How We See the World

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

This oil painting by Maurice G. Logan was made in 1925, and uses shapes, not lines, to create the picture we are seeing.

Logan liked to use small canvases so he could paint outdoors and finish the painting in one sitting instead of over several sessions.

Creating a painting quickly like this allowed Logan to use the wet-on-wet technique, where he layered new paint over paint that was still wet creating beautiful colors and texture.

What do you see in this painting?

How did this artist use color to show us his world?

What can we learn about the world in 1925 from this painting?
Experience in Art

Clayton S. Price painted this oil painting in 1926, in the Modernist style.

The Modernist style emphasized presenting the world subjectively.

Price spent the first 30 years of his life on ranches, painting when he had the chance, and he used his experience with ranching to create his art.

What can you learn about ranching in the 1920s from this painting?

Clayton S. Price, *Plowing*, c.1926
Oil on board, 23 x 35 in.
Gift of Marie Eccles Caine Foundation
Light in Art

This is an oil painting that was made in 1921 and is done in the Impressionist style.

The Impressionist art style emphasizes the effects of light and uses lots of color.

How did the artist, Selden Conner Gile, show us the light in this cherry orchard?

The artist avoided using black in his work, and instead mixed complimentary colors to achieve the darker hues.

How did this artist see his world?
How did he share his experience with us?
What one word would you use to describe this painting?
Events in Art

This painting was created with watercolor paint, not oil paint like the other paintings in this presentation.

Nicholas Brigante painted this in the 1930s, and his style was influenced by Chinese scroll painting.

There is a lot happening in this painting. Brigante tells the story of the California Gold Rush using contrasting colors and the clash of people and nature.

What is the story that you see?

What do you know about the California Gold Rush?

How does this painting represent the Gold Rush?

What event or events in your life could you transform into art?

Watercolor on paper, 36.75 x 50 in.
Gift of the Kathryn C. Wanlass Foundation
Landscape Art

This painting was made in 1930 at Bear Lake by Birger Sandzen, an artist from Sweden who came to Utah State Agriculture College for a summer program.

Sandzen taught plein-air landscape painting. His students ventured out to locations near Logan, Utah to paint, and this painting was probably made during one of those excursions.

This artist intended his pure, unmixed colors to refract upon each other to produce a vibrant blend of color to represent the landscapes he painted.

What do you think of this landscape?

What do the colors tell us about how the artist saw the world?

If you were to venture outside to draw or paint your own landscape, where would you go?

What would inspire you?
Stories from Art

This is an oil painting, but instead of painting on canvas, John Langley Howard painted on wood when he created this in 1943.

This painting has very detailed elements, all the people and objects clearly defined even though the painting has a surreal aspect.

It is an example of magic realism: combining ambiguity into a realistic setting.

What do you see in this painting?

What kind of story can you imagine for these people, in this place?

How does this artist see their world?

John Langley Howard, *Elemental Drifts*, 1943
Oil on wood panel, 23.5 x 29.5 in.
Gift of Marie Eccles Caine Foundation
Comparing Art

What are some **similarities** between these paintings?

What are some **differences**?

If you were to create an exhibit using just 3 paintings, which would you choose? Why those paintings?

If you created an exhibit using 5 paintings, which one would you leave out? Why?
Art Challenge

We have looked at some examples of how different people saw their world and interpreted it as art.

Create your own piece of art using any art supplies you like! Be inspired by the NEHMA art you saw, and consider these questions:

- What does your world look like?
- How do you see it?
- How could you tell a story about your world with art?
- If someone were to look at your art 100 years from now, what would they learn about your world?

Art Supplies

You can use just about anything to create art!

Try some of these:
- paper, pencils, markers, crayons, paint, clay, fabric, felt, glue, tape, scissors, beads, yarn, string, ribbon, recycled materials (cereal boxes, cardboard tubes, plastic cups and tubs, magazines, newspapers, etc.)
Thanks for joining us! Check out more amazing art from NEHMA’s collection online at: collection.artmuseum.usu.edu
Common Core

Fine Arts

1st Grade - Standard 1.V.CR.2: Explore the use of materials and tools to create works of art or design; demonstrate use of art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
Standard 1.V.CR.3: Use art vocabulary to describe choices while creating art.
Standard 1.V.R.1: Select and describe works of art that illustrate daily life experiences of one’s self and others, and compare images that represent the same subject.
Standard 1.V.R.2: Categorize subject matter and identify the characteristics of form.
Standard 1.V.R.3: Classify artwork based on different reasons for preferences.

2nd Grade - Standard 2.V.CR.2: Experiment with various materials and tools to explore personal interest in a work of art or design.
Standard 2.V.P.1: Categorize artwork based on a theme or concept for an exhibit.
Standard 2.V.P.2: Distinguish between different materials or artistic techniques for preparing artwork for presentation.
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.CO.1: Create works of art about events in home, school, or community life.
Standard 2.V.CO.2: Compare and contrast cultural uses of artwork from different times and places.

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.P.3: Identify and explain how and where different cultures record and illustrate stories and history of life through art.
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: Evaluate an artwork based on given criteria
Standard 3.V.CO.1: Develop a work of art based on observations of surroundings.
Standard 3.V.CO.2: Recognize that responses to art change, depending on knowledge of the time and place in which it was made.

4th Grade - Standard 4.V.R.3: Refer to contextual information and analyze relevant subject matter, characteristics of form, and use of media.
Standard 4.V.R.4: Apply one set of criteria to evaluate more than one work of art.
Standard 4.V.CO.1: Create works of art that reflect community cultural traditions.
Standard 4.V.CO.2: Through observation, relate artistic ideas and works with societal, cultural, and historical context to deepen understanding by inferring information about time, place, and culture in which a work of art was created.

5th Grade - 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.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.6: Reflect on whether personal artwork conveys the intended meaning, and revise accordingly.
Standard 6.V.R.1: Identify and interpret works of art or design that reveal how people live around the world and what they value.
Standard 6.V.R.3: Analyze ways that visual components and cultural associations within images influence ideas, emotions, and actions.
Standard 6.V.CO.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding by analyzing how art reflects changing times, traditions, resources, and cultural uses.