

Giuseppe Arcimboldo



Summer 1573

Oil on Canvas - 591x725 cm.

Musee du Louvre, Paris

Artistic Emphasis

Giuseppe Arcimboldo (1527-1593) was an Italian who became quiet famous as the court artist of the Hapsburg empire, although his work was largely forgotten after his death. He was most well-known for his paintings of the four elements and four seasons, which he depicted as faces completely composed of things like animals, fish, flowers, fruits and vegetables.

Project Description

Students create paper collage Chicago Portraits, using pictures of Chicago architectural icons.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Recommended number of volunteers: 3

Alexander Calder



Goldfish Bowl 1929

Wire

Private Collection

Artistic Emphasis

Alexander Calder (1898-1976) was one of the 20th century's most loved artists, appreciated for both his art and his exuberant, playful personality. He thought art should be fun – to create and to look at. His miniature circus, which he once carried around Paris in suitcases, is now a permanent installation at the Whitney Museum in New York. A consummate inventor, Calder first received a degree in Mechanical Engineering before deciding he wanted to be an artist. He almost always had a piece of wire in his pocket, and once said, "I think best in wire."

Project Description

Students explore the idea of using a line to describe three dimensional objects. They use a wire "line" to draw an object, but because wire is 3 dimensional, their object becomes a sculpture that will be seen from all sides.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
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- Recommended number of volunteers: 3

Marc Chagall



America Windows 1977
stained glass/leaded glass - 96" x 385" (overall)
The Art Institute of Chicago

Artistic Emphasis

Marc Chagall (1887-1985) was 80 years old when he created "The American Windows," whose beautiful blue panels are a prominent icon at the Chicago Art Institute.

What you do as a child and how you remember it are important! Marc Chagall's memories of his childhood in a small Russian village formed the basis of images that appeared in his artwork throughout his career. Chagall used his dreams and memories to show us a magical world, a world without gravity, a world with strange, unreal colors, a world where animals played instruments while people danced. His playful, mixed-up, make-believe world is very, very familiar to children.

Project Description

Students use tissue paper and glue to create a colorful "stained glass" window, then illustrate it with fantasy drawings.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- Prepare a "frame" for each child according to the directions in the supply cabinet.
- Cut white tissue paper into pieces that will fit the frames (12x7)
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Ask your teacher about arranging for a place for the completed pictures to dry.
- Recommended number of volunteers: 5

Inuit Masks



Artistic Emphasis

Masks have been created since nearly the beginning of recorded history by nearly every culture in the world. They play different roles in different cultures, and have been used throughout the centuries for spiritual reasons, entertainment and personal decoration. They are made in a style that is representative of the art of their particular culture, out of locally available materials. Masks and their creation have much to tell us about the culture they belong to. The Inuit, in the northernmost regions of North America, use the symbolic language of their masks as a way to pass down the stories and lessons of their culture.

Project Description

This is a two part project. On the first day students make a papier mache mask over a milk-jug form. About a week later they decorate their mask with paint and feathers.

Advance Preparation (part one)

- Schedule **two** dates with your teacher, about **a week apart**, so the paper mache has time to dry thoroughly. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- Ask your teacher about a place to leave the completed masks to dry. Make sure they understand that it will take at least a couple of days.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- Cut or tear the equivalent of two Sunday newspapers into approximately 3x12 strips
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.

Advance Preparation (part two)

- Pick up the "messy project" notice from the Fine Arts supply room and give your teacher copies to send home the night before the project. Any earlier and some parents will forget about it. You can also send out an e-mail of the notice the day before the project.
- Recommended number of volunteers, both parts: 5

Michael Kabotie



Rain/Eagle Chant 1997
Acrylic on Canvas - 22"x 28"
Idyllwild Arts Foundation

Artistic Emphasis

Michael Kabotie (1942– present) is a Hopi painter whose iconographic paintings are based on icons from his ancient culture.

Throughout time, art has been a way of telling a story without using words – a way of communicating. All communication is based on symbols – words, pictures, all are symbols for things and concepts. In many ancient cultures, this communication relied heavily on pictographs – easily recognizable, standardized symbols. In some cultures, these pictographs were codified and became the basis for the written language. Modern Chinese is made up of thousands of characters, each based on ancient pictographs. The Hopi culture is also rich with symbols. Michael Kabotie uses these ancient symbols and vibrant colors to create fresh, modern artwork.

Project Description

Students learn about Hopi symbols and a new technique, crayon resist. They use crayons and watercolors to make a picture using Native American symbols.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Ask your teacher about arranging for a place for the completed pictures to dry.
- Recommended number of volunteers: 3

Henri Matisse



Creole Dancer 1950
Lithograph - 32.5" x 19.25"

Artistic Emphasis

Henry Matisse (1869-1954) was a French artist who reduced natural objects to their abstract forms, using these simpler forms and vibrant colors to explore basic design principles. Toward the end of his life he worked with paper cutouts, eliminating all unnecessary detail in a celebration of color, movement and sensation. Students are asked to consider how abstract forms and color can be used together to convey an impression of a place or thing.

Project Description

Students create a cut paper collage in the style of Matisse, exploring a nature theme of their choice, such as water, fire, plants, autumn, etc.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Recommended number of volunteers: 3

Mosaic Art



templo de uruk
Pergamo Museum, Berlin

Artistic Emphasis

Mosaic Art is one of the oldest, most durable, most functional art forms known.

Mosaics have been and still are being used to decorate floors, walls and ceilings – just about everything, inside and out, has been the target for mosaic decoration at some point in history. Each piece, or tessera, or a mosaic is nothing along, It gains meaning when it is put with other pieces into a pattern. This arranging of shapes into patterns seems to be part of the human condition – most people can remember idly arranging a pile of candy, or rocks, leaves or sticks, into a pleasing pattern at some point or another. Mosaics appeal to our sense of both order and ornamentation.

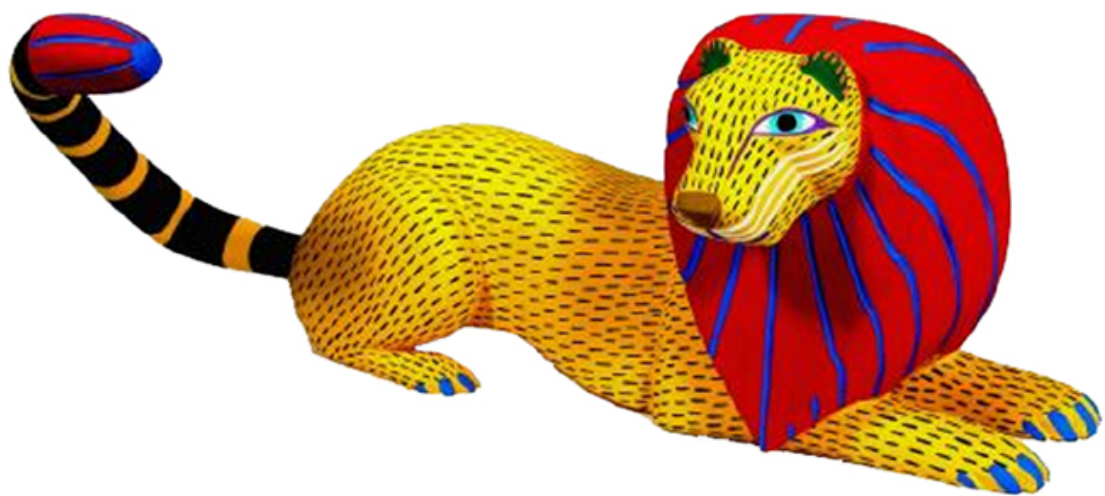
Project Description

Students create a paper mosaic on a grid, exploring pattern and color as design elements.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Recommended number of volunteers: 3

Oaxacan Sculpture



Yellow Oaxacan Lion
Armando Jimenez Aragon
Acrylic on Wood - 8.25" x 18.5" x 5"

Artistic Emphasis

The fanciful animal carvings made in a handful of small villages in Oaxaca, Mexico have, in the past 3 decades, become a respected, collectible folk art.

Folk art derives from the daily life and culture of the artists and Oaxacan carvers rely on a culture rich in mythology and magic. Their fanciful, brilliantly colored "animalitos" are based on mythological beings, imagination, and a respect for natural forms. As the sculptures became popular with art collectors, they brought a measure of prosperity to one of Mexico's poorest states. Students are asked to think about what influences an artist and the importance of creating bright art in a bleak world.

Project Description

This is a two part project. During the first session, students use model magic to create small "animalitos." A week later, they paint their sculptures with bright paints and patterns in the Oaxacan style.

Advance Preparation (part one)

- Schedule two dates with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new dates so they can post them on-line.
- One week prior to each date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.

Advance Preparation (part two)

- The morning of the day before the project give your teacher copies of the "messy project" reminder to send home (copies in the Fine Arts supply room).
- If possible, go into the classroom the day before to check for appendages that have fallen off of sculptures. Reattach them with toothpicks and Elmer's glue. (The toothpicks are usually essential, as the glue doesn't hold for long on its own. Break off a piece of toothpick and stick it part way into the appendage, add glue to surfaces then push appendage & toothpick into main body of the sculpture.)
- Recommended number of volunteers: 3

Georgia O'Keeffe



Petunia and Coleus 1924
Oil on Canvas - 35.75" x 29.75"
Mr. & Mrs. Gilbert H. Kinney

Artistic Emphasis

Georgia O'Keefe (1887-1986) is known for her larger than life pictures and unusual use of color.

Born in an era when no one believed that women could be "serious artists," Georgia O'Keefe's talent and strength of vision led her to defy convention. Along the way she taught the world two important lessons: 1) women can be very successful artists, and 2) it is important for artists to create in their own way, not just copy the works and methods of earlier artists.

During her lifetime, O'Keefe made more than 200 flower paintings. Her novel use of radical, intense color combinations and large sized canvases helped create a sense of intimacy for the viewer, as though they had stepped into the flower itself. She painted flowers the way she experienced them – as all-encompassing natural forms. Viewers often stop and think about how much beauty is contained in the small things around them.

Project Description

Students pretend they are bugs looking at flowers. They use oil pastels to draw a "bug's eye view" of silk flowers.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- **NOTE:** Although there are silk flowers in the supply room, in the past some volunteers have brought in fresh flowers on the day of the project.
- Recommended number of volunteers: 3

Henri Rousseau



Tiger in a Tropical Storm (Surprised!) 1891

Oil on canvas - 129.8 x 161.9 cm

The National Gallery, London

Artistic Emphasis

Henri Rousseau (1844-1910) was a French painter, best known for his jungle scenes.

Imagination is a powerful tool! In this era of Google-earth, instant imaging, and easy travel, students are asked to consider how people "saw" faraway places in earlier times. Rousseau is known for his exotic paintings of lush tropical jungles, all of which he painted without ever leaving Paris. He painted using his imagination along with what he learned about light, shadow, plants and animals by looking around Paris. His paintings are not realistic, but they evoke the sense of the jungle to the viewer, communicating "jungle" even to those of us who, in modern times, have experienced virtual visits to the jungle via the internet.

Project Description

Using their imaginations, models of animals and houseplants, and the technique of paper collage, students evoke a jungle in the style of Rousseau.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- Cut leaf shapes using the various green papers and stencil patterns in the Fine Arts supply cabinet. You will need as many as 20-40 leaves per student.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Recommended number of volunteers: 3

Lorado Taft



Fountain of the Great Lakes 1913

Bronze

Art Institute of Chicago

Artistic Emphasis

Lorado Taft (1860-1936) was one of the first Chicago sculptors to achieve widespread recognition, yet he has since fallen into relative obscurity. Taft and a group of fellow artists and writers formed an artist's community and spent their summers together on 15 acres of land near Oregon, Illinois, where they built homes, studios and a camp house. Their camp is now the Lorado Taft Field Campus of Northern Illinois University -- the site of McKenzie's 4th grade Outdoor Ed. In this lesson, students are asked to think about why "communities of learning" are important and how we learn from and are inspired by the people and ideas around us.

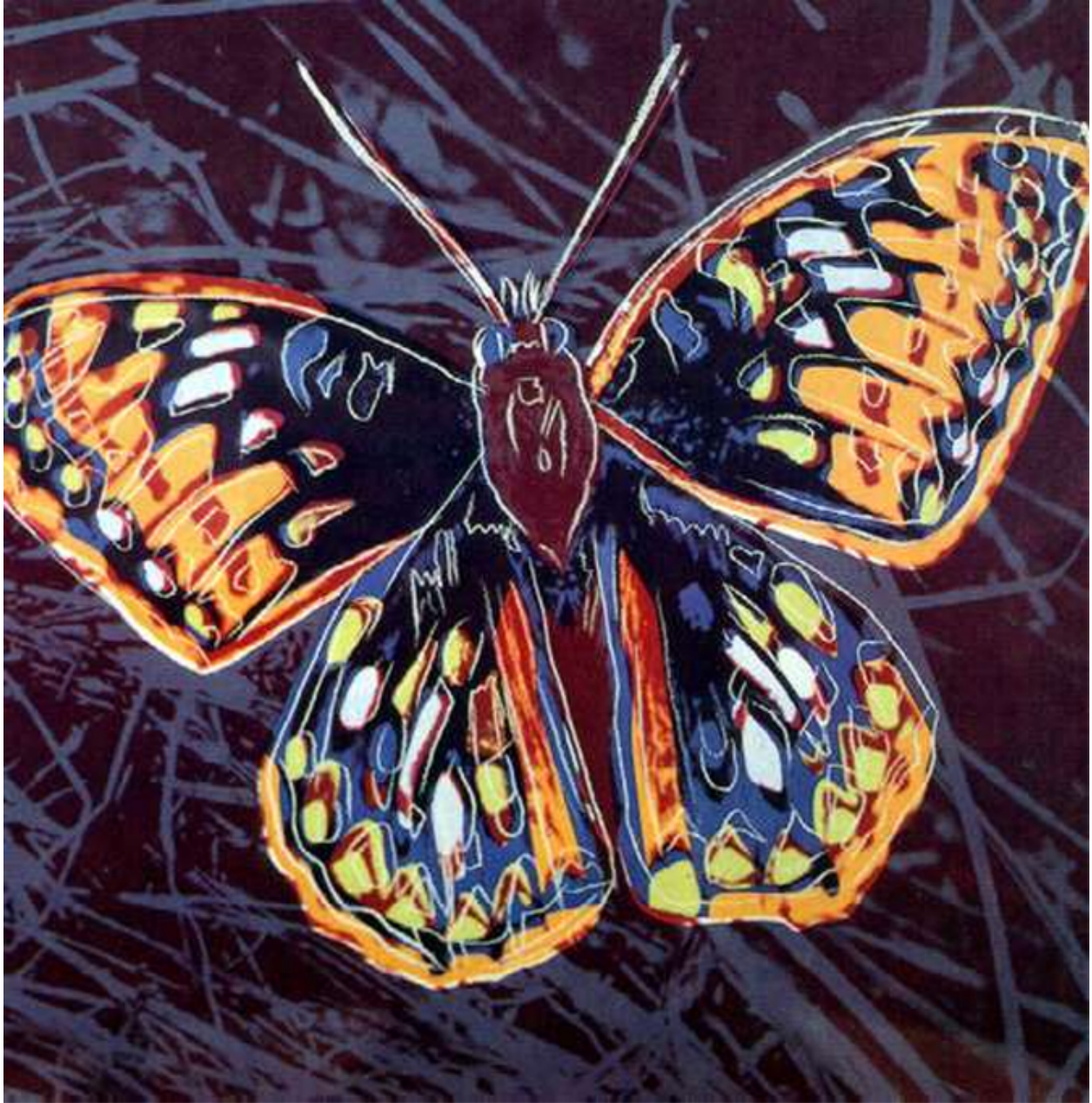
Project Description

Students do a warm-up exercise on paper, then move on to work in clay, creating a sculpture that symbolizes "Spring." They pass their sculpture within small groups, using the modifications made by others as inspiration for expanding or changing their original concept.

Advance Preparation

- Schedule a date with your teacher. **Everyone seems to leave this project until just before Outdoor Ed, so please schedule in advance!** Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Allow time before the class to divide the clay into pieces. This can take up to an hour for a couple of you to complete. Instructions are in the cabinet with the clay.
- Recommended number of volunteers: 4

Andy Warhol



Butterfly 1983
Screenprint - 100 x 100 cm

Artistic Emphasis

Andy Warhol (1928-1987) is one of the most famous artists of the 1960s Pop Art movement. Warhol's enlargement and repetition of everyday images raised all kinds of unanswerable questions about what defined "art." Students are asked to think about why they think some pictures are art and some are not. They are also asked to consider the audience for "art." Warhol had a vintage toy collection that inspired a series of paintings that were hung at child's eye height in a 1983 exhibit in Zurich called "Paintings for Children."

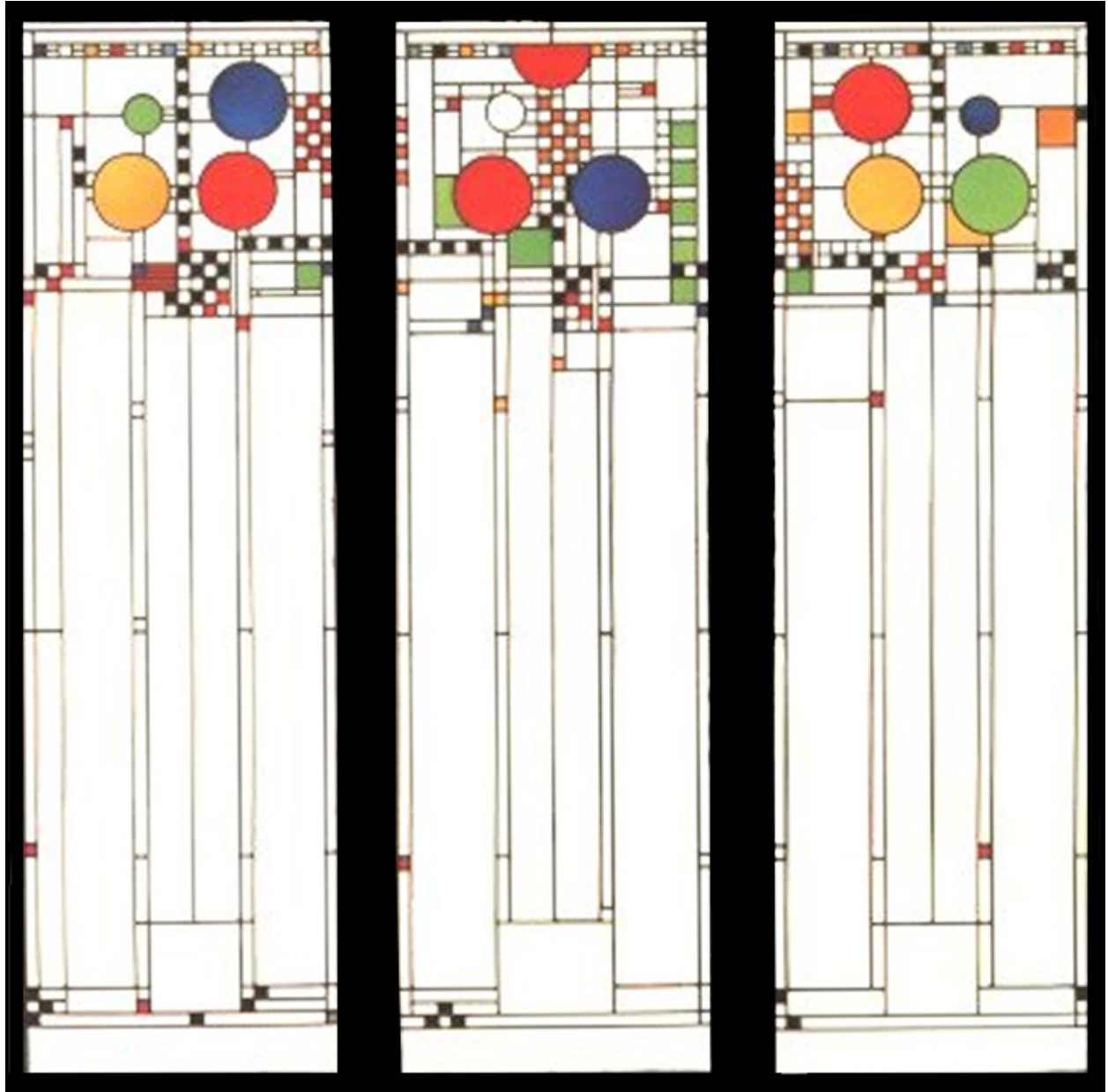
Project Description

Students use Warhol's themes of repetition of form and bright solid areas of color to create a picture using butterfly images.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- Draw a six-square grid on an 11x17 sheet of paper for each student, using the template and white paper in the Fine Arts supply cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Recommended number of volunteers: 3

Frank Lloyd Wright



Windows, Avery Coonley Playhouse 1912
Glass and Zinc - 86.25" x 28" x 2" (each panel)

Artistic Emphasis

Frank Lloyd Wright needs little or no introduction as a founder of modern architecture.

Born and raised in the Midwest, he was heavily influenced by the natural forms of the sweeping prairie. Later, he applied geometric constructs to those natural forms, developing a set of design elements that collectively became known as Prairie Style. He extended these design elements to the furniture, rugs and even windows of the buildings he designed. Today, his designs continue to look as clean and modern as they did nearly 100 years ago. In this lesson, students look at how Frank Lloyd Wright reduced the organic forms he saw on the prairie to the simple geometric shapes on which he based his timeless designs.

Project Description

Students draw organic shapes on a simple grid in order to reduce them to simple straight lines, then use markers to transfer their drawing to a transparency, creating a “stained glass window” in the style of Frank Lloyd Wright.

Advance Preparation

- Schedule a date with your teacher. Remember to check the on-line calendar for conflicts first. E-mail Sara sara@kurensky.org and Julie jageyer@sbcglobal.net with the new date so they can post it on-line.
- One week prior to your date, check the Fine Arts supply room to make sure all the supplies are in the cabinet.
- Cut frames for the students' completed “windows” using the black construction paper and template found in the supply cabinet.
- The volunteer making the presentation should read through the handbook, located in the Fine Arts supply room, and become familiar with the project narrative and visuals.
- Recommended number of volunteers: 3