

## **IN THE STYLE OF ROUAULT**



**Target Group:** Grades 9-12

**Goal (Terminal Objective):** Students will emulate the black line technique of George Rouault in a portrait painting.

**Objective:** Students will paint a portrait in the style of Rouault emphasizing line and shape.

**National Standards:**

Visual Arts Grades 9-12 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades 9-12 Content Standard 2: Using knowledge of structures and functions

Visual Arts Grades 9-12 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades 9-12 Content Standard 4: Understanding the visual arts in relation to history and cultures

Visual Arts Grades 9-12 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Purpose:** The students will learn to paint in the style of Rouault using line and shape.

**New Vocabulary:** portrait, proportion, Rouault, profile

**Materials:**

India Ink, newspaper, water containers



#17-57xx Fluorescent Tempera



#22-1103 Craft Glue



#56-6000 Mixed Hair Brush Assortment



#23-5026 Watercolor Pad



#22-7244 Graphite Pencils

**Time:** 2-3 (45-minute sessions)

**Introduction and Motivation (Set):** Teacher will present the brief biography of Georges Rouault who was a French painter in the late 19<sup>th</sup> Century. As a young boy of 14, he was apprenticed to a stain glass painter. Teacher will discuss the black line contour around the shapes in Rouault's paintings.

Teacher will display historical examples of Rouault's subject matter such as members of

the court: Kings, Queens, jesters, as well as circus and ballet themes, and later in life, religious themes. Teacher may show the following Rouault paintings: “The Old King,” “The Clown,” “Head of Two Clowns,” and “Head of Christ.”

Teacher should also discuss proportion as it applies to portraits and profiles. A discussion of the design elements line and shape as they appear in Rouault’s work should be conducted.

**Instruction:**

Teacher directs discussion about proportion in drawing a portrait. Teacher directs discussion of the design elements of line and shape as they appear in Rouault’s paintings. Teacher will display examples of Rouault’s paintings. Teacher prepares the classroom for a convenient and efficient painting environment.

**Activities:**

**(1) Guided Practice:**

1. Students will design a figure or portrait using Rouault’s themes (circus, ballet, court, religious, or a theme of their choice). The students will draw on watercolor paper. The composition should fill the entire space.
2. Students will mix paint and glue with a 50/50 ratio. It will be very important for students to leave a space between the shapes in the painting. These will become the black lines that simulate stained glass.
3. When the painting is dry, students will cover the entire painting with black India ink.
4. When the ink is dry, the students will wash the ink from the painting. The spaces that were unpainted will have a black outline.

**(2) Independent Practice and Check for Understanding:** Teacher circulates among the working students visually recording (checklist) students demonstrating understanding of objectives, asking direct questions when understanding isn’t observable, and asking peers to critique each other. Teacher helps and reinforces students as they work.

**(3) Closure:** Students display their work.

**Evaluation:** Use teacher or class critiques to evaluate particularly strong works and strong qualities within works.

Level One -- The finished painting clearly expresses a strong aesthetic feeling. There is an exceptional understanding of portrait proportion. The design effectively and creatively utilizes the elements of shape and line. The students appropriately to create an interesting visual message. Craftsmanship is excellent.

Level Two -- The finished painting clearly expresses an aesthetic feeling. There is an understanding of portrait proportion. The design utilizes the elements of shape and line. The student used the material to create an interesting visual message. Craftsmanship is good.

Level Three -- The finished design demonstrates the intention to express an aesthetic feeling. There is an attempt to understand portrait proportion. The design attempts to

utilize the elements of shape and line. The materials have been used appropriately. Craftsmanship is variable.

Level Four -- The finished design does not express an aesthetic feeling. The image does not successfully show an understanding of portrait proportion. The student did not use the materials effectively. Craftsmanship is poor.

**Extension:** This technique could be used for portraits of classmates, self portraits, architectural studies, Mandalas, or still life.

**Resources:**

<http://search.live.com/images/results.aspx?q=georges+rouault&mkt=en-US>

[http://www.artcyclopedia.com/artists/rouault\\_georges.html](http://www.artcyclopedia.com/artists/rouault_georges.html)

<http://www.answers.com/topic/georges-rouault>

**MARY IRENE LEE©2007**

---

[www.sargentart.com](http://www.sargentart.com) 09/10/07