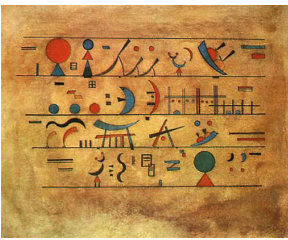




## 1. Vincent van Gogh, *Sunflowers*, 1888

Students learn about van Gogh's still life painting and learn about his expressive style. They look at a reproduction of a famous painting and identify warm colors, round and oval shapes, straight and curving lines, and rough, impasto texture. Students draw flowers and vases, mix red and yellow paint to create shades of orange, and paint a still life, using thickened tempera and impasto brush strokes.



## 2. Wassily Kandinsky, *Lines of Signs*, 1931

Students learn about Kandinsky and discuss how symbols and colors represent objects and tell a story. They identify symbols, geometric shapes, primary colors, horizontal lines, and repeated patterns. In their own artwork, students draw designs and patterns to tell a story. They draw with oil pastels, using the "magic white" technique to draw hidden objects. They paint washes of primary colors over their figures to create picture stories.



## 3. Native American, Zuni, *Water Jar*, 21st c

Students learn about the purposes of Zuni pottery and how they are made. They look at the designs of a Zuni water jars, ollas, and learn how the symbols painted on the ollas are important to their culture. They identify lines and patterns, such as geometric shapes as triangles and rectangles, balance, and symmetry. They discover how symbols represent ideas. Students create cut-paper jar collages. They cut and layer geometric and organic shapes and layout a design on their jar.



## 4. Pierre Auguste Renoir, *Children on the Seashore*, 1883

Students look at Renoir's painting and learn how Impressionist painters showed light and movement in landscape compositions. They identify expressive Impressionist brush strokes in Renoir's landscape. They find the horizon line and background. They talk about warm and cool colors and how they are mixed. Students mix blue and yellow paint to create green water and paint a seascape with expressive lines, using their fingers as tools.



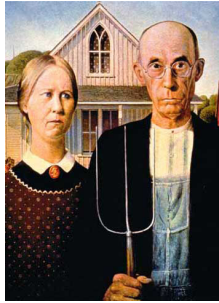
## 5. Persian Art, late 16th c. *A Game of Polo*

Students learn about a reproduction of a realistic scene that illustrates a polo match in a landscape setting. They find the miniature details that describe the game. They find the Arabic script in the border. They identify diagonal lines and repeated patterns that show action in the foreground. They find the horizon line and background and observe that objects placed higher appear farther away. Students sketch houses, trees, birds, animals, and clouds. They draw stick figures to create miniature landscapes that tell stories. They decorate borders with patterns and colors.



## 6. Byzantine Mosaic, *The Court of Empress Theodora*, ca. 527 A.D.

Students learn about a Byzantine mosaic. They learn how mosaics were made with ceramic tessera long ago in Italy. They identify warm and cool colors, repeated patterns, outlines, and rough and smooth textures. Students sketch fish, using contour lines. They arrange and glue down paper tessera in patterns and create paper mosaics of fish.



### 7. Grant Wood, *American Gothic*, 1930

Students learn about Grant Wood's realistic portrait painting and talk about the meaning of the painting and the placement of the facial features. They identify realistic details, vertical and horizontal lines, round and oval shapes, and repeated patterns. They learn about how art shows other times through portraits. Students sketch facial features and draw portraits of family or friends, using oil pastels.



### 8. African Sculpture, *Ivory Box*, early 1800s

Students learn about the carved picture on an Ivory box made by the Yoruba people of Africa. They learn about ivory carving and the myths of the Yoruba people. They identify the 3-D figures and border patterns and the rough and smooth textures. In their own artwork, students sketch the outlines of their hands and create 3-D plaques with handprints and patterns.



### 9. Okajuma Toyohiro, *Four Accomplishments, No. 2*, early 19th c.

Students learn about Toyohiro's printed screen and about Japanese printing and calligraphy. They identify vertical, horizontal, and diagonal lines. They talk about objects in the foreground, middle ground, and background. They look for repeated patterns. Students sketch trees using vertical, horizontal, and diagonal lines. They use color to represent seasons and print with corks and sponges to create seasonal Japanese-style screens showing colored trees representing seasons.



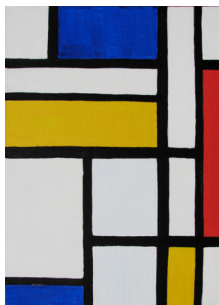
### 10. French Tapestry, *The Unicorn in Captivity*, 1495–1505

Students learn about a French tapestry and the unicorn myth from the Middle Ages. They identify the materials used for weaving a tapestry on a loom. They describe the way lines, shapes, and colors are repeated in patterns to create a peaceful scene. They learn about the warp and weft and how they create the rough and smooth textures. Students learn how to weave on a simple loom, and they weave small tapestries, using a variety of colors and patterns.



### 11. Henri Rousseau, *Jungle Scene*, 1910

Students learn about Rousseau's jungle landscape painting and imagine the fantasy story it tells. They identify the warm and cool colors and the foreground, middle ground, and background. They find the overlapping shapes that show distance. Students sketch leaf shapes and draw landscapes with leaves, flowers, and jungle animals. They create chalk pastel and cut-paper landscapes.



student sample

### 12. Piet Mondrian, *Composition #2*, 1921

Students learn about Mondrian's *Composition #2* and how he painted abstract compositions that show a feeling of distance. They identify vertical and horizontal lines, primary colors, and rectangular shapes. They describe how Mondrian balanced shapes and colors. Students create abstract collages in the style of Mondrian, using paper, scissors, and glue.