Keywords: Brushstroke, Composition, Color, Hue, Impressionism, Landscape
Activity: Landscape Painting

Keywords Defined:
- **Brushstroke** - a line, shape or texture created by applying paint to a surface with a paintbrush in a particular way.
- **Composition** - the organization of lines shapes colors and other art elements in a work of art.
- **Color** - an element of art. The hue, value and intensity of an object.
- **Hue** - another word for color
- **Impressionism** - style of art developed in France during the late 19th and early 20th centuries. These pieces of art were painted as if someone just took a quick look at the subject of the painting. They were usually in bold colors and did not have a lot of detail. The paintings in this style were usually outdoor scenes like landscapes. They were painted to look like they were shimmering.
- **Landscape** - a painting or drawing showing a scene from nature, often including mountains, trees, rivers, fields and other outdoor scenery.

Overview of the Impressionism Art Movement:
Impressionism was a style of painting that became popular over 100 years ago mainly in France. Up to this point in the art world, artists painted people and scenery in a realistic manner. A famous 1872 painting by Claude Monet named “Impression: Sunrise” was the inspiration for the name given to this new form of painting: “Impressionism” (See painting below) by an art critic. Originally the term was meant as an insult, but Monet embraced the name. The art institutes of the day thought that the paintings looked unfinished, or childlike.

Characteristics of Impressionist paintings include: visible brush strokes, open composition, light depicting the effects of the passage of time, ordinary subject matter, movement, and unusual visual angles. As a technique, impressionists used dabs of paint (often straight out of a paint tube) to recreate the impression they saw of the light and the effects the light had on color. Due to this, most Impressionistic artists painted in the “plein-air”, French for open air.
The important concept for 5th grade lessons is the Impressionism movement was short lived but inspired other artists from all over, including America, to begin using this new technique. Each of the artists throughout the lessons brought something new and a little different to advance the Impressionistic years. (i.e. Seurat with Neo-Impressionism and Toulouse-Latrec with Post-Impressionism). The emphasis was capturing the moment, the impression as seen by a quick glance. Additionally, the Impressionist movement was a significant influence on future art techniques such as Fauvism (i.e. Matisse), Cubism (Picasso), Expressionism (an art style that focuses on feelings) to abstract art (a style that allows shapes and colors alone to tell the story the painter wants told).

Meet the Artist:
- He was born in 1840 in Paris, France. His parents wanted him to grow up and work in their grocery store. He only wanted to paint, eventually going to art school.
- He was fascinated with what different light would do to colors. He noticed that the brighter the light, the more vibrant the color. He started to paint outdoors so that he could really see the vibrancy of the colors. At the time, artists exclusively painted indoors, in their studios.
- He married twice (his first wife died) and had several children.
- It took him until he was 50 to sell enough paintings to buy his first home. Much of his life, he lived near poverty. This house he bought was in Giverny (Zhee-vare-ney). It was there that he painted “Les Arceaux Fleuris” (Lays-Arko Flureees) in 1913.
- He loved painting water, since light reflected off of it. He had a pond made and filled with water lilies in his back yard in Giverny.
- He started going blind in 1908 due to cataracts. After having medication, he was able to regain much of his sight. Some of his most memorable paintings were at the end of his life, his water lily paintings. They actually started to border on abstract art. He died in 1926.

Possible Questions:
- Is this painting realistic? Does it look real?
- Do you like this kind of art? Why or why not?
- Why do you think Monet liked to paint outside?
- Often, he painted the same thing over and over again. Why do you think he did that? (Different lighting, time of day, different seasons' colors)
- What does the painting look like close up? Far away?
- What time of day do you think it was painted?
Activity: Landscape Painting

Supplies:
- Drawing paper
- Paint Dish or Egg Cartons (to be used to hold paint - are disposable!)
- Water dishes (Dixie Cups)
- Tempera Paints (greens, blues, purples, whites, pinks)
- Large Brushes
- Butcher paper or extra drawing paper to cover/protect workspace
- Roll of paper towels or rag to help with clean-up - please bring w/ you

Project Description:
1. Set Up: Cover workspace with plastic sheets or extra sheets of drawing paper; Distribute drawing paper, a Dixie cup of water and a paper towel or two to each student; Fill paint dish (egg cartons) with various colors of paints - about 1 for every 2 students should do, distribute around class.
2. Have students write their names on the back of the drawing papers
3. Display Monet print and instruct students that they will be creating a "Monet Inspired" Landscape of his Japanese footbridge. Show examples of student projects. Explain that they should lightly sketch the scene on their papers. Placing the footbridge towards the top, as in the examples.
4. They are to layer paints on to their papers in short brushstrokes to create their landscape. The water and flowers will be done in these short brushstrokes of color layered on top of each other. Remind them to thoroughly rinse and dry their brushes between colors. Please have them use the entire sheet of paper, paint should cover entire paper, including the edges (be sure they have butcher paper or extra papers under so they don’t paint their desks 😊!) Remind them that they need to take a step back here and there from their works to get a clearer picture.
5. When the water and flowers are completed, they may use more solid brushstrokes to paint in the bridge.
6. They may sign their first names on the front of the finished piece if desired
7. Attach parent letters to back of finished works and display as desired by the teacher! (Full names may go on the back only)
8. Sign the Lesson Completed Sheet in the Binder.