新人教版 选择性必修 3 Unit 1 Art
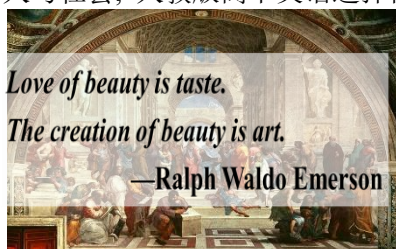**Reading and Thinking-A Short History of Western Painting**
导学案

【单元学习主题】

人与社会，人教版高中英语选择性必修 3（2019 版）**Unit 1 Art**

Love of beauty is taste.
The creation of beauty is art.
—Ralph Waldo Emerson

一、单元整体解读：

本单元主题语境是人与社会，主题群是历史、社会与文化，子主题为非物质文化遗产，语篇类型属于说明文文体，围绕"西方文化艺术简史"展开。内容涉及西方文化艺术的历史、特点，及中西方各种艺术形式与风格，各时代著名画家及他们的作品等话题。整个单元的语言知识和语言技能学习都是围绕这一主题设计和展开的。本篇课文是本单元的主课文，这部分课文介绍了西方文化艺术相关的简史。通过真实有趣的内容不仅让学生在读的过程中学习相关的语言知识，提高阅读技能，还能帮助学生增加对国内外的历史知识和绘画艺术的认识，从而提高学生对西方绘画艺术的兴趣。

二、语篇文本分析：

本文是一篇说明事件发展过程的叙事文本，作者按时间顺序说明了西方绘画艺术的历史。第一段引入话题，第二段讲述了中世纪的绘画特征，第三、四、五段介绍文艺复兴时期绘画主题和特征；第六、七段介绍印象派艺术画家和他们的艺术作品及其特征，第八段是现代艺术的意义与启示。第一段指出很难给西方艺术下定义，要对西方艺术有很好的了解，就要看几个世纪来西方绘画艺术的发展；第二段讲述了中世纪的绘画主题与宗教有关，这个时期的作品充满了宗教符号，乔托的画作展示真实环境中的真实人物。第三、四、五段讲述了文艺复兴时期，人们的思想和价值观发生了根本性的变化，绘画主题从宗教转向人与自然，绘画手法更为现实，意大利画家马萨乔采用透视法绘画，开创了现实主义绘画的新纪元。第六、七段讲述了 19世纪晚期，绘画风格发生了变化，在法国巴黎出现了印象派艺术画家，他们走出家门，捕捉瞬间作用于物体的光和影，印象派绘画一段时间曾引起争议，但被公认为现代艺术的开端。第八段介绍了现代艺术的特征；文章总分结构，思路清晰，用时间线索将西方艺术简史清晰地展现出来，有助于学生了解西方绘画艺术的历史，促进学生对绘画艺术形式的认识，激发学生对绘画艺术的喜好。

三、课型解析：

本节课属于"Reading and thinking"部分，reading 是前提，critical thinking and creative thinking 是关键。本文围绕西方绘画艺术的历史，中西方各种艺术形式与风格，各时代的著名画家及他们的作品，旨在引导学生分析和探讨西方文化艺术简史，培养他们对文化艺术的热爱。篇章由两大部分组成：

【What】这篇说明文叙述了西方绘画艺术历史的全过程；

【How】此语篇以时间为顺序，分四个时期记录了西方绘画艺术历史，中西方绘画艺术的特征及各种艺术形式和风格，各时代著名画家和他们的作品。

I.【教学目标】Learning objectives

By the end of this class, students will be able to:

1. To understand the passage about history of western painting.
2. To appreciate Chinese and Western-style paintings and describe them.
3. To learn about different painting styles in Western art.
4. To be able to write a summary about the history of western painting.
4. To develop the skills in reading.

II.【教学重点：】

1. To learn about the structure and linguistic characteristics of a narrative text and how to get some useful information;

2. To make a timeline to outline the text.
3. Let students be interested in foreign culture and English.

III.【教学难点】

To analyze objectively the history of western Painting.

To cultivate the spirit of critical thinking and creative thinking

To study the structure features and language features

IV.【教材分析】：

The theme of this unit is about art, while the theme of the reading text is about "a History of Western Painting". The text mainly talks about the history and the style of the Western paintings.

V.【学情分析】：

Students in Grade two have learned English for years, and they have mastered some basic language points and language skills, and they can get some detailed information in the text. But most of them lack reading strategies like skimming, scanning and prediction. This text is related to the history of western painting. Some students may be familiar with painting, but they may not know the history of western painting. This text activates students' awareness and knowledge of the history of western painting.

VI.【教学过程】Teaching procedures:

Step I. Pre-reading：Leading-in：Enjoy some pictures.

Before you read, look at the paintings in this section. What do you know about them? Some questions for the students to answer:

Q: 1. What is art?
   2.Why do people create art?
     mysterious painting-- who is the painter?
    A: It was an oil painting / a masterpiece created by Da Vinci during the Renaissance period.
   3.What kind of painting it is?
   4. In which period was it painted?

Step I. Pre-reading：Leading-in：

What do you know about the picture？

Q1: Do you know the name of painting?

School of Athens. (《雅典学院》)

Q2: Do you know who painted it?
Raphael.

Q3: What can you see in the painting?
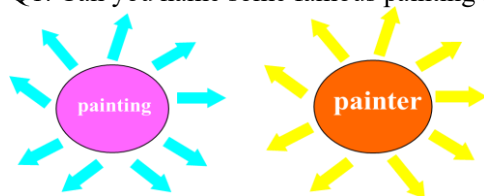
Q4: How does the painting make you feel?

【设计意图】展示西方文化艺术的图片，激活学生已有的背景知识。如果学生对西方绘画艺术了解不多，鼓励学生说说，关于西方绘画艺术，他们还想了解什么？激发学生阅读的兴趣和欲望。学生通过观看图片回答设计的问题，并理解西方绘画艺术史。

【核心素养提升点】

语言能力：锻炼口头表达交流的能力

➢ **Step II: Pre-reading：Brainstorming**

Q1: Can you name some famous painting and painters?

Q2: Do you know some art galleries?

Q3: Have you ever been to any art galleries?

Q4: What can you see in an art gallery?

【设计意图】通过 Brainstorming 活动，让学生养成一种良好的预测习惯，善于利用书面语篇中的标题、插图为阅读理解提供方向和信息。旨在锻炼学生的逻辑思维能力；降低任务难度，让学生达成目标，获得成就感。

【核心素养提升点】

学习能力：培养积极主动思考、合理预测的能力

Step II: Pre-reading：**Warming-up-appreciation**

Q: Look at the pictures. Can you list some art styles?

A：Music，dance，sculpture，architecture，Chinese-style Paintings，calligraphy，painting，Western-style Paintings，paper cutting，photography

【设计意图】通过图片展示预测课文内容，在"人与社会"这一主题语境下，调动学生已有的基于艺术形式主题的经验，建构和完善新的知识结构，深化对各种艺术形式的理解和认识。

【核心素养提升点】

学习能力：感知话题语言，提升口头表达能力。

Step III. Fast Reading：Activity 1

Skim the text and complete the main idea of it.

The text mainly tells us ＿＿＿＿major styles of ＿＿＿＿＿＿, starting from the fifth century AD.

Q: What does the passage mainly tell us?

A. How religious paintings developed.

B. How oil paintings developed.

C. How Impressionist paintings developed.

D. How Western art developed.

【设计意图】让学生通过自主阅读，自主梳理文章基本结构,了解文章的基本内容。

【核心素养提升点】

学习能力：培养学生抓住文章主要脉络的能力。

Step III. Fast Reading：Activity 2

Ⅰ.主旨匹配

1. Part 1(Para.1)   A. The Renaissance
2. Part 2(Para. 2)   B. The Middle Ages
3. Part 3(Paras. 3～5)   C. Introduction
4. Part 4(Paras. 6～7)   D. Modern Art
5. Part 5(Para. 8)   E. Impressionism

【设计意图】通过查找主题句,确定每个部分的段落大意,引导学生在问题的引领下阅读每一段,锁定每段的重要信息;调动学生已有的主题阅读经验,围绕话题西方文化艺术,了解各个阶段西方文化艺术的特征，为概括文本大意，提炼关键词巧搭支架。

【核心素养提升点】

语言能力：锻炼自主阅读、获取信息和概括的能力

Step III. Fast Reading：Activity 3

Q: How many periods of the paintings are mentioned in this text? What are they?

Time order

The Middle Ages   (5th to15th century AD)

The Renaissance   (14th to 17th century)

Impressionism   (late 19th to early 20th century)

Modern art   (from 20th century to today)

【设计意图】利用思维导图引导学生在新旧知识之间建立联系，帮助学生理解阅读文本的主要信息和篇章结构；引导学生根据文本体裁制作"时间线"。按照时间线索梳理文本信息，学生能够利用时间线理解文章主要脉络。为后续的写作输出搭建语言和内容支架。

【核心素养提升点】

学习能力：培养学生利用时间线将碎片化的信息结构化的能力；

Step IV: Detailed-reading: Activity 1

Choose the best answer according to the passage?

1．The painters during the Middle Ages mainly＿＿＿＿＿．

A．showed people as they really were

B．looked at their environment in new ways

C．expressed their respect and love for nature

D．represented religious themes

2．According to the text，the painters during the Renaissance _____．

①adopted a more humanistic attitude to life

②discovered the rules of perspective

③developed oil paints

④broke away from the traditional style of painting

A．①③④　　　　　　　　　　B．②③④

C．①②④　　　　　　　　　　D．①②③

3．Who was first to use perspective in his paintings in 1428?

A．Bondone.　　　　　　　　B．Roman and Greek painters.

C．Masaccio.　　　　　　　　D．The Impressionists.

4．Which of the following is NOT true about Impressionism?

A．It appeared in the early 20th century.

B．It was the beginning of modern art.

C．Its painters were the first ones to work outdoors.

D．It was not accepted at first.

5． When did the oil painting come into being？

A. During the Middle Ages

B. In the late 19th century

C. During the Renaissance

D. In the 20th century.

6. What caused the emergence of Impressionism?

A. The invention of photography.

B. The slow development of Western art

C. People's love for nature

D People's love for themselves

7. From which is the passage probably taken?

A. A story book　　　B. A science magazine　　C. A business　D. An art magazine.

Key: DDCACAD

【设计意图】利用问题链理解文本内容，提取并整合信息，通过提问方式，让学生对西方文化艺术史有具体的了解，在阅读过程中，引导学生了解文本内容的同时，关注与主题内容相关的描述性词块。在这个过程中，教师通过适时追问，帮助学生更深刻地理解文本内涵和事件本质，由浅入深进行探究、思考，提升学生的思维品质。

【核心素养提升点】

学习能力：训练推断等逻辑思维能力和概括的能力

Step IV: Detailed-reading: Activity 2

Match the beginning of each sentence with the correct ending.

1. The paintings during the Middle Ages	A. began to adopt a more humanistic attitude to life.
2. In the 13th century, Giotto di Bondone's paintings	B. wanted pictures of themselves and the things they owned.
3. Painters during the Renaissance	C. were painted in a more realistic way.
4. Rich people during the Renaissance	D. were about *Christianity*.
5. Drawing things in perspective	E. painted quickly because they worked outdoors and depended on natural light.
6. The high quality of oil paints	F. made people believe they were looking through a hole in a wall at a real scene.
7. The Impressionists	G. were greatly influenced by Impressionist paintings.
8. Modern art styles	H. made the paintings more beautiful and interesting.

【设计意图】通过激活学生的阅读经验，为每个句子匹配开头和结尾，查找每个阶段西方绘画艺术的特征和艺术表现形式，根据每段核心内容，帮助学生更好地理解全文；了解西方绘画艺术的发展过程，明确主体部分的写作顺序，学会梳理文本信息，有助于学生明确文章体裁和内容，提升思维的辨析力和逻辑性。

【核心素养提升点】

学习能力：培养学生快速查找重要信息并利用信息间的联系的能力。
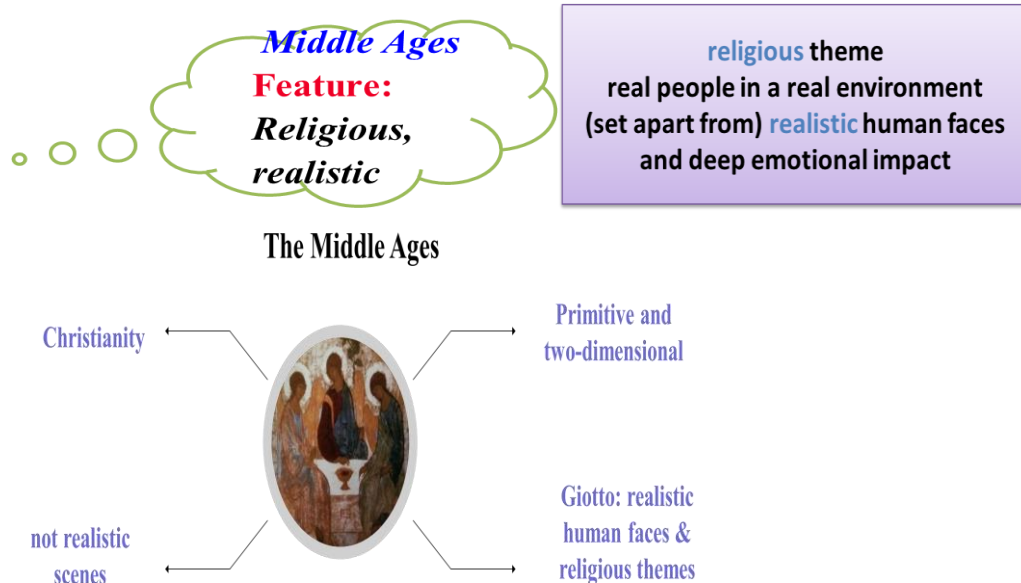
Step IV: Detailed-reading: Activity 3
Read the whole text paragraph by paragraph, pay attention to the key words in each para.
    I．The Middle Ages (from the 5th to the 15th century) (para 2)
Famous painters and their achievements：
    the greatest Italian painter prior to the Renaissance：
    Giotto di Bondone (1267-1337) 乔托·迪·邦多纳

Middle Ages
Feature:
Religious, realistic

religious theme
real people in a real environment
(set apart from) realistic human faces
and deep emotional impact

The Middle Ages

Christianity

Primitive and
two-dimensional

not realistic
scenes

Giotto: realistic
human faces &
religious themes

【设计意图】 利用思维导图，引导学生关注本段关于中世纪绘画主题的重点：与宗教有关，充满了画家对上帝的崇敬和热爱。乔托的画作展示了真实环境中真实人物。

【核心素养提升点】

学习能力：提升抓住关键概念和细节，分析、推断并整合信息的能力。

II．The Renaissance (from the 14th to the 17th century) (para3-5)
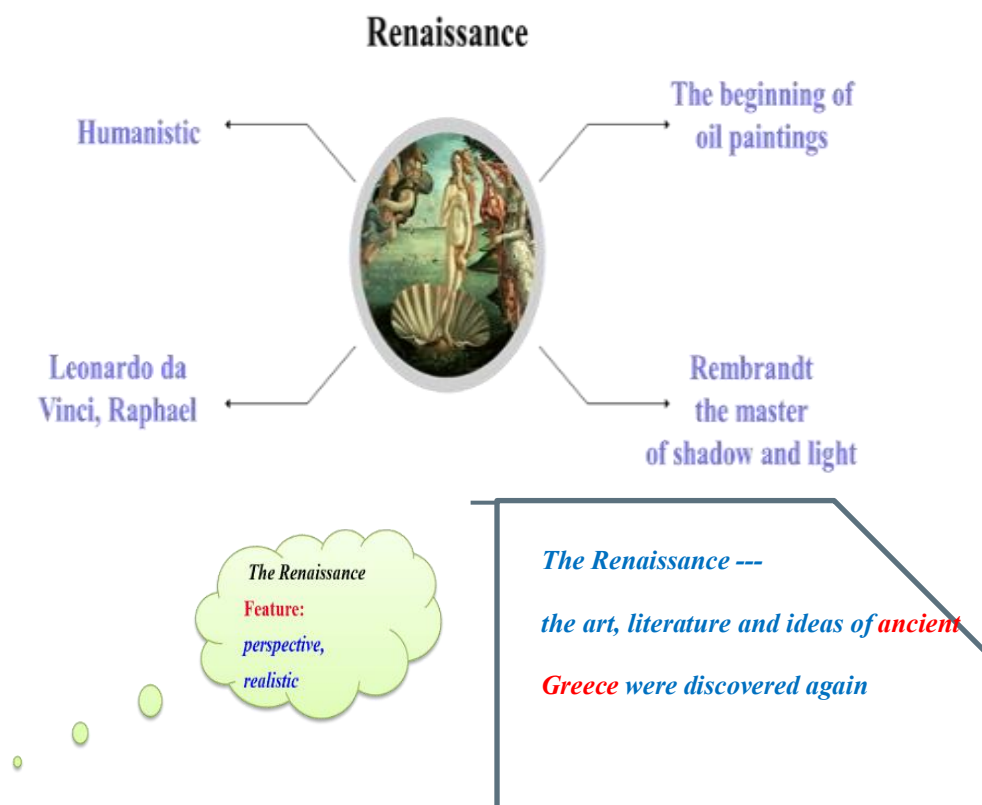**Influential painters and their achievements：**
Masaccio (1401-1428): Crucifixi –--a breakthrough: the use of perspective
Leonardo da Vinci (1452-1519): Mona Lisa
Michelangelo (1475-1564): Creation of Adam《创造亚当》
Raphael (1483-1520)：《椅中圣母》

Renaissance

Humanistic

The beginning of oil paintings

Leonardo da Vinci, Raphael

Rembrandt the master of shadow and light

The Renaissance
Feature:
perspective, realistic

The Renaissance ---

the art, literature and ideas of ancient

Greece were discovered again

Rembrandt (1606-1669）伦勃朗【荷兰】and his work
the use of oil paints reached its height
gained a reputation as a master of shadow and light
【设计意图】引导学生关注第 3-5 段关于文艺复兴时期绘画的主题和特征，从宗教转向人与自然，绘画手法更为现实。展示重要的历史事件或神话故事。
【核心素养提升点】
语言能力：提升语言表达和逻辑思维能力
思维品质：帮助学生了解西方绘画艺术历史和特征
III．Impressionism (late 19th to early 20th century) (Para 6-7)
Influential painters and their achievements：
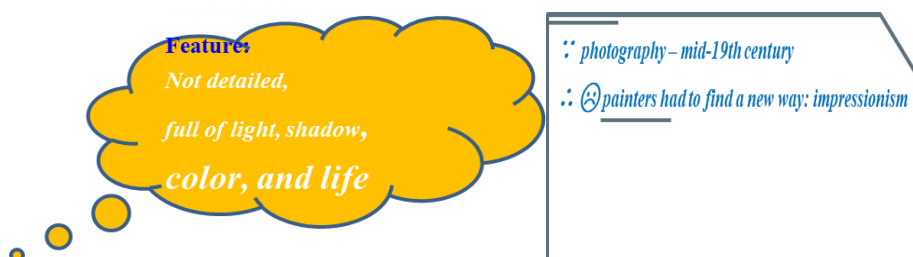**Claude Monet (1840 -1926)克劳德·莫奈 【法】: Impression, Sunrise**
convey the light and the movement in the scene - the subjective impression the scene gave him-but not
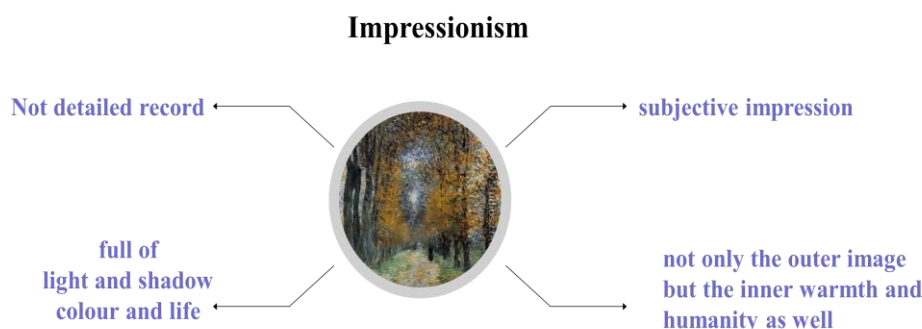a detailed record of the scene itself
Renoir (1841 -1919) 雷诺阿【法】:
focused on people
full of light, shadow, colour, and life
not just the outer image of his subjects, but their inner warmth and humanity

Feature:
Not detailed,

full of light, shadow，

color, and life

∵ *photography – mid-19th century*

∴ ☹ *painters had to find a new way: impressionism*

Impressionism

Not detailed record → ← subjective impression

full of
light and shadow
colour and life

not only the outer image
but the inner warmth and
humanity as well

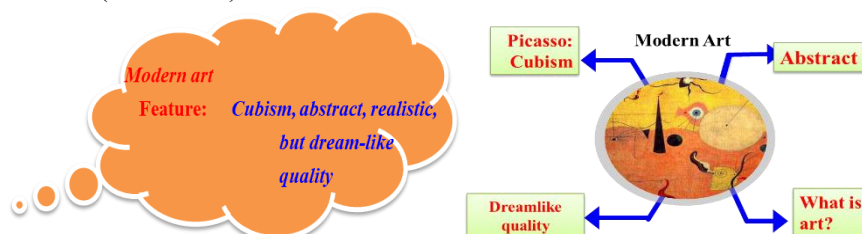【设计意图】 引导学生关注第 6-7 段关于 19 世纪晚期和 20 世纪初期绘画的主题和特征，印象派画家擅长捕捉作用于物体的光和影。使学生进一步了解印象派画作的特征，不仅展示人物的外在形象，还展示他们内心的温暖与人性。

【核心素养提升点】
　学习能力：提高分析信息和推理的逻辑思维能力

IV. Modern Art (from the 20th century to today) (para 8)

Influential painters and their achievements：

Picasso (1881-1973)：Cubism，abstract

Modern art
Feature: *Cubism, abstract, realistic, but dream-like quality*

Modern Art
Picasso: Cubism
Abstract
Dreamlike quality
What is art?

【设计意图】引导学生关注第 8 段关于 20 世纪至今，现代绘画艺术的主题和特征，提出一个问题"什么是艺术"？进一步提炼段落的概要。

【核心素养提升点】
语言能力： 提升语言表达和逻辑思维能力

Step IV: Detailed-reading: Activity 4
Q1：Can you match the painting with the painters?
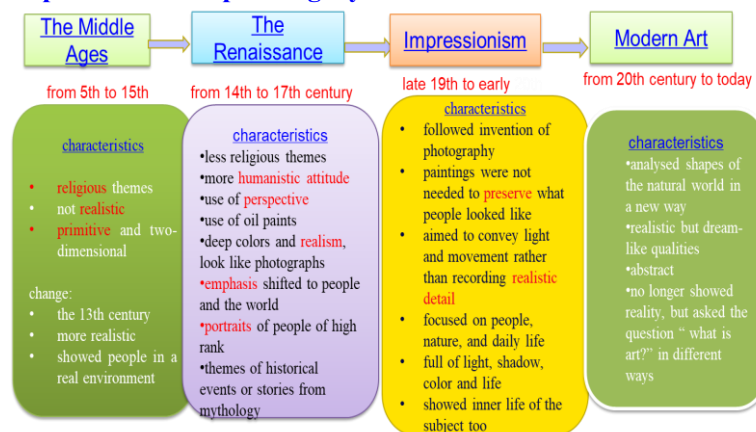Q2：Can you tell the ages of the paintings?

【设计意图】让学生通过画家和作品的匹配，引导学生熟悉西方文化简史，对西方艺术有一个更深刻的了解。

【核心素养提升点】
语言能力：培养概括和口头语言表达的能力。

Step IV: Detailed-reading: Activity 5
Explore different painting styles in Western art.

The Middle Ages	The Renaissance	Impressionism	Modern Art
from 5th to 15th	from 14th to 17th century	late 19th to early	from 20th century to today

characteristics (The Middle Ages)
- religious themes
- not realistic
- primitive and two-dimensional

change:
- the 13th century
- more realistic
- showed people in a real environment

characteristics (The Renaissance)
- less religious themes
- more humanistic attitude
- use of perspective
- use of oil paints
- deep colors and realism, look like photographs
- emphasis shifted to people and the world
- portraits of people of high rank
- themes of historical events or stories from mythology

characteristics (Impressionism)
- followed invention of photography
- paintings were not needed to preserve what people looked like
- aimed to convey light and movement rather than recording realistic detail
- focused on people, nature, and daily life
- full of light, shadow, color and life
- showed inner life of the subject too

characteristics (Modern Art)
- analysed shapes of the natural world in a new way
- realistic but dream-like qualities
- abstract
- no longer showed reality, but asked the question " what is art?" in different ways

【设计意图】通过阅读和问答，探索西方绘画艺术四个不同阶段的主要特征和各种艺术形式，并利用时间轴，制成思维导图，培养学生进行独立思考的能力和习惯。

【核心素养提升点】

学习能力：

提升探究式自主学习能力及分析、推理的逻辑思维能力。

Step V：Skimming：Reading Comprehension

III.表格填空

A SHORT HISTORY OF WESTERN PAINTING		
Periods	Themes	Artistic Characteristics
The Middle Ages(5th to the 15th century)	1.religion	to paint in a(n) 2. unrealistic way
The Renaissance (14th to 17th century)	to show 3. people and the world around us	to adopt a more 4.humanistic attitude of life; to draw things in 5. perspective and oil paints developed
Impressionism (late 19th to early 20th century)	to show scenes of 6. nature or daily life	to show not just the 7. outer image of subjects，but their inner 8. warmth and humanity
Modern Art(20th century to today)	not to show 9. reality	to paint in a(n)10. abstract or realistic way

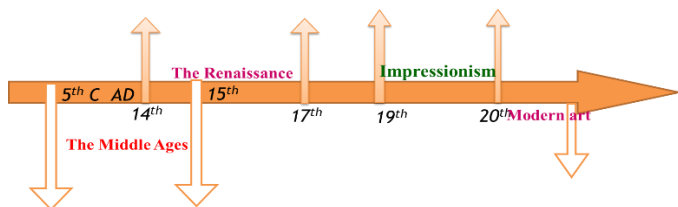【设计意图】根据课文篇章内容填写表格，利用文本内容，提取并整合关于西方绘画艺术四个阶段的信息，加深学生对各时期艺术特点的认识。

【核心素养提升点】

文化意识：帮助学生了解西方绘画艺术简史

学习能力：提升语言表达和逻辑思维能力

Step VI: Post-reading

Activity: Draw the development of the history of Western Painting according to timeline, write a summary after class （with the help of mind map）.

Complete the timeline with the information from the text.

【设计意图】通过西方绘画艺术发展历史的时间轴，帮助学生了解西方绘画艺术发展的过程，让学生有发散性思维，带着问题进行阅读后寻找答案，让学生成为课堂的主人。在此基础上，通过串连学生所提供的信息，概括出文章的大致意思。
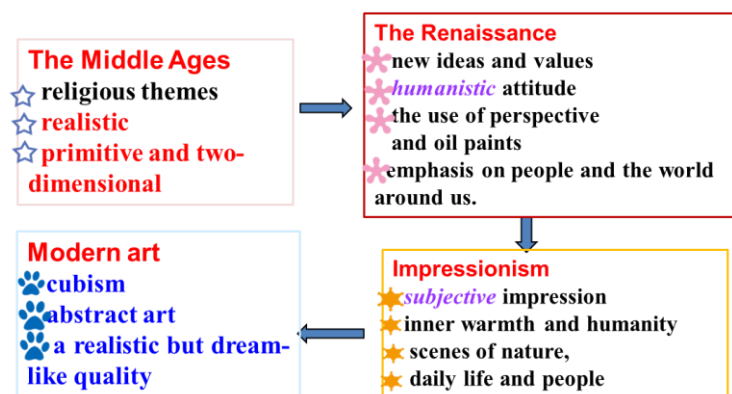
【核心素养提升点】

语言能力：

锻炼语言分析和推理能力。

Step VII：Summary：

Read the passage and make a flow chart to show the changes in Western painting styles to help you summarize the text.

The Middle Age: religious themes; primitive and two-dimensional.

The Renaissance: a more humanistic attitude to life; the use of perspective and oil on paints; emphasis on people and the world around us.
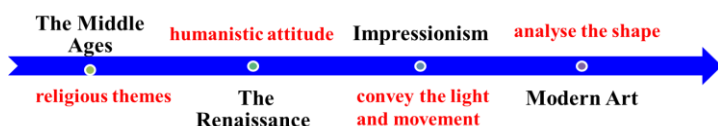
Impressionism: scenes of nature, daily life and people

Modern Art: Cubism; a realistic but dream-like quality; abstract art

【设计意图】引导学生以"西方绘画艺术"特征为重点，画出文本结构图，以课文句式为支架，对课文内容和结构进行总结和强化，并完成思维导图。
【核心素养提升点】
学习能力：培养学生构建核心内容图的能力。

Identify the major stages and its character of the history of Western paintings with the help of timeline.

【设计意图】紧扣课文主题，引导学生主动归纳西方绘画艺术四个不同发展阶段的主要特征。
【核心素养提升点】
学习能力：培养梳理信息和逻辑思维的能力。

Step VIII：Discussion: Activity 1

Now can you tell which period the following pictures belong to?
Match the paintings below with the correct period of art. Use the information in the reading passage to help you.

Discussion: Activity 2: Discuss the following questions in groups.
Q. Which period of Western art do you like most? Why are you fond of it?
Discussion: Activity 3:
Q: How would you answer the question，"What is art?"
   In your own opinion, what is "Art"?
   Art is the activity or educational subject that consists of creating paintings, sculptures, and other pictures or objects for people to look at and admire or think deeply about.

--Collins

   The use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture.

--Oxford

Love of beauty is taste. The creation of beauty is art.

--Ralph Wald Emerson

【设计意图】根据课文内容将图片和所属的四个不同绘画艺术历史时期进行匹配，提取并整合信息，让学生真正理解艺术的内涵和精神价值，加深学生对各时期绘画艺术特点的认识。

【核心素养提升点】

文化意识：帮助学生理解西方绘画艺术

Step IX: Homework：

1. Polish your summary and add it to your notes.

2. Try to practice the skills about summary writing after class.

3. Share your favorite art form with your classmates.

4. Write down the art style of each period and make a flow chart to show the changes in Western painting styles.

【设计意图】

要求学生用文本中所学的单词、词块、句型写一篇关于西方绘画艺术简史的概要，增强学生的写作能力。能真正做到以读促写、读写结合。

【核心素养提升点】

学习能力：培养对已有知识进行正迁移的能力

【学后反思】

1. 是否能够利用思维导图帮助理解本篇文章结构和内容？

2. 是否能对西方绘画艺术的发展历程有清晰的理解？

【板书设计 Blackboard Design】

Blackboard Design

Blackboard Design	Unit 1 Art Period 2 Reading and Thinking A short history of Western painting
	I. 主旨匹配 1．Part 1(Para.1)　　A．The Renaissance 2．Part 2(Para. 2)　　B．The Middle Ages 3．Part 3(Paras. 3～5)　C．Introduction 4．Part 4(Paras. 6～7)　D．Modern Art 5．Part 5(Para. 8)　　　E．Impressionism <table><tr><td colspan="3">A SHORT HISTORY OF WESTERN PAINTING</td></tr><tr><td>Periods</td><td>Themes</td><td>Artistic Characteristics</td></tr><tr><td>The Middle Ages (5th to the 15th century)</td><td>1._____</td><td>to paint in a(n) 2. _____ way</td></tr><tr><td>The Renaissance (14th to 17th century)</td><td>to show 3. _____ and the world around us</td><td>to adopt a more 4._____ attitude of life to draw things in 5._____ and oil paints developed</td></tr><tr><td>Impressionism (Late 19th to early 20th century)</td><td>to show scenes of 6. _____ or daily life</td><td>to show not just the 7. _____ image of subjects，but their inner 8. _____ and humanity</td></tr><tr><td>Modern Art (20th century to today)</td><td>not to show 9.____</td><td>to paint in a(n)10._____ or realistic way</td></tr></table>