

# Art History Research Painting

Submitted by: Gloria Rabinowitz, North Shore Hebrew Academy High School, Great Neck, NY

UNIT: Painting - Art History Research

Lesson: Painting with and Learning From Art History - Extend the Composition

Grade Level: High School (adaptable to middle school)



*Dali*



*Magritte*



*Manray*



*Thiebaud*

## Objectives:

To create a painting based on the style of an artist from a particular art period in history. Research a modern artist and present critique of one major work.

## Materials:

Acrylic, polymer medium, canvas/stretcher strips (or canvas board), a small reproduction of the artist's painting. (can use gessoed corrugated cardboard). Handout for artist research ([adapt this to your needs](#)) Fine Art reproductions (about 5" x 7" to 8" x 10")

## Preparation:

Collect a number of reproductions from magazines, post cards and calendar prints. Prepare a list of artists for students to research based on your collection - or have students find image on line (or scan in from book)

## Motivation/Instruction:

1. Present a PowerPoint overview of the modern art styles students will be focusing on - just a brief introduction as students will go more in depth. Alternate: Show video of modern art styles.
2. Talk about copyright issues with this lesson. Students are appropriating an image. Discuss Fair Use and whether or not this lesson falls under Fair Use guidelines. (Students could look up Fair Use guidelines - then give their responses based on what they read).

## Procedure:

1. Students select an artist for study - find an image that appeals to them. They will use the entire image or a cropped version.
2. With acrylic polymer medium, paste the artist's reproduction in the center of the canvas to be

- painted on.
- Place tracing paper on top of the entire canvas and have students sketch out a composition. Think about similarities and differences, large and small, near and far.
  - When the students are pleased with their tracing sketch, have them transfer the drawing to the canvas.
  - Have the students paint in the style of the artist's work while making a relation to their own composition. Title works "After (name of artist)"
  - Students present their research to the class (students may choose to do a poster, PowerPoint or written report). Class critique of finished work.

### Evaluation:

- Is the composition unified?
- Did students relate their composition to the artist's work?
- Did the students paint in the technique and style of the artist they chose to copy?
- Did the students create a good work of art utilizing the elements of art and principles of design?

### Extending the Composition - Lesson Variation from Melissa Spielman

It might be fun to have the students take digital photos that concentrate on one of the elements of art without letting on that they will be using it later. Attach the photo to the canvas and extend the composition to include all or some of the remaining elements/principles.

### Rubric

(Revised from Marianne Galyk)						
Assessment Rubric						
Student Name:					Class Period:	
Assignment: Art History Research Painting					Date Completed:	
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Criteria 1 – Student's composition shows relationship to original work	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 2 – Composition shows understanding of elements and principles of design	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 3 – Painting technique reflects style of original artist through use of color and brush strokes.	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 4 – Effort: took time to develop idea & complete project? (Didn't rush.) Good use of class time?	10 - 9	8 - 9	7 - 8	6 or lower		

Criteria 5 – Craftsmanship – Neat, clean & complete? Skillful use of the art tools & media?		10 - 9	8 - 9	7 - 8	6 or lower		
Total: 50 (possible points)	Grade:					Your Total	Teacher Total
Student Comments:							
Teacher Comments:							
<b>National Standards:</b>							
1. Understanding and applying media, techniques, and processes	2. Using knowledge of structures and functions	4. Understanding the visual arts in relation to history and cultures			5. Reflecting upon and assessing the characteristics and merits of their work and the work of others		
Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks	Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art			Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works		
Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use	Students evaluate the effectiveness of artworks in terms of organizational structures and functions	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places			Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts		
	Students create artworks that use organizational principles and functions to solve specific visual arts problems	Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making			Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art		

# Artists Research Project

Name \_\_\_\_\_

Section \_\_\_\_\_

Artist's Full Name \_\_\_\_\_ Country \_\_\_\_\_

## Biographical Info:

1. Place/date of birth:
2. Place/date of death:
3. Primary type of artwork (ex: painting? drawing? sculpture? printmaking? ceramics)
4. Media (what materials are use?):
5. Style or period of art?
6. Short definition of that style or period (see Artlex or Artcyclopedia):
7. Interesting/Personal information on the artist
8. Three other artists who work in this style (from the time period of the artist - or contemporary artists working in this same style). How is the work similar? How is the work different?
9. Favorite Quote:
10. Biography Resources (minimum of three -use authoritative sites and books). Include author, title, date, URL (for sites), publisher (for books), page numbers.

## IMAGES (find a portrait or photograph and five works)

Portrait or Photograph of artist (find one online or scanned from book)

Artist or photographer:

Date: \_\_\_\_\_ Location of image: \_\_\_\_\_

URL (or print material source): \_\_\_\_\_

As you are doing your research SAVE FIVE (5) images of the artist's work to your disk (or folder on server).

For each image:

1. Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Media: \_\_\_\_\_ Size: \_\_\_\_\_  
Location (museum/collection): \_\_\_\_\_  
URL/ site name (or book source if scanned): \_\_\_\_\_
2. Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Media: \_\_\_\_\_ Size: \_\_\_\_\_  
Location (museum/collection): \_\_\_\_\_  
URL/ site name (or book source if scanned): \_\_\_\_\_
3. Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Media: \_\_\_\_\_ Size: \_\_\_\_\_  
Location (museum/collection): \_\_\_\_\_

URL/ site name (or book source if scanned):

4. Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Media: \_\_\_\_\_ Size: \_\_\_\_\_  
Location (museum/collection): \_\_\_\_\_  
URL/ site name (or book source if scanned): \_\_\_\_\_

5. Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Media: \_\_\_\_\_ Size: \_\_\_\_\_  
Location (museum/collection): \_\_\_\_\_  
URL/ site name (or book source if scanned): \_\_\_\_\_

### **Critique:**

Choose one of those pieces of art and answer the following questions:

1. What is the subject matter?
2. Genres. Is this a still life (group of things)? a portrait (a painting, drawing or sculpture of a person)? or a landscape/seascape/cityscape (picture of the land/water/city)? other (explain)?
3. Style/form: Is this artwork realistic (as real as possible)? abstract (distorted reality)? non-objective (as far from reality as possible)? symbolic? functional? other (explain)?
4. Description. Identify the sensory qualities (art elements). Can you identify a color scheme? Why do you think the artist might have chosen the colors she/he did? Do they make sense? What kind of lines did the artist use? How does the texture add to the work? etc.
5. Discuss the formal properties - use of design principles.
6. Interpretation. What do you think the artists was trying to say? Why do you think he/she chose this subject?
7. What feeling does this artwork give you and why?
8. What part of the artwork is your favorite and why?
9. Judgment: Defend this as a work of art using one of the theories of aesthetics (or combination): Art as Realism - Art for Formal Properties - Art as Expression - Art as Functional

Timeline (include some key world events that may have influenced this artist) :

Sources for timeline:

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

I have given my son or daughter permission to research this artist and view these art works.