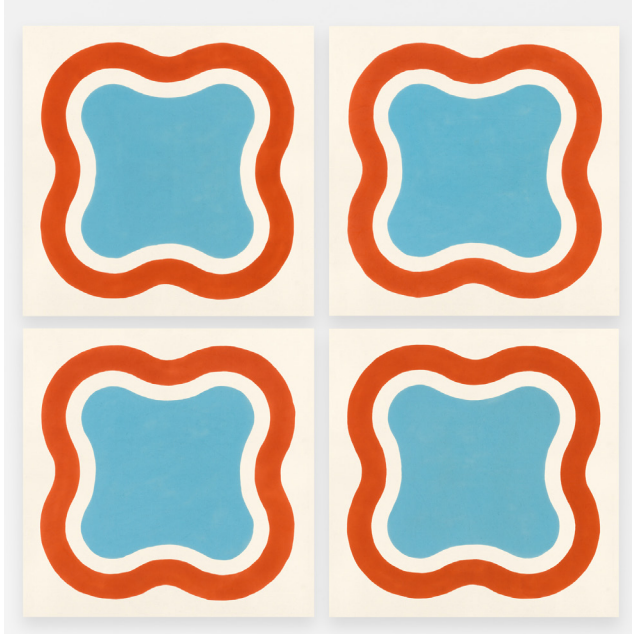


BUFFALO AKG ART MUSEUM

Lesson: Paul Feeley



Artists: Paul Feeley

Artwork: *Asellus*, 1964

Period/Movement: *Modern*

Paul Feeley (American, 1910–1966). *Asellus*, 1964. Oil-based enamel on canvas. 101 x 101 inches (256.5 x 256.5 cm) overall. Collection Buffalo AKG Art Museum. Bequest of Arthur B. Michael, by exchange, 2014 (2014:18.2a–d). © Estate of Paul Terence Feeley / Artists Rights Society (ARS), New York

LESSON

Conceptual Basis

Composed of simple multi-hued forms, Paul Feeley's symmetrical compositions are rhythmic and bold, possessing a crisp energy and vitality. The precise structure and lines of Feeley's shapes and his smooth application of paint contrast with the organic, loose forms that fill his canvases. This lesson focuses on the various elements and principles of art found in Feeley's works, including shape, color, space and rhythm.

Vocabulary:

grid: a system of lines that cross to form a series of squares

organic shape: shape that appears to be found in nature

complementary colors: colors located directly across from each other on the color wheel; when used together, these colors appear vivid and bright

outline: a line that indicates the outer edge or shape of an object

symmetry: instance in which both sides of an object are the same, like a mirrored image

rhythm: uniformed movement in pattern

figure-ground relationship: the visual relationship between form and background; can also be referred to as positive and negative space

Lesson Objectives:

- Become familiar with the artist Paul Feeley.
- Enhance students' comprehension of color theory through a focus on complementary colors.
- Explore figure-ground relationships in Feeley's artwork.
- Increase awareness of organic shapes found in nature.
- Support the understanding of basic art elements and principles.
- Reinforce mathematic instruction using rulers and the creation of a grid system.
- Create a painting or collage featuring organic shapes with an emphasis on a figure-ground relationship.

Materials:

- Scissors
- Rulers
- Pencils
- Cardboard or thick paper to create a stencil (4.5 x 4.5 inches)

Additional Materials for Grades 1-4:

- Glue
- Colored construction paper
- White construction paper cut into squares (5.5 x 5.5 inches)
- 12 x 12-inch sheet of construction paper

Additional Materials for Grades 5-8:

- 10 x 10-inch thick painting paper
- Acrylic paint
- Paintbrushes
- 6 x 6-inch construction paper

Artmaking Activity

1. Have students brainstorm and experiment with organic shapes.
2. Choose one of the shapes and draw that shape on cardboard or thick paper.
3. Cut out the shape to create a stencil.
4. Discuss complementary colors before students begin creating their artwork.

Artmaking Activity: Grades 1-4

1. Students will pick a set of complementary colors from the construction paper. Students will trace their stencil four times on one of their chosen colors (The size of the cardboard stencil will determine the scale of the students' artwork.) They will then cut out their shapes.
2. Taking the original stencil, students will retrace their shape onto another piece of cardboard, only making the shape slightly larger by outlining it farther away from the original border. Once students have created their larger shape, they should cut it out and use it as another stencil. With the other complementary color construction paper, students should trace their larger stencil four times, then cut out the shapes.
3. Place each smaller shape in the center of each larger shape, the students will glue their two shapes together. Students will now have four sets of complementary color shapes. Set the shapes aside when preparing the background of their final product.
4. Pass out four square pieces of white construction paper to students. Using rulers, demonstrate how students can find the centers of their squares by measuring the length and width of their squares. Students can lightly draw a small dot to mark the center of each square. This will guide students as to where they should place their organic shapes. Once students have measured, instruct them to glue their shapes into the centers the squares. To finish the project, glue the squares onto a 12 x 12-inch sheet of construction paper in a grid layout.

Artmaking Activity: Grades 5-8

1. To prepare their painting paper, students will begin by drawing diagonal lines connecting opposite corners of their paper, creating a large "X" across the entire sheet. Students will then measure the length and width of their paper to find the center of each side, then, from these points, lightly draw vertical and horizontal lines to mark the center of their work. This will set up four smaller areas on the base of their grid with one diagonal line in each square. Students will draw an additional diagonal line in each box to create an "X" in each box. The "X" will serve as a guide when students are tracing their shapes onto their paper. Have students align their stencil in the middle of one box on their paper.
2. When tracing, instruct students to mark the spots on their stencil that hit any diagonal lines. This will enable students to align their stencil centrally in each box. Also instruct students to point their stencil toward the center of the paper before they begin tracing. Once students have drawn their shapes in each box, they can erase their horizontal, vertical, and small "X" lines, keeping the initial diagonal lines on their paper.
3. Students should begin painting the shapes on their paper using one of their chosen complementary colors. Remind students to evenly distribute their paint for a smooth application. Once students have painted the shapes, refer to Feeley's use of outline in Asellus, 1964. Using the other complementary color, students will outline their shapes. With one outline done, students will take their original paint color and re-outline the shapes. This should be done once more with the second color.
4. For the remainder of the background, students have the option of painting the entire space one color or they can cut out their shapes, glue them onto different pieces of 6 x 6 inch construction paper and glue the squares onto a new sheet of paper.

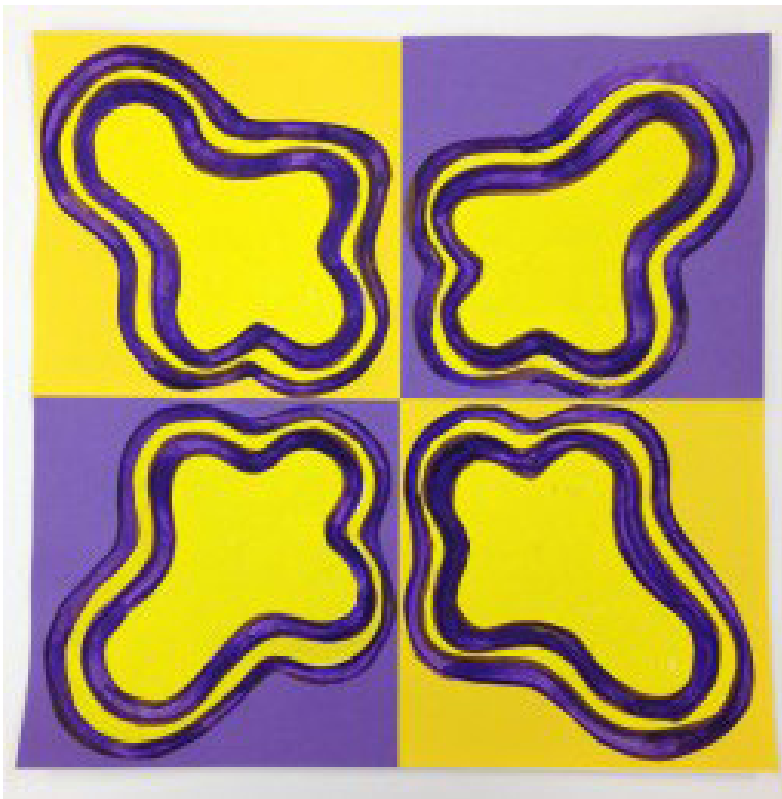
Lesson Tips:

- When tracing shapes, it is helpful to instruct younger students to draw a light “X” in the middle of each traced shape. This side of the shape will contain pencil lines. The “X” can remind students that they do not want the pencil-lined side of their shape to show on their final product. You can remind students to apply their glue to the “X” side of each of their shapes.
- This lesson can be tailored to focus on the organic shapes found in nature in relation to the seasons. You can make a science-based connection by using symbols of the seasons such as snowflakes for winter, acorns for fall, or rain drops for spring. By using these symbols as shapes, the artwork can be used to illustrate seasonal changes.
- For an advanced lesson, try adding additional shapes to the grid areas

Standards:

- New York State Learning Standards for the Arts: 1, 2, and 3
- College and Career Readiness Anchor Standards for Writing: 1, 2, 5
- College and Career Readiness Anchor Standards for Speaking and Listening: 1, 4, 5, 6
- College and Career Readiness Anchor Standards for Language: 1, 2, 3, 6
- College and Career Readiness Anchor Standards for Reading: 1, 2, 5, 7, 10
- Core Standards for Mathematical Practice: 1-8

Teacher Example:



AKG: