

高等学校高职高专艺术设计类专业  
『十一五』规划教材

# 艺术 英语

郭娜敏 主编

ENGLISH  
FOR ART LEARNING



东方出版中心

艺术

英语

English  
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# 艺术英语

English for Art Learning

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# 序 言

长期以来,英语学习在学生的各阶段学习中占据着重要地位。随着文化知识的日益丰富和对外交流的日益增多,可供学生进行英语学习的材料也越来越多。然而在琳琅满目的英语学习材料中,我们不难发现,偏重于普通日常交流和各类等级考试辅导的综合性基础英语占据了大多数,而有专业侧重点的专业性英语则居于少数。在英语教学方面,学生在学校中所学习到的英语也以综合性基础英语为主,专业英语则作为选修甚至是自学课程。通过一线教师对学生们的调查,许多学生在系统地学习过综合性基础英语后,仍然很难得心应手地在自己的专业领域中应用英语这种语言工具。究其原因,就是因为学生们很少或者从未接触过相关专业英语方面的材料,以至于对专业词汇、专业术语、专业表达十分陌生,对英文版的专业书刊及材料无法读懂,更不用提与外界进行专业方面的英语交流。

这样的—个结果反映出了这样一个问题:专业英语具有特殊性,它是由英语语言知识和某种专业知识结合而成,不能等同于一般综合性基础英语。所以,作为具有专业侧重性学习的学生来说,仅仅学习好综合性基础英语是不够的。若想在其专业领域中达到与国际接轨和进行国际交流的目的,必须进行专业英语的学习。

编写本书的初衷即在于此。

为了使艺术类学生能有机地将专业学习与专业英语学习结合起来,本书参考艺术类教育中文教程的选材,选编出十个单元的教学内容,涉及艺术概论、绘画、书法、音乐、材料、卡通设计、摄影、素材设计等多项艺术类教学的基本领域。本书选篇多取自具有专业性、代表性的英文书籍和其他媒体,并根据学生的实际接受能力和需要加以改写。同时,本书还加入了大量与课程内容紧密相关的精美插图、背景知识介绍和常用专业词汇汇总,图文并茂,信息量丰富,题材广泛,不仅能增加学生学习的趣味性和积极性,也便利教学。

作为编者,我们不仅力图使学生在—学习本书的过程中学会正确的、地道的、与时俱进的相关英文表达,也希望能够扩展他们的艺术视野,激发他们的创—造思维,对将来他们在艺术领域和国际—艺术交流领域的进一步学习和探索起到帮助作用。

由于编者水平有限,疏漏之处在所难免,恳请各方有识之士批评指正。

郭娜敏

2009年8月14日

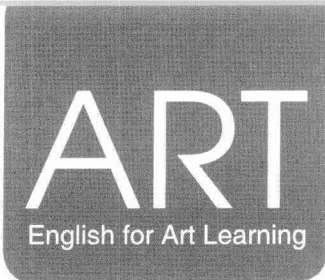


# 《艺术英语》课时安排

建议36课时（2小时/周×18周）

课 程 内 容	学 时	授 课	练 习
<b>Unit 1 Access to Art</b>	4h	3h	1h
Section A What is Art	2h	1.5h	0.5h
Section B Art Ideas for Students that Think They are Artless	2h	1.5h	0.5h
<b>Unit 2 Chinese Art of Painting and Calligraphy</b>	4h	3h	1h
Section A Chinese Painting	2h	1.5h	0.5h
Section B Chinese Calligraphy	2h	1.5h	0.5h
<b>Unit 3 Watercolorist's Guide to Painting</b>	4h	3h	1h
Section A Watercolorist's Equipment	2h	1.5h	0.5h
Section B From On-site Sketch into a Finished Studio Picture —— A Demonstration of Working Methods and Techniques	2h	1.5h	0.5h
<b>Unit 4 Media for Chinese Painting</b>	4h	3h	1h
Section A Brushes for Chinese Painting	2h	1.5h	0.5h
Section B Painting Surface	2h	1.5h	0.5h
<b>Unit 5 How to Draw a Cartoon</b>	4h	3h	1h
Section A Colors	2h	1.5h	0.5h
Section B Background for Your Cartoon	2h	1.5h	0.5h
<b>Unit 6 Facial Expression</b>	4h	3h	1h
Section A Facial Expression and Artists	2h	1.5h	0.5h
Section B How Artists have Studied Expression	2h	1.5h	0.5h
<b>Unit 7 Fantasy Art</b>	4h	3h	1h
Section A Drawing Styles of Fantasy Art	2h	1.5h	0.5h
Section B Getting Inspiration	2h	1.5h	0.5h
<b>Unit 8 Lights in Photographing</b>	4h	3h	1h
Section A Color of Light and Photographing	2h	1.5h	0.5h
Section B Problems with On-cameral Flash	2h	1.5h	0.5h
<b>Unit 9 Logo</b>	4h	3h	1h
Section A What is Logo	2h	1.5h	0.5h
Section B Preparation for Logo Design	2h	1.5h	0.5h

注：每单元 Section C 部分和 Unit 10 供学生课外阅读使用。



**ART**  
English for Art Learning

# CONTENT

9	<b>Unit 1 Access to Art</b>
9	Section A What is Art
13	Section B Art Ideas for Students that Think They are Artless
17	Section C Forms, Genres, Mediums and Styles
19	<b>Unit 2 Chinese Art of Painting and Calligraphy</b>
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31	<b>Unit 3 Watercolorist's Guide to Painting</b>
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35	Section B From On-site Sketch into a Finished Studio Picture —— A Demonstration of Working Methods and Techniques
41	Section C History of Watercolor Painting
45	<b>Unit 4 Media for Chinese Painting</b>
45	Section A Brushes for Chinese Painting
49	Section B Painting Surface
53	Section C Mixing Shades of Black
55	<b>Unit 5 How to Draw a Cartoon</b>
55	Section A Colors
60	Section B Background for Your Cartoon
63	Section C Cartoon

**ART**  
English for Art Learning  
**CONTENT**

67	<b>Unit 6 Facial Expression</b>
67	Section A Facial Expression and Artists
71	Section B How Artists have Studied Expression
75	Section C Nature of Facial Muscles
77	<b>Unit 7 Fantasy Art</b>
77	Section A Drawing Styles of Fantasy Art
81	Section B Getting Inspiration
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89	<b>Unit 8 Lights in Photographing</b>
89	Section A Color of Light and Photographing
93	Section B Problems with On-cameral Flash
97	Section C Direction of Light
101	<b>Unit 9 Logo</b>
101	Section A What is Logo
104	Section B Preparation for Logo Design
107	Section C Story of Apple's Logo
109	<b>Unit 10 Opera</b>
109	Section A Beijing Opera
112	Section B Opera
118	Section C Memory

—— extracted from musical *Cats*

# Unit 1

## Access to Art

### Section A What is Art



Painting of the Middle Ages

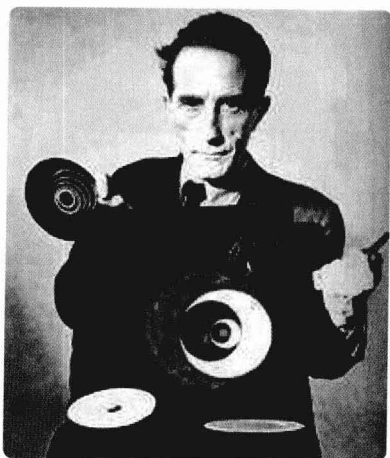
Art is also called visual art. It is a visual object or experience created through an expression of skill or imagination. The term *art* has different kinds of media such as painting, sculpture, printmaking, drawing, decorative arts, photography, and so on.

The various visual arts have continuous ranges, from purely artistic purposes to purely functional purposes. Such a difference of purpose is shown in the commonly used terms *artist* and *artisan*.

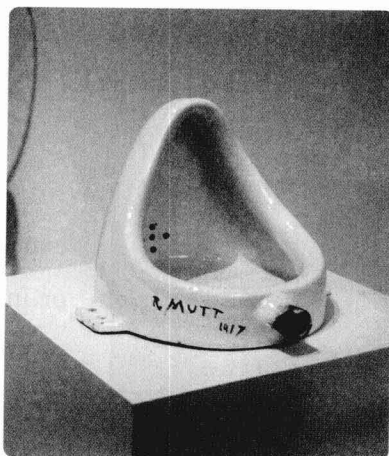
The term *artisan* refers to the one who gives much attention to the function rather than the art itself. But now, the bound is not that clear. Even within one form of art, purposes may be widely different; thus a pot may be used in our daily life while at the same time beautiful. In cultures such as Africa and Oceania, a similar definition of art has existed for centuries. In the West, however, by the mid-18th century the development of academies for painting and sculpture established a sense that only painting and sculpture were *art*. Thereafter they were separated from the daily-used things. This separation of art forms continued until the late 20th century, when such rigid separation began to be questioned.

In the 20th century, a different sort of voice arose over the definition of art. A great moment in this discussion appeared in 1917, when Dada artist Marcel Duchamp submitted a urinal named as *Fountain* to a public exhibition in New York City. Through this act, Duchamp put

forth a new definition of art: he implied that it is enough for an artist to believe something “art” and put it in public. This implication was a challenge to those museums, exhibiting groups and galleries, which have the power to determine what is and is not considered art. Such intellectual experimentation continued throughout the 20th century. By the turn of the 21st century, a variety of new media (e.g., video art) further challenged traditional definitions of art.



Marcel Duchamp



*Fountain*

## Background Information

1. Dada: 达达主义是一场兴起于第一次世界大战时期的苏黎世，波及视觉艺术、文学（主要是诗歌）、戏剧和美术设计等领域的文艺运动。达达主义是20世纪西方文艺发展历程中的一个重要流派，是第一次世界大战颠覆、摧毁旧有欧洲社会和文化秩序的产物。达达主义作为一场文艺运动持续的时间并不长，波及范围却很广，对20世纪的现代主义文艺流派产生了影响。
2. Marcel Duchamp: 马塞尔·杜尚(1887—1968)，法裔美籍现代派艺术家，纽约城达达运动领袖，是第一个将普通物品作为艺术品展出的艺术家。

## New Words

visual

['vizjuəl]

adj. 视觉的

imagination

[i,mædʒi'neɪʃən]

n. 想象

medium	['mi:djəm]	n. (pl. media) 媒介
sculpture	['skʌlptʃə]	n. 雕塑, 雕刻
printmaking	['print.meɪkɪŋ]	n. 版画
decorative	['dekəreɪtɪv]	adj. 装饰的
photography	[fə'tɒgrəfi]	n. 摄影
various	['veəriəs]	adj. 各种各样的
range	[reɪndʒ]	n. 范围
artistic	[ɑ:'tɪstɪk]	adj. 艺术的
purpose	['pə:pəs]	n. 目的
functional	['fʌŋkʃənəl]	adj. 功能的
function	['fʌŋkʃən]	n. 功能
artisan	[ɑ:'ti:zən]	n. 工匠, 技工
bound	[baʊnd]	n. 界限
pot	[pɒt]	n. 罐, 壶
academy ★	[ə'kædəmi]	n. 学术团体
establish	[ɪs'tæblɪʃ]	vt. 建立
rigid	['rɪdʒɪd]	adj. 严格的
arise	[ə'reɪz]	vi. (arose, arisen) 出现
definition	[,defɪ'nɪʃən]	n. 定义
submit	[səb'mɪt]	vt. 提交
urinal ★	['juərɪnəl]	n. 小便池
fountain ★	['faʊntɪn]	n. 喷泉
exhibition	[,eksɪ'bjʃən]	n. 展览会
imply	[ɪm'plai]	vt. 暗示
implication	[,ɪmpli'keɪʃən]	n. 暗示
gallery	['gæləri]	n. 美术陈列室, 画廊
intellectual	[,ɪntɪ'lektʃuəl]	adj. 智力的
experimentation	[eks.pə'ɪmen'teɪʃən]	n. 实验
variety	[və'reɪəti]	n. 多样性

注: 不作记忆要求的词汇标记为★。

## Phrases and Expressions

refer to	与...有关, 指的是...
put forth	提出

## Proper Nouns

Oceania	[ˌəʊʃi'eɪniə]	大洋洲
Dada	['dɑːdɑː]	达达主义
Marcel Duchamp	[mɑː'sel du'ʃɑːm]	马塞尔·杜尚



## Comprehension of the Text

Answer the following questions.

1. What is art?
2. Besides being an art, what other purposes may art have?
3. What is the difference between the word *artist* and *artisan*?
4. Why does the author mention *pot*?
5. What were regarded as *art* by the western academies in the mid-18th century?
6. According to the text, what happened in New York in 1917?
7. Why does the author say that Duchamp challenged the traditional definition of art?
8. What further challenged traditional definitions of art?



## Section B Art Ideas for Students that Think They are Artless



Some students in school feel that they have no ability in the art area. They stop drawing as young as second grade because they do not draw as well as the pictures that teachers have handed them out to color. So what! Who can draw that well?

Many of us cannot draw, but we like to doodle. Doodling should be encouraged so that students can start feeling friendly

with their pencils. Doodling gives them a way to loosen up their wrists and have a steadier hand. It also helps students get better hand writing because they get better control of their pencils.

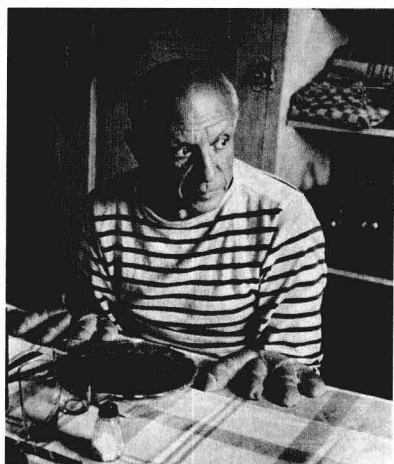
Students need to express themselves through their drawings because art is a way to express their inner thoughts and feelings. Students should be encouraged to display their artistic abilities. You never know they might find it very enjoyable.

Yes, students should be able to color a picture, but coloring a picture is not drawing. Art lessons are important for the basics, such as shading, perspective and where the eyes should be placed on a head. Students can gradually learn them in their drawings with very little stress. They also need to feel free to draw what is in their imaginations or what they see around them and feel safe from criticism.

No criticism is very important. Besides some ground rules about what is and what is not proper for the schoolroom, some comments should also be given, such as, "Tell me about your picture." "That is an interesting idea that tells me about your picture." "I never thought about it that way, you have a real different idea there."



Work of Picasso's



Picasso

The rules for what they draw should be rules with why that rule is in effect. Teachers should do it humorously because students will accept the rules when they understand why. The followings are the rules usually made for students: 1. Use the whole page because an artist does not just put the picture in the middle and leave the outside blank. 2. Color is essential because we see in color and it makes our pictures stand out. 3. Do not wrinkle your picture because it is being put in a book. 4. No negative comments should be given. 5. Be proud enough of your picture and sign it in the lower right hand corner.

Be sure to display the students work and encourage them to talk about their art with each other and with you. If they still feel that they cannot draw or paint, pull out a book of Picasso's and tell them how much one of his paintings was sold at Sotheby's.

## Background Information

1. Picasso: 毕加索是西班牙画家、雕塑家，他是现代艺术(抽象派)的创始人，西方现代派绘画的主要代表。他自幼有非凡的艺术才能，曾在美术学院接受过比较严格的绘画训练，具有坚实的造型能力。他也是有史以来第一个活着亲眼看到自己的作品被收藏进卢浮宫的画家。
2. Sotheby's: 1744年，山姆·贝克 (Samuel Baker) 于伦敦创立了苏富比，并使之成为全世界历史最悠久的拍卖行之一。此行早年主要经营书籍拍卖。苏富比业务遍及全球34个国家，主要拍卖中心设在美国纽约及英国伦敦，并定期在世界其他13个主要艺术中心举行拍卖，包括新加坡、澳大利亚、法国、意大利、荷兰、瑞士及中国香港等地。