Limitless Lines

National Core Visual Art Standards:
VA2: Organize and develop artistic ideas and work.
VA9: Apply criteria to evaluate artistic work.

Objective: Students will analyze one method of using line in a work of visual art. Students will synthesize what they learn in a short writing assignment.

About This Work: Thomas Diamanty communicates an unexpected idea using line. He divides the composition horizontally with a black line. Then he adds outlines representing clothing blowing in the breeze on a clothesline. By using line to simplify each form, he emphasizes the whimsy of a pair of legs hanging on the line.

Discussion: How does Thomas use line to show the three-dimensionality of fabric? (He uses lines to represent the folds in the fabric for each article of clothing.) How does this artwork play with your expectations of space? (Thomas uses outlines to show the clothing hanging in the foreground, so the background is visible throughout the scene. This flattens the space, compressing the scene.)

Write About Art: Identify another work of art in the exhibition that incorporates line. Write a paragraph about how the artist uses line to communicate an idea.

Character in Color

National Core Visual Art Standards:
VA8: Interpret intent and meaning in artistic work.
VA10: Relate personal experiences to make art.

Objective: Students will consider the relationship between color and mood in a work of art. Students will experiment by using a warm or cool color palette in their sketchbooks.

About This Work: Olga Brevnova develops the mood in this portrait through her use of color. The saturated warm colors in the face seem to glow against the saturated dark background. Olga models the paint to show the contours of the face. Highlights in the face accentuate the intensity of the subject’s gaze, while the shadows add a sense of drama.

Discussion: How does Olga use color in this composition? (She contrasts the rich warm colors of the subject’s face with the dark background.) How does color affect the mood in this painting? (The contrast between the warm colors and the dark background gives the painting a feeling of intensity.)

Write About Art: How can you use language to set the mood? Write a poem about this painting. Use vivid adjectives to capture the painting’s atmosphere. Remember: Show, don’t tell!

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Tangible Texture

National Core Visual Art Standards:
VA1: Generate and conceptualize artistic ideas and work.
VA5: Develop and refine artistic work for presentation.

Objective: Students will assess various methods of using texture to develop an artwork.

About This Work: So Young Jang uses texture to trick the viewer's eye by visually relating the texture of grass to the texture of feathers. Whether viewers see a landscape or a group of birds first, So Young's clever use of swirling textures invites viewers to look closer.

Discussion: What is the role of texture in this print? (The texture creates a visual comparison of two unrelated ideas.)

How does So Young create the illusion of both grass and feathers at the same time? (She stylizes the shapes of grass and feathers so a single texture resembles both.)

Write About Art: Write a paragraph discussing the ways in which So Young's print uses texture to surprise viewers.

Story Sequence

National Core Visual Art Standards:
VA6: Convey meaning through artistic work.
VA7: Perceive and analyze artistic work.

Objective: Students will draw conclusions about the narrative presented in an artwork. Students will develop their own methods of constructing a visual narrative.

About This Work: Arranging the story like the panels in a comic book, Madeline Hantzsch uses a graphic style to simplify the key points. The artist closely crops the second image, the point of conflict in the story, and uses a stark black and white color scheme to emphasize the importance of this moment in the sequence.

Discussion: How does Madeline communicate a story? (She arranges simplified graphic images sequentially to represent the four points in the narrative.)

How does the artist emphasize the moment of conflict in the story? (Madeline stresses the second image by using a black and white color scheme and close cropping.)

Sketchbook Starter: Identify an important even in your life. Develop a series of illustrations to tell the story.