

Second Grade

Title: "Sunny Side of the Street" (1950)

Artist: Philip Evergood (1901-1973) American

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1-Applies a creative process in the arts.

2.3-Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: This painting has such a variety of lines it really lends itself nicely to a discussion of various qualities of line. (Dark/light, thick/thin, exact/blurred, interrupted/continuous, jagged/rounded). The spiral lines of the bridge in the distance are in contrast with the sharp angular lines of the TV antennas. The action created by the repetition of diagonal lines can be seen. (Boys sticks, fire escapes). An example of vanishing point perspective is found in this painting. An inverted V is formed with the street widest at the bottom of the picture plane in the foreground. The diagonal lines flow toward the center of the picture. These diagonals are repeated in the lines of the sidewalk, the lines of the building, and the diagonal placement of the people.

Questions:

1. What is a city-scape?
2. What is happening in this picture? What kind of action? How is it created?
3. Can you find tints of red and yellow in this painting? What is the color mood?
4. What different qualities of lines has this artist used?
5. How can you tell if this is a poor part of the city, or a rich part?
6. Discuss Vanishing Point Perspective, all the diagonal lines flow to a point at the center of the picture. Describe the center of interest. (Blind man with cane). How does the artist show that he is the "focal point"?
7. What geometrical shapes do you see in this painting?

Second Grade

Title: "Old Locomotive"

Artist: Lyonel Feininger (1871-1956) Born: New York Painted: Germany, France, U.S.

EALR'S: Arts

- 1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).
- 1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).
- 1.3-Understands and applies art styles from various artists' cultures and times.
- 1.4- Applies audience skills in a variety of art settings and performances.
- 2.1- Applies a creative process in the arts.
- 2.3- Applies a responding process to an arts presentation.
- 3.1- Uses the arts to express and present ideas and feeling.
- 3.2- Uses the arts to communicate for a specific purpose.
- 3.3- Develops personal aesthetic criteria to communicate artistic choices.
- 4.2- Demonstrates and analyzes the connections between the arts and other content areas.
- 4.3- Understands how the arts impact lifelong choices.
- 4.4- Understand that the arts shape and reflect culture and history.

Text: The repeated, overlapping shapes create the sensation of impending motion. The intense hot yellow and reds repeated in various shades and shapes, helps to portray the excitement of the steam engine age. This is typical of Feininger's style and his interest in man-made objects.

Questions:

1. Can you find basic geometric shapes? Are they repeated?
2. Can you see how the shading gives the feeling of smoke shooting from the stack?
3. What is the focal point of this composition? (The man in white).
4. How does the artist show us this focal point? (Man is only object painted white, and is placed in the center of the painting). What colors surround the focal point? What is the color mood?

Second Grade

Title: "The White Dot"

Artist: Wassely Kandinsky (1866-1944) Born: Russia Painted: Germany, Russia.

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1-Applies a creative process in the arts.

2.3-Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: With the invention of the camera in the 1850's, new schools of thought began to develop. This, an abstract line design, really uses a complete variety of lines: thin, straight, diagonal, jagged, broken, flowing, curve, and overlapping. Kandinsky was the first painter to give up representational art and therefore the first abstract painter.

Questions:

1. What is this picture about? Which way is up? Does this picture have a meaning?
2. Does this picture tell a story? (No, just fun with lines, shapes, and colors).
3. Choose a line you like. Describe the mood or feeling you think it shows.
4. Do you think you could make an abstract line design using some of these line techniques?

Activity: Have children name some words that describe a mood or feeling. Write the words on the board. Distribute paper and chalk or crayons to every child. Discuss the words and have the children make a type of line on their paper that the word suggests to them. The more variety of lines the more interesting and pleasing the resulting picture will be.

Second Grade

Title: "Sinbad the Sailor" (1923)

Artist: Paul Klee (1879-1940) Switzerland

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1 -Applies a creative process in the arts.

2.3- Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: Klee has a very personal style of painting. Remember "Head of Man"? Its easy to identify his work. "Sinbad the Sailor" is an example of abstract painting that tells a dream-like story. Squares of shaded cool colors form the background sea surrounding this fisher-man in his little boat fighting the three sea monsters. The darker squares form the outside perimeter of the picture and gradually become lighter as they move toward the center of the painting. This technique helps to establish the center of inters. Each square is a different shade or tint of the one next to it. The strong squares and colors create a feeling of constant motion.

Questions: What is happening here? What kinds of lines do you see?

1. How does the shading of the squares work in this picture?

2. Where do you see geometric patterns? (The sea monsters, the boat, the man's costume, the background).

3. What kind of colors has he used? (Cool, contrasting, colors with bright red and muted yellow to emphasize the drama and action that are the focal point of this composition.

Second Grade

Title: "Tulips in Holland"

Artist: Claude Monet (1840-1928) France.

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1 -Applies a creative process in the arts.

2.3- Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: An Impressionist, Monet was most interest in representing the effects of light, and atmosphere on the objects he painted. His goal was to paint things as he saw them, not necessarily as they were. In 1886, he visited Holland at the peak of the tulip season. The dazzling effect of light on the bright, intense colors inspired this painting. The flat of the land where the tulip fields are located stretch as far as one can see. The repeated colors of the flowers create the rows and diagonal patterns, moving toward the horizon line. That line is broken to create the focal point of this painting with the strong vertical triangle of the windmill. Monet painted in the outdoors, instead of in a studio. The colors he uses are warm, pure, and brilliant. His brushstrokes are light and airy, typical of the Impressionist's style.

Questions:

1. What is the mood created here? (Light, sunny, warm, still).
2. What colors has Monet used? Why?
3. What is the focal point?
4. Was this painted here?
5. What kinds of lines and patterns do you see? (Diagonal lines of the flower rows, horizon line, lines of the houses and windmill, patterns of flower colors, clouds).
6. What is an "Impressionist"? Compare to Kandinsky (abstract).

Second Grade

Title: "Sun River War Party" (1923)

Artist: Charles M. Russell (1865-1926) American

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1-Applies a creative process in the arts.

2.3-Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: Charles M. Russell preserved the history and traditions of a West that wa quickly vanishing. He was America's only true cowboy artist. This painting is a fine example of his meticulous skill with composition and detail. Accurate details of the Indian war costumes and the Montana landscape and sky add to the realism. In this composition tints of color are used to create a light spacious feeling. The contrast of this ground covering and background coloring with the Indians, their horses and decorations emphasizes the power and drama of the subjects. The strong, vertical lines of the riders and their ponies create feelings of power, strength, and pride. The arrangement of this composition is classical. The eye is drawn to the white Pinto pony in the foreground. He is the apex of a triangular wedge formed by the others and their ponies in the background.

Questions:

1. Are the horses going fast? How do you know that? What kinds of lines do you see?
2. What is the focal point? How did the artist arrange the horses?
3. Why does the artist use such light colors for this painting? (It accents the open spaciousness of the Montana plains and sets the mood).
4. How do things look that are closer to you? Farther away?

Second Grade

Title: "Man with a Gold Helmet" (ca.1650)

Artist: Rembrandt (1606-1669) Dutch

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1- Applies a creative process in the arts.

2.3- Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: Rembrandt was one of the greatest of all painters. We see clearly here the effects of the technique, "light and shadow" of which he was the master. A harmonious glow seems to burst from the rich dark background, creating a dramatic effect, and communication the strength and character portrayed in the face of the battle-scarred general. Rembrandt was a master of creating visual texture-the hard shiny helmet, the very soft feathers in the plume, the war-hardened skin of his face. Emphasize to the students that visual texture is texture you can see, while tactile texture is texture you can feel.

Questions:

1. Does the helmet look heavy? Discuss the effects of "light and shadow".
2. What was this man like? (Strong, brave, a leader)?
3. What contrasting textures do you see? (The plume, the metal helmet, his skin).
4. What is the color mood here? (Sober, quiet, respectful, dark, warm, shaded).

Second Grade

Title: "The Harvesters"

Artist: "Pieter Brueghel, The Elder (1525-1569)"

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1-Applies a creative process in the arts.

2.3-Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: "The Harvesters" was commissioned in 1565 as one of several works representing various seasons and outdoor life in Belgium. The vertical lines of the large tree dominate the center of the composition, and aid the viewer's eye in flowing down to the focal point at its base, the peasant's enjoyment of well earned food and rest. One can divide the composition in near fourths by using the horizontal line created by following the edge of the wheat field. There are actually four small compositions that work independently as a balanced whole. This is an excellent work to use in discussing the artist's techniques in creating near and far perspectives.

Questions:

1. How do you think the artist felt about these peasant people? (Sturdy, hard working, helpful, friendly, strong, proud).
2. What time of year is this? (August-Late Summer). What colors did the artist choose to show this? Was this painted long ago? (Clothing, harvesting with sickle). Do you think this was painted in the United States?
3. How has the artist made some things appear closer to us? (Larger, more detail, closer to the bottom of the painting). What spot is the farthest away from you if you are standing by the tree? Can you find patterns that create a sense of depth? (Haystacks, fallen sheaves).
4. In the Kindergarten portfolio there is another landscape by Brueghel "Winter Scent". Compare these two and see if you can tell they were painted by the same artist.

Second Grade

Title: "Young Hare"

Artist: Albrecht Durer (1471-1528)

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1-Applies a creative process in the arts.

2.3-Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: Durer, a German born artist, learned engraving techniques from his father who was a goldsmith. He was very artistic at a young age, and apprenticed to a Flemish painter. "Young Hare" (1502), is an example of watercolor realism. One can sense the touch of each hair of the hare's fur. Each line is completely separate. Even the rabbit's eyes look moist.

Questions:

1. How did this artist make this animal look so real? (Detail, tiny brush strokes with just one hair in the brush).
2. Can you imagine how this fur would feel? How did the artist make the line of each hair not look bristly like a porcupine? (Think brush strokes, slightly curved lines, softened lines).
3. Where did the light fall on the hare? How does this affect the way the artist drew the eye? (Left eye is lighter and clearer).
4. Compare this to the way Edward Hicks portrayed his animals in "Peaceable Kingdom". Obviously one artist had more practice and instruction. Compare the dates when each artist painted.

Second Grade

Title: "The Peaceable Kingdom"

Artist: Edward Hicks (1780-1849)

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1-Applies a creative process in the arts.

2.3-Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: Hicks painted about twenty-five versions of this subject, an allegory of the American dream. In this painting, not only does the lion lie down with the lamb, but also the red man and the white man stand companionably together and children frolic in a land of peace, plenty and universal harmony. This is a lesson in understanding, a statement that the lion and tiger must repress their stronger desires in order that peace is attained. Hick's flesh-eating beasts are glaring-eyed and tense, in contrast to the placid domestic animals.

Question:

1. Do you feel the children in this picture are in any danger? What is going on here?
2. Who is getting along in this picture that might not get along in the real world? Why do you think this painting has become famous?
3. Did this artist try to make the animals and people look as real as he could? (Yes, he was self taught and didn't know all the rules of perspective, lighting, shading, and proportion). How did the artist try to make them look more real? (Detail)
4. Everyone choose one small detail and try to draw it larger on a piece of paper, a paw, hand, eye, hat, horn, etc. Trade with your neighbor and try to find the detail you each drew.

Second Grade

Title: "Boy in a Pasture"

Artist: Winslow Homer (1836-1910) American (New York)

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1-Applies a creative process in the arts.

2.3-Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: The sunlight reflecting on the two figures sets them apart from the soft tones of the grasses surrounding them. The mood is quiet, warm, and pleasant. Homer's skillful use of detail, color and brushstrokes creates the realism.

Questions:

1. This is a simple basic composition. The focal point tells the viewer what the story is about. Here the focal point is the relationship of these two boys. How has the artist made them stand out? (Nothing near them, plain, muted background, placed in the center).

2. Have these two just met? What makes you think so? What colors has the artist chosen? What mood do these colors have? (Warm, peaceful, calm).

3. The boys sit, overlapping, in a triangular shape, balanced by a large rounded tree on the horizon. Cover the tree. Do the two boys now seem to be sitting a little too far to the left?

4. What kinds of sounds do you think they might hear?

Second Grade

Title: "Village Feast" (1951)

Artist: Miguel-Garcia Vivancos (1895-1972) Spain

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1-Applies a creative process in the arts.

2.3-Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: Vivancos is a contemporary primitive painter. He had his first "show" at age 55, in 1950. "Village Feast" was painted one year later. This extremely detailed street scene delightfully captures the feeling of festival day when the merry-go-round comes to the village. The colors are pure; the perspective for the architecture is completely accurate. Notice the patterns found in the tiles of the roof, the cobblestones, the lanterns and the flowers.

Questions:

1. What are the children doing?
2. What colors are used to reflect this happy day?
3. How did the artist show us which things were near and which were far away?
4. What is the focal point of this composition?
5. Compare the textures you see. (A wooden barrel, cobblestones, bricks, leaves).
6. Can you find patterns?

Second Grade

Title: "She-Ba"

Artist: Romare Bearden (1911-1988) New York

African-American Harlem Renaissance Painter

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1- Applies a creative process in the arts.

2.3- Applies a responding process to an arts presentation.

3.1-Uses the arts to express and present ideas and feeling.

3.2-Uses the arts to communicate for a specific purpose.

3.3-Develops personal aesthetic criteria to communicate artistic choices.

4.2-Demonstrates and analyzes the connections between the arts and other content areas.

4.3-Understands how the arts impact lifelong choices.

4.4-Understand that the arts shape and reflect culture and history.

Text: Romare Bearden is best known for his richly textured collages. Mr. Bearden had wide-ranging interests and abilities. He wrote and published articles on numerous topics and created political cartoons. He designed costumes and sets for prominent dance and theater companies, illustrated books by influential authors, co-wrote books about African American art and culture and composed songs. He was also offered an opportunity to play professional baseball for the Philadelphia Athletics, if he would agree to "pass as white"—an offer he refused. He uses vivid and brilliant color in his collage work and often reflects the Caribbean lifestyle on the Island of St. Martin.

Questions:

1. What is the focal point of this composition, and how did the artist show us that?
2. What colors did the artist use, shapes, and lines?
3. What is the color mood of this composition?
4. What is a collage? (A composition created by gluing pieces of paper, pictures, wall paper, photos or words together to create a new design).

Second Grade

Title: "The Gleaners" (1857) Oil on Canvas

Artist: Jean Francois Millet (1814-1875) France

EALR'S: Arts

1.1.1- Understands art concepts and vocabulary, line, texture, color, value, shapes- geometric shapes (triangle, diamond, square....) and organic shapes, (curvy, natural look, flowing).

1.2-Understands art concepts and vocabulary, principals of organization. (Balance, proportion, movement.....).

1.3-Understands and applies art styles from various artists' cultures and times.

1.4-Applies audience skills in a variety of art settings and performances.

2.1- Applies a creative process in the arts.

2.3- Applies a responding process to an arts presentation.

3.1- Uses the arts to express and present ideas and feeling.

3.2- Uses the arts to communicate for a specific purpose.

3.3- Develops personal aesthetic criteria to communicate artistic choices.

4.2- Demonstrates and analyzes the connections between the arts and other content areas.

4.3- Understands how the arts impact lifelong choices.

4.4- Understand that the arts shape and reflect culture and history.

Text: Millet is best known for his paintings that showed scenes of the lives of peasant farmers. He is influenced by the movement of Realism and is also associated with the movement of naturalism.

Questions:

1. What does the title "The Gleaners" refer to? (This is what people who gather the leftovers after a harvest are referred to).
2. What does the artist want us to see first, the focal point? (The three women).
3. How did he achieve that? (Center of the picture, larger, more detailed).
4. What time of year do you think it is? (Late summer)
5. What mood does the color bring about, Warm? Soothing?

