



Art Flip-Book Companion Guide NIE Week 2011

For the Teacher

The fine arts provide a rich opportunity to connect with students in ways other subjects do not. At the same time, they provide cross-curricular connections that can strengthen critical thinking, cultural awareness and student skills in subjects ranging from social studies to science to language arts.

This flip-book lesson has been created to extend the lessons of “Power Pack: Lessons in Civics, Math and Fine Arts for NIE Week 2011.”

It offers interactive inquiry activities students can do in the classroom and also demonstrates how students can use primary sources available through the Internet, museums and other historic and archival centers. Each page of the lesson explores an aspect of fine arts study through works of art and other resources.

Each page also includes hyperlinks that will take students and teachers to Internet resources through computers, interactive whiteboards or similar technology for further learning. Click on the individual hyperlinks to open a new window, then position the content next to the portion of the lesson it supports.

Additional activities, writing prompts and Internet resources for further student engagement are provided for the teacher in the activities below. They are listed in categories that correspond to the different pages of the lesson.

A Note on Hyperlinks

Throughout this flip-book lesson, hyperlinks have been provided to take advantage of the primary sources available through museum websites and the Internet. They reflect what any class might see on a visit to an art museum. At the same time, we acknowledge that every class is different and that the lessons have been written for use by all ages. What may be appropriate and workable for one set of students may not be effective for another group. **We urge all teachers to VIEW ALL HYPERLINKS IN ADVANCE to ensure they fall within the comfort zone you have with your students.** Some portions may be more appropriate than others for your class.

If you have problems connecting with any hyperlink from your interactive whiteboard, the links are written out below. Just copy and paste the Web addresses listed into your browser and proceed.

1. What Is Art?

Challenge Your Students

Art challenges people to think in new ways. It challenges them to express an emotion through painting, for example, or a concrete object in an abstract form. Get students thinking like artists by considering all the kinds of art that exist. Then pose this question: If you could be one kind of art, would you be a painting, a photograph, a sculpture, a building, a movie, a play, music, dance, fashion or something else? Challenge them to explain their choice in writing or a short oral presentation.

News Writing Prompt

Photographs are a kind of art. The best photographs tell stories and evoke an emotional response from the viewer. Photographs also are an essential part of print, electronic or Web newspapers. They tell stories, connect with emotions and reveal the nature of life in the community. Have students browse through the print, electronic or Web edition of the newspaper and pick a photo they find interesting. Have them write a paragraph or short essay explaining what caught their interest in the photo. Did it tell a story, show an important person, capture an emotion or something else?

2. Take a Look at Visual Arts

Background on the Artist

Who was Auguste Rodin? With this link, share some information with your students.
www.auguste-rodin.com

Art Links

Rodin's "Thinker"

www.rodinmuseum.org/collection/103355.html

"The Thinker of Cernavoda"

www.europeanvirtualmuseum.net/virtual_museum/prototipo_approfondimento_en.asp?id=26&Type=4&Number=4&lingua=en&par1=Museums&par2=Bucharest%20-%20RO

Rodin's "Thought"

www.musee-orsay.fr/en/collections/works-in-focus/search.html?no_cache=1&zoom=1&tx_damzoom_pi1%5BshowUid%5D=2321

"Romeo and Juliet" poster #1

www.imdb.com/media/rm1309645824/tt0063518

“Romeo and Juliet” poster #2

www.google.com/products/catalog?client=safari&rls=en&q=romeo+%2B+juliet+poster&oe=UTF-8&um=1&ie=UTF-8&cid=7992771706902421153&ei=EsYLTYSUAYGBIAfgzNTTCw&sa=X&oi=product_catalog_result&ct=result&resnum=14&ved=0CEkQ8wIwDQ#ps-sellers

“Romeo and Juliet” music

http://www.youtube.com/watch_popup?v=M5GzCcnLUN4&vq=medium

www.youtube.com/watch_popup?v=I9zpnLBtwwg&vq=small#t=39

Visit a Museum

With the Internet, you can tour some of the most famous museums in the world. As a class, pick a museum to visit online. It can be a local museum, a state museum or a museum famous nationally or elsewhere in the world. Browse through some of the artworks in the museum collection. Pick a picture or sculpture to study. Have students write what it makes them think about and what they like best about it.

Use the print, electronic or Web edition of the newspaper to expose students to art in the community. Have them search the news for events or exhibits at a museum or art gallery. Have them write about one they would like to see and explain why.

3. Art Makes Us Feel

Background on the Artists

With these links, share some information with your students. Discuss how key events may have shaped the artists’ work.

Who was Vincent van Gogh?

www.vangoghgallery.com/misc/bio.html

Who was Johannes Vermeer?

www.nga.gov/feature/vermeer/bio.shtm

Who was Joan Miro?

www.popsubculture.com/pop/bio_project/sub/joan_miro.html

Art Links

Van Gogh Gallery

www.vangoghgallery.com/misc/quotes.html

Vermeer's "Girl With a Pearl Earring"

www.mauritshuis.nl/index.aspx?chapterid=2340&contentid=17233&SchilderijTop10SsOv=670

Joan Miro's "Bleu II"

View this painting from the Musée National d'Art Moderne in France here:

www.abcgallery.com/M/miro/miro68.html

News Writing Prompt

Find a photo of a person in a newspaper or news website. Don't read the caption with the photo. Study it as if it were a painting in a museum. Write a paragraph describing what feelings the photo gives you about the person. Does the person look friendly or not? Hard-working or not? Funny? Serious? Does the photo give you clues about what the person does for a living? Would you be interested in meeting this person? What would you ask him or her if you could?

4. Art Tells Stories

Background on the Artists

With these links, share some information with your students. Compare how each trained to be an artist and how each developed his style.

Who was Edward Hopper?

www.artinthepicture.com/artists/Edward_Hopper/Biography/

Who was Georges de la Tour?

www.georges-de-la-tour.com

Who was Pierre Auguste Renoir?

www.renoirgallery.com/biography.asp

Art Links

Hopper's "Nighthawks"

www.artic.edu/artaccess/AA_Modern/pages/MOD_7_1g.shtml

Other Hopper Works

www.ibiblio.org/wm/paint/auth/hopper/landscapes/

Diner Talk

www.npr.org/templates/story/story.php?storyId=1151228

De la Tour's "The Cheat with the Ace of Diamonds"

www.louvre.fr/llv/oeuvres/detail_notice.jsp?CONTENT%3C%3Ecnt_id=10134198673237837&CURRENT_LL_V_NOTICE%3C%3Ecnt_id=10134198673237837&FOLDER%3C%3Efolder_id=9852723696500815&baseIndex=3&bmLocale=en

Renoir's "The Boating Party"

www.phillipscollection.org/collection/boating/index.aspx

News Writing Prompt

Art is a powerful and effective way to tell stories. The photographs in the newspaper also play an important role in telling the stories of people and events in the news. Have students find a photograph in the print, electronic or Web edition of the newspaper that shows a news event taking place. Ask them to study the photo, but not read the caption or accompanying story. Then challenge them to write a paragraph describing what they think happened just before the photo was taken and a second paragraph describing what they think happened just after the photo was taken.

5. Art Reflects Our World – and Ourselves

Background on the Artists

With these links, share some information with your students. Discuss how being an African-American or a woman affected these artists' development and opportunities.

Who was Jacob Lawrence?

www.cs.washington.edu/building/art/JacobLawrence/

Who was Artemisia Gentileschi?

www.arthistoryarchive.com/arthistory/baroque/Artemisia-Gentileschi.html

Who was Mary Cassatt?

<http://www.marycassatt.org/biography.html>

Art Links

Lawrence's "The Photographer"

www.metmuseum.org/toah/works-of-art/2001.205

Gentileschi's "Self-Portrait"

www.royalcollection.org.uk/eGallery/object.asp?maker=12024&object=405551&row=0

Cassatt's "Self-Portrait"

www.metmuseum.org/toah/works-of-art/1975.319.1

“Great Migration” Slide Show

www.phillipscollection.org/migration_series/flash/experience.cfm

News Writing Prompt

In art, as in other fields, there now are much greater opportunities for African-American and female artists than there were in the past. Have students use the print, electronic or Web edition of the newspaper to find African-Americans and women who are successful in painting, photography, sculpture, architecture, movies, plays, music, dance, fashion or another artistic field. Ask them to pick one and research the artist’s life. Then have them write a short biography of the person, detailing how he or she became successful and any obstacles that had to be overcome.

6. Art Has Something to Say

Background on the Artists

With these links, share some information with your students. Compare strengths and weaknesses of abstract and realistic art for telling stories, conveying emotion or engaging viewers.

Who was Pablo Picasso?

www.buzzle.com/articles/pablo-picasso-biography.html

Who was Emanuel Gottlieb Leutze?

www.huntfor.com/absoluteig/leutze.htm

Art Links

Picasso’s “Guernica”

www.artchive.com/artchive/P/picasso/guernica.jpg.html

Tapestry “Guernica”

www.independent.co.uk/arts-entertainment/art/reviews/the-guernica-tapestry-whitechapel-gallery-london-1652516.html

Leutze’s “Washington Crossing the Delaware”

http://en.wikipedia.org/wiki/File:Washington_Crossing_the_Delaware_by_Emanuel_Leutze,_MMA-NYC,_1851.jpg

George Washington Portraits

www.npg.si.edu/exh/gw/gwexh.htm

News Writing Prompt

Abstract painting often uses shapes and colors in new ways to express emotions about real people or things. The goal is to spark an emotional reaction from the viewer. Challenge students to think like an abstract artist by picking a photo of a person or place found in the print, electronic or Web edition of the newspaper. As quickly as they can, have them write down every emotion and feeling they get from looking at the photo. Then challenge them to express these emotions by redrawing the subject of the photo in an abstract style.

7. Art Is a Science (and Science Is an Art)

Background on the Artist

With this link, share some information with your students. Discuss how knowledge of anatomy can help both realistic and abstract artists.

Who was Leonardo da Vinci?

www.idealfinder.com/history/inventors/davinci.htm

Art Links

Da Vinci's "Mona Lisa"

http://upload.wikimedia.org/wikipedia/commons/8/85/Mona_Lisa.jpeg

Da Vinci's "Last Supper"

http://upload.wikimedia.org/wikipedia/commons/4/4b/Última_Cena_-_Da_Vinci_5.jpg

Da Vinci's Scientific Drawings

http://en.wikipedia.org/wiki/File:Studies_of_the_Arm_showing_the_Movements_made_by_the_Biceps.jpg

Linear Perspective Video

<http://www.youtube.com/watch?v=7ZYBWA-ifEs>

News Writing Prompt

Precise, scientific-style drawing like that practiced by Leonardo da Vinci has many uses. Not only can it show the human anatomy, but its approach also is central to everything from architectural blueprints to product designs to explanatory charts and graphs. Have students find an example of this kind scientific-style drawing in the print, electronic or Web edition of the newspaper, or find an example using Internet resources. Ask them to write a paragraph describing how such illustrations help convey information in ways that words alone cannot.

Just Leonardo

It may interest students to know that Leonardo da Vinci didn't have a last name. His parents were never married and he didn't take his father's name, even though he grew up on his father's estate. Da Vinci simply means "from Vinci," so historians often just call the revered Renaissance man Leonardo.

8. Public Art

Background on the Artist

Share some background with your students with this link. Discuss how Maya Lin's design for the Vietnam Veterans Memorial changed the way people think about memorial artworks.

Who is Maya Lin?

www.achievement.org/autodoc/page/lin0bio-1

Art Links

Vietnam Veterans Memorial

<http://thewall-usa.com/>

9/11 Memorial

www.national911memorial.org/site/PhotoAlbumUser?view=UserPhotoDetail&PhotoID=198795&position=19&AlbumID=14633

News Writing Prompt

Visual art is like food – it's entirely possible to dislike a certain piece of "good" art. And you may love art that doesn't interest others. That's OK. Tastes are different. Part of what makes art exciting is that many people get very passionate about their likes and dislikes. Have students find an artwork they like in the stories, photos and listings of the print, electronic or Web edition of the newspaper. It can be a visual artwork, a movie, a piece of music or something else. Have them write a short essay about the artwork, detailing what they like about it. Stress that they must support their opinions with facts and evidence, detailing specific things they like and why.

Visit More Public Art

Art isn't just found in museums. Art can be found in and on many public buildings and spaces, such as parks, plazas, libraries and government buildings. It can be massive, like "The Gates" by Christo and Jeanne-Claude, or small, like the Darth Vader-like grotesques on the Washington National Cathedral. (A grotesque is a type of ugly, scary or mysterious statue found carved onto the roofs of buildings.)

Visit these links as a class to see “The Gates” or the cathedral grotesques.

http://en.wikipedia.org/wiki/File:Gates_opened.jpg

www.nationalcathedral.org/about/darthVader.shtml

Discuss how art adds to the experience of public places.

I.M. Pei's Pyramid at the Louvre

The Louvre in Paris, France, is by far the most visited art museum in the world. It began as a 12th-century fortress and later became a palace for the French royal family. It now displays 35,000 pieces of art, including Leonardo da Vinci's “Mona Lisa.” The building is very, very classical and traditional.

When it needed a new entrance to accommodate museum-goers, renowned architect I.M. Pei designed a large glass pyramid to be set into the building's courtyard. And many people were horrified. To them, it seemed as though “a gigantic gadget” had been plopped into a majestic landscape.

Others enjoyed the mix of the old and the new. After all, a pyramid is one of the most ancient types of structures. Eventually, the pyramid itself became a reason for people to visit the Louvre.

What do students think about the pyramid? Why? Can they see why others might feel differently?

As a class, click on these links to read about the Pyramid.

www.npr.org/templates/story/story.php?storyId=121097261

www.nytimes.com/1989/03/29/arts/pei-pyramid-and-new-louvre-open-today.html

Then have students write short reviews of the Louvre pyramid, as if they were art reviewers.

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Text by Martha Michaela Hutchman Brown, Hollister Kids

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