

# BOCA RATON MUSEUM OF ART



**Anne Tabachnick**

American, born in Derby, Connecticut (1927-1995)

*View from Room 5*, 1983

Oil on canvas, 48 x 72 inches

Permanent Collection 2001.276

Gift of Sandy Blatt in memory of Harold Maltz

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Language Arts/Social Studies

**Skill:** Inference/drawing conclusions

**Motivation:** Museum trip

**Materials:** graphic organizer

**Vocabulary:** climate, continent, oceans, environment, location, resources

Florida Standards

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- Grade 6: LAFS.6.L.3.6/LAFS.6.RL.1.1/SS.6.G.1/SS.6.W.1.3
- Grade 7: LAFS.7.L.3.6/LAFS.7.RI.1.1/SS.7.G.1
- Grade 8: LAFS.8.L.3.6/LAFS.8.RI.1.1/SS.8.A.1.2/SS.8.A.1

**Aim:** What can we infer about the location and the environment from the painting, *View from Room 5* by Anne Tabachnick?

**Procedure:**

- Review inference and drawing conclusions.
- Discuss the vocabulary.
- Ask students to study the work and elicit their observations.
- Point out that they should take note of the plant life, water, sky, etc. while observing the painting.
- Discuss and record what they have observed.
- Have them support their inferences/conclusions with clues from the painting.
- Observations such as island, palm trees, boats, hotel room, and water should have been reached bringing them to the conclusion that this is a tropical environment.
- Elicit the possible location.
- Locate Jamaica on a map or globe.

**Summary (classroom):** Discuss the environment and the resources that are generally found in such a place.

**Follow Up:** Have the children explain why natural resources are important to the people who live on an island.

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## Visual Arts

**Skill:** critical analysis

**Motivation:** Museum trip

**Materials:** chart paper

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

## 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 can we describe the characteristics *View from Room 5* by Anne Tabachnick?

## Procedure:

- Define and discuss critical analysis.
- Introduce/review the vocabulary.
- Inform the students that the artist was born in Derby, Connecticut.
- Elicit information about Connecticut from the class (location, climate, capital city).
- Indicate that this painting was created while visiting Jamaica.
- Locate Connecticut and Jamaica on a map or globe.
- Discuss the concepts of realistic and abstract art.
- Is the painting realistic or abstract?
- Ask the children to describe what they see in the painting (trees, water, boat).
- Describe the colors (bright, dull, warm or cool).
- Do the colors affect your mood (happy, sad or not at all)?
- Describe the shapes (rectangles, squares or ovals).
- Discuss the lines (straight, curved, diagonal).
- Is the painting symmetrical?
- Does the painting have texture (smooth, hard or soft)?
- Ask the children to give a brief critique of the painting (I liked or disliked the painting because ...).

**Summary (classroom):** Record and discuss the critiques of the painting on chart paper.

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



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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, hands).
- Estimate the amount of time it took for the artist to create this masterpiece.
- Find the area and the perimeter.
- 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 she completed this scene convert the years into months, weeks, days, hours, minutes and seconds.
- Divide the painting diagonally and identify the newly formed shapes and their angles.
- Classify the numbers as even or odd.
- List objects that are approximately the same size as the painting.
- Count the objects in 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



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### Creative/Journal Writing Suggestions

- Predict what the artist might create next.
- Be an art critic and write a review for a newspaper.
- Write a letter to a friend/relative describing the artwork.
- Describe and explain the emotions evoked in you by the painting.
- Did the piece remind you of something or some place in your life?
- Would you change anything in the work? Add or remove 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 painting a new title and explain why you chose this new name.
- Why do you suppose the artist chose these colors? What colors would you choose and why?
- Pretend you are an art dealer; persuade a customer to purchase the painting.
- Compose a jingle about the painting or about the artist.
- Use the painting to sell a product or service.
- Compile a list of questions to ask the artist during an interview.
- Use the painting as the logo for a sports team, a musical group or a business.
- In which room of your house would you install this painting and why?

### 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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## 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 *View from Room 5* by Anne Tabachnick?

## **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, rectangles, organic).
  - 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 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.

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