

The image is a reproduction of the painting 'The Starry Night' by the Dutch expressionist painter J.M.W. Turner. It depicts a night scene with a turbulent, swirling sky filled with bright, glowing stars and a large, luminous crescent moon. Below the sky, a dark, silhouetted landscape features rolling hills and a small town with a prominent church spire. The overall style is characterized by vibrant, non-naturalistic colors and a sense of emotional intensity.

# Expressionism

# Expressionism Painting 2017-18

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Critique for Project and Research Monday March 5<sup>th</sup>

## Learning Objectives:

1. Explore experimental methods with paint and develop authentic gestural brushwork or mark making
2. Make a connection to an Expressionism artist(s) between 1850-1945
  - a. Collect contextual information
  - b. Perform a formal analysis
3. Develop your theme by adding a source (inspired by the TOK diagram)
4. Make a work of art which showcases authentic mark making and original content

## Point Distribution out of 100

A. Art Journal 50pts Artwork 50pts

**Rubrics used:** IB Rubric and this document

*Note: cite your sources, number pages in lower right, date pages upper left, turn journal horizontal*

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**\*Schedule we are going to use Scheduling Note: if you fall behind, then you have homework\***

### Day1-2

Presentation to students on Impressionism to Neo Expressionism. Define new vocabulary.

### Day 3, 4

Explore and record experimental methods with paint and find your authentic mark. Make a tile to donate to the class.

### Day 5-8

Decide on an artist to perform contextual and formal analysis. Explain how this artist informs your practice. Mimic a portion of the artist's work.

### Day 9-11

Make a page proposing the 'form' and 'content' of your project in words and pictures  
Annotate and make connections to a source, which further develops your theme.

### Day 12-20

Paint Your Final Work – Demonstrate New Skills and new understanding about your theme  
Document your progress through 3 or more pictures while reflecting on the work's development

### Day 21

Reflect on final outcomes and include a picture of the final work. You should explain (defend) your skill development and the new understanding about your theme. Use specialist vocabulary for a higher score.

### Day 22

Critique Monday March 5th

## **Day1-2      Presentation to students Impressionism to Neo Expressionism**

- Learn about art history with a focus on painting which utilizes expressive techniques
- Learn new vocabulary and techniques
  - Task: interact with text, group discussion, choose artist, define the words below
- View artists of various movements
  - Task: take notes, make special note of artworks of interest.

### **During/after the presentation, define the following words:**

- Modern Art
- Paradigm
- Art Movement
- Official Salon
- Salon des Refuses (exhibition of rejects)
- Avant-Garde
- Expressionism
- Impasto
- Wet Into Wet
- Alla Prima
- Direct vs Indirect Painting
- Gesture
- Consistent Brushwork
- Pointillism
- Paint tube
- Plein Air
- Local Color
- Atmospheric Color,
- Symbolic/emotional Color
- Abstract
- Non objective
- Action Painting
- Color Field Painting
- Found Objects

- Define the following Art Movements - make special note of artworks and notable artists. Use Google Art Project or The Art Story or another reputable source. Testers: cite your sources.

## 1. Modern Art 1860-1975

a. Impressionism 1860-1880

b. Post Impressionism 1880-1905

i. Fauvism 1898-1906

c. Expressionism 1890-1920

i. German Expressionism 1905-1940

d. Abstract Expressionism 1940's – 1950's

e. Neo Expressionism 1970-?

i. Anselm Kiefer

ii. Alice Neel

## Day1-2

Presentation to students on Impressionism to Neo Expressionism. Define new vocabulary.

- Kahn Academy for great analysis and context
- For timeline and fantastic contextual analysis: <http://www.theartstory.org/>
- For detailed viewing: <http://www.googleartproject.com/>
  - It will also provide great contextual information if you search “Movements” at <http://www.googleartproject.com/>

### Modern Art 1860-1975

1. Impressionism 1860-1880
2. Post Impressionism 1880-1905
  - a. Fauvism 1898-1906
3. Expressionism 1890-1920
  - a. German Expressionism 1905-1940
4. Abstract Expressionism 1940's – 1950's
5. Neo Expressionism 1970-?
  - a. Anselm Kiefer
  - b. Alice Neel

### Impressionism 1860-1880 - Google Art Project

- Monet: The Portal of Rouen Cathedral in Morning Light 1894
  - <https://www.google.com/culturalinstitute/beta/asset/the-portal-of-rouen-cathedral-in-morning-light/QgHppUFTxKB-Lg>

### Post Impressionism 1880-1905 – Google Art Project

- George Seurat: A Sunday on La Grande Jatte 1884-86
  - <https://www.google.com/culturalinstitute/beta/asset/a-sunday-on-la-grande-jatte/twGyqq52R-lYpA>
- Vincent van Gogh: Starry Night 1889
  - google art project for starry night:
  - <http://www.googleartproject.com/collection/moma-the-museum-of-modern-art/artwork/the-starry-night-vincent-van-gogh/320268/>
  - ***click on video links at bottom***
- Better Know: The Starry Night | The Art Assignment | PBS Digital Studios
  - <https://www.youtube.com/watch?v=oz908BHq55Y&feature=youtu.be>
- Art Cooking: Vincent Van Gogh | The Art Assignment | PBS Digital Studios
  - <https://www.youtube.com/watch?v=mFNvogxP1is&feature=youtu.be>
- Mary Cassatt “A Child’s Bath” 1893
  - <https://www.google.com/culturalinstitute/beta/asset/the-child-s-bath/FQGpinFFEcrMyw>
    - Watch video at bottom
- Paul Cezanne: Mont Sainte-Victoire 1902-1906
  - <http://www.googleartproject.com/collection/the-nelson-atkins-museum-of-art/artwork/mont-sainte-victoire-paul-cezanne/431234/>

## Fauvism 1898-1906

In 1905 the group exposed their work for the first time. The critics called them a disgrace for art and therefor called them 'The Fauves'. The Fauves means 'Wild Beasts', a name that the artists of the group accepted with pride.

- **Fauvism post impressionism**
- At the time, the style of painting was a clear departure from impressionism by insisting on colour being used more to express emotions, and strokes being simplified and made more abstract. Today, it might appear quite an innocent baby step, but at the time and age it was deemed radical.
- In retrospect, Fauvism can be seen as the first real venture out in expressionism, and the impressionism that went before, can be viewed as the preparation for this direction. In fact it appears a natural progression, because impressionism probably would not have occurred if it was not for the advent of photography liberating painting as a popular means of depicting reality — or popular notions of reality. Fauvism is also described as a spin off of Van Gogh's painting style with strident colours and wild impasto brush strokes.
- Paul Gauguin
  - Tahitian Landscape 1891
  - <http://www.google.com/culturalinstitute/asset-viewer/KwGHL1HBIRbilg?projectId=art-project>
- Matisse, Henri Luxe, calm et volupte 1904-05 Oil on canvas
- Kahn Academy <https://www.khanacademy.org/humanities/art-1010/early-abstraction/fauvism-matisse/v/matisse-luxe-calme-et-volupt-1904>

## Expressionism 1890-1920

- Edvard munch
  - The Scream 1910 <http://www.googleartproject.com/collection/the-munch-museum-oslo/artwork/the-scream-edvard-munch/809080/>
- Egon Schiele, Hermits, 1912, oil on canvas, 71-1/4 x 71-1/4 inches (Leopold Museum, Vienna). Created by Beth Harris, Steven Zucker.
  - Kahn Academy <https://www.khanacademy.org/humanities/art-1010/early-abstraction/expressionism1/v/egon-schiele-hermits-1912>
- Frida Kahlo, *The Two Fridas (Las dos Fridas)*, 1939, oil on canvas, 67-11/16 x 67-11/16 inches (Museo de Arte Moderno, Mexico City)
  - Often considered a Surrealist, but operated between worlds
  - <https://www.khanacademy.org/humanities/ap-art-history/late-europe-and-americas/modernity-ap/a/kahlo-the-two-fridas-las-dos-fridas>

## German Expressionism 1905-1940

- <http://germanexpressionism.net/>

## Abstract Expressionism

- Jackson Pollock
  - SmartHistory <https://www.youtube.com/watch?v=NT0SHjOowLA>
  - **Detail:**  
[http://www.artchive.com/artchive/P/pollock/pollock\\_blue\\_poles\\_dtl.jpg.html](http://www.artchive.com/artchive/P/pollock/pollock_blue_poles_dtl.jpg.html)
  - Primary Source Video <https://www.youtube.com/watch?v=CrVE-WQBcYQ>
- Mark Rothko – Vibrations <https://www.youtube.com/watch?v=wpwU-VQPqK4>
- Mark Rothko in 60 seconds <https://www.youtube.com/watch?v=CtCCCK9QWY8>

## Neo expressionism:

- Anselm Kiefer
  - Over Your Cities Grass Will Grow <https://www.youtube.com/watch?v=6pbbfXAONmQ>
  - <http://www.googleartproject.com/artist/anselm-kiefer/4126244/>
  - 1/5 Anselm Kiefer: Remembering the Future (stop at 8:45)  
<https://www.youtube.com/watch?v=FUQuhoqTKtg>
- Alice Neel
  - Alice Neel - Official Trailer <https://www.youtube.com/watch?v=t8sPFpXakl0>

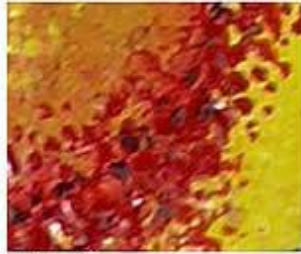
Day 3-4 1pg Learn gestural mark making and experimental techniques with acrylic  
Explore and record experimental methods with paint and find your authentic mark. Make a  
page in your art journal. Make a tile to donate to the class.

ACRYLIC PAINTING TECHNIQUES

A teaching resource from [www.studentartguide.com](http://www.studentartguide.com)



*Dry brush*



*Pointillism*



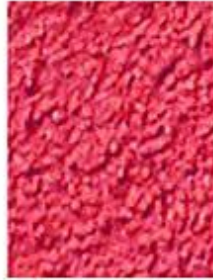
*Applying paint with a sponge*



*Watery drips*



*Watery splashes*



*Painting on sand*



*Scratching with a stick*



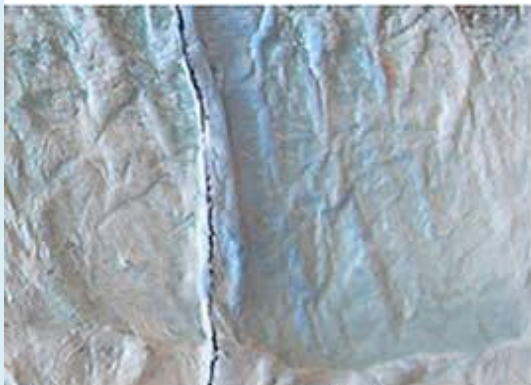
*Wax resist*



*Dashes - wet on wet*



*Impasto medium with a dry brush technique*



*Textured paper with a dry brush technique*



*Impasto medium (swirls) with a dry brush technique*



*Gel medium*



*Thick gel medium*



*Dabbing paint*



*Drips of thick paint*



## Day 5-8 Cultural Significance, Formal Analysis, Mimic and Connect

### Cultural Significance 1+pg in WB

Decide on an artist to perform contextual research and formal analysis. Explain how this artist could inform your practice by discussing either their use of materials, techniques, composition, meaning, or function. Find reliable sources like museums, galleries, or other authorities of art. This may be completed on the iPad and printed for your process portfolio. Copied and pasted information is ok if cited and annotated. Collect specific info about the artwork and describe the larger contextual information about the story of the artwork, you will look into the function and purpose as well as cultural significance.

Start your **contextual research** by collecting basic information. Find an artwork to research

- Print a picture
- Collect basic Contextual Information on the artwork:
  - Artist
  - Title
  - Date created
  - Medium
  - Dimensions (inches or metric HxWxD)
  - Name of collection
  - Source providing you with this information (book, magazine, website, gallery, museum, video, etc)



What is the **function** of the work? (Why was the work created?) You should first consider the intent of the artist. Then consider the function the work had with the help of the audience. Think: Mona Lisa was a commission that later turned into a cultural phenomenon. What does the artist want you to understand?

\*Some different functions that art can have (remember, a single artwork can have more than one!)

- Expressive function – expresses the artists' feelings or identity
- Descriptive function – records the likeness of a place or person or other subject.
- Conceptual function – the idea or concept behind the work is more important than the object
- Practical function – has a practical use, such as clothing, vessels, furniture, a building
- Religious function – tells a religious story or is an object of devotion.
- Historical narrative function – tells a story of an event in history
- Commemorative function – made to honor someone (like a statue of a famous person)
- Political function – serves a political purpose, such as propaganda.
- Symbolic function – symbolizes certain beliefs or ideas without representing them.
- Decorative Function – used to adorn the body, a room, a building etc.
- Ritual function – used as part of a ritual or ceremony, or has magical powers.
- Shock function – intended to shock or upset the viewer
- Critique – intended to critique an issue
- Can you think of more?

**Cultural Significance:** The chart below will help you breakdown the ‘story’ of the art in a context. The artist may have intended the work to have specific role in culture, or the work may have been thrust into the role. Again, the story of the Mona Lisa as a portrait turned bounty of war, then later turned into a pop culture phenomenon. A timeline may be important to show.

**Strategies:**

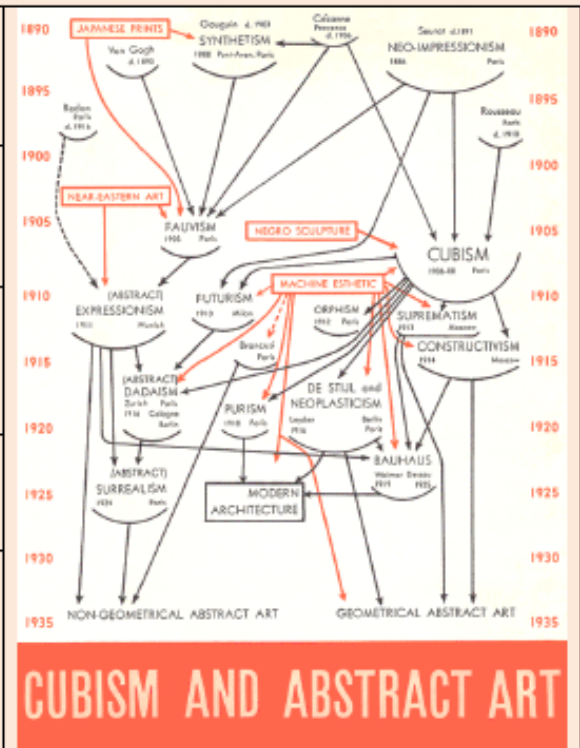
\*Provide a quote by an art critic or art historian or magazine write-up.

\*Maps help explain exactly what culture. Historical maps will show old political lines.

**Common Ways Art Interacts With Culture**

**Create a Historical Timeframe Graphic**

<p><b>Social Significance:</b> How did the work interact with the viewer? How have people viewed the work over time? Was the work created to have social significance or did it gain social significance over time? <i>Example: JR, Banksy, Kruger, Mona Lisa</i></p>
<p><b>Political Significance:</b> What role have politics played in the existence of the work? Was it made for the purpose of being political? Did politics become important later in its existence? <i>Example: Picasso's Guernica, Banksy</i></p>
<p><b>Economic Significance:</b> What is the financial story of the work? Was it sold? Did it ever sell for a lot of money? <i>Example: any artwork that has sold for a lot of money- Van Gogh, Picasso, Francis Bacon</i></p>
<p><b>Environmental Significance:</b> Have events in the natural world had an effect on the art? What role does nature play in the existence of the work? <i>Example: Andy Goldsworthy</i></p>
<p><b>Art World/Pop Culture Significance:</b> Has the work had a significant role in pop culture? Was it made to critique or celebrate the art world or popular culture? Did it later have a role in pop culture? Has it been referred to by other artists? Has it been written about by art critics or magazines? <i>Example: Warhol, Mr. Brainwash, The Scream (Simpsons), Anime</i></p>
<p><b>Religious or Spiritual Significance:</b> What is the role of religion or spiritualism? Was the work created for this purpose or did it later take on this role? <i>Example: Michelangelo, Religious Icon Paintings, Indigenous Art</i></p>
<p><b>Utilitarian:</b> How does the work serve a functional purpose? How has it been used over time? <i>Example: Cathedral, Architecture, Japanese Tea Bowls</i></p>



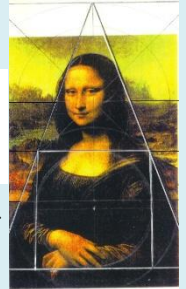
# Formal Analysis

1+ pgs in WB

Perform a Formal Analysis to understand how they did it – dissect it

- Include a pic to understand how they did it – so you can mimic it
- Formal analysis
  - Describe and interpret imagery, symbolism, themes –
    - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> tier info
    - Is it realistic, abstract, or nonobjective?
  - Analyze for Elements & Principles of Design

ELEMENTS OF DESIGN CHOSEN TO EMPHASIZE:				PRINCIPLES OF DESIGN CHOSEN TO EMPHASIZE:			
Line	Shape	Space	Color	Balance	Movement	Unity	
Form	Texture	Value		Rhythm	Pattern	Emphasis	Contrast



- Describe the Composition Lines -----}
  - Describe Materials, Techniques, and Processes

Give your "Analysis." This is where you use your knowledge of the elements and principles of art. How did the artist organize the artwork using the elements and principles? What techniques are used with the materials? Lastly, consider the postmodern perspective: are their postmodern principles used?

ELEMENTS OF DESIGN CHOSEN TO EMPHASIZE:				PRINCIPLES OF DESIGN CHOSEN TO EMPHASIZE:			
Line	Shape	Space	Color	Balance	Movement	Unity	
Form	Texture	Value		Rhythm	Pattern	Emphasis	Contrast

**POSTMODERN PRINCIPLES:**

Appropriation    Juxtaposition    Recontextualization    Layering    Interaction of Text & Image    Hybridity    Gazing    Representin'

**CONTEXTUAL RESEARCH**

*Anselm Kiefer*

"I believe art has to take responsibility but it should not give up being art"

On this page I look at the artist Anselm Kiefer as I explore his life and artwork through contextual and formal analysis. Kiefer's life with World War Two adds a significant value to his paintings as it depicts another layer to his dark colors and images. Much like Turner's books, I was inspired by Kiefer's flowers to depict the culture and beauty of France after staying for an exchange program in France. From Kiefer's style, I want to use contrasting lines, composition, and create texture through medium and mixed media like dirt, grass, and rocks.

**FORMAL ANALYSIS**

Source: [http://www.studymonster.org/notes/anselm-kiefer\\_1.pdf](http://www.studymonster.org/notes/anselm-kiefer_1.pdf)

# Mimic your artist 1+pg in WB

Make a visual proposal by understanding the artist's work

- **Mimic and make proposal** for own project
  - Create a visual response, preferably on the same spread as the thumbnail. This is an opportunity to understand the artist's process, technique, and composition
- **Connect** – Explain in words (annotate) what you are learning and what you intend to communicate
  - How do you connect to this artist? What questions or inspirations do you have about their work or ideas? Consider connecting to each of the following: materials, techniques, composition, meaning, contextual.

Day 9-11

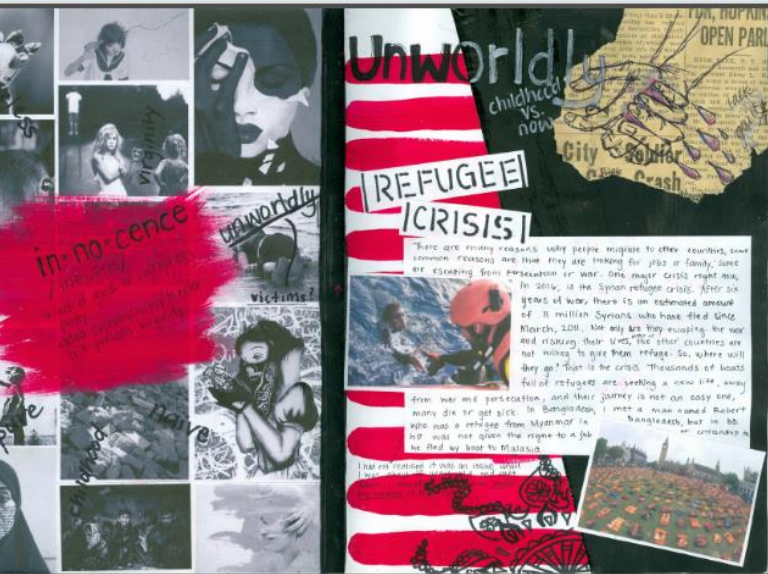
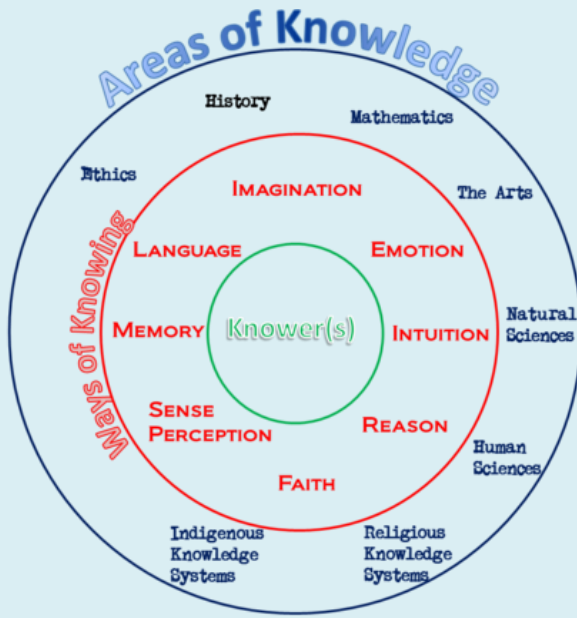
Make a page proposing the 'form' and 'content' of your project in words and pictures  
 Annotate and make connections to a source, which further develops your theme. When developing your theme, reference the TOK diagram to

**Content:** include a source which adds content to your theme and explain how this new information will influence your work or be visually incorporate into the piece. Here are interesting connections you can make to common themes:

- Landscapes: plein air painting, history, geology, memory, ecology, ecosystems, current events
- Portraiture: anatomy, biology, psychology, current events
- Pop Culture: music, film, dance, literature, commercial art, fashion, current events
- Theology: religion, mythology, metanarratives

**Form:** describe the following information about your work. You should make a sample of your final work in your journal and explain in words and images:

- Materials
- Technique
- Composition
- Meaning (for viewer)
- Function (in society)

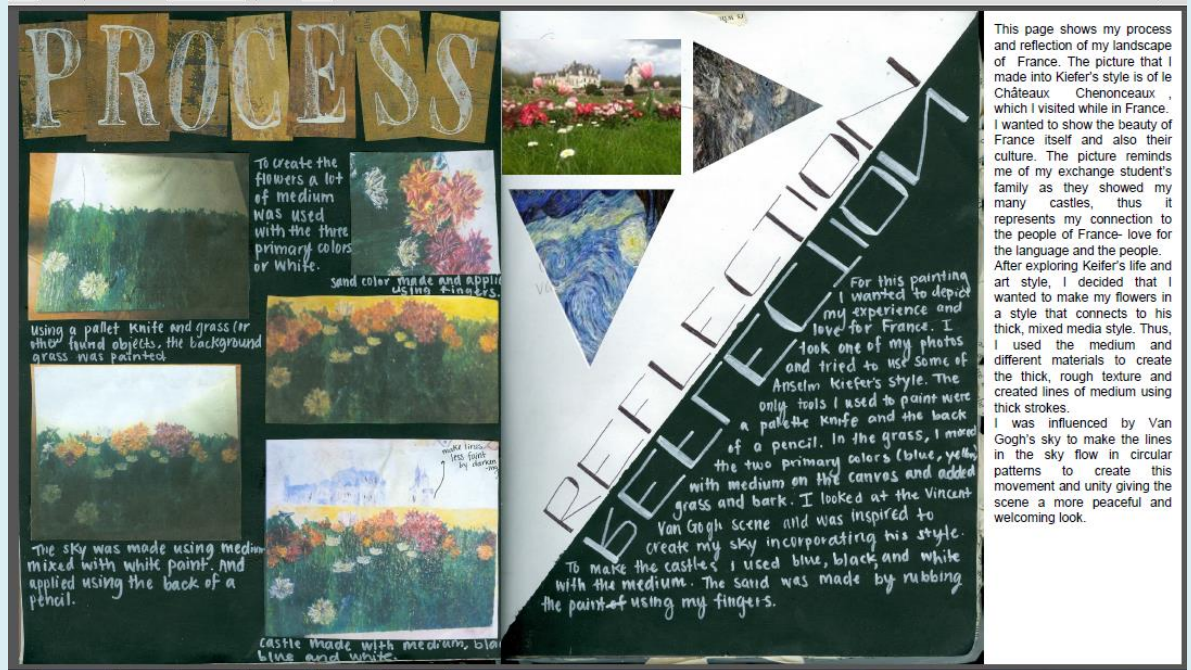


As I was thinking of the word innocence, the word "sheltered" and "unworldly" came to mind. The idea of being unaware of what is going on around oneself. I instantly thought of the issue of migration. How I was unaware of the issue until recently with the Syrian crisis and my friend who fled from Myanmar. I had not realized it was an issue until I was about 10 years old and met Robert. Robert had fled Myanmar to Bangladesh to escape from persecution. Yet, after being deprived of a job in Bangladesh, he left to Thailand seeking a new life for himself. After hearing of his risky journey he went through-swimming across rivers and hiding in behind engines in trucks. I realized the major crisis of migration which I want to depict in my piece.

SOURCES: <http://myanmarhopes.eu/>  
<http://www.sharav.com/2012/04/04/100-days-of-open-border-refugee-jacket-government-highlights-refugee-crisis/50716>

## Day 12-20 Paint Your Final Work

- Demonstrate new skills and communicate an idea about your theme
- The meaning will come from the type of gesture/mark and imagery and materials. Personal connection you have to the content should be expressed.
- Take pics every-so-often (3-4), print thumbnail size pics in color, post in workbook, and make a quick note on what is occurring in the picture – use specialist vocabulary whenever appropriate.



Friday March 2nd

Reflection In PP

(1pg in WB)

Reflect on final outcomes and include a picture of the final work. You should explain (defend) your skill development and the new understanding about your theme. Use specialist vocabulary for a higher score.

Monday March 5th Critique

- Task – write down the audiences' feedback on techniques and concepts