

# ***In search of Monet***

## **Stage 2–3**

**Subject matter:** places and spaces

**Forms:** drawing, painting, sculpture and 3D forms

**Duration:** 4-7 weeks

### **Image resources**

- Monet's paintings (series):  
Waterlilies  
Rouen Cathedral  
Haystacks  
Poplar trees

<http://www.ocaiw.com/monet1.htm>

<http://www.monetpaintings.com/monets-giverny-garden.html>

## **Outcomes and Indicators**

### **Making**

**VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing amongst aspects of subject matter.**

- talks about and thinks about intentions for artmaking in response to artworks by Monet
- represents the subjects of Monet's work as a means of understanding Impressionism.

**VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.**

- examines a range of concepts by exploring impressionist techniques in paintings, sculptures and 3-D forms.

### **Appreciating**

**VAS2.3 Acknowledges that artists make artworks for different reasons and that different interpretations are possible.**

- understands how artists have been inspired by and respond to their local environment
- observes how artists interpret a place at different times of day and of the year.

**VAS3.4 Communicates the ways in which subject matter is represented in artworks.**

- expresses opinions about how subject matter is represented and appreciates the skills involved to achieve particular effects
- identifies and describes different techniques in artworks and how these are employed in the representation of subject matter.

### **Unit overview:**

*In search of Monet* is presented as an adventure, a series of games where students imagine that they are taking a trip to France to find out about Monet and his work. Students create a trip diary, postcards, souvenir shop items such as T-shirts and shopping bags; a Monet exhibition and catalogue; and a quiz, exploring a range of forms and media.

The games employed in this imagined visit provide stimulus for reading and research. Students gain an understanding of the artist's life, work and intentions.

| Learning experiences   | Teaching notes   |
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| <p><b><u>Learning experience 1</u></b><br/> <b>Appreciating artworks by Monet</b></p> <p>The <i>Search for Monet</i> involves finding out about the life and work of Monet.</p> <p>Research the areas in France where Monet lived and worked (Paris and Le Havre). Collect information about cultural features and landmarks from the same places. Make or collect bus and museum tickets, photos, etc. and enter them into a class trip diary. Comment about experiences and responses to landmarks, like the L'Arc de Triomphe.</p> <p>View examples of Monet's paintings representing waterlilies, haystacks, poplar trees or the Rouen Cathedral series to show students investigations of different light and atmospheric conditions. Write a summary of the types of things that Monet painted (subject matter: places and spaces).</p> <p>Discuss Monet's use of colour and his interest in representing light and atmospheric conditions.<br/> <i>Why did Monet focus on outdoor scenes? Why did he paint several paintings of the same place at different times. (Refer to his Waterlilies, Haystacks, Poplar trees or Rouen Cathedral series). What types of colours did Monet use? What colours did he use in light areas as opposed to shadows? How did Monet apply paint onto the canvas?</i></p> | <p><b>Image resources</b></p> <ul style="list-style-type: none"> <li>• Monet's paintings (series)<br/> <i>Waterlilies</i><br/> <i>Rouen Cathedral</i><br/> <i>Haystacks</i><br/> <i>Poplar trees</i></li> </ul> <p>Students are given a summary of tasks for the unit of work:</p> <ul style="list-style-type: none"> <li>• a trip diary, based on an imaginary trip to France</li> <li>• a postcard</li> <li>• the recreation of a Monet exhibition</li> <li>• a souvenir shop</li> </ul> <p>Provide students with access to information through books and the Internet. They search via <i>Monet</i> or <i>French Impressionism</i>.</p> <p>The teacher provides a <i>Trip Book</i> and collects items from each student for entry. As items are set out students discuss their imagined experiences, recalling information from their reading.</p> <p>A discussion about Impressionist techniques could be aided by making charts with photographs depicting:</p> <ol style="list-style-type: none"> <li>a) different seasons and corresponding colours</li> <li>b) times of day demonstrating the different colours and atmospheric and light conditions.</li> </ol> |

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| <p><b><u>Learning experience 2</u></b><br/> <b>Appreciating and making artworks</b></p> <p>Recreate a Monet work to feature on a postcard to be sent home.</p> <p>Sketch one of the works from one of Monet's series (<i>Waterlilies, Haystacks, Poplar trees</i> or <i>Rouen Cathedral</i>) or make a photocopy of it from a book.</p> <p>Use washes of paint to colour it.</p> <p>Write a message on the reverse side stating where the work is, describing what the work is about and include a personal response to the work.</p>   | <p>Teachers could provide a template postcard with a black and white photocopy of a Monet work, formatted on the reverse side as a postcard for a written entry and address.</p>   |
| <p><b><u>Learning experience 3</u></b><br/> <b>Making paintings, sculptures and installations about Monet's artworks</b></p> <p>As part of the imagined trip, curate a Monet exhibition, reproducing works and collecting prints.</p> <p>The exhibition should have a theme such as Monet's representation of light in nature or a selection of his best-known works.</p> <p>Use a combination of 2D and 3D forms. The forms and techniques may also vary from those used by Monet.</p> <p>For an exhibition representing Monet's <i>Waterlilies</i> or the Japanese bridge, the entry to the exhibition could be an installation. It could be reproduced as a large work on calico or paper on a wall space or positioned in a corridor in the school.</p> <p>Map out the work on a large sheet of calico or paper using extended areas of wash (diluted paint) to represent the water. Work into the surface building it up with <i>pieces</i> of colour.</p> | <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• sheet or calico</li> <li>• crepe paper</li> <li>• acrylic paint</li> <li>• drawing materials.</li> </ul> <p>Learning experiences 3 and 4 could be a combined project with work submitted by all classes in the school and set up in an area in the hall or library.</p> |

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| <p>Adhere crepe paper flowers to the surface. Crepe paper reeds and creepers can be hung from the ceiling, as part of the work.</p> <p>A mock-up of the <i>Japanese Bridge</i> could be installed.<br/>Pot plants can be placed within the installation.<br/>Work as a group, regularly evaluating and adjusting the installation.</p> <p>Produce other works for the exhibition in various forms and media: drawings, paintings, small sculptures and prints.</p>   | <p>An upside down table can be used for the bridge with painted cardboard bridge railings attached.</p>   |
| <p><b><u>Learning experience 4</u></b><br/><b>Making drawings and paintings about Monet's artworks</b></p> <p>Make items for a souvenir shop as part of the exhibition.</p> <p>Research Monet's work and select examples suitable for reproducing on T-shirts, brown paper shopping bags, laminated place mats and coasters and card or board games.</p> <p>Use felt pens, fabric crayons or paints to reproduce works on the T-shirts.</p> <p><b>Appreciating Monet's artworks</b></p> <p>In groups, devise card and board games with questions and answers about Monet and his work.</p> | <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• T-shirts</li> <li>• brown paper bags</li> <li>• place mats</li> <li>• felt pens</li> <li>• fabric crayons</li> <li>• paints.</li> </ul> <p>All students could develop items for the souvenir shop.</p> <p>Laminated place mats can also be used as student work mats in art lessons.</p> <p>The T-shirts should be all cotton so that paint, pen or crayon can be fixed to the fabric. Place sheets of newspaper inside the shirt to prevent colour from seeping through.</p> <p>The questions and answers developed for the card games could also be used to assess students' knowledge.</p> <p><b>Note:</b> This unit can be adapted with students researching different artists or art movements.</p> |