

# Part XI: The Impressionists

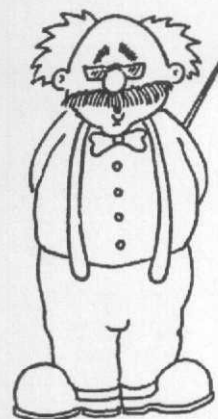
(Five Weeks)



*Sower with Setting Sun*  
Vincent Van Gogh

Part XI:  
The Impressionists  
(Five Weeks)

(Before beginning watch Part XI of the DVD series *God & the History of Art*, approximately 12 minutes and 11 seconds, if available as part of your program.)



Week #I: *"Impressionism /Claude Monet"*

Art Lesson #215 (page 361):  
*"Coloring an Impression"*

Read pages 360 thru 362. Then have students color the picture on the bottom of page 361 as instructed.

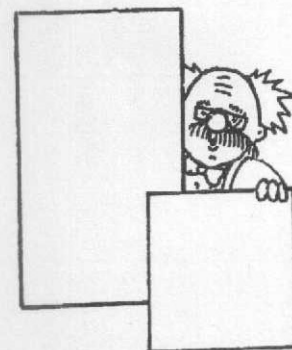
**Pointer:** You may want to have the students create a color chart (similar to the one on Paint Card #VIII), placing new colors on it that are made by blending with various colored pencils. Such color charts are helpful to refer to for future artwork. Remember, it is important to mix your colors to create other new delightful colors.

Art Lesson #216:  
*"Green-Green-Green"*

Read page 363 and place the two postcards by Claude Monet, *"Water Lily Pond, Harmony in Green"* and *"Le jardin de l'artiste a Giverny,"* in front of the students. Discuss the titles of each and have the students notice all the green tones Monet used in the paintings. Then have them draw each of the compositions on the bottom of the page and color them in as instructed.

**Teacher's Note:** The figure boxes on the bottom of the page are a different format than the postcards (square rather than rectangular). Students can either do a portion of each picture in the figure boxes or work in their sketchbooks, making their picture frames more rectangular. However, it is recommended to keep the figure boxes relatively small as it will make it easier for students to follow the techniques in applying color.

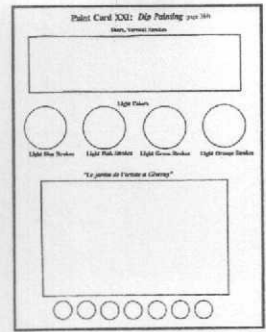
**Pointer:** Students can learn just as much from working small as they can from working large.



## Beginning Painting/Paint Card #XXI:

### Art Lesson #217 "Dip Painting"

Read page 364 and place Paint Card #XXI in front of the students. Follow the instructions and do the painting exercises. Before beginning, have them copy Monet's painting "Le jardin de l'artiste a Giverny" in the bottom figure box on the paint card with their yellow colored pencil.



Teacher's Note: One problem students have with "dip painting" is that their brushstrokes can become flat and monotone. One reason this happens is because they mix their colors together on the palette. The purpose for this exercise is to have colorful strokes. Remember, no mixing: have them dip their brush into each color.

Secondly, students have a tendency to make their strokes smaller and smaller, becoming tentative. Point to the illustration (B) and remind them that this is how bold their strokes should be.

Pointer #1: A "speck" is just a touch of a color on your brush.

Pointer #2: A "touch" is more than a speck.

Pointer #3: When dipping your brush into a lot of paint, don't swipe through the puddle. Instead, submerge the hairs in the puddle and gently twirl.

Pointer #4: Don't go back and forth with your strokes. It will flatten the colors. When you lay down a colorful stroke, leave it alone.

Pointer #5: Circular strokes go in short, half circles, like commas or "Cs." Remember, don't go over your strokes after laying them down.

Pointer #6: Make sure you have a lot of paint on your brush when dip painting.

## Week #II: "Degas & Renoir"

Art Lesson #219 (page 367):

### "Peeking into Everyday Life"

Have students compare the styles in the postcards of David's "Farewell of Telemachus & Eucharis" with Degas' "Waiting." See if they can tell the difference in styles from David's Neo-Classical approach to Degas' Impressionistic style. Finally, have them draw someone around their home doing ordinary chores in the figure box on the bottom of the page. Start off lightly and then use a lot of bright colors the way Degas did in his paintings.



**Pointer:** Seat someone in front of the room and have students “squeeze their eyes,” seeing how many colors they notice in the flesh. This is what the Impressionists did, squeezing the colors out, seeing colors that most people never notice. Remember, the eye loves to see color.

Art Lesson #220 (pages 365-367, and 370):  
“Composition”

Have students read page 365, 367 and 370. Then have them read page 369 and place the 5 postcards mentioned in front of them, discussing the composition of each along with having them answer the questions, writing their thoughts on the lines provided. When finished, have them loosely draw in each composition in the 5 blank figure boxes on the bottom of the page with their black colored pencils, emphasizing the composition more than details.

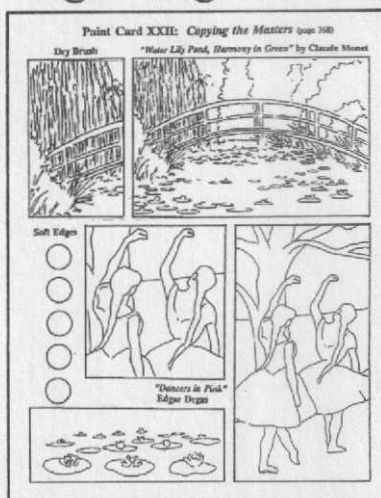
Art Lesson #218 (page 366): “Drawing Ballerinas”

Now read page 366. When finished, have the students copy Degas’ “Dancers in Pink” from the picture-postcard gallery by coloring the picture in the figure box, making light pastel colors.

**Checklist:**

- Did students practice mixing colors in the circles?
- Did students make creative pastel colors for the picture?

Beginning Painting/Paint Card #XXII:



Art Lesson #220 “Copying the Masters”

Read page 368 and place Paint Card #XXII in front of the students.

**Teacher’s Note:** Make sure students have the postcards in front of them to observe the colors.

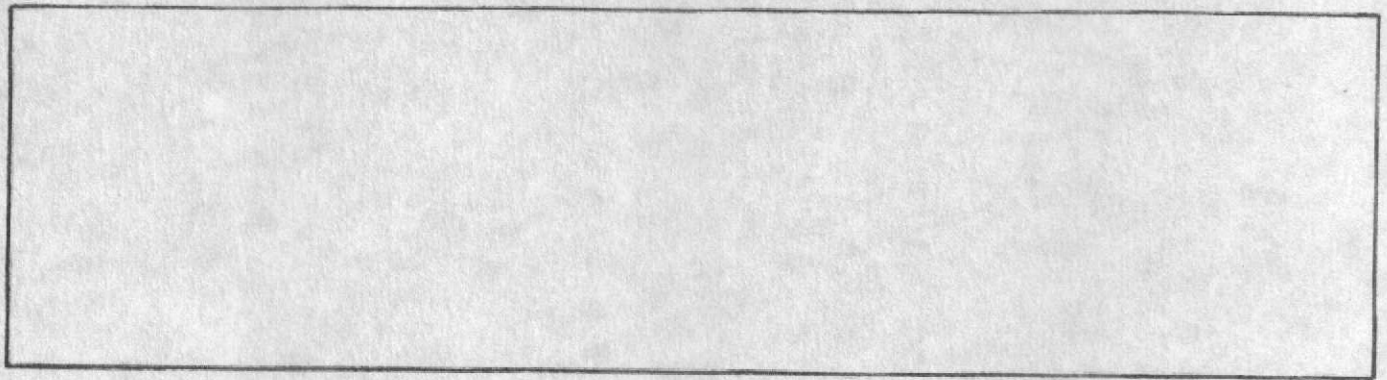
**Pointer:** You may find some students’ colors becoming muddy when putting their second layer of paint over the first (i.e., in the “Water Lily Pond”). If this is the case,

have them work on Degas’ “Dancers in Pink” and then return to Monet’s picture after it has dried.

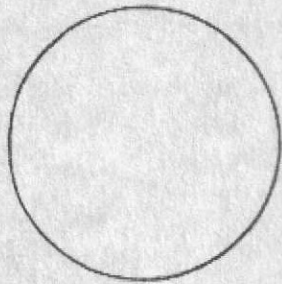
**Pointer:** Continually clean your brush to prevent muddy colors.

# Paint Card XXI: *Dip Painting* (page 364)

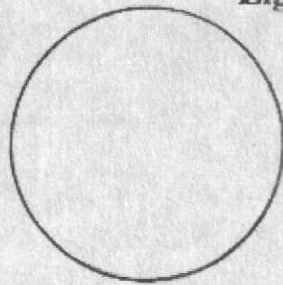
Short, Vertical Strokes



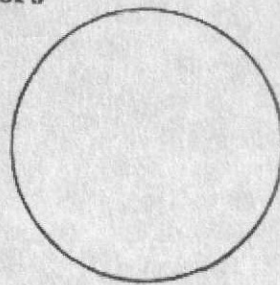
Light Colors



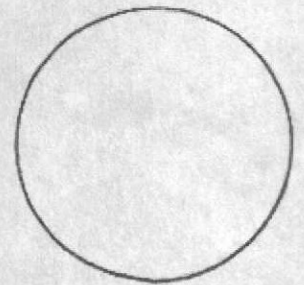
Light Blue Strokes



Light Pink Strokes

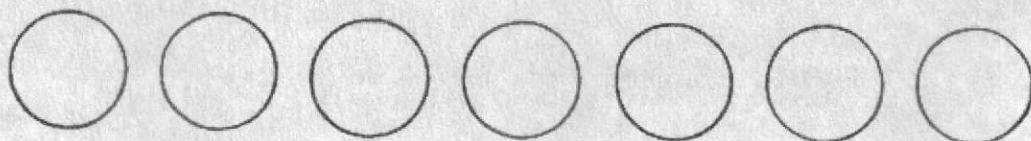
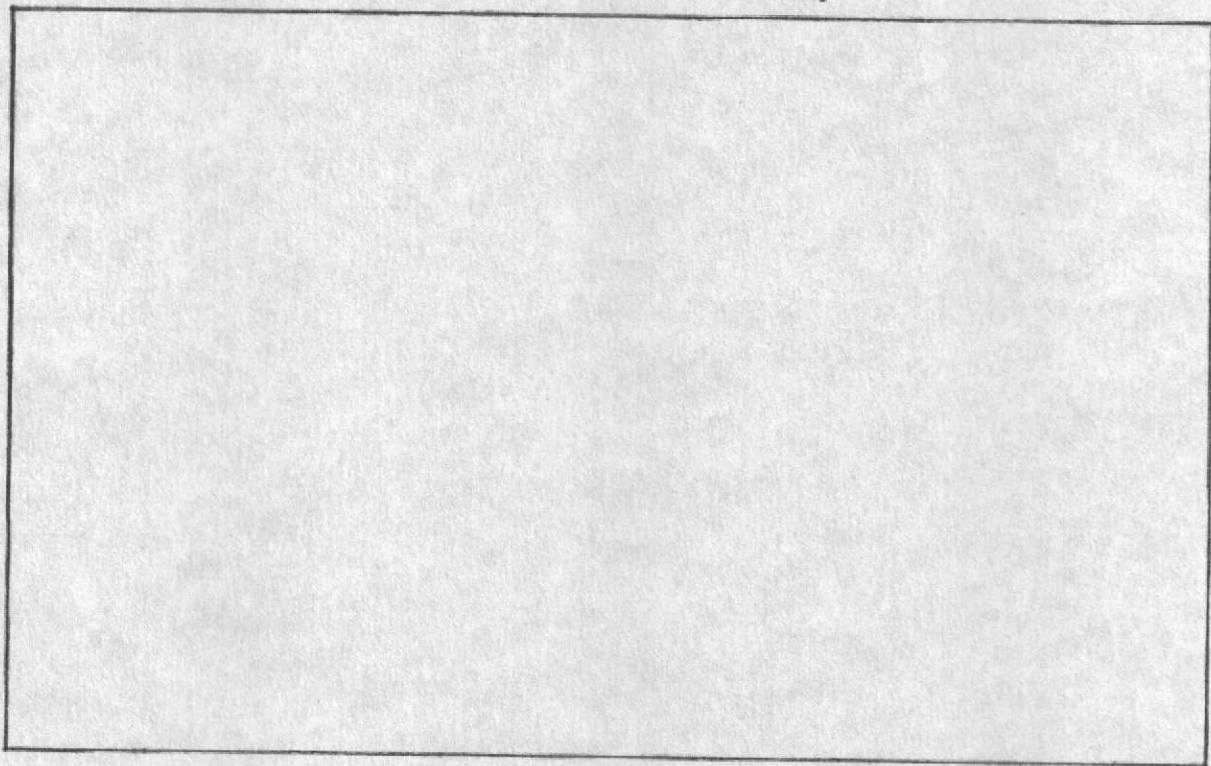


Light Green Strokes



Light Orange Strokes

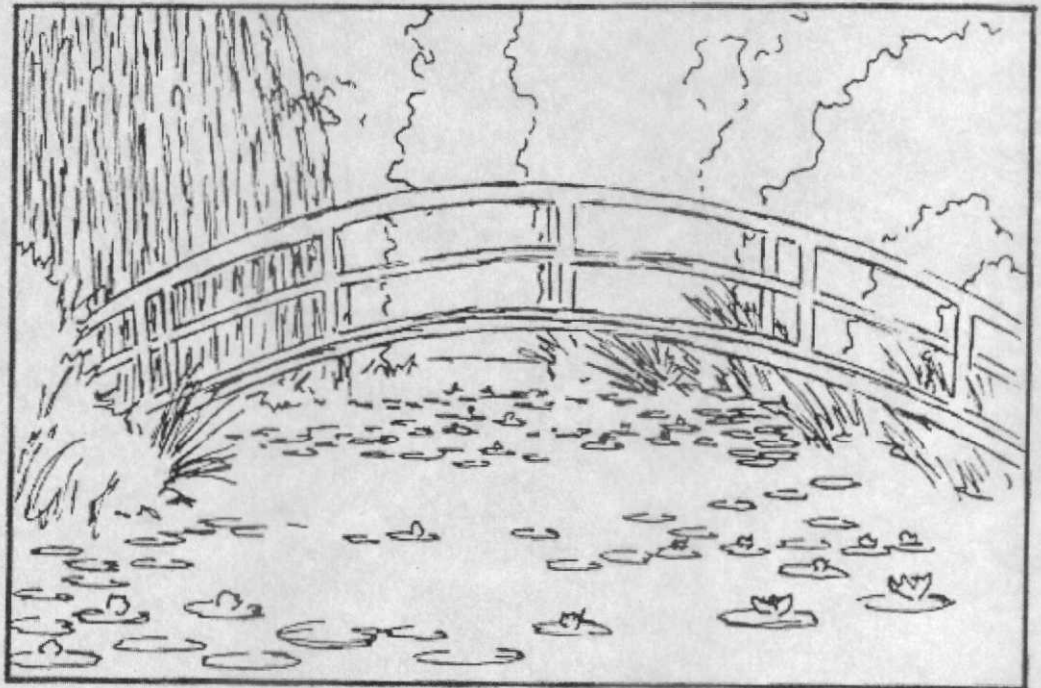
*"Le jardin de l'artiste a Giverny"*



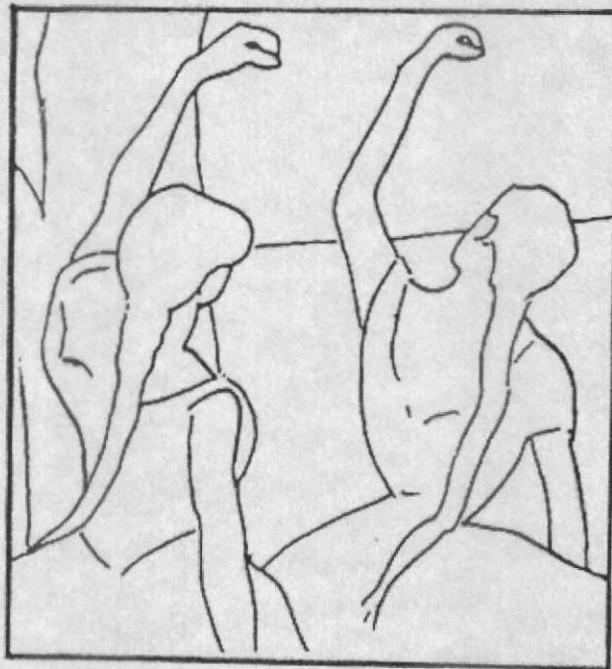
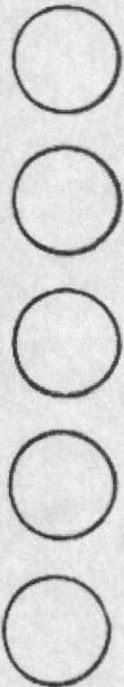


Dry Brush

"Water Lily Pond, Harmony in Green" by Claude Monet



Soft Edges



"Dancers in Pink"  
Edgar Degas

