

ELT
Signposts
2011

English through Art

**peter
grundy**



English through Art

- People, animals: Two legs good?**
- Making an art gallery**
- Why art?**
- Art and personal taste**
- Art and creativity**
- When we go to the art gallery**
- The Angel**



Why art?



Art is perhaps the most under-used resource in language teaching. Art and design are everywhere - in the clothes we wear, in the cars we drive, in the way we arrange food on our plates, in the way we decorate and furnish our homes, and in the landscapes and streetscapes we live in.

Why art?



Art is perhaps
understood the way we
eat the food on our plates,
the way we decorate and
furnish our homes, and in
the landscapes and
streetscapes we live in.



Art and personal taste



When it comes to art and design, we know what we like and what we don't like - the colours, the shapes, the patterns, and the combinations of these. All the time, we are reacting to what we see and making aesthetic judgements about it.

Art and personal taste



When it comes to art, we are reacting to what we see and making aesthetic judgements about it. And yet very few of us make much use of art in our language classrooms.

Art and visual literacy



Thus every one of our students is visually literate to an acute degree and highly discriminating in their tastes. Here then is the sleeping giant - our students' visual literacy, just waiting to be turned into spoken and written language.

Art and visual literacy



Thus even

**And yet very few of us
make much use of art in
our language classrooms.**

**visual literacy,
just waiting to be turned
into spoken and written
language.**

Art and creativity



The trouble we take with our dress and with our physical appearance shows our creativity, as do the choices we make about the objects that surround us in our homes. And much of this creative energy is intended to construct an image of ourselves and to make an impression on others.

Art and creativity



The trouble

**And yet very few of us
make much use of art in
our language classrooms.**

...and us in
...es. And much of this
creative energy is intended
to construct an image of
ourselves and to make an
impression on others.

Art and self-expression



Here then is another aspect of the sleeping giant, our use of art and design as a form of self-expression waiting to be explained to others in spoken and written form.

Art and self-expression



Here there is a direct use of art in our language classrooms.

And yet very few of us make much use of art in our language classrooms.

in form.

Art and self-expression



*Time to do
something about it
then!*

When we go to the Art Gallery..



..we go to look carefully at things that make us think again about what we see around us. A portrait, for example, studies a person in a way that we don't usually do in casual encounters. In the gallery, we think more carefully about what we see, and this then challenges us to look again.

If we look carefully at **The Angel of the North** we think about angels in a way we hadn't ever thought before as we try to put into words the feelings that the sculpture inspires. It's no irony that the Greek word from which the English word **angel** is derived means 'messenger'.



*He's right,
you know!*

