

Learning Activities	Communication	Supporting Sites
<p>Topic: Travelling the worlds art galleries,</p> <p>What do you want students to know?</p> <ol style="list-style-type: none"> How to describe a piece of art using the key words How the elements create the atmosphere of the piece. The differences between pieces in two different periods. <p>What do you want them to produce to demonstrate learning?</p> <ol style="list-style-type: none"> Complete the worksheets and keep them for future work <p>Week 9 Learning Objective: To be able to look at art in a technical way, to know how the different elements of the piece create the atmosphere of the piece.</p> <p>Activities</p> <p>Task 1: Write out the key words and their meanings in terms of art. You may need to google this if you do not know the answers.</p> <p>Task 2: Take the virtual tour, pick out one painting from the Blue and Rose period and describe them using the key words listed. There will be questions to help you. If you can't take the virtual tour, pick one painting from each period from the selection below.</p> <p>Task 3: Complete the quiz questions on Picasso's Blue and Rose period. The information will be attached for you to read and answer the questions from.</p>	<p>Key Vocabulary (list 10 words per week)</p> <p>Line Tone Mood Shape Posture Expression Colour Shade Tint Background Foreground</p> <p>What would you like them to read?</p> <p>Worksheets below</p>	<p>https://boomers-daily.com/2020/04/08/art-virtual-exhibition-tour-of-picasso-and-paper-royal-academy/ Fast forward to 2mins, 8 mins</p> <p>http://www.museupicasso.bcn.cat/ca/colleccio/sales-de-la-colleccio/index_en.html Room 8</p> <p>Pause the tours so you can note down the titles of the paintings to work from.</p> <p>https://forms.office.com/Pages/ResponsePage.aspx?id=PtOz8mtJU0uapwR_9IM5EB0U4BSRTZF0uCMterik6q9UM0tMS01aRzhVN0NDWDZQRExNQ1hIRDRZMy4u online quizzes</p> <p>https://forms.office.com/Pages/ResponsePage.aspx?id=PtOz8mtJU0uapwR_9IM5EB0U4BSRTZF0uCMterik6q9UM1E3WVIGWjhVNVZXQ1k3RENEMEFFSEZXQS4u</p>

Over the last few weeks, you have been learning about Cubism, you will have been focusing on Picasso and should now know a little about his work, in particular his Blue and Rose Periods.

For this week, you will need to do a little travelling across from the Royal Academy in London to the Museu Picasso in Barcelona. To get there, follow the links above and the instructions. If you can't travel, pick one painting from the selection below.

Task 1: Write out the key words and their meanings in terms of art. You may need to google this if you do not know the answers.

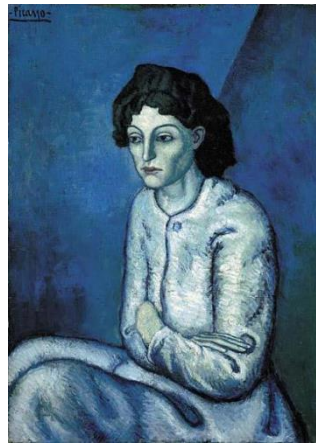
Task 2: Take the virtual tour, pick out one painting from the Blue and Rose period and describe them using the key words listed. There will be questions to help you. If you can't take the virtual tour, pick one painting from each period from the selection below.

Task 3: Complete the quiz questions on Picasso's Blue and Rose period. The information will be attached for you to read and answer the questions from. This quiz is also online. Only complete one as they are both the same.

Task 2: Blue Period (Pick one to describe)

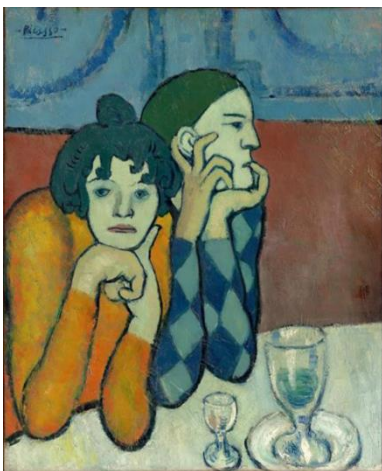


The Old Guitarist, 1903.



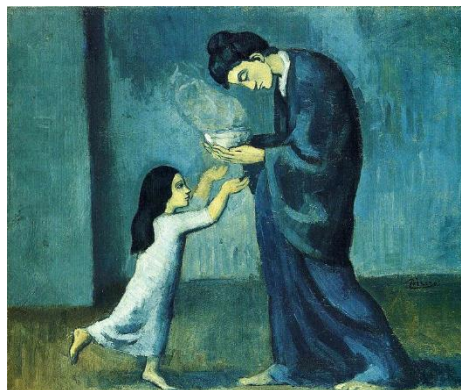
Femme aux Bras Croises (Woman with

Folded Arms), 1901-1902



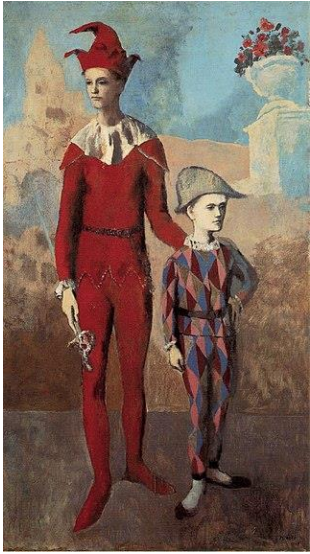
Les deux saltimbanques

(Harlequin and his Companion) 1901



La Soupe (The Soup) 1902-1903,

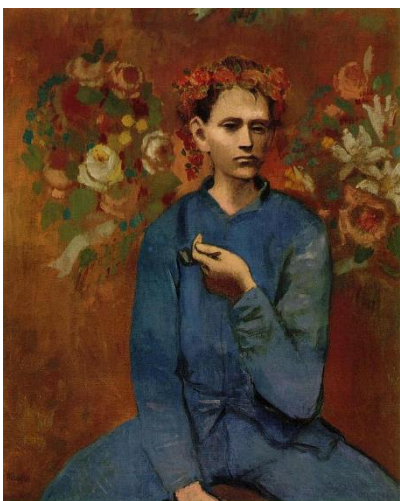
The Rose Period: Pick one to describe



1905, Acrobate et jeune Arlequin (Acrobat and Young Harlequin)



1905, Acrobat's Family with a Monkey (Famille au Singe)



1905, Garçon à la pipe, (Boy with a Pipe)

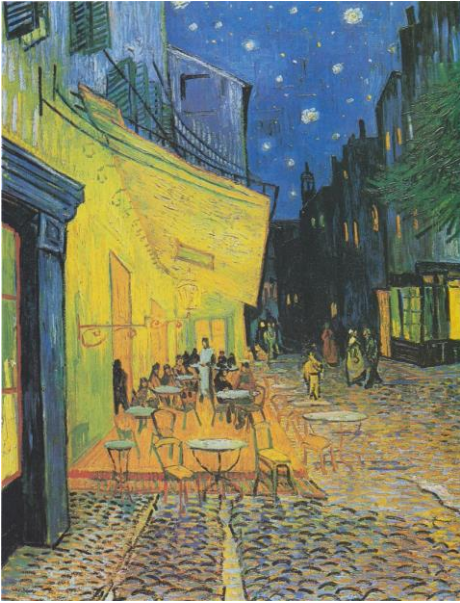


1905, Lady with a Fan (Femme à l'éventail)

Describing the paintings:

1. What type of lines are used? Straight, jagged, curved, harsh, bold, thin, soft, wavy, zigzag, confused, scribbled?
2. What type of colours are used? Light, bright, dark, muted, soft, bold, pastel, neon, primary, secondary, dirty, clean, warm, cold?
3. What type of shapes are used? Round, curved, bold, 3D, 2D, jagged, straight, geometric, harsh, soft?
4. What type of tone is used? Light, dark, shades of grey?
5. What is in the background?
6. Is texture created in the piece?
7. What is in the foreground?
8. If figures are the subject of the piece, how are they placed? What is their posture (body language) conveying? Do they have an expression on their face? Are they angry, happy, joyful, sad, melancholy, worried, anxious, mournful, in deep thought, playful?
9. What are the differences in both paintings from the different periods, that you have picked?
10. What do you like and not like about the paintings?
11. Why do you think Picasso used the people that he did to paint?
12. What do you think Picasso was feeling when he painted these works? What message do you think he was trying to get across to the viewer?
13. How do each of the paintings make you feel as a viewer?
14. Summarise using the key words how all these elements combined create the atmosphere of the piece.... How do the lines, tone, colour, subject etc create the atmosphere of the painting?

Example of how to describe a piece of work.



Café Terrace at Night 1888 Vincent van Gogh

This painting by Van Gogh uses soft lines to outline the main parts of the painting. They are hand drawn which makes them not completely straight. They are bold in colour but not overpowering.

The colours he has used are again, bold with the strongest, most eye-catching being yellow. This is contrasted with the dark blue of the sky. This creates a warmth within the painting, along with the orange glow of the café floor.

The shapes used are not harsh, the main shape being the oval of the tables and the trapezium of the café canopy.

Dark tones have been used but they do not overtake the warm tints of yellow and orange. The dark tones are used to create shadows in the scene. Which are punctured with the warm glows of orange from the windows. The lighter tints of blue and whites are used to show the viewer that this scene is not of a late night, but of dusk, just as the sun is setting.

In the foreground we can see empty tables ready to seat customers for an evening meal or drink. In the background we can see figures of people walking in the street. Some are seated at the tables. We can't see any faces, just their outline. This gives the perception of Van Gogh being far away from them when he painted this.

Texture is created by the use of short, curved lines in the foreground to show that the street is a cobbled street. Van Gogh uses blues, yellows and oranges to highlight this. He creates perspective by having longer lines in the foreground with darker tones, shorter lighter lines in the background.

As a viewer, I really like this painting. Overall it gives a relaxed, happy mood. This is a scene showing that the time of day is dusk which could be in the beginnings of spring when it is not too cold, but also not too hot. It is not uncomfortable to look at. I don't like the doorway in the foreground as my eye is drawn to it rather than the painting as a whole. However the painting is well balanced in that this dark doorway is diagonally opposite the shadowy background. Van Gogh creates this starry, relaxed, warm mood by his use of colour. Avoiding black but preferring darker tones of blues and greys. Soft curved lines rather than harsh jagged ones.

Task 3: Recap QUIZ

Read the information given on harlequins, Rose and Blue period and answer the questions.

Harlequin A conventional buffoon of the commedia dell'arte, traditionally presented in mask and parti-coloured tights.

2. A clown; a buffoon.

adj.

Having a pattern of brightly coloured diamond shapes.

The Blue Period of Picasso is the period between 1900 and 1904, when he painted essentially monochromatic paintings in shades of blue and blue-green, only occasionally warmed by other colours. These somber works, inspired by Spain but painted in Paris, are now some of his most popular works, although he had difficulty selling them at the time. Picasso settled in Paris in 1904, having spent a few difficult years with no fixed studio and little artistic success. While back in 1903, he had produced his Blue Period works, which seemed to reflect his experience of relative poverty and instability, depicting beggars, street urchins, the old and frail and the blind.

This period's starting point is uncertain; it may have begun in Spain in the spring of 1901, or in Paris in the second half of the year. In choosing austere colour and sometimes doleful subject matter - prostitutes, beggars and drunks are frequent subjects - Picasso was influenced by a journey through Spain and by the suicide of his friend Carlos Casagemas, who took his life at the L'Hippodrome Cafe in Paris, France by shooting himself in the right temple on February 17, 1901. Although Picasso himself later recalled, "I started painting in blue when I learned of Casagemas's death", art historian Helene Seckel has written: "While we might be right to retain this psychologizing justification, we ought not lose sight of the chronology of events: Picasso was not there when Casagemas committed suicide in Paris ... it was only in the fall that this dramatic event emerged in his painting, with several portraits of the deceased".

At this time Picasso was very open to artistic influences around him, and events of these years would have a major effect on his: the exhibition of Fauve works, particularly those of Henri Matisse. Picasso responded to the new avant-grade developments of the Fauve painters in Paris by exploring new directions himself, creating his ground-breaking style.

Picasso's depression didn't end with the beginning of his rose period, which succeeded the blue period and in which the colour pink dominates in many of his paintings. In fact, it lasted until the end of his cubist period (which followed the rose period) and only in the period thereafter, which was his neo-classicist period, did Picasso's work begin to show the playfulness that would remain a prominent feature of his work for the rest of his life. Picasso's contemporaries didn't even distinguish between a blue and a rose period but regarded the two as one single period.

Starting in the latter part of 1901 he painted several posthumous portraits of Casagemas, culminating in the gloomy allegorical painting *La Vie*, painted in 1903 and now in the Cleveland Museum of Art. The same mood pervades the well-known etching *The Frugal Repast* (1904), which depicts a blind man and a sighted woman, both emaciated, seated at a nearly bare table. Blindness is a recurrent theme in Picasso's works of this period,

also represented in *The Blindman's Meal* (1903, the Metropolitan Museum of Art) and in the portrait of *Celestina* (1903). Other frequent subjects include female nudes and mothers with children.

A significant influence on Picasso's blue period paintings was his visit to a woman's prison called St. Lazare in Paris, where nuns served as guards. *The Two Sisters* is an example of how Picasso used to mix daily reality with Christian iconography. The posture and gestures of the women were derived from the way artists depict the visitation, the colour blue symbolizing Mary, the Mother of God. The meeting, or visitation, refers to the meeting between Mary, Mother of God and the mother of John the Baptist.

An ever returning theme in Picasso's blue period (and also in his rose period) is the desolation of social outsiders, whether they be prisoners, beggars, circus people or poor or despairing people in general. Not only did this theme answer to his blue mood, but it also answered to the zeitgeist (the spirit of the time) of the artistic and intellectual avant-garde at the beginning of the twentieth century.

The Rose Period of Picasso lasted from 1904 to 1906 This period signifies the time when the style of Pablo Picasso's painting used cheerful orange and pink colours in contrast to the cool, somber tones of the previous Blue Period.

During these few years, Picasso was happy in his relationship with Fernande Olivier whom he had met in 1904 and this has been suggested as one of the possible reasons he changed his style of painting. Harlequins, circus performers and clowns appear frequently in the Rose Period and will populate Picasso's paintings at various stages through the rest of his long career.

While Pablo Picasso's Blue Period is far more popular with the general public today, his Rose Period is of greater art-historical importance. During his Rose Period, Pablo Picasso would, for the first time in his career, develop stylistic means that would become part of his Picasso Style, which made him the most important artist of the 20th century.

Then, in 1904, Picasso's work regains its romantic quality in a series of paintings in warmer colours, many of them in the colour pink. Picasso's Rose Period paintings still show resignation, but no mourning and while his Blue Period paintings seem to serve to express Picasso's sorrow, his Rose Period style begins to lead a life of its own, in the artistic spirit of his time: it's not the subject and its content that matters most, but the painting itself. Picasso goes on to experiment in a style that renders his subjects anonymous, resulting in an artistic matrix of a person, rather than a person. See for instance *Seated Female Nude* (1905). The type of person is recognizable, not the person itself. The subject is characterized, not portrayed. This, although a step in the direction of abstract art, is not most important feature of Picasso's Rose Period.

Picasso's Rose period breakthrough consists in the fluency of line he was beginning to achieve in 1904. Although the painting *Family of Acrobats with Monkey* (1905) is quite classical in style, its line is as suggestive as Picasso's later, more abstract work. This subtlety of line is Picasso's unique contribution to expressionism. In general one can say that there is a trade-off between subtlety and expression, and the directness of expressionism seems crude to the classicist. During his career, Picasso would continue to explore how to combine expressionism with classicism, a process for which he laid the basis in his Rose Period.

In 1905, at the age of 24, Pablo Picasso painted *Boy with a Pipe* soon after settling in Montmartre, France. It is an oil-on-canvas painting, which depicts a local boy who regularly visited Picasso's Montmartre studio, holding a pipe in his left hand and wearing a garland of flowers.

The Rose Period marks the end of a development in which Picasso finds his style as a figurative painter. His years in Paris had made him absorb the French culture, replacing the earnestly of his Blue Period with Parisian elegance, see *Girl in a Chemise*, 1905. From his Rose Period on, Picasso would continue to produce figurative art occasionally, but it would never again be his main style.

Blue Period Quiz:

1. When was the Blue period supposed to have started and when was it supposed to have ended?
 - 1900-1904
 - 1990-1994
 - 1904-1906
2. What shades of colours were used during this period?
 - Blues, blue-greens
 - Reds, pinks
 - Black, white and greys
3. In what country was the period inspired by? In what country were the paintings produced?
 - Inspired by Greece, painted in England
 - Inspired by Spain, painted in Paris
 - Inspired by America, painted in Spain
4. What is the period supposed to reflect?
5. What subjects (people/main focus of the painting) were depicted in the paintings?
6. What was Picasso influenced by?
 - His childhood
 - His holiday to Russia
 - His journey through Spain and the death of a friend

7. Which art exhibition and what artist most influenced his style at this time?
 - The Fauves works and Henri Matisse
 - Impressionism and Van Gogh
 - Graffiti and Banksy

8. What was the 'ever returning theme' in Picassos Blue period?
 - Desolation of social outsiders, whether they be prisoners, beggars, circus people or poor or despairing people in general.
 - The portrayal of circus clowns making people laugh
 - How a building can change with the different lights of the day

9. Why do you think Picasso decided to paint these people?

10. How do the paintings make you feel? What emotions do they make you feel?

Rose Period Quiz:

1. When did the Rose period start and finish?
 - 2010 – 2020
 - 1904 – 1906
 - 1994 - 1996

2. What colours were used during this time?
 - Blues, Blue – greens
 - Purples, pinks, yellows
 - Oranges, pinks

3. What was significant in Picassos life during this time to influence his paintings?
 - His love of exotic food
 - His happiness with his paintings
 - His relationship with Fernande Olivier

4. How was this different to events in his life during the Blue period? What different emotions do you think he may have been feeling?

5. What are the main subjects (the main focus of the paintings) during this time?
 - The homeless, beggars, blind people, the poor, social outsiders
 - Circus animals
 - Harlequins, circus performers and clowns

6. How are these different to the subjects of the Blue period? What emotions do these subjects usually create?

7. What did Picasso develop during this time that is so important to art history?
 - His own 'Picasso' style of painting
 - A new paint colour
 - A 'How to paint' instruction book

8. What is the Blue period supposed to represent compared to the Rose period?
 - His 'blue mood'/depression v's his happy mood
 - How blue is a stronger colour than pink
 - Blue for the sky and sea v's pinks and oranges for sunsets

9. What did Picasso 'continue to explore' that 'would become the basis of the Rose period'?
 - Exploring Spain
 - How to combine expressive style art with classic style art
 - How to create the perfect shade of pink

10. How do the paintings of the Rose period make you feel? What emotions do they create?