

BOCA RATON MUSEUM OF ART



Bernard Fein Smith

American, born in Brooklyn, New York (1905-1969)

Belly Whopping, 1939

Watercolor on paper, 23 x 28 ¼ inches

Permanent Collection 2005.20.1

Gift of Dr. Leslie Fein Smith and Mrs. Adele Fein Smith Shore

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Visual Arts

Skill: critical analysis

Motivation: Museum trip

Materials: chart paper

Vocabulary: critical analysis, watercolor, realistic, abstract, belly whopping

Visual Arts Standards

VA.68.C.1.2/VA.68.C.1.3/VA.68.C.2.3/VA.68.C.2.4/VA.68.C.3.1/VA.68.C.3.3/VA.68.H.1.1

VA.68.H.1.3/VA.68.H.1.4/VA.68.H.3.1/VA.68.H.3.2/VA.68.O.3.2/VA.68.S.1.1

Florida Standards

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

Aim: How do we describe the characteristics of *Belly Whopping* by Bernard Fein Smith?

Procedure:

- Define and discuss critical analysis.
- Introduce or review the vocabulary
- Inform the students that the artist was born in Brooklyn, New York.
- Elicit information about the New York 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 for a description of the setting using clues from the scene (location, year, season).
- What is the first thing that pops out at you (snow, clothing, color)?
- Ask the children to point out what they see in the painting (people, snow, hills).
- Elicit explanations of what is happening in the scene.
- Do you detect any energy or motion (intensity, direction). Explain your answer.
- Have the group describe the colors (bright, dull or warm or cool).
- Do the colors affect your mood in any way (cheerful, calm or playful)?
- What kind of mood do you suppose the artist was in when he created this painting?
- Discuss the artwork in terms of lines (straight, curvy, or diagonal).
- Have the students describe the shapes (ovals, rectangles, cylinders).
- Is the painting symmetrical?
- Have the children describe the texture (smooth, bumpy, thick or thin).

Summary: Elicit critiques; I liked or disliked like this painting because ... record responses.

Follow Up: Write a few sentences describing your favorite part of the painting.

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Language Arts

Skill: Vocabulary - adjectives

Motivation: Museum trip

Materials: index cards

Vocabulary: adjective, noun, category, classify

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 use adjectives to describe *Belly Whopping* by Bernard Feinsmith?

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 (rectangles, circles, organic, geometric).
 - 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
 - g) setting (time of day, season, location).
 - h) energy or motion (direction, intensity).
- Have the children classify the adjectives on the index cards into categories.

Summary: Use five adjectives to describe the classroom.

Follow Up: Write five sentences describing family members or friends.

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Bernard Feinsohn

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Creative/Journal Writing Suggestions

- Describe the objects in the painting.
- Describe the setting (location, season, time of day).
- Be an art critic and write a review of the watercolor for a newspaper.
- Would you recommend the work to a friend? Why or why not?
- Write a letter to the artist or to the figures in the scene.
- 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.
- 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 painting 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?
- Write a narrative for the people in the scene.
- Change the title of the painting and explain the new name.
- Predict what the artist might create next.
- Pretend you are an art dealer; persuade a customer to purchase this painting.
- Compose a jingle about the painting or the artist.
- Create a poem about the painting or the artist.
- Use the painting as the logo for a sports team, a business or a musical group.
- Use the watercolor in an advertisement to sell a product or a business.

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

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Math Suggestions

- Find the area and the perimeter of the painting.
- Convert the inches into metric measurement.
- 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 the same dimensions as the work.
- Identify and define the characteristics of the shapes observed in the watercolor.
- 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 painting.
- Divide the painting diagonally and identify the two newly formed shapes.
- 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 watercolor; convert the years into months, weeks, days, hours, minutes and seconds.
- Explain why or why not the watercolor is symmetrical.
- List objects that are approximately the same size 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