

AE Academic English UK

TED-Ed Art Listening Worksheet



Judith Beheading Holofernes (1620)

By Artemisia Gentileschi

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Lecture Listening Comprehension

Aim: *To develop the students' ability to listen to a short lecture, to take notes, use those notes to answer a number of comprehension questions and then reflect on the lecture critically.*

Lesson Time: *Approximately 1:00 hour*

Lead in

- Ask Students to read the 'title' & predict the content of the lecture.
- Ask students to write down key terms & language from the discussion.
- Feed in / check key vocabulary.

Differentiation

Challenging

1. Students listen once & take notes (*Use the blank note-taking pages or pages with section headings*).
2. Give 3 minutes to tidy notes.
3. Listen again & add to notes (use a different **colour** pen).
4. Distribute questions. Set 10 minutes to answer using their notes.
5. Feedback: Distribute or project **ANSWERS**.

Medium

1. Students listen once & take notes (*Use the blank note-taking pages or pages with section headings*).
2. Distribute questions. Set 10 minutes to answer using their notes.
3. Listen again. Students answer the missed questions as they listen.
4. Give an extra 5 minutes to consolidate answers.
5. Feedback: Distribute or project **ANSWERS**.

Easier

1. Distribute questions. Students have 5 minutes to read the questions.
2. Students listen & answer the questions.
3. Give 5 minutes to tidy answers.
4. Students listen again. Check answers & answer the missed questions.
5. Give 5 minutes to tidy answers.
6. Feedback: Distribute or project **ANSWERS**.

Critical thinking questions

Option 1: Students individually reflect on the lecture by answering the questions, making notes of their responses, and writing a short critical response paragraph to submit for teacher or peer feedback.

Option 2: Students take part in a seminar by discussing the questions in small groups.

Option 3: Students prepare and deliver a short presentation on one of the questions.

Full URL Link: https://www.ted.com/talks/allison_leigh_artemisgia_gentileschi_the_woman_behind_the_paintings

Artemisia Gentileschi: The woman behind the paintings

[Listening Comprehension Questions]

Author: Allison Leigh

Subject: Art

Date: June 2022

Time: 5:30

Level: **** [B2/C1]

Link: https://www.ted.com/talks/allison_leigh_artemisia_gentileschi_the_woman_behind_the_paintings

Check these words before listening:

Key vocabulary

1. Traitor.
2. Behead.
3. Tyranny.
4. Biblical.
5. Brutal.
6. Depiction.
7. Pioneered.
8. Parallel.
9. Poise.
10. Composition.
11. Visceral.
12. Heroine.
13. Naturalistic.
14. Artificial.
15. Scene.
16. Bully.
17. Commodities.
18. Interrogation.
19. Torture.
20. Testify.
21. Revoke.
22. Sword.
23. Portrayal.
24. Vengeance.
25. Sentiment.

Note-taking sheet (blank) Page 1

Note-taking sheet (blank) page 2

Note-taking sheet (section headings) page 1

1. The story of Judith and Holofernes

2. Introducing Artemisia Gentileschi

3. Baroque Style

4. Comparing Artemisia's and Caravaggio's Versions

Note-taking sheet (section headings) page 2

5. Personal Trauma and the 1611 Trial

6. Revisiting the Judith Theme

7. Symbolism and Artistic Legacy

Artemisia Gentileschi: The woman behind the paintings

https://www.ted.com/talks/allison_leigh_artemisia_gentileschi_the_woman_behind_the_paintings

Task

Use your notes to answer the following questions using the sections headings to help you.

1. The story of Judith and Holofernes

1.1. What does Judith do in the biblical story and why does she do it?

| | | | |
|----|--|-----|--|
| i. | | ii. | |
|----|--|-----|--|

2. Introducing Artemisia Gentileschi

2.1. What do we learn about Artemisia's background and early training? Tick ✓ the statements that are true according to the talk.

| | Statement | Yes | No |
|------|--|-----|----|
| i. | Artemisia painted the <i>Judith</i> scene at the age of 19. | | |
| ii. | She was trained by her father. | | |
| iii. | She studied at an art academy in Florence. | | |
| iv. | She was influenced by the painting style of the artist Caravaggio. | | |

3. Baroque Style

3.1. What are some features of Baroque art mentioned in the talk?

| | | | | | |
|----|--|-----|--|------|--|
| i. | | ii. | | iii. | |
|----|--|-----|--|------|--|

4. Comparing Artemisia's and Caravaggio's Versions

4.1. How is Artemisia's version of the painting different from Caravaggio's? Complete the five gaps in the paragraph. **ONE-word answers only.**

Artemisia's Judith rolls up her _____ and uses her knee to counter Holofernes' _____. The action looks _____, and the blood is _____, unlike Caravaggio's more _____ version.

5. Personal Trauma and the 1611 Trial

5.1. What do we learn about Artemisia's attacker?

| | | | | | |
|----|--|-----|--|------|--|
| i. | | ii. | | iii. | |
|----|--|-----|--|------|--|

5.2. What challenges did Artemisia face during the trial?

| | | | |
|----|--|-----|--|
| i. | | ii. | |
|----|--|-----|--|

6. Revisiting the Judith Theme

6.1. What details did Artemisia include in later paintings of Judith? Tick ✓ the statements that are true according to the talk.

| | Statement | Yes | No |
|------|---|-----|----|
| i. | A small lion appears in the background as a symbol of strength. | | |
| ii. | Artemisia painted Judith and her maidservant escaping the enemy camp. | | |
| iii. | The sword features a Medusa-like figure on the hilt. | | |

7. Symbolism and Artistic Legacy

7.1. What details did Artemisia include in her one of her most final paintings of Judith?

| | |
|-----|--|
| i. | |
| ii. | |

Critical Thinking Questions

These questions are designed to support seminar discussion, presentations or extended writing tasks. Ask your teacher what they would like you to do next as a follow activity.

| | Questions | Notes |
|----|---|--------------|
| 1. | Why do you think Artemisia chose to depict such a violent and dramatic moment in the story of Judith? → <i>How might her personal experiences have shaped this artistic decision?</i> | |
| 2. | What makes Artemisia's version of the Judith painting more powerful or believable than Caravaggio's? → <i>How do the physical details in her painting help communicate emotion or realism?</i> | |
| 3. | The speaker says Artemisia's work 'speaks for itself.' What do you think this means? → <i>Do you believe art can fully express ideas without explanation?</i> | |
| 4. | How did the legal and social system of Artemisia's time affect the way her trial was handled? → <i>Do you think attitudes toward justice and gender have changed significantly since then?</i> | |
| 5. | Why do you think Artemisia returned to the same story multiple times in her career? → <i>What might this say about the role of symbolism or personal meaning in her art?</i> | |

Artemisia Gentileschi: The woman behind the paintings (KEY)

https://www.ted.com/talks/allison_leigh_artemisia_gentileschi_the_woman_behind_the_paintings

1. The story of Judith and Holofernes

1.1. What does Judith do in the biblical story and why does she do it?

| | | | |
|----|--|-----|---|
| i. | <i>She beheads the enemy general (Holofernes).</i> | ii. | <i>To save her people from his (Holofernes') tyranny.</i> |
|----|--|-----|---|

2. Introducing Artemisia Gentileschi

2.1. What do we learn about Artemisia's background and early training? Tick ✓ the statements that are true according to the talk.

| | Statement | Yes | No |
|------|--|-----|----|
| i. | Artemisia painted the <i>Judith</i> scene at the age of 19. | ✓ | |
| ii. | She was trained by her father. | ✓ | |
| iii. | She studied at an art academy in Florence. | | ✓ |
| iv. | She was influenced by the painting style of the artist Caravaggio. | ✓ | |

3. Baroque Style

3.1. What are some features of Baroque art mentioned in the talk?

| | | | | | |
|----|---|-----|--|------|--|
| i. | <i>It focuses on the most dramatic moment of a story.</i> | ii. | <i>It uses strong contrasts of light and dark.</i> | iii. | <i>It creates a more emotional connection with the viewer.</i> |
|----|---|-----|--|------|--|

4. Comparing Artemisia's and Caravaggio's Versions

4.1. How is Artemisia's version of the painting different from Caravaggio's? Complete the five gaps in the paragraph.

Artemisia's Judith rolls up her sleeves and uses her knee to counter Holofernes' resistance. The action looks believable, and the blood is naturalistic, unlike Caravaggio's more artificial version.

5. Personal Trauma and the 1611 Trial

5.1. What do we learn about Artemisia's attacker?

| | | | | | |
|----|--|-----|--------------------------------------|------|--|
| i. | <i>He was a colleague of her father.</i> | ii. | <i>He was nicknamed "the bully".</i> | iii. | <i>He was later found guilty but not punished.</i> |
|----|--|-----|--------------------------------------|------|--|

5.2. What challenges did Artemisia face during the trial?

| | | | |
|----|------------------------------|-----|--|
| i. | <i>She was interrogated.</i> | ii. | <i>She was tortured with thumb screws.</i> |
|----|------------------------------|-----|--|

6. Revisiting the Judith Theme

6.1. What details did Artemisia include in later paintings of Judith? Tick ✓ the statements that are true according to the talk.

| | Statement | Yes | No |
|------|---|-----|----|
| i. | A small lion appears in the background as a symbol of strength. | | ✓ |
| ii. | Artemisia painted Judith and her maidservant escaping the enemy camp. | ✓ | |
| iii. | The sword features a Medusa-like figure on the hilt. | ✓ | |

7. Symbolism and Artistic Legacy

7.1. What details did Artemisia include in her one of her most final paintings of Judith?

| | |
|-----|--|
| i. | <i>The sword looks like a crucifix.</i> |
| ii. | <i>Judith wears a bracelet with the goddess Artemis.</i> |