



Grade Level: 5-12

Goals:

- Students will gain an awareness of important Oregon Artists
- Students will increase their understanding of different artistic processes.
- Students will analyze the relationship between an artist, his or her work, and the societies in which they have participated.

Themes:

- The artist as an individual
- The artist and society
- Art communicates ideas
- Artistic materials and processes

Curriculum Framework Emphasis:

- Social Sciences (Economics)
- The Arts
- Language Arts

Materials:

- Unlined sketchbooks
- Pencils (2B, 4B, 6B)
- Stretched canvases or heavy bond paper
- Acrylic paints (red, yellow, blue, white, black)
- Internet access

Images:

- *Dentley Hotel*
- *Night Club by the Bridge*
- *Yaquiun Red*
- *Sailors under Bridge*
- *Park Walters 1940s*

PAINTING IS MY LANGUAGE

"It is not something separate, but is the language that I deal in and look for and say. To try to transpose it into words doesn't work very well for what you are thinking about."

Jack McLarty

FOCUS QUESTIONS

While viewing the sketchbook section of the Jack McLarty video, note the following:

- What approach does McLarty take toward his sketchbooks?
- How does McLarty use images and words from his sketchbook?
- What are some ways a sketchbook might be useful to you?

While viewing the section of the video on the Image Gallery, note the following:

- How and why did the McLartys begin their gallery?
- How financially successful do you believe the gallery might have been?
- What are some non-financial benefits from having such a gallery?

ACTIVITIES

To be completed after viewing the video:

Part A – Drawing and Painting (4-6 class periods)

McLarty's sketchbook is full of notes as well as sketches of ideas to work on later. He states that it is important to paint what you know: "The observer has to bring what they have, to looking at the art." McLarty painted streets, steps, and images that pertained to Portland, as his landscape was the city.

1. Consider "What is your landscape"? Ask each student to keep a sketchbook for one week as they move around their neighborhood. The sketchbook should be a gathering of ideas that might be used later on for a more developed work. Include words as well as images that describe travel to/from school, neighborhoods, etc.
2. Look at the list of images by Jack McLarty in the left-hand sidebar of this lesson.
 - Discuss the *composition* of each piece. How does McLarty integrate various scenes or images from his own surroundings?
 - Discuss the concept of *unity* in each piece. What makes the piece work as a whole?
 - Discuss *color* used in each piece. Did McLarty repeat certain color schemes? What does the use of color make you feel about the picture?
3. Using the sketchbooks as reference material, ask the students to look at words and images within. Considering that language includes both visual aesthetics and linguistics, ask students to keep in mind the quote "Painting is my language" and think about which words and/or images would best identify their own language in describing their environment/community.
4. Keeping in mind composition, unity, and color, ask each student to sketch their idea for a final artwork that would communicate, in their language, their ideas of environment/community.
5. Choose the drawing that has achieved the composition, unity, and color that is preferred. Transfer the image onto the canvas, and use acrylic paints to complete the painting. If supplies are limited, use heavy bond paper instead of canvases.

VOCABULARY

composition

unity

color

ACTIVITIES CONTINUED

PART B – Economics and Education (90-120 minutes)

McLarty stated that for the *Image Gallery*, the “emphasis was on education and not the business end. We didn’t see it as something to bring in a lot of money, but educating the public that didn’t have much around.” Note in the video where McLarty’s wife states that in the first year they took \$25.00 per month for salary. In the second year they took \$50.00 per month for salary. Many tours for students were offered, and the McLarty’s always presented information about the artist they were exhibiting.

1. Using the internet, search for three galleries – one located in Portland, one located in Eastern Oregon, and one that is located in or near your own town. For each gallery, find out the range of prices for work sold, how long the gallery has been in existence, and how financially successful each gallery is.
2. Discuss/debate the benefits of having an organization for the value of education versus financial gain. What are the underlying values of each perspective? Compare and contrast the benefits of either a financially lucrative gallery or a gallery that is successful in educating the public about the art. Think about the benefit to the artists shown in the gallery. Choose an appropriate method for discussing the findings (small group debates, journal writing, whole class discussion, etc.)

REFLECTION

Hold a kind class critique. Hang the finished artwork around the room and ask students to comment on questions such as:

- Is there a sense of unity in this piece? Why or why not?
- What does this artwork say about the environment/community it is describing?
- What does the use of color communicate about mood?
- Does the composition of the piece work as a whole? Why or why not?

CONNECTIONS

After discussion in Activity 2, add a presentation component. Ask students to write a speech sharing their views on how they might approach opening an art gallery and whether they would prefer a financially lucrative approach or an educational approach. Ask students to read their work to the class.

EVALUATION

Keep the artwork as part of an art portfolio. Use art criteria that relate to composition, unity and color.

Visual Art Rubrics:

A rubric for comparing the novice to the advanced learner in visual art.

<http://www.wrsd.net/artsrubrics.htm>

A simple art rubric for assessing student’s artwork.

<http://www.goshen.edu/art/ed/rubric2.html>

A rubric for assessing students ability in art history, aesthetics, and art criticism.

<http://www.goshen.edu/art/ed/rubric3.html>

RESOURCES

Portland Art Dealers Association

<http://www.firstthursday.org/>

Oregon Gallery Guide (through *Oregon Arts Commission*)

<http://www.oregonartscommission.org/about/galleryguide.php>



“Dentley Hotel”