



Niveau A2

SÉQUENCE : TALKING ART

Cette séquence est destinée aux élèves de cycle 4. Elle aborde le thème de l'art et s'appuie sur des supports variés. Le but de cette séquence est de faire découvrir aux élèves trois artistes et leur mouvement artistique.

Tâche finale 1 : Pick a celebrity from American Popular Culture and make his/her **Pop Art portrait**. Then present it to the class. You must justify your choice : speak about the artist who inspired you and present his artistic movement.

Tâche finale 2 : Draw or paint like **Norman Rockwell** or a **street art artist**. Present your artwork to the class. Justify yourself by speaking about the artist who inspired you and by presenting his/her artistic movement.



Evaluation intermédiaire 1 : (Oral) : Describe a painting and present the artist.

Evaluation intermédiaire 2 : (Ecrit) : Pop test about Pop Art.

Compétences	<p>Ecrire : Reformuler un message, rendre compte, raconter, décrire, expliquer, argumenter.</p> <p>Parler en continu : Mettre en voix son discours par la prononciation, l'intonation et la gestuelle adéquates.</p> <p>Lire & comprendre : S'approprier le document en utilisant des repérages de nature différente : indices extralinguistiques, linguistiques, reconstitution du sens, mise en relation d'éléments significatifs.</p> <p>Ecouter & comprendre : Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message.</p>
Domaines du socle commun	1, 2 et 5
Repère culturel	Langages : langages artistiques
Objectif de la séquence	Découvrir des artistes et leur mouvement artistique
Projet Final	Organiser un vernissage au collège avec concours et élection de la meilleure œuvre.
Objectifs linguistiques	<p>La description : I can see/ there is/are</p> <p>Formuler des hypothèses : maybe, perhaps + modaux : may/might Exprimer son opinion</p> <p>Exprimer ses sentiments Rebrassage le présent simple Rebrassage le prétérit simple</p> <p>La proposition infinitive : V1 + TO + BV La voix passive Vs la voix active</p>
Méthodologie	La description et l'analyse d'une œuvre.

LESSON 1

Test your knowledge about art

Objectif	Découvrir quelques œuvres célèbres et leurs artistes et les présenter.
Compétence	Ecrire
Supports	Worksheet https://quizizz.com :quiz sur l'art.
Objectifs linguistiques	La voie passive La description & Exprimer son opinion

Anticipation : a) *What is it? Who made it? Tick the correct answers.*



A book

A picture

An illustration

A painting

A painter

A writer

An illustrator

A drawer

b) *This is a :*

talent

Work of art

passion

Activity 1 : *Look at these paintings. Guess their names. Crack the codes.*

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26



20

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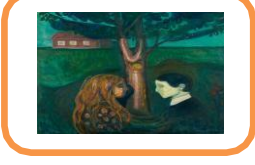
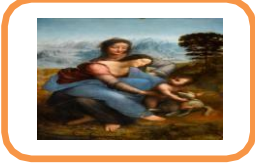



Activity 2 : *Now, match the artist with his/her work of art.*

 <p>1 ANDY WARHOL, 1985</p>	 <p>2 NORMAN ROCKWELL, 1956</p>	 <p>3 EDVARD MUNCH, 1893</p>	 <p>4 LEONARDO DA VINCI, 1503</p>
--	--	--	--



*Here are some clues to help you. These are some famous paintings/works of art by these artists.
Observe them and try to associate them to the other paintings.*

Andy Warhol		
Norman Rockwell		
Edvard Munch		
Leonardo da Vinci		

Activity 3 : *Which painting do you prefer? Explain why.*



EX : I like _____ because it's + ADJ/ I think it's _____

Expressing opinions :

I think... To my mind... In my opinion

The painting is colourful/ too dark #
bright/ nice/ beautiful/ realistic/
blurred/ mysterious.

Activity 4 : TE : *Introduce each painting with the information you have. Describe what you can see on these works of art.*

EX : _____ was painted/ was made by _____ (artist) in _____ (date). On the painting, we can see/ there is (description) _____.



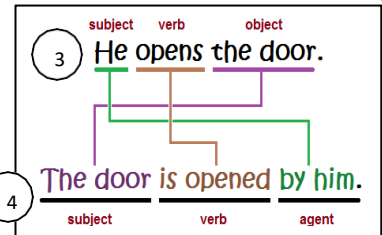
Observe ces phrases et décris-les : SVC

EX 2

EX1

1- Norman Rockwell painted **The Discovery** in 1953.

2- **The Discovery** was painted by Norman Rockwell in 1953.



Dans chaque exemple, identifie les phrases à la voix active et passive.

Les phrases ____ et ____ sont à la voix active : le sujet fait □ subit l'action □ .

Les phrases ____ et ____ sont à la voix passive : le sujet fait □ subit l'action □ .

Comment forme-t-on la voix passive ?

La voix passive se forme avec l'auxiliaire ____ et le ____.

C'est toujours ____ qui se conjugue au temps voulu et qui prend la négation.

Phrase active : verbe au **présent simple** → phrase passive : BE au ____ + ____

Phrase active : verbe au **prétérit simple** → phrase passive : Be au ____ + ____

➤ **Now, let's test your knowledge about art ! In groups, answer this quiz about art**

QUIZ!

Go to : <https://quizizz.com> : paintings

Homework : **Webquest**

- Remember the paintings from **activity 2** ? Do some research about them. Find the titles, and the dates.
- Then, in class, be ready to present them.
- Be ready for the **next recap**. Practise. **Describe the paintings.**

On this painting, we can see... There is/are.... There is /are also... The dominant colour is/are...

Describe the actions with **BE + V-ING** : The girl **is sitting** on a bench.

Speak about the characters' feelings/ emotions with **adjectives** : She looks/seems happy.

LESSON 2

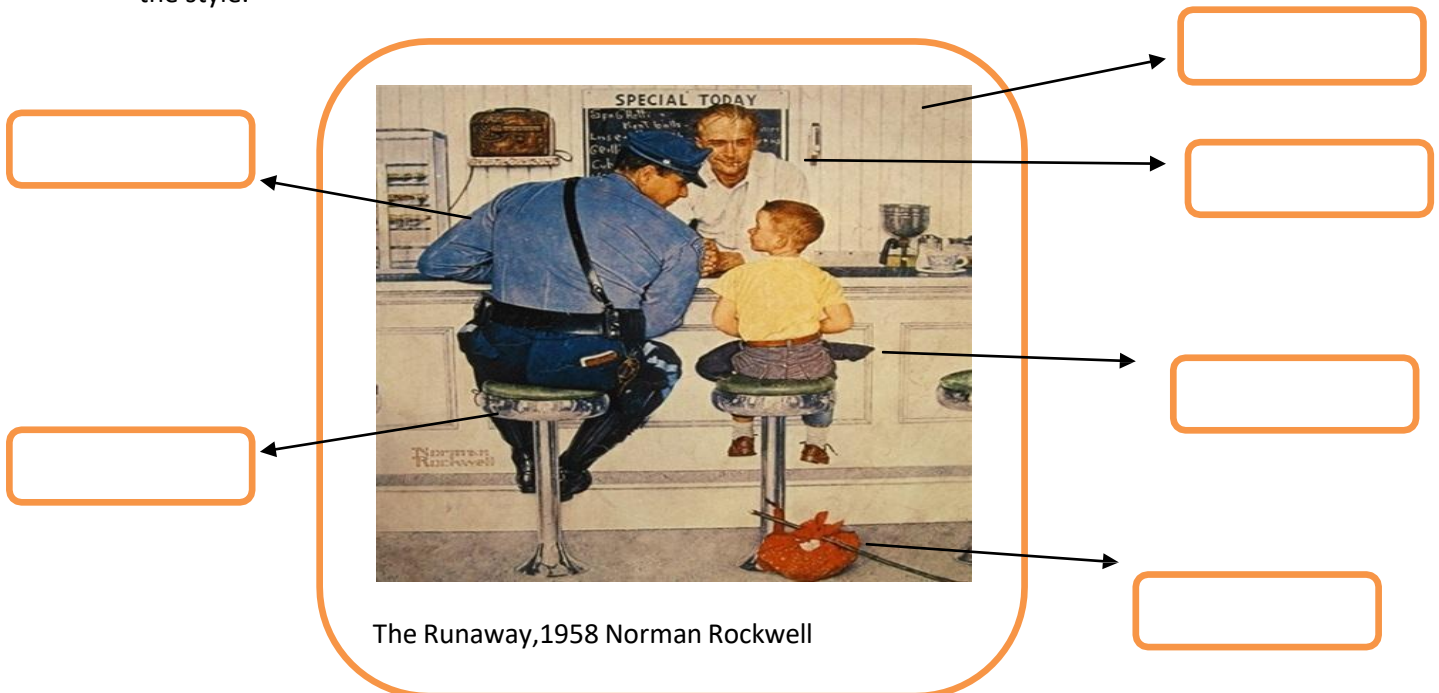
What a work of art !

Objectif	Être capable de décrire et d'analyser une œuvre.
Compétences	Parler en continu Ecrire
Supports	Worksheet : How to describe a picture : voir annexes. Œuvres de Norman Rockwell : The Runaway, 1958 et Teacher's birthday, 1956.

RECAP : *Let's play a game ! Describe a painting from lesson 1. The class must guess the title.*

Anticipation : *a) Look at this artwork. Do you recognize the style? Find the name of the artist.*

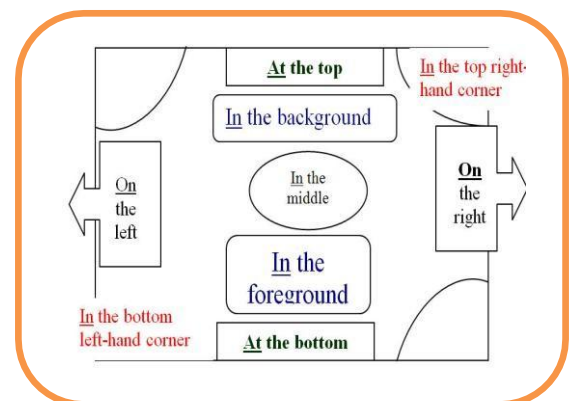
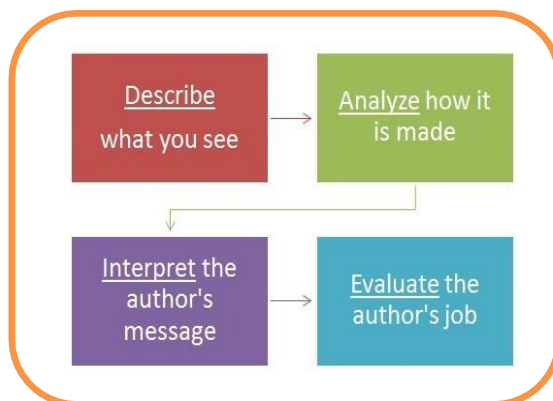
I think/ Maybe/ Perhaps/ To my mind... it's a painting made by _____. I can recognize the style.



b) **Match the vocabulary to the painting** : a stool / a stick with a handkerchief/ a state-police officer/ a counterman/ a restaurant/ a jacket

DESCRIBE AND ANALYZE

When you describe a painting, there are different **STEPS** to follow. Let's learn about them.



STEP 1 : DESCRIBE

- **Describe** what you can see on the painting with the help of the vocabulary and the phrases to locate the characters, elements. Locate the scene. (**voir annexe : how to describe a picture**)
- The scene is about...
 - The scene takes place in...
 - In the foreground, I can see.../ there is/are...

STEP 2 : ANALYZE

- When you analyze a painting, speak about, **shapes, lines, colours, textures** etc when it is necessary. You can describe the actions in details.
- The dominant colour is/are...
 - The emphasis is made on...

STEP 3 : INTERPRET

Speak about the **artist's purpose/goal**. What is the **artist's message** ? What does the artist want to show? What feelings are conveyed through the painting? You can also use the historical context to describe the importance of the artist's artwork.

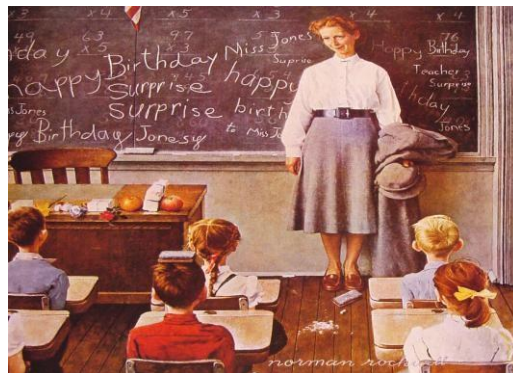
- The artist wants to show.. ;
- The message conveyed through this painting is about...
- When we look at the painting we feel...

In this part, speak about your **feelings**, your **opinion** about the painting.

- I like the painting because...
- To my mind, this painting is ...

TE : Correction

Activity 2 : Let's practice again ! Now, describe this painting by Norman Rockwell. Follow the steps.



Teacher's birthday, 1956 Norman Rockwell

Activity 3 : Do some research about Norman Rockwell. Find the following information.

https://en.vikidia.org/wiki/Norman_Rockwell



Date of birth	
Nationality	
1st job	
Name of the magazine he worked for	
N° of covers	
Famous work of art : 1943	
Personal life	

✚ How much do you know about Norman Rockwell ? Take this quiz in groups => Bonus. **QUIZ!**

<https://quizizz.com/> Norman Rockwell

LESSON 3

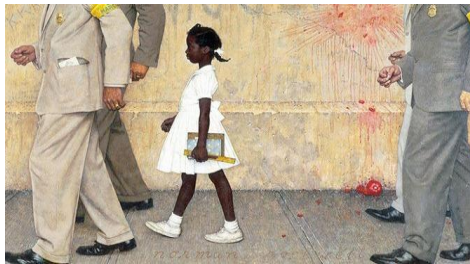
Some artists and their artworks.

Objectifs	Comprendre une biographie d'artiste Comprendre le travail d'un artiste
Compétences	Lire et comprendre Ecouter et comprendre Parler en continu
Supports	The problem we all live with : Norman Rockwell, 1964 Campbell's soup cans : Andy Warhol, 1962 https://www.tate.org.uk/kids/explore : article sur Andy Warhol https://youtu.be/DhEyoDCTSDQ : vidéo sur le Pop Art https://www.youtube.com/watch?v=LRGUwYAKVQ : Vidéo sur Norman Rockwell
Objectifs linguistiques	La proposition infinitive

✚ **Travail en groupe (îlots) différencié : Chaque groupe travaille sur un artiste et son travail.**
Pendant la correction, les autres groupes, remplissent les fiches des groupes qu'ils écoutent.



Anticipation : a) Look at these paintings. Introduce and describe them.



The problem we all live with, 1964,
museum, Massachussets.



Campbell's soup cans, 1962 : Museum
of Modern art, New York city.

b) Match them with the correct artist.

1 Andy Warhol

2 Norman Rockwell

c) Tick the themes corresponding to the artworks then match them with the artwork

Religion

Segregation

Consumerism

War

Civil rights

School

Children's labour

Understanding these artists and their artwork

Activity 1 : Read, Listen and find relevant information about the artists mentioned below and about their art.

GROUP 1 : Go to <https://www.tate.org.uk/kids/explore> . Read and complete the grid below with the information you have collected on Andy Warhol.



READING PART	
Full name	
Date of birth and death	
Artistic movement	
First job	
What is he famous for?	
What is Popular culture	
What does the title « campbell's soup cans » refer to?	
Technique used	
Definition of the technique	
Where did he exhibit his artwork?	
What is Pop Art ?	

TE : Recap ! Complete the text with the answers from the grid.

Andy _____ was born in _____ and he died in _____. He was part of the _____ movement. His first job was _____. He was famous for _____. Popular culture is _____. Campbell's soup cans is _____. He used the _____. It is _____.
Andy Warhol exhibited his artworks in a place called _____. Pop Art is all about _____.

GROUP 2 : Go to <https://youtu.be/DhEyoDCTSDQ> . Watch the video, listen and complete the grid below with the information you have collected on Pop Art.



LISTENING PART	
What is Pop Art ? Watch the video and pick out the following information	
Tick the adjectives used to describe Pop Art	old <input type="checkbox"/> boring <input type="checkbox"/> young <input type="checkbox"/> discreet <input type="checkbox"/> bold <input type="checkbox"/> fun <input type="checkbox"/> sad <input type="checkbox"/>
What does Pop Art stand for?	Pop corn Art <input type="checkbox"/> Popular Art <input type="checkbox"/>
Pop art Artists	
Definition of Pop Art by Hamilton. Tick the key words.	low cost <input type="checkbox"/> old <input type="checkbox"/> young <input type="checkbox"/> expensive <input type="checkbox"/> witty <input type="checkbox"/> dumb <input type="checkbox"/> glamorous <input type="checkbox"/> elegant <input type="checkbox"/> mass produced <input type="checkbox"/> unique <input type="checkbox"/>
Warhol _____	collage <input type="checkbox"/> advertizing <input type="checkbox"/> comic-books <input type="checkbox"/> minnie Mouse <input type="checkbox"/>
Lichtenstein _____	collage <input type="checkbox"/> advertizing <input type="checkbox"/> comic-books <input type="checkbox"/> minnie Mouse <input type="checkbox"/>
Paolozzi _____	collage <input type="checkbox"/> advertizing <input type="checkbox"/> comic-books <input type="checkbox"/> minnie Mouse <input type="checkbox"/>

TE : Recap ! Complete the text with the answers from the grid.

In the video, Pop Art is _____.
Pop Art stands for _____. There were famous Pop Art artists such as _____.

According to Hamilton, Pop Art is _____.

Andy Warhol used _____.

Lichtenstein used _____.

Paolozzi used _____ and _____.

GROUP 3 : Go to https://www.youtube.com/watch?v=LRGUwYA_KVQ . Watch the video and complete the grid.



The artist's name	
Date of birth and death	
Name of the magazine he worked for	
Adjective used to describe his illustrations	pessimistic <input type="checkbox"/> joyful <input type="checkbox"/> optimistic <input type="checkbox"/>
Important periods in his art	Slavery <input type="checkbox"/> World War I <input type="checkbox"/> World War II <input type="checkbox"/> The Great Depression <input type="checkbox"/> Prehistoric age <input type="checkbox"/>
Techniques used	prints <input type="checkbox"/> oil on canvas <input type="checkbox"/> spray paint <input type="checkbox"/> oil on board <input type="checkbox"/> collage <input type="checkbox"/>
Goal/ purpose of his art	To witness everyday American life <input type="checkbox"/> To criticize American consumerism <input type="checkbox"/> To denounce injustice <input type="checkbox"/>

TE : Recap ! Complete the text with the answers from the grid.

Norman Rockwell was born in _____ and he died in _____.

He worked for a magazine called _____.

His illustrations are _____. In his artwork, he represented sceneries from _____.

He used _____ and _____.

When he painted, he wanted the audience to _____.

Activity 2 : Now, in groups, pick an artwork and present it to the class.



+ Préparation à la tâche intermédiaire : S'exprimer à l'oral en continu.

Respect the steps to describe a painting. Add some elements about the artist's biography and the art movement. Speak about the message conveyed by the art of work.

Tool box :



Artist's biography

Artistic movement

Méthode : exposé oral



PR : La proposition infinitive : TO + BV

Observe cette phrase et décris-la.

- 1- The artist wants the audience to witness everyday American life.
- 2- The painter would like the audience to think about the American Dream.

Sujet 1 + verbe 1 + complément (celui qui doit faire l'action) + TO+ BV + Complément.

Que permet d'exprimer la proposition infinitive dans les 2 phrases. Propose une traduction.

1- _____

2- _____

1- Match the definition with the right job.

An artist who paints pictures

1

A person who draws or creates pictures for magazines, books...

2

An artist who makes sculptures

3

A person who takes photographs

4

A person who analyzes, interprets and evaluates art.

5

A person who is in charge of the objects or works of art in a museum.

6

An art critic



An illustrator



A painter



A photographer



A sculptor



An art curator



2- What art movement are you?



Take this quiz and note down the answer in your copybook. Then, find some information about your art movement. : <https://www.tate.org.uk/kids/games-quizzes/quiz-which-art-movement-are-you>

Present your art movement to the class.

Art movement	
Dates	
Characteristics	
Famous artists	

TE : If I were an art movement, I would be _____ because _____.

LESSON 4

Is this art ?



Objectifs	Découvrir un nouveau genre d'art. Donner son opinion sur ce genre d'art.
Compétences	Parler en continu Ecrire
Supports	https://blocs.xtec.cat/streetart/definition-of-street-art/definitionwhat-is-street-art : définition Street art. https://www.biography.com/artist/banksy : Biographie de Banksy

Anticipation : a) Look at these 3 pictures and describe them.



b) Match each picture with its description.

1- Graffiti with spray paint

2- Murals

3- Stencil art Graffiti

c) According to you, to which artistic movement do these artworks belong?

Pop art

Street art

Realism

Activity 1 : Let's define this artistic movement.

Click on the link below to read a definition of Street art.

<https://blocs.xtec.cat/streetart/definition-of-street-art/definitionwhat-is-street-art>



How can we qualify Street Art. Pick out an adjective in the text.	
Name a place where you can find this type of art	
What do some people think about this type of art?	
Name the different terms to speak about Street Art	
What do the artists intend to do?	
People who do this type of art always sign their work of art	Right <input type="checkbox"/> wrong <input type="checkbox"/>
Pick out the different techniques	

For more information and some examples, go to <https://blocs.xtec.cat/streetart/definition-of-street-art/street-art-definition-and-techniques>

TE : Complete the text with the answers from the grid.

Street art is _____. You can find this type of art in _____. People think that street art is _____. Street art includes different terms such as : _____, _____, _____, _____, _____.

The artist usually tries to _____.

The artist is usually _____. There are different techniques quec as : _____.

Activity 2 : Look at these artworks. Describe and try to guess the name of the artist.



➤ **Solve this puzzle to find the artist 's name.**

My first is the place
where you put all your
money.

My second is 'YES' in
Spanish.

My whole is a famous
artist from the Street
Art movement.

Activity 3 : Know more about the artist. Go to <https://www.biography.com/artist/banksy> , **read and pick ou the following information.**



Name	
Identity	
Date of birth	
Nationality	
How is his artwork characterized?	
Main themes in his work?	
Common subjects in his art.	

Activity 4 : What do you think about Street Art? According to you is it art? Justify your answer.
Then, report to the class.

According to me/ To me/ In my opinion/ I think that....

Homework : 1- Can you recognize these forms of art ?

Match each definitions with its definition.

A painting or other work of art executed directly on a wall.

1

Writing or drawing scribbled or sprayed illicitly on a wall in a public place.

2

Artwork that is created in a public space with no official permission and which can convey a message.

3



Graffiti



Street art



Murals



2- Answer this quiz about Street art : <https://learningapps.org/9577897>

QUIZ!

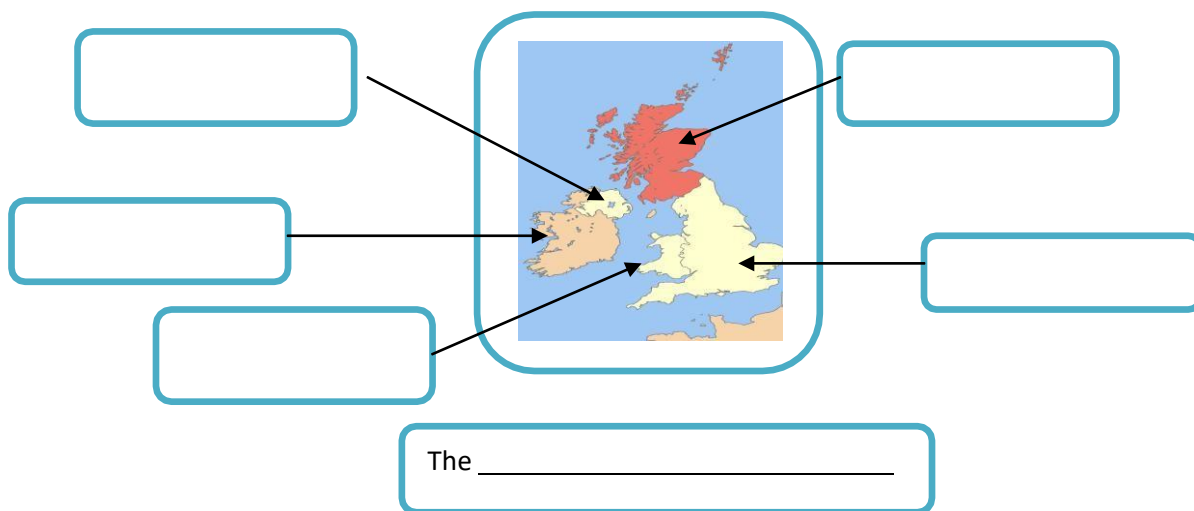
LESSON 5

Listening Comprehension

Objectif	Comprendre une vidéo sur un mouvement artistique
Compétences	Ecouter & Comprendre/ Ecrire
Supports	Séance à mener en autonomie en labo de langues Murals in Northern Ireland. https://learnenglishteens.britishcouncil.org/uk-now/video-uk/northern-irelands-street-art

CULTURE

Activity 1 : a) Look at the map. Label the countries and match them with their capital cities.

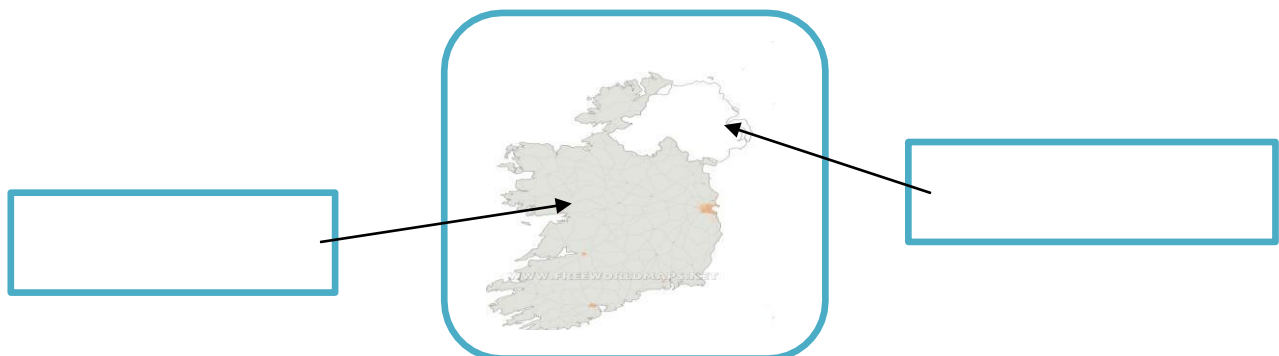


b) Go to <https://kids.nationalgeographic.com/explore/countries/ireland>. Look at the map. Which part of Ireland is part of the UK?

Northern Ireland ☐

The Republic of Ireland ☐

c) Which part of Ireland is Protestant? Which part of Ireland is Catholic? Complete the map.



Check your answers at : <https://passage-new.cappelendamm.no/c453153/artikkel/vis.html?tid=498532>

VOCABULARY

Activity 2 : Match these adjectives with their opposites.

- | | | |
|-----------|---|-----------------|
| Dull | • | • boring |
| Exciting | • | • violent |
| Important | • | • insignificant |
| Peaceful | • | • lively |

Activity 3 : Classify the following words or group of words into 2 categories using the grid below.

harmony/oppression/love/defensive/bring both sides together/leave violent past behind/feel under pressure/ militaristic imagery/ live better/thousands of dead/unity/division/troubles/divided community/violence/peaceful imagery

Conflict	Peace

Answers :

Conflict	Peace
Troubles Thousand of dead Division Divided community Violence feel under pressure Defensive Militaristic imagery Oppression	Harmony Live better United community Peaceful imagery Unity Peace Feel relax Leave violent past behind Love Bring both sides together

LISTENING COMPREHENSION

 Watch the video and do the activities.



1- Pick out the following information about the place.

COUNTRY	
CAPITAL CITY	
CITY DESCRIPTION : 2 adjectives	
WHAT IS IT FAMOUS FOR ?	

2- The city's history : Pick out the following information.

- What happened? _____
- Pick out the 2 communities : _____
- What did they want?: _____
- Community 1 : _____
- Community 2 : _____

3- Art in the city :

- Art seen in the video : graffiti ☐ murals ☐ paintings ☐
- Place where you can find them : _____
- Symbol : They symbolize a _____

4- Art and teenagers :

Name of the centre	
Goal	
What is art for the girl?	Art is _____
What does the boy think about Street Art?	Street Art gives _____

5- Art in Belfast : complete the text.

There is a saying : « _____ ».

The murals reflect a _____.

Answers :

Country	Northern Ireland
Capital city	Belfast
Pick 2 adjectives to describe the city	Lively and exciting city
What is it famous fo?	Music, nightlife and university
Problem that made the headlines around the world	Years of conflict, troubles, thousands of dead
Pick out the 2 communities	Protestant Christians Catholic Christians
Match the community with its goal	Wanted Northern Ireland to remain part of the UK Wanted yo join up with the Irish Republic
Art seen in the video	Murals : reminder of the past
Place where we can find them	Painted on walls and houses
What does it symbolize	A divided community
Tim Mc Carthy analysis	Images very common in working class areas
Murals symbolism for 1 community	1 community felt under pressure The other community : defensive, military imagery
Murals symbolism for the other community	The same content with different colours.
Evolution of the city and the murals since the past events	Feel better, more relax and the murals reflect this
How do people see these murals now	More appropriate for a community who wants to leave the past behind.
Name of the centre for young people	Conway Community centre


Goal of the centre	To help young people developing their skills and produce new artwork
The girl's testimony about art	Art is safe and a good form of expression
The boy's testimony	Street art gives the city a kind of character and without art in a country it would be dull
Famous saying	Art reflects society
What do these murals reflect?	A more prosperous and peaceful Northern Ireland

RECAP


- ✚ Now, let's recap! Sum up the video with the help of the answers from the listening comprehension.
- ✚ Do you agree with the saying : « Art reflects society »? Justify your answer.

ANNEXES

Art Language

 Classify these words into different categories.

Types/ genre	Colours	Techniques
<i>silkscreen oil on canvas spray paint bright oil on board illustrations murals paintings graffiti</i> <i>colourful dark stencils prints sculptures collage dark the cover of a magazine a drawing a portrait dull vivid brilliant</i>		

 Find the French equivalent of these useful verbs you can use to speak about a work of art. Use [wordreference](#).

To criticize : _____

To highlight : _____

To portray : _____

To symbolize : _____

To convey an impression : _____

To raise a controversial issue : _____

To show : _____

 Let's work on adjectives and their opposites : to describe a work of art.

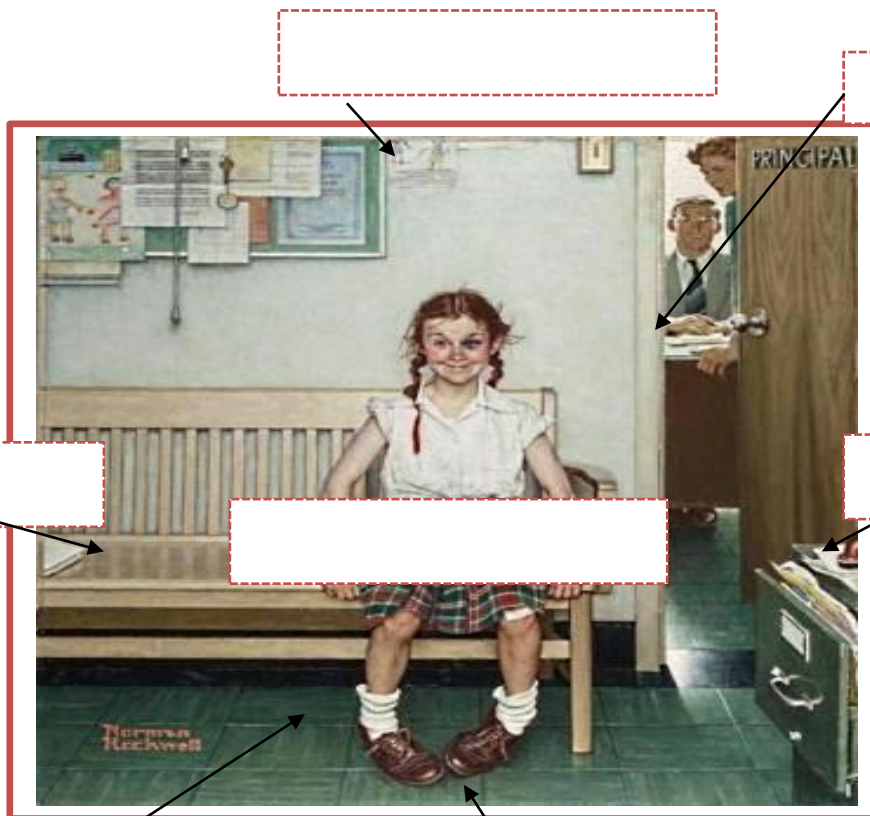
- | | |
|--------------|-------------------|
| Young • | •interesting |
| Bold • | •unconvincing |
| Fun • | •timorous |
| Expensive • | •sincere |
| Witty • | •boring |
| Original • | •unemotional |
| Convincing • | •uncreative |
| Moving • | •dull |
| Ironic • | •sad |
| Boring • | •Cheap (low cost) |
| humorous• | •old |

Remember : Use [wordreference](#) to check the **meaning** or the **pronunciation** for new words.

How to describe a picture

Match the phrases with the picture :

At the bottom of the picture/ **On** the right of the picture/ **In** the foreground on the picture/ **On** the left of the picture/ **In** the background of the picture/ **At** the top of the picture/ **In** the middle of the picture.



I can see

There is

There are

Fiche de mémorisation



Objectif : Réviser et mémoriser les notions importantes de la séquence.

Lesson 1 :	
<ul style="list-style-type: none">• Present this painting (choisir une œuvre)	
Lesson 2 :	
<ul style="list-style-type: none">• Pick 1 artist ; describe and analyze his/her painting.	
Lesson 3 :	
<ul style="list-style-type: none">• Introduce the artist.• Explain his/her art movement	
Lesson 4 :	
<ul style="list-style-type: none">• Define Street Art.• Name 1 Street Art artist• Give your opinion about Street Art.	



Préparation à la tâche finale

Tâche finale 1	Pick a celebrity from American Popular Culture and make his or her pop art portrait. Then present it to the class. You must justify your choice : speak about the artist who inspired you and present his artistic movement.
Tâche finale 2	Draw or paint like Norman Rockwell or a Street Art artist. Present your artwork to the class. Justify yourself by speaking about the artist who inspired you and by presenting his/her artistic movement.

✚ ***Si tu choisis la tâche finale 1, tu peux trouver de l'aide sur ce site.***

- 1- Tu trouveras quel artiste Pop Art pourrait plus t'inspirer en répondant à ce quiz.
- 2- Tu trouveras des astuces pour t'aider à créer ton œuvre Pop Art à la manière d'Andy Warhol par exemple.



Which Pop Art artist are you? Take this quiz : <https://www.tate.org.uk/kids/games-quizzes/quiz-which-pop-artist-are-you>

Make Pop Art like Andy Warhol : <https://www.tate.org.uk/kids/make/paint-draw/make-pop-art-warhol>

✚ ***Si tu choisis la tâche finale 2, tu peux trouver de l'aide sur ce site.***

- 1- Tu peux regarder cette vidéo qui parle de la technique de Norman Rockwell :
- 2- Tu peux également lire l'article sur le site ci-dessous afin de trouver de l'aide :

Norman Rockwell Painting process : <https://www.youtube.com/watch?v=JlufEZCh1Mk> . Tu as la possibilité de mettre les sous-titres en français pour mieux comprendre sa technique.

How to sketch your own photorealistic portrait like Norman Rockwell : <https://layers-of-learning.com/norman-rockwell-the-saturday-evening-post>

Dans tous les cas tu réaliseras ton œuvre à la manière d'Andy Warhol ou de Norman Rockwell.

Tu devras :

- Décrire ton œuvre et parler du message que tu as voulu faire passer.
- Parler de l'artiste qui t'a inspiré : éléments de biographie
- Parler du mouvement artistique auquel il appartient + 1 œuvre
- Dire pourquoi tu apprécies l'artiste

Tu peux demander des conseils à ton professeur d'arts plastiques.

