

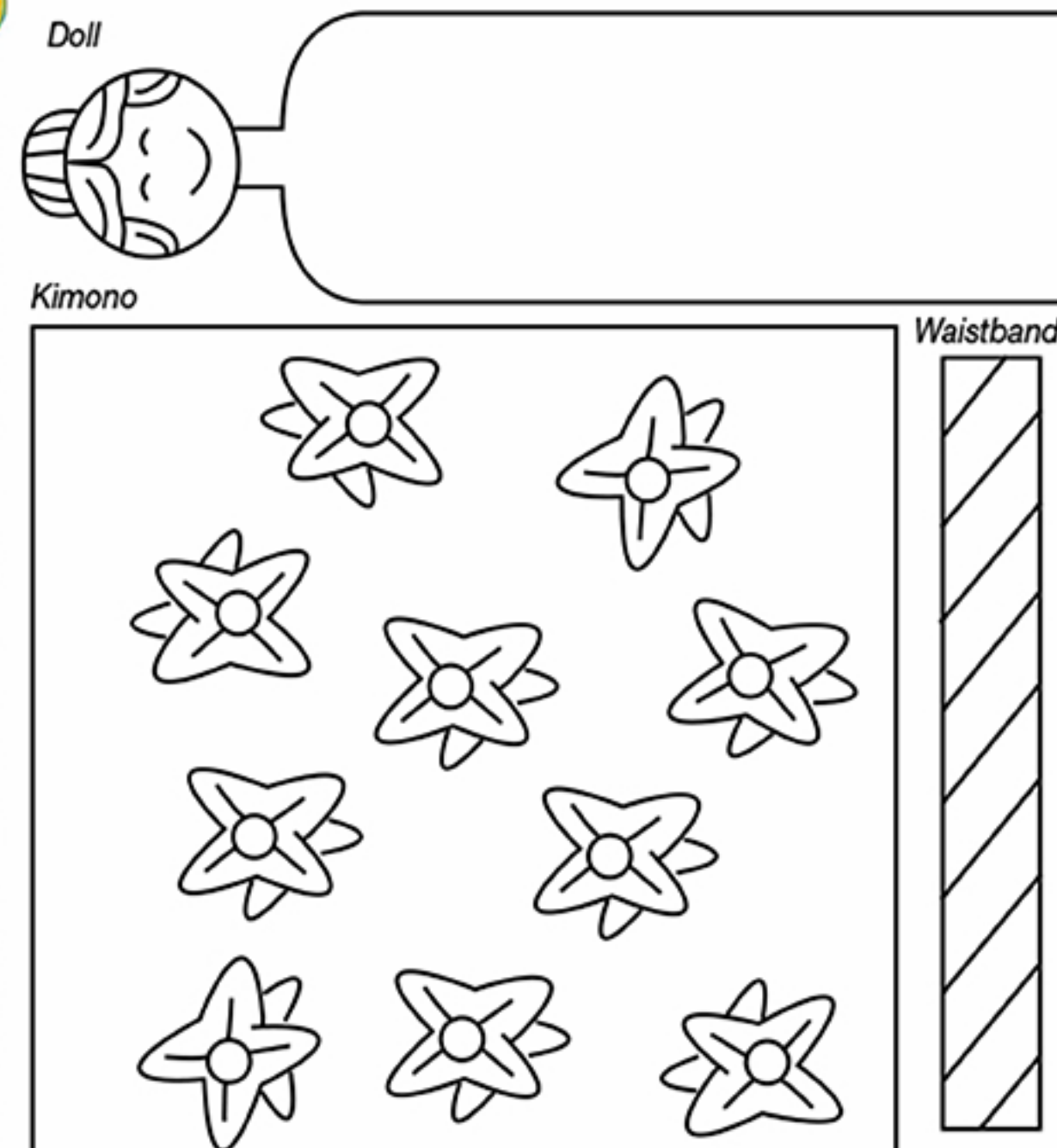


The Table Garden, 1910

# CEDARHURST CENTER FOR THE ARTS

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## Cedarhurst Center For The Arts Teaching Poster



### Kimono Doll Bookmark

1. Print out this page and decorate it with Crayola® crayons, markers, or colored pencils. Cut out the shapes. Glue the doll to a piece of thin cardboard, such as a recycled cereal box or file folder.
2. With the flower side up, fold up the edge of the kimono along the dotted line. Flip the kimono over and place the doll on top of it, with the fold at the top of the doll's neck.
3. Fold the top corners down around the doll's shoulders, like this:
4. Fold the sides of the kimono around the doll and glue down the top flap, like this:
5. Place the waistband pattern-side-down. Place the doll on top. Wrap the waistband around the doll's waist and glue, like this:

An activity of the John R. and Eleanor R. Mitchell Foundation.



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### About the Artist Frederick Childe Hassam

Childe (pronounced like child) and Hassam (pronounced HASS'm) Frederick Childe Hassam (1859 – 1935) was born in Dorchester, Massachusetts. He studied at the Boston Art School, was apprenticed to an engraver from whom he learned the techniques of engraving, and thus began his career as an illustrator. In 1883, Hassam went to Paris where the Impressionism art movement was at its peak. Impressionism was a movement among late nineteenth-century French painters who sought to present a true representation of light and color. Working primarily outdoors, such artists applied small touches of paint to catch fleeting impressions of the scenes before them. Hassam became one of many American artists adopting the Impressionistic style.

Upon returning to America from Paris, Hassam joined a group of artists that identified themselves as, "The Ten." Their purpose was not merely to exhibit jointly but also to revolt against the stifling force of accepted academic styles. In a certain sense they wanted to do for American art and taste what European artists were accomplishing abroad. The group was led by Childe Hassam and included Frank Benson, Joseph R. DeCamp, Thomas Wilmer Dewing, Willard Metcalf, Robert Reid, Edward R. Simmons, John Henry Twachtman, Edmund Charles Tarbell, and Julian Alden Weir.

Hassam was a resident of New York City and his favorite subjects were aspects of New York life, which he presented with a light, sparkling palette, endowing streets and buildings with light and color inherent in Impressionism. New York City was beginning a new era of modern living. Skyscrapers

began to reach upwards into the sky. Buses replace horse-drawn trolleys on Fifth Avenue. The subway lines rumbled throughout the city. In the painting, *The Table Garden*, the figure seems to look outward toward the building remembering a time lost. His work was so pleasant that it was readily accepted and Hassam received many prizes and awards as well as being elected to the National Academy in 1906. In 1915, at the age of fifty-six, he turned to the technique he had learned as a very young man and began to work in printmaking. Before his death he had completed over 350 plates, both etchings and lithographs. In these, using only black and white, he sought to achieve the effects of sunlight, as he did in the oil paintings upon which he also continued to work.

## Lets take a look:

### For younger students:

- What kind of art is this? (Drawing, Painting, Collage, etc)
- Who made this piece of art?
- How do you think it was made?
- Can you tell when it was made, was it made a long time ago?
- What colors can you see in it?
- Can you tell a story about what is happening in it?
- Do you like it?
- What do you like about it?
- What do you not like about it?

With older students the following types of questions may be added.

Does this piece of art have a title? What is it? What is the name of the artist who made it? What period was it created in? What makes you think this? What country does it come from? Are there any clues in the artwork to help you? What techniques were used to create it? Do you think it is well painted? Drawn? Made? Why do you think it was made? Can you find out where you would see this actual piece of art? Do you know any more about this artist? Time period? Style of art? Have you ever done any art like it? Where did the artist spend most of his life? What kind of art is this artist famous for? What is his art like? What style is it? What happened in this artist's life? When did this artist die or is he still alive? Where can you see this artist's work? What do you think about this artist's work? What is your own favourite piece of artwork by this artist?

### Words to Know

Below is a list of vocabulary to help facilitate students' visual literacy. This language should arise naturally out of discussion with students about their own artwork and the work of other artists and should not be taught in isolation or out of context. In relation to discussing paint and color (or other artforms) the following checklist will be useful:

\* thick \* thin \* light \* dark \* smooth \* rough \* round \* curved \* crooked \* straight \* zigzag \* jagged \* charcoal \* pastel \* outline \* shading \* detail \* shape \* stripe \* pattern \* sketch \* scale \* magnify \* miniature \* texture \* balance \* design \* bird's eye view \* viewfinder \* silhouette \* contour \* random \* regular \* varied \* perspective \* abstract \* representational \* primary color \* secondary color \* mix \* match \* clear \* muddy \* bright \* dark \* strong \* neutral \* transparent \*

opaque \* contrast \* warm \* cool \* complimentary colors \* tone \* hue \* tint \* harmonious colors \* symbol \* background \* foreground \* mood \* photography \* model \* portrait \* gallery \* exhibition \* period \* canvas \* oil paint \* varnish \* water color \* acrylic \* portrait \* self portrait \* landscape \* still life \* seascape

### The Kimono and Japan.

Many of the paintings Hassam created have women posing in silk kimonos from Japan. Lets take a look at the kimono.

The kimono is the traditional clothing of Japan. Kimono styles have changed significantly from one period of Japan's history to another, and today there are many different types of kimono worn by men, women, and children. The cut, color, fabric, and decorations of a kimono may vary according to the sex, age, and marital status of the wearer, the season of the year, and the occasion for which the kimono is worn.

### To learn more about Kimonos:

- <http://web-japan.org/kidsweb/virtual/kimono/kimono01.html> - site designed for children. Includes sections on history, types, and occasions for wearing Kimono. Students can design a Virtual Kimono.
- <http://www.japanesekimono.com> Site has many pictures of different types of Japanese clothing, Kimono fabric and how to tie an Obi Sash.
- Oriental Patterns: <http://patterns.ming-ling.net/large.html>



Frederick Childe Hassam, The Writing Desk, 1915. Etching on paper

## 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 Kuenz Sculpture Park, the museum's outdoor gallery with over 60 large-scale sculptures. Visit the Cedarhurst with art exhibitions in five galleries, including the Beck Family Center. Enjoy works in the permanent collection 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

#### Beck Family Center

Located inside the Mitchell Museum, the Beck 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 Kuenz Sculpture Park, and the Covington 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 and Story Times are held throughout the year. Check our website for specific dates.

### Shrode Art Center

Cedarhurst classes and workshops allow children to have fun while exploring the arts. Programs include the popular Cedarhurst Summer Camp, ABC's and Art for toddlers and the afterschool program Totally Tubular!



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CENTER FOR THE ARTS

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# FREDERICK CHILDE HASSAM