

Learning To Look: 2017-2018

Project Book

American Art

Curriculum

Class 1: Narrative:

- a. "*Snap the Whip*" painted in 1872 by Winslow Homer
- b. "*Washington Crossing the Delaware*" painted in 1851 by Emanuel Leutze

Class 2: Portrait:

- a. "*The Muse*" painted ca. 1836-37 by Samuel F.B. Morse
- b. "*Madame X*" painted in 1884 by John Singer Sargent

Class 3: Portrait:

- a. "*George Washington*" painted ca. 1779-1981 by Charles Willson Peale
- b. "*George Washington*" painted in 1795 by Gilbert Stuart

Class 4: Landscape and Still Life:

- a. "*The Rocky Mountains, Landers Peak*" painted in 1863 by Albert Bierstadt
- b. "*Violin and Music*" painted in 1888 by William Michael Harnett

Projects

Class 1- Narrative:

- a. **ARTWORK DISCUSSED:** "*Snap the Whip*" painted in 1872 by Winslow Homer

PROJECT OPTION 1: Photograph the class playing snap the whip.

- Bring the children outside and photograph them playing the game- snap the whip.

- How to Play: Choose a leader and a caboose. Have everyone line up single file holding hands, with the leader at the front and the caboose at the back of the line. At the starting signal, the leader starts running, leading everyone through twists and turns. Everyone must keep holding hands and not let go. If anyone lets go, then he is out. The winners are those left holding hands once everyone has stopped running.
- * Please discuss this project with the teacher in advance!

- **Supplies Needed:** Camera

PROJECT OPTION 2: Recess drawings.

- Have each child draw a group of their friends playing their favorite game at recess. Have the kids think about the style of drawing that Homer used when painting "Snap the Whip" and see if they can include some of these same details.

- **Supplies Needed:** Paper, crayons, pencils and other drawing supplies.

b. ARTWORK DISCUSSED: "*Washington Crossing the Delaware*" painted in 1851 by Emanuel Leutze

PROJECT OPTION: Reenact the scene of Washington crossing the Delaware.

- Divide the students in to two groups, and in turn, have the children take on the poses of the men in the painting. (Note that picking names out of a hat for who gets to be George Washington is always a good idea!)
- Photograph the students and use the photograph for their Learning to Look books.

- **Supplies Needed:** A designated box of props is available in the Learning to Look closet. Large coffee filters are also available in the Learning to Look closet for the children to wear under the hats, for lice protection.

Class 2- Portrait:

a. ARTWORK DISCUSSED: "*The Muse*" painted ca. 1836-37 by Samuel F.B. Morse

PROJECT OPTION: Draw profiles.

- Draw a profile of someone from Madame X's time.

- **Supplies Needed:** Various drawing materials- paper, pens, markers, pencils, etc. Get some images of people from the mid 1800s so that the students can have a better understanding of the style of dress for both men and women.

PROJECT OPTION: Creative Writing.

- Have the kids come up with a dialogue between Madame X and the Muse. Have the students consider the formality of the era, and how portraits were a sign of wealth and prestige. How are these two women similar and how are they different?

Class 3- Portrait:

a. **ARTWORK DISCUSSED:** "*George Washington*" painted ca. 1779-1781 by Charles Willson Peale AND "*George Washington*" painted in 1795 by Gilbert Stuart

PROJECT OPTION: illustrate a dollar bill.

- Show the children how the copy of George Washington's portrait by Stuart is found on the dollar bill. Use copies of the dollar bill template available in the Learning to Look closet and on the Learning to Look website, and have the children fill in the center with their own portrait of George Washington.

SUPPLIES: Pencils, copies of dollar bill template in Learning to Look closet. It is also helpful to bring in several dollar bills to show as examples.

PROJECT OPTION: Super Hero Drawings.

- George Washington was a hero to the United States, as a general and as the First President of the United States. Have the kids think about someone who is their super hero, and have them do a drawing of that person. They can also write down some of the strengths and accomplishments of their super hero.

- **Supplies Needed:** Paper, crayons, pencils and other drawing supplies.

Class 4- Landscape and Still Life:

a. ARTWORK DISCUSSED: *The Rocky Mountains, Landers Peak*” painted in 1863 by Albert Bierstadt

PROJECT OPTION: Landscape Painting.

- Have the children take a seat near the window and draw a landscape of what they see outside.

SUPPLIES: Watercolor paints, paint brushes, thicker paper for water colors.

PROJECT OPTION: Write a descriptive postcard.

- Have the children write a postcard to describe the landscape setting, as if they were sitting in the middle of one of the landscape paintings. Have them describe it for someone who has never been there before, including all of the sensations- the smell of the air, the touch of the grass, etc.

SUPPLIES: Paper printed to resemble a postcard back is available in the Learning to Look closet and on the website. Various writing supplies.

b. ARTWORK DISCUSSED: *“Violin and Music”* painted in 1888 by William Michael Harnett

PROJECT OPTION 1: Make your own still life.

- Have each student think of a few object that mean a lot to them, and have them draw their own still life. Ask the class what objects they would include and why are these items are so important to each child.

SUPPLIES: Pencils, crayons, markers and paper. Maybe consider bringing in some objects that may be important to the kids so they can get some inspiration i.e.: baseball, lacrosse stick, tennis racket. microphone, books, flute, video game, a piece of jewelry, photo album, etc.

PROJECT OPTION 2: Collage still life.

- Have the kids create their own still life artwork using cut outs of objects from magazines and newspapers.

SUPPLIES: Bring cut out objects so the kids do not have to spend time cutting out the items in the class. Cut out enough objects so each child has 5 or 6. Paper, scissors, pencils, crayons and other drawing supplies.