

## Week 4- Abstract art

**Abstract art** is art that does not attempt to represent reality, but seeks to achieve its effect using shapes, forms, colors, and textures. Abstract art appeals more to the emotions and feelings. Abstract art can be representational and distorted or completely non-representational/non-objective – meaning it in no way tries to represent anything, but is purely concerned with formal qualities of art such as shape, color, texture, etc.

Russian painter Wassily Kandinsky (1866-1944) was a pioneer of abstract art. Kandinsky literally saw colors when he heard music, and he heard music when he painted. He used color, line, shape, and texture to create a rhythmic visual experience that evoked an emotional response. Not surprisingly, Kandinsky gave many of his paintings musical titles, such as *Composition* or *Improvisation*. His art is completely abstract: nonrepresentational/nonobjective. It doesn't represent anything. Instead, it is purely about color and shape. Here are a few examples:



*Composition VII*, 1913



*Composition IV*, 1911

Pablo Picasso, a Cubist artist from Spain, is a also great example for abstract art. His Cubist style was abstract, but still representational. The people are abstract with geometric shapes and odd colors. With Cubism, Picasso incorporated several view points of the person into a single image, creating an abstract portrait. Here are a few examples:



*Woman in Hat and Fur Collar, 1937*



*Woman With Hat Seated in Armchair, 1941*

## The Five Core Habits:

Practice the *Five Core Habits of Grammar* with art - NAMES (found on pgs. 18-19 in the Foundation Guide).

### 5 CORE HABITS



#### NAMING

1. What do you call this?
2. Where does this name come from?
3. Are there any other names for this?



#### ATTENDING

1. What are the parts of this?
2. Where do you usually see this?
3. What makes this special?



#### MEMORIZING

1. What would help you memorize this? An acronym, a song, a chant, a picture, etc.
2. What did you already know about this?



#### EXPRESSING

1. Could you draw a picture of this or write a song about it? Could you act it out?
2. How does this make you feel?



#### STORYTELLING

1. Can you tell me a story about this?
2. Can I tell you a story about this?

N names (name things specifically)

A attending (look and listen carefully. Also- taste, smell, touch. Compare things.)

M memorizing (soak up facts and ideas. Memorize facts and relations of things to recall, connect, and expand new ideas to older ones from past memorizations.)

E expressing (express ideas creatively- reciting, drawing, singing, dancing)

S storytelling (hear and tell stories)

You can practice the 5 core habits in this art project:

#### N – Names:

- What is abstract art?
- Name some qualities of abstract art

#### A – Attending

- Look carefully to the examples of abstract art
- Compare the shapes and colors used. How are they similar? How are they different? Does the use of color create a mood or feeling? Do the shapes or lines used give you any emotions?
- Does Kandinsky's art seem musical? Can you hear a dramatic Classical song when looking at it? What emotions does his art make you feel?
- When looking at Picasso's abstract Cubist portraits, what do you feel? How does he use shape and color? Does this create a more emotional portrait?

#### M – Memorize

- Memorize the qualities of abstract art

#### E – Express

- Express what you have learned about abstract art by creating your own abstract art.
- Express your thoughts and ideas about the art.
- Express your feelings about the examples of abstract art given above.

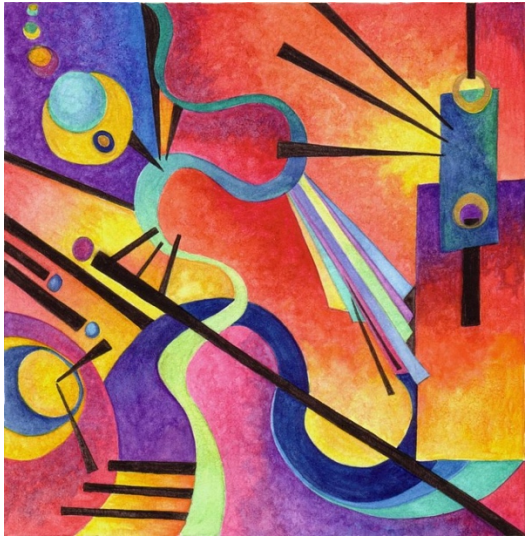
#### S – Story telling

- Imagine a story about the abstract paintings by Kandinsky and Picasso.
- Tell the story about the abstract art you created.

Student abstract art project:

Option #1:

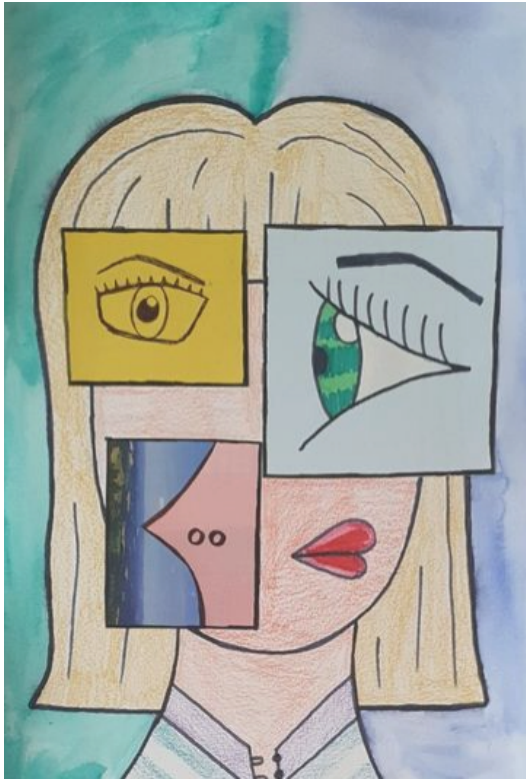
Have the students create their own purely abstract art like Kandinsky. You could even play some Classical music or jazz and they create to add to the experience. This could simply be a drawing with crayons or oil pastels to keep the process quick and simple. Or, if you have the time and materials, have them create a Kandinsky painting.



Option #2:

Have the students create their own abstract Cubism portrait in the style of Pablo Picasso. You can have them cut out geometric shapes with construction paper and glue them down. Then, they can draw different views of a face onto their paper.





Here is a fun game for selecting various views on facial features:

Roll a Picasso				
	Roll 1	Roll 2	Roll 3	Roll 4
1				
2				
3				
4				
5				
6				