



Summer Day, Bellport, Long Island, 1913. Oil on Canvas

William Glackens

CEDARHURST CENTER FOR THE ARTS

Cedarhurst Center For The Arts Teaching Poster

About the Artist



William James Glackens
1870-1938

William Glackens is frequently referred to as the "American Renoir". He was born in Philadelphia, Pennsylvania in 1870. After graduation from high school he began his career as an artist/reporter for the Philadelphia newspaper.

The year 1895 found Glackens in Paris painting and studying the works of the "great masters." This was to be the first of many trips to Europe for the artist and the beginning of his love for the work of the French Impressionists and Dutch masters. The following year he returned to America and settled in New York City where he worked as a free lance illustrator. During these years he exhibited frequently with a group of artists known as "the Eight" or "the Ashcan School." In 1913 Glackens acted as one of the organizers for the Armory Show, an exhibition of modernist painting which had a profound effect on American Painting.

Between the years of 1911 and 1916 Glackens spent six summers with his family at Bellport, Long Island, New York. *Summer Day, Bellport, Long Island* is one of many beach scenes executed by the artist during these years. There is a letter from Glackens's son Ira in which he identifies two of the figures in the painting. He writes, "The little boy hanging on the end of the diving board is myself... I am sure the figure of the woman on the diving board is my mother. She was the only woman in Bellport who dared to go swimming without long black stockings then. This was almost like appearing in the nude."

To learn more about art visit

www.cedarhurst.org
www.nga.gov
www.slam.org
www.getty.edu/museum
www.encyclopedia.com

Reading Suggestions:

Beach
by Elisha Cooper K-2
Near and Far at the Beach Learning Spatial Awareness Concepts (Math-Early Emergent)
by Amanda Boyd K-3
Come Look With Me: Exploring Landscape Art With Children
by Gladys S. Blizard K-3
Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters
by Mary Ann F. Kohl and Kim Solga K-8

William Glackens

Questions for Discussion

Begin looking at the bottom of *Summer Day, Bellport, Long Island* and slowly look up.

What is going on in this picture?
What objects do you see?
What objects in the picture tell you more about what is going on and who these people are?
What do you imagine you might hear, smell and feel on this beach?
What season and time of day is it?
Is there a breeze blowing?
What appears to be moving in this scene, and what is still?
How does your eye move through the painting?
How do the colors make you feel?
Why do you think the artist chose these colors?
Describe how the people in this painting feel.
Where in the Composition are all the larger figures and objects?
Where in the composition are the smaller figures and objects?

Let's Create

William Glackens liked to include his family in his pictures. Create a family portrait of your family doing something together.

If you were going to illustrate a scene from your life what would it be?
What would it look like? What objects would you include? What would the people be doing?

Imagine being able to take a vacation to anywhere in the world. Where would you go? What would you do? Research a place outside of your hometown that you would like to visit. Create a drawing of your adventure. Include identifiable landmarks attributed to that place/culture for instance, the Eiffel tower in Paris, France or the Great Wall in China.

Follow-Up Writing Activity

Create a story about your adventure. Where did you go? What did you do? What did you see? Did you learn any words in a different language? I.e. hello/good-bye. What types of food did you try during your adventure?



Summer Day, Bellport, Long Island, Cedarhurst Center for the Arts, John R. and Eleanor R. Mitchell Foundation, Mt. Vernon, Illinois 1973.1.21
Oil on Canvas; 26" x 32"; 1913



Family Group, Gift of Mr. and Mrs. Ira Glackens, Image courtesy of the Board of Trustees, National Gallery of Art, Washington, D.C. Oil on Canvas; 72" x 84"; 1910-1911



The Promenade, 1927
William James Glackens
City of Detroit Purchase
Photograph © 2002 The Detroit Institute of Arts
Oil on Canvas
Framed: 38 3/8 x 32 7/16 x 2 1/8 in. (97.5 x 82.4 x 5.4 cm) 32 x 25 3/4 in. (81.3 x 65.4 cm)

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The Elements of Art

No Elements? No Art!
The elements of art are the tools that artists use to build a work of art.

SHAPE

Shape is a two-dimensional area made by connecting lines that establish the contour of an object. Shapes may be positive or negative, biomorphic or geometric. Shapes may stand out also by a difference of value, color, or texture.

FORM

The three dimensional projection of a shape, it has volume, dimension, appears to have mass. This element is frequently used in sculpture. It may also refer to the overall organization of the work of art, as a second meaning.

VALUE

Value is the appearance of lights and darks found in a work of art. These range from black to white with numerous shades of gray in between.

The Principles of Art

Now that you know about the Elements of Art lets talk about the Principles of Art.

Balance, Variety, Emphasis, Rhythm, Harmony, Movement, Proportion
The way the elements of Art have been organized
BALANCE - concerned with arranging elements so no one part of a work overpowers, or seems heavier than, any other part. Parts of a picture may be **SYMMETRICAL** where half of the design is a mirror image of the other half, or **ASYMMETRICAL**, where neither half of the design is identical and **RADIAL** - when elements of objects in an art work are positioned around a central point.

Art in Action

The list below contains activities which will develop children's knowledge and understanding of the different visual and tactile elements of Art (line, tone, color, space, shape, pattern and texture):

LINE

Children can look at an object and draw its outline. Initially they can only observe the object and draw it without looking at the paper. Next, they can try drawing the object only using a single line without any breaks in it. They could also try using different media (charcoal, fine line pens, pencils)

TOPE

Children can draw an object using black, white and grey pastels (or paint) on colored paper. Look at black and white photographs to see how tone is used.

COLOR

Using the 3 primary colors (blue, red and yellow), create a color wheel showing which colors can be made by mixing the colors. Make notes on the color wheel to explain how each color was made. Then, look at how color is affected by the one next to it, e.g. a red looks redder next to a green than it does next to an orange.

SPACE

Look at color to see how it can give a sense of space. For example, often the sky gets bluer and trees get greener as they recede (color gradation). Be aware of the size of the paper in relation to the drawing.

COLOR

The character of a surface created by the response of vision to the wavelength of light reflections. It identifies objects, creates moods, and affects emotions. (warm, cool, primary, secondary, intermediate, analogous, and complementary)

TEXTURE

Texture is the roughness or smoothness of a surface. Texture can be real, tactile (sandpaper), or illusion (looks soft, but not).

SPACE

Space is an interval of measurable distance between pre-established points. Space can be limited or shallow, or extended or deep in design. Two-dimensional space has height and width. Three-dimensional space has height, width, volume and time. A deep space would have- foreground, middle ground, background. A shallow space would have foreground and background.

VARIETY - the difference found in a work of art when you combine one or more elements to create interest by adding slight changes.

HARMONY - blending elements to create a calmer, restful appearance.

EMPHASIS - a focal point in a work which the artist has used to attract the viewer's attention.

PROPORTION - the size relationship of the parts to the whole and to one another.

MOVEMENT - a rhythmic flow in a painting or sculpture that leads the eye across a single plane or between planes in space.

RHYTHM - repeating of elements to make a work seem active or to suggest vibration.



Bathers and Yellow Houses, Cedarhurst Center for the Arts, John R. and Eleanor R. Mitchell Foundation, Mt. Vernon, Illinois 1197. 10
Pastel on Paper; 10.25 x 13.75"; 1920

SHAPE

Look at a work by Salvador Dali and see how he has changed the shape of regular objects such as clocks and distorted them, or created another image from the form of another. He also puts obscure objects together in his paintings. Use viewfinders to isolate particular aspects of the subject.

PATTERN

Printing - dye yarn in paint and print on paper, cloth or Tee shirts using string patterns. Experiment with repetition of lines, shapes, tones or colors. Use cut colored paper of different shapes to create a pattern on black construction paper. Point out patterns in nature and in the classroom.

TEXTURE

Set up a still life with different textures (e.g. soft fur, shiny metallic tins and rough textured bark). Ask the children to find an equivalent for these surfaces with their mark-making.

Welcome to Cedarhurst

Nestled on a 90-acre site in southern Illinois, Cedarhurst celebrates the arts year-round with exciting visual and performing arts programs for the public. Explore rolling meadows and woods, home to Cedarhurst Sculpture Park, the museum's outdoor gallery with over 60 large-scale sculptures. Visit the Mitchell Museum with art exhibitions in three galleries, including the Family Center. Enjoy works by Mary Cassatt, Maurice Prendergast, Childe Hassam and more, part of the museum's American painting collection acquired by founders John R. and Eleanor R. Mitchell.
Hours: Tuesday - Saturday, 10 a.m. to 5 p.m. & Sunday, 1 - 5 p.m.

EDUCATION

Family Center
Located Inside the Mitchell Museum, the Family Center is a hands-on environment providing endless opportunities for visitors to experience the textures, color, and excitement of discovering art in the world around them. It is designed to encourage family members of all ages to discover and kindle their artistic interest.

Teacher Resources & School Programs
Cedarhurst provides opportunities for arts instruction through performing arts programs, in-school programs, student workshops, FREE tours of exhibitions and Cedarhurst Sculpture Park, and the Resource Lending Library, offering materials for classroom instruction.

Family Events
Cedarhurst annually presents a series of family activities, which complement museum exhibitions. Conducted by the museum's Director of Education, Family Days are held in the Creative Art Center beginning at 3 p.m.

Creative Art Center
Cedarhurst classes and workshops allow children to have fun while exploring the arts. Programs include the popular Cedarhurst Summer Camp, Kindermusik® for toddlers and the afterschool program, Totally Tubular Tuesdays.



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