

Joslyn Art Museum Comprehensive Study Lesson Plan

Created by Athena Cho, Ryan Deike, Angela Fischer and Laura Huntimer.

Theme: Cultivate Places and Spaces

Focus: Claude Monet and his *The Meadow*

Objectives:

- Study the differences and similarities between life in the late 1800s-early 1900s and today (including art, daily life, inventions, and historical events).
- Understand the relationship between nature (including light) and art.
- Explore their surroundings through the "elements" of the impressionistic style.

After completing this lesson, students will be able to do the following:

- Recognize, create and critique impressionistic art focusing on light, color, place and space in nature.

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

_____ 01 Identifying similarities and differences	_____ 06 Cooperative learning
_____ 02 Summarizing and note taking	_____ 07 Setting goals and providing feedback
_____ 03 Reinforcing effort and providing recognition	_____ 08 Generating and testing hypotheses
_____ 04 Homework and practice	_____ 09 Activating prior knowledge
_____ 05 Nonlinguistic representations	

Resources:

Check out the **Teacher Support Materials** online for additional resources.

Suggested Materials: Claude Monet's *The Meadow* framed reproduction or teaching poster (if available), construction paper, color wheels, digital cameras (or images of school scenes), impressionistic paintings, pastels, art supplies, glue, projector, Eric Carle's *Hello Red Fox*, information on color perception, Andrew Goldsworthy video, Earthwork artists images, gridded transparencies, information about daily life in 1900s.

Vocabulary: background, color wheel terminology, earthworks, en plein air, foreground, Impressionism, light, middle ground, oil paint, optics, Salon des Refusés, simultaneous contrast.

Procedure:

- **Engage 1:** In the Details. Hand out a detail from Monet's *The Meadow*. Discuss where the detail may be found in the painting. What is featured in the detail? What season is this painting depicting? Take a color inventory of the detail. Put the details together as a puzzle and then show students the complete image of *The Meadow*.
- **Engage 2:** Interactive Color Wheel. Review the color wheel. Assign each student a color by handing out various samples of color and have students form a circle to make a color wheel. Then ask all the primary colors to meet in the middle, go back. Then call for the secondary colors and so on. Refer to **Interactive Color Wheel** in the **Teacher Support Materials** for additional information.
- **Art Talk:** Side by Side. Monet and Renoir were friends who on a number of occasions painted the same subject while at the same time. Show students examples of these artworks side by side and discuss the similarities/differences. Then talk about how Monet's and Renoir's styles evolved over time. Refer to the following book: Barbara Ehrlich White's *Impressionists Side by Side: Their Friendships, Rivalries, and Artistic Exchanges*.
- **History:** Who is Monet? Study him and other Impressionist artists working in both in Europe and the United States. How did their cultural similarities/differences influence their art? What inventions played a significant role in the impressionist movement? Refer to the **Bibliography** and **Webology** in **Teacher Support Materials** for additional information.
- **Aesthetics 1:** What makes "good art"? Discuss the Paris Salon and its traditional conventions. Talk about why the impressionistic artists rebelled against these conventions.

- **Aesthetics 2:** Lighting effects. Discuss how the artists, such as Monet, moved outdoors to play with light in their paintings. Monet specifically studied light with time of day and how the light changed over the seasons. Does the sense of place change with the seasons? Study and critique images of his haystacks or poplars.
- **Production 1:** In Focus? Project an image of an artwork out of focus. Have the students start to draw what they see. Every 2-5 minutes make the image more in focus. Students should focus on shadow and light rather than form. Good images to use would be Konstantin Egorovich Makovsky's *Russian Beauty and Cat* or Jean-Léon Gérôme's *The Grief of the Pasha*.
- **Production 2:** Grid out *The Meadow* and give each student a detail of the artwork. Have them recreate that detail at a larger scale to put together as a puzzle. For younger students use pastels and for older students mix paint. Students will need to work together to mix the paint. Then put pieces together and discuss the process and how the final project compares to Monet's original. Discuss how to layer colors prior to painting so they may achieve the desired affect.
- **Other:** Law of Simultaneous Contrast. Discuss this law developed by Chemist Michel Eugène Chevreul. Take various colors of construction paper. Select one color to test. Next choose two different backgrounds. Discuss which colors change the intensity of the test color the most (i.e. warm, cool, primary, secondary, complimentary, etc.)
- **Close:** Go outside. Take the pieces of paper from the interactive color wheel. Select something to study (i.e. a tree) and rip up the construction paper. Using the various pieces create the object (could glue it to larger paper or create other objects). It could be a class project, group or individual project.

Extensions:

- **Cultural Connections:** Slice of Life. Discuss what types of subjects the Impressionist artists would depict in their paintings. Talk about what is happening in *The Meadow*. Have students talk about what types of activities their families do on weekends. Create a list. Next discuss what types of activities families would do on the weekends in the 19th century. Talk about how the 19th century compares with the 21st century.
- **Fine Arts 1:** School Capture. Give students a digital camera and have them take photos as allowed of activities happening in school (i.e. office, gym class, family and consumer science class). Have students take one of their images and render in the impressionistic style. Hold a "Salon des Refusés."
- **Fine Arts 2:** Earthworks artists. Study how outdoor artists such as Patrick Dougherty and Andy Goldsworthy cultivate outdoor spaces and provide a sense of place. Follow-up, bring students to Joslyn's new sculpture garden, and get inspired to create your own outdoor sculpture.
- **Language Arts:** Capturing a Moment. Discuss the Impressionistic style. Focus on the Impressionist artists' desire to capture a moment in time. Before revealing *The Meadow*, have students gather with a journal and pencil. Tell them once you reveal the painting they will have 45 seconds to study it. Next have them write for 5-10 minutes describing their first *impression* of the artwork. Then study the painting for a longer period of time and have them write for 20-30 minutes. Think about the place Monet captured.
- **Math 1:** Building a Bridge. Study Monet's images of his bridge at Giverny focusing on its design. Using wood (i.e. toothpicks) have students recreate the bridge. Then have students design their own bridge. Test to see which type of bridge holds the most weight.
- **Math 2:** Percentages. Study *The Meadow*. Determine what percentages of the painting are foreground, middle ground and background. Students can also determine the percentages of grass, trees, hills, and sky. Use a gridded transparency to get a more accurate result.
- **Science 1:** After doing the **Other** activity (learning about Law of Simultaneous Contrast), study how an eye works. Focus on color and optics while using Eric Carle's book *Hello Red Fox*.
- **Science 2:** Mix it Up. Study how oil paints are created. Collaborate with an art class. The science class will make the paints for the art class to use. In turn, the art class will create portraits of the "scientists" using these paints.

Selected References: Go online to **Teacher Support Materials** and review the **Bibliography, Webology** and **Videos**