

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade Kindergarten: Lesson 4

Title: Responding to and Discussing Art

Standards Addressed

Artistic Perception

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

- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape.

Historical and Cultural Context

Understanding the Visual Arts in Relation to History and Culture

- 3.2 Identify and describe artworks that show people doing things together.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

- 4.2 Describe what they see (including both literal and expressive content) in selected works of art.

Connections, Relationships, Applications

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

- 5.4 Talk about the various kinds of artwork (e.g., ceramics, paintings, sculpture) that artists create and discuss the media they use.

Time: 30-45 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Paper
- Crayons
- A copy of the artwork, *Two Young Girls at the Piano*, by Renoir

Purpose:

- To look at artwork and discuss the artist's choices of line, color, and subject.
- To be introduced to the artist, Renoir, and the subject of many of his paintings.

Background:

The students should be familiar with line and color as elements of art.

Key Questions:

How does looking at this painting make you feel?

Vocabulary:

- * *Color*—the visual sensation dependent on the reflection or absorption of light from a given surface.
- * *Line*—a point moving in space.
- * *Texture*—the surface quality of materials, either actual (tactile) or implied (visual).
- * *Elements of Art*—sensory components used to create and talk about works of art: line, color, shape/form, texture, value, space.
- * *Subject*—a topic or idea shown in an artwork especially anything recognizable, such as a landscape or animals.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Display a copy of the painting <i>Two Girls at the Piano</i>, and have the students study it quietly.</p>	<p>How are you making your purpose clear to the students? Tell the students to concentrate on looking at the painting and thinking about what they see.</p>
<p>2 Engage students</p> <ul style="list-style-type: none"> ▪ After a few minutes, have the students discuss JUST WHAT THEY SEE. ▪ Have the students list the people in the painting. ▪ Have the students discuss the details, such as “Are the girls outside? Who do you think they are? What are they doing? Do you think they’re related to one another?” 	<p>How can I effectively get the students interested in the content of the lesson? Renoir created several versions of the painting “Two Young Girls at the Piano.” The two girls in the painting appear in several of Renoir’s works. They began posing for him in about 1889. Besides posing at the piano, they posed picking flowers in a meadow, asleep on a couch, reading a book, and sitting at a ceremony. In many of the paintings, the girls are wearing the same clothes and have the same hairstyles.</p>
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Introduce the artist, Pierre-Auguste Renoir and tell the students the name of the painting. ▪ Tell the students that Renoir is best known for his wonderful colors and his scenes of people enjoying themselves. ▪ Ask the students what the girls are doing. ▪ Direct the students to look closer at the painting and ask, “Do you see colors? What colors do you see? What lines do you see? Look at the curtain. Do you think it is soft or stiff?” ▪ Ask the students, “How does it make you feel? Sad? Happy? Does it make you want to play the piano? Does it make you want to do an activity you enjoy?” Suggest the students share activities they enjoy (e.g., reading a book, playing a game). 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <ul style="list-style-type: none"> ▪ Artists celebrate people and their stories in many ways. In “Two Young Girls at the Piano,” Renoir depicts a simple event. As we look at the painting, we can imagine the girls playing and singing. ▪ Looking at art, seeing how it is made, and talking about the way it makes one feel is just as important as creating art. It is fun and special to create art, but is always good to talk about it too.
<p>4 Assessment In the painting Renoir painted what can we see? Now I want you to draw what he didn’t show us. The students will draw a picture of themselves doing an activity with someone else, such as a friend or sibling.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) The students will share their drawings and explain why they like that activity.</p>

Extension of the Lesson:

- Imagine that you could have Renoir paint your portrait. What would you like to be doing and wearing in the portrait?
- When and where could this scene take place? How would this picture look different if it were painted today?
- Is there a difference between whether you like an artwork and how good you think it is?

About the Artist:

Pierre-Auguste Renoir (pyair-oh-goost ruh-n-wahr) was born in 1841 in Limoges, France, a city famous for its hand-painted ceramics. When Renoir was thirteen years old, he was apprenticed to learn how to paint porcelain. Eight years later, he began to study painting at a studio.

In the 1880s Renoir and Claude Monet developed the style that would come to be known as Impressionism. Impressionism was a great change from the style of painting then practiced in France, and many in France's established art community did not like it. The Impressionists used small strokes of color that could be distinguished from each other, rather than blending the colors together. The Impressionists experimented with the effect of light, especially sunlight, on colors. While other painters had worked in their studios, the Impressionists preferred to paint outdoors.

Unlike the other Impressionists, Renoir preferred painting figures rather than landscapes. In his later career, Renoir broke away from Impressionism. He wanted to paint portraits and figures in a more traditional style, tightening the lines and forms. Although his style of painting underwent changes during his long career, Renoir is best noted for his wonderful colors and his scenes of people enjoying themselves.

In the painting, *Two Young Girls at the Piano*, Renoir painted the girls indoors as part of his turn away from Impressionism. The figures are painted in a style that is more classical than Impressionistic. Also, by not using the Impressionist method of dabbing on paint, Renoir was able to achieve more lifelike color effects, particularly with the skin tones. While this painting shows Renoir's departure from the Impressionistic style he helped develop, it is a fine example of his maturing style.