

ARTISTS FROM LLEIDA

Teaching notes

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UNIT	Artists from Lleida		
LESSON	Lesson 1: Leandre Cristòfol		
SESSION	Session 1	Timing	2 hours

INTRODUCTION:

Begin this lesson explaining briefly that students will work on two different artists from Lleida (slide 1).
In this lesson students learn about Cristòfol's life. They create a big time line.

ACTIVITIES	RESOURCES
<p>Activity 1 Show students PPT¹ slide 2. Ask them to read the title, look at the photograph and explain how they connect. You can use questions like:</p> <p><i>Who is this man?</i> <i>Which date is it?</i> <i>What's that?</i> (pointing at the sculpture) <i>Which places can you see?</i></p> <p>Then click the mouse as many times as necessary to let the information appear. Read each sentence and children check their answers.</p>	PPT1 slide 2
<p>Activity 2 Show students PPT1 slide 3 about Cristòfol's life.</p> <p>Ask students what the purple line represents (<i>Cristòfol's life</i>). After that, present the pieces of information one by one. You can also ask students these questions:</p> <p><i>What are "Fine Art" studies?</i> <i>What happened in 1936 in Spain?</i> <i>How did the civil war affect Cristòfol's life?</i></p>	PPT1 slide 3
<p>Activity 3 Tell students that they are going to create a big time line in put it on the wall (corridor or class).</p> <p>Before that, they order the different facts of Cristòfol's life. Split the students in groups of 2 or 3, and give them time to order the sentences. Provide them with the sentence bank in order to make correct sentences. Correct the activity with the whole group.</p>	Teaching resource 1: life facts Teaching resource 2: sentence bank 1
<p>Finally, each student represents one of the facts of Cristòfol's life in a DIN-A4. They can use coloured pencils, felt-tip-pens or wax crayons. It can be a specific</p>	DIN-A4 Coloured pencils; Felt-tip pens; wax crayons.

¹ Power Point Presentation

representation, a symbol, a detail of something, etc.

UNIT	Artists from Lleida		
LESSON	Lesson 1: Leandre Cristòfol		
SESSION	Session 2	Timing	2 hours

INTRODUCTION:

Begin this lesson by explaining briefly that students will work on Cristòfol's sculpture.

ACTIVITIES	RESOURCES
<p>Activity 1 Split the class in groups of 2 or 3. Give 9 pictures of Cristòfol's sculpture to each group. Students classify the pictures according to their own criteria. Each group reports their own classification to the rest of the class.</p>	Teaching resource 3: sculptures
<p>Activity 2 Show pupils PPT1 slide 4.</p> <p>You can use questions/comments like:</p> <p><i>What is similar?</i> <i>What is different?</i> <i>Look at the materials.</i> <i>What do they represent?</i></p> <p>Explain the difference between figurative and abstract art.</p>	PPT1 slide 4
<p>Activity 3 Show pupils PPT1 slide 5.</p> <p>Click the mouse as many times as necessary to introduce each question:</p> <p><i>Are they men or women? Women²</i> <i>What kind of material did Cristòfol use? Wood</i> <i>What part of their body is bigger than usual? The hands</i> <i>Why? Because he emphasizes the woman as workers.</i></p> <p>As the title and year appear, you can use questions like:</p> <p><i>What's the title of this sculpture?</i> <i>What year was it created?</i></p> <p>Relate each year with Cristòfol's biographic facts (time-line).</p>	PPT1 slide 5
<p>Activity 4 Split the class in pairs. Each pair works with a different worksheet. Hand out one of the worksheets to each child.</p>	Student's worksheets: activities 1a to 1e

² Answer key is colored purple

They should complete the activities.

Before doing the activity the vocabulary needed should be presented.

Teaching resource 4:
word bank 1

Comment and compare the answers.
Show students PPT1 slides 6-10

Teaching resource 5:
sentence bank 2
PPT1 slides 6 - 10

Page 1: Night of Moon (1953)
Page 2: Stellar Harmony (1957)
Page 3: Constant Metamorphosis (1957)
Page 4: Intrigue of Birds (1960)
Page 5: From Air to Air (1933)

Activity 5

Show pupils PPT1 slide 11.

PPT1 slide 11

Students observe the materials Cristòfol used in abstract art.

Look at the sculptures again and comment on the titles of the first and last sculptures.

Activity 6

Show students PPT 1 slide 12: examples of sculptures with wire.

PPT1 slide 12 (examples of sculptures with wire).

Split students in groups of four.

Student's worksheets:
activity 2
Charcoal pencils

Hand out a sheet of paper to each student. Children design a sculpture of two pieces of wire and give it a title. They should represent abstract concepts (love, loneliness, fear, friendship...).

Teaching resource 6:
speaking frame

Students share their ideas with the members of their group. They choose one of the designs to make with wire (use teaching resource 6).

Two pieces of wire of about 50 centimetres per group.
A piece of plastic foam to drive in the pieces of wire.

Each group explains their sculpture to the rest of students (use teaching resource 7).

Teaching resource 7:
sentence bank 3

UNIT	Artists from Lleida		
LESSON	Lesson1		
SESSION	Session 3	Timing	2 hours

INTRODUCTION:

In this session Cristòfol's biography and sculptures will be revised.
Students create their own sculpture with reused materials.

ACTIVITIES	RESOURCES
<p>Activity 1 Show students Ppt1 slide 13 and 14.</p> <p>Students remember what fact of Cristòfol's life relates to each arrow.</p> <p>Sculptures are also included. Ask students if they remember any of the names of the sculptures as they appear.</p> <p><i>Sculptures in order of appearance:</i> <i>Slide 13:</i></p> <ul style="list-style-type: none"> - <i>From Air to Air (1933)</i> - <i>Beggar (1934)</i> - <i>Night of Moon (1935)</i> <p><i>Slide 14:</i></p> <ul style="list-style-type: none"> - <i>Stellar Harmony (1957); Constant Metamorphose (1957); Mystic Relationship (1957)</i> - <i>Sweet Caress (1959); Volumetry I (1959)</i> - <i>Intrigue of Birds (1960)</i> - <i>Spatial Sculpture (1962)</i> - <i>Situation: Orbital trajectory (1967)</i> - <i>Interior Dialectic (1963)</i> - <i>Competitive Elements (1970)</i> - <i>Container of Insomnia (1972)</i> 	<p>Ppt1 slides 13 and 14</p>
<p>Activity 2 Show students Ppt1 slide 15. You can use questions like:</p> <ul style="list-style-type: none"> - <i>What materials did Cristòfol use before 1970? Wooden and metal objects.</i> - <i>What materials did Cristòfol use after 1970? The same ones but plastic objects too.</i> - <i>Were plastic objects common when Cristòfol was young?</i> 	<p>Ppt1 slide 15</p>
<p>Activity 3 Provide students with all kind of recycled materials to create their sculptures. Present the vocabulary of the different materials with realia and word cards.</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Egg boxes - Pieces of

Students choose which ones to use and start creating their sculptures.

Option: While students are working ask them questions such as:

What is your idea?

What's that?

How are you going to stick it?

What material is (...) made of?

What materials are you using?

polystyrene.

- Polystyrene trays
- Nets
- Plastic bottles (of any kind)
- Aluminium foil
- Straws
- Cardboard cylinders
- Sponges
- String or rope
- ... any other material
- Glue
- Sellotape

UNIT	Artists from Lleida		
LESSON	Lesson 1		
SESSION	Session 4	Timing	2 hours

INTRODUCTION:

In this session students finish their sculpture. They make a description of the sculpture (worksheet) and present it to the rest of the class.

ACTIVITIES	RESOURCES
<p>Activity 1 Students finish their sculptures.</p>	<p>Same materials as in session 3, activity 3</p>
<p>Activity 2 Students take a photograph of their sculpture and print it (10x13 cm maximum). Stick each photograph on students worksheet activity 3 (page 7). Students complete the information on the worksheet: <i>Title</i> <i>What does it represent?</i> <i>Materials</i> <i>Procedure</i></p>	<p>Digital camera Computer with image editor. Printer Student's worksheets: activity 3</p>
<p>Activity 4 Students present their sculpture to the rest of the class and explain the information on their worksheets orally.</p>	

UNIT	Artists from Lleida		
LESSON	Lesson 2: Josep Iglésias del Marquet and collage.		
SESSION	Session 1	Timing	2 hours

INTRODUCTION:

In this session students will know about Iglésias del Marquet's life. They will develop a painting in Iglésias' style.

ACTIVITIES	RESOURCES
<p>Activity 1 Show students Ppt2 slide 2 and asked them the questions.</p>	Ppt2 slide 2
<p>Activity 2 Wall dictation. Put one piece of information on different walls of the classroom. Each student works with worksheet page 9. In groups of three they complete the information. One of the students of each group goes to one of the pieces of information, remembers it, and dictates it to the rest of his/her group.</p>	Teaching resource 8: wall dictation Student's worksheets: activity 4
<p>Activity 3 Use Ppt2 slide 2 again to check the answers.</p> <p><i>What's his name? His name was Josep Iglésias Olomí</i> <i>Where was he born? He was born in Artesa de Lleida</i> <i>When was he born? He was born in 1932.</i> <i>What did he study? He studied Law in Barcelona.</i> <i>Where did he move in 1961? He moved to Glasgow in 1961.</i> <i>Where did he travel? He traveled to different places: Paris, Vancouver and New York.</i> <i>Where did he move in 1966? He moved to Barcelona.</i> <i>Who did he marry? He married Paulina Colomer.</i> <i>When did he die? He died in 1989.</i></p> <p>Show students slide 3 and 4.</p>	Ppt2 slide 2, 3 i 4
<p>Activity 4 Show students Ppt2 slide 5.</p> <p><i>What kind of work is it? It's a painting.</i> <i>What can you see? A field with trees.</i> <i>Is it abstract or figurative? It is figurative.</i> <i>What colours are used? Bright colours: yellow, purple, blue, red, brown and black.</i> <i>What shapes can you see? Lines, triangles, rectangles.</i></p> <p>Show students Ppt slide 6 and 7 (comparing Iglésias work with Picasso's and Miró's)</p>	Ppt2 slide 5 Ppt2 slides 6 - 7 Teaching resource 9:

Iglèsias was influenced by Picasso (geometrical forms) and Miró (bright colours).

Activity 5

Make a painting in Iglésias' style: use of geometrical forms and bright colours to represent a landscape (forest, field, city, etc.).

Students complete activity 6.

Encourage phrases e.g.: *Mountains with snow. A beach in Catalunya.*

substitution table 1

Student's worksheets:
activity 5
Pencil, rubber and felt-tip pens

Teaching resource 10:
word bank
Student's worksheets:
activity 6

UNIT	Artists from Lleida		
LESSON	Lesson 2: Josep Iglésias del Marquet		
SESSION	Session 2	Timing	2 hours

INTRODUCTION:

Students will familiarize themselves with Iglésias' works: postcards in pop art style using the collage technique.

ACTIVITIES	RESOURCES
<p>Activity 1 Show students PPt2 slide 8. Let students answer the question: "What do you know about the collage technique?"</p> <p>Hand out a copy of student's worksheet page 13. Students fill in the gaps.</p> <p><i>Collage is an art technique. Materials such as paper or cloth are stuck on paper. Originally from the French meaning to paste.</i></p> <p>Show students PPt2 slide 9 (this slide can be used to correct activity 7).</p> <p>Show students more examples of collage in PPt2 slide 10</p>	<p>PPt2 slide 8-10</p> <p>Student's worksheet: activity 7</p>
<p>Activity 2 Show students PPt2 slide 11. Let students answer the question: "Do you know what Pop Art is?"</p> <p>Hand out a copy of student's worksheet page 13. Students finish the activity.</p> <p><i>Pop art is a movement that began in the UK in the 1950s. It uses the images and techniques of magazines and comics, advertising and popular culture.</i></p> <p>Show students PPt2 slide 12 (this slide can be used to correct activity 7 too).</p> <p>Show students more examples of Pop Art in PPt2 slide 13</p>	<p>PPt slide 11-13</p> <p>Student's worksheets: activity 7</p>
<p>Activity 3 In groups of three, students create their own collage. They decide the topic of the collage. They use images and letters from magazines, newspapers and leaflets. They can use coloured pencils and felt-tip pens too.</p> <p>Students complete activity 8</p>	<p>Magazines Newspapers Leaflets. Coloured pencils Felt-tip pens DIN A4 cardboard paper Student's worksheet:</p>

activity 8
Teaching resource 11:
speaking frame 2

Before ending the class, explain students that for the next session they are going to need small objects to use for a collage that represent themselves because they are going to create a personal collage. Some ideas can be:

- Photographs of their family or pets.
- Labels of products they liked.
- Lyrics of songs.
- Photographs of artists they like.
- Tickets from the cinema, theatre.
- Pieces of cloth they used to wear or they liked.
- etc.

UNIT	Artists from Lleida		
LESSON	Lesson 2: Josep Iglésias del Marquet		
SESSION	Session 3	Timing	2 hours

INTRODUCTION:
Students will create a postcard in Iglésias' style.

ACTIVITIES	RESOURCES
<p>Activity 1 Show students PPt2 slide 14 and let them answer the questions:</p> <p><i>How do you know they are Pop art style? Because the artist uses images of magazines, advertisements and popular culture.</i> <i>How do you know they are made using a collage technique? Because different pieces of paper are stuck onto another one.</i> <i>Do you think that someone posted them?</i> <i>Who could have received them? They were sent to Paulina Colomer, his wife.</i></p> <p>Show students PPt2 slide 15</p>	<p>PPt2 slides 14, 15</p>
<p>Activity 2 Show students PPt2 slides 16 and 17 and talk about the materials Iglésias used.</p>	<p>PPt2 slides 16, 17</p>
<p>Activity 3 Pair Work: Show students PPt2 slide 18. Students asked each other the reasons for using the materials they have brought to the class.</p>	<p>PPt2 slide 18 Materials students have brought.</p>
<p>Activity 4 Students create their own postcard using materials they have chosen.</p> <p>On the reverse of the postcard they can write a small text in order to be posted to someone. Teacher can use any of the models provided (teaching resource 12).</p>	<p>Materials children have brought to class. DIN A5 Cardboard paper. Glue Pencil or pen Teaching resource 12: postcard writing frame.</p>
<p>Activity 5 Students complete activity 9: Stick the image of the postcard in the space provided, writing down the materials they've used and their reasons for using them.</p>	<p>Students' worksheets: activity 9. Digital camera or scanner. Printer.</p>

UNIT	Artists from Lleida		
LESSON	Lesson 2		
SESSION	Session 4	Timing	2 hours

INTRODUCTION:

In this session students will compare the two artists from Lleida. Finally, they do a brief group presentation (in group) about one of the artists.

ACTIVITIES	RESOURCES
<p>Activity 1 Students cut out the sentences on activity 10 (page 17).</p> <p>Students order the sentences on the sheet provided. They refer to either Leandre Cristòfol or Josep Iglésias (page 18)</p> <p>Students try to order the sentences chronologically.</p> <p><i>Leandre Cristòfol</i> <i>He was born in Ós de Balaguer.</i> <i>He was born in 1908.</i> <i>He moved to Lleida to study.</i> <i>He started working as a carpenter in 1922.</i> <i>He finished his Fine Arts studies in 1929.</i> <i>He was recalled to the army in 1936.</i> <i>He travelled to France to take refuge in 1939.</i> <i>He returned to Lleida in 1943.</i> <i>He travelled to Paris to study Art in 1953.</i> <i>He participated in the exposition "Surrealism in Catalunya" in 1976.</i> <i>He won the Saint George Cross Award in 1983.</i> <i>He died in Lleida in 1998.</i></p> <p><i>Josep Iglésias Olomí</i> <i>He was born in Artesa de Lleida.</i> <i>He was born in 1932.</i> <i>He studied Law in Barcelona in 1951.</i> <i>He moved to Glasgow in 1961.</i> <i>He travelled to different places (Paris, Vancouver, New York) during 1962-1963.</i> <i>He moved to Barcelona in 1966 and married Paulina Colomer.</i> <i>He died in 1989.</i></p> <p>Activity 2 Concept cartoons. Activity 11 (pages 19, 20). Individually, students decide who they agree with. They compare the answers with a classmate. Correct the activity aloud.</p> <p><i>Correct sentences on page 19: Albert and Victoria.</i></p>	<p>Student's worksheets: activity 10</p> <p>Student's worksheets: activity 11</p>

Correct sentences on page 20: Judith, Tom and Peter.

Option: ask students to correct the sentences that are wrong.

Activity 3

In pairs, students compare the information about the lives of Leandre Cristòfol's and Iglésias del Marquet's. They look for one similarity and one difference and write them down.

Student's worksheet:
activity 12
Teaching resource 13:
substitution table 2

There are many possible answers to this questions but some can be:

Similarities:

They were both born in the province of Lleida.

They are both artists of the 20th century.

They were born in small villages.

They both travelled to France.

If necessary, help the students to find similarities using these questions:

Where were they born?

When were they born?

Where did they travelled?

Differences:

Cristòfol was born in Ós de Balaguer but Iglésias was born in Artesa de Lleida.

Cristòfol studied Fine Arts but Iglésias studied Law.

If necessary, help the students to find differences using these questions:

When were they born?

What did they study?

Where did they travel?

After that, students look for one similarity and one difference in Cristòfol's **art** and Iglésias' one. They write them down.

Again there are many possible answers to this questions.

Some can be:

Similarities:

They both used reused materials.

They both were influenced by other artists.

Differences:

Cristòfol made sculptures but Iglésias made paintings and collages.

Cristòfol made 3D works of art but Iglésias made 2D works.

Activity 4

Loop game. Groups of 9 students:

Give one of the cards to each student and keep one to

Teaching resource 14:
loop game

start the game. Start reading the definition on the card. The student who has the word that matches with the definition, says the word aloud. Then he/she reads his/her definition.

This activity could be worked in pairs too (instead of individually, or each student could have more than one card).

Activity 5

Student's worksheets, page 22, activity 13: students revise all their previous work and write a glossary of words they've learned.

Student's worksheets:
activity 13.

Extension activity: students create a concrete poem with the words they have noted down in the glossary. They can choose any shape related to the project *Artist from Lleida*.

Activity 6

Students prepare a display and short presentation about one of the artists in groups of three or four students. You can split the class in two groups in order to work with the two artists of the project.

Student's worksheets
pages 22 and 23.

Use student's worksheets page 23 and 24 in order to help the groups to prepare their work (organizing the information and making decisions).

DIN A 2 Cardboard paper
(different colours).
Big pieces of paper (of
different colours)
White paper
Felt-tip pens
Paint and paintbrushes
Glue
Scissors

Students can use materials such as cardboard, big pieces of paper (of different colours), felt-tip pens, paint and paintbrushes, etc. in order to make the display.

When students have already made the display, they introduce the information collected to the rest of the class.

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REFERENCES

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