

Looking at William Moïse

Although easily adapted for other applications, this activity was developed for use with the following Museums by Mail program:

- *Watercolors by William Moïse* (MBM 6)
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Repetition and Variation

The manipulation of repetition and variation is one of the keys to the establishment of rhythm in both painting and music. In painting instead of notes one has shape, color and line to work with. It is obvious that constant repetition of the same note or same shape without variation will result in monotony. Variation without repetition will tend towards chaos. The rhythm of nature is filled with the constantly changing interplay of both.

-William S. Moïse

Talk about the various repetition and variation found in nature. Each tree, for example, has its own type of leaf and the leaves on each tree vary in size and color (newer leaves are lighter older leaves are darker). The shape is the repetition yet the color and size have the variation.

- A.** Create artwork that uses variation and repetition. Drawing or painting trees (or other natural object) concentrating on leaf shapes, and colors.
- B.** Study of one object: divide the paper into sections and in each draw or paint the object using a different color or technique.
- C.** Create an abstract drawing or painting concentrating on repeating patterns and shapes in an interesting way using variation.

Now You See It, Now You Don't

For a class problem, . . . I start the students off composing loosely . . . The students stand[ing] with their backs to the motif . . . have to turn to see the motif and then turn back around to paint... This [necessitates] a bit of mental and sensory juggling in which the sensory response to the motif is registered, instantly digested, then translated and expressed in relationship to what is happening on the canvas.

-William S. Moïse

The following activity enhances the students seeing skills:

A. Set up a still life or have the class go outside.

1. Have the students set up their drawing or painting supplies with their backs to the object(s) to be drawn or painted.
2. Let the students look at the object(s) to be drawn or painted for a limited amount of time, a few minutes, then turn and begin to draw or paint.
3. After a few minutes of drawing, (when the students seem to have drawn all they can remember) have them turn to face the object(s) again and repeat the process until they have a complete project.

B. It is a good idea to discuss with the students which areas they could and could not remember before they turn; see if any class pattern emerges (for example, details, or colors, most students could or could not remember). When the students turn around to observe again encourage them to look at those areas they missed. It might be useful to discuss why some things might stick in their mind while others do not. This can lead into discussions of artist intent, composition, value, and emphasis, etc.

Looking at William Moïse

Maine Learning Results: Visual and Performing Arts Standards

A. Disciplinary Literacy: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Pre-K-2

Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.

3-5

Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.

6-8

Students explain and compare different purposes of artists and their artwork, in the context of time and place.

9-Diploma

Students research and explain how art and artists reflect and influence culture and periods of time.

A2 Elements of Art and Principles of Design

Pre-K-2

Students identify features of composition.

- a. Identify Elements of Art: color, form, line, shape, space, texture, and value.
- b. Identify Principles of Design including pattern and balance.

3-5

Students describe features of composition.

- a. Describe Elements of Art: color, form, line, shape, space, texture, and value.
- b. Describe Principles of Design including balance, contrast, emphasis, movement, and pattern.

6-8

Students compare features of composition both within an art work and among art works.

- a. Compare Elements of Art: color, form, line, shape, space, texture, and value.
- b. Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

9-Diploma

Students evaluate all the features of composition.

- a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value.
- b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

A3 Media, Tools, Techniques, and Processes

Pre-K-2

Students name art media and associated tools, for multiple art forms and genres.

3-5

Students describe a variety of media and associated tools, techniques, and processes, for multiple art forms and genres.

6-8

Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.

9-Diploma

Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.

B. Creation, Performance, and Expression: Students create, express, and communicate through the art discipline.

B1 Media Skills

Pre-K-2

Students use basic media, tools and techniques to create original art works.

3-5

Students use a variety of media, tools, techniques, and processes to create original art works.

6-8

Students choose suitable media, tools, techniques, and processes to create original art works.

9-Diploma

Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.

B2 Composition Skills

Pre-K-2

Students use Elements Of Art and Principles Of Design to create original art works.

3-5

Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

6-8

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

9-Diploma

Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.

B3 Making Meaning

Pre-K-2

Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.

3-5

Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of media, tools, techniques, and processes.

6-8

Students create art works that communicate an individual point of view.

- a. Demonstrate skills in the use of media, tools, techniques, and processes.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings, and meanings.

9-Diploma

Students create a body of original art work.

- a. Demonstrate sophisticated use of media, tools, techniques, and processes.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings, and meanings.

C. Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

C1 Application of Creative Process

Pre-K-2

Students identify and demonstrate creative problem-solving skills.

- a. Improvise to solve problems in the performing arts.
- b. Imagine and share possible solutions to apply to challenges in creating art.

3-5

Students describe and apply steps of creative problem-solving.

- a. Identify problem.
- b. Define problem.
- c. Generate a variety of solutions.
- d. Implement solution(s).
- e. Evaluate solution(s).

6-8

Students describe and apply creative-thinking skills that are part of the creative problem-solving process.

- a. Fluency.
- b. Flexibility.
- c. Elaboration.
- d. Originality.
- e. Analysis.

9-Diploma

Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Pre-K-2

Students observe, listen to, describe and ask questions about art forms.

- a. Describe the art form by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.

- b. Ask questions about the art form to further understand how the artist created/performed the work of art.
- c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.

3-5

Students describe and compare art forms.

- a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.
- c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.

6-8

Students compare and analyze art forms.

- a. Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.
- c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
- d. Explain and compare different purposes of artists and art work in the context of time and place.

9-Diploma

Students analyze and evaluate art forms.

- a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.
- c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.
- d. Research and explain how art and artists reflect and shape their time and culture.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E5 Interpersonal Skills

Pre-K-2

Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

3-5

Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

6-8

Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

9-Diploma

Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.