Learning to Look:
Introduce the painting to the students, guiding their looking and using open-ended questions to elicit their personal responses.

► This is not the time to focus on the background information; save it until the students have shown interest in the information, generated some questions and tried to answer their questions through looking!

“Take a few minutes to look quietly at the image.”
Older students could write down their thoughts while looking.

“What do you see?”
This is an opportunity for everyone to offer an idea, as each new thought enables everyone to see new things. Precise verbal descriptions help to clarify and identify details and usually allow for “correction” of any unsubstantiated ideas.

► Teacher facilitates the discussion but should not be an expert on what “should” be seen, or how the painting “should” be interpreted!

“How does the artist help us to see that?”
Colors used, placement of objects in the composition, use of light and shadow to highlight details, use of strong or dynamic lines, size of objects, and other decisions made by the artist can help us to “read” the painting.

“What questions do you wish you could ask the artist?”

Looking to Learn:
The suggested activities are strategies to enhance student observation and analysis skills while having fun looking and learning.

Make copies of the worksheets for use by individuals or groups of students.

Project the image and outline selected features on blackboard or large paper.
Students can then add appropriate details or “continue the story” in mural-form.

Create a museum-in-the-classroom (or hallway) so students can see each other’s work and share their ideas.
**Art Alive! – Lessons for the Primary Classroom**

**Beach at Blue Point**, ca. 1915
William Glackens, American, 1870-1938
Oil on canvas
73.12

**LET'S LOOK:**
What do you see?
What in the painting makes you say that?
How does the artist help you to see that?
What questions do you have?

**STUDENT ACTIVITIES:**

**Five Senses**
Ask students to imagine and describe textures, smells, sounds, and tastes they “see” in the artwork. What specific details are they “reading?”

Using the line drawing of the painting, students can fill in the missing details that they think are important.

**Then What Happened?**
Introduce the artwork as if it were a scene from a storyboard. Ask the students to imagine how the story might continue (group activity).

Using the storyboard worksheet, the students can draw additional or alternate scenes using details gleaned from the brainstorm session.

**How's the Weather?**
Ask the students to identify and describe the weather conditions in the scene. What details does the artist use to tell us the weather?

Use the worksheet to depict scene in different seasons or weather conditions. Students can draw and color in new details or cut them from magazines to create a collage.

A group mural can be created by projecting the image on the wall and sketching in the outlines; students can then add the details.

**TARGETED SKILLS:**

description, details, vocabulary, point of view

story structure, details, sequencing

description, inference, prediction, compare/contrast
Art Alive! – Lessons for the Elementary Classroom

Beach at Blue Point, ca. 1915
William Glackens, American, 1870-1938
Oil on canvas
73.12

LET'S LOOK: What do you see?
What in the painting makes you say that?
How does the artist help you to see that?
What questions do you have?

STUDENT ACTIVITIES: TARGETED SKILLS:

Yesterday & Today
Ask students to imagine the painting as a scene from the past. What clues or details indicate that it is an historical scene? How might the scene have changed since it was painted?

Use the line drawing worksheet to create a 21st century version of the scene. Students can draw in the details or use pictures from magazines.

What's in a Name?
Introduce the name of the painting and ask students to find all the details that fit the title.

Ask students to rename the painting and explain their choice.

Divide the class into groups and ask each to create a new title based on a different characteristic of the painting: color, location, action, time, etc.

Wish You Were Here!
Using the painting as a “vacation destination,” compose postcards to family or friends telling about your experience.
Choose 1-2 specific details and describe them in words so that your friends can picture the location too.
**About the painting:**
Sparkling water, splashing boys, cool breeze, hot sand – this is truly a familiar scene of summer. The soft fuzzy “feel” of the painting is accomplished with brushwork.

**About the Artist:**
William Glackens began his art career as a newspaper artist-reporter. In Philadelphia he met artist Robert Henri (HEN-rye) who taught and mentored many young artists in the years around 1900. In Paris with Henri in 1895, Glackens discovered the “Impressionists” such as Claude Monet and Auguste Renoir. The Impressionists’ innovative use of color, emphasis on outdoor scenes and love of natural light had a great influence on Glackens. On his return to New York, Glackens became involved with a group of artists known as The Eight who, like the Impressionists in Paris, rebelled against the strict definition of “acceptable art” held by critics and traditionalists.

**Additional Information**
Glackens and his family spent many summers vacationing at Blue Point, which is on the southern shore of Long Island.
Beach at Blue Point, ca. 1915
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Then What Happened?  A Storyboard Worksheet

Sketch out your story scene by scene, just as movie makers do. Develop your story idea by placing the painting in as a beginning, middle or ending scene, and then draw two other scenes that fill in the story.

WILLIAM GLACKENS

*Beach at Blue Point*, c. 1915

Story Title: __________________________
William Glackens
*Beach at Blue Point*, ca. 1915

Elizabeth R. Grauwiller Bequest, 73.12
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