

Arabic for Artists Fine Art & Painting

A practical language-through-art partnership proposal
ARAB120 | World Cultures & Education (WCE)
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The opportunity

WCE invites art schools, artist-development organizations and community arts institutions to explore an Arabic for Artists pilot. The course supports learners who can use English explanations and want to begin Arabic and want the everyday language of painting, studio materials, tools, respectful discussion and presenting original work. A needs discussion would establish the appropriate Arabic language level, age grouping and delivery model.

Ready-to-review course and ebook

Ten interactive units, 80 key terms, ten original visual aids, ten studio dialogues and 40 knowledge checks, English meanings and approximate pronunciation guides are accompanied by a visual PDF ebook. Activities include an artwork label, a short artist statement and a final studio presentation. The ebook introduces major art movements, contemporary art and ten influential artists, including Mahmoud Said. Exercises offer simple and extended routes rather than assigning ability by age.

Ten everyday studio units

1. Meet the artist and studio
2. Drawing tools and polite requests
3. Paper, canvas and preparation
4. Paint types and material labels
5. Color mixing and value
6. Brushes, marks and techniques
7. Subject and composition
8. Studio care and collaboration
9. Art-shop and supply conversations
10. Feedback, artwork labels and exhibitions

A practical first discussion

We would welcome a brief conversation with your education, public programmes or artist-development team to identify one learner group. The existing course can be reviewed immediately; an institution-supported pilot would be scoped separately.

[Review the interactive course](#) | [Read the visual ebook](#)

A manageable, adaptable pilot

Proposed format

Group: 10-15 participants with comparable language needs.

Duration: a proposed ten-week series, with one weekly 60-minute facilitated session and optional short independent practice. A smaller workshop pilot could be agreed first.

Delivery: online or institution-hosted blended sessions, subject to teaching arrangements, access, schedule and written agreement.

Learning for different ages

Use age-appropriate cohorts and materials. Offer pointing, naming and sentence frames for beginners, with comparison and explanation tasks for stronger speakers. Allow seated participation, breaks, written directions, extra time or a partner scribe as needed. Young learners require the institution's appropriate supervision and safeguarding arrangements. No participant needs to purchase a full painting kit to begin: pencil and paper can support the language tasks.

Local adaptation

After a needs discussion, adapt examples to the institution's workshop themes, familiar tools and relevant art traditions. Invite learners to make original work rather than reproduce a named artwork. The core uses Modern Standard Arabic; local spoken varieties and art terms vary. Studio handling and disposal remain subject to product labels and the host's procedures. Confidential participant details are unnecessary for an initial discussion.

Evaluation

Compare an entry introduction and short artwork description with similar final tasks. Review task completion, accurate material and tool vocabulary, clear sequence and description, respectful interaction and useful revision. Report agreed participation and learning observations. This is educational feedback, not a certified proficiency rating or an assessment of artistic worth.

Responsibilities and fees

WCE would propose language teaching support, adaptations and feedback tasks. The institution would nominate a coordinator and review learner suitability, venue or online access, materials and local supervision. Public self-study materials are free. Facilitated delivery, customization, schedule, instructor availability, reporting and fees would be agreed in writing. This introductory proposal commits no delivery date, price or staffing allocation.

Academic contact

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Background: BFA in Fine Arts, graduate study in management and instructional leadership, and extensive adult and online teaching experience.