

Warm and Cool Modernist Animals

Date: October 1-5,8-12

Big Concepts: What is Art

Teks: Art Grade 3:

Perception: 3.1A Identify sensory knowledge and life experiences as source for ideas about visual symbols, self, and life events. **3.1B Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.**

Creative Expression/Performance: 3.2A Create artworks based on personal observations and experiences. **3.2B Develop a variety of effective compositions, using design skills.** **3.2C Produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.**

Historical/Cultural Heritage: **3.3A Compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions.** 3.3B Compare selected artworks from different cultures. 3.3C Relate art to different kinds of jobs in everyday life.

Response/Evaluation: **3.4A Identify general intent and expressive qualities in personal artworks.** 3.4B Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Materials: Chalk, crayon, pencils, paper

Content Objective:

- Students learn about surrealism.
- Students learn about warm and cool colors.
- Students will learn about Jack Butler Yeats painting “For the Road”
- Students will learn about distortion.

Project Objective:

Students will create a surrealism drawing based on an animal photograph.

Artist: John "Jack" Butler Yeats (29 August 1871 – 28 March 1957) was an Irish artist. His early style was that of an illustrator; he only began to work regularly in oils in 1906.[1] His early pictures are simple lyrical depictions of landscapes and figures, predominantly from the west of Ireland—especially of his boyhood home of Sligo. His brother was William Butler Yeats. Yeats' works contain elements of Romanticism.

From around 1920, he developed into an intensely [Expressionist](#) artist, moving from illustration to [Symbolism](#). He was sympathetic to the [Irish Republican](#) cause, but not politically active. However, he believed that 'a painter must be part of the land and of the life he paints', and his own artistic development, as a [Modernist](#) and Expressionist, helped articulate a modern [Dublin](#) of the 20th century, partly by depicting specifically Irish subjects, but also by doing so in the light of universal themes such as the loneliness of the

individual, and the universality of the plight of man. When he died, [Samuel Beckett](#) wrote that "Yeats is the great of our time...he brings light as only the great dare to bring light to the issueless predicament of existence."[\[3\]](#)

His favorite subjects included the Irish landscape, horses, circus and travelling players. His early paintings and drawings are distinguished by an energetic simplicity of line and color, his later paintings by an extremely vigorous and experimental treatment of often thickly applied paint. He frequently abandoned the brush altogether, applying paint in a variety of different ways, and was deeply interested in the expressive power of color. Despite his position as the most important Irish artist of the 20th century (and the first to sell for over £1m), he took no pupils and allowed no one to watch him work, so he remains a unique figure. The artist closest to him in style is his friend, the Austrian painter, Oskar Kokoschka.

Vocabulary: [Expressionist](#): was a modernist movement, initially in poetry and painting, originating in Germany at the beginning of the 20th century. Its typical trait is to present the world solely from a subjective perspective, distorting it radically for emotional effect in order to evoke moods or ideas. Expressionist artists sought to express meaning or emotional experience rather than physical reality.

[Modernist](#): Modernism was a revolt against the conservative values of realism. In general, the term modernism encompasses the activities and output of those who felt the "traditional" forms of art, architecture, literature, religious faith, social organization and daily life were becoming outdated in the new economic, social, and political conditions of an emerging fully industrialized world. The poet [Ezra Pound](#)'s 1934 injunction to "Make it new!" was paradigmatic of the movement's approach towards the obsolete. Another paradigmatic exhortation was articulated by philosopher and composer [Theodor Adorno](#), who, in the 1940s, challenged conventional surface coherence and appearance of harmony typical of the rationality of Enlightenment thinking. A salient characteristic of modernism is self-consciousness. This self-consciousness often led to experiments with form and work that draws attention to the processes and materials used (and to the further tendency of abstraction).

The modernist movement, at the beginning of the 20th century, marked the first time that the term "avant-garde", with which the movement was labeled until the word "modernism" prevailed, was used for the arts (rather than in its original military and political context). Surrealism gained fame among the public as being the most extreme form of modernism, or "the avant-garde of modernism".

Symbol- picture or object that stands for an idea

Emphasis- A design principle used to show which part of an artwork is most important.

Center of Interest- the part of an artwork that the viewer notices first.

Composition- the way the parts of an artwork are put together

(composition is also part of many other principles of design)

Activities:

Introduction:

Students will learn about warm and cool colors. Talk about Jack Butler Yeats cool color surrealism painting of a horse and compare it to a realism animal landscape.

Project:

- Students choose an animal. From a photograph.
- Then sketch out the animal in a dreamlike landscape.
- Students outline their animal in crayon.
- Students choose a warm or cool color scheme coloring in with chalk blending colors and coloring in neatly.

Checks For Understanding: Students reflect on what mood their warm or cool colors made.