

Working With: HOPPER'S LINES – Beginning Level



ARTIST

Edward Hopper (HOP-per)

1882 - 1967

American

LEVEL

Beginning

VOCABULARY

Horizon, pattern, seascape

ART ELEMENTS

Line

VISUALS

Print: *Ground Swell*

MEDIA

Torn paper construction, paint

SUGGESTED MUSIC

Music of the 1900s

EMPHASIS

Seascape composition

MATERIALS FOR INSTRUCTOR AND STUDENTS

Classroom Folder: One 9" x 9" light blue construction paper
Two 6" x 9" pieces of bright blue construction paper
One 4" x 4" bright color construction paper
(Student chooses one color from a selection of yellow, orange, and red)
One 9" x 2-3/4" Sandpaper
One sheet of newsprint paper (preferably at least 9" x 12")
One Paper Plate
1 Paper Towel
Artist Profile Slip

Instructor Tote: Q-Tips (2 per student)
Cotton Balls (1 per student)
White and Blue Tempera Paint
(Add about two teaspoons of each color onto the paper plate)
Masking tape (for instructor only)

Student Supplies: Scissors
Glue

PREPARATION

Place the Hopper print in front of the room. Construct an example to become familiar with the procedure. Tape your 9" x 9" blue paper to the board. Have your paper plate with paints and other supplies close by.

SET-UP [5 minutes]

Appoint the following number of students to distribute the materials:

SUPPLIES [2] 2 Q-Tips, 1 Cotton Ball to each student

PAPER [7] One sheet of newsprint, one 9" x 9" light blue construction paper, two 6" x 9" pieces of bright blue construction paper, one 4" x 4" bright color paper, one piece of sandpaper, one paper towel, and artist profile slip to each student

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Instructor or volunteer will pass out one paper plate with white and blue paint.

ORIENTATION [1 minute]

Hopper enjoyed relaxing days at the seashore. He painted seascapes showing the beauty of the sky, water, and sand. Today we, too, will create a seascape in a very fun and simple way.

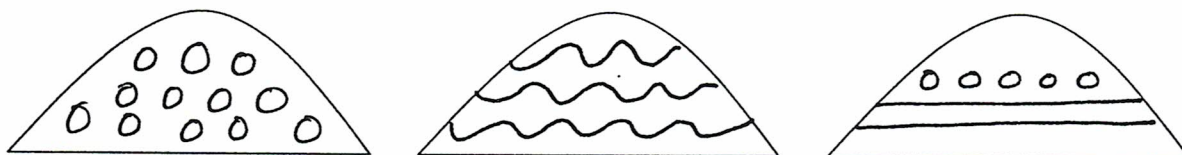
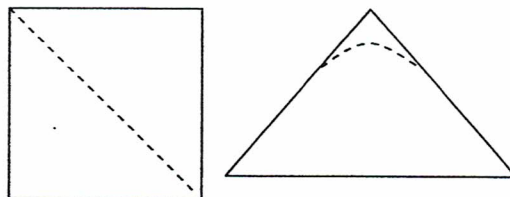
DEMONSTRATION AND ACTIVITY

ORGANIZE YOUR WORK AREA [3 minutes]

1. Center the newsprint on the top of your desk.
2. Place your paper plate with paints in one corner of your desk.
3. Put your paper towel next to your paper plate.
4. Lay your Q-tips and cotton ball on the paper towel.
5. Place the artist profile slip and other papers at the other corner of your desk.
6. Have your glue and scissors close by.

UMBRELLA [7minutes]

1. Fold the 4" x 4" bright-colored paper in half diagonally and cut it in half on the fold.
2. With your scissors round the top of the triangle to create an umbrella shape.
3. Use a Q-Tip and white paint to paint a simple pattern on your umbrella shape. Use the patterns in your Learning Pages for ideas. Set it aside to dry.

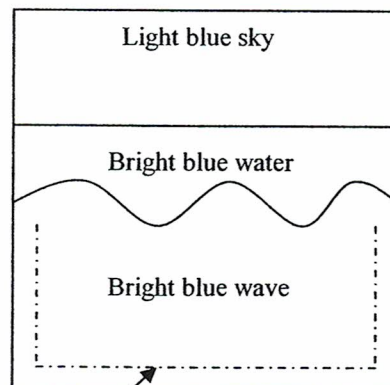


HORIZON LINE [2 minutes]

Glue one of the 6" x 9" bright blue papers (for water) to the bottom of the 9" x 9" light blue paper sky. Line up the bottom edges exactly.

WAVE [5 minutes]

1. Hold the other 6" x 9" bright blue paper vertically and tear a wavy line along one edge of the long 9" side to create a gentle wave shape.
2. Save the small piece you have torn off.
3. Glue the sides and bottom only of the larger remaining piece to the bottom of the bright blue water, lining up the bottom edges carefully. This will leave the top of the wave unglued to lift up later.



Add glue line here (on back side of wave paper)

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MOUNTING THE ARTIST PROFILE SLIP [2 minutes]

(Profile slips for each artist are provided. They give a brief description of the artist, the technique, and the media used in the art activity.)

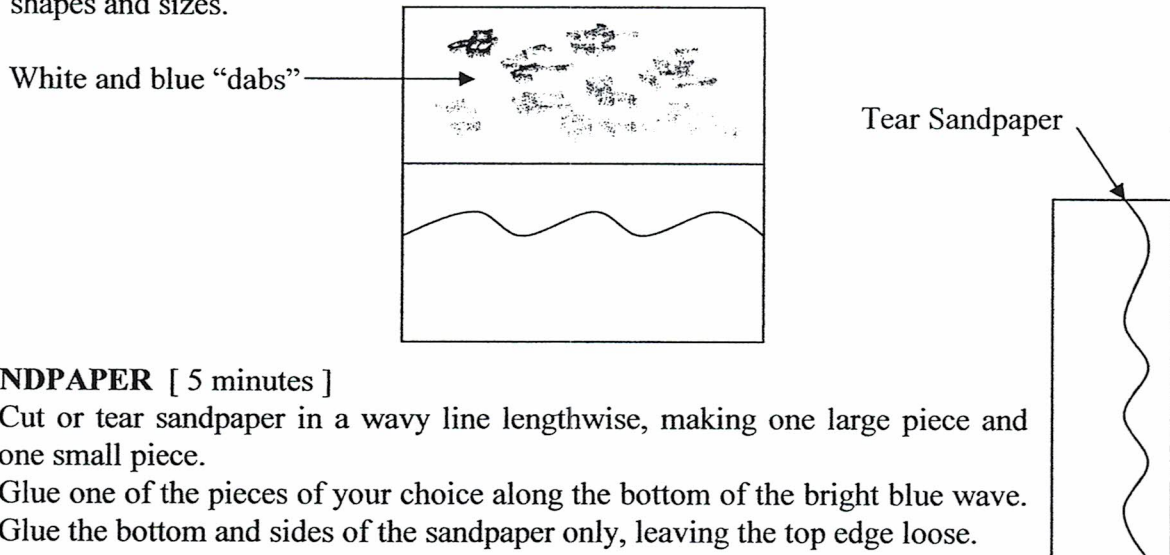
1. Write your name on the front of the artist profile slip.
2. Using glue, mount the profile slip on the back of your artwork.
3. Encourage students to discuss their artwork at home using this artist slip of information.

PAINTING THE WATER [7 minutes]

Lift up the top of the wave and bend it forward. Using a Q-tip that has been dipped in a small amount of white paint, drag it along the edge of the wave to lightly “dust” color onto the waves and ocean. (Only use one Q-tip.)

PAINTING THE SKY [5 minutes]

1. Dip the cotton ball in white and blue paint to paint the sky. Dip the cotton in the paint and then dab it on the plate twice before touching the blue paper.
2. Twist the cotton ball when dabbing and encourage overlapping to create clouds of different shapes and sizes.



SANDPAPER [5 minutes]

1. Cut or tear sandpaper in a wavy line lengthwise, making one large piece and one small piece.
2. Glue one of the pieces of your choice along the bottom of the bright blue wave. Glue the bottom and sides of the sandpaper only, leaving the top edge loose.

ATTACHING UMBRELLA [7 minutes]

1. Grab the cotton end of the remaining Q-tip and break it off. Discard the cotton. Glue this clean stick with one end under the sandpaper. Tilt the stick and choose a place not right in the middle.
2. Glue the umbrella over this Q-tip stick with tip sticking out of top. Lightly glue each side of the umbrella, leaving top and bottom free of glue. When attaching the umbrella to your seascape, pinch the sides lightly together to create a three-dimensional effect.

CONCLUSION

I hope you enjoyed creating your beautiful seascapes as much as our master artist, Edward Hopper did.

CLEAN UP [5 minutes]

Place all scrap and paint trash onto paper plate for disposal. Appoint a helper to collect:

TRASH [1] Bring around a trashcan to collect newsprints, paper towels, paper plates, and Scraps

Introducing: HOPPER – Beginning Level



INTRODUCING EDWARD HOPPER

American 1882-1967

BEGINNING LEVEL

PROPS

AUDIO: Music of the 1900s

CARDS: Artist Name – Date, Vocabulary

VOCABULARY

CARDS: Shadow, Horizontal, Vertical

VERBAL: Horizon, Diagonal, Foreground, Watercolor, Oil Painting

SLIDES

- | | |
|-----------------------------|--|
| 1. <i>Self-Portrait</i> | 4. <i>The Long Leg</i> |
| 2. <i>Hopper in Rowboat</i> | 5. <i>The Lighthouse at Two Lights</i> |
| 3. <i>Ground Swell</i> | 6. <i>Gloucester Beach</i> |

PRINT – *Ground Swell*

MOTIVATION

Please do what I'm doing. (TAP FOREHEAD REPEATEDLY WITH INDEX FINGER, THEN STOP AND PUT HANDS FOLDED ON YOUR LAP)

Why do you think an artist would tap his forehead like we just did? I will give you three possible answers. You show me your best guess by tapping your forehead. Listen first to all three choices:

1. He has a headache.
2. He has an idea for a painting.
3. He's listening to music he likes.

I will say them again, and show me your answer by tapping your forehead. Yes, you are right! He has an idea for a painting. Let's find out more about our artist and his habits.

DEVELOPMENT

1. SLIDE – SELF-PORTRAIT

People would ask Edward Hopper about the places he painted. They wanted to know where the actual places were in the United States. He would tap his forehead and say "In here." What did he mean? (HE THOUGHT THEM UP; HE USED HIS BRAIN; FROM MEMORIES; ETC.) Yes, he drew on his thoughts and memories when he started to paint a scene.

As you look at this self-portrait of Hopper, I want you to decide what he was like as a person. Was he quiet or loud? Show me your answer with a quiet, closed mouth or an open mouth. Very good! He was a quiet, lonely person throughout his life.

Does he look like a tall or short man? Show me with your hand up high or down low. Edward was very tall. In fact he had a nickname when he was twelve years old. He was called "Grasshopper" because of his very long legs. He was over six feet tall in sixth grade!

He was a shy boy, also, who started to draw at about your age. Raise your hand if you know what you'd like to be when you grow up. Well, Edward knew by age seven that he wanted to be an artist. He wrote the words "Would-Be Artist" on his paint box so everyone would know his future

Introducing: HOPPER – Beginning Level

plans. His mother always made sure he had art supplies even though there were no art classes at his school.

Besides art, let's see what else Edward loved to do as a young boy.

2. SLIDE – HOPPER IN ROWBOAT

Edward loved boats! Silently show me how you make this kind of boat move through the water. (PANTOMIME ROWING) Not only did he love to ride in boats, he loved to watch them, and draw them. Hopper grew up in a small town right on a big river in New York State. He saw many pleasure boats as well as working boats go up and down the river. He even built his own boat when he was a teenager.

Let's take a look at one of his paintings of boats. What kind of boat do you think it will be—a working boat or a pleasure boat?

3. SLIDE – GROUND SWELL

How does this boat move through the water? Show me either a rowing motion or blowing like the wind. (BLOWING) Raise your hand if you've ever sailed in a boat or have seen a sailboat. Does it look like these people are having a fun time? (YES) Point to the man steering the boat. (MAN SITTING) What are they looking at? (MARKER IN OCEAN—BELL) A bell warns boaters of danger—maybe a rock or shallow water. Are the boaters being careful? (YES)

Let's look at another boating painting by Hopper. Tell me if this boat is going faster or slower than the one we're looking at now.

4. SLIDE – THE LONG LEG

Raise your hand if this boat is going faster than the other boat. (YES) How can you tell? (WIND IS BLOWING HARDER ON THE SAILS) A horizon line is where the land meets the sky, or where the water meets the sky. Point to the horizon line. What do you see on the horizon line that helps boaters stay out of danger? (LIGHTHOUSE) Who lives in the building attached to the lighthouse? (LIGHTHOUSE KEEPER AND FAMILY) Let's look at the kinds of lines Hopper used in the oil painting. Where do you see vertical lines? (LIGHTHOUSE, HOUSES) (INDICATE DIRECTION WITH HAND FOR EACH WORD) Horizontal? (WATER, LAND) Diagonal? (SAILBOAT) Are the lines mostly straight or curvy? Show me with your hands. (PANTOMIME STRAIGHT OR CURVY WITH HAND) That's right. He used a lot of straight lines.

Let's pretend we are going to beach our sailboat to get a closer look at the lighthouse in the background. We will carefully sail our boat to the shoreline and hop out for a look around.

5. SLIDE – THE LIGHTHOUSE AT TWO LIGHTS

Shall we explore and look around? We've walked right up to the lighthouse and buildings for a close-up view. Do you think there's a way to get to the top of the lighthouse? How? (STAIRS INSIDE) Would it be a steep staircase? (YES) What would you see at the top when you step outside? (VIEW OF OCEAN, HORIZON, ETC.) Raise your hand if you see many shadows. (YES) Hopper loved to show sunlight and shadows in his painting. Does that give even more lines to catch our attention? (YES) Let's all climb down and go somewhere else I know you will like, just like Hopper did.

6. SLIDE – GLOUCESTER BEACH

Raise your hand if you like to spend a day at the beach. Do you sometimes sit under umbrellas so you won't get too sunburned or hot? Edward visited this beach in Massachusetts with his wife, Jo. They spent their honeymoon near this beach and enjoyed relaxing and painting there.

Introducing: HOPPER – Beginning Level

Show me with your hands the kind of lines he used most in this painting. What do we call that kind of line? (HORIZONTAL) Excellent! Do you think it's a hot or cool day? (COOL, THEY ARE ALL DRESSED WARMLY)

Let's look at the simple way Hopper put this picture together. There are only three main blocks of color. See if you can find them, and tell me what they are. (SAND, WATER, SKY) But what bright colors really catch your attention first? (ORANGE, YELLOW UMBRELLAS) Can you point to the footprints in the foreground? (IN MIDDLE SAND) Also, point to where the sky is a deeper color of blue. (ON TOP) When you do your art activity in your classroom, you will be making a fun umbrella beach scene like Hopper did in this watercolor painting.

CONCLUSION

Let's play a review game about all the things we learned today about our master artist, Edward Hopper. We'll use the lines he loved to use in his artwork. Raise your hand to give me the answer, then everyone will show me the kind of lines that go with the correct answer—vertical, horizontal, or diagonal (DEMONSTRATE EACH WITH HAND POSITION). Let's sit up nice and vertical to begin.

- | | |
|---|--|
| 1. Because Edward was tall, what nickname did he have as a child? | Grasshopper (Vertical) |
| 2. What is the art word for where the water meets the sky? | Horizon (Horizontal) |
| 3. What holds the sails on a boat? | Mast (Vertical) |
| 4. What shows a sailboat is moving very fast? | Leaning Mast, Sails Billowing (Diagonal) |
| 5. What kind of building warns boaters of danger? | Lighthouse (Vertical) |
| 6. Where did Hopper show colorful umbrellas? | Beach (Horizontal) |

You are masters at using lines, just like Edward Hopper, our famous American artist.

Learning From: Hopper's Lines

Beginning Level

Edward Hopper painted pictures of people and places that he knew. His pictures have strong LINES.

A horizontal line
goes across from
left to right.

Horizontal



**Draw three
horizontal lines**

Make one WAVY.
Make one DOTTED.
Make one THICK.

A vertical line
goes from
top to bottom.

Vertical



**Draw three
vertical lines.**

Make one CURVY.
Make one CROOKED.
Make one THIN.

A diagonal line
is slanted.

Diagonal

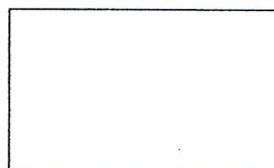
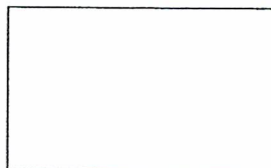
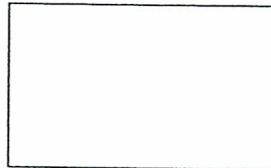
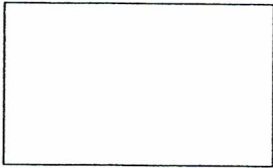
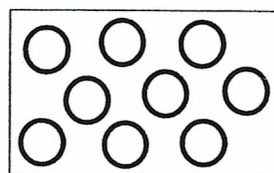
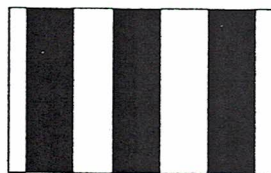
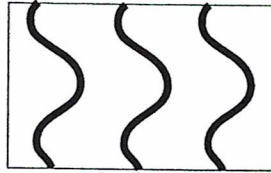
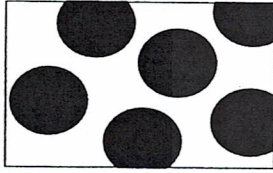


**Draw three
diagonal lines.**

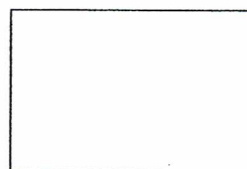
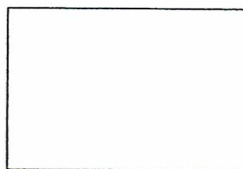
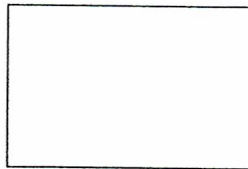
Make one STRAIGHT.
Make one ZIGZAG.
Make one WAVY.

A pattern is a set of shapes that repeat.

Copy the patterns in the boxes below:



Draw three patterns of your own.



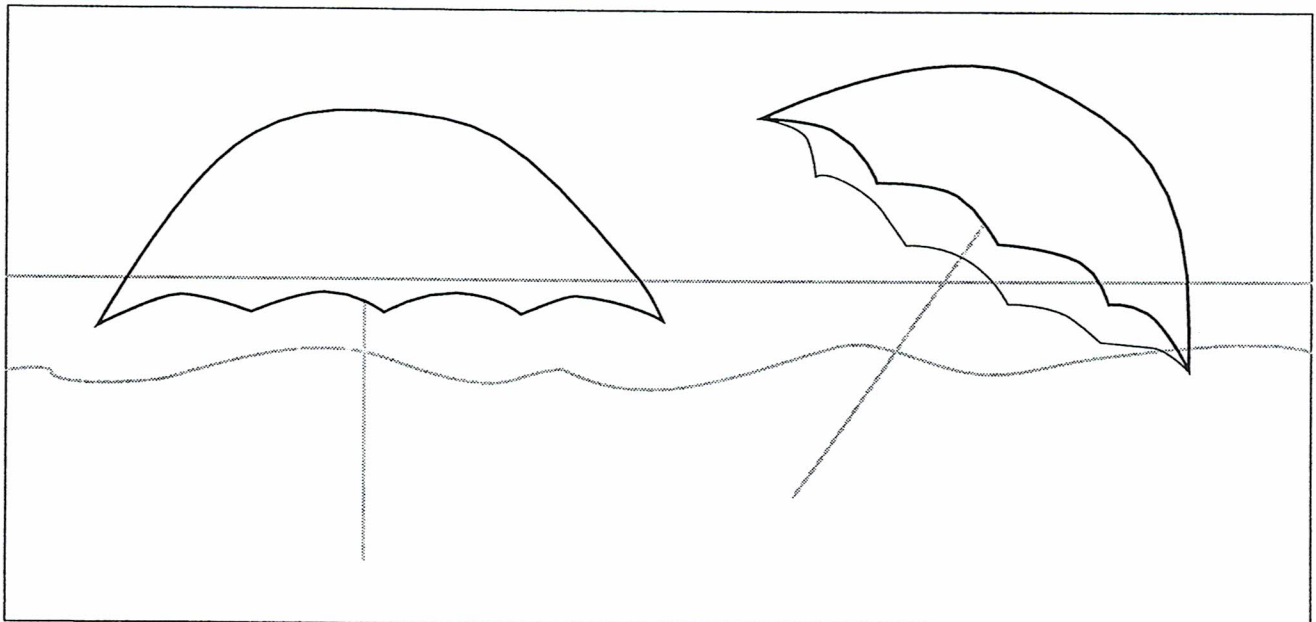
Finding lines: Color the

Straight HORIZONTAL Line: BLUE

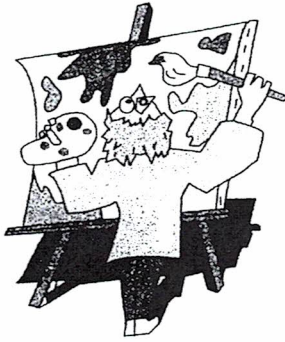
Wavy Horizontal Line: Brown

Diagonal Line: RED

Vertical Line: Black



Hopper liked to paint seascapes. At the seashore, he painted colorful beach umbrellas. Decorate the umbrellas with patterns.



MEET THE MASTERS[®]

VOLUNTEER INSTRUCTIONS

HOPPER (*HOP-per*)

Beginning Level

1. The children will be tearing construction paper and sandpaper for their seascape.
2. Students will need the following supplies:
Classroom Folder: One 9" x 9" light blue construction paper
Two 6" x 9" pieces of bright blue construction paper
One 4" x 4" bright color construction paper
Student selects one color from a selection of
Yellow, orange, and red
One 9" x 2-3/4" Sandpaper
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Artist Profile Slip
Instructor Tote: Q-Tips (2 per student)
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White and Blue Tempera Paint
(Add about two teaspoons of each color onto the paper plate)
Masking tape (for instructor only)
Student Supplies: Scissors
Glue
3. Students may need help tearing artistically rather than "ripping." Encourage slow, controlled tearing.
4. The painting techniques are very light-handed. "Dip, dab, dab" means that the cotton ball touches the paint and then is dabbed on the plate twice to unload the extra paint before it touches the paper.
5. A little glue goes a long way and should only be applied to the edges and bottom of the paper so that sandpaper, waves, and umbrellas can be "tucked in."
6. The finished project is somewhat three-dimensional with crumpled waves and billowing umbrellas. Help the children keep the paper up off the background to create this effect.
7. Your support in and out of the classroom makes this program work at your school. Thank you for your commitment.