Lesson Overview

In this lesson, students will research impressionist and post-impressionist artists. They will write Instagram-style social media profiles for their artists to synthesize their learning in writing.

Objectives

1. Students will select one impressionist or post-impressionist artist to study by using the Barnes Foundation website or other museum websites.
2. Students will use the research they gathered about their artist to create a social media profile for their artist.

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**Materials**

- Access to the Barnes collection at [collection.barnesfoundation.org](http://collection.barnesfoundation.org)
- Artist Profile Worksheet (see below)

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**Procedure**

1. Introduce the elements of impressionism by using the ELBOW acronym. Include an image of *Garden in Full Sunlight* as reference.

   **E** is for everyday life. The impressionists were a group of painters who worked together in the 1870s and 1880s in France and rebelled against what was considered acceptable in art at the time. While other artists painted scenes of historical, mythological, or religious significance, the impressionists painted everyday life.

   **L** is for light. Impressionist painters were interested in capturing the momentary effects of light on a scene. They often painted quickly to capture a singular moment.

   **B** is for brushstrokes. At the time, the art world preferred smooth brushstrokes that resulted in realistic, photograph-like paintings. The impressionists employed visible brushstrokes in their paintings. By looking carefully at an artwork, we can see the brushstrokes that the artists used.

   **O** is for outdoors. While most painters worked indoors in studios, impressionist painters ventured outdoors to paint, working *en plein air*, a French term meaning outside. They took advantage of the recent invention of paint tubes and sought to capture the momentary effects of light and nature.

   **W** is for water or weather. The impressionists were interested in capturing the momentary effects of water and weather on a scene.

2. Ask questions to help students identify the elements of impressionism in *Garden in Full Sunlight*.

   a. How do you think this painting represents everyday life?

   b. How would you describe the light in this painting?

   c. What words would you use to describe the brushstrokes in this painting?
d. This painting shows the outdoors. What do you notice about the outside shown in the painting?

e. How might the weather feel in the painting?

3. Introduce post-impressionism.
   a. The post-impressionists rejected the naturalism of impressionism and used color and form more expressively, employing unrealistic hues and exaggerated shapes.

4. Ask students to select an impressionist or post-impressionist artist to research.
   a. Impressionist artists in the Barnes collection include Degas, Monet, Manet, Cassatt, Pissarro, Renoir, and Sisley.
   b. Post-impressionist artists in the Barnes collection include Van Gogh, Cézanne, and Seurat.

5. Have students use museum websites as verified sources for research.
   a. Students should find and use at least three facts about the artist in their project.
   b. Demonstrate how to search a museum collection using the Barnes Foundation’s site: collection.barnesfoundation.org.

6. Using the worksheet below, students will create a social media profile for the artist of their choosing.
LOVE YOU BABE!
@madamecez❤
(DON'T TELL MY DAD!)

PUT THE PEAR ON
A CHAIR (it rhymes!)

CHEEKY PEACH.

RIP MOM. YOU'LL BE MISSED (1897)

PLAYING CARDS WITH THE GUYS

NO BETTER VIEW THAN MONT SAINTE-VICTOIRE.