Russia in 1897. The most important poster show ever, to many observers, was held in Reims, France, in 1896 and featured an unbelievable 1,690 posters arranged by country.

In the early 20th century, the poster continued to play a large communication role and to go through a range of styles. By the 1950s, however, it had begun to share the spotlight with other media, mainly radio and print. By this time, most posters were printed using the mass production technique of photo offset, which resulted in the familiar dot pattern seen in newspapers and magazines. In addition, the use of photography in posters, begun in Russia in the twenties, started to become as common as illustration.

In the late fifties, a new graphic style that had strong reliance on typographic elements in black and white appeared. The new style came to be known as the International Typographic Style. It made use of a mathematical grid, strict graphic rules and black-and-white photography to provide a clear and logical structure. It became the predominant style in the world in the 1970s and continues to exert its influence today.

It was perfectly suited to the increasingly international post-war marketplace, where there was a strong demand for clarity. This meant that the accessibility of words and symbols had to be taken into account. Corporations wanted international identification, and events such as the Olympics called for universal solutions, which the Typographic Style could provide.

However, the International Typographic Style began to lose its energy in the late 1970s. Many criticised it for being cold, formal and dogmatic. A young teacher in Basel, Wolfgang Weingart, experimented with the offset printing process to produce posters that appeared complex and chaotic, playful and spontaneous – all in stark contrast to what had gone before. Weingart's liberation of typography was an important foundation for several new styles. These ranged from Memphis and Retro to the advances now being made in computer graphics.
adapted from www.internationalposter.com

4 Look at Questions 1–5 below.

- 1 Decide what type of information you need to complete each gap.
- 2 What parts of the table help you quickly find the paragraphs that will give you the answers?
- 3 Read those paragraphs carefully and answer Questions 1–5.

Questions 1–5

Complete the table below.

*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

Early Printing Methods

	Features	Problems
Metal type	<ul style="list-style-type: none"> • produced large print 	<ul style="list-style-type: none"> • cost, weight and 1 difficulties • mixed styles
Wood type	<ul style="list-style-type: none"> • Darius's wood drill used in connection with another 2 • produced a range of letters 	<ul style="list-style-type: none"> • lacked both 3 • mixed type
Lithography	<ul style="list-style-type: none"> • letters drawn by hand • design tool – a 4 	<ul style="list-style-type: none"> • had to use a mirror or 5 to achieve correct image

5 Why were these answers to Questions 1–5 marked wrong?

- 1 not enough letters
- 2 pantograph
- 3 colour
- 4 greasy crayon
- 5 paper

Exam advice *Table completion*

- Check how many words you are allowed to use.
- Use the title to find the right part of the passage.
- Write answers exactly as they are spelled in the passage.

6 Look at the flow chart and Questions 6–9 below.

- 1 Decide what type of information you need to complete each gap.
- 2 Find the correct part of the passage, read it carefully and answer Questions 6–9.

Questions 6–9

Complete the flow chart below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Jules Cheret

1860s – invention of ‘three-stone lithographic process’



combination of both 6 on coloured posters



1870s – posters used for advertising and 7 in Europe



1884–86 – Cheret’s poster 8 and book on poster art



1890s – posters represent 9 around the world

Exam advice Flow-chart completion

- Use the title of the flow chart to find the right part of the passage.
- Check how many words you will need to fill each gap.
- Underline the words you need in the passage and copy them exactly onto the answer sheet.

7 Read Questions 10–13 in the next column.

- 1 Underline the words in the questions, e.g. dates and names. Then scan and find the same or similar words in the passage.
- 2 Read those parts of the passage carefully and answer Questions 10–13.

Questions 10–13

Do the following statements agree with the information in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 10 By the 1950s, photographs were more widely seen than artists’ illustrations on posters.
- 11 Features of the Typographic Style can be seen in modern-day posters.
- 12 The Typographic Style met a global need at a particular time in history.
- 13 Weingart got many of his ideas from his students in Basel.

Exam advice True / False / Not Given

- Quickly find the part of the passage that deals with each statement. You should be able to find this, even when the answer is ‘NOT GIVEN’.
- The answers may all be located in one part of the passage or they may occur at different points across the whole passage.

8 Work in pairs. Discuss these questions.

- 1 Do you have any posters at home? What of?
- 2 What are your favourite posters? Why do you like them?
- 3 Who buys posters today? Will they be popular in the future?



Vocabulary

Collocations and phrases with make, take, do and have

1 Complete these sentences from the passage using **make, take, do or have** in the correct form.

- 1 So printers *did* **their best** by mixing and matching styles.
- 2 ... the invention of the lithographic process little **impact** on posters until the 1860s ...
- 3 He quickly **advantage** of the public interest ...
- 4 It **use** of a mathematical grid, strict graphic rules ...
- 5 This meant that the accessibility of words and symbols had to be **into account**.
- 6 These ranged from Memphis and Retro to the **advances** now being in computer graphics.

2 Copy the table below into your notebook and add these words and phrases to the correct column.

a prediction (about/regarding) an interest (in)
 someone aware (of) a profit (from) mistakes (with)
 a decision (about/regarding) business (with)
 an influence (on) an effect (on) a choice (between)
 action (on) someone better an impression (on)
 better advantages (for) (into) consideration
 a result (on) research (on) damage (to)
 benefits (for)

make	take	do	have
use (of)	advantage (of)	your/ their best	an impact (on)
advances (in)	(into) account		

3 Complete these sentences using phrases from Exercises 1 and 2 in the correct form.

- 1 My friend *is doing some research* in order to find out more about Japanese art.
- 2 If I were to, I would say that more people will collect art in the future.
- 3 Living outside the city, and one of these is that I have my own workshop.
- 4 The recent storms to the modern sculpture on the seafront.
- 5 Although I have my own personal style, previous artistic styles on my work.
- 6 I don't know which course to take, but I do know I need to soon.
- 7 Last year, I in Egyptian art and bought a book on the subject.

Listening Section 4

Exam information


- You hear one speaker giving a formal talk, lecture or presentation on an academic topic.
- You listen without a break.
- This section contains the most challenging content and language.

1 Work in small groups. You are going to hear a lecturer talking about Australian Aboriginal art. Before you listen, look at the photos at the bottom of the page and discuss these questions.

- 1 What sort of places in Australia do you think you might see examples of Aboriginal art?
- 2 What features do you notice in the paintings?
- 3 How do you think the way this art is produced has changed over the years?

2 Work in pairs. Look at Questions 1–10 on page 45.

- 1 How is the lecture structured?
- 2 What type of information do you need for each gap?

3  Now listen and answer Questions 1–10.

Exam advice Note completion

- Quickly read the title and the notes to see the overall structure.
- Make sure the word or phrase you use is the right part of speech (noun, noun phrase, verb, adjective, etc.).
- Use words you actually hear. If you can't, use words that express the same idea.

4 Work in small groups.

- 1 How important is modern art in your culture?
- 2 Is modern art less skilful/valuable than traditional art?
- 3 In what ways do modern art forms differ from traditional ones?



Questions 1–10

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Australian Aboriginal Art

ANCIENT ART

- Rock and bark painting
- Sand drawings
- 1
- Decorations on weapons and tools

Cave art

- protected from 2
- styles include dot paintings (e.g. arrows, water holes and 3) and naturalistic art
- main function: 4

Use of ochre

Reason

- readily available
- soil or rock contains 5
- produces many colours and shades of red
- artist's palette found that is 6 old

Preparation

- ochre collected
- turned into a 7
- fluid binder, e.g. tree sap or 8 added

MODERN ART

- Artists use acrylic colours and 9
- Paint and decorate pottery and a range of 10

Speaking Parts 2 and 3

- 1 Look at this task for Speaking Part 2 and think of a piece of art to talk about.

Describe an object you find particularly beautiful (e.g. a painting, sculpture, piece of jewellery/furniture, etc.).

You should say

where the artwork is

how it was made

what it shows / looks like

and explain why you find it particularly beautiful.

- 2 Before you make notes on the task in Exercise 1, study these words and phrases and make sure you know what each of them means. Then, work in pairs and discuss what you could say to answer the task.

where artwork is	how made	what shows / looks like	why beautiful
located/ situated in/ on ...	by hand	... in shape	admire the workmanship
hanging in gallery/ exhibition/ museum	using local materials	a scene	so impressive/ stunning to look at
on display in/ at ...	carved by/using ...	a portrait of ...	makes you think/feel ...
installed in/ on ...	decorated with ...	life-like/ abstract	very eye- catching
at home / my grandmother's house	dates back to ...	modern/ traditional	the level of detail/skill of the artist is incredible

- 3 Work in pairs and take turns to give your talks. You should each speak for two minutes.

Exam advice Speaking Part 2

- Choose a topic you can talk about for the full two minutes.
- Use advanced topic-related vocabulary to support your points and improve your score.



Exam information

- The examiner asks you a range of questions connected with the topic of Part 2; you express your opinions.
- This is the most challenging part, because you need to demonstrate your ability to discuss general, abstract and academic topics.
- This part lasts between four and five minutes.

4 Work in pairs. Look at this Part 3 question and Lee and Majut's answers.

- 1 Which is a general answer to the question, and which is personal?
- 2 Which is a better approach to answering questions in Part 3?



How popular is art as a school subject?

Well, in my primary school, children loved it – I loved making things, for example – and in my secondary school, students hated it – we couldn't see the point when we had so many other things to do.



On the whole, I think most children enjoy art, although they do seem to go off it a bit when they get older. I guess that's to be expected.

5 Majut uses the phrase *on the whole* to introduce a general point that may not be true for everyone.

- 1 What phrase does she use to show that her point may not be true for all children? Write it in the second column of the table below.
- 2 What verb does she use to generalise? Write it in the third column.

introducing a general point	generalising about people /places, etc.	verbs to generalise
<i>on the whole</i>		

6 Work in pairs. Ask and answer these Part 3 questions.

- How popular is art as a school subject?
- What can young children learn from doing art at school?
- Why do you think secondary schools give arts subjects a low priority?

7 (20) Listen to Naresh, an IELTS candidate, answering the second and third questions in Exercise 6. As you listen, add any expressions that he uses to generalise to the table in Exercise 5.

▶ page 114 *Generalising and distancing*

8 (6) IELTS candidates often make mistakes when they generalise or distance themselves from what they are saying. Find and correct the mistake in each of these sentences.

- 1 Artists tend to varied their style over the years.
- 2 Nowadays, artists are tendency not to use local materials as they did in the past.
- 3 I feel that, as a whole, a lot of art is just not very good these days.
- 4 People who are artistic also tends to being very expressive.
- 5 In the past, people seem to had more time for art than they do now.
- 6 Actually, majority of people don't appreciate art.

▶ Pronunciation: *Speech rate and chunking*

9 Work in pairs. Take turns to ask and answer these questions.

Art and society

- 1 In what ways are artists important in society?
- 2 What should governments do to support the arts?
- 3 Why do styles of art change over time?
- 4 What can you learn about a culture from its art?

Art and archaeology

- 1 Where do archaeologists often find ancient art?
- 2 What can archaeologists learn from ancient art objects?
- 3 How can governments protect ancient sites?

Exam advice *Speaking Part 3*

- Listen carefully to the questions and try to give an extended answer that expresses several points or ideas.
- Talk about the subject in general, not about yourself.
- Use appropriate words and phrases to put across a general point of view.

Pronunciation

Speech rate and chunking

We divide our speech up into meaningful groups of words called chunks and pause between them. If we pause in the middle of a natural chunk, people will find us difficult to understand, so we tend to pause between chunks, either to choose what we want to say next or to breathe. Speaking too quickly or too slowly is often the result of poor chunking.

1 (21) - (23) Listen to three students giving the same answer to a question. As you listen, decide which speaker - 1, 2 or 3 - is easiest to understand. Why?

2 (24) Listen to Naresh answering a question and mark / where he pauses. What do you notice about his speech rate?

Well I think broadly speaking they can learn a great deal. The majority of pre-school children for example are incredibly creative and experiment with paints and all sorts of other art materials and they just love getting their hands dirty. Older students tend to be less enthusiastic but many of them still enjoy art and well I guess if you don't try it you won't know whether you're any good at it.

3 (25) Work in pairs. Mark the places where you think Naresh will pause in his answer to this question. Then listen and check your answers.

Why do you think secondary schools give arts subjects a low priority?

Well generally there are quite a few reasons. These days a lot of head teachers seem to be more concerned about exam results than giving the students an all-round education. That's obviously going to have an influence on how significant art is in the school curriculum. Another possible reason is that many educational institutions don't tend to have the money to provide all the materials you need for art courses. They seem to be more worried about buying technological equipment these days.

4 Work in pairs. Take turns to read his answer aloud.

5 Write your own answer to this question and mark where you think you will pause.

Should students learn traditional crafts in schools? Why? / Why not?

Writing Task 2

1 Work in pairs. Read this Writing task and underline the points you must deal with in your answer.

Write about the following topic.

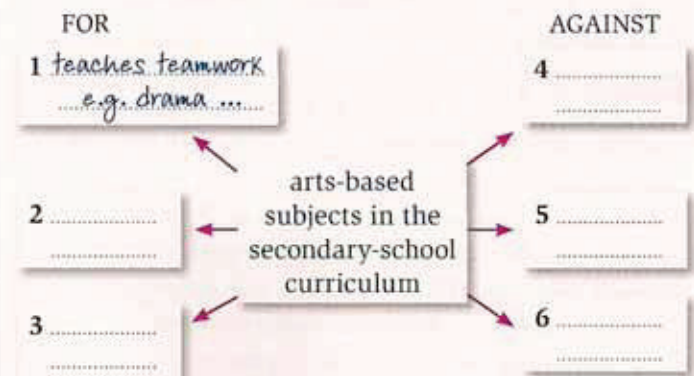
Some educationalists argue that non-exam, arts-based subjects, such as music, drama, art and craft, should be compulsory in the secondary-school curriculum. They believe that activities such as these can improve overall academic performance.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.



2 Work in small groups. Brainstorm some ideas for and against the topic, then select your main ideas and complete this diagram.



3 Read the introductory paragraphs from three student essays. Then answer questions 1 and 2.

Mika's essay

People have different views about the role of arts subjects in secondary-school timetables. Some people believe that they have a beneficial impact on students' learning, while others feel they are simply a form of creative relaxation. I agree with the former statement because I believe that they play a vital part in educational development.

Tom's essay

Obviously, success at school does not depend on study alone; it's true that arts subjects may help develop qualities in students that will further their educational achievement. However, non-exam subjects should never override the importance of academic subjects, such as maths and English.

Dhillon's essay

In today's world, the importance of academic subjects has grown. So I tend to feel that school time should be spent on things that help students achieve good grades and get to university, rather than on subjects that have no purpose within the school environment.

- 1 Underline the words each writer uses to introduce his/her view.
- 2 When you write your essay, you need to have a clear position throughout. Whose introduction:
 - a agrees with the statement?
 - b disagrees with the statement?
 - c mentions both sides of the statement?

4 Work in pairs. Read the second paragraphs from Mika's and Tom's essays. Then answer questions 1-3 in the next column.

Mika's essay

It is generally thought that activities in the arts can help students learn how to work in a team. A student who takes part in a theatrical production has to co-operate with other members of the cast, with the aim of producing a successful final show. The same is true of musicians who play in an orchestra. They also have to work together to produce the best sound. I would suggest that experiences like these can enhance a student's ability to work with different types of people and participate successfully in a group project.

Tom's essay


People who value art lessons claim that it is important to exercise the imagination. This, they say, is likely to have a beneficial impact, due to the fact that students get a break from intellectual pursuits. On the other hand, others would argue that students have a lot of schoolwork to complete and they need to feel they have time to do this, otherwise they will get stressed. Art, it seems, can have a positive influence on students, but it could also undermine their sense of well-being.

- 1 Underline the sentences in each paragraph that state the main idea. Are the ideas the same as any of your ideas from Exercise 2?
- 2 Which sentences support the main idea in each paragraph? What type of support does each writer use: reasons or examples?
- 3 How is Mika's second paragraph different from Tom's?

▶ Key grammar: *Expressing purpose, cause and effect*

5 Underline phrases in Mika's and Tom's paragraphs in Exercise 4 where they introduce their own and other people's opinions.

▶ page 114 *Introducing arguments*

6  IELTS students often make mistakes introducing arguments. Find and correct the mistakes in these sentences.

- 1 Personally, I agree the view that music helps you relax.
- 2 Nowadays, as some teachers claimed, schools need arts subjects more than ever.
- 3 I'm tend to agree with the idea that dance helps children express themselves.
- 4 It is generally believe that drama activities should be provided for all students.

7 Use phrases for introducing opinions to express agreement or disagreement with each of these views.

- 1 Art helps children to make sense of the world. *Many experts would argue that art helps children to make sense of the world.*
- 2 Drama classes foster creativity and self-expression.
- 3 Classical music is more relaxing than modern music.
- 4 Actors are born, not made.
- 5 Formal education fails to encourage creative expression.

- 8 Write out Mika's third paragraph by re-ordering these sentences. Add one or two phrases to introduce the arguments.
- It might be something concrete like a painting or object, or it might be something abstract like a piece of music.
 - This sense of achievement may then stimulate someone to achieve more in other subjects.
 - Another way in which the arts can help students is that they can improve self-confidence.
 - Both types of product need plenty of time and creativity and, as a result, can make someone feel very proud of the outcome.
 - This is because art is often about making a product.
- 9 Write a conclusion to Mika's essay.
- 10 Analyse, brainstorm, plan and write an answer to this Writing task. Take about 40 minutes and write at least 250 words.

Write about the following topic.

Some modern artists receive huge sums of money for the things they create, while others struggle to survive. Governments should take steps to resolve this unfair situation.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Exam advice Writing Task 2

- Your introductory paragraph should start with a general statement about the topic and state your position.
- Keep your position clear throughout your answer.
- Make sure the sentences in each paragraph follow a logical sequence.
- Support your main ideas with reasons, examples and consequences.
- Summarise your position in the final paragraph, but don't introduce new points or ideas.



Key grammar

Expressing purpose, cause and effect

- 1 Underline these words/phrases in Exercise 4 on page 48. Then put them in the correct column of the table below, according to whether they express a purpose, a cause or an effect.

with the aim of due to otherwise

purpose	cause	effect

- 2 Add these words/phrases to the table in Exercise 1.

as a result because of for in order to so that

- 3 Complete each of these sentences with the correct word/phrase from the table. Sometimes more than one answer is possible.

- The students study drama throughout their school lives. _____, they have high levels of self-confidence.
- The artist was awarded a government grant _____ he could work on his project full time.
- You have to start with something easy _____ develop your painting skills over time.
- Theatre audiences have been smaller over the past year _____ the economic recession.
- People sometimes go to museums _____ social purposes, such as to meet their friends.
- I have to feel that an artist has some talent, _____ I don't have any respect for their work.

▶ page 113 Expressing purpose, cause and effect

- 4 Choose the correct option in each of these sentences.

- The majority of people enjoy music *due to* / *because* it helps them relax.
- Working in a gallery is interesting *because* / *because of* the wide variety of customers.
- Governments should fund more courses *as a result* / *so that* there is greater choice.
- I strongly disagree with that statement *because of* / *for* the following reasons.
- Children use art to express themselves. *Otherwise* / *On the other hand*, adults use it to relax.
- The problem became worse and worse *as a result* / *so that* eventually it caused the system to fail.