Activity Four: Art Analysis

Language Objective:

* Students will respond to short answer questions about the goal or dream of the subject of the painting.

Content/Learning Objective:

* Students will analyze the painting to infer what the goal or dream is of the subject of the painting.
* Students will imagine they are sitting on a riverbank and paint a picture of their own goal or dream of what’s on the other side of the river.

Materials:

* Copies of “Art Analysis” worksheet
* Paint and paintbrushes
* Paper/canvas for painting on

Procedures:

1. Show students the painting, On the Bank of the Seine, and ask students to describe what they see. After they mention the woman, ask them why they think she is sitting on the side of the river or what they think she wants or what is her goal. Allow for a discussion based on all of the things in the painting (the buildings across the water, the boats on the river, the fields in the distance, etc.) and if they think the woman’s goal may be related to one of those objects.
2. Pass out the Art Analysis worksheet and direct the students to begin answering the questions that will help them analyze the painting. Facilitate discussion and critical thought by asking guiding questions about the goal of the subject as well as the goal of the painter.
3. Have the students look at the picture of the unnamed Bulgarian sculpture on the back of the worksheet. Again, have them think about and then describe on their worksheets what the woman in the sculpture and describe what they see. Then have them write about what they think the woman is doing and what her ultimate goal may have been.
4. Tell the students to begin thinking about their own goals and how they might use the artistic medium of paint or sculpting material to symbolize their own personal goal. Gather materials (paint, paintbrushes, clay, etc.) according to student preferences.
5. On a future date, have the students choose whether they want to paint or sculpt and pass out the materials accordingly. Remind the students that they should be creating a piece that somehow represents their goals either through the subject of the painting or through the objects as representations of the artist’s own goals. As students work, ask guiding questions that help them to stay focused on creating a piece that represents their goals in some way so they don’t loose focus on the goal they are attempting to represent.