

Artist Project

Go to the Etowah Home Page....Media Center...Lib Guides (blue box on right)

Under Guides (in the middle)...click on ALL and look for French III & The High Museum...

Choose an artist from the site. Please make sure I approve it as you will be working in pairs and I don't want any duplicates.

In the Lib Guides, you will also see a section on Provinces....please use it to do background on your artist.

Brief Descriptions: Students learn about the Impression period and styles of painting. Students then paint or sculpt an Impressionist work of their choosing.

Objectives: Students will be able to recognize the particular works of art, know basic knowledge of the Impression period, as well as do their own study of an Impressionist painting. Students will complete a research project of the artist whose painting/sculptor they selected with a partner. Each student will have to recreate a painting or sculpture. Students will use French vocabulary related to art enabling the class to be in the target language whenever possible.

Students will be shown examples of paintings that represent various art genres and key elements that depict the period, style and finally the artist of the painting.

Goals: To expose students to some of the history (a brief history of several art genres so students have some understanding what climate impressionism rose out of, as well as to what significance the impressionist's movement had on later art movements...this portion will be done by those not going on the field trip) and understanding of the different artistic periods as it pertains to painting; to give students a chance to explore their own artistic talent as they try to emulate an Impressionist painting/sculptor that interests them.

Structure/ Description of Lessons: This Art Unit will take approximately six weeks as we will also be reviewing the past tense in French.

Each student will research their artist...although you are sharing in the research, each student will do a painting/sculpture on their own. Their presentation in French and English may be shared as long as they alternate, every other sentence when presenting.

The Unit will end with a trip to the High Art Museum in Atlanta.

Brainstorm! Where were they born? What province (if in France)? Where did they live when they painted/sculpted? Did that influence them? What were they influenced by? Although most will have similarities, since most fall under the Impressionistic period, there are some definite differences.... What patterns do you see? What was unique about their style? What colors does he like to use? What does he like to paint? Do they like to use certain shapes? What are some of the agonies and hardships many artists endured during their careers? What historical event was happening that contributed to why they painted/sculpted what they did? Did their own family influence them? How? What sort of brushstrokes do you see in each painting? Where is the horizon line in each painting? Lights and shadows interested many Impressionist painters. Describe colors and shapes of the shadows in each painting. Is it city life or country life?

Class time will be provided for your research. Try to use websites that end with .org or .net for your info as those tend to be more reliable. Double check and triple check your work. Students will apply research skills, including Internet research skills, to prepare an oral presentation on the life and works of a French Impressionist artist. Presentations must contain major events in the life of the artist, examples of the important works of the artist, an explanation of any art terms used, and at least one criticism or interpretation of the artist's work. Presentations must be a minimum of 15 minutes but no more than 25 minutes. Five of those minutes needs to be in French. Note cards may be used but not read. Examples of the artist's work may come from books, Internet sites, posters, notecards, etc. A PowerPoint will work well for this project.

For the French writing: Il faut écrire une page de au moins 100 mots en français au passé. Vous avez besoin d'utiliser le Passé Composé et L' Imparfait. Ecrivez de la perspective de votre artiste.... Que pensait-il? Quelles peintures est-ce qu'il préférerait et pourquoi? Quel évènement historique a influencé ses chef d'oeuvres? Quel évènement dans sa vie?

Francais 3H Il faut aussi avoir au moins trois D.O. ou I.O. pronoms.

Choice of French Writing Assignment:

1. Une impression...is a vague notion, memory or split-second look at something.... Look at one of your artist's art work for 30 seconds and start a "poem" beginning with: "Ma

première impression était.....” Next, look at the art work more closely and continue your poem with....”Mais quand j’ai regardé de plus près, je me suis aperçu(e) que....” What is the difference between an impression of something and an analysis of something?

- 2. The opera (as shown in the power point) may have been the artist’s favorite form of entertainment. Write a review of a specific work from your own form of entertainment (a movie, a play, a computer game, an athletic event or a TV show).**
- 3. Select a painting or sculpture that has two people in it. Write a dialogue between the two people. Perform the play in front of the class. Make sure you do a good job of representing the painting or sculpture! (ie Are they peaceful? Angry? Sad?)**
- 4. Select a painting or sculpture that has an animal in it. Explain what you think the animal was thinking. If for ex you choose a dog, is it stray or does it belong to someone in the painting? Where is the animal going? Why? Where do you think it sleeps? What does it eat? Does the animal look happy or sad?**
- 5. Select a painting and look at the clothing. Discuss how clothing describes a person’s place in society or reflects a certain occasion. Look at the painting you choose and discuss each person’s role. Look through magazines and cut out images that describe a profession, an occasion, or even a class of society. Create a costume collage using the images.**
- 6. Jump into the artwork you decided to reproduce. How does it feel? What’s the weather like? How does it feel to jump into this particular artwork? Explain your feelings. What would you change? What would you keep the same?**
- 7. Write a “still life.” List your favorite personal objects and draw their outline. Then cut out these objects and glue them to another piece of paper. After that, you will write a description of each object around the outline of the cut-out shape explaining what it is, what it is used for to someone who may read about it 100 years from now.**
- 8. You have the opportunity to move through a time line and interview your artist. You will ask him questions about the choices he made as an artist and write the answers you think he would have given. Perform this two person dialogue in front of the class.**
- 9. If your artist did self-portrait’s, write a self-portrait about yourself, describing your personality, your moods and faical features. Choose at least three different colors from the color wheel to describe yourself. For example: “Sometimes I feel as blue as the deep blue velvet night sky.....”**

10. You are either someone in the artwork or the person who created the artwork.... Create a diary as if you were one of these people. Describe the moments surrounding the creation of this painting

Presentations must contain major events in the life of the artist, examples of the important works of the artist, an explanation of any art terms used, and at least one criticism or interpretation of the artist's work (the one you choose to duplicate). Presentations must be a minimum of 15 minutes but no more than 50 minutes. Note cards may be used but not read. Examples of the artist's work may come from books, Internet sites, posters, notecards, etc. PowerPoint software will work well for this project. Brief excerpts from videos such as those from A&E Biographies will also enhance the presentation of researched material. Students are to correctly cite all resources.

Assessment Strategies:

Students will be assessed on their presentation to the class based on completion of requirements as outlined in the above rubric.

A quiz will be given to assess the student's recognition of major works and names of artists such as Monet, Renoir, Cezanne, Gauguin, Van Gogh, and Seurat.

Nom: _____	Points possible	Points received	
Summary 1 page in English:	100 pts		
Nom de l'artiste	5 pts		
Une photo de votre artiste	5 pts		
5 photos d'une variété de ses peintures etc avec explication	25 pts		
Pays et province qui l'a influencé	30 pts		
Uniques caractéristiques de votre artiste	35 pts		
Votre chef d'oeuvre avec une photo du "vrai chef d'oeuvre"	100 pts		
Summary 1 page en francais	100 pts		Past tense
Presentation	100 pts		

Speaking Rubric	Exceeds expectations	Meets expectations	Does not meet expectations
French Presentation	Completes presentation with no hesitation. 5	Completes presentation with some hesitation. 4	Completes presentation with consistent hesitation. 3
Comprehension	It is easy to understand what the student is saying. A French speaker would be able to understand the student clearly. 5	It is mostly understandable what the student is saying. A French speaker would be able to understand most of the student's response 4	It is semi-understandable what the student is saying. A French speaker would find it difficult to understand the student. 3
Content: 1. Leur nom 2. Quel pays/province l'a influencé? Quelle personne? 3. Expliquez l'une de leur chef d'oeuvre	Includes all required elements as specified by the teacher. 10	Uses several of the grammatical concepts and new vocabulary. Misses one or two key concepts discussed. 9 8 7 6	Misses important vocabulary or grammatical concepts in their presentation. 5 4 3
Pronunciation	Student makes only one pronunciation error. 5	Student makes 2 to 3 pronunciation errors. 4	Student makes more than 3 pronunciation mistakes. 3

“Reproduction” of one of your Artist’s work of art!

1. Select a painting, sculpture or photo that best represent your artist. In other words, if he was mostly known for painting self-portraits than you should select a self-portrait....if he was known for landscapes, than choose a landscape....
2. Although none of you are expected to be artists, all of you are expected to best duplicate what he used as in bold strokes, pastels, pointillism etc. You need to know enough about your artist before you can recreate his work. What shapes did he like to use? What kind of strokes did he use? Soft? Did he use curly lines or straight ones?
3. The reproduction of a painting or photo must be a minimum of 16x20 and not much bigger than that. The work must be completed in class. Take your time but don't waste your time 😊
4. “Effort” is part of your grade. Remember this is a 100pt formative grade.

“Chef D’Oeuvre” Rubric	Exceeds expectations	Meets expectations			Does not meet expectations		
Include picture of original “Chef D’Oeuvre”	2	1			0		
Choose one of the artist’s works which best represents him/her.	3	2	1		0		
16x20 minimum/ completed in class	10	9	8	7	6	5	4
“Effort” and best using the artist’s characteristics/content	10	9	8	7	6	5	4