



## Educational Guide



### Inside:

*Discussion Questions*

*Activity: Paint by Number*

*Activity: Search and Discuss*

*Activity: What Would You Paint?*

*Activity: Paintings & Poetry*

*Activity: Be an Impressionist Critic*



*In the Garden at Maurecourt by Berthe Morisot*

## Impressionist Girls

*Impressionism* is a style in art beginning in the 19th century that uses small yet visible brush strokes in order to capture the essence of a scene, such as the lighting in nature or in day-to-day life. Famous artists in this movement include Claude Monet, Berthe Morisot, Mary Cassatt, and many others.

In this guide, you will be learning about how girls in the 19th and early 20th century were depicted in this style of art, as well as female artists who used Impressionism in their careers.

Activities in this guide are aligned to U.S. and/or U.K. educational standards. They are designed to be used by students and teachers as school lessons or enrichment opportunities.



*Women Ironing (Repasseuses)* by Edgar Degas

## *Discussion Questions*

*Students can answer the following questions on their own or discuss in groups.*

1. What are some of your favorite paintings/artists? Compare them to Impressionist artworks and discuss why they are your favorite.
2. What roles do girls play in these Impressionist paintings? What impact does this have on you as a viewer?
3. What makes these Impressionist paintings that feature girls different from other styles of paintings that feature girls?

## Activity: *Paint by Number*

How do you think artists were able to achieve this type of style of artwork? In this activity, you will be doing a “painting with numbers” on an Impressionist painting featuring girls. This activity includes materials like watercolor/paints, colored pencils, and/or crayons. Use the image on the following page, or if you want to create your own, visit this website: <https://pbnify.com/>



### Instructions:

1. Gather your supplies. Use the color palate below the painting on the next page to guide the colors you choose, but don't worry if you don't have the exact colors. You can use the shades you have on hand to make something beautiful and unique!
2. Color each area according to the number in that section.
3. Watch as the picture comes to life as you add color!

### US Art Standards

**Anchor Standard #1**  
Generate and  
conceptualize artistic  
ideas and work

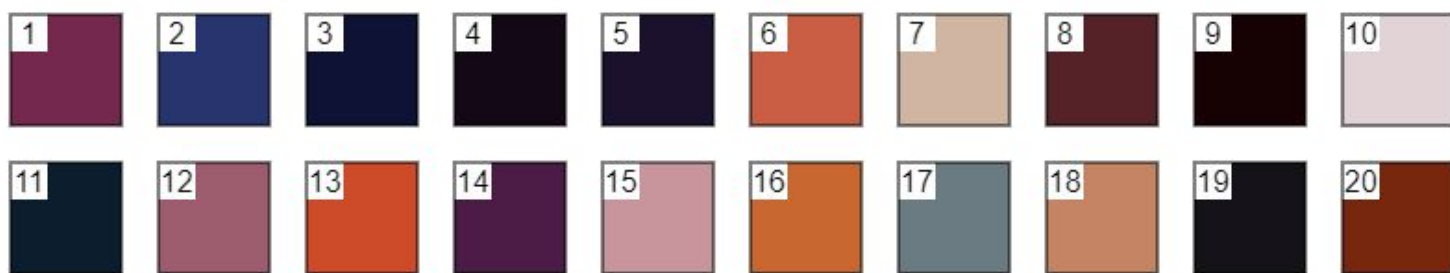
**Anchor Standard #2**  
Organize and develop  
artistic ideas and work

**Anchor Standard #3**  
Refine and complete  
artistic work



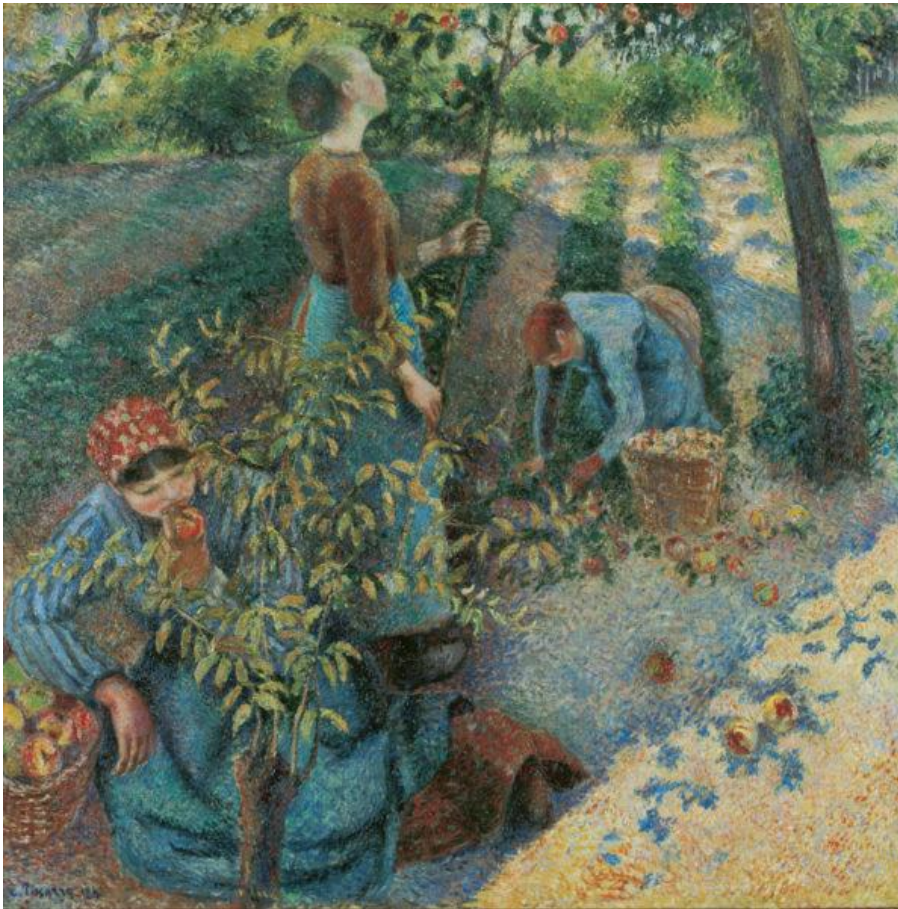


*Portrait of Madeleine by Armand Guillaumin*



## Activity: Search and Discuss

For the images on this page and the next, you will be searching for what the main focus/theme of the painting might be. Then, with your classmates or on a sheet of paper, discuss the follow-up questions of what it may represent.



- How many apples and apple baskets are in this painting?
- What actions are the girls portraying that depict what is happening in the scene?  
Why are the action of Apple Picking important historically and aesthetically?  
What else do you think this painting might represent?

### UK Art Standards

**KS3 Art and Design:**  
Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.  
Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

### US Art Standards

**Anchor Standard #7**  
Perceive and analyze artistic work.

**Anchor Standard #8**  
Interpret intent and meaning in artistic work

**Anchor Standard #9**  
Apply criteria to evaluate artistic work



## *Activity: Search and Discuss*



- How many dancers are in this painting?
- Try to find the **green watering can** and the **little dog**. Why do you think these were added to the painting?
- How are the dancers portrayed? How do you think it relates to ballet?
- How do you think this painting represents ballet and ballerinas?
- What does this painting say overall about girlhood in your opinion?

# Activity: What Would You Paint?

## UK Educational

### Standards

#### **KS3/4 English: Writing**

Write accurately, fluently, effectively and at length for pleasure and information

#### **KS3 Art and Design:**

Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas

## US Art Standards

### **Anchor Standard #1**

Generate and conceptualize artistic ideas and work

### **Anchor Standard #2**

Organize and develop artistic ideas and work

### **Anchor Standard #3**

Refine and complete artistic work

## US Writing Standards

CCSS.ELA-LITERACY.W  
HST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Imagine you are an artist from the Impressionist Period (late 1860s–early 1900s). On a separate sheet of paper, describe what you would paint in a paragraph. Make sure to include:

- Themes and elements. Who will be in your painting and why? What would be represented? What is the scene?
- Colors and motifs
- What is your painting inspired by? Which artist/painting would you want your painting to resemble?
- What will be the overall tone and meaning of your painting? Feel free to make it about whatever you like!

To go a step further, you could even sketch out what you might have in mind, or even paint it! Be creative and let your imagination flow.



*Sunlight*, Frank Weston Benson 1909



## Activity: Paintings & Poetry



Édouard Manet, *The Railway*, 1873. Oil on canvas, The National Gallery of Art, Washington D.C.

Look at the painting above or choose another painting in the exhibition and imagine you are one of the girls in the painting. Using any style of poetry, write a poem about yourself.

Use these questions as ideas for a theme:

- What are you thinking about?
- What do you like to do? (Look for clues in the painting)
- What is your world like?

### UK Educational

#### Standards

##### **KS2 Writing:**

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry

##### **KS3 Writing**

Writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing



# Girl Museum

We are the first and only online museum dedicated to girls.

We exhibit, educate, and raise awareness about the unique experience of being born and growing up female around the world in the past and present.

As a community of passionate and creative individuals, we acknowledge and advocate for girls as forces for collective responsibility and change in the global context, not as victims and consumers.

We are a registered 501(c)3 non-profit educational organization.

Learn more and get involved at [www.GirlMuseum.org](http://www.GirlMuseum.org)



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## Activity: Be an Impressionist Critic

### UK Educational Standards

#### **KS3 Art and Design:**

Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

#### **KS3/4 English: Writing**

write accurately, fluently, effectively and at length for pleasure and information

### US Art Standards

#### **Anchor Standard #7**

Perceive and analyze artistic work.

#### **Anchor Standard #8**

Interpret intent and meaning in artistic work

#### **Anchor Standard #9**

Apply criteria to evaluate artistic work

### US Writing Standards

\_CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

You are an art critic during the Impressionist Movement and you come across *The Family Gathering* by Frederic Bazille below (1867). Write a response to the painting and the artist.

Include:

- What you like about the painting and what you might critique.
- What does the painting portray?
- Does it meet the requirements of Impressionism? Why or why not?

