

STORIES OF GREAT WESTERN ARTISTS

西方美术大师简介

紫竹园中学英语校本课程读本

张岚 主编



上海科技教育出版社

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前言

校本课程是近几年伴随素质教育推行而出现的一种新型课程,是改变教学观念、改革课程、改造课堂教学模式、改进教学方法和改善教学内容的重要举措。开设英语校本课程,目的是全面拓展学生的知识面,深入挖掘学生的潜能,充分培养学生学习英语的兴趣;使学生进一步了解英语国家的文化背景,提高英语学习水平、欣赏英语国家文化能力、跨文化交际能力;培养学生良好的道德品质和人文素养,发展学生个性,提高他们的素质。

我校英语校本课程是以美术知识为载体,激发学生学习兴趣,培养学生特长为目的;以学生为活动主体,根据学生身心发展和英语学习的特点,针对学生的个体差异和不同的学习需求,使学生塑造良好的英语素质的一门课程。我校是一所美术特色高中,对于我校学生来说,美术是必修的专业,他们积累了很多美术方面的专业知识。因此我们在选择校本教材的内容时,结合学生的学习经历和兴趣,整理及汇编了有关美术名家的生平轶事、名画名作和美术风格时代发展的阅读材料。

教材以自文艺复兴起到现代派为止的 21 位西方美术大师的生平(包括作品)简介为内容。语言材料的词汇(除专业词汇外)相当于普通高中同等水平;语法现象亦处于同等水平。

本教材内容安排原则如下:

共包含 8 个章节,每章含有若干单元,总共 21 个单元,每章以一个时代风格为代表,每单元简介一位大师,如第 1 章(Chapter One)为“文艺复兴”时代。第 1 章包含 3 个单元,分别介绍达芬奇、米开朗基罗及拉斐尔,简介后附思考题或语言培训练习。在编思考题和语言培训练习时,充分考虑到学生实际语言水平和相关生活经历,例题、例句的选择和编写也尽量体现生动性原则。教材最后的附录部分是对一些美术专业词汇如雕塑、油画等的介绍。

实践证明,通过合理利用校本教材,我校的校本课程丰富了学生的英语词汇量,巩固了学生的英语语法知识。学生形成了有效的英语阅读策略和习惯,提高了英语运用能力。在提高英语学习积极性的同时,学生自主创新能力也随之提升;学生们能自觉地训练阅读以及其他的语言能力,大大激发了学生自主学习英语的内在动力。

本教材旨在培养美术特色高中学生的英语学习兴趣,扩大学生的英语词汇量,使之形成

正确的英语阅读策略和习惯,提高英语综合运用能力。衷心希望此校本教材能为更多美术特色高中学生以及对美术感兴趣的高中学生所用,提高他们的英语综合能力。

限于编写时间及作者水平,书中如有疏漏,欢迎广大师生批评指正!

编者

2012年8月





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Chapter One

Renaissance¹

Renaissance is an immortal² epoch³ in the history of Western Art, starting roughly from 1300 up to 1600. In the 300 years, epoch-making⁴ paintings, time-honored⁵ sculptures and ever-lasting architectures were created one after another.

The greatest masters man has ever had were born and grew up in that period. Leonardo da Vinci, Michelangelo and Raphael of that time have been household names^①, from among school children to aged retired people.

Besides the three, Botticelli, Bellini, and Titian are now also idols⁶ of art students and art lovers of all times.

Europe in the 14th to 15th century saw the reformation challenging the power of Catholic Church. During the same period Europe also witnessed⁷ the economic growth of Italian city states.

The merchants and bankers in the city states became the most powerful citizens. They took pride in their contribution⁸ to society in this time. They didn't like to bow to^② inevitable death, nor were they interested in afterlife^③.

Their philosophy⁹ was the origin¹⁰ of the rise of humanism. And humanism was universally reflected in the subjects and characteristics of Renaissance Art.

During Renaissance Christianity¹¹ remained as strong as ever, and religious subjects stayed as the most popular to praise humanism, esteem the value of individual, and respect human beings.

Paintings and sculptures became realistic, representing the living and visual world.

The law of perspective^④ was discovered. And technically the use of oil paint freed^⑤ artists from the old way of painting.

The creation or adoption of new technique paved the way for^⑥ the great flourishing of art in Renaissance.



Vocabulary

- | | |
|---|-----------|
| 1. Renaissance /rə'neɪsəns/ <i>n.</i> | 文艺复兴 |
| 2. immortal /ɪ'mɔːtl/ <i>adj.</i> | 不朽的 |
| 3. epoch /'iːpɒk/ <i>n.</i> | 时代 |
| 4. epoch-making /'iːpɒk,meɪkɪŋ/ <i>adj.</i> | 划时代的 |
| 5. time-honored /'taɪm,hənəd/ <i>adj.</i> | 经得起时代考验的 |
| 6. idol /'aɪdl/ <i>n.</i> | 偶像 |
| 7. witness /'wɪtnɪs/ <i>v. & n.</i> | 目击; 见证人 |
| 8. contribution /,kɒntrɪ'bjuːʃən/ <i>n.</i> | 贡献 |
| 9. philosophy /fɪ'lɒsəfi/ <i>n.</i> | 哲学 |
| 10. origin /'ɒrɪdʒɪn/ <i>n.</i> | 起源 |
| 11. Christianity /,krɪstɪ'ænəti/ <i>n.</i> | 基督教; 基督教徒 |



Phrases

- | | |
|----------------------|------------|
| ① household names | 家喻户晓 |
| ② bow to | 屈从于…… |
| ③ afterlife | 身后; 死后; 下世 |
| ④ law of perspective | 透视法 |
| ⑤ free... from | 使……摆脱了…… |
| ⑥ pave the way for | 为……铺平道路 |

Unit 1 Leonardo da Vinci



Da Vinci

Leonardo da Vinci is remembered as a great painter, a sculptor, poet, and an inventor who lived in Italy 500 years ago. At that time art was becoming important. Leonardo is also regarded as one of the greatest Renaissance men. He loved nature and science. This helped him make his pictures look like real life. Leonardo was born on 15 April, 1452 in Vinci, Italy. The name ‘da Vinci’ means ‘from Vinci’. When he was young, his uncle Francisco taught him about the countryside. Leonardo never forgot the long walks in the hills with his uncle. Many years later he could still paint all the plants he had seen from memory^①.

In 1470 Leonardo went to live in a city called Florence. He learned to paint in the studio of Andrea del Verrocchio, who was a great painter. When Leonardo was 25 years old, he began working for himself. Two of his works, the Mona Lisa and The Last Supper, are the most famous. Leonardo is regarded as the main creator¹ of the majestic² High Renaissance style. Although no-one painted detail more exquisitely³ than Leonardo, he combined this with^② grandeur⁴ of form and unity of atmosphere, in part achieved through his wonderfully subtle⁵ handling of light and shade.

At times^③ Leonardo led an unsettled⁶ life^④, but his career was divided mainly between Florence and Milan. He spent his final years in France as an honored guest of Francois. By the time of his death he had already acquired⁷ a legendary⁸ fame.



Vocabulary

- | | |
|---|---------|
| 1. creator /kri'eɪtə/ <i>n.</i> | 创造者 |
| 2. majestic /mə'dʒestɪk/ <i>adj.</i> | 雄伟的 |
| 3. exquisitely /ek'skwɪzɪtli/ <i>adv.</i> | 精美地;雅致地 |
| 4. grandeur /grændʒə/ <i>n.</i> | 壮丽;高贵 |
| 5. subtle /'sʌtl/ <i>adj.</i> | 精细的,巧妙的 |
| 6. unsettled /,ʌn'setɪd/ <i>adj.</i> | 飘忽不定的 |
| 7. acquire /ə'kwɪə/ <i>v.</i> | 获得 |
| 8. legendary /'ledʒəndəri/ <i>adj.</i> | 传奇的 |



Phrases

- | | |
|----------------------|-------------------|
| ① from memory | 靠记忆 |
| ② combine... with... | 结合或混合形成一整体;联合 |
| ③ at times | 有时候(相当于sometimes) |
| ④ lead a... life | 过着……的生活 |



Exercise

I . Reading Comprehension.

1. When and where was Leonardo da Vinci born?

2. From whom did he learn to paint when he was in Florence?

3. What are his most famous works mentioned in the article?

4. What is Leonardo regarded as?

5. How was his career mainly divided?

II. Translation.

1. 她把鸡蛋和少量面粉混合, 并进行加热。(combine... with)

2. 他辛勤地工作, 在小镇上了过着简单而快乐的生活。(lead a... life)

3. 有时候他们会驱车 40 千米去海滩度假。(at times)

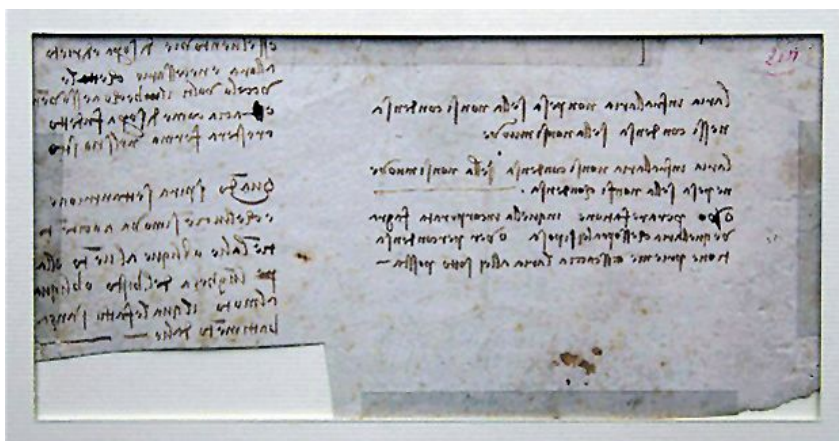
4. 西蒙很有创作能力, 他既从事写作又从事绘画。(make one's career in)

5. 凭记忆作画是画家的一种基本技巧。(from memory)



More Reading A

Mirror Writing



Mirror Writing of Da Vinci

Leonardo wrote in Italian using a special kind of shorthand¹ that he invented himself. People who study his notebooks have long been puzzled by something else, however. He usually used “mirror writing”, starting at the right side of the page and moving to the left. Only when^① he was writing something intended² for other people did he write in the normal direction^②. He also made sketches³ showing his own left hand at work^③. Being a left-hander was highly unusual in Leonardo's time. Because at that time, children who naturally started using their left hands to

write and draw were later forced to use their right hands. No one knows the true reason Leonardo used mirror writing, though several possibilities have been suggested:

He was trying to make it harder for people to read his notes and steal his ideas.

He was hiding his scientific ideas from the powerful Roman Catholic Church⁴, whose teachings sometimes disagreed with^④ what Leonardo observed.

Writing left handed from left to right was untidy because the ink just put down would smear⁵ as his hand moved across it. Leonardo chose to write from the end towards the start because it prevented^⑤ making dirty marks.



Vocabulary

1. shorthand /'ʃɔːthænd/ *n.*

速写

2. intended /ɪn'tendɪd/ *adj.*

打算的, 意欲的

intend /ɪn'tend/ *v.*

打算, 想要

intend to do sth

打算做某事

3. sketch /sketʃ/ *n.*

素描; 速写; 草图

4. Roman Catholic Church

天主教会; 罗马公教会

5. smear /smɪə/ *v.*

弄模糊



Phrases

① only when

只有当……

② in... direction

朝……方向

③ at work

工作时; 在起作用

④ disagree with

不符, 不一致

agree with

相一致, 相符合

⑤ prevent sb /sth (from doing sth)

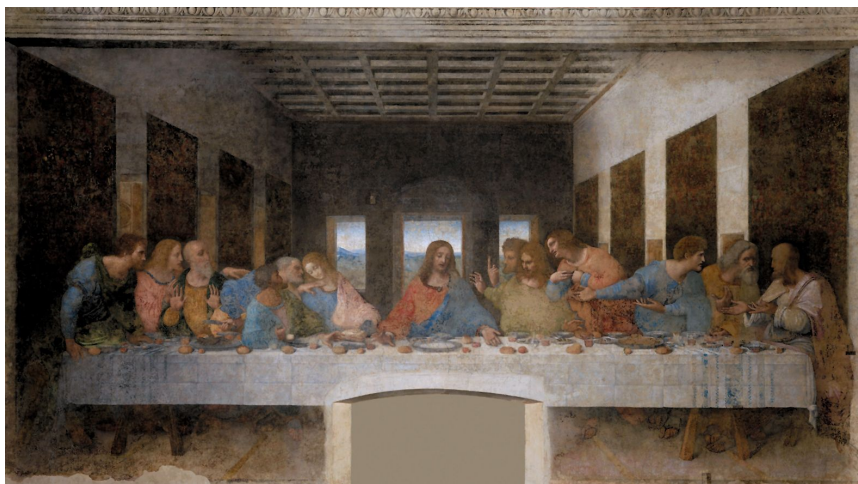
阻止某人(做某事)



More Reading B

The Last Supper

The painting depicts¹ the last meal shared by Jesus with his twelve disciples² before his capture³ and death. It shows particularly the moment when Jesus has said “one of you will betray⁴ me”, and all twelve have reacted to the news with different degrees of horror, anger, and shock. Leonardo da Vinci rearranged what was said about this important event, in order to



The Last Supper

convey⁵ his own thoughts and feelings on the subject. The figure of Jesus represents justice⁶ and brightness. The window behind Christ's head looks like a halo⁷. Judas is the only figure in the painting leaning away from Christ, and in shadow. He is a symbol of evil and darkness.

The reason the painting is laid out in this way is that the technical perspective⁸ in Last Supper is incredible⁹! The perspective focuses on^① the figure of Christ in the center. You can see that every single element of the painting directs one's attention straight to the midpoint^⑩ of the composition, Christ's head. It's the greatest example of one point perspective that artists had ever created. Leonardo was trying to "extend the room", to make it look like Jesus and his disciples were sitting at the end of the dining hall. Symmetrical^⑪ balance has been used in the painting, with six disciples on either side of Jesus, three in a group.

When finished, the painting was recognized as a masterpiece of design and characterization^⑫. Despite this, the painting has remained one of the most reproduced works of art, countless copies being made in every medium^⑬ from carpets to cameos^⑭.

Unfortunately, the painting today is in very poor conditions. Few of the 13 figures are recognizable.



Phrases

- | | |
|------------------------------|-------|
| 1. depict /di'pɪkt/ v. | 呈现;代表 |
| 2. disciple /di'saɪpl/ n. | 门徒 |
| 3. capture /'kæptʃə/ n. & v. | 逮捕 |
| 4. betray /br'treɪ/ v. | 出卖 |
| 5. convey /kən'veɪ/ v. | 传达 |
| 6. justice /'dʒʌstɪs/ n. | 正义 |

- | | |
|---|--------|
| 7. halo /'heɪləʊ/ <i>n.</i> | 光环 |
| 8. perspective /pə'spektɪv/ <i>n.</i> | 透视法 |
| 9. incredible /ɪn'kredəbl/ <i>adj.</i> | 难以置信的 |
| 10. midpoint /mɪd'pɔɪnt/ <i>n.</i> | 中点 |
| 11. symmetrical /sɪ'metɪkəl/ <i>adj.</i> | 对称的 |
| 12. characterization /ˌkærɪktəraɪ'zeɪʃən/ <i>n.</i> | 描绘; 塑造 |
| 13. cameos /'kæmɪəʊ/ <i>n.</i> | 浮雕宝石饰物 |



Phrases

- | | |
|-------------------|-------|
| ① focus on | 集中于 |
| ② in every medium | 用各种媒介 |



More Reading C

Mona Lisa

Among the works created by Leonardo in the 1500s is the small portrait known as the Mona Lisa, the laughing one. It is difficult to imagine how fresh and innovative¹ the painting must have appeared to Leonardo's contemporaries². The relaxed naturalism³ of the pose⁴, with the hands casually⁵ overlapping⁶, and the subtlety of the facial

expression would have made most earlier portraits look stiff⁷.

The painting is famous, in particular^①, for the smile which is difficult to catch on the woman's face. The smile's mysterious quality is brought about^② perhaps by the fact that the artist has subtly shadowed the corners of the mouth and eyes. As a result, the exact nature⁸ of the smile cannot be determined. The shadowy quality for which the work is well-known came to be called Leonardo's smoke. Vasari, who is generally thought to have known the painting only by repute⁹, said that "the smile was so pleasing that it seemed divine¹⁰ rather than human; and those who saw it were amazed to find that it was as alive as the original".



Mona Lisa

Other characteristic found in this work is the unadorned¹¹ dress, in which the eyes and hands have no competition from other details. Another noticeable thing is the dramatic landscape background in which the world seems to be in a state of^③ continuous change. We'll be amused also by the subdued¹² colouring and the extremely smooth nature of the painterly technique, employing oils, but laid on much like tempera (蛋彩画法) and blended on the surface, and thus the brushstrokes¹³ are indistinguishable. Vasari expressed the opinion that the manner of painting would make even “the most confident master despair and lose heart^④.” The perfect state of preservation and the fact that there is no sign of repair or overpainting is extremely rare in a panel¹⁴ painting of this date.



Vocabulary

- | | | |
|---------------------------------|------|--------------------|
| 1. innovative /'ɪnəʊveɪtɪv/ | adj. | 革新的 |
| 2. contemporary /kən'tempərəri/ | n. | 同时代的人 |
| | adj. | 当代的; 发生(或存在)于同一时代的 |
| 3. naturalism /'nætʃərəlɪzəm/ | n. | 自然主义 |
| natural /'nætʃərəl/ | adj. | 自然的 |
| 4. pose /pəʊz/ | n. | 姿势 |
| 5. casually /'kæʒjuəli/ | adv. | 随便地 |
| casual /'kæʒjuəl/ | adj. | 偶然的; 随便的; 不经意的 |
| 6. overlap /'əʊvə'leɪp/ | v. | 重叠; 相叠 |
| 7. stiff /stɪf/ | adj. | 生硬 |
| 8. nature /'neɪtʃə/ | n. | 性质 |
| 9. repute /rɪ'pju:t/ | n. | 名誉 |
| reputation /ˌrepjʊ'teɪʃən/ | n. | 信誉, 名气 |
| 10. divine /dɪ'vaɪn/ | adj. | 神圣的 |
| 11. unadorned /ʌnə'dɔ:nd/ | adj. | 朴实的 |
| 12. subdued /səb'dju:d/ | adj. | 柔和的; 缓和的 |
| 13. brushstroke /'brʌʃstrəʊk/ | n. | 笔触 |
| 14. panel /'pænəl/ | n. | 镶板 |



Phrases

- | | |
|-----------------|---------|
| ① in particular | 尤其是 |
| ② bring about | 促成, 导致 |
| ③ in a state of | 处于……状态下 |
| ④ lose heart | 失去信心 |