Nora Eccles Harrison Museum of Art at Utah State University presents:

Color & Process
We have all seen beautiful, intricate and complex works of art that have made us marvel at the artist’s ability to create.

We can find joy in viewing art, but art can also bring joy to its maker. Many artists find creating art therapeutic as it can be a means of expressing things that are difficult to verbalize.

Art can be tied to different emotions through the colors chosen and the subject matter, both for the artist and for the viewer.

What kind of art do you most enjoy viewing or creating?

What colors are most impactful for you?

How does art bring you joy? What other emotions do you feel when looking at art?
Exploring Color

Artists *strategically* use color as one of their means of communication. They know that color is tied closely with emotion.

Colors often have cultural *associations* to certain activities like weddings, funerals, or holidays. They also have associations with specific groups of people like doctors (white coats) babies (pastels, primary colors), or places like the USA (red, white and blue).

Using color strategically can help us *express or depict emotions*.

These works focus on color as an integral part of the composition.

What emotions or associations can you connect with the colors you see?
Process & Art

Artists enjoy the engaging process of creating art as an **outlet** for expression, and the joy of creating something new.

The process of making art can also be **therapeutic** in its process. It is often repetitive in nature. It engages the whole mind and often the body in the **process**.

Many artists use very specific creative processes, while others enjoy **experimenting** with a variety of processes, art materials, colors and subject matter.

Look at these artworks and imagine you were artists Lorser Feitelson and Philip Argent. What creative process might you use to create these paintings? What are the most important elements you see? Color? Shapes? How would you create them?

Create your own art inspired by these paintings!
Exploring Process

This artist, **Charles Clough**, abandoned his brushes in favor of using just his fingers when creating his paintings early in his career.

He now works in a large format, using broom sticks and cloths that create giant ‘fingers’ to **push paint** around on the large canvases on the floor.

What do you think of Charles Clough’s artistic process?

Have you ever used your fingers or other improvised brushes to create a painting?

Create your own art inspired by this artist!
Art & Nature

Artist **Sibylle Szaggars Redford** leaves some of the creative process completely out of her control.

She paints with watercolor and then allows **Mother Nature** to complete the work by putting the paintings outside when it is raining.

The colors meld and blend according to the intensity of the **rain** storm. In this way, nature helps to create the final work of art.

How could you use nature in your art-making process? What natural elements (water, wind, fire, earth, plants, animals, etc.) would you most like to incorporate?

How many can you try while creating art?
Art Challenge

All the artwork from NEHMA’s collection that we explored were **paintings**.

Enjoy the process of creating art with **watercolors** and create your own painting.

**Experiment with colors and process!**
- What colors do you want to incorporate?
- What emotions do you want to express with your art?
- What process will you use to create?

**Some Tips:**
- Use watercolor paper or a thicker paper for best results.
- Wet paper will absorb and spread the colors. Dry paint will stay where the brush puts it.
- Adding multiple colors will allow them to bleed and mix on the paper.
- Focus on the process and color like the highlighted artists did. Worry less about the product and enjoy creating!

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Kim MacConnel, *Raindrops Pattering on Banana Leaves*, 1976
Acrylic on cotton, 96 x 72 in.
Gift of the Kathryn C. Wanlass Foundation

Try finding elements of nature or household objects (flowers, leaves, sticks, feathers, cloth, sponges, straws, etc.) to create your own paintbrushes and use them to create your unique art.
Thanks for joining us!

Check out more amazing art from NEHMA’s collection online at:

collection.artmuseum.usu.edu
Common Core

Fine Arts

2nd Grade
Standard 2.V.R.1: Perceive and describe aesthetic characteristics of one's natural world and constructed environments, and categorize images based on expressive properties.
Standard 2.V.R.2: Identify the mood suggested by a work of art and describe relevant subject matter and characteristics of form.
Standard 2.V.R.3: Use learned art vocabulary to express preferences about artwork.

3rd Grade
Standard 3.V.CR.1: Elaborate on an imaginative idea and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Standard 3.V.CR.2: Create a personally satisfying artwork using a variety of artistic processes and materials.
Standard 3.V.R.1: Speculate about processes an artist uses to create a work of art, and determine messages communicated by an image.
Standard 3.V.R.2: Analyze use of media to create subject matter, characteristics of form and mood.
Standard 3.V.R.3: Evaluate an artwork based on given criteria

4th Grade
Standard 3.V.R.1: Speculate about processes an artist uses to create a work of art, and determine messages communicated by an image.
Standard 3.V.R.2: Analyze use of media to create subject matter, characteristics of form and mood.
Standard 3.V.R.3: Evaluate an artwork based on given criteria

5th Grade
Standard 5.V.C.1: Combine ideas to generate an innovative idea for art-making, and identify and demonstrate diverse methods of artistic investigation to show an approach for beginning a work of art.
Standard 5.V.C.2: Experiment with and develop skills in multiple art-making techniques and approaches through practice demonstrating quality craftsmanship.
Standard 5.V.C.3: Create artist statements using art vocabulary to describe personal choices in art-making
Standard 5.V.R.2: Interpret art through analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
Standard 5.V.R.3: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts

6th Grade
Standard 6.V.CR.2: Formulate an artistic investigation of personally relevant content for creating art.
Standard 6.V.CR.3: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design
Standard 6.V.R.3: Analyze ways that visual components and cultural associations within images influence ideas, emotions, and actions.
Standard 6.V.R.4: Interpret art by distinguishing relevant contextual information, and by analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
Standard 6.V.R.5: Develop and apply relevant criteria to evaluate a work of art.