

Title: 'Making Latvian Art and History Happen in the Classroom'.

Level: Intermediate B2

Objectives: Introduction to Aleksandrs Karpovs and his art.

Time: 40 minutes

Materials: a screen and projector

Language:

- art styles - social realism, abstract art, surrealism, impressionism, graffiti, etc.
- vocabulary to describe paintings - objects, images, colors, shapes (can be adapted according to language level of students);
- phrases to speculate – Perhaps ..., From what I can see ..., It's possible (that)..., I think it's likely (that)..., I'm not absolutely/completely/entirely sure, but I think (that)..., We can imagine ..., It looks as if ...
- historical lexis – deportation, genocide, social injustice, political struggle, act of dissent;

Organization: any

Procedure:

1. Before students look at the pictures, ask them to name any art styles they know. Then display **vocabulary task 1** and do it as a whole class.

Key: 1g 2e 3f 4h 5d 6a 7c 8b

2. Present **vocabulary task 2** and ask students to do it in pairs. This is the very first time students hear of the artist's name – Aleksandrs Karpovs (even they might be surprised that Jānis Streičs is an artist too, not a film director only).

Enlarge picture 2, 'Latgales Māra', to make students look closely and ask the following questions: *Describe the size and scale of the print. How does the work's size relate to the imagery presented? How the artist used colour? What associations come to mind? What do you see that makes you say that? If you were going to describe this work to someone who had never seen it, what adjectives would you use? Why?*

Key: 1b 2c 3a 4d 5e

Cultural note

'Latgales Māra' memorial is located in Rēzekne, a city in the eastern part of Latvia. It symbolizes freedom for Latgale and union with Latvia. The monument was made by sculptor Jansons in 1939. Next year, in 1940, it was demolished by Soviets. In 1943 'Latgales Māra' was renewed, however, in 1950 followed the second destruction. The monument was restored in 1992 following the Latvian Republic's regaining its independence from its occupiers.

3. Encourage students to do **vocabulary task3** individually. This time they are introduced to some other prints by Aleksandrs Karpovs. Enlarge picture 4, 'Black Hole' and say:

This print was inspired by a deportation in 1941. What images has the artist selected and how has he used them? If we turned up the 'volume' of this print, how might it sound? How has the artist created a sense of volume? What do you notice about the organization of the images? What impact does it have? Why?

Key: 1c 2a 3d 4b

Culture note

The June 14, 1941 was one of the darkest nights of the Latvian nation. A total of 15424 people were taken from their homes and loaded on cattle trains and taken to Siberia. Whole families, women, children and old people were sent to labor camp in Siberia. The men were separated from their families to die alone. This terrific crime was done by the Soviet occupation regime, ordered by high authorities in Moscow.

4. **Reading task.** The text makes students acquainted with Aleksandrs Karpovs biography. Ask students to read the title, look at the self-portrait and scan the text to find any facts from Aleksandrs Karpovs life. Elicit their suggestions and refer students to the task. Ask them to read the first sentence and decide on what part of speech might follow 'was ...' ? (a gifted graphic artist). Move on to gap2 and obtain the appropriate phrase to fill the gap in 'lost ...' who? (his mother and brothers). Make sure that students read the sentence before and after the gap to you so they can check that it makes sense. Emphasize that one phrase is extra, they do not need to use it (d).

Key 1f 2c 3b 4g 5e

Exam info

Remind students that when they do reading in exam12, they will be asked to read a text where a certain number of sentences have been removed. They should make sure that the sentence fits logically and gramatically into the gap by looking closely at what comes before and after it.

5. **Use of English task.** Ask students to explain to you the relevance of the photograph by paraphrasing what they are going to read about in the article. Let students read the text quickly in order to get a general sense of the meaning.

Before filling a gap, make sure that students decide whether the missing word is an adjective (e.g.married, fortunate), a noun (e.g.community) or a verb (e.g.comprehend). Focus on the missing word will sometimes need to be plural (e.g.generations, demonstrations, occupiers). Remember, too, that the change will just be adding a prefix and an ending (e.g.influenced).

Key : 1.fortunate 2.married 3.growing 4.community 5.comprehend 6.influenced
7.demonstrations 8.occupiers

Assessment: To demonstrate their language development, students are asked to do at home **a writing task.**

From June12 to July12 there is an exhibition 'Art of Aleksandrs Karpovs' in Mark Rothko Art Centre in Daugavpils. You are going to visit it and would like to invite your friend.

Write an invitation in which you will:

- Suggest the date and time;
- Tell your friend about Aleksandrs Karpovs life and art;
- Recommend visiting the website: www.aleksandrskarpovs.com

Attachments: Vocabulary tasks 1, 2 and 3; Reading and Use of English tasks are included in electronic format.