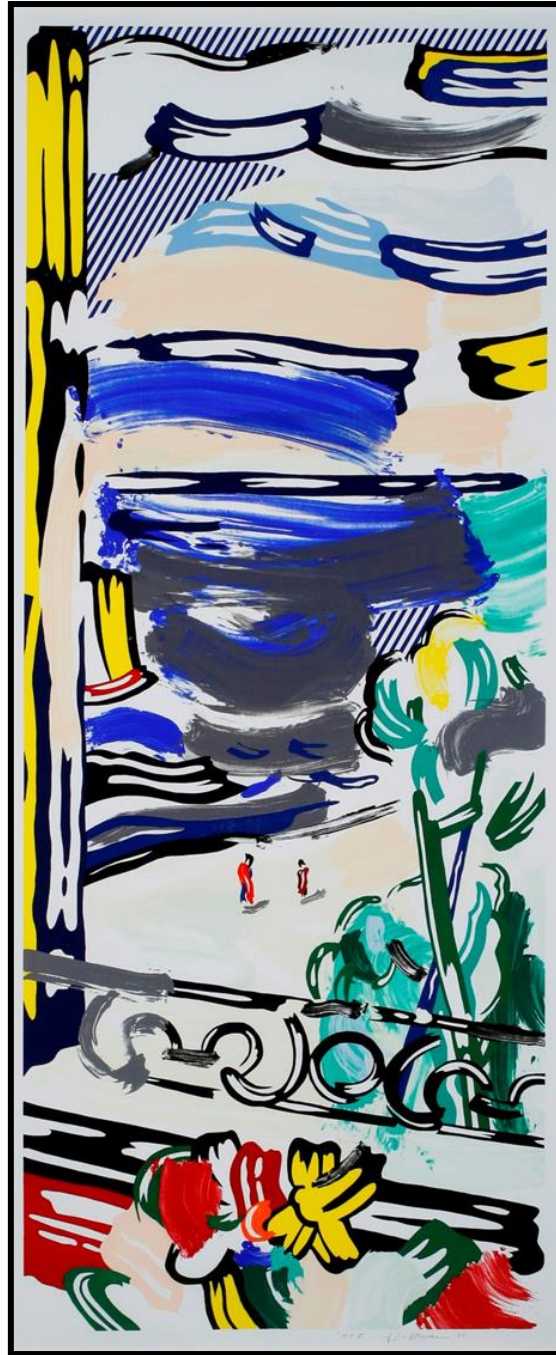


# BOCA RATON MUSEUM OF ART



Roy Lichtenstein

American, born in Brooklyn, New York (1923-1997)

*View from the Window*, 1985

Lithograph, woodcut and screenprint on Arches 88 paper, 79 9/16 x 33 5/8 inches

Permanent Collection 2007.5.13

Bequest of Isadore and Kelly Friedman

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## Visual Arts

**Skill:** critical analysis

**Motivation:** A trip to the museum

**Materials:** personal connection worksheet

**Vocabulary:** critical analysis, landscape, evoke, realistic, abstract, lithograph

## 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 *View from the Window* by Roy Lichtenstein?

## 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).
- Inform the class that this scene is classified as both a narrative and a landscape.
- Discuss and explain the concepts of realistic and abstract art.
- Is this lithograph more realistic or more abstract?
- What is the setting (location, time of day, season)?
- Describe and explain the moods that the work evokes in you (serious, happy or sad).
- Label the colors (warm, cool, bright, dull).
- Do the colors have any effect on your emotions?
- What is happening in the background; the foreground?
- Ask the group what the artist's mood might have been when he created the piece.
- Explain what is happening in this scene.
- Elicit a description of the texture (smooth, bumpy, thick, or thin).
- Ask for a description of the shapes (squares, triangles, organic, geometric).
- Request a description of the lines (straight, curvy, or diagonal).
- Elicit critiques (I like or dislike the lithograph because ...).

**Summary:** Have the class complete the personal connection worksheet.

**Follow up:** Have the class write a narrative for the scene.



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## Language Arts

**Skill:** Vocabulary - adjectives

**Motivation:** Museum trip

**Materials:** index cards

**Vocabulary:** adjectives, 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 describe *View from the Window* by Roy Lichtenstein?

**I Can Statement:** I can use adjectives to describe *View from the Window* by Roy Lichtenstein.

## 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 lithograph (happy, sad, playful or none at all.).
  - e) lines they observe (straight, curvy or diagonal).
  - f) symmetry
  - g) setting (time of day, season, location).
  - h) energy or motion (intensity, direction, etc.).
- Have the children classify the adjectives on the index cards into categories.

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

**Follow Up:** List ten adjectives describing your bedroom or classroom.

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## Creative/Journal Writing Suggestions

- Describe the setting (location, season, time of day).
- Describe the objects and people in the scene.
- Define and explain the emotions evoked in you by the lithograph.
- Write a letter to the artist.
- Compose a poem or a jingle about the subject of the print or about the artist.
- Create a conversation to go along with this scene.
- Write a letter to a friend/relative describing the artwork.
- Did the piece remind you of something or someone in your life?
- Predict what the artist might create next.
- Pretend you are an art dealer; persuade a customer to purchase this work of art.
- Change the title of the print and explain the new name.
- Use this scene as the logo for a sports team, a business or a musical group
- Utilize this print in an advertisement to sell a product or a service.
- What experience would you choose to show a scene from your life?
- Compile a list of questions to ask the artist during an interview.
- Write about one of your outdoor activities.
- In which room of your house would you install this print and why?
- Be an art critic and write a review of the lithograph 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.
- 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 lithograph; convert the years into months, weeks, days, hours, minutes and seconds.
- Divide the print diagonally and identify the newly formed shapes.
- Count the people in the scene.
- Count the objects in the print.
- Estimate the air temperature.
- Find the area and the perimeter.
- Classify the numbers as even or odd.
- List objects that are approximately the same size as the print.

## 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