

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade 6: Lesson 3

Title: Genre Drawing

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

- 1.1 Identify and describe all the elements of art found in selected artworks (color, shape, line, texture, space, form, and value).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 1.3 Describe how artists can show the same theme by using different media and styles.
- 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial).

Creative Expression

Creating, Performing, and Participating in the Visual Arts

- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.

Historical and Cultural Context

Understanding the Visual Arts in Relation to History and Culture

- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.3 Compare, in oral or written form, traditional images or designs from at least two selected cultures.

Connections, Relationships, and Applications

Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe some ways in which their culture is reflected in their artwork.

Time: 60-90 minutes

Floor Plan: Regular classroom setting—small groups for critique.

Materials Needed:

- Resource books on Velasquez, Katsushika Oi, and Renoir (or others)
- Triple Venn diagram blanks for each student
- White paper
- Oil pastels
- Watercolors
- Water containers

- Brushes
- Newspapers
- Colored pencils
- Overheads:
 - #1 Velasquez
 - #2 Velasquez
 - #3 Katsushika Oi
 - #4 Pierre Auguste Renoir
 - #5 Triple Venn diagram

Purpose:

Artists have recorded what happens around them using different media and styles. Traditional images and designs from other cultures can be researched, compared, and discussed. A specific medium and process can be selected to express moods, feelings, themes, and ideas. The ways in which the students' cultures are reflected in their artwork can be identified and described.

Background:

The students will have experience in working with oil pastel, watercolor, and colored pencils. They will know how the selection of media relates to art. The students will recognize how various cultures define art and will have viewed art from major cultures and time periods. The students will have created artwork based on scenes of daily life. The students will use their knowledge in all elements of art.

Key Questions:

- How did Velasquez or other Spanish painters portray everyday life?
- How did Katsushika Oi or other Japanese painters portray everyday life?
- How did Renoir or other French Impressionists portray everyday life?
- How is your culture reflected in the artwork that you created to show everyday life?

Vocabulary:

- * *Elements of art*—sensory components used to create and talk about works of art (e.g., line, color, shape/form, texture, value, space).
- * *Principles of design*—the organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity).
- * *Style*—a set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.
- * *Symmetrical*—a balance where both sides of the perceived midline are the same.
- * *Asymmetrical*—a balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.
- * *Oil paint*—color that is thinned with oil.
- * *Watercolor*—color that is thinned with water.
- * *Portrait*—a painting of a person's likeness.
- * *Narrative painting*—painting that tells or suggests a story.
- * *Genre painting*—a type of painting that portrays a phase of everyday life.
- * *Medium*—material that is used to create art.
- * *Impressionism*—an art movement beginning in France in the 1870s founded by an individualistic group of artists. All were concerned in some way with the components of light and the immediate visual impression of a scene using unconnected colors that were to be mixed by the eye.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Ask the students how they express themselves in the way they dress, the activities they choose to go to, the music they listen to, etc.</p>	<p>How are you making your purpose clear to the students? Teacher explanation and student exploration.</p>
<p>2 Engage students Explain to the students how artists record their culture in various ways, and how we can learn much about these other cultures and time periods by studying artists' work.</p>	<p>How can I effectively get the students interested in the content of the lesson? Engage the students visually through the use of various overheads of paintings.</p>
<p>3 Learning Sequence See actual lesson sequence below.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Artists have recorded what happens around them using different media and styles. Traditional images and designs from other cultures can be researched, compared, and discussed. A specific medium and process can be selected to express moods, feelings, themes, and ideas. The ways in which students' cultures are reflected in their artwork can be identified and described. How is your culture reflected in the artwork that you created to show everyday life?</p>
<p>4 Assessment A written or oral explanation of their artwork using art terms.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) By showing the students how to closely "read" a piece of artwork and then apply what they learned to their own work.</p>

Actual Lesson Sequence

This can be coordinated with Harcourt Brace, Literature Book, *Hidden Treasures*, pages 438-469 and 470-471 or other books about Velasquez, Katsushika Oi, and Renoir.

1. Use pages 444, 446, and 470-71, or show overhead #1, #2, #3, and #4 and compare the style of Velasquez, an oil painter, and that of Katsushika Oi, who painted with watercolor and ink, and Renoir, who painted in a different way with oil.
2. Explain that all three paintings are narrative and that all three paintings are genre paintings although *Las Meninas* is a painting of the royal family, which is about an everyday event, not a posed portrait.
3. Using a triple Venn diagram, overhead #5, analyze the paintings by finding and discussing each of the elements of art (line, color, shape/form, texture, value, space), as the students fill in their diagrams. For instance, to analyze value, you could determine which backgrounds are dark (Velasquez) and which are light (Oi and Renoir), so that item appears in the overlapping space labeled Oi and Renoir. Discuss how each work of art has balance, either symmetrical or asymmetrical.

4. The students then work on their own to add to the diagram. In addition to elements of art and principles of design (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity) some topics could be: the style of the Velasquez paintings (deep shadows and careful modeling of forms) compared to that of Katsushika Oi's flatter linear style and Renoir's loose, impressionistic style, the interaction or lack of it between the subjects, and the directions the subjects are looking.
5. The students select oil pastels, watercolor, or colored pencil to draw a picture of an everyday event that would take place in their household.
6. The students write a paragraph explaining how their culture is reflected in the piece of art that they made. Encourage the students to use ideas from the overhead transparencies.
7. The assessment for this piece will be the student's ability to explain how the painting reflects their culture using correct art terms. The assessment is not based upon the quality of the actual drawing, as different students have different abilities, and drawing skills were not taught in this lesson.

Closure:

Display paintings and drawings according to the time of day the event shown would take place. Attach assessment paragraphs when they are completed.

Sources:

Velasquez and Oi: Farr, Roger, Strickland, Dorothy, Hidden Treasures, Harcourt Brace, Orlando, FL, 1997

Renoir: Impressionism: Paintings Collected by European Museums, High Museum of Atlanta, Atlanta, GA, 1999