

WEEK 5- Ms. Slate's Visual Arts Class

Hello There 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. Keep up the great work!! I hope to see you all soon!!

Warmly,

Ms. Slate
CES, MES, & RES Art Teacher
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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



Henri Matisse, Interior with Aubergines 1911, distemper on canvas, 21 in. x 24 in. Musee des Beaux-Arts, Grenoble, France/Peter Willi Photo: © The Bridgeman Art Library © 2007 Succession H. Matisse, Paris/Artists Rights Society (ARS), New York, NY, USA

Objectives for the Henri Matisse Project

- Analyze Matisse's Interior with Aubergines and his use of bright colors and confusing space; (**Aubergine is a common British word for the fruit- eggplant**)
- Identify organic and geometric shapes and patterns;
- Describe color contrast and the contrast between 3-D and 2-D;
- Sketch organic and geometric shapes;
- Print organic and geometric patterns;
- Create 3-D rooms with patterned walls, floors, and furniture.

More information about the artist Henri Matisse

<https://www.youtube.com/watch?v=s37OoBXkYAc>

<https://www.youtube.com/watch?v=Uh09gdPg2M8>

<https://www.youtube.com/watch?v=rLgSd8ka0Gs>

<https://www.youtube.com/watch?v=IA17BZuCt30>

<https://www.youtube.com/watch?v=YJXmBEYd1ek>

Questions About the Painting, *Interior with Aubergines* by Henri Matisse

Look at the painting, read the questions to someone and discuss the answers. Remember to use the word in bold.

Style: 1. What makes this painting seem alive? Fauve Matisse was called a Fauve painter because of his use of strong colors and abstract patterns. “Fauve” means “wild beast” in French. Critics of his time thought his paintings were too wild. This painting shows a room, but the **bright, contrasting colors and patterns** were not what a real room looked like. People preferred pretty pictures and realistic art, which were the style at the time. But this lively style soon became popular with artists and critics.

Still life 2. How many still-lives are in this room? A still life is made of objects that cannot move and are arranged by an artist. A still-life arrangement on the table has aubergines (the French word for eggplants), a sculpture of a figure, an urn, and pears on a dish. On the mantel sits a vase of flowers and another sculpture. In the mirror, we see the reflection of the screen, urn, and eggplants. The patterns on the table cloth, screen, walls and floor are like objects in a still life. The whole picture is like a still life.

Color: 3. How do Matisse’s colors create a mood? Mood An exciting mood is created by the many **contrasting colors**. The bright red of the table cloth is repeated in the flowers on the mantel and the landscape outside the window. The bright colors of the gold mirror frame and wall frame above it, the sculptures, table base, and flowered fabric contrast with darker shades in the blue patterns on the green screen, the blue flowers on the brown floor, and the light window frame and door in the background.

4. Where do you see complementary colors next to each other? Complementary The red tablecloth is next to the green screen, the blue flower pattern is next to the orange frames, and the yellow table legs are next to the purple floor. When complementary colors—the colors opposite each other on a color wheel—are placed next to each other, both appear brighter.

Design: 5. What unifies this busy composition? Unity The variety of patterns on the walls, floor, ceiling, screen, table cloth, and mirror unite all the surfaces into one multi-patterned surface. The blue of the flower and vine patterns fills the painting, unifying the room. Rhythm The repeating patterns create rhythm, like a dance across the painting’s surface. The twisting torso on the table and the dancing sculpture on the mantel echo these shapes. The blue flower shapes move our eyes from one pattern to the next. Although the objects on the table are called still life, their curving lines and shapes create movement. Pattern The blue flower pattern repeats the pattern of the bunch of round flowers on the mantel. The blue vines on the screen are like the twisting stems in the floral print attached to the screen. The curving patterns on the red tablecloth repeat the curving eggplants. Rectangular patterns outline windows, doors, and screens. Smaller rectangles are repeated in the grid patterns under the table, in the mirror, in the room beyond, on the shutter, and in the fireplace. Originally, this painting had a wide, painted frame with the blue flower pattern on it, but the frame was cut off and destroyed.

Line: 6. How do lines create patterns? Curving Most of the lines in the room are curving. The round eggplants, the wallpaper flowers, the mirror, and the grid patterns under the table and in the back room create moving patterns. Straight and diagonal lines contrast with these many curves. Outline Wide lines outline the mirror, window, fireplace, door, and a frame above the mirror, creating another set of patterns. Some of the vine shapes on the screen are outlined with black, especially in the mirror. Converge A diagonal line marking the floor in front of the fireplace converges toward the back of the room, creating a 3-D room.

Shape: 7. Where do repeated shapes decorate these rooms? Organic Matisse used two different types of shapes, geometric and organic. Organic, or natural shapes are repeated on the screen, on the tablecloth, and in the floral pattern attached to the screen. Geometric Geometric, or regular shapes are seen in the grids, the round petals of the blue flowers, the screen, and the door and window.

Space: 8. Where would you go if you walked into this room? 3-D The space in this room is confusing. It has 3-D depth, but the all-over patterns flatten the walls and floor into 2-D space. The rounded urn and eggplants have 3-D form shown with highlights. 3-D space is shown by the table overlapping the screen that is in front of a door, that leads into another room. Overlap shows depth, yet there is no distance between these objects, so there seems to be very little distance from the table to the back room. 2-D The vase of flowers, the pears, and the sculptures are 3-D objects but they have no shading, so they look flat. The view from the window shows a distant landscape, but the shapes have become like flat patterns.

Warm up and Brainstorm

- Talk about ways artists create 3-D space. Artists create the illusion of 3-D space through overlap, relative height on the picture plane, use of color and detail, relative size, and converging lines. Brainstorm what objects will go into the room and how to make them look 3-D.
- Talk about complementary colors (yellow/violet, red/green, orange/blue) and how artists use them to create moods.

- Talk about different kinds of rooms that might be drawn. Talk about themes, color, the still-life objects that should be on the table, and other pertinent details. For instance, a kitchen might have a stove or refrigerator with food on the table. A bedroom might have a bed, a computer, a snack, and a toy.
- 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?

*** You may choose to either complete option #1 or option #2 after you sketch and warmup.**

(Option # 1) Project Directions

1. Draw wall edges of 3-D Fauve-style room. Start with a large rectangle that is formed by drawing a rectangle in the upper right corner of the page. Draw a diagonal line connecting corner of rectangle to the bottom left corner of paper. Outline back wall, side wall, floor.
2. Sketch a geometric and an organic shape for wallpaper, each on a 3 inch square. Cut out design from center of square and repair the square with tape when the center is removed.
3. Choose a complementary color pair. One of these colors will be for the printing on the back wall and the other for the side wall.
4. Mix first color. Print repeated pattern on back wall with first stencil. Paint in the empty space of the 3 inch square to create pattern.
5. Print other stencil design in repeated pattern on side wall and floor using the complementary color.
6. Draw, cut, glue window, table, other furniture from colored paper. Make sure window edges are parallel to bottom of paper.
7. Draw, cut, glue still-life objects on table.
8. Add other objects like rugs, lamps and bookshelves. Glue down all objects.

(Option #2) Watch one of the videos below and create a Matisse inspired composition. Use any supplies or materials you have on hand

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

<https://www.youtube.com/watch?v=hy4DUpsC22c>

<https://www.youtube.com/watch?v=zBkfYY1QGEY>

<https://www.weinerelementary.org/matisse-and-shape.html><https://www.youtube.com/watch?v=GsmAogRtm-o>

2nd and 3rd Grade Art



El Greco, View of Toledo ca. 1600, oil on canvas, 48 in. x 43 in. Metropolitan Museum of Art, New York, NY, USA

Objectives

- Analyze El Greco's landscape *View of Toledo* and the mood created by color and line
- Describe how El Greco showed the illusion of distance, using the relative size and placement of objects in the foreground, middle ground, and background
- Sketch landscapes showing distance
- Draw landscapes and use color expressively to show mood
- Create landscapes, using color and line to give unity to their compositions

More Information about El Greco

<https://www.youtube.com/watch?v=iOptWm2KJXw>

<https://www.youtube.com/watch?v=ocp-9D35NmU>

Questions about the Painting, *Toledo* by El Greco

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. Why did El Greco show a storm in the sunny city of Toledo? **Landscape** This landscape shows a dramatic, stormy view of the city. But Toledo, Spain, is a hot, golden-looking city built of honey-yellow stones in a hot, sunny climate. We see Toledo through El Greco's eyes, not the way it would look in a photograph. El Greco was a very religious and excitable man. During his lifetime, several religious groups fought each other in Toledo, and El Greco illustrates their problems like a storm. **Symbolism** The storm in Toledo symbolizes the disagreements of the different religions in Toledo. El Greco uses symbolism, or a different way of representing the problem, by showing buildings like churches that are created by humans, in contrast to the gentleness of nature, that El Greco believed was created by God.

Color:

2. How does color create a stormy mood? **Mood** The dark colors of the threatening clouds, water, and shadowy hillsides create an eerie, mysterious mood, as though something is about to happen. The white edges of the buildings contrast with the dark land and sky, as if the buildings were streaks of lightning zigzagging across the hillside. **Cool** The blue and gray buildings repeat the cool colors of the stormy sky. The cool blues and greens make us shiver with cold. On the color wheel, find the **cool colors** El Greco used to create the painting's mood. What colors would a painter use to show a happy city. **Contrast** The contrasts between light and dark add to the feeling of a raging storm. The white buildings have dark windows, and are set against a dark sky and shadows. White highlights break up the dark clouds. Dark water flows past a light rock and bridges. White leaves contrast with the dark trees.

Design:

3. How do the parts of this composition fit together? **Realistic** Many of the buildings are realistic images of buildings that still stand in Toledo today. The cathedral, ramparts, and Alcazar, or fortress, can be seen in the modern picture as well as in El Greco's painting. However, El Greco moved some buildings closer together to create a triangle pointing towards the stormy sky. The Tagus River in the foreground surrounds the city, protecting it from enemies. But El Greco shows that the enemy is within the city. **Repetition** The repetition of curving hillsides, paths, and trees shows the storm blowing violently across the countryside. The repetition of rectangular buildings climbing the hill leads our eye to the tall pointed spire of the cathedral, which points to the storm. **Unity** The rounded edges of the billowing clouds in the background, repeat the curving paths in the foreground and the sky, giving unity to the composition.

Line:

4. How do the buildings and landscape connect the earth and the sky? **Jagged** A jagged line of buildings creeps up the hill toward the cathedral, which points its narrow spire to the darkest part of the sky. The sharp cornered buildings where people argue with each other are cold and forbidding. **Curving** The curving roads, pathways and hillsides, and the curving tree trunks and grasses, contrast with the sharp, pointed buildings. El Greco compares the beauty of nature with the harshness of fighting people.

Space:

5. How did El Greco show distance on his flat canvas? **Horizon line** The contrasting light and dark colors near the horizon line, where the earth meets the sky, add a feeling of mystery. **Foreground** Trees and bushes in the foreground are at the bottom of the picture. We can see people and sheep walking on the paths and washing clothes in the river, but they are dwarfed by the stormy sky. More detail is seen in the foreground. Individual leaves can be seen on the foreground trees. **Middle ground** In the middle ground, the hills are green, and the soft grasses and trees are near the river. Trees and bushes hide the pathway. **Background** The buildings in the background are higher in the picture to show they are in the background. Trees in the background are small. In the background the hillsides are bluegray, cast in shadow from the clouds hovering behind the city. Threatening gray and white clouds explode in the sky.

Activity

Warm up and Brainstorm

- Talk about familiar landscapes. What do you see when you look out a window? Why do nearby trees look larger than more distant trees? Refer to pictures in books or magazines and compare them to familiar landscapes.
- Talk about how color creates mood. Why does a rainy day feel different from a hot, sunny day? How do the colors change? Why are blues and greens called cool colors and reds and yellows warm colors? How do these colors make us feel?

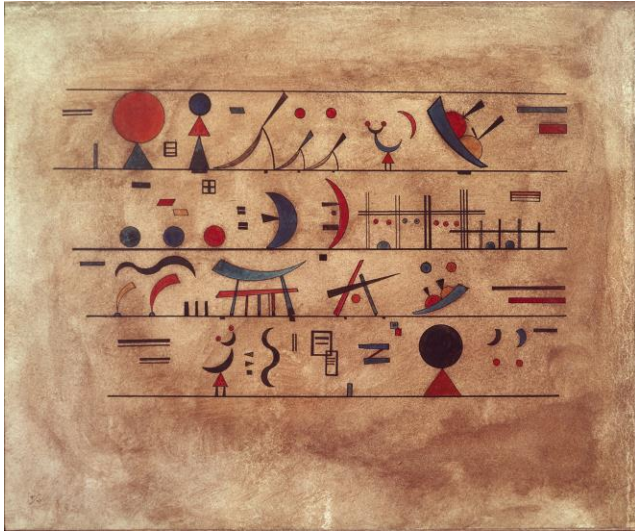
Project Directions

1. Sketch a landscape showing distance. Include horizon line, hills, building, tree, river/road, bridge.
2. Draw the horizon line high on gray paper using chalk pastels or crayons.
3. Color hills, fields and mountains in background. Blend color colors. Use side of chalk or crayon to fill large spaces.

4. Color a diagonal river or road from background to foreground. It should get wider as it nears the foreground. Outline edges to make it stand out.
5. Draw and Color the building in the background. Objects in the background should be small and less detailed.
6. Color the bridge in the middle ground. Use same colors as the building.
7. Color a tree that overlaps the building or bridge. Add flowers, bushes and rocks in the foreground.
8. Color the sky with blue, purple and black and jagged lines to show mood.
9. Add clouds with light colors. Shade bottoms and edges with black.
10. Step back and look at your artwork. Add color as necessary to create a mysterious mood.

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.



Wassily Kandinsky, *Lines of Signs* 1931, oil on canvas, 16 in. x 19.75 in. Kunsthalle, Basel, Switzerland Photo Credit: Scala/Art Resource, New York, NY, USA © 2007 Artists Rights Society (ARS), New York/ADAGP, Paris

Watch these videos to learn more about Wassily Kandinsky (watch one or two per day)

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

<https://www.youtube.com/watch?v=43YsRHdxlq4>

<https://www.youtube.com/watch?v=Bc83deRcKMo>

Objectives

- Analyze *Lines of Signs*, by Kandinsky, and discuss how artists use symbols and colors to represent objects
- Identify geometric shapes and horizontal lines
- Create abstract picture stories using symbols
- Draw geometric shapes and repeated patterns
- Use oil pastels or crayons and “magic white” technique (or use whatever materials are available)

Discussion Questions

Ask your student these questions and see if they can answer them. Look at the painting together to discuss the following questions. 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.

Style:

1. What makes this painting abstract? **Abstraction** This painting shows **abstract or simplified**, pictures. The abstract symbols look like real things that have been simplified or exaggerated. Find a crescent that might be a moon or a sun. Find a symbol that might be a person or an animal. Find a symbol that might be a boat or a house. What other symbols do you see? Kandinsky has drawn imaginary pictures. He was one of the first artists to paint abstract lines, shapes, and colors instead of real objects.

2. How do symbols tell a story in this painting? **Symbols** Abstract symbols tell a story by representing imaginary objects. Each person can make up their own story as they read the story. Find symbols that might tell this imaginary story: The sun comes up over the mountain. A man walks up 3 hills to find a bird flying near the moon. The man sees a boat full of fruits. The man finds three balls near the moon. He rolls the balls to a fence. Later that day he is tired and he walks to his house. The sun is going down. He sees the boat again, but it is far away. It is getting dark, and he sees the bird again. The sun is going down behind the mountain, so he closes his eyes and goes to sleep.

Color:

3. What colors are repeated in the symbols? **Primary** The **primary colors, red, blue, and yellow**, are repeated in most of the symbols. Which color is used most often? Is the color red balanced evenly across the picture? Is the color blue balanced? What color is used least often? (yellow) The background is tan and looks like sand with some black lines. Kandinsky had seen Native American sand paintings, and some of his shapes and colors are similar to the patterns used in those paintings.

Line:

4. How are the horizontal lines like music? **Horizontal** Kandinsky drew 5 horizontal lines like the bars of a musical staff. The symbols on these lines stand in place of musical notes. An artist paints a composition of colors and shapes whereas a musician makes a composition of sounds.

Shape:

5. What shapes did Kandinsky use to make figures? **Geometric** Kandinsky repeated geometric shapes—**circles, triangles, squares, rectangles, and crescents**—in different colors, sizes, and combinations. Find a square. Find 5 sizes of circles. Find large and small crescents. Find a blue and red triangle.

Design:

6. Where did Kandinsky repeat geometric shapes to make patterns?

Pattern The patterns in Kandinsky's painting have rhythm. Where are **rectangles repeated**? They are repeated regularly, like the beat of music. Kandinsky felt that shapes and colors were like music for the eyes.

Rhythm:

7. What kind of music do these symbols suggest? The symbols seem to be telling a happy story. This painting might remind us of a dance, with a rhythm that moves quickly and slowly. What kind of music would fit with these symbols? Find a repeated rhythm in the top row that is loud, then soft. Find a rhythm in the second row that is fast, then slow. Find a rhythm in the third row that goes up, and one that goes down.

8. Does this painting show distance? **Composition** This composition shows everything on the same **flat surface**, next to each other, not behind or in front of each other. Symbols are not overlapping each other to show distance. The movement goes across the page like words in a book. The plain background is not part of the story.

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!

Warm up and Brainstorm

- **Talk about geometric shapes. Use shapes from math and talk about how a triangle could be a mountain or slice of pizza, a circle could be a sun or ball.**
- **Talk about symbols. We see symbols everyday that represent objects or ideas, such as a hexagonal stop sign, a man or woman on the bathroom door, or a circle with a line through it meaning “no.” Point out images and symbols found at home, in school, and in the community, including national and state symbols and icons.**
- **Talk about patterns of repeated designs. Look in the classroom or outdoors, such as patterns on clothing; repeated rectangles in windows, desks, or cubbies; or the steps on the slide, a row of swings, leaves on a tree, or doors in a building.**
- **Talk about a symbol that represents people. Choose a symbol, either a shape or an object, for yourself.**

Project Directions

1. **Air draw geometric shapes.**
2. **Sketch objects using geometric symbols. Sketch everyday objects using only geometric symbols (trees can be triangles, bicycles can be a triangle and two circles). Sketch geometric symbols that can represent yourself, like a star or heart.**
3. **Draw a Symbol Story to tell about a day in your life. Draw symbols on a pre-marked white paper using pastels or crayons. Draw a symbol for yourself. On the first line of the paper, draw symbols to represent the morning. Use symbols to represent activities (rectangle for a backpack, semi-circle for a cereal bowl etc). On the next line tell us about yourself about the middle of your day. On the last line tell us about yourself in the evening. Repeat the symbol about yourself on every line to make a pattern.**
4. **Color figures heavily with oil pastels or crayons. Color until lines and shapes look glossy.**
5. **Draw a secret “magic white” symbol with white pastels or crayon.**
6. **Paint a wash (watercolors paint, coffee, or tea). Use a large paintbrush to paint over symbols. Dip paintbrush into paint and wipe off excess. Strokes should follow the horizontal lines on the paper. Keep paint thin and cover whole page. Use all three primary colors: Red, blue and yellow.**
7. **Make up a dance that repeats movements just as shapes are repeated in artwork.**

*Here are some more activities if you would like to continue to explore
Wassily Kandinsky

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

<https://www.youtube.com/watch?v=PQH5HggtiAw>