

BOCA RATON MUSEUM OF ART



Charles Demuth

American, born in Lancaster, Pennsylvania (1883-1935)

Apples with Plate, undated

Watercolor and graphite on paper, 12 x 18 inches

Permanent Collection 1989.106

The Dr. and Mrs. John J. Mayers Collection

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Visual Arts

Skill: critical analysis

Motivation: Museum trip

Materials: chart paper

Vocabulary: critical analysis, still-life, realistic, abstract

Visual Arts Standards Grades 6-8

VA.68.C.1.2/VA.68.C.1.3/VA.68.C.2/VA.68.C.3/VA.68.H.1/VA.68.H.2/VA.68.H.3/VA.68.O.1/VA.68.O.3

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.W.1.1/LAFS.6.RL.1.1/LAFS.6.RI.1.2
- Grade 7: LAFS.7.L.3.6/LAFS.7.W.1.1/LAFS.7.RI.1.1/LAFS.7.RI.1.2
- Grade 8: LAFS.8.L.3.6/LAFS.8.W.1.1/LAFS.8.RI.1.1/LAFS.8.RI.1.2

Aim: How can we describe the characteristics of *Apples with Plate* by Charles Demuth?

Procedure:

- Define and discuss critical analysis.
- Introduce or review the vocabulary.
- Discuss still-life painting. A still life is a painting featuring an arrangement of inanimate, everyday objects, whether natural objects (flowers, food, wine, etc.) or manufactured items (books, bottles, crockery, etc.).
- Inform the students that the artist was born in Lancaster, Pennsylvania.
- Elicit information about Pennsylvania from the class (location, climate, capital city).
- Discuss and explain the concepts of realistic and abstract art.
- Is the painting more realistic or more abstract?
- Ask the class to explain why an artist would paint a still-life.
- Why do you suppose the artist chose these particular objects?
- Have the group describe the colors (bright, dull, 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 still-life?
- Discuss the artwork in terms of angles.
- Ask for a description of the shapes (circles, rectangles, ovals).
- Have the class describe the lines (straight, wavy, diagonal).
- Elicit ideas for a still-life arrangement that would reflect the personality of the class.

Summary: Elicit critiques (I liked or disliked the still-life because ...); record the responses.

Follow Up: Make a list of items you would use in a still-life to tell something about your family.



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Language Arts

Skill: Vocabulary - adjectives

Motivation: Museum trip

Materials: index cards

Vocabulary: adjective, noun, texture, classify, categories

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.RL.1.1/LAFS.6.RL.1.2/LAFS.6.RI.1.2
- Grade 7: LAFS.7.L.3.6/LAFS.7.RI.1.1/LAFS.7.RL.1.2/LAFS.7.RI.1.2
- Grade 8: LAFS.8.L.3.6/LAFS.8.RI.1.1/LAFS.8.RL.1.2/LAFS.8.RI.1.1

Aim: How do we describe *Apples with Plate* by Charles Demuth?

I Can Statement: I can use adjectives to describe *Apples with Plate* by Charles Demuth.

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 (round, circles, jagged, etc.).
 - c) colors (bright, dull, warm or cool).
 - d) moods evoked by the painting (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.).
 - h) background (color, designs, shapes).
- Have the children classify the adjectives on the index cards into categories.

Summary: List adjectives describing the classroom.

Follow Up: Write five sentences describing a painting in your house or classroom.

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Creative/Journal Writing Suggestions

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

Florida Standards

- Grade 6: LAFS.6.W.1.1/LAFS.6.RI.2.6/LAFS.6.RL.1.1/LAFS.6.W.1.2
- Grade 7: LAFS.7.W.1.1/LAFS.7.RI.2.6/LAFS.7.RI.1.1/LAFS.7.W.1.2
- Grade 8: LAFS.8.W.1.1/LAFS.8.RI.2.6/LAFS.8.RI.1.1/LAFS.8.RL.1.2

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Math Suggestions

- Have the students draw a rectangle with the same dimensions as the work.
- Identify and define the characteristics of the shapes observed in the creation.
- Convert the inches into metric measurement.
- Convert the inches into non-standard measurement.
- Describe and explain any observable patterns.
- 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, hands).
- Estimate the amount of time it took for the artist to create this masterpiece.
- Find the area and the perimeter.
- Count the objects in the still-life.
- Calculate the elapsed time between the birth of the artist and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the elapsed time between the creation of the work of art and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the artist's age when he completed this image; convert the years into months, weeks, days, hours, minutes and seconds.
- Divide the painting diagonally and identify the two newly formed shapes.
- Identify the angles observed in the painting (including the frame).
- Classify the numbers as odd or even.
- List objects that have approximately the same dimensions as the painting.

Florida Standards

- Grade 6: MAFS.6.G.1.1/MAFS.6.G.1.3
- Grade 7: MAFS.7.G.1.3/MAFS.7.NS.1.3/MAFS.7.G.2.6/MAFS.7.G.1.2