

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?”

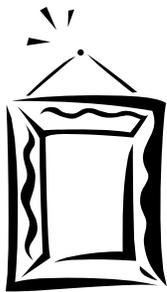
This is an opportunity for everyone to offer an idea, as each new thought enables everyone to see new things. Precise verbal descriptions help to clarify and identify details and usually allow for “correction” of any unsubstantiated ideas.

- ▶ *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

Ice Cream Cones, 1938
Reginald Marsh, American, 1898- 1954
Oil on canvas
45.70



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.

Art in Action

Translate the painting into theater: students can take turns in the role of the characters, creating a few moments of dialogue or action.

Experiment with still poses and action scenes.

Photograph the students in their poses and compare with the painting.

TARGETED SKILLS:

description, details, vocabulary,
point of view

story structure, details, sequencing

description, inference, prediction,
point of view

Art Alive! – Lessons for the Elementary Classroom

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Reginald Marsh, American, 1898- 1954
Oil on canvas
45.70



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:

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.

Musical Moods

Ask students what sounds they hear in the painting. What colors or lines or characters are they "hearing?" Try to recreate various sounds from the scene.

Ask students what music they would use if this was a scene in a movie.

Listen to examples of music from the time and place of the painting.

TARGETED SKILLS:

details, description,
vocabulary, inference
compare / contrast

inference, details,
prioritizing, description,
point of view

details, compare/contrast, description

Ice Cream Cones, 1938
Reginald Marsh, American, 1898- 1954
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About the Painting:

Ice Cream Cones depicts friendship and leisure activities of women in the 1930s. Marsh draws our attention to the women by placing them in the center of the composition and right up close in the foreground. The women pose on a Coney Island boardwalk against the backdrop of the beach-goers. Their fancy dresses, shoes and hats, and their ice cream cones fill the picture frame. If you look closely, you can see a woman in a bathing suit looking out of the picture towards us; there is also a man dressed in a suit with long pants and a hat on this hot summer day.

About the Artist:

Reginald Marsh began his career as a newspaper illustrator in New York City. He also had jobs as a newspaper cartoonist, a teacher, a printmaker, a portraitist and a muralist. As a painter he became known for depicting the shabby and tawdry aspects of life in New York. In the early 1920s, he began to paint scenes of everyday American life, particularly the earthy vitality of life in New York City. His favorite subjects were the often ugly yet colorful subjects he saw at Coney Island, the amusement arcades of Times Square and the Bowery. He said he would “rather paint an old suit of clothes than a new one because an old one has character.”

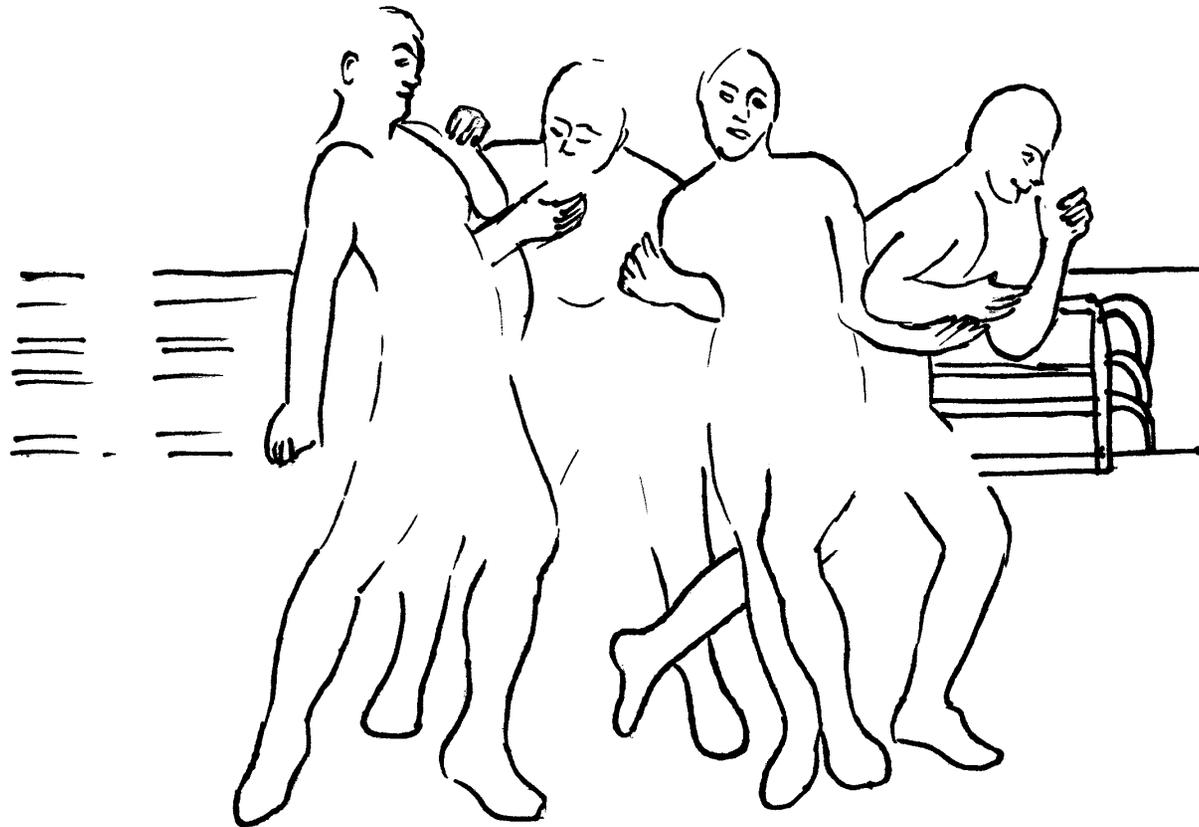
Additional Information:

Although Marsh often took preparatory photographs, he was not interested in recreating a realistic scene. His inspiration came instead from the techniques and compositions of Michelangelo and Rubens.

Marsh painted this picture during the Depression, but he chose to show a happy and carefree moment in the lives of these New Yorkers.

Name _____

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Name _____

***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.

REGINALD MARSH
Ice Cream Cones, c. 1938

Story Title: _____

