

# BLOSSOM & ROOT

PROFILES AND EXPLORATIONS IN ART

## *Nine Profiles in Art*

VOLUME 2



DESIGNED FOR  
BLOSSOM AND ROOT LEVEL 5

Exploring the Lives, Work, and Times of Nine Different Artists | Weekly Art Prompts



[www.blossomandroot.com](http://www.blossomandroot.com)

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To report errors contact [kristina@blossomandroot.com](mailto:kristina@blossomandroot.com)

Design by Kristina Garner

Editing by Jason Garner

Art History Consultant: Stacy M. Fuller

# *Blossom & Root*

Profiles and Explorations in Art  
Vol. 2

## *Nine Profiles in Art*

A Complete Art Curriculum

Designed for Blossom and Root Level 5

### **Blossom & Root Profiles and Explorations in Art Level 5: Nine Profiles in Art, Vol. 2**

By Kristina Garner - [www.blossomandroot.com](http://www.blossomandroot.com)  
Blossom and Root / Hive Online Presence Management LLC  
6547 N. Academy Blvd. #1225  
Colorado Springs, CO 80918

Find Us on the Web at <https://www.blossomandroot.com>

# Make It Yours

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## How to Teach This Curriculum

"Art enables us to find ourselves and lose ourselves at the same time."

– Thomas Merton

### Step One: Picture Study

Each week, you will conduct a simple picture study. There are instructions for conducting picture study each week in this parent guide. This should only take about five to ten minutes per session.

### Step Two: Exploring the Artist

There is a short, scripted prompt for exploring the featured artist each week. You may either read this to your child as written, or use it as a jumping-off point for deeper discussion.

### Step Three: Exploring with Art

Every week, there is a featured art project that will allow your child to explore the artwork on a deeper level. These are process-based projects. The emphasis should be on delight, exploration, and wonder, not the end result.

### Permission to Go Off-Grid

If your child becomes especially fascinated by any of the artists, techniques, etc. in the curriculum, feel free to pause and dive deeper for awhile. We promise that our curriculum will be here waiting for you when you come back! Remember, our curriculum is here to support and inspire you and your child during your journey this year. It is not here to make you feel pressured or rigidly confined to a precise schedule. What matters most is that you are instilling a sense of love for art in your child.

## Frequently Asked Questions:

**What about music?** You may wish to add a casual composer study, or simply listen to a variety of musical genres and styles while you explore the art projects. For a Waldorf-inspired approach to music, we highly recommend *Legends of the Staff of Musique*. Another excellent course to consider would be the online course "Introduction to Black Classical Composers and Musicians," taught by violinist Chenoa Alamu. Her website is here: <https://blackclassicalmusicians.com/>

## How do I schedule this program into our week?

If you do art once a week, you will complete one week's picture study, artist prompt, and art project in a single session, every week. However, we recommend that you allow for rabbit-trails and deep-dives when your child is inspired. There is no reason to feel pressured to complete the full curriculum in 36 weeks, or at all.

**CLICKABLE LINKS FOR ALL ARTWORKS, VIDEOS, AND WEBSITES CAN BE FOUND AT THE BACK OF THIS GUIDE.**

# *Contents*

Weeks

- |         |  |
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| 1 – 4   | <b>Mark Rothko: Painter</b>  |
| 5 – 8   | <b>Hung Liu: Painter, Installation Artist</b>                                |
| 9 – 12  | <b>Yinka Shonibare: Sculptor, Painter, Photographer, Installation Artist</b> |
| 13 – 16 | <b>Beatrix Potter: Scientist, Illustrator, Writer</b>                        |
| 17 – 20 | <b>Guan Daosheng: Painter, Poet</b>  |
| 21 – 24 | <b>Edmonia Lewis: Sculptor</b>   |
| 25 – 28 | <b>Charles Demuth: Painter</b>   |
| 29 – 32 | <b>Romare Bearden: Painter, Mixed-Media Artist, Writer</b>                   |
| 33 – 36 | <b>Rania Matar: Photographer</b>   |
| Bonus   | <b>Augusta Savage: Sculptor</b>  |

# Supply List

- scrap paper or sketching paper
- apron or work shirt to protect clothing
- tarp or tablecloth to protect work surface
- cold pressed 140 lb. watercolor paper
- sketching pencil(s)
- eraser (white, not pink)
- ruler / straight-edge
- optional: protractor or other geometry drawing tools
- something large and round to trace (like a mixing bowl)
- watercolor paints (ideally the kind in a tube, not the "children's" palettes)
- up-cycled food lids or bowls for mixing paints
- paintbrushes, variety of shapes and sizes
- jar for water
- paper towels
- canvases (small to medium, several)
- acrylic paint in a variety of colors
- large mixed media / painting paper (or you can use watercolor paper)
- access to online image searches, books at the library, and (optionally) magazines and newspapers
- scissors
- craft glue
- optional: hand mirror
- optional: tracing paper
- camera or camera phone
- a way to print out photos your child takes with the camera or camera phone
- several cardboard paper towel rolls (you'll need these for week 9)
- hot glue gun and glue sticks (adult supervision required)
- something spherical for a statue's head in week 9 (golf ball, for example)
- optional: scrap fabric
- scrap cardboard or wood
- modeling clay
- optional: model magic
- sculpting tools from the craft store or kitchen (kabob stick, butter knife, etc.)
- two colorful scarves or scraps of fabric (at least 6 x 8 inches)
- fabric scissors
- foam core / foam board
- craft mesh wire sheet
- utility knife (adult use only)
- clipboard
- optional: sewing supplies (needle and thread)
- oil pastel sticks
- Mod Podge
- white tempera paint (week 17)
- India Ink (black plus one other color, like pink or green)
- plaster bandages / plaster cloth (sometimes called liquid wrap--look at craft stores or online)
- vaseline or another petroleum-based lotion
- aluminum foil
- plastic wrap
- a few bars of inexpensive soap
- watercolor pencils or watercolor crayons
- optional: armature wire and wire cutters (adult supervision required)

# Week One: Mark Rothko

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## This Week's Featured Work of Art:

Mark Rothko

No. 5/No. 22

1950 (dated on reverse 1949)

Please be aware that some of the text below the artwork at this link may not be appropriate for children:  
<https://www.moma.org/collection/works/80566> or <https://www.wikiart.org/en/mark-rothko/no-5-no-22>

**Note: Clickable links for all artworks, websites, and videos can be found at the back of this guide.**

### Part One: Picture Study

Show your child the piece titled *No. 5/No. 22* by Mark Rothko (clickable link in back of guide.) Let your child gaze upon it for a few minutes. Then, hide the work from view and ask them to recall as many details about it as possible. (Colors, shapes, figures, features, feelings, etc.) Once your child is finished, tell them the title of the piece and the name of the artist.

For older children, picture study can be a world of extremes. They may want to look at the artwork for several minutes, or they may find it unpleasant or uncomfortable and only look for a moment. They may want to talk about it with you in great detail, or they may give short and stilted responses. All of these are appropriate, and we encourage you to let the child own their individual experience of the art, whatever that may look like. The main objective is to introduce the child to a body of work from each of the featured artists. There are no right or wrong answers.

Tip: Please be aware that some text below the artwork on the linked website may not be appropriate for children. We suggest using the "full screen" button to focus on the artwork itself.

### Part Two: Exploring the Life of the Artist

Read to your child: *Mark Rothko (born Markus Rothkowitz) was a Russian-American abstract painter of Latvian Jewish descent. He is best known for his color field paintings that depicted irregular and painterly rectangular regions of color, which he created from 1949 to 1970.*

*Fearing the elder sons of the family were about to be drafted into the Imperial Russian Army, Rothko's family immigrated to Portland, Oregon, when Rothko was ten. In his twenties, Rothko moved to New York City.*

*His art career began when he was visiting a friend at New York's Art Students League where he saw students sketching a live model. Enrolling in art school, he began to view art as a tool of emotional and religious expression. In response to World War II, Rothko's art experimented with mythological themes and Surrealism to express tragedy. Toward the end of the 1940s, he shifted to painting canvases with regions of pure color which he further abstracted into rectangular color forms. This was his signature style that he employed throughout the rest of his life.*



# Week One: Mark Rothko

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## Part Two: Exploring the Life of the Artist, cont.

Quote from the Artist:

"A painting is not a picture of an experience, but is the experience." – Mark Rothko

Source: [www.philamuseum.tumblr.com/post/178453458123/a-painting-is-not-a-picture-of-an-experience-but](http://www.philamuseum.tumblr.com/post/178453458123/a-painting-is-not-a-picture-of-an-experience-but)

### Additional (Optional) Resources to Consider:

**View an online exhibition of Mark Rothko's work:** <https://www.nga.gov/features/mark-rothko.html>

**View paintings by Rothko:** <https://www.nga.gov/features/mark-rothko.html>

## Part Three: Exploring with Art

### Supplies You Will Need:

- cold pressed 140 lb. watercolor paper
- pencil, eraser, and optionally, a waterproof art pen (fine-tipped)
- ruler / straight-edge and / or optionally, protractor or other geometry drawing tools
- something large and round to trace (like a small mixing bowl)
- watercolor paints (you'll need red, yellow, and blue--we recommend the kind that comes in a tube, not in a pre-pressed palette for children)
- something to use as a palette (an old, up-cycled plastic food lid would work)
- paintbrushes
- jar of water, paper towel or a cloth to wipe up spills

### Primary, Secondary, and Tertiary Color Wheel

Read to your child: *As we learn about Rothko, we will be spending a lot of time playing with color. For this first exploration, you will explore primary, secondary, and tertiary color by making a color wheel. You will begin by making a large circle on your piece of paper.* (Parents: Students can trace a small mixing bowl to do this or they can use a compass if they've learned how to use one already.)

*After making your circle, you will divide the circle into twelve relatively equal pieces, using a ruler or a straight-edge. Begin by dividing the circle into quarters, then divide each quarter into thirds.* Parents: Unless your child has learned how to do this in math already, don't worry about precision here. Help them to get the pieces as close to equal size as possible, using light pencil pressure and a straight edge. If they do know how to do this precisely with tools, they may do so.



# Week One: Mark Rothko

## Part Three: Exploring with Art, cont.

Read to your child: Above each piece, use light pencil pressure to mark the colors you will make in each section. You can abbreviate these. (For example, y = yellow, r = red, b = blue, etc.) Use the color wheel below to guide you.

Next, it's time to paint the **primary color** slices. Find the yellow, red, and blue slices on the color wheel below. Use your watercolor paints to carefully paint these colors into their corresponding slices. You'll need to add some water, but try not to use too much. It's easier to control your brushstrokes when it's not quite as "wet." You will also want to pick a brush that's small enough for you to be precise, but not so small that it takes you ages to fill in the slice. Always rinse and wipe your brush between colors.

Now you will mix primary colors together to make the three **secondary colors** (orange, violet, and green) and paint their corresponding slices. Mix the colors on your palette, not on the paper, and always remember to rinse and wipe your brush clean between colors.

Finally, you will paint the **tertiary colors** (red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet.) You make a tertiary color by mixing a primary and secondary color together. Do your mixing on your palette, not on your paper. Always remember to rinse and wipe your brush clean between colors.

When you're finished, you can erase your labels, if you like, or make nicer labels with a waterproof art pen.

