

# BOCA RATON MUSEUM OF ART



## Anders Gisson

American, born in Brooklyn, New York (1921-2003)

### *Museum*, 1991

Oil on canvas, 16 x 20 inches

Permanent Collection 1992.147

Gift of Michael and Peggy Gourgourinis,

Galerie Mihalís on behalf of the Artist

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### Visual Arts

**Skill:** critical analysis

**Motivation:** museum trip

**Materials:** chart paper

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

### 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 do we describe the characteristics of the painting *Museum* by Anders Gisson?

### Procedure:

- Define and discuss critical analysis.
- Introduce or review the vocabulary.
- Point out that the artist was born in Brooklyn, New York.
- Elicit information about New York from the class (location, climate, capital city).
- Briefly discuss and explain the concepts of realistic and abstract art.
- Discuss whether the painting is more realistic or more abstract.
- Have the class describe the colors (pale, bold, dull, or bright).
- Ask what effect the colors have on their mood (cheerful, calm or none at all).
- Describe and explain the moods evoked in you by the painting.
- Have the group suggest what the artist's mood might have been when he painted the piece.
- Is the painting symmetrical? Explain.
- Have the students describe the texture (smooth, hard or soft).
- Ask the students to describe the lines (straight, curvy or diagonal).
- Describe the shapes (rectangles, squares or arcs).
- From which direction is the light shining? Observe the shadows.
- Have the group give a brief critique of the piece.

**Summary:** Elicit reasons for visiting a museum (record on a chart).

**Follow up:** Interview a family member and have them describe their favorite work of art or their favorite type of art (paintings, sculptures, drawings).



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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/LAFS.K.L.3.4
- Grade 1: LAFS.1.RL.1.1/LAFS.1.W.1.2/LAFS.1.L.3.4
- Grade 2: LAFS.2.RL.1.1/LAFS.2.RL.2.4/LAFS.2.W.1.2/LAFS.2.L.3.6
- Grade 3: LAFS.3.RI.2.4/LAFS.3.RL.1.1/LAFS.3.RL.3.7/LAFS.3.W.1.2/LAFS.3.L.3.6
- Grade 4: LAFS.4.RI.2.4/LAFS.4.W.1.2/LAFS.4.L.3.6
- Grade 5: LAFS.5.RI.2.4/LAFS.5.W.1.2/LAFS.5.L.3.6

**Aim:** How do we describe the painting *Museum* by Anders Gisson?

**I Can Statement:** I can use adjectives to describe *Museum* by Anders Gisson.

### 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, rectangular, oval).
  - 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) energy or movement (intensity or direction).
  - g) setting (time of day, season, location, etc.).
- Have the children classify the adjectives on the index cards into categories.

**Summary:** List adjectives describing your characteristics.

**Follow Up:** List adjectives describing your room.

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## Creative/Journal Writing Suggestions

- Be an art critic and write a review of the painting for a newspaper..
- Write a letter to the artist.
- Describe and explain the moods evoked in you by the scene.
- Write a letter to a friend/relative describing the artwork.
- Did the piece remind you of something, someone or some place in your life?
- Would you recommend the work to a friend? Why or why not?
- Explain why or why not you would like to see more of the artist's work.
- Describe the art work that the visitors in the painting are viewing.
- Write a brief conversation the visitors might be having at the moment.
- Look at the way the visitors are dressed and predict the season or the weather.
- Draw some conclusions about the people in the painting (wealthy, educated, art lovers).
- Predict what the artist might create next.
- Give the painting a new title and explain the reason for 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 or a service.
- Use the painting as the logo for a sports team, a business or a musical group.
- Compose a jingle about the art work or about the artist.
- Make a list of questions you would ask the artist during an interview.
- In which room of your house would you install this painting and why?

## 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

- Find the area and the perimeter of the painting.
- Convert the inches into metric measurement.
- Describe and explain any observable patterns.
- Count the objects and the people 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 painting.
- 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 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.1.1
- Grade 5: MAFS.5.MD.1.1/MAFS.5.MD.3.3/MAFS.5.G.2.4