

LEARNING TO LOOK

Objectives: Observing Details
Developing Vocabulary
Using the 5 Senses
Identifying the Elements of Art

Color and Light (*page 1*)

Lines (*page 2*)

Shapes (*page 3*)

Composition and Balance (*page 4*)

Exploring through the 5 Senses (*page 5*)



JEROME MYERS
Sunday Morning, 1907

LOOKING TO LEARN

Objectives: Looking for Information
Comparing and Contrasting Information
Making Inferences

Art as Document (*page 6*)

The Big Picture (*page 8*)

Create a Story Picture (*page 9*)

Story Starter (*page 10*)



Memorial Art Gallery

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LOOKING TO LEARN

Color and Light: How does an artist use colors to interest us in his painting?

(refer to color copy to complete this exercise)

- What colors do you see?

Write the names of all the colors you see. _____

Circle the whites, the reds, the yellows.

Match the colors with the color samples.

How many shades of brown can you see in the buildings? _____

- Artists use colors to make a picture look three dimensional.

What colors seem to jump out at you? _____

Which colors take you deep into the picture? _____

- How does the artist show brightness and light?

Is this a sunny or a cloudy day? How can you tell?

Where is the light coming from? _____

An artist can create a mood of cheerfulness and energy by placing bright colors next to each other. Each bright color “wakes up” its neighbor and helps it stand out in the painting. Circle areas in the painting where the artist has put bright colors close together.



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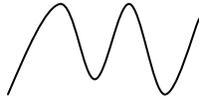
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Lines: How does an artist use lines to make objects look real?

- Painters draw with many different lines.



Use your finger to trace the outlines.

Look for straight lines and curved lines. Mark them with a colored pencil.

Where can you find diagonal lines? Follow them and see where your eye goes across and into the painting!

Identify some objects that are created by dabs of paint with no outlines.

- Some lines are hinted at by the artist.

Where are the children going? _____

Their path is also a line that takes you out of the picture.

Follow the line of the side street as it takes you behind the front building. That diagonal line, called linear perspective, gives us the feeling of depth or *dimension*.

Look at the peoples' eyes and follow their glance; this is called a *line of vision*.

What are they looking at? Are they looking at each other?

Is anyone looking out at you? _____

Where is the painter standing? _____

Is anyone looking at him? _____



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Shapes: How does the artist use shapes to help us look all around the painting?

- Focus your eyes so you do not see the people but look instead for the shapes. A viewfinder can help you see only small parts of the painting at a time.

Where do you see rectangles? _____

Identify them on your painting with a colored pencil.

Locate the circles. (Hint: faces can be circles) _____

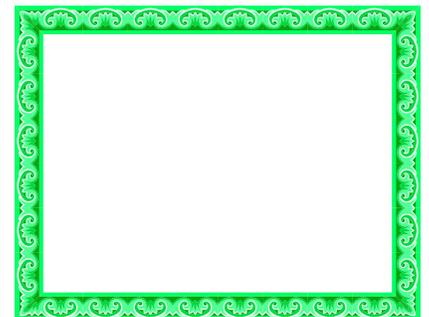
Locate the triangles. (Hint: people's bodies can be triangles)

- Walk around the classroom or outdoors and look through your viewfinder at the world above you, below you, in front of you and around you. Look until you find a picture through the frame that you think is interesting. Describe what you see.
-

Are some things in your view “cut off” by your frame so that you can only see parts of them?



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(to use as your viewfinder,
cut out frame and use its center)



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Composition and Balance: How does an artist combine what he sees and what he wants things to look like in his painting?

- Paintings are usually divided into the *foreground* or view closest to us, the *middle ground*, and then the *background* or distance. Can you find the background in this painting? Where is it?

Mark it on the painting.

Even though you cannot see very much background, what do you imagine it looks like?

- Painters like to balance the objects in the painting. Draw a line down the middle of the picture; divide the painting into a right side and a left side. List all the objects you see on each side. Is the painting composition balanced?



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LEARNING TO LOOK

Exploring through the 5 Senses:

Imagine the sounds in the street. Bring in objects to make city street noises.

Imagine the smells coming through the windows and from the plants.

Do you feel hungry or thirsty when you look at this painting? What in the painting makes you feel that way? _____

Do you see anything that might feel very soft to the touch? What might be very rough or very hot to touch? _____

Describe what your eyes see at first. What appears after you look longer and harder? _____

Use movement and facial expressions to show the activities and feelings of the people.



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LOOKING TO LEARN

Art as Document: How does the artist give us a picture of a culture and environment?

- Ask yourself this question: I wonder what is going on in this painting?

How many people are there? _____

Who are the people and where are they? _____

What are the different people doing? _____

What are they saying? _____

Do they know each other? _____ What clues are in the painting? _____

Where is the artist standing to paint? _____

Do the people know the artist is there? _____ What in the painting tells you that? _____

What are all the buildings? How many are there? _____

What are the buildings used for? _____

What is around the corner? _____

Where is this scene? _____

What is the weather like? _____

What in the painting tells you about the weather? _____

What time of year is it? _____

What plants are growing here? _____

What else can you see? _____

- Use the chart to list the things you can see in the painting.

PEOPLE	OBJECTS	ACTIVITIES	BUILDINGS	ENVIRONMENT	OTHER



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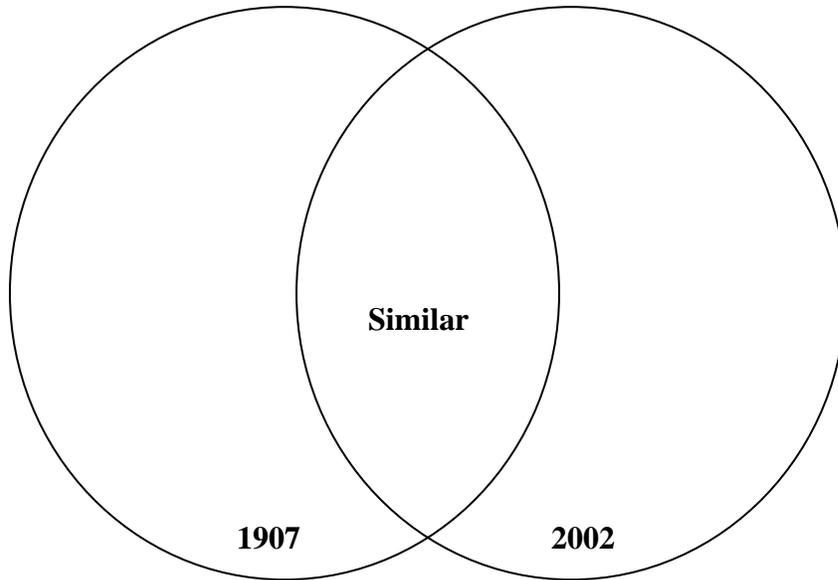
Does this picture look like a scene from today's newspaper or TV?

What details give us clues as to when these people lived?

Find a street scene picture in a newspaper or magazine. What similarities and differences do you see?

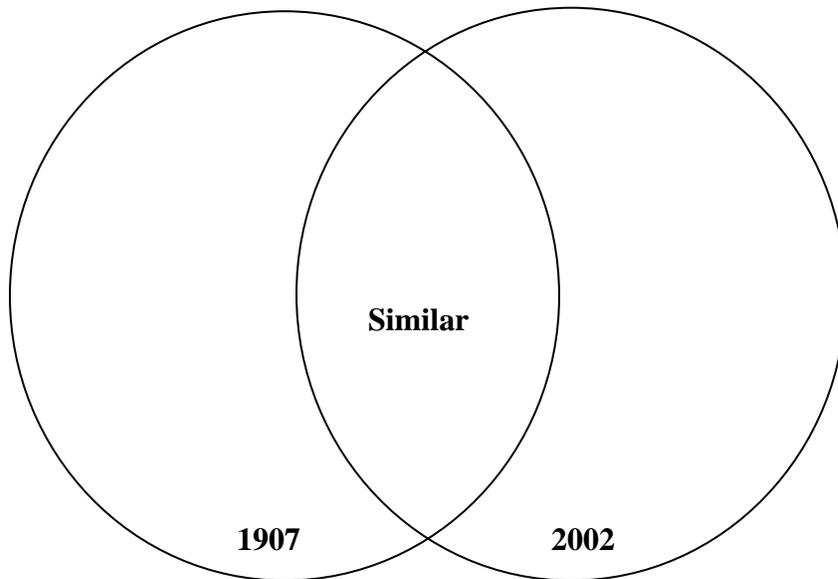
Record your ideas below.

Street Scene



What are all these people doing? Compare their activities with things you and your family and neighbors do on a Sunday morning.

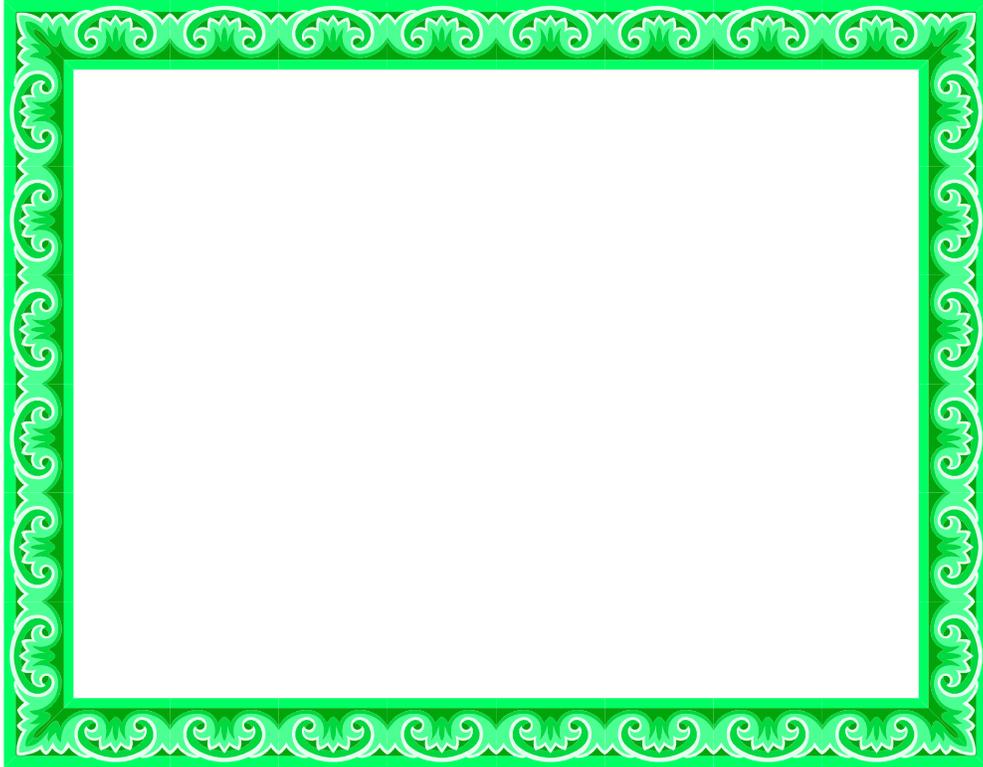
Sunday Morning



LOOKING TO LEARN

Create a Story Picture using a detail out of the painting.

- Do not look at the painting but ask someone to draw or copy a detail out of the painting onto a card. Create a story picture using the detail as your starting point.



Now look at the actual painting. How did the artist use that detail to create his story?

Compare how he used the detail with the use you made of it.

- What details are very important in the story of Sunday Morning?



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