

WEEK 3- Ms. Slate's Visual Arts Class

Hello CES, MES, & RES Artists!

Welcome back from Spring Break. This week we are pushing forward to new projects. We all have different supplies and materials at home. So I've planned a variety of activities and you get the opportunity to choose one. I do not expect you to finish all of them, but I am expecting you to sketch and complete an activity with what materials you have there at your house. You have plenty of time. Don't feel like you have to complete the whole assignment in one sitting. Break the projects up into parts. Read one day, sketch one day, watch the video one day, and work on the project for multiple days. My goal is to teach you how to think like artists and that means you may have to be creative to solve the project requirements and manage your time.

We will still be looking at significant artwork to inspire our creativity and continue to expand our visual vocabulary. Find your grade level and begin to read, listen and learn about the new artist. Read the questions and answers I provide, then show someone the artwork and ask them the questions to see how much they know about the artist and artwork. Enjoy sharing your thoughts and listening to others speak about the artwork. Everyone brings a unique perspective on what they are seeing. Listen and try to understand their point of view. **Find your grade level and start creating!**

If you have any questions, please email me. I'm working online from 8am-3pm. I miss seeing each of you!

Warmly,

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Office hours: 8am-3pm

Enjoy researching and remember- an artist spends about 80% of their time experimenting and researching and only about 20% creating their finished piece of artwork. **Sketch, sketch and sketch** some more.

4th and 5th Grade Art



Georgia O'Keeffe (1887–1986), *Poppies* 1950, oil on canvas, 36 in. x 30 in. Milwaukee Art Museum, Milwaukee, WI, USA
Milwaukee Art Museum, Purchase, Gift of Mrs. Harry Lynde Bradley, [M1977.133] Photography by Matthew Marston © 2007
Georgia O'Keeffe Museum/Artists Rights Society (ARS), New York, NY, USA

Objectives for the Georgia O'Keeffe Project

- Analyze O'Keeffe's *Poppies* and the way she enlarged and simplified forms in nature;
- Identify the use of color, shape, line, texture, value, and form in the painting and in real flowers;
- Discuss the way tints and shades create the illusion of form;
- Describe the way contrasting colors add emphasis and show radial symmetry;
- Sketch enlarged or exaggerated flowers or shells;
- Draw and color a flower or shell, blending oil pastels to create new colors and to change values to show form;
- Paint contrasting backgrounds in complementary colors using watercolors.

Questions About the Painting, *Poppies* by Georgia O'Keeffe

Style:

1. What makes these flowers seem alive? Realism The flowers seem fresh and fragile in this realistic painting of a poppy, even though they were painted over 50 years ago. O'Keeffe simplified and enlarged the shapes to make us pause and notice the tiny details. The petals curve and cup, the petals of the corolla reach their jagged edges out, and the stamen wave around the

central receptacle. Still life A still life shows objects that can't move themselves. These poppies make a still life, yet they appear full of life. Through realism and exaggeration, O'Keeffe makes the still life lively.

Color:

2. How many hues, or colors, did O'Keeffe use to paint these poppies? Hue O'Keeffe used mostly just three hues: red, white, and blue. She mixed red and blue to make violet, or purple, and she added black and white to get different values. Analogous O'Keeffe used analogous colors, or closely related hues of light and dark pink, coral, red, violet, and purple, to paint the flowers. The analogous colors are a mixture for the red and blue with white added to lighten them. Tints Where white has been added to create the lighter tints, the petals appear to curve forward. The hearts of the flowers include tints and shades of violet and red. Violet, a mixture of red and blue, dominates the composition. The basic red also has yellow added in the petals, and blue added in the centers of the flowers. Shades Shades are created by adding black to the hue. Shades make darker areas that visually recede, or appear farther away. Complement The blue background contrasts with the reddish details of the white flowers. The green of the leaves is a complementary color that contrast and add variety to the colors. ROY G BIV The colors of the rainbow are on the color wheel.

Design:

3. What do you notice about the huge, painted flowers that you don't see in small flowers? Scale The large scale of the flowers surprises us, as O'Keeffe hoped it would. By enlarging and exaggerating the tiny details of small flowers, O'Keeffe makes us notice them. Individual stamen curve around the receptacle. Dark values turn to light on the petals, and hidden colors emerge. Patterns These flowers' five rays reflect a common pattern of nature. The corolla, or inner blossom has only four petals and O'Keeffe uses the empty space to overlap the two flowers. More than a hundred curving stamen wave from the zigzag receptacle like sea anemones.

4. How do the repeated patterns show symmetry? Radial symmetry The concentric inner circles form a radial symmetry, with all parts radiating out from the center. The petals, corolla, stamen, and receptacle form symmetrical patterns radiating from a center point.

Line:

5. How does O'Keeffe show the edges, or contours, of each petal? Contour The contours, or outlines of the petals are defined with color. Their curving sides overlap, and their dark contours contrast with the lighter petal below it. The upper petal edges contrast with the corolla in the top flower. The outer contours contrast with a blue background. Colors separate the flower parts from each other.

Space:

6. What makes the petals appear to curve? 3-D Tints and shades give form to petal shapes, giving the flowers a 3-D, rounded appearance. The white tints on the petals of the top flower appear to project, or pop out toward us. The darker shades near the center appear to recede, giving the flower a cup-like curve. 2-D The background looks like a 2-D, flat surface, in contrast to the flowers. Viewpoint We see the flowers in this painting from a bird's-eye or bee's-eye view, as if we were insects hovering over them. Their bowl-like curves attract small creatures.

Texture:

7. What different textures do the flowers have? Rough The rough texture of the flowers' centers is shown by the varied shades of violet. Tiny, individual brushstrokes in slightly different hues show texture. Smooth The smooth texture of the petals is shown by color variations applied using smooth brushstrokes and gradual variations of the tints

More information about Georgia O'Keeffe

<https://www.youtube.com/watch?v=C3iKpM0H6Ek>

<https://www.youtube.com/watch?v=v3FFzPu97Iq>

<https://www.youtube.com/watch?v=hyKvDJug70E>

<https://www.youtube.com/watch?v=CSibQcg5BA>

Sketch

Warm up and Brainstorm

- Look at real flowers or at close-up pictures. Find a photo of a flower to work from.
- Find examples of radial symmetry, such as the designs seen in a kaleidoscope. Name other examples of radial symmetry as seen in nature.
- Observe some flowers and notice the tiny details. Walk around a vase of flowers or look at an individual flower and describe how the flower looks from different viewpoints. Notice the many petals of the flowers.
- Talk with someone at your home about how color varies according to the light source. Notice the subtle variations in color in the petals or surface of the shell. Discuss possible color combinations using analogous colors, such as light pink, pink, and red.
- Discuss reasons or purposes artists create artwork such as to express opinions about a person, event, or idea; share feelings or emotions; tell a story; or record a moment in time. What other reasons are there?

Choose 1 of the follow activities to complete

Use any supplies or materials you have on hand. (crayons, colored pencils, markers)

<https://www.youtube.com/watch?v=HlhInqR45FM>

<https://www.youtube.com/watch?v=GLfBTOEKHDo>

<https://www.youtube.com/watch?v=HlbMtMttXeo>

2nd and 3rd Grade Art



Wassily Kandinsky, Color Study 1913, oil on canvas Galerie im Lenbachhaus, Munich, Germany © 2007 Artists Rights Society (ARS), New York/ADAGP, Paris

Objectives

- Analyze Kandinsky's Color Study and learn about the non-objective style that Kandinsky called Abstraction
- Identify the use of line, color, and shape used in the painting
- Learn painting techniques
- Draw concentric circles
- Mix primary colors to make secondary colors
- Paint non-objective compositions with concentric circles in varying color combinations

More Information about Kandinsky

<https://www.youtube.com/watch?v=gXcAkgPKDxc>

<https://www.youtube.com/watch?v=ZUfBI6ilGNo>

<https://www.youtube.com/watch?v=43YsRHdxIq4>

<https://www.youtube.com/watch?v=Bc83deRckMo>

Questions about the Painting, *Color Study* by Wassily Kandinsky

I am giving you the answers to these questions because we haven't gone over this painting together very much. So... I'm expecting you to show the painting to someone and discuss these principles and elements with someone at home. Ask them the questions and have a conversation about the painting. Pay attention to the vocabulary in bold and use it as you explain the painting.

Style:

1. **What is this picture about?** **Abstract** This is an abstract picture about colors and shapes. In it, there are no objects, no people, and no landscape features. This is called a non-objective, or no-object, painting. Modern artists sometimes like to paint without objects, to explore the feelings created by colors and patterns. Kandinsky played with repeated shapes and colors, using balance and repetition to make a pleasing painting. People see this painting in different ways. Some think it is happy, and others say it is boring. What do you think?

Color:

2. **What color patterns are in the painting?** **Primary** Find all the primary colors (red, blue, and yellow). Which circles have the most contrast? Which have the least? Find the circles that have more than one color in the same circle. On a color wheel, identify the primary colors. **Secondary** Find the secondary colors (violet, orange, and green). On a color wheel, identify the **secondary colors**. **Mood Color** creates mood. Kandinsky thought yellow was warm, red exciting, blue calm, and orange full of movement. Find the darkest color. Dark colors create sad or scary moods. Find circles that show an excited mood or a frightening mood. What other moods can you find? **Warm Colors** Some concentric circles are all warm colors. On a color wheel, identify the warm colors. **Cool Colors** Which set has the most cool colors? On a color wheel, identify the cool colors. **ROY G BIV** The colors of the rainbow are on the color wheel.

Design:

3. **What creates unity in this picture?** **Unity** The circles are united by their common shape and repeated colors. **Pattern Color Study** follows a pattern of 3 rows and 4 columns. Each circle has at least 4 rings. What other patterns can you find? **Repetition** Repetition of the colors and the round shapes gives unity to the picture.

4. **Does the painting have symmetry?** **Symmetry** The whole composition is **symmetrical**. Some of the circles have symmetry, where each side of the circle reflects the other side. The red and orange circle is symmetrical; the circle with the fried egg center is not. One set of circles has two colors in the background. Another has 2 colors in the center.

Line:

5. **Where do lines to make circles?** **Thin** Some of the rings around the circles are made of thin lines. Find a red line that is thin like an outline. Is it outlining a blue circle or on top of a blue shape? **Thick** Some are made of lines so thick that they are more like shapes. Are the lines formed by the edges of each square that is drawn, or are they made by the overlapping thick lines? **Shape:**

6. **What shapes are in the circles?** **Circles** Many of the repeated shapes are circles, but each series of **concentric circles** has slightly different shapes. Some are like targets, and others are like tunnels. **Triangles** Some circles look more like triangles or squares than like circles. The corners of many square sections are triangles. **Concentric** These circles are called concentric because they all share the same center. The smallest circles have the same centers as the circles that surround them. Although they have the same centers, they do not have the same outside edges.

Space:

7. **Is there a feeling of depth in this composition?** **Project** Bright and light colors often attract our eyes first. In this painting, the yellow, red, and white colors appear to pop out at us. Bright colors appear to project out from the painting. Which light shape appears to be on top of a darker shape? Find the circles in which the center is the lightest part. **Recede** Cool colors appear to recede, or move back. Where does a dark circle look like a tunnel? Does it appear to recede, or move into the background? Where is the background lighter than the circles? Where is it darker?

Activity

Watch the following Kandinsky video lessons and create your own project. In class some of you started a concentric circle composition. If you would like to continue that project you may (option #1). I'll type out the directions for you below. If you would like to try another Kandinsky project you're welcome to do so (Option #2). If you find you have time, try both. Use what you know and expand on it. Use the supplies and materials you have at your house. Remember to use what materials you have around your house. Crayons are great and I often draw and paint on discarded cardboard like pizza boxes. Please brainstorm to warm up and sketch before you start.

Option #1

Warmup

- Where do we see circles? Look for examples of concentric circles in nature and in the environment, such as in the splash of a water drop, the rings of a tree, the lid of a paint jar, or the shapes of a light fixture.
- Look around for colors. Find examples of warm and cool colors, primary and secondary colors.
- Air draw painting brushstrokes with smooth, even gestures.

Concentric Project Directions

1. Sketch concentric circles. Make a series of at least three or fill page with concentric circles, 1/2" apart.
2. Fold the large paper into 6 parts.
3. Draw concentric circles in each section.
4. Mix secondary colors. Always mix darker color into lighter one
5. Paint the center circles different colors using separate brushes.
6. Paint the second ring of circles.
7. Paint the outer rings. Paint each ring different colors than the one next to it.
8. Paint the background using contrasting colors so no two touching backgrounds are the same.
9. Stand back and look for light and dark colors that appear to recede and adjust as necessary.

Option # 2

<https://www.youtube.com/watch?v=ZEIwVwDZKqk>

<https://www.artsintegration.net/visualizing-music.html>

Kindergarten and 1st Grade

***Parents:** You will have to help your student maneuver through these activities. I found that most students are very productive with one activity for about 10 to 15 minutes. In saying this, you may want to divide the lesson up over the week. Please have fun with these activities and enjoy listening to what your student remembers as they talk about the art we have created and learned about.



Henri Rousseau, Virgin Forest with Setting Sun ca. 1910, oil on canvas, 114 cm. x 16.25 cm. Kunstmuseum Basel, Switzerland
Photo Credit: Kunstmuseum Basel, Martin Bühler

Watch these videos to learn more about Henri Rousseau

https://www.youtube.com/watch?v=Zr_MQ4h6r7Y

<https://www.youtube.com/watch?v=iTnZhFL3m5g>

<https://www.youtube.com/watch?v=JQYrBWnJW4s>

These are the objectives of the Henri Rousseau project

- Analyze Rousseau's fantasy Jungle Scene and describe what's happening in the foreground, middle ground, and background
- Sketch leaf shapes and cut paper leaves and flowers
- Color leaves and flowers with chalk pastels
- Overlap shapes to create depth
- Create fantasy landscapes with hidden animals

Discussion Questions

Ask your student these questions and see if they can answer them. They have never seen this painting, so you will need to use the answers provided to scaffold their understanding. The videos will help. Try to get them to use the vocabulary in bold.

Discussion Questions

Style:

1. Would you like to go into this jungle? **Fantasy** This fantasy jungle landscape with huge mysterious plants and flowers crowded together looks like a dream or a nightmare. Flowers are blooming, the red sun is setting, and a break in the hills invites us to enter the jungle. The bright, cheerful colors are pretty, and the silent jungle looks like fun to explore. But hidden in this jungle is a jaguar attacking a man.

Landscape:

2. Where is the action in this landscape? **Middle ground** A jaguar and man are partly hidden in the middle ground, surrounded by the tall plants and huge flowers. The bright sun and a plant with small red flowers direct our attention to the figures. The middle ground is like a stage. The artist wants us to look around at all of the painting before we discover what is happening between the man and the jaguar. **Foreground** The plants in the foreground are brightest and largest. **Overlapping** plants in the foreground partly hide plants and figures in the middle ground. **Background** The plants in the background are darker and smaller than those in the foreground. Trees overlap plants in the distance. **Horizon line** The horizon line is where the ground meets the sky. The line is repeated in the horizontal row of flowers in the middle ground and the tall grasses in the foreground.

Design:

3. What makes this jungle landscape seem mysterious? **Realistic** The plants and jaguar look realistic, like real plants. Carefully painted details on each leaf and blade of grass make it look real. Yet, the way everything fits together does not seem real; it seems mysterious. Something is not right. The flowers and plants are giant compared to the man and the jaguar. The colors are too bright. The man and jaguar look more like they are dancing together than fighting. There is a fantasy feeling to the composition. Rousseau loved plants and animals. He often visited parks, gardens, and zoos and drew the plants and animals carefully, but he put them together in unrealistic ways.

4. Will the jaguar attack us? **Composition** The composition feels unreal. We are watching from the right foreground, peeking around the large leaves of yellow and green Flax plant. The jaguar and the man appear just beyond the next row of grasses, yet their small size, compared to the large Flax plant, makes them seem far away. We are not in danger. We can't hear the jaguar growl or the man scream. The composition makes this silent attack seem unreal.

5. Is the painting balanced? **Balance** Two trees, two hills, and bright flowers balance each side of the painting. The sun and figures are balanced in the center. The round sun is balanced by 6 pink flowers on one side, and 4 bright yellow plus one pink flower on the other side. The yellow of the flowers is balanced by the yellow edges on the yellow-green Flax plant on the right.

6. Where do repeated shapes make patterns? **Patterns** Repeated long, thin, yellow-green leaf shapes make patterns. The dark, wide cactus leaves and round lily leaves make patterns. A round pattern is repeated in the colorful flowers and sun.

Color:

7. How do warm and cool colors make this jungle feel? **Cool Color** Green leaves and grasses are the cool, peaceful color of spring. Green was Rousseau's favorite color. He considered it the color of life. Rousseau used several shades of green. The cool, dark-green lily leaves have dark ribs down the middle. **Warm Color** The warm red color of the sun and the yellow, pink, and red colors of the flowers remind us of a warm day. The green Flax leaves are bordered by warm yellow edges. Yellow green leaves in the foreground appear warmer than dark green leaves in the background. **Contrast** The warm colored flowers contrast with the cool green leaves. The dark-green leaf colors contrast with the lighter green leaves. The round red sun contrasts with the vertical plants.

Line:

8. Where are strong vertical, horizontal, and diagonal lines? **Vertical** The dark tree trunks and medium green cacti make vertical lines. The light vertical Flax leaves point our eyes to the top of the painting, where the round, **Horizontal** The horizontal line where the jungle meets the sky repeats the horizontal rows of flowers and the rows of

plants in the foreground. **Diagonal** The diagonal line of the jaguar's body shows action. Some leaves bend in diagonal lines, making the leaves appear to move, or blow in a gentle breeze.

Shape:

9. What shapes are repeated? **Round** The round shape of the sun is repeated in the flowers, the head of the jaguar, and the large round leaves. The long, thin leaf and grass shapes are repeated in the tree branches and flower stems, the cacti, and the spiky Flax plant.

Space:

10. How does Rousseau show what is near and what is far away in this jungle? **Overlap** Even though all these plants are painted on a flat surface, some plants appear closer and some appear farther away. Rousseau used artists' tricks to show distance. Overlap shows depth by making some objects appear to be in front and others to be behind. Brighter colors and larger leaves make the plants at the bottom of the picture appear closer than the plants in the background that are higher on the page.

Activity

Have fun with this activity. You are welcome to stray from the directions (see variations for ideas). Use the supplies and materials you have on hand and make it work. Art is more about the process not the product. Enjoy watching your student problem solve and be creative. It is so good for their developing brain!

Directions

Warm up and Brainstorm

- Talk about what it feels like to walk through a jungle. There are many plants and animals, big and small, hidden in the landscape behind grass and trees. The colors are mostly shades of green, but there are bright flowers growing from bushes and hanging from trees. Large animals are camouflaged by their spots and stripes.
- Talk about leaves. Look at drawings of leaves and at real examples of plants with simple leaves, such as long-pointed leaves, heart-shaped leaves, palmate leaves, and small leaves.

Project Directions

1. Sketch leaves. Gather leaves from outside and sketch them
2. Color a fantasy jungle landscape on the background using pastels. Draw and color big leaves in different shapes. Add ribs and veins in darker colors. Draw bright sun in background.
3. Color pre-cut jungle animals. Use *pre-printed animals*. Add spots or stripes with chalk pastels.
4. Color flowers for the middle ground. Use many colors.

5. Fringe tall grasses for the foreground. Cut grass strips by 4×8 dark green paper. Glue bottom of grass strip to bottom of paper, leaving fringe edge loose so animals can “hide” behind it.
6. Glue down the overlapping animals and flowers. Glue a few animals so that they are partially hidden by grass.

Variations to the Project (Use what you have at you house-crayons, markers, scrap paper)

- Use patterned paper for jungle animals.
- Go on a walk to collect different leaves and grasses to add to the collage.
- Create a large mural with jungle animals, plants, and flowers.
- Mount project and use it as part of a diorama for animals.
- To simplify project for younger students: Paint a jungle scene with tempera paint or use animal stamps and print animals.
- To extend project for older students: Create a jungle collage. Have students draw and cut their own animals, plants, and flowers.

*Here are some more activities if you would like to continue to explore Henri Rousseau

<https://www.youtube.com/watch?v=b-frP-AhrCA>

<https://www.youtube.com/watch?v=Vm6EqBp5cfl&t=115s>