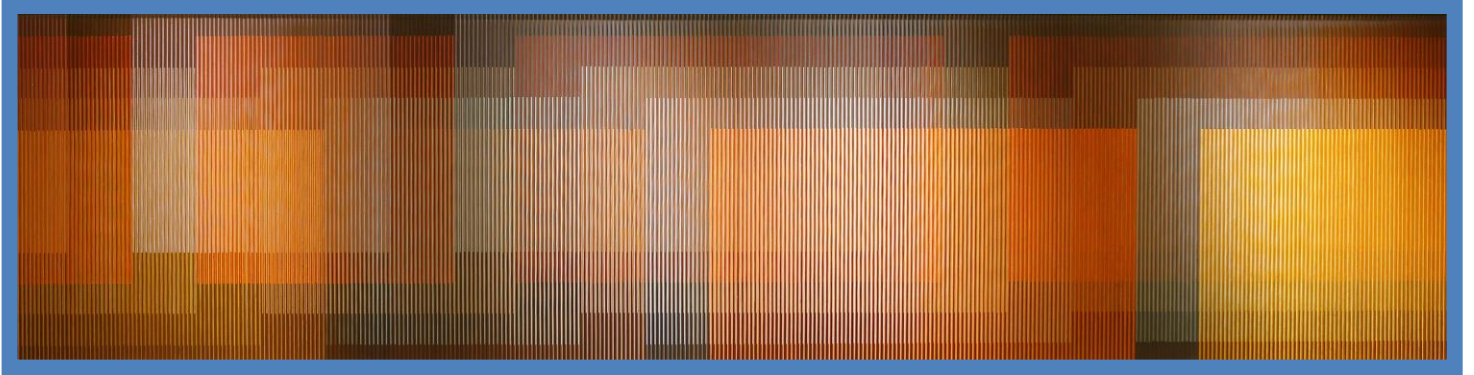


BOCA RATON MUSEUM OF ART



Carlos Cruz-Diez

Latin American, born in Caracas, Venezuela (1923-)

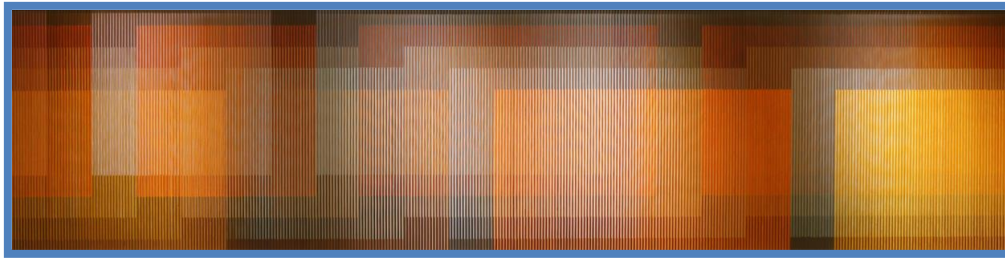
Psychromie No. 571, 1971

Acrylic, plastic and wood, 23 5/8 x 94 1/2 inches

Permanent Collection 1991.010

Gift of Mr. and Mrs. Arthur Steinman

BOCA RATON MUSEUM OF ART



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Visual Arts

Skill: critical analysis

Motivation: Museum trip

Materials: chart paper

Vocabulary: critical analysis, realistic, abstract, perspective, assemblage

Visual Arts Standards

- Grade K: VA.K.F.1.2/VA.K.H.1.1/VA.K.S.3.4
- Grade 1: VA.1.C.1.2/VA.1.C.2.1/VA.1.C.2.2/VA.1.C.3.1/VA.1.3.2/VA.1.H.1.1/VA.1.H.1.2/VA.1.H.2.1
- Grade 2: VA.2.C.1.2/VA.2.C.3.1/VA.2.C.3.2/VA.2.H.1.1/VA.2.H.2.1/VA.2.S.1.3/VA.2.S.1.4
- Grade 3: VA.3.C.1.2/VA.3.C.2.1/VA.3.C.2.2/VA.3.C.2.3/VA.3.C.3.2/VA.3.C.3.3/VA.3.H.1.1
- Grade 4: VA.4.C.1.1/VA.4.C.1.2/VA.4.C.2.2/VA.4.C.3.1/VA.4.S.1.4
- Grade 5: VA.5.C.1.2/VA.5.C.3.3/VA.5.S.1.4

Florida Standards

- Grade K: LAFS.K.RL.1.1/LAFS.K.RL.1.3/LAFS.K.RI.3.8/LAFS.K.W.1.1
- Grade 1: LAFS.1.RL.1.1/LAFS.1.RL.1.2/LAFS.1.RL.1.3/LAFS.1.RL.2.4/LAFS.1.RL.3.7/LAFS.1.W.1.1
- Grade 2: LAFS.2.RL.1.1/LAFS.2.RL.3.7/LAFS.2.RI.2.4/LAFS.2.RI.3.7/LAFS.2.W.1.1
- Grade 3: LAFS.3.RL.1.1/LAFS.3.RL.2.4/LAFS.3.RL.2.6/LAFS.3.RI.1.1/LAFS.3.RI.2.6/LAFS.3.W.1.1
- Grade 4: LAFS.4.RI.1.1/LAFS.4.RI.2.4/LAFS.4.RI.3.7/LAFS.4.L.3.6/LAFS.4.W.1.1
- Grade 5: LAFS.5.RI.1.2/LAFS.5.RI.2.4/LAFS.5.L.2.3/LAFS.5.L.3.6/LAFS.5.W.1.1

Aim: How can we describe the characteristics of *Physichromie No. 571* by Carlos Cruz-Diez?

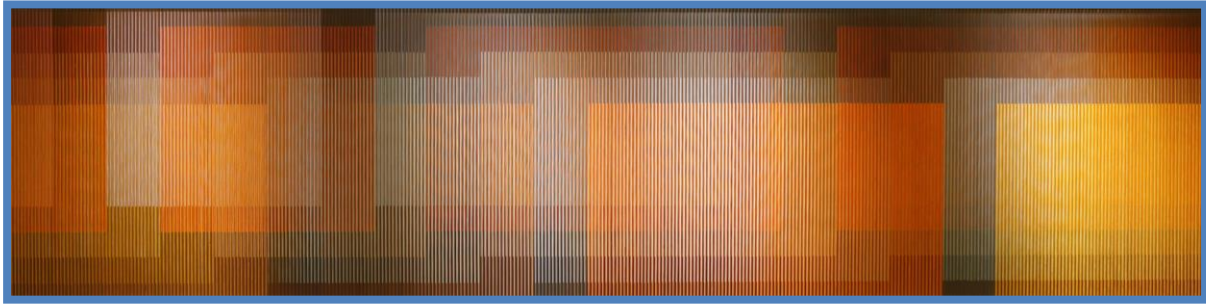
Procedure:

- Define and discuss critical analysis.
- Introduce or review the vocabulary
- Inform the students that the artist's birthplace is Caracas, Venezuela.
- Briefly discuss Venezuela with the class (location, climate, capital city).
- Discuss and explain the concepts of realistic art and abstract art.
- Is the assemblage more realistic or more abstract?
- Discuss the title (meaning, significance, etc.)
- Give the assemblage a new title and explain your reasoning.
- Ask the class to identify the shapes (rectangles, squares, circles).
- Is there motion or energy in the assemblage? Explain.
- Have the group describe the colors (bright, dull or warm or cool).
- Do the colors affect your mood in any way (cheerful, calm or not at all)?
- What kind of mood do you suppose the artist was in when he created this painting?
- Have the class describe the texture (smooth, bumpy, thick or thin).

Summary: Elicit critiques (I liked or disliked this assemblage because ...) record the responses

Follow Up: Write a paragraph explaining why you like or dislike abstract art?

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Physichromie No. 571, 1971

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Language Arts

Skill: Vocabulary - adjectives

Motivation: Museum trip

Materials: index cards

Vocabulary: adjective, noun, category

Florida Standards

- Grade K: LAFS.K.RL.2.4/LAFS.K.RL.2.5/LAFS.K.W.1.2
- Grade 1: LAFS.1.RL.1.1/LAFS.1.W.1.2
- Grade 2: LAFS.2.RL.1.1/LAFS.2.RL.2.4/LAFS.2.W.1.2
- Grade 3: LAFS.3.RI.2.4/LAFS.3.RL.1.1/LAFS.3.RL.3.7/LAFS.3.W.1.2
- Grade 4: LAFS.4.RI.2.4/LAFS.4.W.1.2
- Grade 5: LAFS.5.RI.2.4/LAFS.5.W.1.2

Aim: How do we use adjectives to describe *Physichromie No. 571* by Carlos Cruz-Diez?

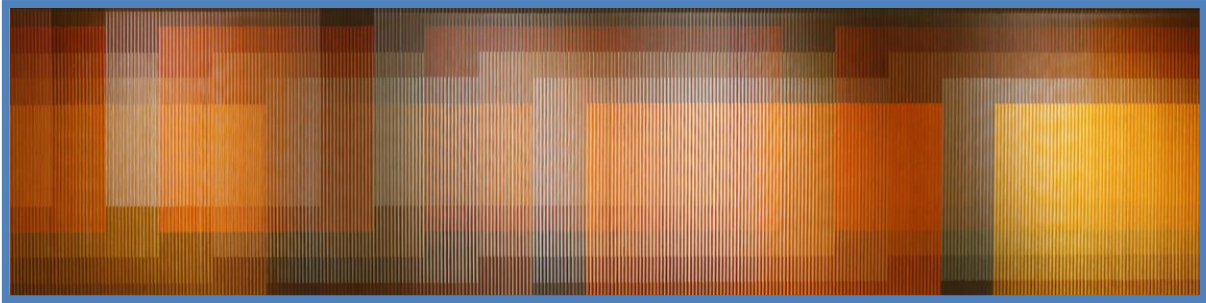
Procedure:

- Define adjectives: an adjective is a word that describes a noun.
- Review nouns: nouns are people, places or things.
- Give a few examples of adjectives and elicit a few more from the class.
- Introduce/review and discuss the vocabulary.
- Record the following elicited adjectives on index cards:
 - a) texture (smooth, rough, thick, soft or hard).
 - b) shapes (squares, rectangles, ovals).
 - c) colors (bright, dull, warm or cool).
 - d) moods evoked by the assemblage (happy, sad, playful or none at all.).
 - e) lines (straight, curvy or diagonal).
 - f) symmetry of the painting.
 - g) motion or energy (direction, intensity, etc.).
- Have the group classify the adjectives on the index cards into categories.

Summary: List adjectives that describe the classroom.

Follow Up: Write a paragraph describing a room in your house.

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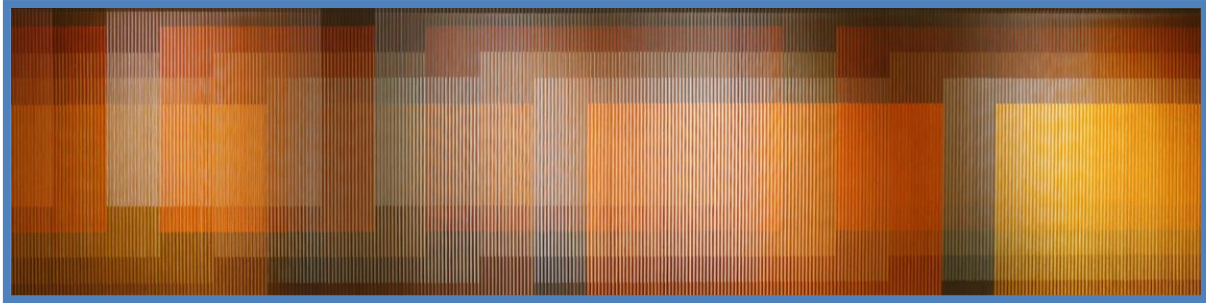
Creative/Journal Writing Suggestions

- Be an art critic and write a review of the assemblage for a newspaper.
- Would you recommend the work to a friend? Why or why not?
- Write a letter to the artist.
- Compose a jingle about the painting or the artist.
- Write a poem about the painting or the artist.
- Compile a list of questions to ask the artist during an interview.
- Explain why or why not you would like to see more of the artist's work.
- Describe the objects and the background in the painting; include shapes and color.
- Write a letter to a friend/relative describing the artwork.
- Describe and explain the emotions evoked in you by the painting.
- In which room of your house would you install this assemblage and why?
- Did the piece remind you of something or some place in your life?
- Would you change anything in the work? Add or remove anything?
- Change the title of the assemblage and explain the new name.
- Predict what the artist might create next.
- Pretend you are an art dealer; persuade a customer to purchase this assemblage.
- Use this image as its logo for a sports team, a business or a musical group.
- Use the assemblage in an advertisement to sell a product or a service.

Florida Standards

- Grade K: LAFS.K.W.1.1/LAFS.K.W.1.2
- Grade 1: LAFS.1.W.1.1/LAFS.1.W.3.8/LAFS.1.W.L.1.1/LAFS.1.L.3.4
- Grade 2: LAFS.2.W.1.1/LAFS.2.W.1.3/LAFS.2.W.3.8/LAFS.2.L.3.5
- Grade 3: LAFS.3.W.1.1/LAFS.3.W.1.2/LAFS.3.W.1.3/LAFS.3.W.3.8/LAFS.3.L.3.4
- Grade 4: LAFS.4.W.1.1/LAFS.4.W.1.2/LAFS.4.L.3.6
- Grade 5: LAFS.5.W.1.1/LAFS.5.W.1.2/LAFS.5.W.1.3/LAFS.5.L.3.4

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Math Suggestions

- Convert the inches into metric measurement.
- Find the area and the perimeter.
- Identify the angles observed.
- Describe and explain any observable patterns.
- Count the objects in the painting.
- Classify the numbers as even or odd.
- Have the students draw a rectangle with similar dimensions as the work.
- Identify and define the characteristics of the shapes observed in the creation.
- Estimate the weight of the work in both standard and metric measurement.
- Use non-standard measurement as a method to measure the piece (pencil, finger, hand).
- Estimate the amount of time it took for the artist to create this assemblage.
- Divide the assemblage diagonally and identify the two newly formed shapes.
- Calculate the elapsed time between the creation of the assemblage and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the artist's age at the time he completed the work of art; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the elapsed time between the birth of the artist and the present: convert the years into months, weeks, days, hours, minute and seconds.
- List objects that are approximately the same size as the painting.

Florida Standards

- Grade K: MAFS.K.MD.1.1/MAFS.K.MD.1.2/MAFS.K.G.1.2/MAFS.K.G.1.3/MAFS.K.G.2.4
- Grade 1: MAFS.1.MD.1.1/MAFS.1.G.1.1/MAFS.1.G.1.2/MAFS.1.G.1.3
- Grade 2: MAFS.2.OA.3.3/MAFS.2.NBT.2.5/MAFS.2.MD.1.1/MAFS.2.MD.1.3/MAFS.2.G.1.1
- Grade 3: MAFS.3.MD.1.2/MAFS.3.MD.3.5/MAFS.3.MD.3.7/MAFS.3.MD.4.8
- Grade 4: MAFS.4.NBT.2.4/MAFS.4.MD.1.1/MAFS.4.MD.1.3/MAFS.4.MD.3.5/MAFS.4.G.1.3
- Grade 5: MAFS.5.MD.1.1/MAFS.5.MD.3.3/MAFS.5.G.2.4