

Brief History of Art and design

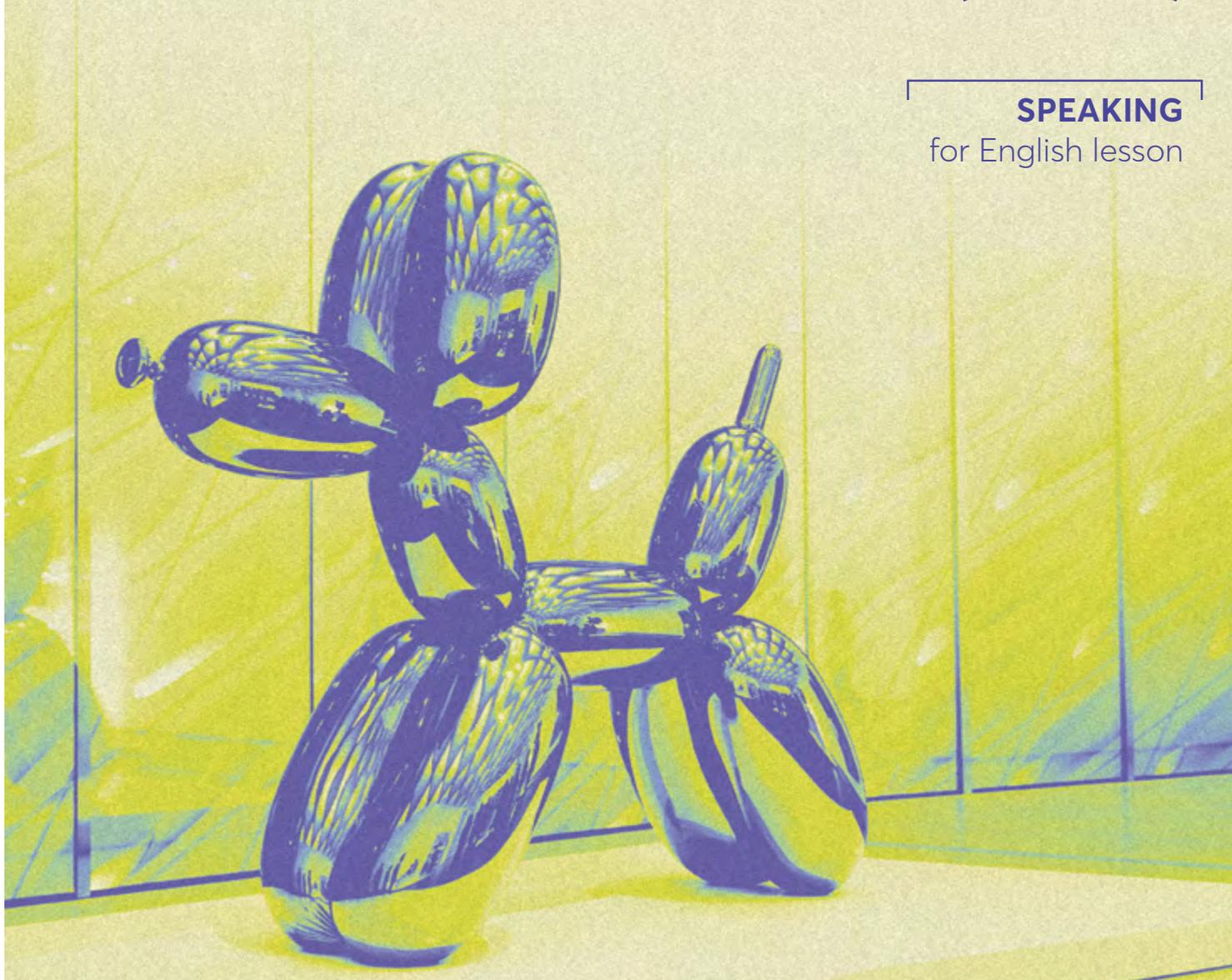
20th-21st century

# 07 POSTMODERNISM IN ART AND DESIGN

(1980–2000)

**SPEAKING**

for English lesson



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SUPŠ:UH



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# SPEAKING

## 1. Design Debate: “Postmodernism – Bold Innovation or Bad Taste?”

**Objective:** Students will practice expressing opinions, defending arguments, and using persuasive language in a debate.

### Instructions:

#### 1. Divide the class into two groups:

- a. Group A will argue that Postmodern design is an exciting and innovative movement that changed art and design for the better.
- b. Group B will argue that Postmodern design is chaotic, impractical, and in bad taste.

#### 2. Give each group 5–10 minutes to discuss their arguments and prepare key points.

#### 3. Debate Structure:

- a. Each group presents an opening statement (1–2 minutes).
- b. Groups take turns responding to each other’s points.
- c. Each group gives a closing statement summarizing their arguments.

#### 4. After the debate, the class can vote on which side was more convincing.

**Language Focus:** Expressing opinions (I believe..., In my opinion...), agreeing/disagreeing (I see your point, but..., I strongly disagree because...), giving examples (For instance..., An example of this is...).

## 2. Draw & Describe: “Postmodern Furniture Challenge”

**Objective:** Students will practice giving clear descriptions and using precise vocabulary while reinforcing their understanding of Postmodern design.

### Instructions:

#### 1. Step 1: Individual Drawing :

- a. Each student creates their own Postmodern-inspired piece of furniture (a chair, table, lamp, or any household item) using the key features of Postmodern design: bold colours, geometric shapes, playful elements, and unconventional materials.
- b. Group B will argue that Postmodern design is chaotic, impractical, and in bad taste.

## 2. Step 2: Partner Description

- a. Students pair up and take turns describing their furniture piece to their partner without showing the drawing.
- b. The partner listens carefully and draws what they hear based only on the description.
- c. Encourage students to ask clarifying questions (e.g., "Is the base round or square?" "What colours are used?").

## 3. Step 3: Compare & Discuss

- a. After both students have drawn, they compare the original drawing with the partner's version.
- b. They discuss similarities and differences and reflect on how effectively they described the design.

### Useful vocabulary:

#### Shapes & Structure:

triangular, circular, rectangular, oval, square, curved, angular, zigzagged, asymmetrical, geometric, rounded, elongated, wavy, spiral, organic, irregular

#### Materials & Texture:

glossy, matte, rough, smooth, textured, metallic, wooden, plastic, foiled, polished, grainy, soft, rigid, flexible, bumpy, perforated, woven, embossed, translucent, solid