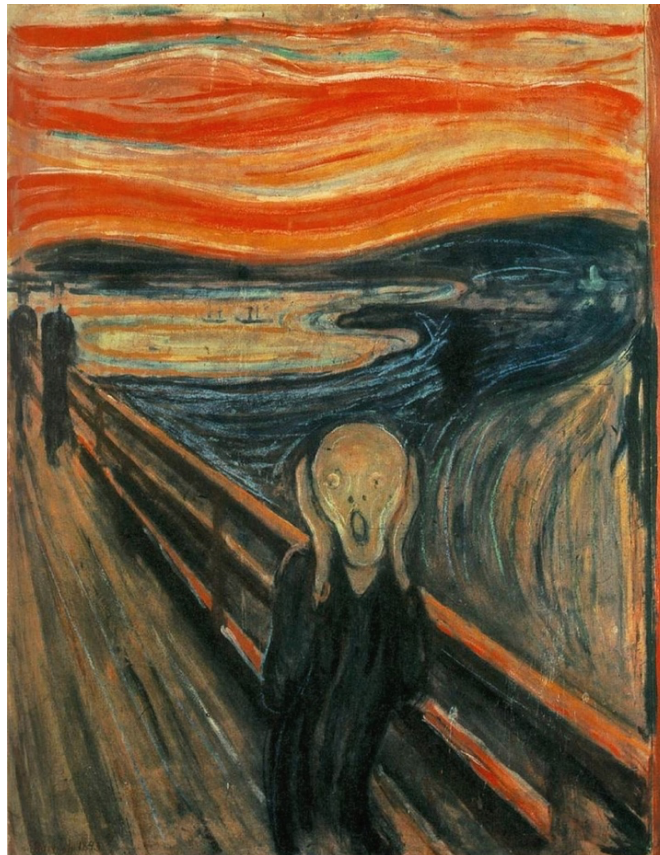


Academic English UK

TED-Ed Art Listening Worksheet



The Scream (1893)
by Edvard Munch

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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/noah_charney_why_is_the_scream_screaming

Why is 'The Scream' screaming?

[Listening Comprehension Questions]

Author: Noah Charney

Subject: Art

Date: April 2024

Time: 5:03

Level: **** [B2/C1]

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

Check these words and phrases before listening:

Key vocabulary

1. Silhouette.
2. Balustraded walkway.
3. Ghostly.
4. Tuberculosis.
5. Institution.
6. Ominous.
7. Devout.
8. Madness.
9. Classically.
10. Compositions.
11. Predator.
12. Haunted.
13. Morbid.
14. Controversy.
15. Demented.
16. Anguish.
17. Fjord.
18. Scene.
19. Symbolism.
20. Subtle.
21. Lithograph.
22. Crescendo.
23. Rendition.
24. Heist.
25. Archetypal.

Note-taking sheet (blank) Page 1

Note-taking sheet (blank) page 2

Note-taking sheet (section headings) page 1

1. Introduction and Enduring Fame

2. The Artist's Childhood and Emotional Background

3. Artistic Developmental and Soul Painting

4. Personal Experience and Public Reaction

Note-taking sheet (section headings) page 2

5. The Inspiration behind *The Scream*

6. Versions, Symbolism, and Interpretation

7. Public Reception and Cultural Legacy

Why is 'The Scream' screaming?

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

Task

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

1. Introduction and enduring fame

1.1. Who created *The Scream* and when?

i.		ii.	
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1.2. What are some facts about the painting's global fame? Tick ✓ the statements that are true according to the talk.

Statement	Yes	No
<i>The Scream</i> is one of the most famous artworks in the world.		
It was originally painted in Italy during the Renaissance.		
The figure in the painting is standing on a walkway with a balustrade.		

2. The Artist's Childhood and Emotional Background

2.1 What events affected the artist's early life?

i.		ii.		iii.		iv.	
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2.2. What phrase did the artist use to describe his emotional inheritance?

i.	
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3. Artistic Developmental and Soul Painting

3.1. Where did the artist move to develop his artistic style? **ONE-word answer only.**

i.	
----	--

3.2. What type of artistic training did the artist have before developing his own approach? **ONE-word answer only.**

i.	
----	--

3.3. What did the artist want his art to express? **ONE-word answers only.**

i.	
----	--

4. Personal Experience and Public Reaction

4.1. What themes and reactions are linked to the artist's work? Complete the four gaps in the paragraph. **ONE-word answers only.**

The art often reflected _____ and _____ from the artist's life. Some works showed women as cruel _____ who victimised men. One critic even called him "absolutely _____."

5. The Inspiration behind *The Scream*

6.1. Tick ✓ the statements that are true according to the talk.

	Statement	Yes	No
i.	The artist got the idea for <i>The Scream</i> while walking along a fjord with friends.		
ii.	The central figure in the painting is reacting to a scream heard in nature.		
iii.	The artist painted <i>The Scream</i> after a conversation with his father about religion.		

End of page 1

6. Versions, Symbolism, and Interpretation

6.1 Read the following questions and write the answers in the table. **ONE-word answers only.**

i.	How many versions of <i>The Scream</i> did the artist create?	
ii.	What material were all versions of <i>The Scream</i> made on?	
iii.	What word did the artist include as an inscription on one version?	

7. Public Reception and Cultural Legacy

7.1. What two modern symbols or references have helped *The Scream* stay famous? **ONE-word answers only.**

i.		ii.	
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That is the end of the listening comprehension task.

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.	How did the artist's personal experiences shape the emotional intensity of his artwork? → <i>Can deeply personal stories become universal through art?</i>	
2.	Why might some viewers find <i>The Scream</i> disturbing, while others see it as beautiful or powerful? → <i>What does this tell us about how individual emotions affect how we interpret visual art?</i>	
3.	Can expressing personal suffering through art have value for society as a whole? Why or why not? → <i>Are there limits to what should be shared or represented in art?</i>	
4.	How does <i>The Scream</i> continue to connect with modern audiences, even though it was painted over a century ago? → <i>What does this suggest about the timelessness of certain emotions like fear or anxiety?</i>	
5.	What role should emotion play in art? Should it come from the artist, the viewer, or both? → <i>Can an artwork be meaningful if it does not create any emotional response at all?</i>	

Why is 'The Scream' screaming? (KEY)

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

1. Introduction and Enduring Fame

1.1. Who created *The Scream* and when?

i.	<i>Edvard Munch</i>	ii.	<i>1893</i>
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1.2. What are some facts about the painting's global fame? Tick ✓ the statements that are true according to the talk.

Statement	Yes	No
<i>The Scream</i> is one of the most famous artworks in the world.	✓	
It was originally painted in Italy during the Renaissance.		✓
The figure in the painting is standing on a walkway with a balustrade.	✓	

2. The Artist's Childhood and Emotional Background

2.1 What events affected the artist's early life?

i.	<i>His mother and a sister died of tuberculosis.</i>	ii.	<i>He suffered from illness and missed school.</i>	iii.	<i>Another sister experienced mental illness.</i>	iv.	<i>His father disapproved of his artistic ambitions.</i>
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2.2. What phrase did the artist use to describe his emotional inheritance?

i.	<i>"I inherited the seeds of madness".</i>
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3. Artistic Developmental and Soul Painting

3.1. Where did the artist move to develop his artistic style?

i.	<i>Berlin</i>
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3.2. What type of artistic training did the artist have before developing his own approach?

i.	<i>Classical</i>
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3.3. What did the artist want his art to express?

i.	<i>Emotion/feelings</i>
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4. Personal Experience and Public Reaction

4.1. What themes and reactions are linked to the artist's work? Complete the four gaps in the paragraph. **ONE-word answers only.**

The art often reflected <u>suffering</u> and <u>death</u> from the artist's life. Some works showed women as cruel <u>predators</u> who victimised men. One critic even called him "absolutely <u>demented</u> ."

5. The Inspiration behind *The Scream*

6.1. Tick ✓ the statements that are true according to the talk.

	Statement	Yes	No
i.	The artist got the idea for <i>The Scream</i> while walking along a fjord with friends.	✓	
ii.	The central figure in the painting is reacting to a scream heard in nature.	✓	
iii.	The artist painted <i>The Scream</i> after a conversation with his father about religion.		✓

End of page 1

6. Versions, Symbolism, and Interpretation

6.1 Read the following questions and write the answers in the table. **ONE-word answers only.**

i.	How many versions of <i>The Scream</i> did the artist create?	<i>Four</i>
ii.	What material were all versions of <i>The Scream</i> made on?	<i>Cardboard</i>
iii.	What word did the artist include as an inscription on one version?	<i>Madman</i>

7. Public Reception and Cultural Legacy

7.1. What two modern symbols or references have helped *The Scream* stay famous? **ONE-word answers only.**

i.	<i>Emoji</i>	ii.	<i>Horror</i>
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That is the end of the teacher's key.