

ART AND LANGUAGE ARTS

DAY 1

[HotChalk.com's](https://www.hotchalk.com) NON-OBJECTIVE ART by Paula Hrbacek

Adapted for homeschooling by [spottybanana.com](https://www.spottybanana.com)

OBJECTIVE: The student will understand how art is influenced by current events. The student will use his/her knowledge about nouns to create a work of art.

MATERIALS: Your choice.

LECTURE: Art is influenced by the events that are going on at that time. In the 1970's, at the same time as Martin Luther King Jr., the Black Panthers, and the equal rights movement for women, there was another change going on. The curriculum for the public schools was changed. New Math was introduced. Schools experimented with workstations and open classrooms. Paddling was done away with.

Another change was made by the English teachers. At that time, a noun was defined as a "person, place or thing". Grammarians argued that this definition was not complete because it did not include things like emotions, desires and thoughts. If you can put the word "the" in front of it, it is a noun. So, the definition was changed to "a person, place, thing or idea".

Artists thought about this issue, and asked themselves "how do you paint an idea?" If you paint a person, that is a portrait. If you paint a place, that is a landscape. If you paint a thing, that is a still life.

The first painting to capture an emotion at a masterpiece level (masterpiece is like the hall of fame; it's the best of the best) was "The Scream". The reason it is a masterpiece is because the artist used counter-clockwise eye movement to create an uneasy feeling in the viewer. Our society is organized in a clockwise manner. When we look at the clock, we go clockwise. When we come to a four-way stop, we go clockwise. When we deal cards, or pass the potatoes, we go clockwise. This painting makes your eyes move counter-clockwise, and although the movement isn't big enough for you to feel, it creates a feeling that something is wrong, but you don't know what.

Well, no matter how good you are at anything, someone will always have something to say about it. Other artists looked at this painting, and noted that it still had a person, and a place. If there are four different types of nouns, then there must be four different types of art to go with it.

This was the beginning of non-objective art. This movement used paint in a new way, without painting any objects of any kind. The idea is to capture an emotion or idea through the brush strokes and use of color.

Think of an emotion or idea, and try to capture that feeling without using any objects. Write the emotion or idea on the back of the sheet for your assessment.

DAY 2

[HotChalk.com's](#) Sketch impressions by Amanda L. Chivinski

MATERIALS: paper, pencils, colored pencils or crayons and markers, book of your choice.

PROCEDURE: Read a book to the student. Have the student listen carefully as you read. When you are through with the book, tell the student to draw a picture, without talking to anyone, that shows how the story made him/her feel. Have student explain his/her and tell how it represents how the story made him/her feel. Then have the student write a few sentences about the story or a paragraph about the story. It can be a retelling, a summary, or a paragraph about how the story made him/her feel.

DAY 3

[HotChalk.com's](#) Color Poems by Ryla Pollan

Student writes COLOR POEMS based on color poems from Hailstones and Halibut Bones by Mary O'Neill.

MATERIALS: a copy of Mary O'Neill's Hailstones and Halibut Bones

METHOD:

1. Read each of the color poems in Hailstones and Halibut Bones.
2. After each poem, discuss the author's use of imagery, personification, unique expressions, the senses the author uses to write about the color, etc. depending on age / ability of student.
3. Then have the student select a color, maybe his/her favorite color, or the color of their favorite poem from the book, or a color that wasn't included in the book.
4. Give the student a copy of the pattern below for writing his/her own poem. You can easily add lines to make the poem more complex - or change or take out lines to make it simpler - depending on your student.
5. After writing their first draft, have student go through the editing process, make changes and improvements, until he/she has a final complete copy of the poem.
6. Then student can type the poem, choosing a font, and print it on colored paper, or use color ink and print on white paper, or make a creative display/ background for their poem.

POETRY PATTERN:

(selected color) is
(selected color) is
(selected color) is
(selected color) is
(selected color) tastes like
(selected color) smells like
(selected color) sounds like
(selected color) feels like
(selected color) looks like
(selected color) makes me
(selected color) is ...

DAY 4

Storyarts.org's Creating Personal Fables

Ask student to assign animal characters to represent people they know. Have student create a story starring those animal characters and draw and color a picture depicting a scene from the story.

DAY 5

Inspiration from Nature

Watch the animated short film, 'Way of the Mantis' <http://www.archive.org/details/WayOfTheMantis>

Have the student orally summarize what he/she thinks the movie is trying to portray.

Have the student write short answers to the following questions:

1. What unexpected thing in the film inspired the young monk?
2. Why did the young monk have so much trouble at the beginning of the film?
3. Write a paragraph describing something in nature that inspired you or taught you something.