

K - Act. 21: Claude Monet Seasonal Painting

Summary

Students will create a seasonal painting in "Claude Monet's" style.

Materials

a variety of Claude Monet prints
9x12" sheet of white art paper for each student
paint brush for each student
tempera paint of the following colors: blue, brown, white, green, red, orange and pink (may be altered according to the season chosen)
paper plates
water
containers

Additional Resources

Claude Monet: Sunshine and Waterlilies

by True Kelley

Monet by Mike Venezia

Katie Meets the Impressionists by James Mayhew

Background for Teachers

Over a period of time, present to the class a variety of art prints by Claude Monet (half price calendars are a great source for prints). Particularly notice and discuss Monet's fascination with light and how it changes the whole look of the same landscape. Monet has several series of paintings in which he paints the same landscape or scene at various times of the year (seasons) and/or during various times of the day. These include haystacks, Notre Dame, poplars, water lilies, etc.

As the students observe the artwork, point out how Monet used colors to let the observer know each painting was completed at a different times of the year (for example, he uses reds and oranges to show the fall season, and blues and whites to show the winter season). Also notice Monet's style of painting which includes his use of large brush strokes, blobs of paint on the canvas, and indistinct features of scenes.

Depending on each individual circumstance, the teacher may choose one of the following ways to organize the painting process:

Divide the class into four groups, each assigned to paint one season (summer, fall, winter, or spring).

Allow students to choose which season they would like to represent in their painting.

Have the whole class complete a painting representing only one season chosen by the teacher.

Intended Learning Outcomes

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3. Demonstrate responsible emotional and cognitive behaviors.

5. Understand and use basic concepts and skills.

6. Communicate clearly in oral, artistic, written and nonverbal form.

Process Skills

Description, form conclusions

Instructional Procedures

Invitation to Learn

Remind the students of the art prints by Claude Monet previously viewed and discussed. Tell them that they will be making their own “Claude Monet” painting of a season today. Ask them to think in their minds about the season they will be painting and the style of Monet’s artwork.

Instructional Procedures:

Demonstrate to the students how Monet painted using large brush strokes and an almost careless approach to his painting. Show the students on a piece of paper how to use the paintbrush to obtain a Monet-like painting with large blots of paint.

Students use blue paint to complete the sky and brown, green, or white paint (depending on the season) to create the ground. Encourage the students to make sure the sky and ground meet. There should be no white space in between the ground and the sky. Allow that portion of the painting to dry completely.

Students use brown paint to create a tree in the center of the page. Allow it to dry.

Students use their knowledge of colors apparent in each season to complete the painting (e.g. pink trees for spring blossoms, white or bare trees for winter, green trees for summer, and red, yellow, and orange trees for fall). Allow it to dry.

Students may also want to add “blobs” of white and yellow in the sky to represent clouds and sunshine. Flowers or leaves may be added to summer, spring, and fall paintings. Allow the paintings to dry.

Have students title their paintings and share them with others.

Extensions

Possible Extensions/Adaptations

This activity may be done several times throughout the year. Each time this activity is completed, a different season may be represented. This is especially effective if the season being painted is the season that is currently being experienced.

Family Connections

The students may share their knowledge of art styles and colors with their family by going to an art museum together. While there, they may notice the different art styles of the artists as well as their use of color to represent a variety of seasons, times of day, or feelings.

Assessment Plan

This activity may act as its own form of a summative assessment as the teacher observes the paint choices the students make as they are painting their trees. If students have been assigned a specific season to represent, the teacher may identify if the student appropriately creates the season. The titles given by the students may also indicate student understanding of identification of seasons. Paintings may be kept from the beginning until the end of the year in order to observe the development in the student’s fine motor skills and knowledge of the seasons.

Authors

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