

Masterpiece: Ground Swell

Artist: Edward Hopper (1882-1967)

Concept: Seascape

Lesson: Tints and Shades of Blue

Objectives:

- Students will learn to create a realistic seascape
- They will experiment with mixing tints and shades of blue.

Vocabulary: Realism, Mood, Light, Tints, Shades, Monochromatic.

Materials:

- 8" x 10" white construction paper
- Blue, Black and White tempera paints
- Brushes
- Trays for water
- Paper plates
- Pencils
- Ruler
- Tin foil for mixing colors.

Alternative Materials: watercolor paper, watercolor paints.

**** Please Note ****

(If using watercolor paints: Check watercolor paints to see if they are in good condition. When finished painting, please make sure the paints and brushes are clean and dry for the next class.)

**** Troubleshooting Thoughts ****

Show the students how to use more white to make the paint lighter and black to make the paint darker. Use the foil sheets for mixing since they will be sharing paints.

Process:

1. Give each student one sheet of white construction or drawing paper. Have students sign their name to the back before they begin.

2. Have the students then turn their paper over on their desk and place in landscape position (horizontal).
3. Then with the ruler draw a horizontal line across the page $\frac{2}{3}$ rds of the way up. (If the paper has already been cut to 8" x 10" and placed horizontal on the desk the line would be at 5 and $\frac{1}{4}$ th inches from the bottom.) See example. The lower $\frac{2}{3}$ rds of the paper will be the foreground and the upper $\frac{1}{3}$ rd is the background.
4. Next, ask them to lightly draw a seascape with one object that is larger than the other in the lower $\frac{2}{3}$ rds of the paper and a smaller object in the upper $\frac{1}{3}$ rd of the paper.
5. Have the students draw a boat &/or lighthouse in the scene with an ocean and sky. (No land)
6. Make sure they keep their drawing simple and only draw one object in the foreground and one object in the background. For example, have them draw a sailboat on the lower $\frac{2}{3}$ rd's of the paper that is larger than the second object. Then have them draw a smaller sized sailboat on the upper $\frac{1}{3}$ rd of the paper to appear that it is off in the distance. (See example)
7. When they are done with their drawing they can begin painting with the paint colors provided; using only blue white and black in their seascape scene.
8. Prepare paint palates ahead of time or while the presentation and discussion about the artist is going on. By putting a medium-sized drop of blue tempera (silver dollar size), and two small drops of white and black (quarter size) on the paper plates.
9. The students will need to share the paint palettes and water dishes. Hand out plates and water dishes one per 2 students, brushes, foil and paper towel one per student.
10. They will be using the foil sheet to mix their blue to make it lighter or darker in their painting.
11. Give the students more paint as needed and change out their water dishes at least once while they are painting.
12. Have them paint the entire sheet of paper. There should not be any part of the paper that has not been painted. (See example)
13. Have the students write their name with a black sharpie in the lower right hand corner of the artwork.
14. Let dry overnight, press with a stack of books, mount to 9" x 12" dark blue or black construction paper and hang for all to enjoy!

2nd GRADE--PROJECT #6

Artist: Edward Hopper

Masterpiece: Ground Swell

Lesson: Tints/Shades, Seascape

Project Samples:



ART MASTERPIECE
Edward Hopper (1882 - 1967)

The American artist, Edward Hopper, is recognized as the most important realist painter of the twentieth century. He painted everyday subjects, finding simple beauty in gas stations, country roads, city buildings, highways, railroads, bridges, houses, restaurants, and movie theatres. Through these everyday subjects Hopper managed to convey a sense of loneliness and isolation, even when he included people in his paintings. He is also known for his many nautical paintings, likely inspired by his fondness for water and boats. Your child also created a seascape today in the style of Edward Hopper. We enjoyed sharing with your children. Please take the time to ask them to share what they learned and created.



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EDWARD HOPPER (1882 - 1967)

Like the nineteenth century Post-Impressionist French artist Henri Rousseau, Edward Hopper did not concentrate fully on painting until he was over forty years old. Today Edward Hopper is recognized as the most important American realist painter of the twentieth century. Edward Hopper painted everyday subjects, finding beautiful simplicity in gas stations, country roads, city buildings, highways, railroads, bridges, houses, restaurants, and movie theaters. Like one of his great contemporaries, Norman Rockwell, Hopper chose to honestly render on canvas the older, weathered neighborhoods he found so irresistible as subject matter. Through these everyday subjects Hopper managed to convey a sense of loneliness and isolation, even when he included people in his paintings.

Edward Hopper was born in Nyack, New York, in 1882, but for most of his life he lived in New York City where he received many of the ideas for his paintings from his surroundings. His mother encouraged both Edward and his sister, Marion, in their drawing as it was one of the children's favorite pastimes. Because Edward grew up along the Hudson River in New York City, he drew many pictures of the water and the boats on it. *The Long Leg*, an oil painting done in 1935, pictures an isolated sailboat not far from the shore. The painting is dominated by varying shades of blue and there is a quiet sense of calm and solitude about the painting. In an earlier painting entitled *Sailing* (1911), Hopper used both design and large unbroken areas of color to emphasize the isolation of the sailboat and its two occupants far away from land. The stark realism in both paintings is a distinguishing characteristic of Hopper's work.

After graduating from high school, Hopper's parents sent him to New York City to study art. He learned a great deal about art from a teacher named Robert Henri. Henri believed there was beauty in shabby city buildings, factories, and highways. Hopper like Henri's ideas and found very interesting things to paint in scenes and subjects that we might see every day even now. After art school Hopper traveled to Paris, France, several times and studied painting there. When he returned to New York, he worked as a commercial artist and illustrator. When he wasn't working at his job as an illustrator, he painted, mostly during his summer vacations in Maine. In 1913, he sold his painting *Sailing* at the New York Armory Show, a famous art exhibition attended by four hundred thousand people.

After the Armory Show, Hopper didn't sell many of his paintings so he began making etchings, a kind of printing done on metal plates. He achieved some renown with them. Then in 1924 Hopper had his first one-man exhibit. It was very successful and afterward Hopper began creating the stark, melancholy paintings for which he is most famous.

Hopper and his wife, Jo Nivison, also an artist, enjoyed driving along country roads in New England, looking for subjects of inspiration. Hopper was very interested in patterns of light and shade and he studied his subjects carefully, shaping particular areas geometrically and deleting distracting details.

One of his most famous paintings, *Nighthawks*, done in 1942, hangs in the Art Institute of Chicago. Even though there are people in the lighted diner, the place looks empty and lonely. There is a stillness about the painting that suggests power and mystery.

Hopper's unusual view of ordinary subjects made for extraordinary paintings, making him America's foremost realist painter.

DISCUSSION GUIDE

Edward Hopper (1882 – 1967)

“The Lonely Boy”

Bio Info & discussion Guide

- Born in Nyack, New York in 1882 (died in 1967 at 84 years old)
- Lived most of his life in New York
- Ideas from surroundings – Hudson River
- Simple, quiet life
- 6 feet tall by 12 years old
- Built a boat at 15 years old
- Mom encouraged Edward & sister, Marion, in their drawing
- Edward went to art school in NYC right after high school
- Studied with Robert Henri
- Henri believed there was beauty in shabby buildings, factories, highways
- Traveled to Paris, France, to study painting
- Returned to NY: worked as a commercial artist & illustrator

Q: Do you know what a commercial artist is?

Q: What is an illustrator?

- Hopper painted during summer vacations in Maine
- Began making “etchings” – a kind of printing done on metal plates
- 1924: 1st one-man show – very successful
- Hopper married that same year & his wife became his exclusive female model
- After this, Hopper began to create the stark, melancholy paintings for which he is most famous
- He enjoyed driving along country roads w/his wife, looking for scenes of inspiration
- Interested in patterns of light, shade, & geometry – he removed distracting details
- 1942: “Nighthawks” – looks empty & lonely. A stillness that suggests mystery.

Many changes occurred during Hopper’s lifetime:

Industrial era, automobiles, movies, 2 world wars, the Great Depression

Affected by changes, uncertainties, fears

Characteristics of Hopper’s paintings:

(Be sure to define words the kids might not understand)

- Isolation
- Solitude
- Sense of calmness
- Quiet
- Large, unbroken areas of color
- Geometry
- Realism, water, boats, everyday city life
- Makes the viewer feel like they’re looking through a window
- Hopper was dubbed as being from the “Ashcan” school of painting (portraying the worst of urban life) but he rejected this label given by the art critics

Elements of Design:

- Value
- Form
- Shape
- Space

(Show physical examples if possible)

Principles of Design:

- Contrast
- Unity
- Balance

(Show physical examples if possible)

Edward Hopper

E K O T S T B L C V M R R G I J E H S I
T E I U Q H S C I Y P P Y F G O Q O S S
F S I K Z V U A A G V S E F H L L P E O
Z Y Y E Y N T A R L H O E T M I W P P L
D L P K F J M C J T M T S D T F E E A A
G V Y R T E M O E G N I H U W C H R H T
U L E B P Z Q S U F L O D O A A V N S I
K I P Z V L A F M A R E C P U Q R B Q O
A H N B O M X U E A N Q S N M S N D M N
S B L N W C N R N Q F Z Z F D E E Z O P
H H E V U K J S W Y O V Q O S J I T Q V
O L P V K R Y Y Y Q G S B R L X V K K C
Y A R E T M J M H J W T V M H E B K I X
N G H T A V X T F K R I G A S O O N F N
U V V F O E B F J U Y V X H L M P M J P
S Y W P B R U N I T Y Q G F R J E M G T
U O J J L L G L L C P E Z V Q U F G K I
X D V D I W Q M A Y D X Z A S A A U T E
G K K Z A U C O D V P Y K K O B L P G N
R B P I S B A L A N C E A J D S A A F M

BALANCE
EDWARD
HOPPER
LONELY
SAILBOAT
SPACE

CALM
FORM
ISOLATION
QUIET
SHAPE
UNITY

CONTRAST
GEOMETRY
LIGHTHOUSE
REALIST
SOLITUDE
VALUE