

# BOCA RATON MUSEUM OF ART



**Jacques Martin-Ferrieres**

French, born in Saint-Paul, France (1893-1972)

*Gondoles á Venise*, 1924

Oil on canvas, 19 ½ x 25 ½ inches

Permanent Collection 2005.4.2

Gift of Dr. Stewart and Jane Perlow In memory of Freda Esikoff

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## Visual Arts

**Skill:** critical analysis

**Motivation:** A trip to the museum

**Materials:** personal connection worksheet

**Vocabulary:** critical analysis, seascape, realistic, abstract

## 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 *Gondoles á Venise* by Jacques Martin-Ferrieres?

## Procedure:

- Define and discuss critical analysis.
- Introduce or review the vocabulary.
- Point out that the artist was born in Saint-Paul, France.
- Elicit information about France from the class (location, capital city, language).
- Ask the class what this type of painting is called (seascape).
- Discuss the concepts of realistic and abstract art.
- Is the painting more realistic or more abstract? Explain.
- Describe and explain the mood that is evoked in you by this scene (calm, happy or sad).
- Have the children describe the colors (warm, cool, bright or dull).
- Do the colors affect your mood? Explain.
- What do you suppose was the artist's mood when he painted this seascape?
- Does the painting show motion? Describe that motion (direction, intensity).
- Describe the setting (time of day, season, location).
- Discuss texture and ask the children to describe what they see (smooth or bumpy).
- Ask the children to describe the shapes they see (ovals, organic or geometric)
- Ask for a description of the (straight, curvy, diagonal).

**Summary:** Elicit critiques (I liked or disliked the painting because ...)

**Follow up:** Have the class complete the personal connection worksheet describing what the painting reminds them of in their lives.

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## Language Arts

**Skill:** Vocabulary - adjectives

**Motivation:** Museum trip

**Materials:** index cards

**Vocabulary:** adjective, noun, category

## 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 *Gondoles á Venise* by Jacques Martin-Ferrieres?

## 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, triangular, angled, irregular).
  - c) colors (bright, dull, warm or cool).
  - d) moods evoked by the painting (happy, sad, playful or none at all.).
  - e) lines they observe (straight, curvy or diagonal).
  - f) symmetry of the painting.
  - g) setting (time of day, season, location, etc.).
  - h) energy or movement (intensity, direction, etc.).
- Have the children classify the adjectives on the index cards into categories.

**Summary:** Use five adjectives to describe the classroom or the school building.

**Follow Up:** Use adjectives to describe family members or friends.

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## Creative/Journal Writing Suggestions

- Write a review of the painting.
- Compose a jingle about the art work or about the artist.
- Would you recommend the work to a friend?
- Write a poem about the painting or about the artist.
- Write a letter to a friend/relative describing the painting.
- Describe the setting (time, place and season)?
- What emotions were evoked by the work of art and why?
- Did the painting remind you of something or some place in your life?
- Would you change anything in the work? Add or remove something?
- Predict what the artist might create next.
- Explain why or why not you would like to see more of the artist's work.
- In which room of your house would you install this painting and why?
- Give the painting a new title and explain the new name.
- Pretend you are an art dealer; persuade a customer to purchase the art work.
- Use the work of art in an advertisement to sell a product.
- Create a logo for a sports team using the scene in the painting.
- Choose a musical group that could be represented by this work of art.
- Compile a list of questions you would ask the artist during an interview.
- Be an art critic and write a review of the seascape for a newspaper.

## 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

- Find the area and the perimeter.
- Identify the angles observed in the scene.
- Describe and explain any observable patterns.
- Have the students draw a rectangle with the same dimensions as the work.
- Identify and define the characteristics of the shapes observed in the painting.
- Convert the inches into metric measurement.
- 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.
- 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.
- Divide the painting diagonally and identify the newly formed shapes.
- Count the objects in the painting.
- List objects that are approximately the same size as the painting.
- Classify the numbers as even or odd.
- Explain why or why not the painting is symmetrical.

## 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