

MoNA

Museum of Northwest Art

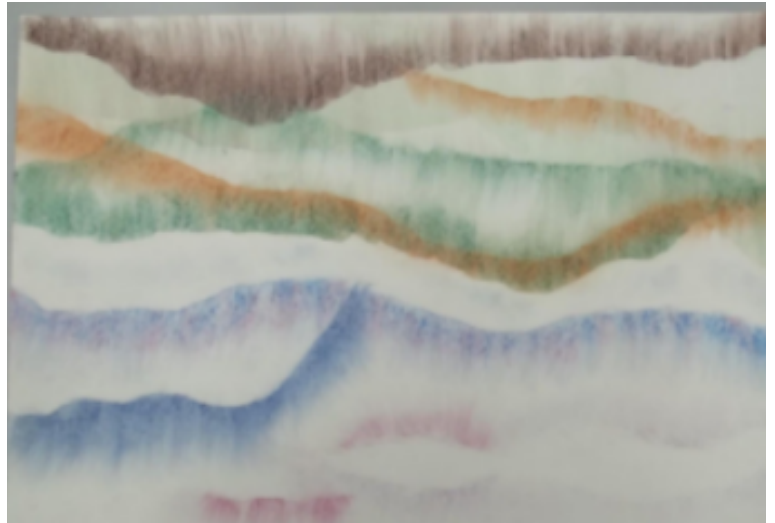
Age: First Grade through Eighth Grade

Lesson Duration: 35-45 Minutes

Subjects: Art & Biology

Found Line Landscapes Inspired by Paul Havas

A HANDS-ON ART ACTIVITY
DESIGNED BY MONA
EDUCATORS



Student Example

Image Source: Museum of Northwest Art

Materials

- Chalk pastels
- White drawing paper (a good size is 12 x 18" paper cut in half to 6 x 18")
- Butcher paper cut into approximately 12 x 18" rectangles
- Paper towels

Description

Students will create landscapes by overlapping and layering colored lines created from chalk pastel drawn over torn paper. Students will explore how lines and color can be used to create space and suggest recognizable forms in artwork. Paul Havas' artwork will be used for inspiration.

Instructions

1) Show students *Red Alder* by Paul Havas and engage in a Visual Thinking Strategies (VTS) discussion with them,

- VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS and more information on the artist are included at the end of this lesson.

2) Ask students to define a landscape or describe one.

4) Explain that students will be using lines and color to make their own landscape using chalk pastels.

5) Demonstrate the process of tearing the butcher paper, holding the torn paper against their white paper and using the side of the pastel to create a line where the torn paper meets the background. Show students how you can use paper towel to smear the chalk pastel on the paper.

6) Distribute materials and circulate as students begin to work.

Reflection

Invite students to share/describe their landscapes with each other. One possibility is through a gallery walk, or by sharing the types of landscapes/places each student has chosen to represent.

Note: It is best to try this project on your own first. It takes experimentation to figure out how to layer and blend the lines to achieve the right effect. The more familiar you are with the process the better equipped you will be to help your students.

Learning and State Standards

Fulfills **Washington State Arts Learning Standards:**

- **First Grade:** VA:Cr2.2.1 - Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- **Second Grade:** VA:Re7.1.2 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- **Third Grade:** VA:Cr3.1.3 - Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- **Fourth Grade:** VA:Cr2.1.4 - Explore and invent art-making techniques and approaches.
- **Fifth Grade:** VA:Cr2.1.5 - Experiment and develop skills in multiple art-making techniques and approaches through practice.
- **Sixth Grade:** VA:Cr2.1.6 - Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- **Seventh Grade:** VA:Cr2.1.7 - Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- **Eighth Grade:** VA:Cr2.1.8 - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

Relevant Vocabulary

- | | |
|-------------|------------|
| ✓ Landscape | ✓ Hill |
| ✓ Color | ✓ Water |
| ✓ Line | ✓ Ocean |
| ✓ Shape | ✓ Mountain |
| ✓ Form | ✓ Plateau |

About the Artist:

Paul Havas

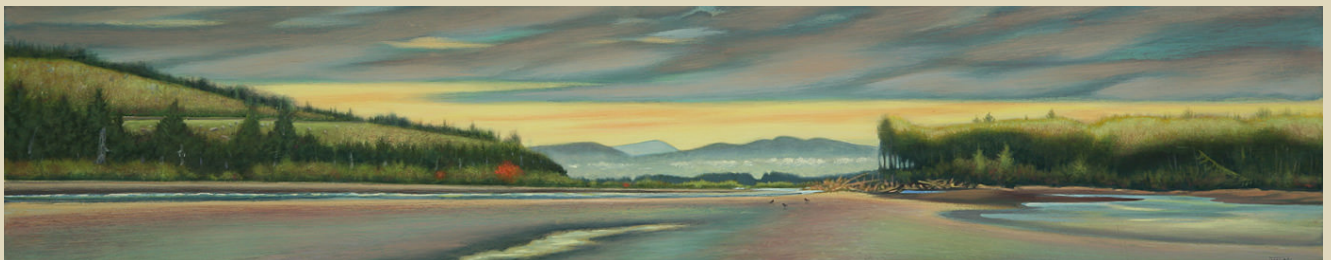
Paul Havas (1940-2012) was an American painter who was based in Seattle and known for his landscapes. Havas spent a lot of time in the wilderness, acting as an inspiration for his work. His landscape paintings combine tranquil simplicity and detailed depth, creating stunning scenes.



Above: Portrait of Paul Havas
Source: Wikipedia



Left: Paul Havas
Red Alder
2007, Oil on Canvas
Source: Woodside/Braseth Gallery



Below: Paul Havas
Hoh River Braid
2007, Oil on Canvas
Source: Woodside/Braseth Gallery

Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?

What do you see that makes you say...?

What more can you find?

Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: www.monamuseum.org/resources-for-educators



Red Alder

Source: Woodside / Braseth Gallery



Down River

Source: Woodside / Braseth Gallery



Farmfield of the Skagit

Source: Woodside / Braseth Gallery