

AE Academic English UK

TED-Ed Art Listening Worksheet



Judith Beheading Holofernes (1620)

By Artemisia Gentileschi

EXAMPLE

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Lecture Listening Comprehension **EXAMPLE**

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_artemis_gentileschi_the_woman_behind_the_paintings

Artemisia Gentileschi: The woman behind the paintings

[Listening Comprehension Questions] **EXAMPLE**

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.
3. Tyranny.
4. Biblical.
5.
6. Depiction.
7. Pioneered.
8.
9. Poise.
10. Composition.
11. Visceral.
12.
13. Naturalistic.
14. Artificial.
15.
16. Bully.
17. Commodities.
18. Interrogation.
19.
20. Testify.
21. Revoke.
22.
23. Portrayal.
24. Vengeance.
25.

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 

3. Baroque 

4. Comparing 

Note-taking sheet (section headings) page 2

5. Personal Trauma and the 1611 Trial

6. 

7. Symbolism 

Artemisia Gentileschi: The woman behind the paintings

EXAMPLE

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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 [] does she do it?

i.	[]	ii.	[]
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2. Introducing Artemisia Gentileschi

2.1. What do we learn about Artemisia's []? Tick ✓ the statements that are true according to the talk.

	Statement	Yes	No
i.	Artemisia [] of 19.		
ii.	She was trained by her father.		
iii.	She [] Florence.		
iv.	She was influenced by the painting []		

3. Baroque []

3.1. What are some features of []?

i.	[]	ii.	[]	iii.	[]
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4. Comparing [] Versions

4.1. How is Artemisia's version of the painting [] the five gaps in the paragraph. **ONE-word answers only.**

Artemisia's [] her [] and [] Holofernes' []. The action looks [], and the blood is [], unlike [] version.
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5. Personal []

5.1. What do we [] attacker?

i.	[]	ii.	[]	iii.	[]
----	-----	-----	-----	------	-----

5.2. What [] the trial?

i.	[]	ii.	[]
----	-----	-----	-----

6. []

6.1. What details did Artemisia include []? Tick ✓ the statements that are true according to the talk.

	Statement	Yes	No
i.	A small lion appears [] strength.		
ii.	[] Judith and her maidservant escaping the enemy camp.		
iii.	The sword features [] hilt.		

7. Symbolism and Artistic Legacy

7.1. What details did Artemisia [] 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 [redacted] and [redacted] the story of Judith? → How might her personal [redacted] artistic decision?	
2.	What makes [redacted] more [redacted] Caravaggio's? → How do the physical details in her painting help [redacted]	
3.	The speaker says [redacted] do you think this means? → Do you [redacted] without explanation?	
4.	How did the [redacted] time affect the way her trial was handled? → Do you think [redacted] have changed significantly since then?	
5.	Why do you think [redacted] story multiple times in her career? → What [redacted] or personal meaning in her art?	

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>
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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.	✓	

ALL ANSWERS INCLUDED IN PAID VERSION...