



**The Roche Court
Educational Trust
NewArtCentre.**

ARTiculation

WORKSHEET 1:

DISCUSS AND SUMMARISE HERE AS MANY REASONS FOR LOVING A WORK THAT YOU CAN THINK OF

I've lived with a reproduction in my home all my life

It makes me feel happy/whole/calm etc

It makes me understand that the most important things in life are free

The work caught my eye at an exhibition...

It is food for the soul

It connects me to time and place

It humbles and uplifts me at the same time

[illegible]

**WORKSHEET 2**

Reasons for choosing work	Useful phrases
Jodie	
Zoe Lakota-Baldwin:	
Antonia:	
Molly:	


WORKSHEET 3:
EVALUATING A PRESENTATION

Do they engage with the audience (how?)
 How do they get our attention? (use of visuals, stories, voice, humour)
 What do they look like? Do they have any "ticks"?
 Are they easy to follow?
 Are they easy to understand?

DIFFERENT TECHNIQUES FOR OPENINGS

Technique	Speaker
Tell a story/anecdote	
Introduce yourself and briefly outline content of presentation	
Introduce yourself and get on with it	
Use a quotation	
Use rhetorical questions	
WHAT I LIKED	WHAT I DIDN'T LIKE
JODIE	
ZOE	
ANTONIA	
MOLLY	



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Worksheet 4

Investigate the works of some of the following artists:

Phyllida Barlow | Sarah Lucas | Helen Sear | Sonia Boyce | Jeremy Deller | Steve McQueen | Gary Hume | Rachel Whiteread | Chris Ofili | Ed Atkins | Rachel Maclean | James Richards
Mike Nelson | Tracey Emin | Gilbert & George | Mark Wallinger | Matt Collishaw

[illegible]



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Worksheet 4.1 (Teacher only)

Language feedback to students

[illegible]



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Worksheet 4.2 (Teacher only)

This feedback sheet is to help the students identify their areas of interest. Observation of student discussions and presentations should reveal students' approaches and preferences.

It will help to:

- raise students' awareness of how they respond to art works
- identify individual students' preferences
- encourage different perspectives
- serve as an introduction to SECTION 2 (DESCRIBE) when students will be asked to analyse specific aspects in more depth (colour, space, media etc.)

[illegible]