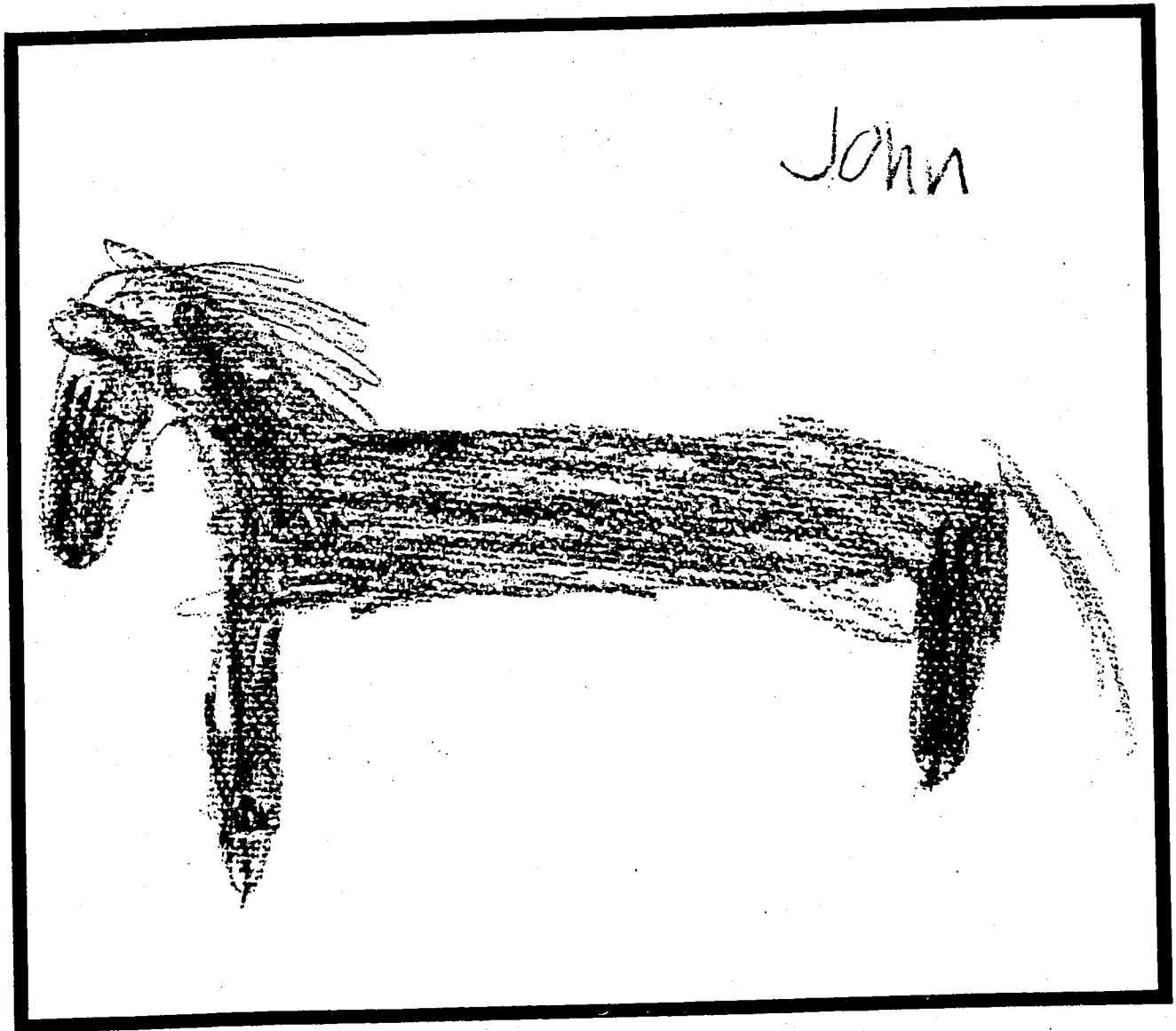


the  
umbrella  
group

**1**

# ART awareness

*A Preplanned Enrichment Program to Encourage an Understanding of the Arts*



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Bibliography included in the **ART awareness handbook**

# 1 Mural

## Materials Needed:

### Print:

- OR { #103 Joseph Rugolo *Mural of Sports*  
#061 Leonardo da Vinci *The Last Supper*  
#062 *The Last Supper*

### For Optional Reinforcement Activity:

long sheet of paper taped to wall  
paints and/or crayons

## Vocabulary:

artist  
remembering  
copy  
original  
mural  
print  
title

Hello. My name is \_\_\_\_\_. This year we are going to have talks about what artists are and what they do. Can anyone tell me what an *artist* is? (An artist is a person with a special skill to create painting, architecture, sculpture, etc.) What do you think makes some artists better than others? (Get as much response as possible.) Do any of you know an artist?

Artists practice looking very closely at the things all around them. They know they are better able to paint if they observe well. As they work, they look from the object they are drawing to their paper many times to see if they are *remembering* all the details right. Next time you draw something, look many times from the object to your paper. See if your drawing is better because you do. Artists practice remembering what they have seen. Then they try to put down what they have remembered. They do not *copy* what someone else has drawn. They draw what they see in the way only they can remember it. No one remembers in exactly the same way as someone else. When you do something different than anyone else, it is called *original*.

Does anyone know what a *mural* is? (Write the word mural on the board) A mural is a wall or ceiling painting. It is painted directly on a wall or ceiling or painted on a surface which is permanently fixed in place on a wall or ceiling. Has anyone seen a painting which is done right on a wall? (Discuss murals which might be on buildings in your community.) Have you ever seen a painting on the side of a big building? Sometimes you see murals painted on the walls of public buildings such as state capitals or older post offices. Sometimes you see murals painted on the walls of churches. Murals may be done in many ways. Because murals are painted on walls or permanently fixed on walls, they are usually very large in size.

Today we are going to see a print (two prints) of a mural. What is a print? (Write this word on the board.) A print is a copy of something. You make a print of your finger when you put it in paint and then press your finger on paper. (You may do this if you want.) Prints can be made of famous paintings through printing processes. A print is just a copy of the real painting. This year most of the pictures we will see will be prints. We must always remember that prints are just copies of the real painting. We can learn from a print but it is important to visit art museums where we can see original art. Then you can see the real size of the painting as well as the real colors.

**BECAUSE OF AVAILABILITY OF PRINTS, YOUR SCHOOL WILL EITHER USE 2 LAST SUPPER PRINTS, OR ONE PRINT BY JOSEPH RUGOLO.**

1. **#061 Leonardo da Vinci *The Last Supper*** First we are going to talk about a mural which was painted on a wall in Italy about 500 years ago. That was about the time that Columbus discovered America. Why can't we see the real mural today? It is still on the wall in Italy, isn't it? This is just a print of the real mural. Look closely at this print. This mural has had many problems. It was painted on plaster many years ago. (Make sure they know what plaster is.) The plaster and paint have flaked off over the years. Where can you see the damage on the print? Where can you see cracks? The figures are not very clear, are they? Notice how the artist has filled the entire picture with his art. This painting is called *The Last Supper* and was painted by Leonardo da Vinci.
2. **#062 *The Last Supper*** Here is another print called *The Last Supper*. What differences do you see in the two prints? This one is clearer, isn't it? (Have students point out the brighter colors, more facial expression, clearer detail, etc.) These are two prints of the same mural. They don't look much alike do they? Which print do you think is better? (Allow discussion.) The first print is better because it was taken from a picture of the real mural. Right now this mural is being restored by experts who are removing the cracks and trying to fix it. So, soon there will be another print. A print that looks exactly like the artwork is the best print. The second print is not a good print because it was not made from a photo of the real art. It was someone's idea of how it looked. When we are looking at prints we must be very careful to study prints that are accurate. (Make sure they know what accurate means.)

OR

3. #103 Joseph Rugolo Mural of Sports This is a print of a mural painted in America in the 1930s. During this time there were many people who could not get jobs and did not have enough money to feed their families. The federal government thought of a way to help artists who were out of work. They hired artists to paint pictures in government buildings all over the United States. (If there is art in your community painted during this period or art which your community has purchased for a public place, discuss it. Art in public places includes sculpture in front of schools or paintings in the city hall, etc.) This is a print of a mural painted by Joseph Rugolo. It is called *Mural of Sports*. This mural is very large. It is 6 feet high and 8 feet wide. (Relate this size to the size of one wall in the classroom.) If you were looking at the real mural and not a print of the mural, it would take up this entire wall. Who remembers the *title* of this mural? (Remind them that the title is the name of the picture.) Look at the people in this mural. What sports are these people doing? Can anyone see someone playing tennis? baseball? hockey? What do you see in this mural besides people? Does anyone see a stadium? Why do you think there is a flag? Do you usually see a flag at sporting events? What are some original ways the artist has painted this picture? (Talk about how the picture is put together. Get student ideas.) Do you like this mural. Why?

Let's review what we have learned today. What is art called that is painted or permanently fixed directly on a wall or ceiling? A mural. (Point to the print.) Is this the real mural? (no) What is this called? (A print.) How is this print different than the real mural? It is not as large is it? It was printed by machine, not painted. You cannot see any paint, can you? There are many prints just like this one. There is only one real mural.

### Optional Reinforcement Activity — Mural

#### Materials needed:

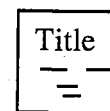
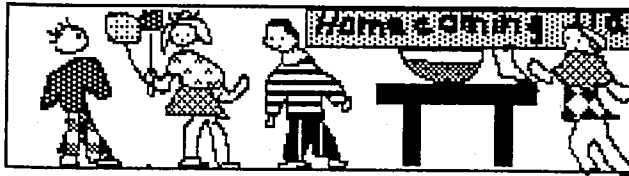
- brown butcher paper adhered to the wall
- crayons (If you have more time you could allow students to use paint.)

Today we are going to paint a class mural. We can't draw directly on the wall, but we can pretend that this paper is the wall. This is going to be a mural about SUMMER VACATION (or any other special event they might remember in your community that is coming up). Artist practice remembering. What are some of the things you remember about summer vacation? What do you remember about this summer that you enjoyed most?

I want each of you to come up to the board and draw pictures for our class mural of some of the things you remember from this summer. I know you will all remember different things so your art will all be original. (Have crayons or paint available for each student.) Have students come up to the paper and draw about their holiday experiences.

#### T I M E

Now that our picture is finished we have to give it a name. Artists usually give their pictures a name, which is called a title. The title has the name of the picture and the name of the artist. What should we call our picture? Since this is a mural, we will make a small piece of paper with the title on it and everyone in the class can sign his/her name. We will post it next to the mural.



Now, let's talk about our mural. What did you see and remember? Who remembered buildings they saw during their vacations? Who remembered colors? Who remembered people? Different artists remember different things. I want all of you to remember the art words we talked about today: artist, mural, remembering, print.

Look around you and see if you find any murals. Next time we will talk about color.

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**FOLLOW UP to be given to teacher:**

**Art Understanding:**

1. Artists observe closely and remember. They express what they observe in different ways.
2. In the 1930s, the American government paid artists to paint pictures in public buildings.
3. A mural is a painting on a wall or ceiling.
4. A print or picture of a painting is not the same thing as the original painting.

**Classroom Exercises:**

1. Point out original art and reproductions whenever possible.
2. Have a tray with 3 to 5 items. Have children look at them. Then take the tray away and have them each do a picture of what they remember. They will remember different things. This is good. This will make their picture different from anyone else's. Encourage them to fill the entire page with their work. This makes it more important.
3. What is art? Bring in examples of art and non-art (orange, brush, etc.) and ask the students to distinguish between the two and talk about what is important in making something art.
4. Look at pictures of other art done in public buildings. Point out art in your community which has been purchased by the public.

**Vocabulary:**

- |                |                                                                                                           |
|----------------|-----------------------------------------------------------------------------------------------------------|
| 1. Artist      | <i>A person with a special skill for painting pictures, creating sculpture, designing buildings, etc.</i> |
| 2. Remembering | <i>The ability to keep something in your mind without forgetting.</i>                                     |
| 3. Copy        | <i>An imitation of something original.</i>                                                                |
| 4. Original    | <i>Something is original that is fresh and unusual and has not been done before.</i>                      |
| 5. Mural       | <i>A picture painted directly on a wall or ceiling.</i>                                                   |
| 6. Print       | <i>An art print is a copy made of the original painting. It is usually made by machine.</i>               |
| 7. Title       | <i>The name given to something.</i>                                                                       |

## 2 Color

### Materials Needed:

#### Prints

#101 Georgia O'Keeffe

#045 Pablo Picasso

#021 Paul Gauguin

*Red Hills, Grey Sky*

*The Tragedy*

*When Do You Marry?*

#### Visual Aids:

V413 Color Wheel

V411 Color Swatches

#### For Optional Reinforcement Activity:

C01 Copymaster - Color and Mood (in visual aid package)

crayons

colored construction paper

color wheel turkey (in Visual Aids folder)

### Vocabulary

*pure/unpure color*

*secondary color*

*cool color*

*warm color*

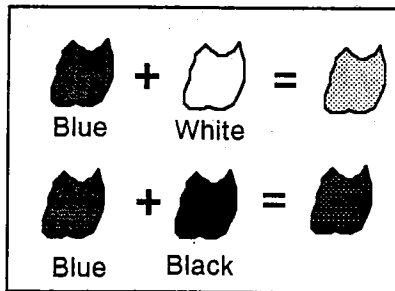
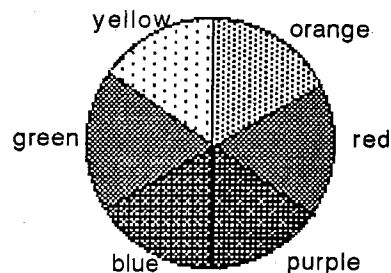
*dark color*

*light color*

Hello. My name is \_\_\_\_\_. Today we are going to talk about color. What do you think of when you think of color?

### V413 Color Wheel

This is a color wheel. Can you name the colors? Some of the colors on the color wheel are called *pure colors*. That means they cannot be made by mixing other colors together. Can anyone tell me what they are? (Blue, red, yellow) Colors which can be made by mixing other colors are *unpure colors*. What unpure color do we get when we mix yellow and blue (green), red and yellow (orange), blue and red (purple)? See, the colors are placed between the pure colors on the color wheel. These colors are called *secondary colors*.



### V411 Color Swatches

You can mix colors and change a color. Here are some other ways colors can be changed. (Use V411) White changes colors. If you put white in the color blue, you get a *lighter color* blue. If you put black in the color blue, you get a *darker color* blue.

Write on the board "Cool Color" and "Warm Color."

Let's talk a little more about color. Some colors are called *cool colors* because they remind us of cold things like ice and snow. (Use color wheel V-413.) Let's look at the color wheel again. What colors do you think are the cool colors? (blues, greens, purples, also grays) List these colors on the board under "Cool Colors".

*Warm colors* remind us of hot days, and fire. What colors do you think are the warm colors? (red, orange, yellow) List these colors on the board under "Warm Colors".

Here are some pictures by famous artists. It is important to look at the art of famous artists. It helps our own art to become better.

1. #101 Georgia O'Keeffe *The Red Hills, Grey Sky* This first picture is called *The Red Hills, Grey Sky*. It was painted by an American artist, Georgia O'Keeffe. She liked to paint pictures about one area of America. This picture was painted about the Southwest part of our country. Do you think it is warm or cold? In fact, there is a lot of desert in this part of America. What colors has the artist used to that are warm colors? What pure color do you see? (red) Where has the artist added white to red to make it lighter? Where has she added black to red to make it darker? Do you like this picture?

1. #045 Pablo Picasso *The Tragedy*. Let's compare this with the picture called *The Tragedy* by Pablo Picasso. Is it warmer in this picture or in the picture by Georgia O'Keeffe? (O'Keeffe) What kind of day do you think it is? (cold) Look at the colors the artist has used. They are some of the colors that you told me made you cold, aren't they? Where is this picture? Is it ever cold at the ocean? What color changes do you see? How has Picasso made the blue darker by adding black? (Let them tell you and show you.) Where has he made blue lighter by adding white? Do you like this picture?
3. #021 Paul Gauguin *When Do You Marry?* The third picture is called *When Do You Marry?* by Paul Gauguin. He painted many pictures in tropical islands where it is warm. See all the warm colors he has used? Who can show me some warm colors in this picture? (figures in the foreground) Who can show me some cool colors in this picture? (background) The picture looks as if it is cooler near the mountains, doesn't it, and sunnier in the front of the picture. Do you like this picture? Why or why not? Everyone sees art differently; there is no right answer.

Artists choose colors carefully when they paint a picture to help them say what they want to say in their picture. Which of the pictures do you like best? Why?

I want all of you to remember the art words we talked about today: pure and unpure color, warm and cool colors, dark and light colors. Look closely at the colors around you. When you create your art be sure you use colors that will express the feelings you have.

### Optional Reinforcement Activity - Cool and Warm Colors

#### Materials needed:

C01 Copymaster - Color and Mood

Reproduce this design so that you can give each student 2 copies.

crayons

colored construction paper for framing pictures

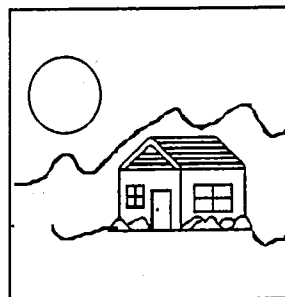
I am going to give each of you two pictures. I want you to color these pictures with your crayons. In one picture I want you to use only warm colors. In the other picture I want you to use only cool colors. Remember which colors are warm? What colors do you think of when you think of a hot day or fire? (List them on the board if you have not already.) What colors make you cold? (List these on the board.)

#### TIME

You have made two pictures today. How do you feel about your pictures? They are the same picture, but you have used different colors. Do the pictures make you feel different? If you like one or both of your pictures well enough, I want you to frame it. Pictures usually look best when they are framed. One way to frame a picture is to put it on a larger piece of paper like this.

(Work with children here framing pictures or encourage them to do it at home.) Give your picture a title.

Next time we will talk about printing. Find out what a print is before then.



**Color with Warm Colors**

**Color with Cool Colors**



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**FOLLOW UP to be given to the teacher:**

**Art Understanding:**

1. How colors can be changed
2. Cool colors and warm colors

**Classroom Exercises:**

1. Give children cellophane in blue, red, and yellow and let them create unpure colors. Secondary colors are produced when the pure colors are mixed. They are orange, green and purple.
2. Mix paints. Mix the primary colors to create secondary colors. Create darker and lighter colors by adding black and white.
3. Draw a picture using happy colors, sad colors.
4. Use large sheets of paper and using black paint have students paint an outline of a house. After this has dried, have them paint the white space using pure colors and secondary colors. Do not let them run their colors over the black lines. Have them fill the entire page with color. These pictures will look quite beautiful with the black outlines, almost like stained glass windows.
5. Find two books in your library in which the illustrators have used very different colors. Discuss why they chose the colors they used.

**Vocabulary:**

1. *Pure Color* Red, blue, or yellow. Colors which cannot be made from other colors. Other colors are made from these colors.
2. *Unpure Color* Color made from any combination of the pure colors (red, blue, yellow).
3. *Secondary Color* Color made by mixing two pure colors together, purple, green and orange.
3. *Cool Color* Color which reminds you of cold, such as blue, purples, greens, grays.
4. *Warm Color* Color which makes you think of heat, such as reds, oranges, yellows.
5. *Dark Color* Color to which black has been added.
6. *Light Color* Color to which white has been added.



# 3 Printing

## Materials Needed:

### Print

#049 Paul Revere

*Boston Massacre*

### Other

clay and toothpick

paint pad with red paint

paper: tissue paper, hard paper folded like a card, etc.

### For Optional Reinforcement Activity:

clay

toothpicks

paper

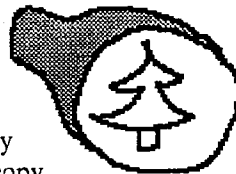
paint

paint pads -- You can inexpensively make paint pads by folding a wet cloth or paper towel and fitting it in a shallow plastic dish. Sprinkle powdered paint or brush tempera paint onto this. You will need a paint pad for each color with which you wish to print. A little water can be added if your paint pad dries while you are printing.)

## Vocabulary

*print*

Hello. My name is \_\_\_\_\_. Today, I am going to work on a piece of clay. (Do this in front of them.) First I am going to make a handle and then a flat edge on the bottom. On the bottom of this edge I am going to put some lines that make a picture that reminds me of the holidays. I will use a toothpick. This clay is going to be used for printing. (Be sure and make the lines for your design deep and thick. Practice before you demonstrate this to the class.)

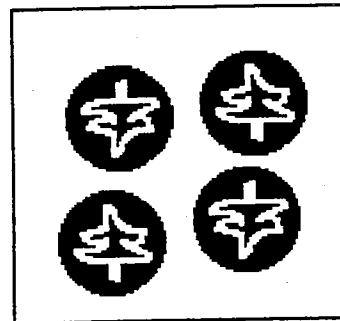


Last time I asked you to find out what a print is. Can anyone tell me what printing is? I can put my finger in paint, and (do it) press it on paper like this. I have made a print of my finger. A print is a copy made by covering something with paint and pressing it on paper. Your books are printed. (Get other examples if desire.) Artists use printing when they want more than one copy of a picture.

#049 Paul Revere *Boston Massacre.* This is a famous engraving done by Paul Revere, It is called *The Boston Massacre.* (You might check with the teacher to see if they will know who Paul Revere is.) Paul Revere was a famous American who lived 200 years ago when we were trying to become a nation. This is a print of an event that took place. This picture was used like posters are used today. Many copies were printed and handed out to people in the street. What do you think is happening in this picture? (Optional explanation. Students may not be old enough for an explanation of this picture. Paul Revere wanted colonists to see this picture so that they would be mad at the British. He hoped that more people would want to go to war with Britain so that the colonies could become independent. The colonies did fight against the British and America became a nation.)

## Demonstration:

Today, I am going to create a simple picture that I can make many copies of, just like Paul Revere did. This will not be nearly as complicated as his picture. I am only going to use one color and my picture only has one shape, a tree. I will print my picture I scratched into my clay. I can make many copies of this tree. Look carefully at the tree I scratched in my clay. (Hold up the clay so they can see the design you have scratched out. Be sure you have scratched it deep enough that ink will not go into your grooves. ) Now I am going to put my clay into this paint pad. What part of my picture do you think will be red when it is printed? Will it be the tree? Let's see. The picture I scratched is in white and what is left is red. Why? Let me do it several times. (Have several kinds of papers available such as tissue paper for wrapping paper, hard paper folded for a card or paper for a decorative picture border, etc.) I am going to print on different kinds of paper to show you how many kinds of things I can print from my design. I will print a card, I will repeat my design over and over again on wrapping paper, etc. I can use the things I am printing for many things. (Print sideways, upside down, etc.) You might want to have samples ready which you have done before with another stamp.



### **Optional Reinforcement Activity: Printing**

#### **Materials Needed:**

- clay for each student
- paper for each student
- paint for printing
- paper towels
- heavy duty toothpicks or paper clips
- paint pads - *You can inexpensively make paint pads by folding a wet cloth or paper towel and fitting it in a shallow plastic dish. Sprinkle powdered paint or brush tempera paint onto this. You will need a paint pad for each color you use. A little water can be added if your paint pad dries while you are printing.*

*Be prepared before you begin this project. If at all possible, have students work at large tables covered with newspaper or oilcloth. Have ready clay, large toothpicks, paint, paper towels, brushes. (Use as large a variety of paper as possible.) Keep paint colors to one or two for simplicity.*

Now, I am going to give each of you some clay. Shape your clay like a cookie which is flat on top. I want each of you to think of a simple original shape you can scratch in your clay. You may scratch with toothpicks or your pencil. Think of original things you can scratch into your clay. Don't make too many lines. Make something which you can use for printing. I will help you if you have problems.

#### **TIME**

You all printed original pictures. After your printing has dried, you can take it home. You might practice printing at home sometime. It is fun to make hand made prints. They are all original. You might make some wrapping paper for the holidays.

When you look at the art around you, see if you are looking at art which is printed. This way the artist can make more than one picture that looks the same.

Next time we will talk about how artists use lines to make their art more interesting.

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### **FOLLOW UP to be given to the teacher:**

#### **Art Understanding:**

1. What is printing: making a copy.
2. Using clay to make a print.

#### **Classroom Exercises:**

1. Bring into class different types of prints and talk about how they were made - compare these to an oil painting or a watercolor of which there is only one original.
2. Do printing using a cut potato. See the **the ART awareness handbook** for ideas.
3. Make stencils on heavy paper and make positive and negative prints.
4. Make string prints: glue string to rollers from paper towels, etc. and print with them.
5. Cut erasers or sponges into different shapes and print with them.

#### **Vocabulary:**

1. *Print*                                      Art in which the artist creates his picture in such a way that he can make many copies of equal quality

# 4 Lines

## Materials Needed:

### Prints

#028 Winslow Homer

#033 Paul Klee

#961 Currier and Ives

### Optional Print

#014 Raoul Dufy

### Visual Aids

V 425 Line Illustrations

### For Optional Reinforcement Activity:

paper and pencils for each student

record or tape of two songs- one soft and slow, one loud and fast

## Vocabulary:

*vertical line*

*horizontal line*

*diagonal line*

*outline*

*Breezing Up*

*Sinbad the Sailor*

*Whale Fishery*

*Regatta*

Hello. My name is \_\_\_\_\_. We have talked about the ways artists paint things in original ways. Who remembers what the word original means? Something is original that is not copied from someone else. Artists look carefully at the world around them and try to see things in original ways. Have you ever put your face up to a window when it is raining and looked out? How does everything look? Who has been at a carnival or museum where they have mirrors that make your bodies go in unusual ways?

Today, I am going to ask all of you to look at this room with new eyes — the eyes of an artist. I want you to look around this room for lines. Where can you see lines? (Get as much response as possible — give help if necessary.) Does anyone see lines on the floor? on the ceiling? When you look out the window what kinds of lines do you see? You have seen many lines . . . What other kinds of lines can you think of? (Have children come to the board and draw different lines. Label them, ie. happy lines, crazy lines, etc.)

Lines are everywhere if we look for them. When you walk home from school, there are lines on the sidewalk and lines in the sky. (telephone wires, etc.) When we look at a spider's web we can see lines. Artists look very carefully to see as many lines as they can.

## V 425 Line Illustration

Horizontal Line



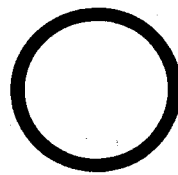
Vertical Line



Diagonal Lines



Other Lines



Outline

Artists use many different kinds of lines in their pictures to help them say what they want.  
(Use V425 to illustrate lines, or draw lines, or have students come up and draw lines, on the board.)

1. Vertical Lines: Here are some lines. Does anyone know what these kinds of lines are called? These lines are called vertical lines. (Write "vertical lines" on board.)
2. Horizontal Lines: What about these lines? What are they called? These lines are called horizontal. Horizontal lines remind us of the horizon. (Write "horizontal lines" on the board.)

In art, vertical and horizontal lines are lazy lines. You often see them when there is nothing moving.

3. Diagonal Lines: Here are some more lines. These lines are called diagonal lines. (Write "diagonal lines" on the board.) How do you feel when you look at these lines? These lines give a feeling of movement and excitement.
4. Some lines express what we feel inside. (write on the board SUNNY, HAPPY, LINE) Who can come up and draw

a sunny, happy line, a tired line, a crazy line. (Allow children to take time to do this to learn that lines can express feelings.)

5. Outline: What is an outline? When you make a drawing of a star, you can make it like this, ★ or you can make an outline of a star, like this, ☆. If you outline a star, you put a line around the shape of the star.

We have seen that lines can be lazy, or show movement, or express our feelings, or be outlines.

We are going to look at three pictures and talk about them.

1. #028 Winslow Homer Breezing Up This picture is called *Breezing Up* by Winslow Homer. You have seen it before. Tell me what is happening in this picture? Is it a windy day? Look at the large boat. Do you think this boat is moving or standing still? It is moving, isn't it? What kind of lines has the artist used to make us think the boat is moving? (diagonal) *If you want, take a piece of clear mylar and with a grease pencil trace some of the lines in this picture.* Who can show me a diagonal line? (Have students point out diagonal lines.) Is the mast of the boat vertical or on the diagonal? The masts of the boat are on the diagonal, aren't they? If they were vertical, you would not get the feeling of movement. Can you see any other places where Homer has used diagonal lines to help give the feeling of movement to the picture? (Point out boat in the background plus the way some of the figures are leaning.) Where can you show me an outline in this painting? (Look at the heavy line on the end of the boat, or the sails on the small boat far away.) What pure colors do you see in this painting? (red, yellow, blue)
2. #033 Paul Klee *Sinbad the Sailor* This picture is called *Sinbad the Sailor*. Does anyone know what a sailor does? A sailor sometimes works on boats at sea, doesn't he? What is this picture about? Is this picture real or make believe? (Get the student's reactions.) This boat does not look as if it is moving very fast. Where do you see some lazy vertical lines? (The man.) Do you see any lazy horizontal lines? (The boat and the stick the man is holding.) These lazy lines do not give a feeling of motion. Do you like this painting? Do you think the artist has used happy lines, sad lines, crazy lines? (Get the students' reactions.) There are many outlines in this picture. Who can show me a line around a shape. (Have students show you lines around the fish, the sailor, etc.) Do you see any pure colors in this painting?
3. #961 Currier and Ives *Whale Fishery* This picture is called *Whale Fishery* and was published by Currier and Ives. What is happening in this picture? What kind of animal is this? (Point to the whale.) In early America, sailors hunted whales for their oil. Whale oil was used for lamps. Once electricity was discovered, whale hunting was not as important. Look at this boat. (Point to the boat in the background.) This boat is not moving, is it? Where do you see horizontal and vertical lines? (Have students point these out.) Look at this boat. (Point to the small boat in the foreground.) This boat is being moved through the water. Where do you see diagonal lines? (Point out the diagonal lines of the oars as well as the bodies of the men in the boat.) These men are sailors, aren't they? Do these sailors look more real than the sailor in the painting by Paul Klee? (Point out the sailor for them.) Can someone see an outline in this painting? Do you like this picture?

**OPTIONAL PRINT:**

4. #014 Raoul Dufy *Regatta* This picture is called *Regatta* by the French artist, Raoul Dufy. What is this picture about? What is a regatta? These boats are not moving very fast are they? What kinds of lines has the artist used? Who can see horizontal lines? vertical lines? These lazy lines do not give a feeling of motion. What kind of day is it?

In what way are these pictures the same? They are all about water and boats, aren't they...fish and fishermen. In what ways are they different? Which picture do you think is the most like what you see in the real world with your eyes? (Homer) Which picture do you think is make-believe? It is fun to pretend sometimes, too.

**Optional Reinforcement Activity: - Drawing Lines to Music**

Materials needed:

- paper and pencils
- record or tape of two songs- one soft and slow, one loud and fast
- (Hand out two pieces of paper and give each student crayons)

Today, I am going to play some music and I want you to draw lines with the music. Draw lines that tell how the music makes you feel. Make all kinds of lines. Remember what we have discussed about movement and lazy lines. I will play two pieces of music. Use one sheet of paper for each piece I play. Use pencils.

Now, I am going to play the first song. Draw your lines. Do not draw anything but lines. Use your pencil. You may use the side of it if you want. I want you to use only one side of the paper. Remember to fill the entire page. This makes your art more important. (Play soft quiet song - short.)

#### TIME

Put #1 on this picture.

Now, take your other paper. I am going to play a second song. Draw a picture of the way it makes you feel. Remember to fill the page. (Play faster, wilder song.)

#### TIME

Put #2 on this picture.

Now, all of you look carefully at your pictures and give each of them a title. If you like your pictures well enough, make a frame for them. Do you see any lazy lines in your pictures? Which one, number 1 or number 2? Did you think this was a lazy song? Who has a diagonal line? Does it look as if it is moving? Which picture? Did you think there was more movement in your second picture and the second song? Does anyone have curved lines in his/her pictures? Which one? How do curved lines make you feel?

Today we have talked about lines. We have seen that lines can be lazy, or show movement, or express our feelings. I want all of you to look around you with new eyes at all the lines you can see. Next time we will discuss shapes.

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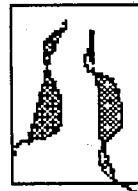
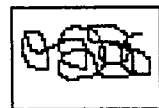
### **FOLLOW UP to be given to teacher:**

#### **Art Understanding:**

1. Lines can show movement or be at rest.
2. Lines can express feelings.
3. When artists are original, they create their own style.

#### **Classroom Exercises:**

1. Dip string in paint and create line pictures.
2. Read *Going for a Walk with a Line* by Douglas and Elizabeth MacAgy if you can find it at the library.
3. Discuss the lines in the classroom.
4. Make a picture of an oval face without any hair and give a copy to each student. Explain to the class how each hair is a line. Ask them to be a barber/beautician. Design a hairdo from line. They may wish to add beard and mustache. Ask them to title their work and name the types of lines they used.



#### **Vocabulary:**

- |                           |                                                                            |
|---------------------------|----------------------------------------------------------------------------|
| 1. <i>Vertical Line</i>   | A line which goes up and down, like your vertebrae.                        |
| 2. <i>Horizontal Line</i> | A line which is parallel to the horizon.                                   |
| 3. <i>Diagonal Line</i>   | A line which cuts across. On a square it often goes from corner to corner. |
| 4. <i>Outline</i>         | A line which is the outer boundary of an object of figure.                 |

# 5 Shapes

## Materials Needed:

### Prints

#018 Lyonel Feininger

*Arch Tower I*

#056 Le Corbusier & Others

*UN Building Complex*

### Visual Aids

V407 Basic Shapes

### Other

box such as shoe box

piece of clear milar or plastic

grease pencil

### For Optional Reinforcement Activity

object for display such as apple, banana, something with an interesting shape

scissors for each student

piece of white paper for each student at least 8 1/2" X 11" in size

colored paper (in pure and secondary colors) and glue or colored contact paper -6" x9"

## Vocabulary:

*shape*

*basic shape*

*distortion*

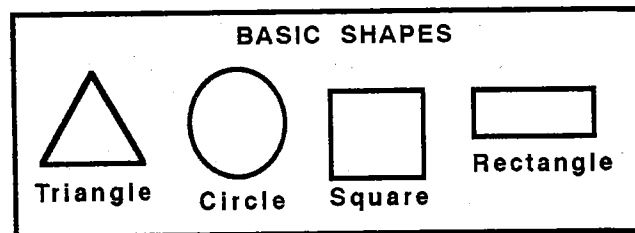
Hello. My name is \_\_\_\_\_. Today we are going to talk about *shapes*. Artists look very carefully at all the shapes around them. Can anyone tell me what a shape is? (When a line joins itself, a shape is formed.)

## V407 Basic Shapes

Here are some shapes you probably all know. These shapes are called *basic shapes*.

Who can name these shapes.

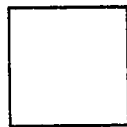
(Go over the names with the students such as square, rectangle, triangle, circle)



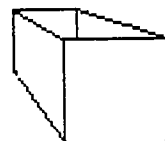
Original Shape

There are many other shapes. Remember, you have a shape anytime a line meets itself. Can anyone come up and draw an original shape on the board that is not a basic shape? (After a student has drawn this shape, ask the class what basic shape it looks like, if any. Most shapes are just basic shapes which have been stretched or pulled in some way.)

We find shapes in many different places. Where in this room do you see some shapes? (Name some.) Did you know that one thing can have different shapes. Here is a box. Look at the shape of this box. (*Turn the box around. Then hold it like #1 where you can see only one side*) What shape do you see? (a square or rectangle) Now, look at the box. (*Turn the box so that you see it as illustrated in #2.*) This shape is different, isn't it? The shape you see depends on the way you look at the box. The shape of the box doesn't really change, does it? It is the way you look at the box. (Turn your box around and see how the shape changes.)



#1



#2

Artists look very carefully at the things around them. They look at shapes very carefully. Sometimes they see shapes in different ways. An artist might paint a picture and the shapes would not look real to you. But, they would be real to the artist. When an artist changes a shape from the way it is in real life because he sees it differently, it is called *distortion*. (Write "distortion" on the board.)

Here are two pictures. One is a photograph of the United Nations Building Complex in New York City. The other is a painting by the famous artist, Lyonel Feininger.

1. #056 Le Corbusier & Others UN Building Complex Let's look at the photograph first. This is a photograph of the United Nations in New York. It was designed by a team of architects. What shapes do you see? (Take time and encourage children to look closely.) Is the building in the photo distorted? Remember what distorted means. One thing about a photograph is it can reproduce something exactly as it looks in real life with no distortion. What shapes do you see? (Hold a piece of clear plastic over this photo and draw lines with a grease pencil that outline the shapes of the building(s) in the picture.) Does anyone see a square? a rectangle? Do you see any circles? Are there any triangles in this photograph? What other shapes do you see?
2. #018 Lyonel Feininger Arch Tower I This is a painting called *Arch Tower I* by the famous artist, Lyonel Feininger. What shapes do you see in this picture? Do you see any basic shapes? Where? Are the buildings distorted? There are no buildings like this in real life, are there? How did the artist distort the shapes of these buildings so they do not look real? Sometimes distorted shapes make a picture more interesting. Can anyone show me a vertical line in this picture? horizontal lines? (not many, if any) diagonal lines? (yes) Where are there horizontal lines? Do you like this picture? Why or why not? (Encourage differences and tell them everyone sees art differently, etc.)

### Optional Reinforcement Activity — Shapes

#### Materials needed:

paper  
pencil

I am going to give each of you a piece of paper. I want all of you to look around the room and find one shape that is interesting to you. Look at the shape very carefully and then draw it. Your shape may be distorted if you see it that way. Remember, there are many right ways to do things in art.

#### TIME

Lets look at your shapes. (Discuss the originality you see) Who distorted his/her shape? How? Give your picture a title. If you want, frame it.

Today we learned about ways artists create interesting and original shapes in their art. We learned about basic shapes and we learned how artists can distort shapes. Look all around you at the shapes you see. When you look at art, look for basic shapes and distorted shapes.

Next time we will talk about how artists called sculptors can distort shapes.

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**FOLLOW UP to be given to the teacher:**

**Art Understanding:**

1. What is a shape? What is a basic shape?
2. Objects have different shapes.
3. Shapes can be distorted

**Classroom Exercises:**

1. Draw a pencil in front of you on your desk. Make it look real. Draw the eraser and the patterns on it. Make it big. Look many times to check that your drawing looks real. The teacher may display these as natural or real shapes.
2. Pretend your pencil has a new shape. Maybe it grew very fat in your imagination, maybe thin, maybe wiggly or zigzag, or some of all these things. Draw what you imagine. Don't forget the details, eraser, etc. Make your drawing big. Try and fill your entire page. (The teacher may display distorted shapes.)
3. Discuss cities. Show students photographs of buildings in cities. Have them cut shapes out of colored paper and glue them down to create a skyline. If they want to decorate their shapes, they can do this with paint or crayon.
4. Display a large, simple object for all to see. (baseball bat, lamp, etc.) Give each student scissors and paper and have them cut out a shape they see. (Remind them to look carefully at the object and cut their paper while they look closely at the shape.) Their shape can look real or distorted. Artists see things in original ways. When students have finished cutting out their shapes, have them glue them on a piece of white paper. Display and discuss.

**Vocabulary:**

1. *Shape* In art, a shape is formed when a line meets itself.
2. *Basic Shape* A term in art that refers to shapes such as circles, triangles, rectangles, squares.
3. *Distortion* When something is changed from the way we see it naturally, it is distorted.



# 6 Masks

## Materials Needed:

### Prints

- OR{ #159 Baga Tribe, Africa                      *Wood & Metal Mask*  
#159 Yoruba People, Nigeria, Africa      *Mask-headress*

### Sculpture

- OR{ S1 Peru Mask  
S1 Mexico Mask

### Visual Aid

V420 Head Illustration

### Other

clay

### For Optional Reinforcement Activity:

paper plate -1 per student  
crayons and marking pens  
(optional —glue and colored paper and other appropriate decorations)  
scissors  
yarn or string

## Vocabulary:

*sculpture*  
*sculptor*  
*mask*  
*modeling*  
*pretend*  
*pretend*  
*papier mache*

## Preparation:

*Talk about masks and have books available with pictures of different types of masks. Talk about pretending.*

Hello. My name is \_\_\_\_\_. We have talked about shapes and have seen how painters distort these shapes to make them different from what we see in real life. What does distort mean? (When you change something from the way you see it in real life, you distort it.) What distorted shapes did we see last month? (If you want, bring back the Feininger painting.)

Painters are not the only ones who distort shapes. Another kind of artist who distorts shapes is called a *sculptor*. The art he creates is called *sculpture*. Who can tell me what sculpture is? (Some sculpture can be seen from all sides.)

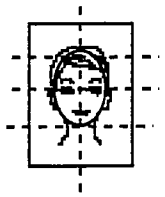
Today we are going to talk about *masks* which are sculpture. Who can tell me what a mask is? It is something that covers your face, isn't it? What are some reasons that someone wears a mask? (List these ideas on the board or draw them.)

1. **To disguise yourself** or hide your identity. How many of you saw the movie, "Star Wars," Many actors wore masks in that movie to disguise themselves.
2. **For protection** Has anyone ever seen someone wear a mask at work? What kind of people wear masks in their work? (doctors, nurses) Sometimes people with dangerous jobs wear a mask over his face to protect themselves. (welder, face mask for underwater diver, etc.) Who else wears a mask for protection? (football players, goalies)
3. **To pretend.** Have you ever worn a mask in order to *pretend* to be someone else? What does pretend mean? To pretend is to make believe. Who did you pretend you were last Halloween? If you are going to make a mask, it is fun to look different than you do in real life, isn't it? One way would be to distort the shapes on your mask.

## V420 Head Illustration

*(This is an easy demonstration. Be sure to practice, however.)*

This is an illustration of a human head. I am going to take this ball of clay and try to make a human head. First I will shape my clay into an egg. In art the word for manipulating and shaping your clay is *modeling*. Say modeling. (Write this word on the board.) Now, I am going to look closely at the illustration and see where to put the eyes. The eyes are about in the middle of the head. I am going to push in 2 sockets for eyes. (Do this.) Now, I will shape some lips. I will take some extra clay I have here and make a triangle which I will attach for the nose. I will make two pieces of clay and model ears. This looks similar to a human head, doesn't it?



*(Now, before the students eyes push the clay into a weird face.)* Now, I am going to change this face from a real face into a pretend face. I am going to distort this face and make it into an original face of my own. Who remembers what distort means? Distort is the art word which means to change something from its real shape. When I finish changing my face, I can push in the back and I have a mask. (Do this.)

When people make masks, they often have a real human head in their mind. Most masks have eyes and a mouth and nose. But, these real human features are distorted in original and interesting ways.

Let's look at two masks today and see how they have been distorted from a real human face.

1. S1 Peruvian Mask This mask was made by Indians in Puno, Peru. This is high up in the Andes Mountains. Masks like this are used today for important festivals.

or

1. S1 Mexican Mask This mask was made in Celaya, Guanajuato, Mexico to be used on September 16-17 which are Mexican Independence Days. (Relate this to America's July 4th.) Mexicans celebrate Independence Days with colorful fiestas. There are fireworks and the ringing of bells. Masks like this have been worn by children in the festivities for many years. They are still worn today.

**Information Related to either mask:**

*Let's talk about this mask. Does anyone know how this mask was made? This mask was made of papier mache. Papier mache is made of paper and glue. Where has the artist moved the papier mache around until he had the shapes he wanted. In art, what is this called? (modeling) (If students do not understand, relate this to making a snowman and modeling the snow.) Look at a real face of a friend. Now look at the mask. What shapes have been distorted? eyes? nose? mouth? How is this mask different from a real face? Where has the artist distorted this mask? This mask was also painted. Are the colors the artists used the colors of a real face? What colors are distorted? Is this mask for work, for protection, to disguise a person or for pretend? It is worn when someone wants to pretend to be someone else. What or who would you pretend to be if you were wearing this mask? (Let them use their imagination.)*

2. #159 African Mask Now we will look at a print of an African mask.

or

2. #159 Nigerian Mask Now we will look at a print of mask made by the Yoruba People in Nigeria, Africa. This is a very fancy mask. Where are the eyes? This mask was used at annual celebrations. Masks like this can weight 80 pounds.

**Information related to both masks:**

*How do you think the sculptor made this mask? What material is it made of? It is wood? This is called carving. What kinds of materials can you carve? (stone, wood) Many masks that are carved are made out of wood. How would you carve a mask? You would probably use a sharp knife of some kind. Have any of you ever carved? Carving ivory soap with a table knife can be fun. When you carve a mask you can make a face look different from the way it looks in real life and distort it. How is it different from a real face? How has the mask maker distorted this face? In many parts of the world people make masks of wood. How is this mask different from the Peruvian (or Mexican) mask we saw?*

Have any of you made a mask before? How did you make it? (Take as much time as you want with this.) When you make a mask you don't have to make it like a real face, do you? You can distort it and change your shapes. You can decorate it with colors. You can be original.

**Optional Reinforcement Activity - Paper Mask**

Materials needed:

paper plate

scissors

crayons and marking pens

(optional - colored construction paper cut up for decoration. Refer to the **ART awareness handbook** for techniques for working with paper.)

yarn or string

Today you are a designer in a mask factory. You are going to create a mask. I am going to give each of you a paper plate. Look at the plate and figure out how you want to make your mask. You can use scissors, crayons and marking pens. If you have time you can glue color paper on your masks. When you are finished I will help you put yarn (or string) on the sides of your mask to hold it on your head.

**TIME**

Have students put their names on the backs of their masks. Display masks and compare them. Talk about how each one is very different and point out original things different students have done.

*Your mask is not really complete the way it is. What else does a mask need to be complete? A mask is only complete when someone wears it, isn't it? A mask alone is not as interesting as a mask when someone wears it.*

Look around you and see what kind of masks you can find. Find out why and of what material they are made. See how many masks you find on people at work. Next time we will talk about ways that artists show near and far in their art.

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### **FOLLOW UP to be given to teachers:**

#### **Art Understanding:**

1. A mask is something that covers a face.
2. A mask can be used to disguise someone, to protect someone, or to enable someone to pretend to be someone or something else.
3. One way to create a mask is to distort the features of a real face.
4. Masks can be made in many ways and out of many materials.

#### **Classroom Exercises:**

1. Have students make masks of papier mache.
2. Make a mixture of Tide soap and water. (See the **ART awareness handbook**.) Sculpt a mask out of the soap mixture. Let it dry and paint it.
3. Make masks of grocery bags. Cut and decorate.
4. Make clay masks. (See the **ART awareness handbook**.)
5. Play a game. Fill a bag with different kinds with masks. (nurses, football, etc.) Pull them out of the bag and let the students guess what they are used for, how they were made. Discuss.
6. Talk about pretending. Read a pretend story and talk about pretending and imagining. Sometimes your art can be more original if you pretend.
7. You are a designer in a mask factory. Draw the shape of a mask on a piece of paper. Fold a piece of heavy paper and trace this shape. Cut out this shape. You have two mask shapes. Use one mask shape to make a mask that is distorted; make it a scary mask or a happy mask, or a crazy mask. Have the teacher help you cut out the eyes with her special scissors. Make another kind of mask with your other shape. Staple the two masks together. People behind you will see one of your faces; those in front another. *Teacher or volunteer; measure ahead to see what size paper will be needed to fit the children. The teacher may hang the masks so both sides are displayed.*

#### **Vocabulary**

- |                         |                                                                                                     |
|-------------------------|-----------------------------------------------------------------------------------------------------|
| 1. <i>sculptor</i>      | An artist whose artwork is sculpture.                                                               |
| 2. <i>sculpture</i>     | Art which takes up three-dimensions; length, height, depth.                                         |
| 3. <i>mask</i>          | A cover worn over the face.                                                                         |
| 4. <i>modeling</i>      | In sculpture, this means to shape something.                                                        |
| 5. <i>carve:</i>        | To cut away.                                                                                        |
| 6. <i>pretend:</i>      | To make believe.                                                                                    |
| 7. <i>papier mache:</i> | (French-chewed paper) Ground paper materials mixed with glue or paste which can be molded when wet. |

