

WEEK 4- Ms. Slate's Visual Arts Class

Greetings CES, MES, & RES Artists!

Here are some more projects for you to explore. Remember to keep all your sketches and projects, so when we meet again we can share them with one another. I am mostly concerned that you are thinking about art and sharing it with the other people in your home. The projects and sketches need to show your exploration of the elements and principles discussed in the projects. Please remember you have plenty of time to complete these assignments. Take one day to read over the directions. Take another day to sketch and plan out your project. Then, take a few days to complete the projects. Complete as many projects as you can. Remember you don't have to have the exact supplies and materials on hand. Be creative and use what you have at your house. I've given you a bunch of information to digest. Take your time to process the assignment. **Find your grade level and get started!** Be creative, explore, and have fun!

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

Warmly,

Ms. Slate
CES, MES, & RES Art Teacher
kslate@haywood.k12.nc.us
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



Pablo Picasso, Weeping Woman 1937, oil on canvas, 60.8 cm. x 50 cm. Tate Gallery, London, Great Britain Photo Credit: Tate Gallery, London/Art Resource, New York, NY USA © 2007 Estate of Pablo Picasso/Artists Rights Society (ARS), New York, NY USA

Objectives for the Pablo Picasso Project

- Analyze Picasso's Weeping Woman and his use of abstract and Cubist styles;
- Discuss the way Picasso used color contrasts as emphasis in this portrait;
- Learn about Picasso's use of color, shape, line, and form to show emotion;
- Identify pairs of complementary colors and describe how Picasso used them to communicate an idea or mood;
- Draw profile and frontal faces in proportion;
- Paint Cubist portraits in original compositions, using complementary colors to show contrast and emphasis.

More information about Pablo Picasso

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

https://www.youtube.com/watch?v=r1BdaC_PwC0

<https://www.youtube.com/watch?v=w2ttCyH7KIs>

<https://www.youtube.com/watch?v=ExCQZ940Rbw>

Questions About the Painting, *Weeping Woman* by Pablo Picasso

Style:

1. How does Picasso use Cubism to make us feel this woman's emotions?

Cubism Cubism is a style that shows objects from different viewpoints at the same time. Picasso assembled the woman's face in cubes, or sections, as seen from different angles, showing different emotions as if she were moving. If you cover the left side of her face the right side shows sadness. By covering the right side we notice fear on the left. His model for this picture was his friend Dora Maar, whose father was suffering from an incurable disease. Sometimes she cried with anger, and sometimes she cried because she was afraid that her father would soon die.

Portrait:

2. Are we looking at the woman from the front or from the side? **Profile** The right side of her face shows a profile, or side view, of her mouth and chin. Block out the right, or green side of the face, to see the profile view. **Frontal** The portrait as a whole is a frontal view, showing both eyes and the full outline of her face.

3. Are the proportions of the face realistic? **Facial proportions** Picasso was known for rearranging facial features to show feelings. Look at real faces and pictures of faces, both frontal and in profile, and compare the facial proportions. In a classical face, the eyes are in the middle and are about the same size as the mouth. Here the eyes are too high and the mouth is too big. The combined views of the face push the features out of position. **Gesture** Her gesture of covering her face with her hands shows she is upset. Her open mouth cries out. Her head is slightly tilted, as if she is leaning back in fear.

Color:

4. How do colors express the woman's emotion? **Complementary** The red hat and lower background complement the green face and hand, each color making the other appear more vibrant. The violet parts against the complementary yellow face make the skin ugly. The blue bow and hair against the orange walls adds contrast to the fractured, broken lines and shapes. **Mood** The jarring contrasts of the black and white mouth and hand next to the warm colors of the face set a violent mood.

Design:

5. In what ways does the woman look abstract? **Abstract** The woman's features are abstract. Her eyes are too round and have starshaped pupils with too many eyelashes. Her lips and teeth are too big. Her fingers are rectangular, and her chin is cut off. Her mouth is seen from the side but we see both sides of her face, as if from the front. When Picasso combined the front and side views of the woman, he exaggerated the features to make them more expressive. The distorted face is flat, like a cutout and the blue and purple hair looks like strings. **Emphasis** The fractured shapes, jarring colors, and jagged lines of the clawing hands and crying mouth emphasize the woman's suffering. Not just her mouth, but her whole face seems to be weeping.

6. How did Picasso make the woman appear to be moving? **Movement** The diagonal lines of the eyes, fingers, and the tilt of the head give a feeling of movement. When we see several views at the same time, we feel as if she is moving while we watch.

Line:

7. How do the lines emphasize the woman's weeping? **Angular** The angular edges of a wrinkled handkerchief point to the frenzied whites of the eyes, which are set at different angles. The square teeth, pointed eyebrows, and angular green cheek give a sharp, cutting feeling to her face. A triangular tear rolls down her cheek into the triangular corner of the handkerchief. The black outlines of her hands and mouth are repeated in the sharp outlines of her eyes, face, and hat. **Diagonal** Diagonal lines in the woman's handkerchief, collar and jacket, arched eyebrows, and colorful hat, contrast with the straight vertical and horizontal lines of the wall behind her.

Sketch

Warm up and Brainstorm

- Talk about how artists like Picasso broke the rules of art and how they gave viewers a new way of looking at people and art. Talk about and compare abstract and realistic portraits. Which do you prefer and why?
- Talk about the similarities and differences between a frontal view and a profile view. Compare the way eyes are seen and drawn. Notice which features are

easier to draw in profile and which are harder. Compare the overall shapes of the profile and frontal heads: Is one oval wider?

- 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? Why do you make art? List goals for this project and ways to acknowledge your purpose and meaning through your artwork
- Compare and contrast your feelings about the project before you begin the lesson and what you know or how you feel at the end of the lesson.

Choose 2 of the follow activities to complete

Use any supplies or materials you have on hand

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

<https://www.youtube.com/watch?v=wrXmE6XYbYw>

<https://www.youtube.com/watch?v=V15rXq1nJ6w>

<https://www.youtube.com/watch?v=PRT71Hx3v-k>

<https://www.youtube.com/watch?v=HQcyKt8awvI>

<https://www.youtube.com/watch?v=gdDDKiRoN0w>

2nd and 3rd Grade Art



Pablo Picasso, Three Musicians 1921, oil on canvas, 79 in. x 87 3/4 in. The Museum of Modern Art, New York, NY, USA
Digital Image © The Museum of Modern Art/Licensed by SCALA/Art Resource, New York, NY, USA © 2007 Estate of Pablo
Picasso/Artists Rights Society (ARS), New York, NY, USA

Objectives

- Analyze Picasso's *Three Musicians* and discuss his use of abstraction and geometric shapes in creating a balanced composition
 - Identify the use of line, color, shape, texture, and space in the painting
 - Learn about Picasso and his style, called Cubism
 - Sketch figures in proportion
 - Cut geometric shapes to make figures
 - Create lively cubist collages of musicians and instruments in balanced compositions

More Information about Pablo Picasso

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

https://www.youtube.com/watch?v=r1BdaC_PwC0

<https://www.youtube.com/watch?v=7mog08Kuc54>

Questions about the Painting, *Three Musicians* by Pablo Picasso

I am giving you the answers to these questions because we haven't gone over this painting together. 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. Make sure you watch the videos before you discuss the painting (especially the very first video). They do a good job explaining the painting and giving you some information about the artist.

Style:

1. Who are the musicians? Cubism- Picasso planned this Cubist composition of 3 musicians using abstract shapes rather than realistic portraits. He cut and arranged paper into a collage of abstract objects and figures. Later, he painted three versions of this composition. The harlequin, in the patchwork costume, represents a clown that makes people laugh. Pierrot wears a white costume and a pointed hat and plays a guitar. He is often a sad character. The monk is dressed in black, playing an accordion and holding the music on his lap. The musicians are wearing costumes like those of characters from a French pantomime, or play, that was popular 400 years ago. These same characters are in many plays and stories.

Design:

2. What makes these figures abstract? Abstract- The figures are simplified and exaggerated. They have simple bodies and heads, but they are not realistic. Their facial features are exaggerated into simple geometric shapes.

3. How is this composition balanced? Balanced- The 3 figures are evenly placed and balanced across the page. The heads, feet, and instruments are repeated evenly. White and reddish brown are repeated in all 3 figures, and yellow is only at the center. The dark dog balances the black robe of the priest.

4. What gives this composition a feeling of rhythm? Rhythm- Picasso repeated rectangular shapes and primary colors to unite the composition and create a rhythm. The sharp angles and jagged lines are repeated in the figures. The tapping feet are similar. A dog wags his tail.

5. Are these figures balanced in the composition? Composition- Three musicians are balanced in this composition. They are arranged in an even row, each taking up about 1/3 of the picture space. Their feet are lined up in a row and their heads are about the same height.

Color:

6. Are the colors happy, like a circus, or scary, like Halloween? Mood- Although the background shows dark colors and shadowy shapes, the warm colors of the yellow and red harlequin, the blue and white Pierrot, and the bright music create a lively mood. Primary colors, and brown, and black and white are the only colors used. Primary colors are bright and lively.

Line:

7. What makes this composition feel lively? Angular- Angular lines form the corners of the elbows, knees, table, and floor. The figures lean back and forth as if swaying to the music. The Harlequin leans to his right, Pierrot's arm tips to the left, and the monk's hat points to his right. Jagged lines in the clown costume and beard, and the pointed fingers, feet, hats, and dog's ears and tail are all sharp.

Shape:

8. How are the figures in this picture made? Geometric- Geometric shapes combine to make 3 figures and a dog hiding under the table. Originally Picasso cut paper to create the shapes and assembled them using collage, or paste. After he had made the composition, he painted it on canvas. Rectangular The torsos, or upper bodies are rectangular. The legs are thin and bend sharply at the knee. The small hands have many pointed fingers. Round shapes of the guitar, hat, eyes, clarinet keys, musical notes, and Pierrot's beard contrast with the rectangles. Repeated shapes create a beat.

Space:

9. How did Picasso make this flat picture appear to have depth? Overlap- Pierrot overlaps the monk and harlequin with his knees and guitar. Harlequin overlaps the dog. The music overlaps the monk. Overlap shows depth by showing one shape in front of another. Depth The room is not very big. We see that the floor meets the back wall just behind the monk. On the other side, however, the dog takes up space behind Harlequin, and the corner of the room is a little farther back. Near the dog's tail the floor appears to extend even farther. Picasso was more interested in balancing the figures than in showing realistic depth.

Activity

Watch the following Picasso video lessons and create your own Picasso inspired project or follow the written directions below to another project that you can explore. Try either option #1, option #2, or both if time permits. Use what you

know and expand on it. Use the supplies and materials you have at your house. Crayons are great and I often draw and paint on discarded cardboard like pizza or cereal boxes. Please brainstorm to warm up and sketch before you start.

The link below is a great way to warmup and brainstorm before you get started.
<https://www.youtube.com/watch?v=F7-1VpfomWE>

Option #1

Warmup

- Talk about how a group of musicians plays together. How are they alike? How are they different? What are their instruments like? Have someone in your house pose with instruments alone and in a group or look at pictures of bands or orchestras. Notice how they hold the instruments and where they stand in relation to each other.

Project Directions

1. Sketch several geometric shapes. Sketch a 1-2-3 figure in proportion. Head should be 2" high, torso 4", legs 6", arms 4" or bent.
2. Draw 3 large stick figures on black paper. Draw the first figure in the center and as tall as paper. Draw the other two figures on opposite sides of the first figure. Arrange arms and legs in active positions (so that musicians can play instruments).
3. Draw and cut geometric shapes for the heads.
4. Draw and cut out geometric shapes for Cubist figures and their clothing.
5. Arrange figures on black background and repeat colors and shapes to create unity and rhythm and composition.
6. Draw, cut, and glue instruments. Use photos of instruments to help you draw the instruments.
7. Add patterns such as musical notes using scraps of assorted paper.
8. Glue and collage all loose pieces to black background and shake to be sure that pieces are securely glued.

Option # 2

Watch the follow videos and create your own Picasso inspired projects

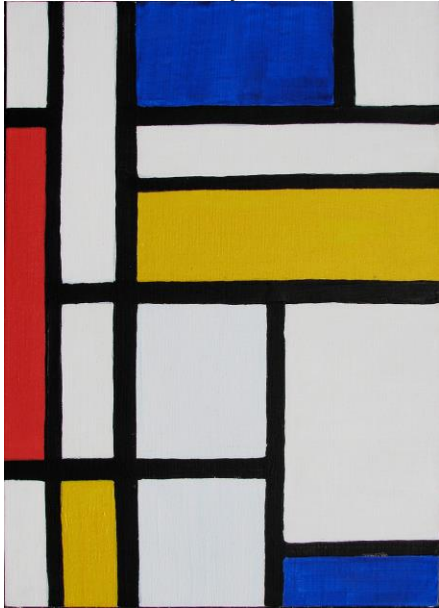
<https://www.youtube.com/watch?v=lvUKMPyZCGQ>

https://www.youtube.com/watch?v=n_3SNXnEvyY

<https://www.youtube.com/watch?v=s64qxUkLmzM>

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 two weeks. Please have fun with these activities and enjoy listening to what your student remembers as they talk about the art they have created and learned about.



Student Artwork inspired by Piet Mondrian Discussion based on poster image, Composition #2

Watch these videos to learn more about Piet Mondrian

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

<https://www.youtube.com/watch?v=1x8m-7N-Kjo&t=89s>

<https://www.youtube.com/watch?v=ZRH4a5vzvEM>

https://www.youtube.com/watch?v=dhv3_nGfETw

<https://www.youtube.com/watch?v=oEqw-FjgSFM&list=PL6ZN0CQje5d6LD-j4dAToQk6ZYDzGYTtY>

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

These are the objectives of the Piet Mondrian project

- Analyze Mondrian's Composition #2 and learn how he painted abstract compositions
- Identify vertical and horizontal lines and rectangular shapes
- Balance lines and colored shapes

- Create abstract collages in the style of Mondrian

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. Does this painting show an object you recognize? Abstract- This is an abstract painting. It does not show any objects, but it reminds us of the structure of objects. Mondrian simplified real objects, like trees, to lines and shapes. Do the black lines look like a tree trunk with horizontal branches? Do the crossing black lines look like a view of city streets seen from a tall building? Do the lines and shapes look like an animal with a red head and a yellow tail? When an artist starts with a real object and then simplifies it, it becomes abstract.

Design:

2. Which rectangle do you notice first in this composition? Composition Some people notice the large blue rectangle first because it is the biggest colored area. Some people notice the red or yellow rectangles because they are bright. The rectangles are arranged in a composition that makes our eyes move around and notice each rectangle. Mondrian painted the black lines first, to create the structure of the composition. He designed the composition, or arrangement, of the lines and shapes to make it seem calm and happy.

3. Is this composition balanced? Balance The lines and shapes are roughly balanced, but are not symmetrical. The horizontal black line is almost in the center, and the shapes above and below it seem to balance each other. The top half of the painting has a blue and a yellow rectangle surrounded by smaller white rectangles. The bottom half has a small blue and a small yellow rectangle and larger white rectangles. The bright red rectangle is divided between the two halves. How would changing the colors of the rectangles change the balance? Would the top half balance with the bottom half if the blue rectangle were red? Would it appear balanced if the largest rectangle on the bottom were yellow? Would the picture still appear balanced if it were turned on its side?

4. What is repeated in this composition? Repetition Lines and shapes are repeated. Black lines are repeated in the same width but different lengths. White rectangles are repeated in different sizes. Blue and yellow colors are repeated, but the red color is not. How many rectangles have a black border on all four sides? Which two shapes are most alike?

Shape:

5. How many rectangles can you find? Rectangle There are 14 rectangles. Five rectangles are colored. Nine rectangles are white. How many corners does each rectangle have? What objects might have rectangular shapes similar to a shape in this composition? (Fit pictures over a rectangle - yellow bus, vertical boy, horizontal boy, fire truck, book, box of crayons, sunset, door.)

Color:

6. Does this painting make you feel excited or calm? Mood The mood of this painting is calm because it is a balanced composition and is limited to a few colors, and black and white. The lines are calm and still. They do not seem to move. It feels happy because the colors are bright and clear. During the time Mondrian was painting, there were two world wars, which made people feel frightened and unhappy. Mondrian wanted to paint pictures that helped people feel calm and peaceful. How does this painting make you feel? Primary Mondrian painted with only 3 colors: red, yellow, and blue. (Show color wheel.) We call these colors the primary colors because all other colors are made from them. Primary colors remind us of things like sunshine, water, and fire. What other things do these colors make you think of? Roy G. Biv Play song Roy G. Biv.

Line:

7. What directions of lines do you see? **Vertical** A vertical line is like the line your body makes when you are standing up straight. (picture of child standing up) It feels like a stiff, still line. Two long, black, vertical lines extend from the top to the bottom of the painting. Where are there other vertical lines? Which shapes are vertical? **Horizontal** A horizontal line is like the line your body makes when you are lying down. (show a child lying down) It feels like a calm, resting line. There is no continuous horizontal line that extends from side to side. Which shapes are horizontal? Are there more horizontal or more vertical lines? Parallel All the black lines are parallel to the edges of the canvas. Vertical lines are parallel to the sides of the canvas, and horizontal lines are parallel to the top and bottom of the canvas. Notice that there are no diagonal lines.

Space: 8. Which shapes appear closer? **Distance** The red and yellow shapes appear to pop out at us because of their bright colors. The blue shapes appear to move back, or recede, creating a feeling of distance. Although all the shapes and colors are really on the same flat canvas, bright colors make shapes appear to pop out and dark colors are like deep holes or caves.

Activity

Have fun with this activity. You are welcome to stray from the directions. 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!

Warmup and Brainstorm

- **Play jazz music while students work. Discuss why the music reflects the simplicity and sharp edges of Mondrian's art. Talk about how music matches art.**
- **Talk about balance. Stand on one foot, with arms held out at the sides, and try to balance. Move one arm down and one leg out to see how balance changes.**
- **Talk about how artists balance compositions. van Gogh balanced the placement of flowers in his vase of flowers. Mondrian liked his art to be simple and balanced, but instead of real objects, he used only color and vertical and horizontal lines.**
- **Review the moods of different lines. Review the stillness of a vertical line by standing straight and tall with arms at the sides. Review the sleepiness of a horizontal line by lying down like the horizon line.**

Project Directions

1. **Make a balanced composition in the style of Mondrian.**
2. **Arrange vertical black strips on 12x18 white paper.**
3. **Arrange horizontal black strips.**
4. **Make sure all strips are parallel to sides of paper. Cut strips to fit. Do not yet glue, but do not move the strips unless the composition is not balanced.**
5. **Arrange the primary colored rectangles. Place colored rectangles into spaces left by black lines. Move around colors to find best balance.**
6. **Cut colored rectangles to fit and tuck them into the black lines.**
7. **Check the balance of the composition. Check colors to make sure they direct eyes all around the composition.**
8. **Glue the shapes and strips in place. Glue lines first.**

9. Trim overhanging lines and shapes.
10. Optional- mount composition on colored paper.

Below are some videos to help you with the project

<https://www.youtube.com/watch?v=2Efv0a-XrEA>
https://www.youtube.com/watch?v=rb1_xAJwBA

*Here are some more activities if you would like to continue to explore Piet Mondrian and create

<https://www.youtube.com/watch?v=dEq8J3ldsDU>