

Education Online Professional Learning

MASTERS AND ELEMENTS SERIES

INSPIRED BY	Paul Klee	PRESENTED BY	Kylie Wickham
LEVELS	MIDDLE PRIMARY	Created: April 2018	Last Updated: April 2020

MODULE 4: *HOMAGE TO AD PARNASSUM 1932*

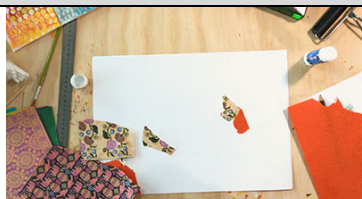
OVERVIEW

In this activity students will create a mixed media homage to Paul Klee's *Ad Parnassum* using a variety of materials, skills and methods in image construction.

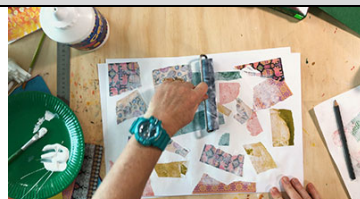


Student sample artwork

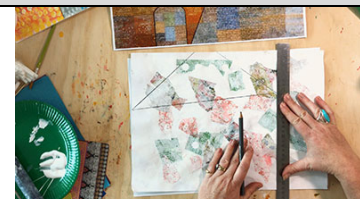
Thinking / Links / References:



STEP 1



STEP 3



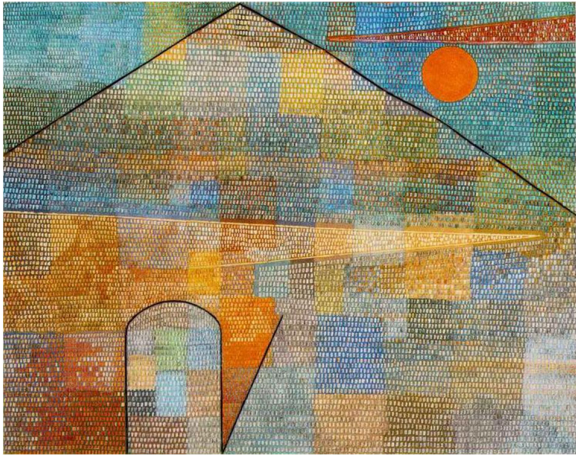
STEP 4



STEP 5



STEP 6

Resources, Materials and IT Requirements	ART Elements and Principles	Artist/Consultant Workshop Plan	Zart DREAMER Steps			
			Discuss & Research/ Experiment	Art Making	Exhibit	Response
			Victorian Curriculum Strands			
			Explore & Express	Visual Arts Practices	Present & Perform	Respond & Interpret
MODULE 4:						
	<ul style="list-style-type: none"> • Pattern • Colour • Shape 	<p>LEARNING OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyse Paul Klee's <i>AD PARNASSUM</i> in particular his use of a variety of materials, skills and methods in image construction. • Examine an example of Klee's <i>Ad Parnassum</i> painting. • Use a variety of materials, skills and methods in their own image construction. • Reflect on and share the creative process and expressive choices they made when creating their artwork.  <p>Ad Parnassum, Klee 1932</p>				

		<p>DISCUSS</p> <p>It was created while Klee was teaching at the <u>Dusseldorf Academy</u> following his trip to Egypt three years prior. The painting process consisted of first applying large squares of muted colour on un-primed canvas. Klee then stamped on smaller squares, first in white and then in other diluted colours. The composition is dominated by the shape of a pyramid outlined with stamped lines. The structure could also be interpreted as the roof of a house or a mountain and was likely inspired by the <u>Egyptian pyramids</u>, the <u>Niesen</u> that overlooks <u>Lake Thun</u> in the artist's home country, and the titular <u>Mount Parnassus</u>. Above the pyramid to the right is a bright orange circle that represents the sun.</p> <p><i>Ad Parnassum</i> was painted during a turning point in Klee's artistic style and is now considered a masterpiece in pointillism. An exhibition celebrating the work was presented at the <u>Zentrum Paul Klee</u> from June 2007 to May 2008.</p> <p>Develop questions to ask students:</p> <ol style="list-style-type: none">1. How was it made? (material & process/what did you do?)2. What do you see? (art language: art principles & elements)3. What does it mean? (deeper/higher order thinking)4. Is it good/do you like it? Why? (Personal response)				
<p>EQUIPMENT</p> <ul style="list-style-type: none">• Cartridge 130gsm A3• PVA Glue• A/S Gesso (or white paint)• Rubber Roller 100mm Soft• Zart Taklon Brush Dynamic Flat # 8• Ruler• Blackleads 2B & 6B• Portfolio Water-Soluble Oil Pastels• Zart School Colours Acrylic Paint: White, Cool Yellow, Cool Blue• Modelling Tools• Cover Paper 125gsm A4• Assorted Decorative Papers	<p>MAKING</p> <p>PART 1: BACKGROUNDS</p> <p>STEP 1 – Choose a variety of coloured papers and rip them into shapes about 3cm. Any shape is fine.</p> <p>STEP 2 – Using PVA glue (can be slightly watered down), students paint paper onto cartridge paper. Making sure there are no pieces sticking up.</p> <p>STEP 3 – Using white gesso make a thin layer over the glued shapes. To achieve this thin layer of paint use a brayer or hard roller. You have now created the background!</p> <p>PART 2: SHAPE AND DESIGN</p> <p>STEP 4 – Take a ruler and a pencil, and draw a large roof top shape, a side of house, window or door. If you want to create an arch use round objects to trace around.</p> <p>PART 3: APPLYING COLOUR</p> <p>STEP 5 – Using Portfolio water-soluble pastels, select colour and block in areas of the artwork. Apply a water-laden brush and watch the colour intensify. Continue until all areas are coloured.</p> <p>PART 4: SHAPE AND DESIGN</p> <p>STEP 6 – Now apply acrylic paint in a pattern format. Apply paint with fingers, paper filters or cotton buds.</p> <p>STEP 7 – Gently mix a little yellow into white, a little blue into white, and then the yellow and blue together, to create variety in the repetitive mark making.</p>					

	<p>EXHIBIT</p> <p>Mount on card for contrast and display.</p> <p>PRESENT AND REFLECT</p> <p>Students show their painting's and explain:</p> <ul style="list-style-type: none">• Which colours and shapes did you choose from for your painting and why did you choose them?• Which part of the activity was the most enjoyable?• Describe your painting in one word.• How did Paul Klee's painting of <i>Ad Parnassum</i> inspire the creation of your own painting?				
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Mapping to the Victorian Curriculum

Visual Arts Strands: Levels 3 and 4

Explore & Express ideas: Explore ideas and artworks from different cultures and times as inspiration to create visual artworks (VCAVAE025)

Visual Arts Practices: Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAVAV026)

Present and Perform: Explore different ways of displaying artworks to enhance their meaning for an audience (VCAVAP027)

Respond & Interpret: Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples (VCAVAR028)

The DREAMER Steps®

The step-by-step instructions in this document are offered to you – the teacher – as a guide, but if they are delivered word by word to your students, the outcome would be very uncreative. It is in this context that we introduce to you the DREAMER Steps® to teaching art. DREAMER stands for Discussion, Research, Experiment, Art Making, Exhibit and Response. DREAMER is our initiative to create a common language among teachers in art education. We hope it will stand the test of time and we would like to encourage you to use it in your art making classes.

The DREAMER Steps® should be undertaken with thoughtfully directed questions, so that the teacher challenges thinking and harnesses creative outcomes from each individual. "Teacher talk" – or more precisely "teacher questioning technique", plays a huge role in determining how students are encouraged to achieve their individual potential. Some activities are more challenging than others and so the teacher must know the students' skill levels and interests when choosing an activity to ensure teaching and learning is differentiated. Moreover, assessment should be ongoing throughout the learning experience, rather than just an evaluation of the final artwork.

Discussion	Research	Experiment	Art Making	Exhibit	Response
Discussion is the first DREAMER Step and it is initiated through questions that will encourage students to share their knowledge of a particular story or theme in response to the artist's artwork. Students share what they know and raise questions about what they want to know. E.g., What media did the artist use? What did the artist base the artwork on? This information will be used to create an artwork in response, along with the students' visual interpretation of the artist's work.	At this step, students find out answers to the questions they have asked. In the process of research, students may delve into other aspects of that topic. Students discover more about it and associated links that may take them in a completely different direction. They research and collate information about the artist and artwork, through library books, magazines and the Internet. Family and friends are sometimes a great resource to gain knowledge from. Based on their research, students build up a record of elements that might be incorporated into their own artworks.	Art making can be a multimedia exploration and there are techniques, skills and processes that have to be learned, such as, colour mixing, joining techniques of different media, printmaking, collage and construction, to achieve the desired results. Allow students time to experiment with a variety of media that are relevant to the artist's artwork.	The steps taken prior to Art Making will allow the students to make informed decisions about their artwork and provide them with the confidence to create a unique work of art. They must remember to respect the work of the artist, but the desired effect and the overall impression are in their hands. A technique, media and/or element is chosen. Students will present their own interpretations of what they see and know, and they will use their skills to convey this in their own work.	Exhibiting the artworks may take on a whole new meaning if the results of discussion, research and media experimentation are included. Visual Journals may record their findings and be worthy of viewing alongside the finished artwork. Some thought needs to be given to the exhibition space and the type of audience anticipated, for example, can the exhibition space be enhanced with draped fabric or boxes of varying heights on which to place any three-dimensional work? What information does the audience need to know? Should the artist's artwork, that the work is based on, be included in the display? Should acknowledgements be made of the artist?	Response to the student artwork should take on some form of self-assessment. The process should be discussed and through exchange of ideas and opinions, students may learn from their peers. Students might send images of their artwork to the artist or a gallery.

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PT419	Gesso 1ltr			
BR315	Zart Taklon Brush Dynamic Flat # 8 (15mm)			
PN050-2B	Basics Blackleads 20's 2B			
PN050-6B	Basics Blackleads 20's 6B			
PS071	Portfolio Water-Soluble Oil Pastels 24's			
PT210-**	Zart School Colours 2lt ** <small>(choose colour from the Zart website or catalogue)</small>			
PA129-AS	Cover Paper 125gsm A4 Assorted			
RL230	Ruler 30cm Steel			
AA280	Zart Glue Stick 35g			
RL040	EasyClean Rubber Roller 100mm			
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