Distance Learning at the Cleveland Museum of Art

Impressionism

Grades 4-6

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Teacher notes:

Please have students bring pencil and copies of the Museum-Mix up activity sheet to your videoconferencing room. This worksheet could also be completed after the conference.

Please bring white paper and colored pencils or crayons to the conference, if you would like to participate in an impressionist drawing activity during the video conference. (Colors needed: red, yellow, blue, orange, green, and purple.)
How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning  
The Cleveland Museum of Art  
11150 East Boulevard  
Cleveland, OH 44106

Thank You!
Program Objectives:
1. To explain how Impressionist paintings represent the lifestyles and interests of people from the 19th century.
2. To identify painters who were part of the Impressionist movement.
3. To explain how techniques used by the Impressionists differed from traditional artistic methods.

In this program, students learn about the works of Impressionist and Post-Impressionist painters such as Monet, Degas, van Gogh, and Cézanne, whose experiments with the effects of different conditions of light and paint application created a new way of seeing the world. The world these artists shared had much in common with our own era of rapid technological change and rise in standard of living. Students will consider how such factors influenced Impressionism.

Common Core State Standards Applicable:

*English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects - 4th Grade*

**CCSS.ELA-Literacy.SL.4.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.W.4.3**
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

*5th Grade*

**CCSS.ELA-Literacy.SL.5.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.W.5.7**
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6th Grade

CCSS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.6.4
CCSS.ELA-Literacy.WHST.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCAA.ELA-Literacy.WHST.6.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.6.7
CCSS.ELA-Literacy.WHST.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

National Education Standards:
For Fine Arts - Visual Arts (grades K-4, 5-8):
- Understanding and Applying Media, Techniques, and Processes
- Understanding the Visual Arts in Relation to History and Cultures
- Making Connections Between Visual Arts and Other Disciplines

For Language Arts - English (grades K-12):
- Reading for Perspective
- Reading for Understanding
- Evaluation Strategies
- Communication Skills
- Communication Strategies
- Applying Knowledge
- Developing Research Skills
- Multicultural Understanding

For Social Sciences – World History (grades 5-12):
- Era 7: An Age of Revolutions, 1750-1914

For Social Sciences – U.S. History (grades K-4):
- The History of Peoples of Many Cultures Around the World
Prerequisite Activities:

For the students:

1. For background information on Impressionism, consult:
   http://artyfactory.com/art_appreciation/art_movements/impressionism.htm

2. Be able to identify colors, including the primary and secondary colors. Students could experiment with creating tonal variations by adding various amounts of black or white to one color to establish a range of values for that hue, which could then be matched to a color wheel. An online color wheel may be viewed at http://www.colormatters.com/colortheory.html

Selected Vocabulary:

Impressionism – In general, paintings of landscapes or scenes of modern life and leisure that try to capture the momentary effects of light, atmosphere, color and movement.


Abstract – Art that departs from literal representation – the subject is transformed in some way.

Salon art – also called “official” art because it was the style preferred by the government, aristocracy, and general public. Usually scenes of history, religion, and mythology are depicted in a highly realistic manner.

Teaching Extensions: Visual Arts/Language Arts/Social Studies

1. Using crayons or chalk, make two still life drawings in the following ways. Put a red apple or another object on a table. It’s a miniature still life! First, draw it with the overhead lights on and then draw it a second time with the lights off. Notice the location of shadows, highlights and all the different shades of red. Compare the effects of different light conditions. The Impressionists used many strokes of several colors to depict an object. Different conditions of light playing upon an object were particularly important to the Impressionist artist Claude Monet.

   Materials list: drawing paper, chalk or crayons, objects for still life, spotlight or flashlight (optional).

2. Choose two Impressionist painters and write a few paragraphs about each artist’s life. Next compare their painting styles. Hint: look at their subjects, techniques, and differing styles or goals as artists. Use information gathered from books and websites to support your conclusions.

3. The artist Claude Monet painted the same scene at several different times during the day to study the effects of changing light conditions on his subject matter. Take a picture of your school, from the same spot at three different times during a day or select another subject such as a building across the street from the school. As an alternative you could set up a small still
life of objects (books, pencils etc.) on a window sill in the classroom and photograph it at three different times during the day. Display the photographs you have made and discuss the different effects of changing light and weather conditions on the scene depicted.

**Materials list:** camera, film, objects for still life.

4. Some of the images discussed during the Distance Learning lesson were painted in cities outside of Paris, such as Villerville, Le Havre, Essoyes, and Giverny. The artists were able to travel to most of these places on trains. Look up these cities on a map and determine how many miles the artists had to travel from Paris to reach their destinations.

**Suggested Reading:**

Some of the listed books are general in their approach; other good sources of information can be found in books about specific artists such as Cassatt, Degas, Gauguin, Monet, Morisot, Pissaro, Renoir and van Gogh.


**Websites of Interest:**

- Art history game on Vincent van Gogh and Impressionism

- Impressionism overview
  [http://www.impressionism.info/info.html](http://www.impressionism.info/info.html)

- More about Impressionism, includes major themes, artist biographies, etc.
WRITING ABOUT ART (Elementary Level)

You become the Art Critic!

Pretend your job is to look at famous artworks and judge them. Answer the questions below about an artwork you viewed in today’s presentation.

1. DESCRIBE-
   Who is the artist? __________________________
   What is the title of the artwork? ______________
   Date created? ____________________________
   Medium (Materials Used)? ___________________

   Subject Matter:
   Circle the type of artwork this is:
   Drawing  Painting  Sculpture  Photography  Digital Media

   Fill in the blank using one of the words below.
   This artwork is ______________.
       Abstract  Realistic

   List any objects you see in this artwork (ex. apple, boy, pond, dog):
   __________________________________________
   __________________________________________

   Put a check beside any of the Elements of Art used in this artwork:
   ______ Line (vertical, horizontal, diagonal, curvy, zigzag)
   ______ Shape/Form (2D, 3D, geometric, organic)
   ______ Space (overlapping, object going off page, area around objects)
   ______ Color (primary, secondary, warm, cool)
   ______ Value (lights-tints and darks-shades of one color)
   ______ Texture (how things look or feel, smooth/rough, shiny/dull)

2. ANALYZE
   -What is the first thing you see when you look at the artwork? ______________
   -What does your eye move to next? ______________ and after that? ______________
   -Is everything in proportion (the right size compared to other items)? Yes or No
   -Do you see any patterns (items repeated) in this artwork?
     If so, draw the pattern you see in the box:
3. INTERPRET
In 3-6 words, describe how this artwork makes you feel (happy, sad, excited, etc.). Write in the boxes below.


Why do you think the artist created this work of art?


4. EVALUATE
Is this a good artwork? On a scale of 1 to 10 (10 being the best), how would you rate this piece? (Circle your answer)

1 2 3 4 5 6 7 8 9 10

WHY did you pick the number you did?


Is this an artwork your family would hang in their home?
YES
NO

WHY or WHY NOT?
The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name______________________________________________________________
Your School_____________________________________________________________
School Address (with zip code) ____________________________________________
E-mail Address __________________________________________________________
Grade/Class of students (e.g. 10th grade French) ____________________________
Program Title ____________________________________________________________
Program Date ___________________________________________________________________

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

5= Strongly Agree  4= Agree  3= Neither Agree nor Disagree
2= Disagree  1= Strongly Disagree

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.
   5  4  3  2  1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
   5  4  3  2  1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.
   5  4  3  2  1

4. The distance learning lesson successfully taught its objectives.
   5  4  3  2  1

5. The distance learning lesson was not interrupted by technical difficulties.
   5  4  3  2  1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.
   5  4  3  2  1

7. I plan to register for another distance learning lesson.
   (circle one)  Yes  No

   If no, why? ____________________________
8. I would like more information about The Cleveland Museum of Art’s Teacher Resource Center.  
(circle one)  
Yes  
No

9. Why did you choose The Cleveland Museum of Art Distance Learning?  
(circle one)  

a.) Price Point  
b.) Quality of lessons  
c.) Selection of lessons  
d.) Ease of working with CMA  
e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?  
(circle all that apply)  

a.) CMA inservice  
b.) CILC  
c.) TWICE  
d.) Conference  
e.) Brochure  
f.) The Cleveland Museum of Art website  
g.) The Teacher Resource Center  
h.) Other

11. Do you have any additional comments about the distance learning lesson?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Please return the completed teacher evaluation form to:

Dale Hilton/Distance Learning  
The Cleveland Museum of Art  
11150 East Boulevard  
Cleveland, OH 44106

Or fax to Dale Hilton at 216-707-6679
**Selected Images:**

**Rest, 1879**  
William Adolphe Bouguereau (French, 1825 - 1905)  
Oil on fabric  
432.1915

**The Apple Seller, c. 1890**  
Pierre Auguste Renoir (French, 1841 - 1919)  
Oil on fabric  
1958.47
Low Tide at Pourville, near Dieppe, 1882
Claude Monet (French, 1840 - 1926)
Oil on fabric
1947.196

Before the Race, c. 1887-1889
Edgar Degas (French, 1834 - 1917)
Pastel
1958.27
One of the paintings has lost its subject! Draw a line from each painting to the symbol that matches the subject of the painting best. Then draw the missing subject in the empty frame and unscramble the word below!