



Albert Bierstadt (1830-1902)
Seal Rock, ca. 1872-87
Oil on canvas
Alix W. Stanley Fund (1962.14)
New Britain Museum of American Art

Art Bones: Connecting the Elements of Art

Discovering the elements of art and design at the NBMAA

Tour Preparation Packet for Teachers Grades K-5

NEW BRITAIN MUSEUM OF AMERICAN ART
56 Lexington St. | New Britain, CT | 06052 | nbmaa.org

About the Museum



The New Britain Museum of American Art's founding in 1903 entitles the institution to be designated the first museum of strictly American art in the country. That year, a \$20,000 gift of gold bonds to the museum's former parent, the New Britain Institute, from industrialist John Butler Talcott, created funds to purchase "modern oil paintings." Subsequent purchases, with advice from New York museums and galleries, further defined "modern" to mean American works of art, now numbering more than 8,300. With particular strengths in colonial portraiture, the Hudson River School, American Impressionism, and the Ash Can School, not to mention the important mural series *The Arts of Life in America* by Thomas Hart Benton, the museum relies heavily on its permanent collection for exhibitions and programming, yet also displays a significant number of borrowed shows and work by emerging artists. The singular focus on American art and its panoramic view of American artistic achievement make the New Britain Museum of American Art a significant teaching resource available to the local, regional, and national public.

About this Resource

This resource has been designed to help teachers prepare students in grades K-5 to visit a public art museum where they will view and discuss works of art in Museum galleries and create personal works of art.

Students will learn how to look at artworks by searching for the elements of art that artists use to capture the world around them, including shape, color, texture, line, form, value, and space. Images to be explored may include works of art from the Colonial Period, the Hudson River School, Impressionism, and 20th-century masterpieces.

Teachers may use this presentation to show artworks to students while introducing terms and questions designed to promote discovery and description.

How to use this Resource

- Use it to prepare students before a visit to the NBMAA.
- Use it as a virtual visit in place of a visit to the NBMAA.
- Use it as a post-visit review.

What's in this Resource Packet?

- Tour objectives are on page 4.
- Vocabulary and terms to be covered are on page 5.
- Selected artworks are on pages 6-20.
- Post-visit activities are on pages 21-24.
- Content Standards are on pages 25 and 26.
- See related art activity, Make a Cityscape, to make in classroom or at home
- See related terms with definitions on separate PDFs.

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What are the objectives of this tour?

Students will have the opportunity to:

Discover that museums and NBMAA are resources for learning about American art, history and culture;

View works of art from different historical periods, media and styles;

Describe and analyze visual characteristics of works of art **using visual art terminology;**

identify the different ways visual characteristics are used to convey ideas;

Identify various purposes for creating works of art;

Recognize that there are different responses to works of art;

Describe their **personal responses** to specific works of art using visual art terminology;

Make connections between the visual arts, other disciplines and daily life;

Use the elements of art and principles of design to communicate ideas in making a personal work of art.

What will this tour cover?

Students will view a variety of artworks from different periods and styles, and participate in analysis, discussion, and interpretation with docents, classmates, and teachers. Discussion will include:

Stylistic Categories

Portraits
Still life
Genre paintings
Landscapes
Seascapes
Cityscapes
Illustration
Impressionist painting
Murals
Abstract art
Collage
Photography
Sculpture
Benches

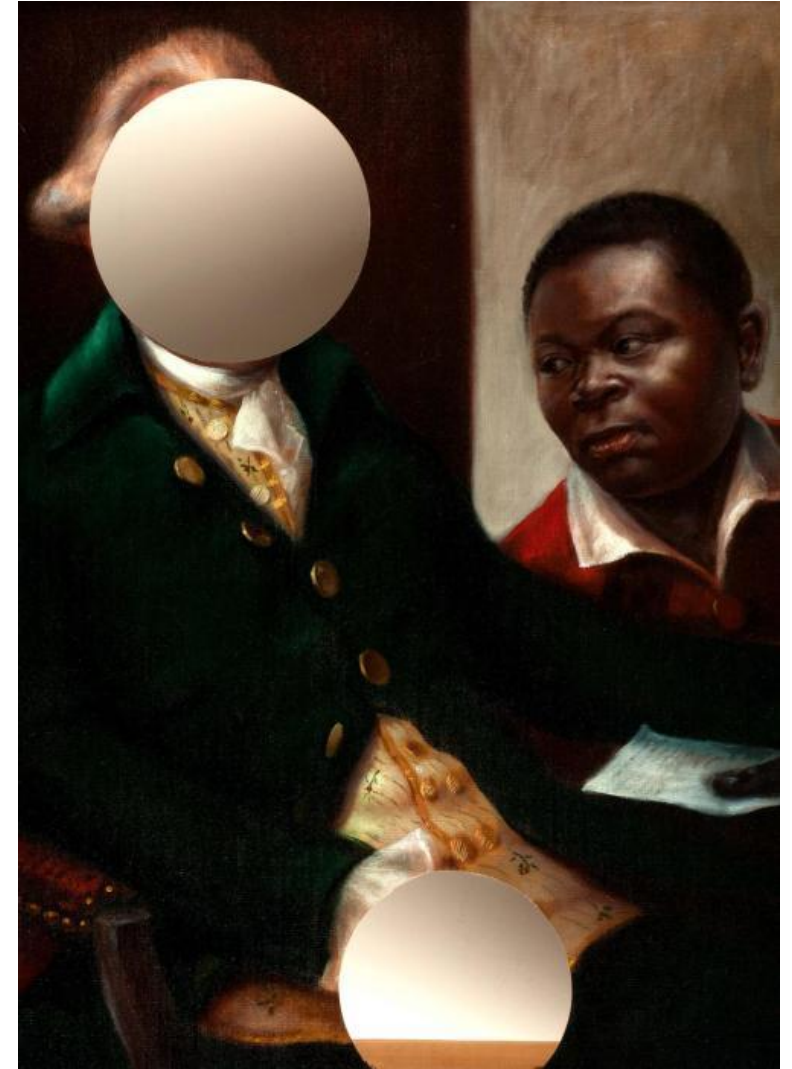
Terms

Abstract
Collage
Gallery
Landscape
Portrait
Seascape
Cityscape
Impressionism
Murals
Museum
Still life
Abstraction
Realism
Sculpture

Portraits



Ralph Earl (American, 1751 – 1801)
Gentleman with Attendant
Ca. 1785-88
Oil on canvas
Harriet Russell Stanley Fund (1948.6)



Titus Kaphar (b. 1976)
Jaavon & the Unknown Gentleman, 2011
Oil on canvas
Director's Discretionary Purchase Fund (2011.60)

Still Life



Raphaelle Peale, American (1774-1825)
Bowl of Peaches, 1816
Oil on wood panel
12 5/8 x 19 1/4 in.
Harriet Russell Stanley Fund (1961.01)

Genre



William Sidney Mount
At the Well, 1848
Oil on card mounted on wood panel
20 7/8 x 15 3/8
Harriet Russell Stanley Fund (1946.25)

Landscape Painting



Frederic Edwin Church (American, 1826 – 1900)
West Rock, New Haven, 1849
Oil on canvas
John Butler Talcott Fund (1950.10)

Seascape

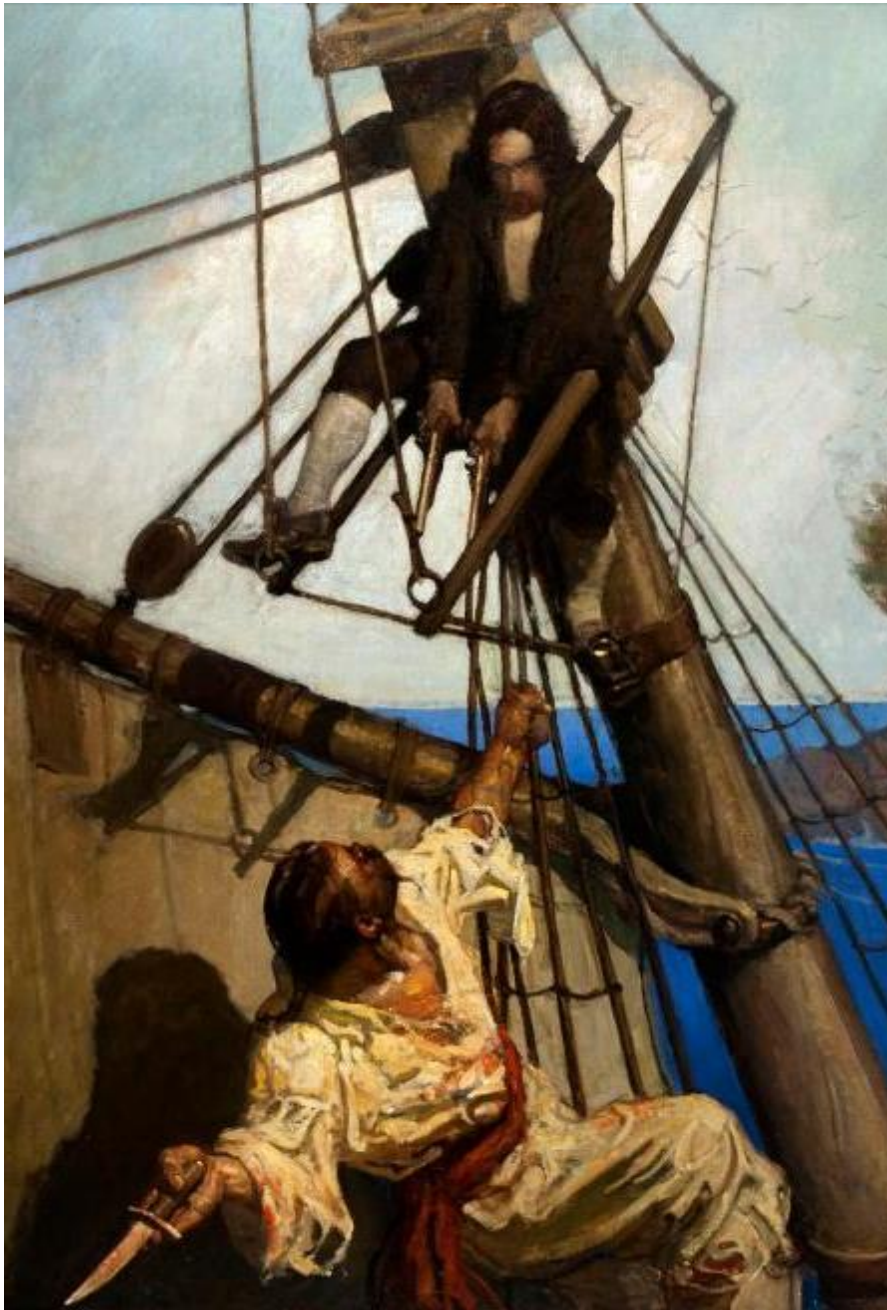


Albert Bierstadt (1830-1902)
Seal Rock, ca. 1872-87
Oil on canvas
Alix W. Stanley Fund (1962.14)

Impressionism



Childe Hassam (American, 1859 – 1935)
Le Jour du Grand Prix, 1887
Oil on canvas
Grace Judd Landers Fund (1943.14)



Illustration

N.C. Wyeth (American, 1882 – 1945)
"One more step, Mr. Hands," said I, "and I'll blow your brains out!", 1911
Oil on canvas
Harriet Russell Stanley Fund (1953.18LIC)

Murals



Thomas Hart Benton (American, 1889-1975)
The Arts of Life in America: Arts of the South, 1932
 Egg tempera and oil glaze on lined
 Harriet Russell Stanley Fund (1953._2)



Thomas Hart Benton (American, 1889-1975)
The Arts of Life in America: Arts of the West, 1932
 Egg tempera and oil glaze on lined
 Harriet Russell Stanley Fund (1953.19)



Thomas Hart Benton (American, 1889-1975)
The Arts of Life in America: Arts of the West, 1932
 Egg tempera and oil glaze on lined
 Harriet Russell Stanley Fund (1953.21)



Thomas Hart Benton (American, 1889-1975)
The Arts of Life in America: Indian Arts, 1932
 Egg tempera and oil glaze on linen
 Harriet Russell Stanley Fund (1953.22)



Louise "Ouizi" Jones
Winter, Spring, Summer, Fall, 2019
Site-specific installation
Painting
Charles F. Smith Fund and the Howard Fromson
Endowment for Emerging Artists (2019.1)

Cityscape



Georgia O'Keeffe (American, 1887 - 1986)
East River from the 30th Story of Shelton Hotel, 1928
Oil on canvas
Stephen B. Lawrence Fund, (1958.09)

Collage



Romare Howard Bearden (1911 - 1988)
Early Morning, 1964
Collage on board
Friends Purchase Fund, (1985.1)

Photography



Cindy Sherman (American, b. 1954)
Untitled
2000
Cibachrome print
Members Purchase Fund, (2000.88)

Abstract Expressionism



Sam Francis, (1923 - 1994)

Yielding, 1982

Acrylic polymer on prepared paper

A. W. Stanley Fund, (1983.54)

Sculpture



Solon H. Borglum (American, 1868 - 1922)
Sioux Indian Buffalo Dance, 1902
Sculpture; Bronze, brown patina
Gift of the Solon H. Borglum Sculpture and
Education Fund, (1974.69)



Dale Chihuly, (American, b. 1941)
Blue and Beyond Blue
2000
Blown Glass, Steel
Stephen B. Lawrence Fund and
the following donors: Ann and
Bruce Bachmann in memory of
Rosamond and Sidney LeWitt Ann
Beha Architects Dr. Gerard E.
Bogucki and Mrs. Jayne DePole-
Bogucki Kenneth and Judith
Boudreau in memory of Helen P.
Warren The Rhoda and David
Chase Family Foundation Kathryn
and Thomas R. Cox, III Thomas C.
Flanigan and Jonathan E. Stone
Karl and Muriel Fleischmann
Robert and Francine Goldfarb
Douglas and Tita Hyland in
memory of Patricia and Samuel
Hyland and Alice and Keith Merrill
Dr. Richard L. and Nancy F. Judd
The Keeney Manufacturing Co.
Judie and Coleman Levy Henry
and Sharon Martin in memory of
Matthew Melanie and Bill McCue
Drs. Timothy McLaughlin and
Marian Kellner The Mitchell
Family Foundation Helen Ryan,
Patricia Farrell and Bill Farrell in
memory of Helen and Bill Farrell
Charles and Christine Shivery
David and Nancy Staub Robert
and Claudia Thesing Michael and
Florence Timura Vose Galleries of
Boston, Inc. , (2007.127)

Benches



Grizzly Bear Bench
***Judy Kensley McKie* (b. 1944)**
2002
Sculpture; cast bronze
In memory of J. Spencer Gould, (2005.47)

What? Why? Wow!!!

Working in small groups, ask students to choose a painting to view, answer the questions below, then share their findings with the class.

What?

What colors do you see?

What kinds of lines can you find?

What kinds of shapes can you find?

What new title would you give your painting?

Why?

Why do you think that artist painted this painting?

If you could change anything about the painting what would it be? Why?

Wow!

Does this painting make you say “Wow!” Why or why not?

What in the painting is worthy of a “wow?”

Play the Matching Game!
Draw a line to match the words below to the pictures.

sculpture



museum

abstract



still life

portrait



landscape

gallery



bench

Make your own Masterpiece!

What will you make?

A portrait?

A landscape?

A collage?

A seascape?

A bench?



Find and circle the following words in the puzzle to the right.

- abstract
- art
- color
- museum
- Impressionism
- sculpture
- collage
- realistic
- mural
- shape
- oil
- watercolor
- limner

C	O	L	O	R	B	D	N	J	E	G	Q	V	Z
A	C	O	F	I	Q	T	E	S	H	A	P	E	T
T	D	M	U	R	A	L	Q	W	X	Y	Z	B	N
D	P	E	F	S	C	U	L	P	T	U	R	E	X
A	B	S	T	R	A	C	T	W	Y	D	G	G	N
V	P	E	F	K	O	M	U	S	E	U	M	Q	X
X	C	O	L	L	A	G	E	Z	G	Y	O	P	R
B	D	N	I	J	K	L	I	M	N	E	R	J	K
V	H	X	O	I	L	W	T	N	K	Q	I	J	N
I	M	P	R	E	S	S	I	O	N	I	S	M	Z
H	K	Y	R	E	A	L	I	S	T	I	C	Y	B
Z	W	A	T	E	R	C	O	L	O	R	V	Q	T

Did you find all 13 words?

K-12 CONTENT STANDARD 2 Visual Arts: Elements And Principles: Students will understand and apply elements and organizational principles of art.

Educational experiences in grades K-4 will assure that students:

- a. identify the different ways visual characteristics are used to convey ideas
- b. describe how different expressive features, and ways of organizing them, cause different responses
- c. use the elements of art and principles of design to communicate ideas

Educational experiences in grades 5-8 will assure that students:

- a. use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas
- b. recognize and reflect on the effects of arranging visual characteristics in their own and others' work
- c. select and use the elements of art and principles of design to improve communication of their ideas

K-12 CONTENT STANDARD 4 Visual Arts: History And Cultures Students will understand the visual arts in relation to history and cultures.

Educational experiences in grades K-4 will assure that students:

- a. recognize that the visual arts have a history and different cultural purposes and meanings
- b. identify specific works of art as belonging to particular styles, cultures, times and places
- c. create art work that demonstrates understanding of how history or culture can influence visual art

Educational experiences in grades 5-8 will assure that students:

- a. know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- b. describe and place a variety of specific significant art objects by artist, style, and historical and cultural context
- c. analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

K-12 CONTENT STANDARD 5 Visual Arts: Analysis, Interpretation And Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Educational experiences in grades K-4 will assure that students:

- a. identify various purposes for creating works of art
- b. describe visual characteristics of works of art using visual art terminology
- c. recognize that there are different responses to specific works of art
- d. describe their personal responses to specific works of art using visual art terminology
- e. identify possible improvements in the process of creating their own work

Educational experiences in grades 5-8 will assure that students:

- a. compare and contrast purposes for creating works of art
- b. describe and analyze visual characteristics of works of art using visual art terminology
- c. compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures
- d. describe their own responses to, and interpretations of, specific works of art
- e. reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content)
- f. describe/analyze their own growth over time in relation to specific criteria

K-12 CONTENT STANDARD 6 Visual Arts: Connections

Students will make connections between the visual arts, other disciplines and daily life.

Educational experiences in grades K-4 will assure that students:

- a. identify connections between characteristics of the visual arts and other arts disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum
- c. describe how the visual arts are combined with other arts in multimedia work
- d. demonstrate understanding of how the visual arts are used in the world around us
- e. identify and recognize that visual works of art are produced by artisans and artists working in different cultures, times, and places

Educational experiences in grades 5-8 will assure that students:

- a. compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context
- b. describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.
- c. combine the visual arts with another art form to create coherent multimedia work
- d. apply visual arts knowledge and skills to solve problems common in daily life
- e. identify various careers that are available to artists