

JUSTICE, MARITA

LESSON OBJECTIVE(S):

- Students will gain understanding of Impressionism and Post-Impressionism.

MATERIALS:

1. Mary Cassatt, *The Boating Party*, 1893-1894 (14A)
2. Childe Hassam, *Allies Day, May 1917*, 1917 (12B)
3. Discovering Great Artists, MaryAnn F. Kohl and Kim Solga

Time:

- Four sessions

PROCEDURES:

1. Session 1: Introduction to Impressionists and Post-Impressionists
 - a. Students use the SEE-THINK-WONDER method to examine the paintings *The Boating Party* and *Allies Day, May 1917* and many other impressionist/post-impressionist artists.
 - b. Definitions of Impressionism and Post-Impressionism and the historical and cultural events surrounding these artistic movements are explored. Emphasis is placed on the ordinary citizen's experience portrayed in colorful, light-drenched works.
 - c. Project 1 – A “memory” painting of the students' lives is created using the Impressionist style in which a memory is captured on canvas. Tips for executing this style are found at www.ehow.com/how_8181973_paint-impressionism.html
2. Session 2: Impressionists and Post-Impressionists
 - a. Project 2 - Georges Seurat's Pointillist style is explored using a lesson outline found in Discovering Great Artists, MaryAnn F. Kohl and Kim Solga.
3. Session 3: Impressionists and Post-Impressionists
 - a. Project 3 – Post-Impressionism is explored with textured painting of a Biblical account in imitation of Van Gogh's impasto technique.
4. Session 4: Impressionists and Post-Impressionists
 - a. Project 4 – Marc Chagall and his “dream” painting is explored by students as a group by producing a theatrical set design for Master's Conservatory drama production of A Horse and His Boy.

This project is explained in Discovering Great Artists, MaryAnn F. Kohl and Kim Solga.

Assessment:

- Students will be evaluated on their participation in the introductory exercises and most importantly in the projects.