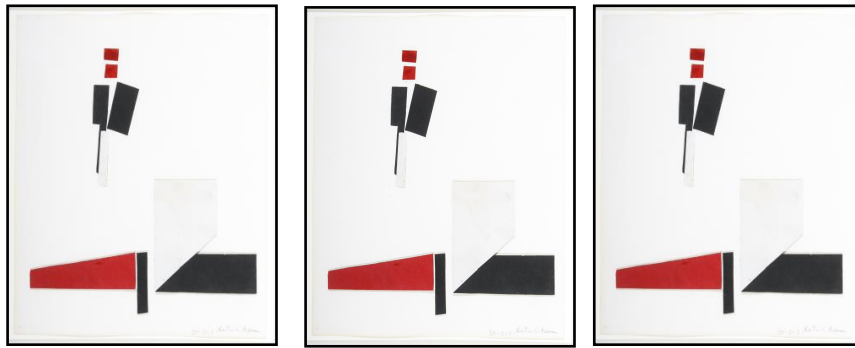


BOCA RATON MUSEUM OF ART



Gertrude Greene
American, born in Brooklyn, New York (1904-1990)
Untitled (Abstract Geometric), 1938
Cut paper collage, 10 x 9 inches
Permanent Collection 1990.091

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Visual Arts

Skill: critical analysis

Motivation: A trip to the museum

Materials: personal connection worksheet

Vocabulary: realistic, evoke, abstract, critique, geometric, collage

Visual Arts Standards Grades 6-8

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 can we describe the characteristics of *Untitled (Abstract Geometric)* by Gertrude Greene?

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).
- Discuss the concepts of realistic and abstract art.
- Is the image more abstract or more realistic?
- Have the children describe the colors (warm, cool, bright, dull).
- Ask how the colors make them feel (happy, sad, excited, calm, or afraid).
- Elicit explanations for the moods evoked by the collage.
- Ask the group what the artist's mood might have been when she created the piece.
- Ask the children if the collage is symmetrical or balanced (more to one side or another).
- Discuss the background (plain, fancy, etc.).
- Ask the children to describe the lines (straight, curvy, diagonal).
- What do you suppose is the significance, if any, of using only the color red?
- What do the shapes bring to mind (flags, cars, etc.)?

Summary: Have the group critique the collage (I liked or disliked *Untitled* because ...).

Follow up: Create a drawing using shapes similar to the collage *Untitled*.

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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 can we use adjectives to describe *Untitled (Abstract Geometric)* by Gertrude Greene?

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 (circles, squares, polygons, geometric, organic).
 - c) colors (bright, dull, warm or cool).
 - d) moods evoked by the collage (happy, sad, playful or none at all.).
 - e) lines they observe (straight, curvy or diagonal).
 - f) symmetry
 - g) energy or movement (intensity, direction, etc.)
- Have the children classify the adjectives on the index cards into categories.

Summary: List adjectives that describe the classroom.

Follow Up: List adjectives describing an object in your home.

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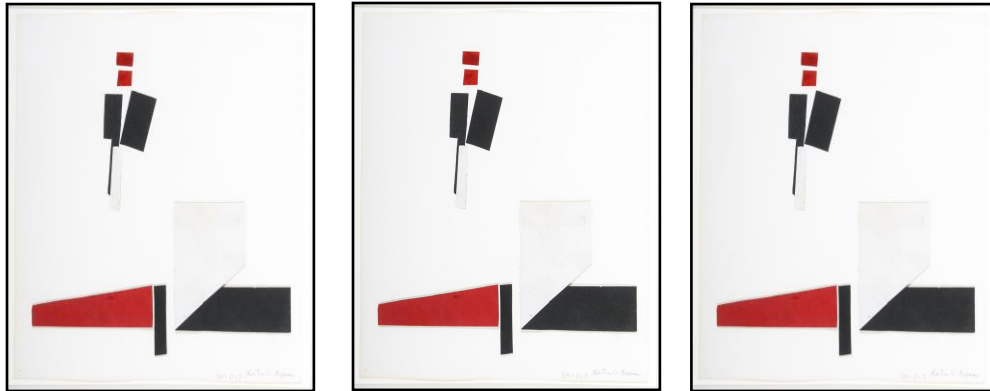
Creative/Journal Writing Suggestions

- Predict what the artist might create next.
- Write a letter to the artist.
- Write a letter to a friend/relative describing the artwork.
- Describe and explain the emotions evoked in you by the collage.
- Did the collage remind you of something or some place in your life?
- Would you change anything in the work (add or delete something)?
- 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.
- Give the collage a new title and explain your reasons for renaming the piece.
- Why do you suppose the artist chose red as the only color in the collage?
- Pretend you are an art dealer; persuade a customer to purchase the work of art.
- Use the image as the logo for a sports team or a business.
- Write a jingle or a poem about the art work or about the artist.
- Use the work of art in an advertisement to sell a product or a service.
- In which room of your house would you hang this collage and why?
- Compile a list of questions to ask the artist during an interview.
- Be an art critic and write a review of the collage 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

- 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.
- 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, hand).
- Estimate the amount of time it took for the artist to create this masterpiece.
- Find the area and the perimeter.
- Calculate the artist's age when she completed this image; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the elapsed time between the artist's birth and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the elapsed time between the creation of the collage and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Divide the collage diagonally and identify the two newly formed shapes.
- Count the shapes in the collage and classify the total as an even or odd number.
- List objects that have approximately the same dimensions as the collage.

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