

# Portrait Personalities



## A C T I V I T Y S H E E T

### Tour Activity:

When an artist paints a portrait he/she sometimes tries to show us what a person is like on the inside, not just what she/he looks like on the outside. To find out what messages the artist may be revealing about the subject of a portrait, we must look at the visual clues that he/she has left for us. (Examples of **visual clues**: use of color, line, shape, light and shadow, texture; objects contained in the portrait; background; facial expressions and body language).



Using the portrait, *Rae in a Green Dress*, 1935 by Ben Solowey found in the Byers Gallery, answer the following questions:

1. Imagine that you are the subject of the portrait. List the **visual clues** the artist has painted that reveal something about “your” **personality**.

---

---

---

2. Write a short story “autobiography” describing, in detail, “your” personality. Refer to your list of visual clues for ideas. Continue your story on the reverse side of this activity sheet.

---

---

---

---

3. What visual clues does Ben Solowey include to reveal the personality of the subject in *Rae in a Green Dress*?

---

---

---

---

4. Compare *Rae in a Green Dress* to another portrait of your choice. State which portrait you chose, and describe, in your opinion, which painting tells you more about the subject of the portrait and why? Use the other side of this sheet if necessary.

---

---

---

---

The National Art Standard addressed in this activity is: **Content Standard 3:** Choosing and evaluating a range of subject matter, symbols and ideas. The Pennsylvania Arts and Humanities Standards addressed in this activity are: **9.3 Critical Response** and **9.4 Aesthetic Response**.

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

## POST TOUR ACTIVITY:

Create a self-portrait emulating one of the styles of art that you learned about today. Use oil pastels, colored pencils, or any appropriate medium that suits the style you choose. Include some visual clues (such as: use of color, line, shape, light and shadow, texture; objects contained in the portrait; background; facial expression and body language) to tell the viewer about your personality. If you prefer, use this paper for your sketch, and create your artwork on a larger piece of paper.

The National Art Standards addressed in this activity are: **Content Standard 2:** Using knowledge of structure and functions; **Content Standard 3:** Choosing and evaluating a range of subject matter, symbols and ideas. The Pennsylvania Arts and Humanities Standard addressed in this activity is: **9.1 Production, Performance, and Exhibition.**

# General Analysis of a Work of Art



## A C T I V I T Y S H E E T

### Tour Activity:

Choose one work of art to analyze and answer the following questions below. Use the other side of this paper if necessary.

1. Explain the placement of objects in the **composition** of this work of art.

---

---

---

2. How does **color** or **texture** contribute to this work of art? \_\_\_\_\_

---

3. How does **material** and **technique** contribute to this work of art? \_\_\_\_\_

---

4. Circle the word that best describes the **style** of this work of art.

Realistic                  Abstract                  Pictorial                  Impressionistic  
Non-Objective          Expressionistic          Other: \_\_\_\_\_

5. Explain your answer to number four. \_\_\_\_\_

---

6. Underline the word that best describes the spirit of this work.

Logical                  Imaginative                  Emotional                  Calm  
Dramatic                  Other: \_\_\_\_\_

7. Explain your answer to number six. \_\_\_\_\_

---

8. Do you think the title best describes the subject of this work? Why or why not? \_\_\_\_\_

---

9. Explain your answer to number eight. \_\_\_\_\_

---

10. Why do you like or dislike this work of art? Support your answer using terms of the elements and principals of art. \_\_\_\_\_

---

The National Art Standards addressed in this activity are: **Content Standard 1:** Understanding and applying media, techniques, and processes; **Content Standard 2:** Using knowledge of structures and functions; **Content Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas; **Content Standard 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others. The Pennsylvania Arts and Humanities Standards addressed in this activity are: **9.3 Critical Response** and **9.4 Aesthetic Response**.

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

# Historical Analysis of a Work of Art



## A C T I V I T Y S H E E T

### Tour Activity:

Choose one work of art to analyze and answer the following questions below. Use the other side of this paper if necessary.

1. **What** is the title of this work of art? \_\_\_\_\_

2. **Who** created this work of art? \_\_\_\_\_

3. **When** was this work of art created? \_\_\_\_\_

4. What is the name of the period or **style** of this work?  
\_\_\_\_\_

5. What does the **subject** of this work of art have to do with the historical events of the time?  
\_\_\_\_\_  
\_\_\_\_\_

6. Pick out something you see in this work which fits into its **historical period**. Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

7. How does the style fit into its artistic period? \_\_\_\_\_  
\_\_\_\_\_

8. How does the style fit that of the artist? \_\_\_\_\_  
\_\_\_\_\_

9. Pick out something you see in the work which fits into its **art period** or **style**. Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What **influences** of other art do you recognize in this work? Explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The National Art Standards addressed in this activity are: **Content Standard 4:** Understanding the visual arts in relation to history and cultures. The Pennsylvania Arts and Humanities Standard addressed in this activity is: **9.2 Historical and Cultural Contexts.**

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

# A Wooded Watershed: An Ideal Place



## A C T I V I T Y S H E E T

### Tour Activity:

Daniel Garber was interested in depicting Pennsylvania in its unspoiled state. In his 1926 mural, *A Wooded Watershed*, he painted his idealized version of the Delaware Water Gap.

1. Define idealized: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What in Garber's mural illustrates the idealization of nature? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What did he include? \_\_\_\_\_

4. What did he exclude? \_\_\_\_\_

5. Compare *A Wooded Watershed* to a work by Edward Redfield.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How are they similar? \_\_\_\_\_  
\_\_\_\_\_

7. How are they different? \_\_\_\_\_  
\_\_\_\_\_

8. Find another idealized painting or choose a non-idealized painting in the Putman Gallery.

9. List the artist, title, and date of the painting. \_\_\_\_\_  
\_\_\_\_\_

10. Explain why you chose this painting. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(See other side.....)

The National Art Standards addressed in this activity are **Content Standard 3:** Choosing and evaluating a range of subject matter, symbols and ideas; **Content Standard 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others. The Pennsylvania Arts and Humanities Standards addressed in this activity is: **9.3 Critical Response. Activity created by Lydia Ross, Teacher-Intern, July 1998.**

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM



A  
C  
T  
I  
V  
I  
T  
Y  
  
S  
H  
E  
E  
T

Post-Tour Activity:

Think about your favorite place; it may be a vacation spot, your room, a sports field, somewhere special you go to think...

What would you change about your favorite place if anything were possible? (For example, if your favorite place is a parking lot where you go to rollerblade, what would you add or take away to make it the perfect place to rollerblade?)

My favorite place is:

---

Things I would add or take away to make it "ideal":

---

---

---

---

Draw a sketch of an idealized version of your favorite place in the space below.

Now do a painting or pastel drawing of your ideal place. Try to emulate the impressionistic style Mr. Garber used in his mural.

The National Art Standards addressed in this activity are: **Content Standard 2:** Using knowledge of structures and functions; **Content Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas. The Pennsylvania Arts and Humanities Standard addressed in this activity is: **9.1 Production, Performance, and Exhibition.**

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

# The Lenfest Exhibit of Pennsylvania Impressionism



## POST TOUR ACTIVITY: FOCUS ON WILLIAM L. LATHROP

Lathrop created a “**motive**”- an impromptu sketch, made on location, that set down not only the basic appearance of the area but also the essential emotional tone or mood that the place evoked in his mind. He found his inspiration in the open fields, where real things moved.

Go outside and create a series of “motives” for a landscape. Sketch one below in the space provided. On separate pieces of paper, create three more “motives”, each different angles or perspectives of your landscape. Concentrate on the **mood** that you want to portray. Choose one of your favorite “motives” to bring to a complete painting. Then, go back to the classroom and finish the landscape by adding paints, or watercolors.

A  
C  
T  
I  
V  
I  
T  
Y  
  
S  
H  
E  
E  
T

The National Art Standards addressed in this activity are: **Content Standard 1:** Understanding and applying media, techniques and processes; **Content Standard 2:** Using knowledge of structures and functions. The Pennsylvania Arts and Humanities Standards addressed in this activity are: **9.1 Production, Performance and Exhibition** and **9.4 Aesthetic Response.**

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

# The Lenfest Exhibition of Pennsylvania Impressionism

## TOUR ACTIVITY: FOCUS ON LATHROP

This exhibit provides examples of works done by the father of the New Hope School of Impressionism, William Langson Lathrop. He was important in the birth and development of the artist colony that formed along the Delaware River, the *New Hope School of Impressionism*.

Lathrop was referred to as a **Tonalist** in some of his early works. He was preoccupied with conveying the many and varied **moods** of nature, often employing a **darker palette** and doing most of his work in **studio**. Lathrop is referred to as the "gentle, intimate interpreter of nature." (Impressionist painters were concerned with the *effects of light* and Tonalists were concerned with the *attributes associated with light*.) As Lathrop moved toward the technique of the Impressionists later in his career, he never seemed to lose his Tonalist qualities in his work.

Lathrop was also referred to as a "**poet**". He evoked attributes that associated with light: warmth, emotional brightness, spirituality, and a sense of directionality. Lathrop created "**intimate vistas**": vast expanses of landscapes that are at the same time quietly hospitable, in which the human and natural worlds are delicately woven together. Lathrop learned the rhythm of the seasons firsthand by living on a farm.

Choose a landscape by Lathrop such as *Chilmark Moor*, *Martha's Vineyard, 1930*, and compare it to another Impressionist landscape in the exhibit. Would you consider this painting to have any Tonalist qualities? Why or why not? \_\_\_\_\_

\_\_\_\_\_

Describe the similarities and differences between the **light** in the Lathrop painting and the other painting. \_\_\_\_\_

\_\_\_\_\_

Compare the **brushstrokes** of Lathrop with the brushstrokes of the other painting you have chosen. How are they different? Similar? \_\_\_\_\_

\_\_\_\_\_

What **mood** is Lathrop conveying in his painting? \_\_\_\_\_

\_\_\_\_\_

How is Lathrop's choice of **colors** affecting the mood? \_\_\_\_\_

\_\_\_\_\_

Describe the **atmosphere** in each of the paintings. How are they similar/different? \_\_\_\_\_

(See other side.....)



## A C T I V I T Y S H E E T

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

What **season** is it in each of the paintings? If you were walking in Lathrop's landscape, how would you feel? \_\_\_\_\_

Discuss the differences/similarities in **composition** between two images. \_\_\_\_\_

Is there any **action** or **movement** in either of the landscapes? \_\_\_\_\_

Does the landscape by Lathrop cover a large expanse, or a more narrowly confined space? \_\_\_\_\_

Since Lathrop was referred to as a "poet", what do you think he's saying? If you could create a short poem of the Lathrop painting in front of you, what would you say?

What area of the painting attracts your attention in the Lathrop landscape? This is the **focal point** of the painting. \_\_\_\_\_

Lathrop wrote many letters and kept a logbook. Do you own a diary? Why is it important to have a diary? Why is it important to write letters? \_\_\_\_\_

How do you communicate with others today? How many types of communication are there? \_\_\_\_\_

The National Art Standards addressed in this activity are: **Content Standard 2**: Using knowledge of structures and functions; **Content Standard 3**: Choosing and evaluating a range of subject matter, symbols, and ideas; **Content Standard 6**: Making connections between visual arts and other disciplines. The Pennsylvania Arts and Humanities Standards addressed in this activity are: **9.3 Critical Response** and **9.4 Aesthetic Response**.

# Meet the Micheners!

## Tour Activity:

As you step into James Michener's office, look straight ahead at the sign over the bookcase. Do you know what a **legacy** is? It is a gift that someone leaves behind for others to use. The permanent exhibition, *James A. Michener: A Living Legacy*, at the James A. Michener Art Museum begins to explain the contributions of the famous author and his wife, Mari Sabusawa Michener. Read the text panels carefully, study the objects in the cases, and you will learn that James Michener did much more than write books!

◆ How were Michener's childhood and school age years while growing up in Bucks County similar to your life? How was his life different?

---

---

---

◆ What items here are similar to things found in your house or classroom? \_\_\_\_\_

---

---

◆ How many books did he write? \_\_\_\_\_ What are some of the titles?

---

◆ How did Michener write his books? What was his writing process?

---

---

◆ How did James Michener meet Mari Sabusawa?

---

---

◆ Find an award or medal that Michener received during his life.

---

---

◆ Mari Sabusawa Michener believed, "***Whatever you make, you return to the community.***" How did she and her husband do this?

---

---

---

◆ What would you like to contribute to society?

---

---

---

This activity applies to **Pennsylvania Reading/Language Arts Standards 1.1.8/11 G; 1.2.8/11 B**; The Pennsylvania Arts and Humanities Standard addressed in this activity is: **9.2 Historical and Cultural Contexts**. Activity created by Molly Leahy, Teacher-Intern, July 1999.



## A C T I V I T Y S H E E T

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

# Michener Art Museum Exhibit Explorer



## A C T I V I T Y S H E E T

### Tour Activity Sheet: Middle/High School

Choose an exhibit to observe more closely and answer the following questions about it. (Use the back of this page if necessary.)

Get the big picture by walking through the entire exhibit. Think about how the exhibit is organized. How do colors, graphics and labels with large type help you understand the story or main ideas? How is the space organized?

---

---

---

---

---

Based on what you have observed, what is the exhibit about? What questions do you have about this topic? \_\_\_\_\_

---

---

---

---

Now go through the exhibit a second time, carefully examining objects that interest you. Choose one of these objects without reading its label. Sketch it, tell a companion about it, or write about it. \_\_\_\_\_

---

---

---

---

Look at the object and the label. Together, how do they tell the story of the exhibit? \_\_\_\_\_

---

---

---

---

What questions do you still have? Where could you go to find answers?

---

---

---

---

The National Standards addressed in this activity are: **Content Standard 2:** Using knowledge of structures and functions; **Content Standard 3:** Choosing and evaluating a range of subject matter, symbols and ideas; The Pennsylvania Arts and Humanities Standards addressed in this activity are: **9.2** Historical and Cultural Contexts; **9.3** Critical Response; **Idea taken in part from The Smithsonian Institution**

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

# Creative Bucks County: A Celebration of Art and Artists



## A C T I V I T Y S H E E T

### Tour Activity: Middle/High School

Walk into the central part of the exhibition and stand in the middle of the circle. Take some time to read all quotes on the walls. Which is your favorite quote? Why? What does it mean to you?

---

---

---

---

---

Go through the exhibition and take a look at the different displays on each of the artists. Choose four artists out of the exhibition (one visual artist, one playwright, one author, and one of your choice). Write their names here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Looking at each of the displays, identify one significant fact or accomplishment about each of the artists you chose.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Each artist featured in the exhibition has an artifact in his/her display. What artifact do you find to be the most interesting to you and why?

---

---

---

Go into the exhibition area dedicated to George S. Kaufman and Moss Hart. These two playwrights were collaborators on various projects. Have you ever collaborated on a project with someone? Was it difficult or easy? \_\_\_\_\_

---

---

EXPLORE  
THROUGH  
THE ART  
DOOR



JAMES A.  
MICHENER  
ART  
MUSEUM

What kind of artifacts can you find in the Kaufman and Hart room? What is exhibited on the walls?

---

---

---

---

In this room, take a look at the guest book on the coffee table. Who used this guest book and why? Who were some of the visitors who signed this guest book? Do you recognize any of the people's names?

---

---

---

---

---

---

Next, visit the Theater. Notice the sign that indicates all the movies and shows connected to Bucks County artists. Which films have you heard of before? Have you see any of these shows already? \_\_\_\_\_

---

---

---

---

Choose one part of this exhibit that particularly interested you and explain why. What would you like to learn more about?

---

---

---

---

---

---

This activity applies to the **Pennsylvania Reading/Language Arts Standards 1.6.8/11 F; 1.3.8/11 F;1.2.8/11 B.** The Pennsylvania Arts and Humanities Standard addressed in this activity is: **9.2 Historical and Cultural Contexts**