UNIT 6

ART HISTORY

ART VERSUS CRAFT

Unit Description

Content: This course is designed to familiarize the student with concepts in art history.

Skills: Fact and Opinion
- Using facts to support an opinion
- Evaluating information used to support an opinion
- Recognizing degree of certainty when expressing opinions
- Distinguishing between facts and opinions
- Emphasizing important information

Unit Requirements

- Lecture: “Collingwood’s Theory of Art and Craft”
  “Japanese Swords” (from Japanese Crafts, The Japan Times Ltd.)
- Integrated Speaking Task: Giving an oral presentation that expresses and supports an opinion about an object
- Assignments: www.MyAcademicConnectionsLab.com
Contents

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GRAMMAR CHART: Articles

UNIT 6 ANSWER KEY
1 PREVIEW

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Previewing the Academic Content, page 118

Courses in art history concentrate on developing knowledge of the different historical and cultural contexts of architecture, sculpture, painting, and other media. In addition, many art history courses are designed to promote an understanding of the variety of ways humans have expressed themselves in the visual arts. Although some fine arts degrees include a major concentration in art history, this kind of course could typically be taken to fulfill the humanities course requirements for most undergraduate degrees. In this unit, students will examine:

- the theory of art and craft
- the blending of art and craft forms
- crafts as a combination of ornament and utility

Activating Background Knowledge

Before students read and study about art versus craft, explore the place that each has in their own cultures.

- What are some art forms that are popular in their home cultures?
- What are some of the well-known handmade items in their home cultures that are both artistic and functional?

Examine the Key Words on page 118. This vocabulary will be useful throughout the unit.

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Previewing the Academic Skills Focus, page 119

Highlight the purpose of this section, stated on the left. This unit focuses on strategies for:

- using facts to support an opinion
- evaluating information used to support an opinion
- recognizing a speaker’s or writer’s degree of certainty
- distinguishing between fact and opinion
- emphasizing important information
- expressing and supporting an opinion
Review the academic skills focus: Fact and Opinion.

- The collocations in this skills focus, unlike those in Unit 3, are not content specific. They can be used in any context where facts and opinions are expressed.
- Point out the information to the left of the skills sections on page 120.

Summary of the Audio Tour (used in Exercise 1, page 120)

(For the complete audioscript, see *Academic Connections 3*, pages 185–186.)

1. *The Ardabil Carpet*
   - From Islamic Persia
   - Made in the sixteenth century during the Safavid Dynasty
   - Contains about 300 knots per square inch and 25 million knots in all.

2. Faith Ringgold’s *Tar Beach*
   - Illustrates a group of poor people on a hot night. The roof of their apartment building is the “beach” because their apartments are not air conditioned. Two children are on a blanket while the parents are playing cards and eating. The girl dreams that her father can have a job he couldn’t get because he is black and that her mother can sleep late and have ice cream daily.
   - Combines fantasy with harsh reality
   - Artist’s message: imagination is the key to overcoming obstacles

3. Gustave Courbet’s *The Stone Breakers*
   - Painted in 1849
   - Courbet was a realist.
   - Realists did not like “romantic” art because it depicts out of the ordinary, historical, religious, or heroic events. Realists concentrated on the ordinary and the common.
   - This painting depicts a scene of men constructing a road.
   - Many thought that the realists caused artistic and moral deterioration because they painted unpleasant and insignificant things.

Go to www.MyAcademicConnectionsLab.com for *Comprehension*.

Go to www.MyAcademicConnectionsLab.com for *Discussion Board*. 
2 BUILDING ACADEMIC LISTENING SKILLS

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Highlight the purpose of this section, stated on the left. Tell students that in this section, they will learn about evaluating information presented to support an opinion and how to recognize a speaker’s degree of certainty.

Before You Listen, page 121

Before students begin their discussions, you may want them to review the definitions for the Key Words art and craft on page 118. This activity may be the source of a lively class discussion.

Global Listening, page 122

Students listen to a lecture about the theory of art and craft and learn how to use facts to support an opinion.

Examine the Key Words on page 122. This vocabulary will be helpful for comprehension of the lecture and useful for the Integrated Speaking Task.

Review the academic skills focus: Using Facts to Support an Opinion, page 123.

After students have completed Exercise 5, page 123, you may want to discuss their answers as a class. The focus of expressing and supporting opinions can lead to a lively discussion and will be useful for the Integrated Speaking Task.
Summary of the Lecture

“Collingwood’s Theory of Art and Craft,” page 122 (For the complete audioscript, see Academic Connections 3, pages 186–187.)

1. Introduction
   a. This lecture focuses on R.G. Collingwood’s definition of the characteristics of art and craft, which he put forward in the 1930s.
   b. Before then, people thought that what made art were the materials used. Therefore, painting and sculpture were art, but sewing and making furniture or objects from metal were crafts.
   c. According to Collingwood’s theory, what makes art and craft is independent of the materials used, so his theory is applicable to many forms of art.

2. Historical distinction between craft and art
   a. Definition: Craft is the skilled application of technique to a material.
   b. Craft is done by hand, not mass-produced with technology.
   c. The objects produced are functional. The beauty of a craft is separate from its use.
   d. Art is not at all practical or useful. The term art designates the creation of objects that don’t have a specific use.
   e. However, many works of art, such as architecture, require skill and are really useful.

3. Collingwood’s distinction of craft from art (England, 1930s)
   a. The main distinction between art and craft is related to planning. A craftsman knows what he wants to make before he begins and he knows clearly when it is complete.
   b. Craft is also made for a specific consumer. When a carpenter makes a table, he has a plan and the table is done when the plan is accomplished. There is an outcome that is dependable, reliable, and predictable, and the table is made for customers—there is a market for this product.
   c. A painter may begin with an idea, but not a plan. He or she explores possibilities of the subject, materials, and light as he or she paints. The painter is uncertain about how the finished painting will look. As a part of the audience, the painter can continue to add to the painting.
   d. A painter is unaware of the outcome of his or her painting, and the painting is not intended for a specific consumer. A painter explores rather than produces an object for a market.
   e. Art creates emotion but craft does not. In viewing a work of art, different people may experience different emotions that the artist could not have imagined. If a painting was planned and created in a particular way to evoke a particular emotion in a particular set of viewers, Collingwood would say that this is craft.
4. Recap
   a. Both craft and art can be skillful and useful.
   b. Craft is planned, with a clear endpoint to the process, and is made for a consumer.
   c. Art is unplanned exploration that may evoke a range of emotions that the artist did not anticipate. There is no obvious endpoint or customer.
   d. According to this theory, some art from the past is not really art. For Collingwood, religious paintings and portraits commissioned by churches or the wealthy were planned, had a clear endpoint, were created to cause a particular predicted outcome, and for a specific market. These then are not art, but craft.

5. Conclusion
   a. According to Collingwood’s theory, the distinction between art and craft is unrelated to materials, style, or gender or social position of the creator.
   b. The difference is based on the type of creation, and this difference is not always clear. Whether an object is art or craft is arguable.

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.


Focused Listening, page 124

Students listen to people in an art gallery who are viewing works of art. The students analyze the degree of certainty the viewers have about the opinions they express.

Review the academic skills focus: Evaluating Information Used to Support an Opinion.

Review the academic skills focus: Recognizing Degree of Certainty when Expressing Opinions, page 125.

For Exercises 2 and 3, pages 126–127:
   • As you go over the chart on page 126, point out to students that there is little distinction in meaning between may and might or could when used to express certainty.
   • You might also want to point out that unlikely as the antonym of likely means that something will not occur.
   • Elicit from students some synonyms for certain (sure, convinced) and synonyms for uncertain (unsure, not convinced, doubt, doubtful). Point out
the difference is usage of these words: *I am unsure, I am not convinced, or I doubt, but It is doubtful.*

- After students have completed Exercise 3, page 127, discuss their answers as a class, resolving any differences of opinion. You may want to play the audio one more time.

**Summary of the Conversation in an Art Gallery (used in Exercise 2, page 126)**

(For the complete audioscript, see *Academic Connections 3*, page 187.)

- Viewer 1 says that the detail in the fourteenth century decorative panel from Granada, Spain is fantastic. He is **certain** that mathematicians will be fascinated by it for centuries.
- Viewer 2 states that *Tar Beach*, Faith Ringgold's quilt, is beautifully made and **should** be an inspiration to many fabric artists.
- Viewer 3 says that Toshiko Takaazu’s ceramic bowl with a closed top is an art object that has a function, but was considered controversial because it used craft materials. He says it will never be considered a functional object.
- Viewer 4 says that, according to the audio tour, *Reflected Beauty*, a painting done in 1790, is memorable because its focus is not in the middle of the painting. There is a strong curved line of a mirror and a cut-off figure leaning in from the side. He thinks that it’s **unlikely** that compositions like this one will seem so unusual in the future.
- Viewer 5 states that Barbara Kruger’s *Untitled (I shop therefore I am)* is a serious commentary about consumerism. She thinks this type of commentary **may** be better understood by anticapitalists.

Go to www.MyAcademicConnectionsLab.com for *Listening Activity 5*.

Go to www.MyAcademicConnectionsLab.com for *Checkpoint 1*. 
3 BUILDING ACADEMIC READING SKILLS

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Highlight the purpose of this section, stated on the left. Tell students that in this section, they will practice identifying common collocations and phrasal verbs in a text and distinguishing between facts and opinions.

Before You Read, page 127

Point out that the collocations found in this text are not content-specific. Mastering these collocations will be useful for students because they can be used in many different contexts.

Global Reading, page 128

Students read a text about the blending of art and craft and answer questions about the text.

Examine the Key Words on page 128. This vocabulary will be helpful for comprehension of the text and useful in the Integrated Speaking Task. You may want to point out that harassment is pronounced in two ways: ha-rass-ment or ha-rass-ment.

Summary of the Text

“The Blending of Art and Craft,” by P. Frank, pages 128–129

Since the Renaissance, people in the West have ranked art above craft. Crafts, made from things, such as clay, glass, wood, or fiber, are useful and decorative, but art—painting and sculpture—makes a personal statement and is intended to be viewed and thought about. Artists and craftspeople have often tried to eliminate this boundary.
A. William Morris (England, late nineteenth century)
   1. Encouraged artists to concentrate on making useful objects rather than producing fine arts. Believed that if artists created things for everyday use, everyone’s lives would be richer.
   2. Artists in Morris’s workshop made dishes, wallpaper, furniture, and fabrics all by hand, just as craftspeople in the Middle Ages did.
   3. Morris tried to merge art and craft while simultaneously bringing richness to the lives of ordinary people.
   4. The prices of his products were never low enough for the public or Morris.

B. Bauhaus (Germany, 1919)
   1. Approach similar to that of Morris: merged an art school and craft workshop, and cultivated both fine and applied arts to produce furniture, graphic designs, typography, and architecture.
   2. Goal similar to that of Morris: unite craft with art so that everyday people could enjoy the benefits.
   3. Bauhaus approach was modern, and since Adolph Hitler was not a fan of modern art, the Nazis harassed artists and craftsmen there and the school closed in the 1930s.

C. Latest movement against separating art and craft began in the 1970s.
   1. Artists began to make unique works from craft media to exhibit in galleries.
   2. The public began to appreciate the skill, taste, and work that went into making quilts, dishes, and stained glass.
   3. The demand for handmade objects meant for everyday use diminished because of mass production, and the distinction between art and craft began to collapse.
   4. With this change in attitude, western thought became more aligned with other cultures that have not typically distinguished art from craft.
      a. Most world cultures have traditionally valued a great piece of pottery or an illustration in a book as much as a painting or a sculpture.
      b. Now western culture is adopting this view. In 2002, the American Craft Museum’s name became the Museum of Contemporary Arts and Design.

D. Example of an artist / craftsperson: Peter Voulkos (mid-1950s)
   1. Blended ceramic tradition with modern art
   2. Destroyed preconceived notions about the limits of clay as a medium and brought new life to ceramic art.
   3. Began as a potter and explored and incorporated abstract art into his work.
      a. In his early work, he made plates that were useless as practical objects and began to exhibit them.
      b. People did not view stoneware as an art medium, so his exhibition was controversial, but the boldness of his work was undeniable.
c. The ceramic process has made rapid progress over the last 100 years, but the most important shift has been in using clay as an art form.

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Go to www.MyAcademicConnectionsLab.com for Reading Activities 1–4.

Focused Reading, page 130

Students read the article again and practice identifying opinions the writer expresses. They also practice using some common phrasal verbs.

Since Exercise 1 introduces phrasal verbs, this might be a good place to talk about separable and inseparable phrasal verbs.

- Typically, native speakers of English tend to use phrasal verbs in conversation and their more formal one-word equivalents in writing.
  
  I looked into the possibility of taking a craft class. (spoken)
  I investigated the possibility of taking a craft class. (written)

- Separable phrasal verbs are those for which the verb and particle can be separated.
  He took over the art show.
  He took the art show over.

  - Note that when the object of the verb is a pronoun, the phrasal verb must be separated.
    He took it over.
    NOT
    He took over it.

- Inseparable phrasal verbs are those for which the verb and particle cannot be separated.
  We came across a beautiful stained glass window at the art fair. NOT
  We came a beautiful stained glass window across at the art fair.

Review the academic skills focus: Distinguishing between Facts and Opinions, page 131.

In any language, the ability to distinguish between fact and opinion can be challenging when opinion indicators, such as I think or I believe are not used. Assure students that they will develop this skill over time, particularly as their vocabulary increases.
After students have completed Exercise 2, page 131, discuss their answers as a class, and ask students to provide evidence from the reading that supports their answers. What specific positive or negative words or phrases did the writer use to convey his opinion?

- Go to www.MyAcademicConnectionsLab.com for Reading Activity 5.
- Go to www.MyAcademicConnectionsLab.com for Checkpoint 2.

4 BUILDING ACADEMIC SPEAKING SKILLS

Make sure that students are familiar with the grammar point covered in MyAcademicConnectionsLab for this unit (articles) before they begin this section. Go to page 15 in these Teacher’s Notes for the grammar chart.

- Go to www.MyAcademicConnectionsLab.com for Grammar Check.

Highlight the purpose of this section, stated on the left. In this section, students practice emphasizing important information while speaking and orally express and support an opinion with facts learned in the unit.

Before You Speak, page 132

In this section, students read a short article about Japanese swords and review the unit readings and lecture in preparation for the final Integrated Speaking Task.

Summary of the Reading

“Japanese Swords,” from Japan Times, page 132

1. Traditional crafts are gaining value and importance for modern people because we live in a rational, efficient age dominated by mechanization and mass production.
2. Craftspeople are still making traditional objects by hand using very old techniques, and these products are the opposite of rational and efficient. Their beauty is unique and could never result from mass production.
3. Crafts were used to combine function and ornamentation, while the sole purpose of paintings and sculpture was to express beauty.
4. This traditional view reflected the idea that craft and art should be differentiated.
5. However, in modern times, craft objects have lost their utility. Japanese swords were made to kill and never intended as objects of beauty. But now they no longer function as weapons and are considered one of the greatest Japanese arts.

6. Craft objects like these display extraordinary artistry that we must appreciate, just as we appreciate paintings and sculptures.

Go to www.MyAcademicConnectionsLab.com for Comprehension.

**Focused Speaking, page 133**

Students learn how to emphasize important information when speaking.

Review the academic skills focus: Emphasizing Important Information.

After you have examined the information in the skills section, point out that stress and pause are important tools that speakers use to emphasize a point or for dramatic effect. Knowing what words to stress and when to pause in an oral presentation are powerful tools that increase the effectiveness of the speaker and delivery of the message.


**Integrated Speaking Task, page 134**

The Integrated Speaking Task requires students to apply the knowledge they have acquired in this unit in order to prepare an oral presentation.

- Go over the Integrated Speaking Task assignment on page 134. Remind students that their introductions should have a thesis statement that introduces the topic and expresses an opinion without using opinion indicators, such as *I think* or *In my opinion*.
- Review Steps 1–2 on page 135. You may want students to have a complete thesis statement before they plan their introductions.
- Review Steps 3–8 on page 136. You may want to assign the preparation of the report as homework.
- For Step 6, remind students that they are writing the report in order to decide which words should be stressed and where they should pause. However, they should not read the written report word for word.
- For Step 7, you can have students work in pairs or small groups to give each other feedback using the checklist on page 136.
- Allow time for students to revise their reports, either in class or at home, before they present their reports to the class.
Go to www.MyAcademicConnectionsLab.com for Internet Activity and Academic Words Puzzle.
### GRAMMAR CHART: Articles

<table>
<thead>
<tr>
<th>Articles</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **1. A noun is **indefinite** when it is not specifically identified.** | I just finished reading a **book** about art. *(The listener doesn't know which book about art.)*  
Use **a** / **an** before a singular indefinite count noun. Use **a** before a consonant sound and **an** before a vowel sound.  
Use **some** before:  
• an indefinite plural count noun  
• an indefinite noncount noun |  
I'd like to get **some books** on art. *(plural count noun)*  
We went shopping for **some furniture**. *(noncount)* |
| **2. A noun is **definite** when the speaker and listener are both thinking about the same specific thing.** | A: I’ve just seen **the painting**. It’s beautiful.  
B: I knew you’d like it! *(Speaker and listener both know which painting is being discussed.)*  
A: Are you planning to buy **the paintings**? *(Speaker and listener both know which paintings are being discussed.)* |  
The children in this painting are looking at **the moon**. *(There is only one moon.)* |
| **3. Use **the** with a unique person, place, or thing.** | The children in this painting are looking at **the moon**. *(There is only one moon.)* |
| **4. Use **a** with singular count nouns to make generalizations.** | **A computer** is useful for doing art projects. *(The speaker is talking about any computer.)*  
It’s fun to buy **crafts**.  
**Good furniture** is expensive. *(The speaker is talking about crafts and furniture in general.)* |  
**A computer** is useful for doing art projects. *(The speaker is talking about any computer.)*  
It’s fun to buy **crafts**.  
**Good furniture** is expensive. *(The speaker is talking about crafts and furniture in general.)* |
| **5. Use **a** the first time something is mentioned. Use **the** for the second mention.** | Last year, I went to a **flea market** near my house and bought a **painting**. **The painting** was really cheap. A month later, I found out the **painting** was worth a lot of money. Later I discovered that **the flea market** raised its prices. |
6. Use *a* / *an* when you classify singular count nouns (say what kind of thing it is).

Do not use an article when you classify plural count nouns or noncount nouns.

<table>
<thead>
<tr>
<th>This is a <strong>beautiful Japanese sword</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to look at <strong>abstract paintings</strong>.</td>
</tr>
</tbody>
</table>
UNIT 6 ANSWER KEY

1 PREVIEW

Previewing the Academic Content

Exercise 3, page 118
Answers will vary. Possible answers:

<table>
<thead>
<tr>
<th>Art</th>
<th>Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>expresses ideas or emotions</td>
<td>is useful or functional in a specific way</td>
</tr>
<tr>
<td>demonstrates skill</td>
<td>is planned before it is created</td>
</tr>
<tr>
<td>is unpredictable</td>
<td>is created for a specific consumer</td>
</tr>
<tr>
<td></td>
<td>demonstrates skill</td>
</tr>
</tbody>
</table>

Exercise 5, page 119
Answers will vary. Possible answers:

Art expresses ideas or emotions, must demonstrate some skill, and has unpredictable outcomes.

Craft is useful, preplanned, created for a specific consumer, and must demonstrate skill.

Previewing the Academic Skills Focus

Exercise 1, pages 120–121
Answers will vary. Possible answers:

1. a. It is one of the greatest of all Persian carpets.
   b. Art critics believe that this quilt is unique because it combines fantasy with hard reality. Imagination is the key to overcoming obstacles.
   c. Many people felt that the Realists caused artistic and moral decline by painting unpleasant and unimportant subjects. They believed Realists were enemies of true art.

Exercise 2, page 121
Facts come first. Opinions follow facts.
Exercise 3, page 121
Many people felt that . . .
Art critics believed that . . .
“It is one of the greatest of all Persian carpets” is not introduced by a typical opinion phrase.

2 BUILDING ACADEMIC LISTENING SKILLS

Global Listening

Exercises 2 and 4, page 122
1. T
2. F; People thought that anything made from these materials was craft.
3. T
4. F; The definition of craft does not include mass-produced objects.
5. F; Craftspeople produce functional objects; artists produce objects with no specific function.
6. T
7. T
8. F; Because craftspeople plan their creations, they do know when their creations are complete.
9. T
10. T
11. T
12. T
13. F; Artists don’t know when they are finished creating their objects.
14. F; Artists do not have a consumer in mind while they create their objects.
15. T
16. F; Collingwood’s theory of art and craft is influential because it does not rely on the materials creators use to produce their objects. Instead it relies on the kind of creation that is involved.
17. F; The distinction between art and craft is open to debate.
Exercise 5, pages 123–124

Answers will vary. Possible answers:

Example 2: From my perspective, this is an example of craft. Collingwood would say this is craft because the painting is being made for a specific consumer.

Example 3: It seems to me that this is an example of craft because the actress plans to create a specific emotion in her audience. According to Collingwood, this is a characteristic of craft.

Example 4: As far as I’m concerned, this is an example of art. Collingwood states that as the actress explores the limits of her character without fully understanding the outcome of her role, this is art.

Focused Listening

Exercise 1, page 124

Answers will vary. Possible answers:

1. reliable—an audio tour in a gallery provides information based on researched facts
2. reliable—a professor is an expert in his or her area
3. unreliable—anyone can contribute information to Wikipedia, even people who are not experts in the field; information on Wikipedia can be altered by anyone
4. reliable—a textbook is written by experts in the field; it is usually reviewed by other experts to make sure it contains correct information
5. reliable—a newspaper article is most likely written by someone who is an expert in the field; checking the author’s name and publication date can help, ensuring that the information comes from a reliable source
6. unreliable—a math student is most likely not an expert in art
7. unreliable—information on the Internet, especially where there is no information about the source of the information, is not reliable; anyone can post information on the Internet
8. reliable—academic journal articles are written by experts in their fields
### Exercise 2, page 126

<table>
<thead>
<tr>
<th>Work of Art</th>
<th>Degree of Certainty (from 1 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Absolutely certain something won’t happen</td>
</tr>
<tr>
<td>decorative panel from Alhambra Palace</td>
<td></td>
</tr>
<tr>
<td><em>Tar Beach</em></td>
<td></td>
</tr>
<tr>
<td>A ceramic bowl by Toshiko Takaezu</td>
<td>✓</td>
</tr>
<tr>
<td><em>Reflected Beauty</em></td>
<td></td>
</tr>
<tr>
<td><em>Untitled (I shop therefore I am)</em></td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 3, page 127

The facts came first, followed by the opinions.

### 3 BUILDING ACADEMIC READING SKILLS

#### Before You Read

**Exercise 1, page 127**

break down this barrier; by hand; side by side with; bring…in line with; equal in merit to

**Exercise 2, page 127**

*Answers will vary. Possible answer:*

It seems to me that this is a blend of art and craft. It is not really a craft because it has no function (a bowl with a closed top can no longer hold flowers), yet it is not a traditional art because it is made of clay. The creator talks about her work as an object of pure beauty, so in this sense it is an art. It is a blending of art and craft.
Global Reading

Exercise, page 128
1. Art was more important than craft. Crafts were useful and were made from media, such as wood, clay, and glass. Art was made to be looked at or thought about, and made a personal statement.
2. Their goal was to break down the barriers between art and craft and bring the two forms of creation together.
3. Consumers increasingly valued the skill of craft work. At the same time, mass production reduced the demand for handmade objects for daily use.
4. Westerners now view art and craft as the same, or as equal in merit. Craft is equal in merit to art.
5. This was controversial because the artist used clay (a traditionally craft media) to create nonfunctional works (such as art). Most people did not think of stoneware as an art media.

Focused Reading

Exercise 1, page 130
Sentences will vary.

thought about; In today’s class we thought about the blending of art and craft.
are made with; Quilts are made with pieces of cloths stitched together.
break down; Toshiko Takaezu’s objects break down the barrier between art and craft.
turn away from; Picasso’s paintings turn away from the notion that art should represent life.
bring craft and art together; Toshiko Takaezu’s objects bring craft and art together.
push against; Many craftspeople push against the idea that craft cannot be art.
draw together; In recent years, art and craft started to draw together as people recognized the artistic value in many craft objects.
broke through; Many quilt makers broke through the notion that quilts are simply functional objects; some quilts are simply works of art.
touch off; I wonder if Picasso knew he was going to touch off a new direction in modern art when he first began painting.

Exercise 2, page 131
1. a  2. c  3. b


## 4 BUILDING ACADEMIC SPEAKING SKILLS

### Before You Speak

**Exercise 1, page 132**

*Answers will vary. Possible answers:*

1. Yes, I agree that modern society is governed by the principles of rationalism and efficiency. I see that everything people buy these days is mass produced and is made to be efficient. These objects are modern looking – they don’t have many details or any ornamentation.

2. Because they take a lot of time to make and have unique beauty that mass production cannot achieve.

3. Over time, traditional crafts have lost their function. For example, Japanese swords are no longer made to kill the enemy; they are made because they are beautiful. They are now considered an art form.

**Exercise 2, page 133**

<table>
<thead>
<tr>
<th>Characteristics of Art</th>
<th>Characteristics of Traditional Craft</th>
<th>Characteristics of Modern Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>for beauty to express emotion</td>
<td>for a function</td>
</tr>
<tr>
<td>Materials</td>
<td>painting, sculpture</td>
<td>clay, ceramic, stoneware, fabric, wood</td>
</tr>
<tr>
<td>Value</td>
<td>highly valued and expensive</td>
<td>not valued by western culture</td>
</tr>
<tr>
<td>Relationship of creator to object</td>
<td>creator is part of the audience</td>
<td>creator knows the outcome</td>
</tr>
<tr>
<td>Other characteristics</td>
<td>unpredictable inconsistent may be beautiful and convey emotion or may not</td>
<td>planned predictable predetermined end point</td>
</tr>
</tbody>
</table>
Focused Speaking

Exercise 2, page 134
1. MODERN craftspeople are now using TRADITIONAL CRAFT MATERIALS to make ART.
2. VOULKOS created pottery plates that were FUNCTIONAL, then bent and scratched them so they were NON-FUNCTIONAL.
3. TRADITIONAL JAPANESE SWORDS were FUNCTIONAL CRAFT. Now they have LOST their function and are considered ART.

Exercise 3, page 134
Content words and words that show contrast are emphasized.