

**Project Title:** Art History Discussion and Narrative

**Focus:** Beatrice Cuming, Saturday Night: New London, 1938, New London, CT

**Artist Biography:**

“Beatrice Cuming (1903-1975) was born in Brooklyn, studied art in Paris and lived in Tunisia before settling in New London, Connecticut in 1934. Cuming described her arrival in New London as a sort of accidental love story. One day she was taking a train and began to explore downtown. Supposedly she was so taken with the area, she never got back on the train! Her art flourished here due to the financial support from the federal government’s New Deal art programs. Cuming also taught art classes in New London Public Schools and at the Lyman Allyn Art Museum. A number of her paintings feature industrial landscapes from Electric Boat across the Thames River.”

*(Courtesy Lyman Allyn Art Museum Education Department)*

**Subject History:**

“This work depicts a crowded street during a summer weekend in a port city. A marquee announcing the 1935 Gary Cooper film *The Lives of the Bengal lancers* places this scene in a specific time. In the distance, the hip roof of H.H. Richardson’s Union Station is visible. In the crowded street scene, a sailor pulls imploringly on the hand of one young woman while he talks to another. Some faces appear ghoulish, some bodies distorted. Building on the social realism of New York’s Ashcan School, Cuming also adopted the edginess associated with that style. Her composition shows curious loners as well as convivial groups, mixing races, classes, and different ages grouped in an unaffected, unsentimental jumble.”

*(Courtesy Lyman Allyn Art Museum Education Department)*

**Task Description:** Students will break up into groups of four looking at the painting of Saturday Night: New London, by Beatrice Cuming projected on the promethean board. Each group will be given a list of the seven elements of art. They will identify the elements of art in the painting and analyze how Beatrice used them. Students will discuss the painting as a group and then will create their own narrative story about the image.

**Enduring Understanding:** Artists use seven basic elements to create art. Artists use personal experience and familiar places as motivation for painting and artwork.

**Essential Questions:**

- What is an element of art?
- What are the seven elements of art?
- What inspires artists?

**State Standards in Art: Check the standard that applies to project**

1. Students will understand, select and apply media, techniques and processes
2. \*Students will understand and apply elements and organizational principles of art
3. \*Students will consider, select and apply a range of subject matter, symbols and ideas
4. \*Students will understand the visual arts in relation to history and culture

5. \*Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work
  6. \*Students will make connections between visual arts, and other disciplines and daily life
- Waterford Public Schools Lesson Plan Visual Art, Grade 7, 8 (2)**

**Objectives:**

By using cooperative learning techniques, students will analyze painting technique using the elements of art. Students will integrate language arts by writing a narrative describing a painting.

**Materials:**

Reproduction of image mentioned above  
Pencil and paper

**Resources:**

Lyman Allyn Art Museum

**Knowledge and Skills:**

Working with a group, students will analyze the painting in terms of elements of art and use appropriate vocabulary. Students will use their imagination to create their narrative story as inspired by the painting.

**Interdisciplinary Connections:** The War Years: When did the United States become involved in the conflicts in Europe which became World War II. What is the connection of local history and the United States Navy? Who was H. H. Richardson and what kind of architecture did he create? Which building in this painting was designed by H. H. Richardson?

**Learning Plan:**

**Day 1:** Introduce the work of Beatrice Cumings and break up into groups. Students will receive a list a definitions of the elements of art and will collaborate to identify the elements of art and how they are demonstrated in Beatrice's art. Students will individually write narrative inspired by the above painting.

**Formative Assessment: Teacher discussion, Students' answering questions following discussion:**

- Clues in a Picture
- Find a Geometric Shape
- Note of Elements of Art

**Questions of Day :**

- What is an element of art?
- What are the seven elements of art?
- How did Beatrice use the seven elements of art:

**Summative Assessment:**

## Writing Rubric (Grade 8)

Waterford Public Schools    Lesson Plan Visual Art, Grade 7, 8    (3)

### Art Vocabulary:

#### *Elements of Art:*

**Color:** Color has three properties: Hue is the color itself. Value is the lightness or darkness of a color. Intensity is the brightness of a color or dullness of a color.

**Value:** Value is the lightness or darkness of anything. White is the lightest value. Black is the darkest.

**Line:** Here are some kinds of lines: diagonal, zig-zag, vertical, horizontal, curved or free form.

**Shape:** Shape has two dimensions: width and height. Here are some different shapes: triangle, rectangle, square, circle, oval and free form.

**Form:** Forms have 3-dimensions: height, width and depth. Perspective drawing is an example of illusion of depth on a two-dimensional surface.

**Texture:** Texture is the surface quality of an object. For example: shiny, rough, wet, fluffy and prickly.

**This lesson plan was created by Mary Hendrickson, April Brown, Karla Boguzes, Shelly Concasia, and Donna Gilberto during our P.L.C., January 16, 2009, held at the Lyman Allyn Art Museum, New London, CT. Thanks to Jane Seney, Director of Education for allowing this to happen and creating images for us to work with.**