

Shellye Tow

Impressionism

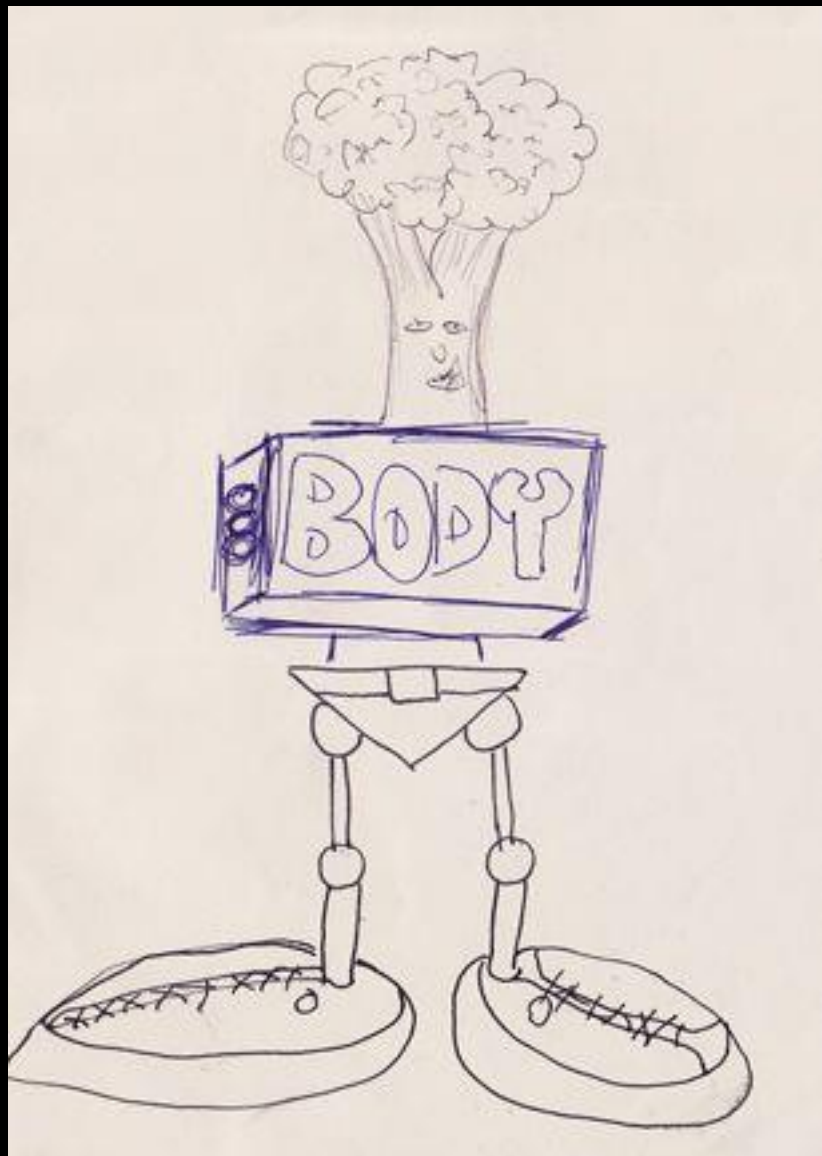
Agenda

- Exquisite corpse
- Background of impressionism
- Artist- Claude Monet, Camille Pissarro, Berthe Morisot, Gustave Caillebotte, Edgar Degas
- How to use this in the classroom
 - How to read a painting
 - Various themes and how they can be applied

Exquisite Corpse – Exquisite Cadaver

- Created in the early 20th century
 - It is a collaborative drawing.
 - Popularized in France
-
- Man Ray, Andre Breton, Max Morise
1928





Name: _____
Noel

Name: _____
Tara

Name: _____
Dad

Instructions:

- You can use the print out or a blank sheet of paper.
- Step 1 Fold your paper into 3 sections.
- Step 2 Mark lines for the head and the body.
- Step 3 Write in each section what it is for (Head, Body, Legs)
- Step 4 Fold your paper back up and only showing the head
- Step 5 set timer for 60-90 seconds draw head- Keep it secret and get creative- draw the head whatever comes to mind, animal, alien, imaginary creature, person etc.
- Step 6 fold the paper to expose the blank body / center space
- Step 7 Pass it to the right-
- Step 8 Repeat step 5 except now draw a body
- Repeat steps 6,7, and 5 (in that order) finishing off the legs.

Background

- Académie des Beaux-Arts
- The Salon
- Salon des Refusés 1863



Le Dejeuner sur l'herbe, The luncheon on the Grass, Manet, 1862



Impressionism

- Avant guard
- Perception over Nature
- Plein-air
- First Impressionist exhibition - 1874
- The exhibition was hosted by Claude Monet, Camille Pissarro, Renoir, Edgar Degas, Berthe Morisot
- “Impressionist sunrise” 1872



Claude Monet

- Born-1840
- Died-1926
- Founder of impressionism
- Worked on more than one canvas at a time
- Impression Sunrise-1872
- He would eventually be accepted into the Salon.
- He would go almost completely blind and retreat to his home and paint the water lily paintings that are so popular today.

Water Lilies, 1908, Claude Monet-
DMA



Camille Pissarro

- 1830-1903
- Jewish
- father figure
- He mostly paints in the country
- The last decade of his life he switches to making Paris his focus.
- He is the only impressionist to show work in all of the impressionist exhibitions.
- He, unlike the other impressionist, never exhibited at the salon.
- *Camille Pissarro, Apple Harvest of 1888 - DMA*



Edgar Degas

- 1834-1917
- Wealthy Bourgeois Family
- Usually painted ballets, concerts, horse raises
- Franco-Prussian War he enlisted and helped defend Paris.
- Later in his life he started making sculptures
- Ballet Dancers on the stage, 1883, DMA



Gustave Caillebotte

- 1848-1894
- Was single throughout his life
- More realistic than the other impressionist
- His focus was on the development of Paris

- On the Pont de l'Europe, 1877, Kimbell



Berthe Morisot

- 1841-1895
- One of the few women impressionist
- She used her friends and kids as models
- Some of her pieces are intentionally left incomplete
- Many of her images are from the inside of her house

- Winter, 1880, DMA



How to “read” a piece of art

- Take 2 minutes of silence to just look. Simply look at the objects.
- Have your class start sharing what they see
- They can then start to create “stories” about what they see
- You don’t need to know the exact meaning behind a painting to enjoy it. If you are curious you can look it up. You may find varying explanations for a painting.





Manet, Monet in his studio boat, 1874



Monet, Sailboats on the Seine 1874





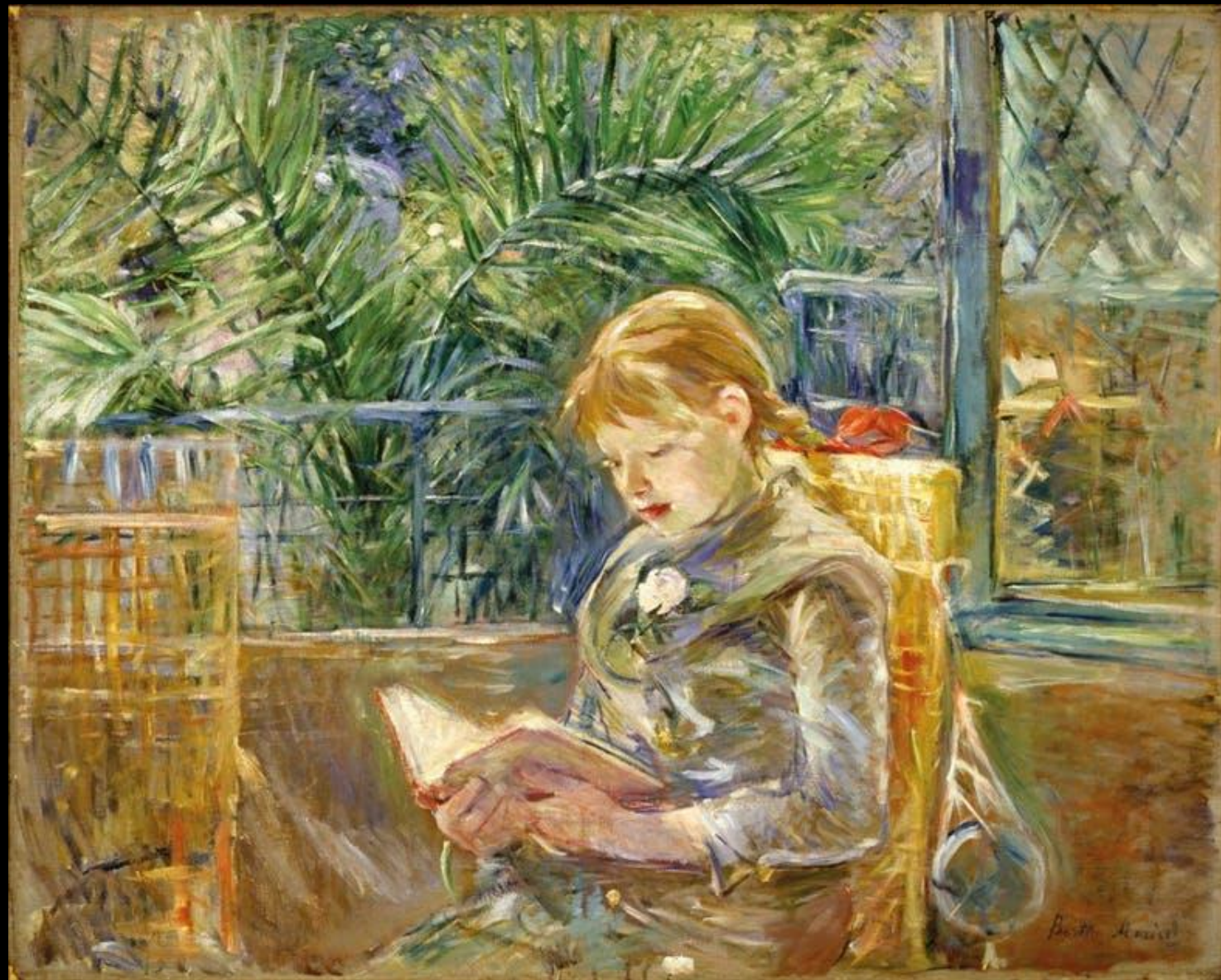
Pierre-Auguste Renoir, Luncheon of the Boating Party, 1880–1881

Ways to use this in the classroom

- Use vocabulary for story time
- Readings on artist or impressionism- Links on the last slide
- Use themes to observe and explore current vocabulary topics –more to come
- Teach French culture and society

Themes

- Indoors/ homelife
- Countryside
- Paris
- Café
- Weather & Seasons
- Popular activities
 - Yachting
 - Horse races
 - Ballet
 - concert



Berthe Morisot, Reading 1888



Mary Cassatt, Cup of Tea, 1880

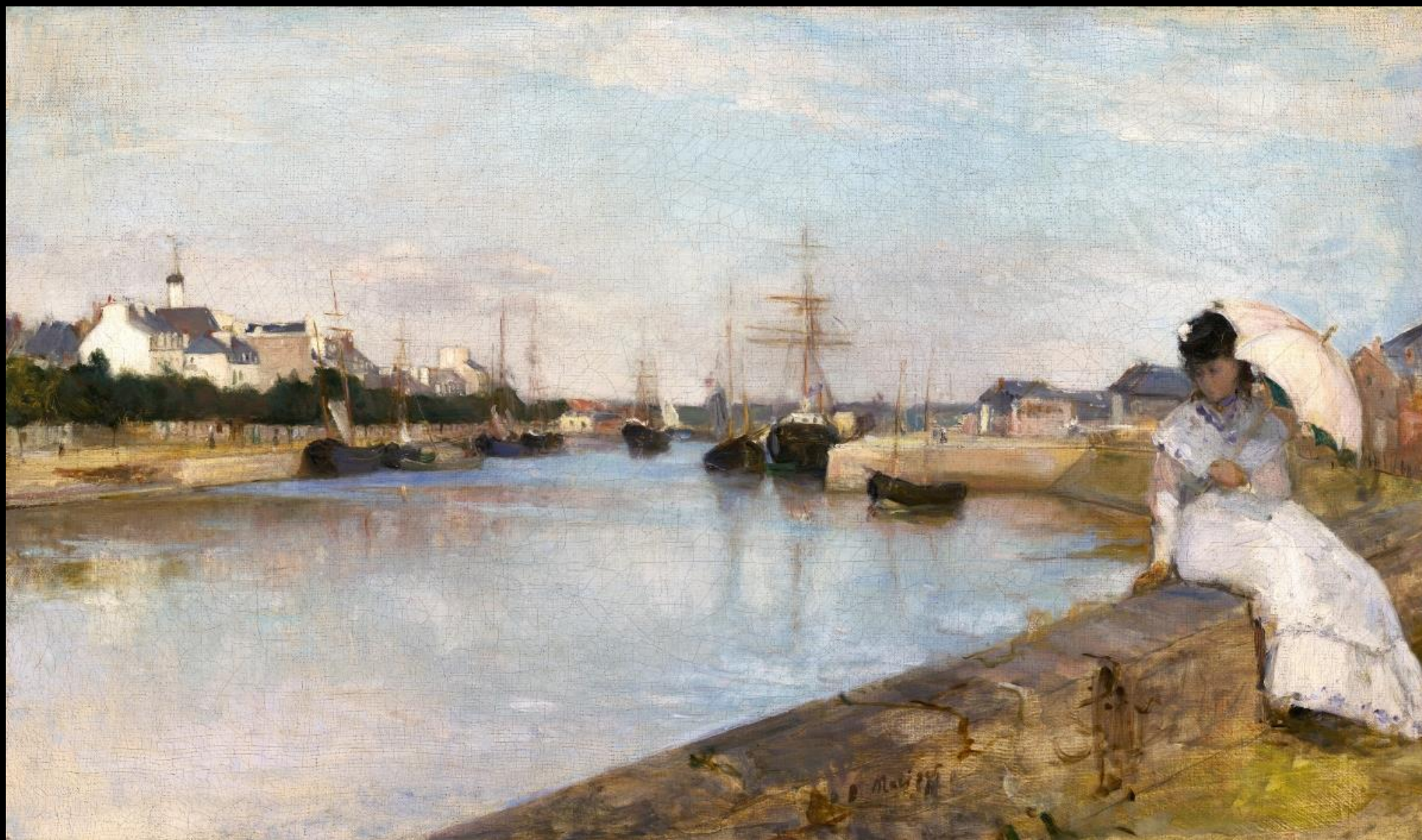


Caillebotte, Young Man Playing the Piano, Caillebotte, 1876

Indoor/ home life



Berthe Morisot (French, 1841–1895), *In a Villa at the Seaside*,
1874



Berthe Morisot, The Harbor at Lorient (Seascape), 1869



Camille Pissarro, The Louvre and the Seine from the Pont Neuf, 1902



- Claude Monet, *Arrival of the Normandy Train, Gare Saint-Lazare*, 1877



Gustave Caillebotte, Paris Street; Rainy Day, 1877



Jean Béraud,
M. et Mme Galin devant le Jockey Club, 1877



Manet, Chez le Père Lathuille, 1879



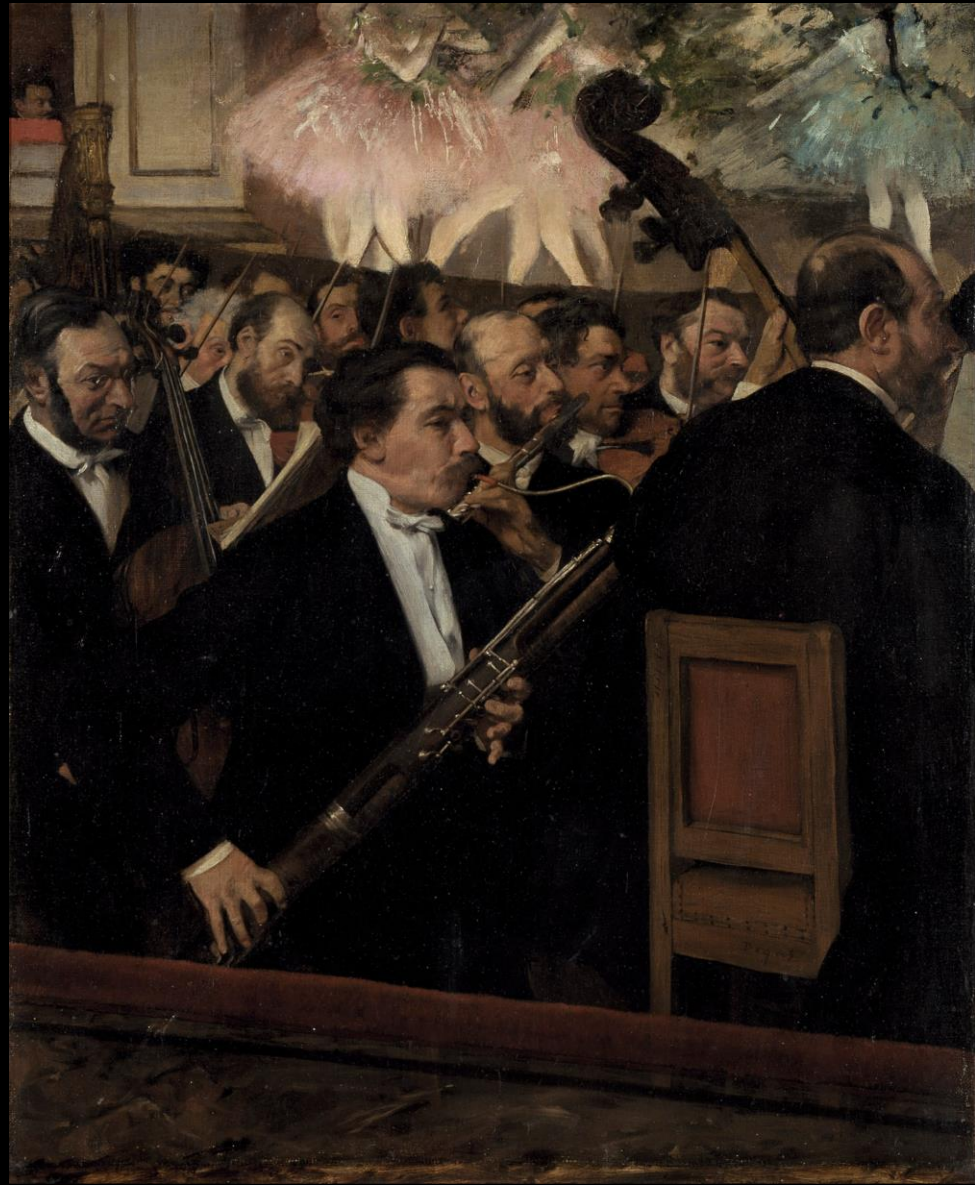
Degas, Women on a Café Terrace, 1877



Renoir, The End of the Lunch, 1879



Edgar Degas, The Dance Class (La Classe de Danse), 1873–1876



Degas, The Orchestra at the Opera, 1870



Mary Cassatt, The Boating Party, 1893–94



Degas, Before the Races, 1882-1884



Claude Monet *Poplars on the Epte* 1891



Camille Pissarro, Picking Peas, 1887

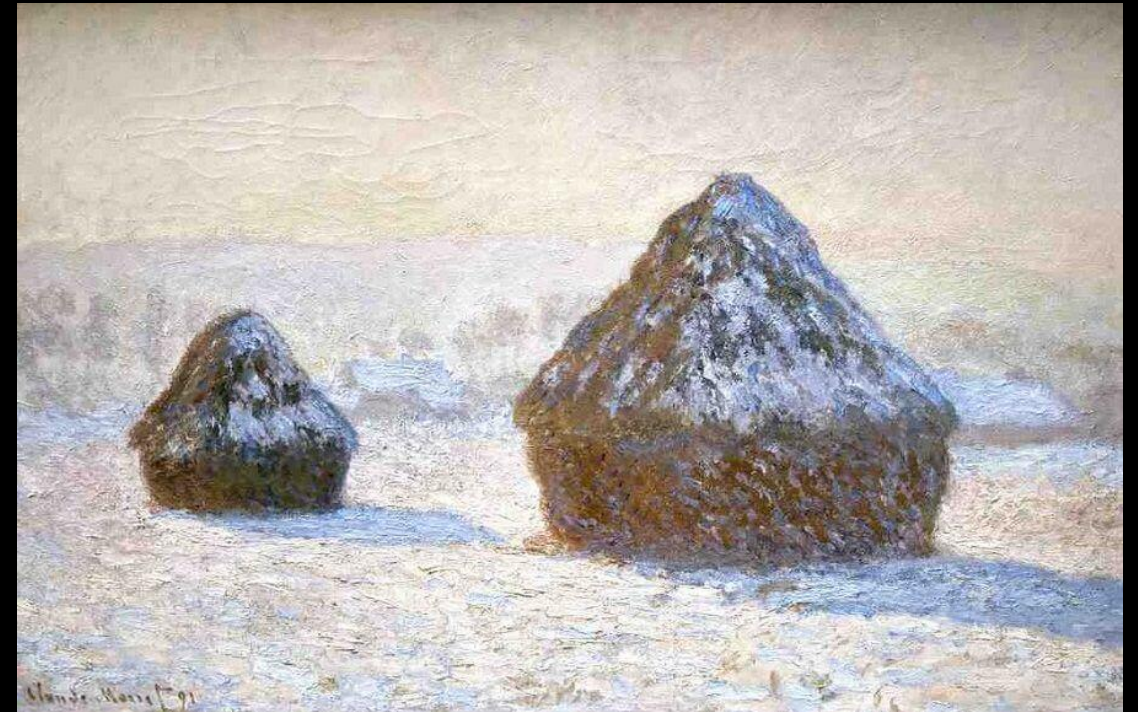


Pissarro, Apple Harvest, 1888

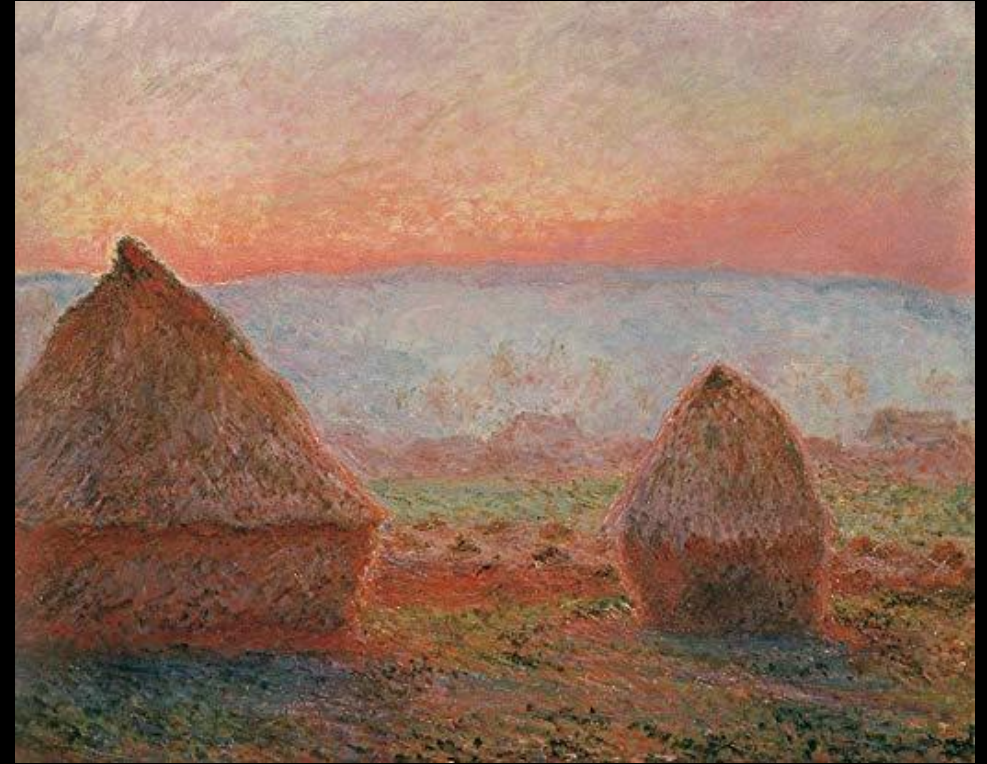


Pissarro, La Récolte des Foins, 1887

Monet, Haystacks



Monet, Haystacks



Pissarro, Boulevard Montmartre



Pissarro, Boulevard Montmartre



- **EARLY LEARNING** *For Ages 3-5*
- Look at images of sunny and rainy weather.
- What does it feel like to be in sunny weather? Rainy weather? What are your favorite things to do when it is sunny/rainy?
- Did you know that there is a recipe for both sunny and rainy weather? Come up with a list of the 'ingredients' for sunny and rainy weather. For each ingredient, try to make the sound or act like that element.
 - Sun (arms in a circle above head)
 - Clouds (circular motion with arms)
 - Rain (wiggling fingers, snapping)
 - Wind (blowing, waving body)
 - Thunder (clapping hands on thighs, rumbling noises)
 - Lightning (clapping)
- Art Discussion
- What type of weather do you see in this painting, sunny or rainy? How can you tell?
- Review 'ingredients' for sunny weather and search for them in the painting.
- Imagine the painting is real and jump inside! What sounds would you hear? Have children make the sound as a group. What would the weather feel like? What types of clothing would you need and what would you be doing? Have children act out sunny weather activities.

- **ENCOURAGING DIALOGUE**

- *For Students K-12*

- What is the color palette of this work—mostly warm colors or mostly cool colors?
- Mood is how the subject of the painting feels or makes the viewer feel. What would you say is the mood of this work? What makes you say that?
- Do you see any people or animals in this painting? How would the addition of people or animals affect the mood?
- Does any part of this work look abstracted?
- Monet painted many of his works outside, or *en plein air*. Why do you think that this painting was mostly done indoors from outdoor sketches? (its size)
- What type of brushstrokes did Monet use in this painting?
- Where do you notice Monet's interest in the effect of light in this work?

Resources:

- Tate Museum-
 - <https://www.tate.org.uk/kids/explore/what-is/impressionism>
 - <https://www.tate.org.uk/kids/explore/who-is/who-claude-monet>
- The MET-
 - https://www.metmuseum.org/toah/hd/imml/hd_imml.htm
- The Dallas Museum of Art- Link directly to the collection
 - <https://collections.dma.org/>
- Kimbell art museum-Link directly to the collection
 - <https://www.kimbellart.org/collection>
 - <https://www.kimbellart.org/collection/ap-199602>
- Monet House:
 - <https://fondation-monet.com/en/giverny/monets-house/>