

Capture It Program

Pre- and Post-Activities

BACKGROUND FOR TEACHER

Students are able to explore the Gardens and be inspired by the beauty of plants, trees, and artistic structures. The focus on Claude Monet's impressionistic artwork comes alive while visiting Longwood.

Claude Monet is the best-known painter of the impressionist movement. Monet and the other impressionists rejected traditional subjects such as history or religion, and painted the modern world around them in new ways. During this time, however, impressionist artwork was not accepted or displayed by *The Salon*. *The Salon* was the mainstream venue for displaying and viewing art in Paris. *The Salon* viewed itself as the protector of artistic tradition, as well as the tastemaker for the art world. In response, impressionist artists opened their own *Salon* of rejected art pieces that became more popular than the original *Salon*.

Monet had three types of gardens at his house in Giverny, France, providing him with a continuous variety of flowers amid vegetables to paint in all seasons and weathers. The Impressionists loved painting the outdoors. The ever-changing face of nature lent itself perfectly to their interest in capturing fleeting moments of light and color. Impressionists used broken brushwork and colors to convey nature's beauty.

Some of Monet's most recognizable paintings included his water gardens and waterlilies. Longwood showcases its water garden display every year from May through October to inspire artists from around the world. The waterlily pools are filled with 160,000 gallons of water and are 30 inches deep. The display features aquatic plants from all over the world, including massive water-platters and more than 100 types of colorful day- and night-blooming waterlilies.

VOCABULARY

Brushwork
Color

Composition
Nature

Theme



NATIONAL STANDARDS FOR ART EDUCATION (VISUAL ARTS)

Standard 1: Understanding and applying media, techniques, and processes

Standard 2: Using knowledge of structures and functions

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Standard 4: Understanding the visual arts in relation to history and cultures

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Standard 6: Making connections between visual arts and other disciplines

PRE- AND POST-ACTIVITIES

Introduction to Art Analysis: Interpreting Mood (K-2)

Curriculum Connections: Visual arts, language arts

Materials: Assorted printouts of impressionist artwork, crayons, paper

1. Show a variety of impressionist paintings to your students (see list below).
2. Ask the class to describe what they see.
3. Discuss how the painting makes you feel (happy/sad/etc.). What mood does it put you in? Why does the painting make you feel that way?
4. Explain that this type of painting is called Impressionism. Impressionist paintings try to capture the look and feel of a single moment.
5. As you have students study the prints, compare the colors observed.
6. Give each student paper and crayons.
7. Encourage students to use crayons to recreate one piece of artwork. Emphasize the use of many colors, blending more than one color to create new colors.
8. Artworks to use:
 - *Impression Sunrise*, Claude Monet (1873)
 - *Haystacks (sunset)*, Claude Monet (1890)
 - *Water Lily Pond*, Claude Monet (1890)
 - *Charing Cross Bridge (overcast day)*, Claude Monet (1900)

Extension/Modification Activity: Allow students to compare traditional pieces of artwork with impressionist artwork. Identify famous artists and famous pieces of art to build background.



Space- Background, Middle Ground, Foreground (3-5)

Curriculum Connections: Visual arts

Materials: Construction paper (varying colors), scissors, glue or clear tape, pencils, markers

1. Introduce students to the concept of foreground, middle ground, and background by using the phrases “here, near, and far”.
2. Give each student three sheets of construction paper ranging in color.
3. The first piece of paper should be the lightest of the three colors and will be left whole. This is the background or the “far” part of the picture. In the finished product, this will appear to be sky.
4. The second piece of paper should be the next lightest color, and will be the middle ground or the “near” part of the picture. Have students draw and cutout a skyline on the top third of their paper and carefully cut it out. The scene could be mountains, a city, a forest, etc. Layer this piece over the “background”, making sure to line up the bottom edges. Tape or glue down.
5. The third piece of paper should be the darkest, and will be the foreground or “here” part of the picture. Students should draw their scene in the bottom third of the paper, and cut it out (eliminating the top two-thirds). The scene can include people, animals, cars, flowers, etc. Layer this piece over the “middle ground”, making sure to line up the bottom edges. Tape or glue down.
(Hint: The bottom edges of all three sheets should match.)
6. Students can use markers to fill in details of their scene.

Extension/Modification Activity: Encourage students to create a famous city scene using various colors of construction paper.

Art of Observation (6-8)

Curriculum Connections: Language arts, visual arts

Materials: Paper, pencils, outdoor space

1. Provide some insight on Impressionist artists. Explain how these artists were dedicated to the challenge of capturing a fleeting moment, and often painted outside and had to be master observers of their surroundings.
2. Give each student a piece of paper which will serve as an observation chart.
3. On the paper, students should write one hour intervals of time down the left side of the paper, leaving some space to record observations.
4. Have your students practice the Impressionistic art of observation by taking time to sit outside and study one thing at one hour intervals, paying close attention to the sunlight and shadows on the object.
5. Encourage your students to record the physical characteristics they see, including the atmospheric qualities that they can sense in other ways. Students may want to draw observations in addition to writing about what they see.
6. Discuss as a class what was noticed.

Extension/Modification Activity: Encourage students to do this activity at home over the weekend using ten minute intervals.



Tissue Paper Water Lilies (K-5)

Curriculum Connections: Visual arts

Materials: White cardstock or heavy weight paper, tissue paper (assorted colors), paintbrushes, glue and water mixture, small disposable cups, scissors (optional)

1. Mix together equal parts of glue and water.
2. Give each student a sheet of cardstock or heavy weight paper, a selection of tissue paper, a paintbrush, scissors (optional) and a small cup of the glue mixture.
3. Using the glue mixture and brush, students should layer strips of tissue paper and stick strips to the heavy weight paper. This step will create the “water” background of the waterlily collage.
4. Encourage students to be creative; they are not limited to using only blue paper for the water.
5. Next, students should tear or cut out circles of green tissue paper and apply them over the “water”. These will be the lily pads.
6. Next, students will create the lilies using whatever color tissue paper they wish. Students can tear or cut petal shapes from the tissue paper and apply the pieces in a flower formation on top of the lily pads. Students can leave a few lily pads uncovered.
7. Finally, students can use their creativity to add additional elements to their pond collages, such as fish or dragonflies.
8. Allow the collages time to dry completely before displaying artwork.

Japanese Woodblock Prints- Compare and Contrast (3-5)

Curriculum Connections: Visual arts, language arts

Materials: Assorted printed artwork (listed below), paper, pencils

1. Give each student a piece of paper and a pencil.
2. Draw a Venn diagram using two intersecting circles on the paper.
3. Many Impressionist artists were inspired by Japanese woodblock prints, a popular and mass-produced art form during that era.
4. Provide students with an example of a Japanese woodblock print and an example of an Impressionist work of art (ideas provided below).
5. Ask students to compare and contrast the two images. Use the Venn diagram to record differences and similarities. How might the Impressionist artist been inspired by the woodblock print?
6. Possible works of art to use:
 - *Midnight: The Hours of the Rat; Mother and Sleepy Child*, (1790) paired with *Mother and Child*, Mary Cassatt (1897)
 - *Wisteria at Kameido Tenjin Shrine*, Hiroshige (1797-1858) paired with *Bridge over a Pond of Water Lilies*, Claude Monet (1899)
 - *Kirifuri Waterfall at Kurokami Mountain in Shimotsuke*, Katsushika Hokusai (1832)

Extension/Modification Activity: Show students another woodblock print. Encourage students to be inspired by the print to create their own work of art using various art supplies available.



Artist Salon (6-8)

Curriculum Connections: Visual arts, language arts

Materials: Paper and pencil, assorted student artwork, tape for hanging

1. Explain the context of *The Salon* to the students. (see background)
2. Host a *Salon* in your classroom by allowing students to display artwork they have created either in class or outside of class.
3. Set up the classroom like an art gallery. Provide each student with a piece of paper and a pencil to make notes on.
4. Students should walk around their *Salon* and critique artwork. Encourage your students to be positive and constructive. Critiques are not criticisms.
5. Hold a discussion about the artwork in their *Salon*, and encourage students to consider some of these questions:
 - What makes a painting “good”? Is there such a thing?
 - How do you judge, critique, or analyze a work of art? What are the things that you look for or consider?
 - Do you think it is important to display art that you personally don't like?

WEB RESOURCES FOR TEACHERS

The Art Institute of Chicago, Art Access

<http://www.artic.edu/aic/collections/exhibitions/Impressionism/index>

The Art Institute of Chicago, Art Explorer

<http://www.artic.edu/research/databases/images>

Metropolitan Museum of Art, European Paintings, Impressionism

<http://www.metmuseum.org/search-results#!/search?q=Impressionism>

Giverny Monet's Garden

<http://www.intermonet.com/>

SUGGESTED PRINT RESOURCES FOR STUDENTS

Anholt, Laurence. *The Magical Garden of Claude Monet*. Hauppauge, NY: Barrons Educational Series, 2003. Print.

Björk, Christina, Claude Monet, and Lena Anderson. *Linnea in Monet's Garden*. R & S, 1987. Print.



SUGGESTED ART WORKS

Impression Sunrise, Claude Monet (1873)

Haystacks (sunset), Claude Monet (1890)

Water Lily Pond, Claude Monet (1890)

Charing Cross Bridge (overcast day), Claude Monet (1900)

Midnight: The Hours of the Rat; Mother and Sleepy Child, (1790) paired with *Mother and Child*, Mary Cassatt (1897)

Wisteria at Kameido Tenjin Shrine, Hiroshige (1797-1858) paired with *Bridge over a Pond of Water Lilies*, Claude Monet (1899)

Kirifuri Waterfall at Kurokami Mountain in Shimotsuke, Katsushika Hokusai (1832)

