

GRADES 1 – 8

POST-IMPRESSIONIST



van Gogh



Matisse



Picasso



HIGASTY
An Art History Video Series
Lesson Plans

Written by:
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**HAVE I
GOT A STORY
FOR YOU!**



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BEFORE YOU BEGIN



Dear Educator,

I would like to welcome you to a one of a kind video study of art history as seen through the eyes of my little buddy, Gasfy. Gasfy and I will walk you through art eras introducing you to a variety of artists, discussing cultural events of that era and examining masterpieces for style and techniques that make them unique. I thank you for choosing ***HiGASFY: Art History Video Series*** and look forward to our adventure together.

Sincerely,
Mrs. Beth & Gasfy

Parent/Teacher Guide

Renaissance Period

HiGASFY: Art History Video Series is a video series incorporating animation designed to introduce your students to the fascinating world of art history. Each series/semester consists of 12 videos with corresponding lesson plans. The videos will run for approximately 15-30 minutes each. In this series/semester, 3 artists will be introduced. After each video, the educator can reference the Lesson Plans to choose an art activity that is designed to enhance the student's retention of the lecture material.

The Lesson Plans introduce clear objectives for that lesson followed by suggestions for cross-curricular activities in the areas of writing and vocabulary. Some lesson plans also include geography, history and even science. In addition, there are critical thinking questions that can be used to engage your students in discussion and spawn higher order thinking skills.

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EPISODE 01



5



van Gogh

Intro: "What Kind of Post"

Students will be able to :

- recall the Ecole des Beaux Arts' ideas of acceptable art.
- recognize the themes that were accepted by this school.
- differentiate the acceptable themes and the unacceptable themes.
- create an original work of art in the Post Impressionistic style.



EPISODE 01

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Visit a library in your community or online. Locate several different art books featuring paintings by famous artists. Make a list of paintings that would have been accepted by the Ecole des Beaux Arts- the title of the painting and the artist. Select one of the paintings to replicate using pencil, crayons, paint or pens.
2. Look through a magazine, book or newspaper. Can you locate a photo for each type of theme that the Ecole des Beaux Art liked?
3. Create an original piece of artwork that exhibits a feeling. Once it is completed, let others view this piece. Take a poll to see what feelings they experience when viewing your piece of artwork.

Additional Group Activity:

Create a 3D model of the Louvre palace and the pyramid. Any materials or combination of materials may be used such as modeling clay, toothpicks, tissue paper, paper mache, straws, cardboard, etc. Once the project is finished, please take a picture of it with the students and send to Mrs. Beth at higasfy@higasfy.com.



EPISODE 01

Art & Extracurricular Activities

Writing:

1. Research and write about varnishing done to the masterpieces at the salon.
2. Write a thank you note to a family member or friend that is proud of you.

Advanced Students:

3. Which is your favorite theme exhibited by the salon? Write an opinion paragraph using vocabulary from this lesson about your preferred theme and why.

Geography:

Where is Europe? Can you locate it on a map? Can you name 5 different countries that are located in Europe?

History: (Research maybe required to answer these questions).

1. What is the Louvre?
2. Where is the Louvre located?



EPISODE 01

Artist Vocabulary Word List

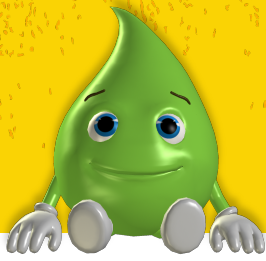
1. **post** - (prefix) after in time or order.
2. **sculpt** - (v.) create or represent (something) by carving, casting, or other shaping techniques.
3. **brushstroke** - (n.) the stroke of a brush, especially a hairbrush or paintbrush.
4. **theme** - (n.) the subject of a talk, a piece of writing, a person's thoughts, or an exhibition; a topic.
5. **portrait** - (n.) a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.
6. **Bible** - (n.) the Christian scriptures, consisting of the 66 books of the Old and New Testaments.
7. **patron** - (n.) a person who gives financial or other support to a person, organization, cause, or activity.
8. **exhibit** - (v.) publicly display (a work of art or item of interest) in an art gallery or museum or at a trade fair.
9. **landscape** - (n.) all the visible features of an area of countryside or land, often considered in terms of their aesthetic appeal.
10. **victor** - (n.) a person who defeats an enemy or opponent in a battle, game, or other competition.
11. **still life** - (n.) a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
12. **pride** - (n.) a feeling of deep pleasure or satisfaction derived from one's own achievements, the achievements of those with whom one is closely associated, or from qualities or possessions that are widely admired.
13. **frustrated** - (adj.) feeling or expressing distress and annoyance, especially because of inability to change or achieve something.



EPISODE 01

Artist Vocabulary Word List

14. **regulation** - (n.) a rule or directive made and maintained by an authority.
15. **forced** - (adj.) obtained or imposed by coercion or physical power.
14. **experiment** - (v.) perform a scientific procedure, especially in a laboratory, to determine something.
15. **blended** - (v.) merge (a color) with another so that one is not clearly distinguishable from the other.
16. **dab** - (v.) apply (a substance) with light quick strokes.
17. **plein air** - (adj.) denoting or in the manner of a 19th-century style of painting outdoors, or with a strong sense of the open air, that became a central feature of French impressionism.
18. **genre** - (n.) a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter.
14. **laundress** - (n.) a woman who is employed to launder clothes and linens.
15. **ballet** - (n.) an artistic dance form performed to music using precise and highly formalized set steps and gestures. Classical ballet, which originated in Renaissance Italy and established its present form during the 19th century, is characterized by light, graceful, fluid movements and the use of pointe shoes.
16. **exhausted** - (adj.) drained of one's physical or mental resources; very tired.
17. **impression** - (n.) an idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence.
18. **quality** - (n.) the standard of something as measured against other things of a similar kind; the degree of excellence of something.
19. **jury** - (v.) judge (an art or craft exhibition or exhibit).



EPISODE 01

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Do you enjoy drawing, painting, or sculpting? What kind of things do you prefer to draw, paint or sculpt? Would the Ecole des Beaux Arts like your style? _____

2. Why do you think portraits were usually created of people that were wealthy? _____

3. The school was very proud of their students and their artwork. Do you have a family member or friend that is proud of something you do or that you are good at? If so, make sure to thank them for their encouragement. _____

4. When you look at art, drawings, or pictures, do you experience a certain feeling? If yes, what feeling do you experience. _____

5. According to the description of an Impressionist, are you an Impressionist? Why or why not? _____

EPISODE 02



11



van Gogh

“Taters for Dinner”

Students will be able to :

- evaluate, synthesize, and present ideas and information about Vincent’s circumstances and their affect on him.



EPISODE 02

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Ask a family member about your great great great Grandfather. What was his name; where did he live; what did he do to earn income? Draw a picture of what you think he might have looked like.
2. Draw a sketch using graphite pencil. Incorporate heavy and light graphite to create a picture with different shades or values. Try incorporating dashes or hatch marks to create the illusion of texture..
3. Take the same drawing from Suggested Activity #2 and try drawing again using colored pencils, markers, crayons, chalk or paint.

Additional Group Activity:

Have every student read their short story aloud about the child who was never happy. Lead the students in a discussion where they input ideas about what the child could do differently or why they think the child is not happy.



EPISODE 02

Art & Extracurricular Activities

Writing:

1. Research how depression can affect the way a person views or enjoys activities. Write a paragraph about the information you have gathered.
2. Write or dictate a short story using 5 or more vocabulary words from this lesson about a boy or girl who was never happy doing anything. (See Additional Group Activity)

Science:

1. Research (ask a farmer, look online, or read a book about) why potatoes can grow more potatoes by planting one in the ground. With the knowledge you gained from the research, try growing potatoes on your own. Take a picture of the plant or potatoes and send to Mrs. Beth at higasfy@higasfy.com.
2. Research coal mines in a book at the library or online. Why were coal mines important. Why do you think the people were poor that worked in them? Was working in these mines good or bad for your health? Why or why not?

Geography:

1. Locate Netherlands on a world map. What other countries surround the Netherlands?
2. Locate London, England on a world map. How far away is Netherlands from England? Research how Vincent would have traveled there and how long it might have taken.
3. Locate Belgium on a world map.



EPISODE 02

Artist Vocabulary Word List

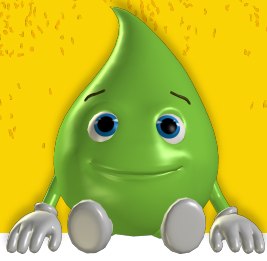
1. **freedom** - (n.) the power or right to act, speak, or think as one wants without hindrance or restraint.
2. **café** - (n.) a small restaurant selling light meals and drinks.
3. **hike** - (n.) a long walk, especially in the country or wilderness.
4. **cemetery** - (n.) a burial ground; a graveyard.
5. **replacement** - (n.) the action or process of replacing someone or something.
6. **creepy** - (adj.) causing an unpleasant feeling of fear or unease.
7. **odd** - (adj.) different from what is usual or expected; strange.
8. **Dutch** - (adj.) relating to the Netherlands, its people, or their language.
9. **transferred** - (v.) move from one place to another.
10. **landlord, landlady** - (n.) a person who rents land, a building, or an apartment to a tenant.
11. **beg** - (v.) ask (someone) earnestly or humbly for something.
12. **depressed** - (adj.) (of a person) in a state of general unhappiness or despondency.
13. **short tempered** - (adj.) quick to lose one's temper.
14. **worthless** - (adj.) having no real value or use.
15. **boarding school** - (n.) a school where students reside during the semester.
16. **entrance** - (n.) an opening, such as a door, passage, or gate, that allows access to a place.
17. **coal miners** - (n.) a person who works in a coal mine.
18. **dignified** - (adj.) having or showing a composed or serious manner that is worthy of respect.



EPISODE 02

Artist Vocabulary Word List

19. **adore** - (v.) love and respect (someone) deeply.
20. **doodle** - (n.) a rough drawing made absentmindedly.
21. **graphite** - (n.) a gray, crystalline, allotropic form of carbon that occurs as a mineral in some rocks and can be made from coke. It is used as a solid lubricant, in pencils, and as a moderator in nuclear reactors.
22. **dense** - (adj.) closely compacted in substance.
23. **canopy** - (n) the uppermost trees or branches of the trees in a forest, forming a more or less continuous layer of foliage.
24. **broadcast** - (v.) scatter (seeds) by hand or machine rather than placing in drills or rows.
25. **terrain** - (n.) a stretch of land, especially with regard to its physical features.
26. **clogs** - (n) a shoe with a thick wooden sole.
27. **silhouette** - (n.) the dark shape and outline of someone or something visible against a lighter background, especially in dim light.



EPISODE 02

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. How would you feel if you saw a grave marker with your name on it and your birthdate? Do you think you could relate to how Vincent must have felt? __

2. Would you want to shop somewhere where you are treated rudely? How do you think being treated rudely would have affected the gallery where Vincent was employed? _____

EPISODE 03



17



van Gogh

“Little Yellow House”

Students will be able to :

- differentiate between “light” and “dark” art.
- understand the concept of and reason for copying a masterpiece.
- create copy of Vincent’s Japanese artwork.



EPISODE 03

Art & Extracurricular Activities

Draw/Paint/Color:

1. Create a “dark and dull” piece of art using paint, colored pencils, markers, crayons or chalk. Using the same media, recreate the same piece of artwork but making it “light and airy”. Which one do you prefer? Have others look at it and vote their favorite. Whichever one wins, have a parent help you frame it and hang it in your room, classroom or give it as a gift.
2. Looking at Hiroshige’s Japanese art and Vincent’s copy of it, create your own version of the same piece of artwork.
3. Doing some research, can you find out what the Japanese lettering says on either Hiroshige’s artwork or Vincent’s artwork.
4. Pretend you are opening your own artist colony. Design a trifold brochure to advertise your colony. Include: name of colony, activities offered, things to bring, etc.

Writing:

1. Write a play or dialogue of what Vincent’s first meeting with the impressionist artist at the café would have been like. Act this out in front of a group of people. Have someone record it. Send it to Gasfy and Mrs. Beth at higasfy@higasfy.com or share via Instagram or Facebook.

Advanced Students:

2. Write a comparison paper on life in Arles, France, as compared to life where you live. Talk about difference in the pace of life, temperature, landscape, etc.

Science:

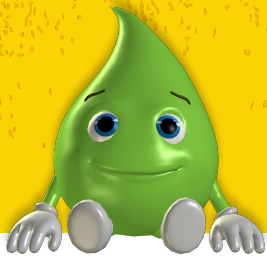
1. What is an almond tree? Why are they popular in Japan?
2. How do gas lines work? Does your city use gas lines? If so, see if you can find out where they are.
3. With what you know about health and anatomy, why would eating paint and drinking turpentine be bad for you? What parts of the body do you think this would affect?



EPISODE 03

Artist Vocabulary Word List

1. **critique** - (v.) evaluate (a theory or practice) in a detailed and analytical way.
2. **suggestion** - (n.) an idea or plan put forward for consideration.
3. **anxious** - (adj.) experiencing worry, unease, or nervousness, typically about an imminent event or something with an uncertain outcome.
4. **chat** - (v.) talk in a friendly and informal way.
5. **deter** - (v.) discourage (someone) from doing something, typically by instilling doubt or fear of the consequences.
6. **parasol** - (n.) a light umbrella used to give shade from the sun.
7. **counsel** - (v.) give advice to (someone).
8. **bloom** - (v.) produce flowers; be in flower.
9. **crooked** - (adj.) bent or twisted out of shape or out of place.
10. **scramble** - (v.) make (something) jumbled or muddled.
11. **entice** - (v.) attract or tempt by offering pleasure or advantage.
12. **inspiring** - (adj.) causing people to want to do or create something or to lead better lives.



EPISODE 03

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. What type of art do you like? Does it match what your friends, classmates, or family like? _____

2. What is the difference between a debate and an argument? _____

3. Can you think of something that makes you very upset? How do you feel when you talk it out with someone? _____

EPISODE 04



Van Gogh

“Blame it on the Rain”

Students will be able to :

- recall the facts that surround Vincent’s childhood
- use information about career choices to formulate their own ideas about their future careers
- apply Vincent’s life events into a historical fictional story using their own characters and location.



EPISODE 04

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Paint or draw your own little yellow house.
2. Paint or draw a picture where you are the subject similar to Vincent's, *The Painter on His Way to Work*. Think through the careers you are familiar with and which one you might choose as a career one day. Incorporate the clothes you would be wearing, the things you would be carrying, the way in which you would get to work and the landscape in your drawing or painting.
3. Draw or paint your bedroom or classroom. If you painted it again, would it look different? Try it out. Without looking at the first painting or drawing, draw or paint the same room again and then compare them.

Additional Group Activity:

Visit www.higasfy.com. Click on the paint splatter labeled "How To Draw". Click on van Gogh's Sunflower. On this video, Mrs. Beth will demonstrate how to draw a sunflower. After viewing the tutorial, have each student draw and color a sunflower. Have students cut the sunflower out. Student will draw and color a vase resembling van Gogh's. (A template of Van Gogh's sunflower vase can be found on the HiGASFY Pinterest Page.) Glue the vase and flowers to a blue piece of poster board, bulletin board paper or construction paper. Give the arrangement a title depending on how many sunflowers are created.



EPISODE 04

Art & Extracurricular Activities

Writing:

1. Write or dictate a short paragraph about walking to work. Incorporate what colors one might see on this walk and are these colors complimentary.
2. Write or dictate a fictional story where 2 friends are stuck in a house in the rain.

Geography:

1. What kind of terrain is in Provence, France?
2. Locate Saintes-Maries, France on a map of France. How far away is this town from Arles, France?
3. Describe what a seaside town would be like? What would be the weather be like, the smells, etc?
4. Where is the Mediterranean Sea? Locate the Mediterranean Sea on a world map. What countries boarder this sea?

Science:

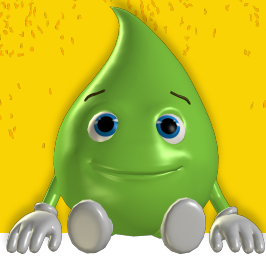
Have students examine “Boats on the Beach at Saintes-Maries”. Research why the boats are on dry land and why are they anchored. (Tides)



EPISODE 04

Artist Vocabulary Word List

1. **agitated** - (adj.) feeling or appearing troubled or nervous.
2. **harvested** - (v.) the gathering of a crop.
3. **bundle** - (n.) a collection of things, or a quantity of material, tied or wrapped up together.
4. **laborer** - (n.) a person doing unskilled manual work for wages.
5. **encampment** - (n.) place with temporary accommodations consisting of huts or tents, typically for troops or nomads.
6. **colony** - (n.) a group of people of one nationality or ethnic group living in a foreign city or country.
7. **gypsy** - (n.) a nomadic or free-spirited person.
8. **nomad** - (n.) a person who does not stay long in the same place; a wanderer.
9. **caravan** - (n.) a vehicle equipped for living in, typically towed by a car and used for vacations.
10. **society** - (n.) an organization or club formed for a particular purpose or activity.
11. **govern** - (v.) conduct the policy, actions, and affairs of (a state, organization, or people).
12. **thatched** - (adj.) cover (a roof or a building) with straw or a similar material.
13. **penetrate** - (v.) succeed in forcing a way into or through (a thing).
14. **vegetation** - (n.) plants or plant life of a place taken as a whole.
15. **foliage** - (n.) plant leaves, collectively.



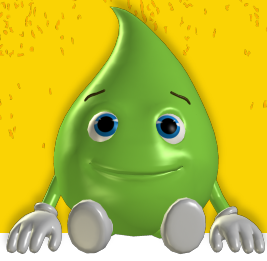
EPISODE 04

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Do you know your postman? Do you know your postman's name? If not, try to meet your postman one day. If this is not possible, go to a post office and introduce yourself. Tell them about what you are learning about Vincent van Gogh. Ask if they would be ok if you took their picture so you could paint or draw their portrait. Once the painting or drawing is complete, take it back to them. Make sure to sign it with your signature and the year. __

2. How do you think you would feel if you invited several guests to visit your studio and no one accepted the invitation? _____



EPISODE 04

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

3. What would you do to your room, house, or classroom to prepare for a guest? _____

4. What is the craziest thing you have done in the midst of your anger? Do you wish you could take it back? _____

EPISODE 05



van Gogh

This lesson addresses mental illness and suicide.

“Starry Night”

Students will be able to :

- evaluate the mental behavior of a person based on their physical behavior.
- argue and defend a point of view based on facts and behaviors
- develop an original piece of artwork using van Gogh’s methods of applying paint.



EPISODE 05

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Visit the HiGASFY Productions youtube channel by clicking on the youtube icon at www.higasfy.com. Watch Don McLean's *Starry, Starry Night* and Vincent van Gogh Visits the Gallery.
2. Paint or draw an original artwork by copying Vincent's style: dashes, jagged lines and swirls.
3. Paint or draw a picture of something you have studied or seen before. What details can you add to your painting that are from your memory and your imagination?

Additional Group Activity:

1. Hold a mock trial on behalf of a mentally ill patient of a hospital convincing a jury of your peers to allow painting or art as a valuable form of therapy. Ask another class, perhaps a history or science class, to be the jury. Come up with convincing arguments for why this should or shouldn't be accepted.
2. Introduce the *Starry, Starry Night* by Don McLean youtube video to the music teacher of your school. Ask if she would be willing to teach it to her students and they could perform this song at a school function (such as an art show) while showing a slideshow of Vincent's paintings. Select appropriate Vincent van Gogh paintings to match the words being sung.
3. Discuss in a group setting, with adult supervision, depression and suicide. How do these affect not only the person suffering but those around him/her.



EPISODE 05

Art & Extracurricular Activities

Writing:

Advanced Students

1. Under adult supervision, research brain sicknesses. After knowing what you know about Vincent, write or dictate a 3 paragraph persuasive paper stating which brain sickness you believe Vincent suffered from.
2. Write or dictate a 3-5 paragraph descriptive paper on how Vincent's art started to change with his behavior and mental status.

Science:

1. Research epilepsy. How does this disease affect a person's behavior? Is there an argument to be made for Vincent having this disease?
2. Research lead poisoning. How does this poisoning affect a person's behavior?
3. Why would lightning kill a tree if it strikes it? Could a person survive being struck by lightning?
4. What is a crescent moon? What are the phases of the moon? Paint these phases using blue and yellow.

Geography:

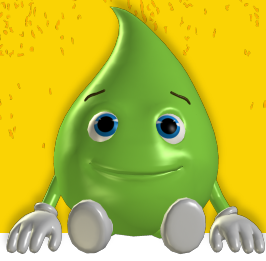
What is the Rhone? Where is it located in France?



EPISODE 05

Artist Vocabulary Word List

1. **nun** - (n.) a member of a religious community of women, especially a cloistered one, living under vows of poverty, chastity, and obedience.
2. **epilepsy** - (n.) neurological disorder marked by sudden recurrent episodes of sensory disturbance, loss of consciousness, or convulsions, associated with abnormal electrical activity in the brain.
3. **petition** - (n.) a formal written request, typically one signed by many people, appealing to authority with respect to a particular cause.
4. **diagonal** - (n.) a straight line joining two opposite corners of a square, rectangle, or other straight-sided shape.
5. **oxide red** - (adj.) a strong brown to reddish brown color.
6. **bark** - (n.) outermost layers of stems and roots of woody plants.
7. **mature** - (adj.) having attained a final or desired state.
8. **cluster** - (n.) a group of similar things or people positioned or occurring closely together.
9. **stalk** - (n.) the slender attachment or support of a leaf, flower, or fruit.
10. **terrace** - (n.) a level paved area or platform next to a building; a patio or veranda.
11. **horizon** - (n.) the line at which the earth's surface and the sky appear to meet.
12. **steeple** - (n.) a spire on the top of a church tower or roof.
13. **flicker** - (v.) make small, quick movements; flutter rapidly.
14. **gothic** - (adj.) of or in the style of architecture prevalent in western Europe in the 12th–16th centuries, characterized by pointed arches, rib vaults, and flying buttresses, together with large windows and elaborate tracery.
15. **ornate** - (adj.) made in an intricate shape or decorated with complex patterns.
16. **confess** - (v.) admit or state that one has committed a crime or is at fault in some way.



EPISODE 05

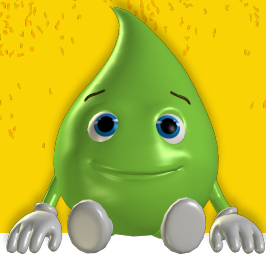
Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. How would you react if you received a cut off ear in the mail as a gift? Do you think any event or tragedy would warrant Vincent's reaction? _____

2. Do you think the people in Arles, France, were right or wrong for asking Vincent to leave? Defend your answer. _____

3. Is painting a valuable form of therapy for the mentally ill? Why or why not? (See Additional Group Activity.) _____



EPISODE 05

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

4. Can you see stars at night where you live? _____

5. Why do you think Vincent used green on Dr. Gachet's face? _____

6. Are you glad Mrs. Beth shared the whole story of Vincent's life? Why or why not? Are you inspired by his life? Why or why not? _____

EPISODE 06



33



Matisse

“Oh, Be Still”

Students will be able to:

- recall the facts that surround Henri Matisse’s childhood and early artistic style
- recall what type of art was acceptable in the Ecole des Beaux Arts
- recognize common impressionistic styles and techniques
- compare the Ecole des Beaux Arts style to the Impressionists style



EPISODE 06

Art & Extracurricular Activities

Draw/Paint/Color:

1. Gather several items to paint or draw your own still life. Assemble them in a particular way where they can stay put until you are done with your drawing.
2. Paint or draw how you are feeling. Once the picture is done, ask someone to see if they can interpret the emotion you painted.
3. Paint or draw a typical table setting in your home. How does it compare to the table settings Matisse painting in the early 1900's?
4. Top hats were very popular in the late 1800's/early 1900's. Draw a picture of a popular hat we see in our culture today. Perhaps design an original hat using mixed media: construction paper, cloth, magazine pages.
5. Paint or draw a picture using only 2-3 colors. Draw the same picture again using lots of different colors. How do these compare?

Writing:

1. Write or dictate a fictional story where the main character has to have their appendix out and must stay in bed for a year.
2. Write or dictate a fictional short story describing a dinner you have attended using the following vocabulary words: askew, untidy, utensil, crumpled and openminded.

Science:

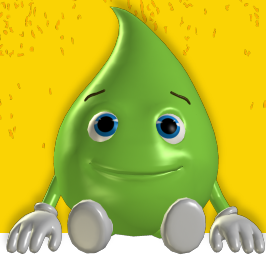
What function does your appendix serve? If it gets inflamed, what is this called? What is the name of the surgery that fixes this?



EPISODE 06

Artist Vocabulary Word List

1. **still life** - (n.) a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
2. **law clerk** - (n.) an assistant to a judge, typically a recent law-school graduate, whose function is to do legal research, help write opinions, and provide general assistance.
3. **flourish** - (v.) grow or develop in a healthy or vigorous way, especially as the result of a particularly favorable environment.
4. **earthen** - (adj.) (of a pot) made of baked or fired clay.
5. **crumple** - (v.) crush (something, typically paper or cloth) so that it becomes creased and wrinkled.
6. **askew** - (adj., adv.) wrong; awry.
7. **untidy** - (adj.) not arranged neatly and in order.
8. **open-minded** - (adj.) willing to consider new ideas; unprejudiced.
9. **medium** - (n.) refers to the materials that are used to create a work of art.
10. **perspective** - (n.) the art of drawing solid objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other when viewed from a particular point.
11. **utensil** - (n.) an implement, container, or other article, especially for household use.
12. **vertical** - (adj.) in a line the the top is directly above the bottom.



EPISODE 06

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Why do you think artists painted still life pictures? _____

2. What would you like to do when you grow up? Tell this to a grown up that knows you very well. Do they agree with you? What do they think? _____

3. What do you like to do to pass the time when you are sick? Next time you don't feel well, try drawing. _____

EPISODE OF



37



Matisse

“Colorful Wheel”

Students will be able to:

- identify primary and secondary colors
- understand the concept of the color wheel
- create an original piece of artwork using many different colors including complimentary colors



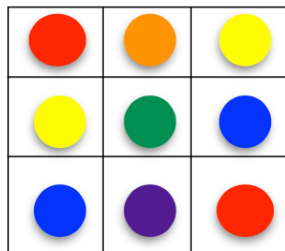
EPISODE 07

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Section off a piece of paper into 9 squares:



Using red, blue and yellow paint, have student put a red dot of paint in square #1. Next have student put a yellow drop of paint in square #3. Have student put a drop of red and yellow in square #2 and mix together using a toothpick. Dot will turn orange. Have student put yellow drop of paint in square #4. Next put blue drop of paint in square #6. Drop a yellow drop and blue drop in square #5 and mix together using a toothpick. Dot will turn green. Have student put blue drop of paint in square #7. Put a red drop of paint in square #9. Put a blue drop and a red drop in square #8 and mix together using toothpick. Dot will turn purple.

2. Create your own color wheel. Suggested materials would be a poster board, cardboard or any other easily cut but sturdy material fashioned into a circle. Section the circle into 6 slices, like a pie. Using paint, markers or colored pencils, color the sections with red, orange, yellow, green, blue and purple. Have the students name the primary colors: red yellow and blue. Have the students name the secondary colors: orange, green and purple. Have the students identify which pairs are complementary colors



EPISODE 07

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

3. Draw, paint or color a picture incorporating a landscape, portrait and still life. (See "Writing" suggestion #2)

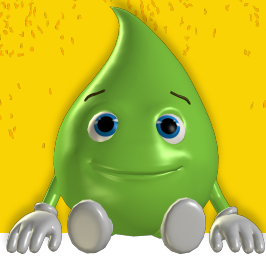
4. Draw or paint a portrait of someone using unnatural colors similar to Matisse's portraits of his wife.



EPISODE 07

Artist Vocabulary Word List

1. **limitless** - (adj.) without end, limit, or boundary.
2. **reflection** - (n.) the throwing back by a body or surface of light, heat, or sound without absorbing it.
3. **sheer** - (adj.) a very fine or diaphanous fabric or article.
4. **critic** - (n.) a person who judges the merits of literary, artistic, or musical works, especially one who does so professionally.
5. **afterthought** - (n.) an item or thing that is thought of or added later.
6. **primary** - (adj.) earliest in time or order of development.
7. **secondary** - (adj.) coming after something else that is primary.
8. **complementary colors** - (n.) colors opposite of each other on the color wheel.
9. **arch** - (n.) a curved symmetrical structure spanning an opening
10. **vibrant** - (adj.) bright and striking.
11. **patterns** - (n.) a repeated decorative design.
12. **scenery** - (n.) features of a landscape.
13. **interior** - (n.) the inner or indoor part of something



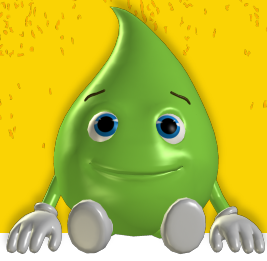
EPISODE 07

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Why would Belle Ile be a good place for an artist colony? _____

2. Do you prefer Matisse's art from when he was in the ecole or when he was creating in the impressionistic style? _____



EPISODE 07

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

3. What colors are usually used to identify with Christmas? Are these colors complimentary? Think about other holidays that we celebrate as a nation. What colors are used to identify with them? Are any of them complimentary? _____

4. Would you be offended if someone said your art looked like it was painted by a wild beast? _____

EPISODE 08



Matisse

“Painting with Scissors”

Students will be able to:

- recognize the unusual artistic style of Henri Matisse
- recall the facts of Henri Matisse’s illness and how he continued to paint despite this illness
- create original art in a style inspired by Matisse.



EPISODE 08

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Using white papers that have been colored or painted in different colors or colored paper that you can buy, cut the papers up in different shapes. (Use your imagination with the shapes or use shapes of things around you as inspiration.) Make a collage of these shapes onto another sheet of paper.
2. Using these shapes from activity #1, direct someone else to arrange them on a piece of paper, poster board or even the wall. Make sure to give the person clear direction on which way you want the shape to lay and exactly in which spot. Make sure to always use your manners especially “Please” and “Thank you”.
3. Using the negative space images from activity #1, make another collage or greeting card.
4. Have each student sketch a rough draft of something. Have each student exchange their sketch with someone else who will then color it in or cut out colored paper to glue on the sketch. Give back this finished drawing to the original student who sketched it. Ask the original artist if it looks similar or different to what he/she had in mind?

Additional Group Activity:

Using the idea from “Suggested Activity #1”, make cards out of these collages to give to the community in the way of a nursing home, a children’s hospital, or as a fundraiser.



EPISODE 08

Art & Extracurricular Activities

Writing:

1. Write or dictate a short story about a “le feuve” or wild beast painting a picture. Include the reactions of the other animals around him or the people who come in contact with the painting.
2. Write or dictate the Biblical story of the cross. Include the stages that Henri used in his sketches for the chapel.

Science:

Advanced Students

1. Research what kind of cancers are typically found in the abdomen or intestines. What kind of surgery or treatment is needed to take care of these type of cancers?
2. Using brightly colored cut out paper, assemble a drawing of a healthy abdomen and then another one of an unhealthy abdomen that has cancer. What color(s) will you use to represent cancer? Be creative; try to put great thought into this activity.



EPISODE 08

Artist Vocabulary Word List

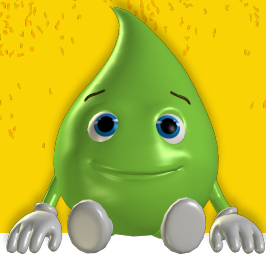
1. **astray** - (adv.) away from the correct path or direction.
2. **tapestry** - (n.) a piece of thick textile fabric with pictures or designs formed by weaving colored weft threads or by embroidering on canvas, used as a wall hanging or furniture covering.
3. **cancer** - (n.) the disease caused by an uncontrolled division of abnormal cells in a part of the body.
4. **abdomen** - (n.) the part of the body of a vertebrate containing the digestive organs; the belly. In humans and other mammals, it is bounded by the diaphragm and the pelvis.
5. **intestines** - (n.) the lower part of the alimentary canal from the end of the stomach to the anus.
6. **hire** - (v.) employ (someone) for wages.
7. **taxing** - (adj.) physically or mentally demanding.
8. **cumbersome** - (adj.) slow or complicated and therefore inefficient.
9. **littered** - (v.) make (a place) untidy with rubbish or a large number of objects left lying about.
10. **trace** - (v.) copy (a drawing, map, or design) by drawing over its lines on a superimposed piece of transparent paper.
11. **collage** - (n.) a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric onto a backing.
12. **positive space** - (n.) main focus of a picture.
13. **negative space** - (n.) refers to the background of a picture.
14. **nurse** - (n.) a person trained to care for the sick or infirm, especially in a hospital.
15. **blessing** - (n.) a prayer asking for God's favor and protection.



EPISODE 08

Artist Vocabulary Word List

16. **convent** - (n.) a Christian community under monastic vows, especially one of nuns.
17. **architecture** - (n.) the complex or carefully designed structure of something.
18. **vestment** - (n.) a chasuble or other robe worn by the clergy or choristers during services.
19. **sketch** - (n.) a rough or unfinished drawing or painting, often made to assist in making a more finished picture.
20. **artisans** - (n.) a worker in a skilled trade, especially one that involves making things by hand.
21. **fire** - (v.) bake or dry (pottery, bricks, etc.) in a kiln.
22. **mural** - (n.) a painting or other work of art executed directly on a wall.
23. **rosary** - (n.) in the Roman Catholic Church) a form of devotion in which five (or fifteen) decades of Hail Marys are repeated, each decade preceded by an Our Father and followed by a Glory Be.
24. **Saint** - (n.) person acknowledged as holy or virtuous and typically regarded as being in heaven after death.



EPISODE 08

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Henri Matisse loved animals. Do you love animals? Matisse owned doves, cats, and a dog. What kind of animal do you own or would you own if you could? _____

2. Be on the lookout for things in your school, in commercials, on TV, in games or movies, at the grocery store or any other place that you travel to or see often for images that are using positive or negative space. Can you find any or think of any that you have seen recently? _____

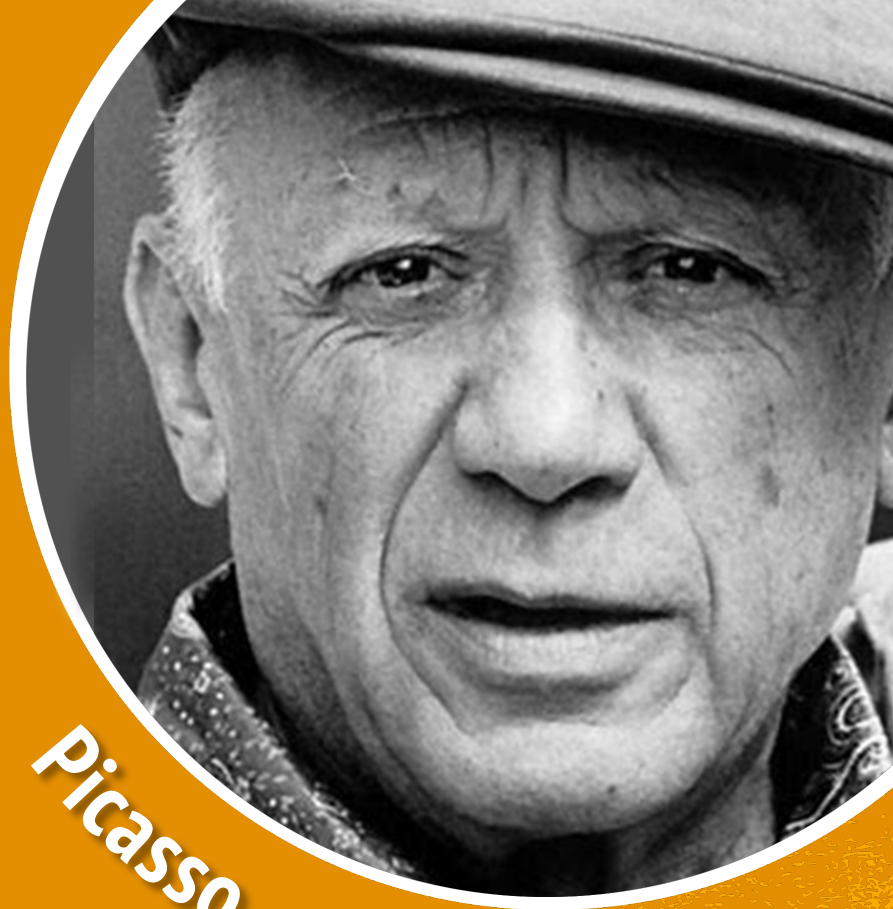
3. How would you feel if you were asked to decorate a chapel? Would you see this as a tremendous honor? _____

4. Henri Matisse was very inventive with his ideas. He wanted to paint so badly that even though he could not get out of bed most days, he figured out a way to do what he loved and what was important to him. Do you find yourself being frustrated or giving up when it seems like you can't follow your dreams or do you figure out ways to do what you love? _____

EPISODE 9



49



Picasso

“Pablo...Picasso”

Students will be able to:

- recall the facts that surround Pablo Picasso’s life
- recognize Roman numerals
- analyze the different methods of bull fighting as done in Spain.



EPISODE 09

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Research when bull fighting began. Draw or sketch what a bull fight must have looked like when it first began. Draw or sketch another bull fight drawing but this time the way they look like today. Do they look different?
2. Visit a museum in person or online. Try copying a master artist or sculpture's artwork. Make sure to sign your artwork in your best signature.
3. Go outside and create a rough draft sketch of what you see then go inside and paint it. Now, go outside again and paint "plein air" what you see. Do these two pictures look different?
4. Practice drawing or painting boats in the water. Make sure the hull of the boat is below the water line.
5. Research Roman numerals. Practice writing the Roman numerals for 1-100. Can you locate where you might have seen Roman numerals?



EPISODE 09

Art & Extracurricular Activities

Writing:

1. Write or dictate a short story about a young child or baby asking for a pencil as their first word. Incorporate who gave them the pencil, what they did with the pencil, etc. Have fun with this!
2. Write or dictate a 3-5 paragraph story about a man who raises pigeons during the day but is a matador at night.

Advanced Students

3. Write or dictate a 3 paragraph paper comparing and contrasting a picador and matador.

Geography:

Locate Madrid on a map of Spain. In the late 1800's, how would Mr. Picasso and Pablo have traveled to Madrid from Malaga where Pablo was born or from A Coruna where he lived when he was 10 years old?



EPISODE 09

Artist Vocabulary Word List

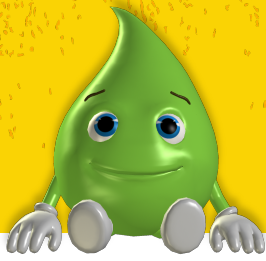
1. **modeling paste** - an acrylic medium that is filled with solid material. When added to paint, the result is a thick “pasty” substance that can create a textural surface.
2. **impasto** - (n.) the process or technique of laying on paint or pigment thickly so that it stands out from a surface.
3. **wail** - (v.) give a cry of pain, grief, or anger.
4. **curator** - (n.) a keeper or custodian of a museum or other collection.
5. **picador** - (n.) a bullfighter on horseback who pricks the bull with a lance to weaken it and goad it.
6. **lance** - (n.) a long weapon for thrusting, having a wooden shaft and a pointed steel head, formerly used by a horseman in charging.
7. **roosting box** - (n.) a man-made enclosure provided for animals to nest in.
8. **alight** - (v.) (of a bird) descend from the air and settle.
9. **matador** - (n.) a bullfighter whose task is to kill the bull.
10. **launch** - (v.) start or set in motion.
11. **model** - (n.) a person employed to pose for an artist, photographer, or sculptor.
12. **torso** - (n.) the trunk of a statue without, or considered independently of, the head and limbs.
13. **prime** - (adj.) of first importance; main.
14. **turbulent** - (adj.) characterized by conflict, disorder, or confusion; not controlled or calm.
15. **perch** - (v.) be situated above or on the edge of something.



EPISODE 09

Artist Vocabulary Word List

16. **speechless** - (adj.) unable to speak, especially as the temporary result of shock or some strong emotion.
17. **surpass** - (v.) exceed; be greater than.
18. **dean** - (n.) the head of a college or university faculty or department.
19. **submit** - (v.) present (a proposal, application, or other document) to a person or body for consideration or judgment.
20. **distract** - (v.) prevent (someone) from giving full attention to something.
21. **communion** - (n.) the service of Christian worship at which bread and wine are consecrated and shared.
22. **smock** - (n.) a loose dress or blouse, with the upper part closely gathered in smocking.
23. **furrow** - (v.) (with reference to the eyebrows) tighten or be tightened and lowered in anxiety, concentration, or disapproval, so wrinkling the forehead.
24. **charity** - (n.) the voluntary giving of help, typically in the form of money, to those in need.
25. **prodigy** - (n.) a person, especially a young one, endowed with exceptional qualities or abilities.



EPISODE 09

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Pablo's first word was pencil. Ask a parent or guardian if they remember what your first word was. What do you think your first was? _____

2. Does your family raise animals? If not, what would you like to raise? _____

3. Do you use up every inch of your drawing paper? Why do you think Pablo must have used all of his? _____

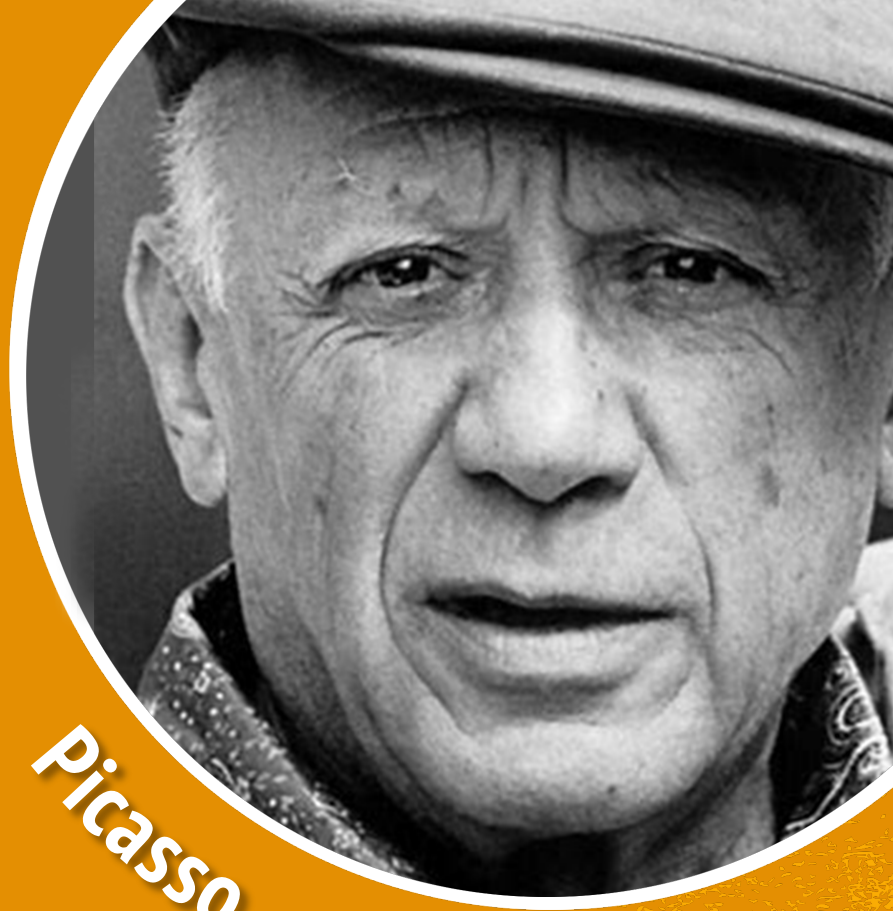
4. How would you feel if someone picked up your artwork and began adding detail or their own style to it? _____

5. Have you had something happen to you or your family that affected you so greatly that you began to see life differently? _____

EPISODE 10



55



Picasso

“Feeling Blue in Rose Colored Glasses”

Students will be able to:

- recognize the avant-garde technique
- understand the concept of monochromatic.



EPISODE 10

Art & Extracurricular Activities

Draw/Paint/Color:

1. Paint or draw a picture using only one color and shades of that same color.
2. Paint or draw a picture where everything in the picture is the same color or shades of that color except one thing. Draw or color the one thing in a color that attracts attention to it. Suggest the complementary color.

Writing:

1. Considering “Critical Thinking” #1, write or dictate a short story where someone finds themselves in a place where they do not speak the language.
2. Write or dictate a paragraph using 5 or more vocabulary words from this lesson.
3. Consider what the carnival workers must have been thinking when they modeled for Pablo. Write or dictate a short story based on your conclusion.

Science:

1. Research blindness. What are the different reasons a person may become blind? Is there a cure for blindness?

Advanced Students

2. Research infrared x-ray. How does it work? What is it used for?
3. What other paintings or artists can you find that infrared x-ray has found two paintings in one?

History:

Using what you may know from stories, Pablo’s paintings or research, why were blind people usually poor? What has changed for them today?

Geography:

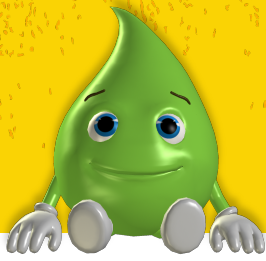
Locate both France and Spain on a world map. Locate Madrid, Spain, and Paris, France, on a map of Europe. How far apart are they from each other. How long would it have taken Pablo to travel this distance in the last 1800’s?



EPISODE 10

Artist Vocabulary Word List

1. **egotistical** - (adj.) excessively conceited or absorbed in oneself; self-centered.
2. **prideful** - (adj.) having or showing arrogant superiority to and disdain of those one views as unworthy.
3. **avant-garde** - (n.) new and unusual or experimental ideas, especially in the arts, or the people introducing them.
4. **feeling blue** - (idiom) you are feeling sad or unwell, mainly associated with depression or unhappiness.
5. **monochromatic** - (adj.) containing or using only one color.
6. **posture** - (n.) the position in which someone holds their body when standing or sitting.
7. **blind** - (adj.) unable to see because of injury, disease, or a congenital condition.
8. **gaunt** - (adj.) (of a person) lean and haggard, especially because of suffering, hunger, or age.
9. **cataract** - (n.) a medical condition in which the lens of the eye becomes progressively opaque, resulting in blurred vision.
10. **carnival** - (n.) a traveling amusement show or circus.
11. **laurel** - (n.) the foliage of the bay tree woven into a wreath or crown and worn on the head as an emblem of victory or mark of honor in classical times.
12. **harlequin** - (n.) a mute character in traditional pantomime, typically masked and dressed in a diamond-patterned costume.
13. **pantomime** - (n.) a dramatic entertainment, originating in Roman mime, in which performers express meaning through gestures accompanied by music.
14. **fool** - (v.) trick or deceive (someone); dupe.



EPISODE 10

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. How would you feel to be in a place where you didn't speak the language? Would it be difficult to make friends, buy food, or find a place to live? Have you or your parents or someone you know been in this situation? _____

2. Why do you think Pablo painted people who were blind? Do you think it had anything to do with his sadness? Discuss this idea with you class and teacher. _____

3. Can you feel the difference between Pablo's blue paintings and his rose paintings? _____

4. Have you ever been to a carnival? Using the knowledge you have of carnivals during Pablo's time and what you know of carnivals today, discuss how they are different and alike. _____

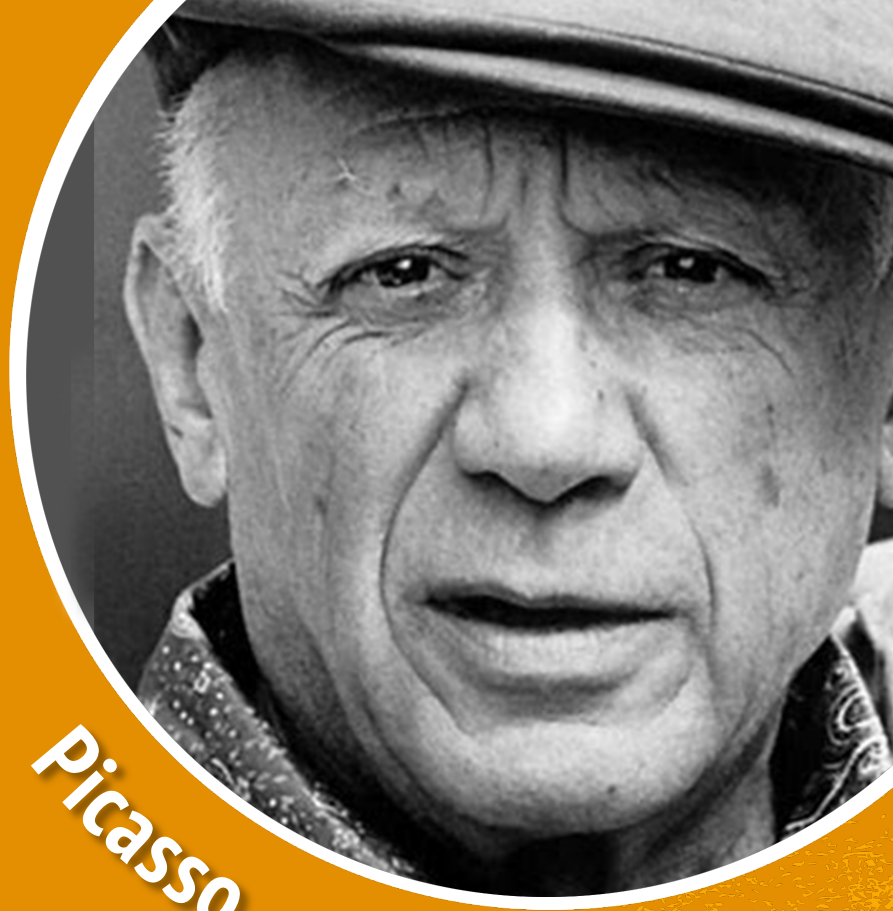
5. Do you like Pablo's portrait of Mrs. Stein? Compare this portrait to her photograph. How well do you think Pablo did in capturing what she really looked like? _____

EPISODE 11

PICASSO



59



Picasso

“Thinking Outside the Cube”

Students will be able to:

- remember and recall the facts that surrounded Pablo’s life
- remember and recall artistic terminology during this time
- create an original artwork using knowledge of 2D and 3D shapes.



EPISODE 11

Art & Extracurricular Activities

Draw/Paint/Color:

1. Learn to juggle. Visit our www.higasfy.com. Click on the Youtube icon. Watch *Tutorial - Learn How to Juggle 3 Balls* by Niels Duinker. Have students fill infant socks with beans. Tie off socks with string. Watch tutorial and practice.
2. Paint, draw or color a landscape or still life that you can see. Change perspectives and paint what you see on the same paper you started before you changed positions. Is this difficult? Why or why not?
3. Paint, draw or color the same picture from #2 but using shapes (see “Math” at the end of this lesson) to represent the picture. Now change positions again and paint what you see in the shapes on the same paper you started before you changed positions. Is this easier when using shapes? Why or why not?
4. With adult help or supervision, take a cheap handheld mirror and carefully break the glass by laying a cloth over the mirror and hitting it with a hammer. (If pieces of the glass fall off, carefully glue the pieces back on. Wearing gloves is a highly recommended.) Have someone hold the mirror so you can see their reflection. Try drawing this reflection. Once the drawing is complete, see if someone else can recognize the different pieces of the face.

Writing:

Write or dictate a 3 paragraph paper describing Picasso’s style as it changes using at least 3 vocabulary words.

Science/History:

1. Research the invention of the camera. Who is recognized as the inventor? What did the first camera look like? How did it work?

Advanced Students

2. Research the progression of the camera to the digital camera we have today. Compare the different styles over time. Make a timeline with the dates and printed pictures of the cameras.

Math:

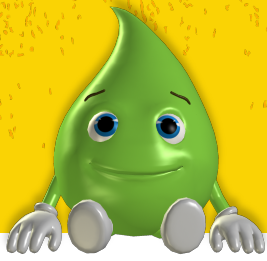
Practice drawing 2D shapes. Now practice drawing 3D shapes. (A list of these shapes can be found by clicking on the Pinterest icon on our website www.higasfy.com. Visit *Picasso - Shapes* board.) Label these shapes and keep for future use.



EPISODE 11

Artist Vocabulary Word List

1. **acquisition** - (n.) an asset or object bought or obtained, typically by a library or museum.
2. **jealous** - (adj.) feeling or showing envy of someone or their achievements and advantages.
3. **stink eye** - (n.) a facial expression of distrust, disdain, or disapproval.
4. **reservoir** - (n.) a large natural or artificial lake used as a source of water supply.
5. **terra cotta** - (n.) unglazed, typically brownish-red earthenware, used chiefly as an ornamental building material and in modeling.
6. **factory** - (n.) a building or group of buildings where goods are manufactured or assembled chiefly by machine.
7. **composition** - (n.) a work of music, literature, or art.
8. **compotier** - (n.) french word for bowl of fruit.
9. **mandolin** - (n.) a musical instrument resembling a lute, having paired metal strings plucked with a plectrum. It is played with a characteristic tremolo on long sustained notes.
10. **dimension** - (n.) having its elements organized in terms of a flat surface, especially emphasizing the vertical and horizontal character of the picture plane.
11. **picture plane** - (n.) flat two-dimensional surface on which we draw or project an image in perspective.
12. **cubism** - (n.) an early 20th-century style and movement in art, especially painting, in which perspective with a single viewpoint was abandoned and use was made of simple geometric shapes, interlocking planes, and, later, collage.



EPISODE 11

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

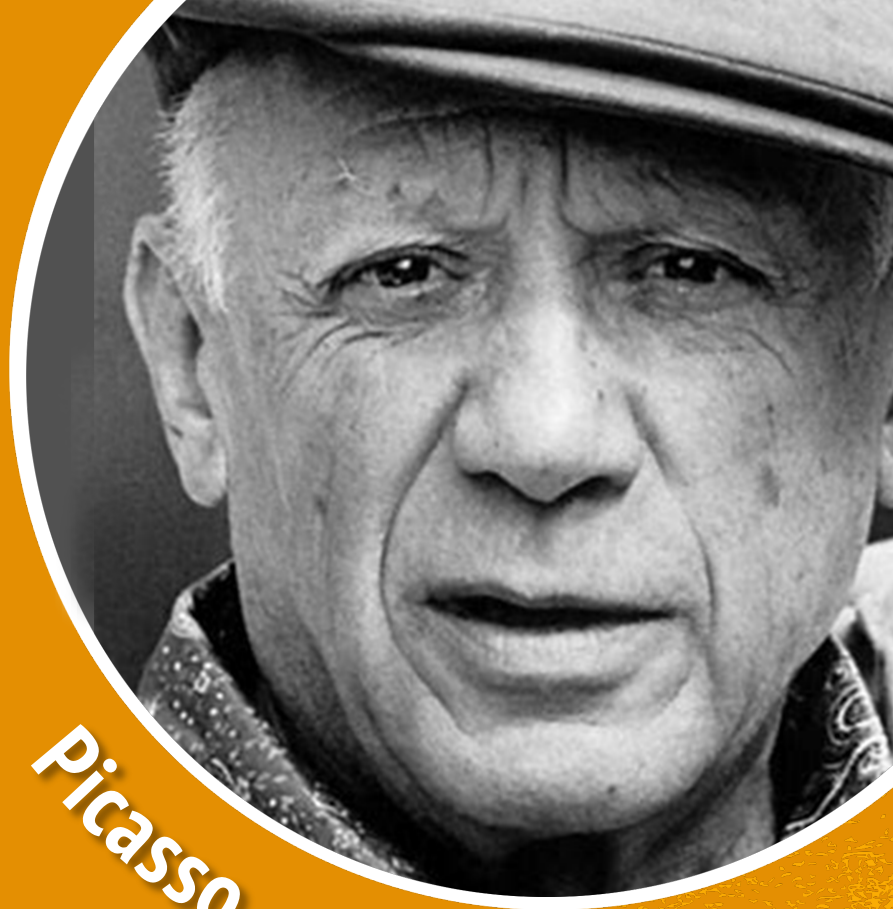
1. Do you have someone in your life that you are jealous of? Why? Do you “eye each other” like Matisse and Picasso _____

2. If you had a lot of money like Gertrude Stein, what type of art would you purchase?

EPISODE 12



63



Picasso

“A Little Mixed Up”

Students will be able to:

- identify Pablo Picasso’s art and artistic style and technique
- create original artwork influenced by Pablo Picasso’s style and technique



EPISODE 12

Art & Extracurricular Activities

Draw/Paint/Color:

1. Paint, draw or color a picture on thick paper such as card stock. Once the picture is complete, carefully cut the picture into shapes. Glue these shapes in a mixed-up pattern onto another thick piece of paper. Give to a friend, family member or classmate to see if they can figure out what the original picture was.
2. Paint, draw or color a still life picture. Using something that is actually seen in the picture, create a frame around your artwork. You might even consider cutting the picture into a shape and then creating the frame around it.
3. Have someone take a photo of your face looking straight into the camera, one of your left profile and then your right profile. Print these 3 pictures. Inspired by Pablo Picasso's work, cut up these 3 pictures in different shapes and add some of each picture onto a thick piece of paper creating a unique self portrait.

Writing:

1. Write or dictate a paragraph using the phrase, "goof off."
2. Write or dictate a paragraph using the phrase "passed with flying colors."
3. Write or dictate an imaginary story about Pablo's reaction to the selling price of his painting, what he did with the money and the type of person who bought it.

Science:

Visit www.higasfy.com and click on the Youtube icon. Watch *How It's Made: Violins*. Do you think Pablo knew how violins were made in order to paint *Violin*? Why or why not?

Additional Group Activity:

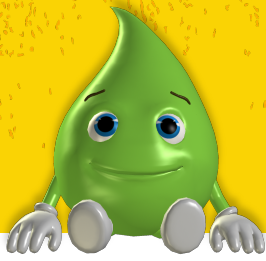
1. Provide each student with a piece of an old tablecloth. Allow them to glue this cloth onto a sturdy piece of paper or canvas. Have each student paint a picture onto the cloth. Bring all the finished pieces of artwork together. Can they be put together to make one large picture. If so, attach each piece together in a pattern and hang on the wall. Allow this to be a reminder to the students about Pablo Picasso's unique style and how this style came about.
2. Have the students exchange their unique self portraits from "Suggested Activity" #3 with each other. Have each student identify the parts of the face.



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Artist Vocabulary Word List

1. **duplicate** - (v.) make or be an exact copy of.
2. **parallel** - (adj.) (of lines, planes, surfaces, or objects) side by side and having the same distance continuously between them.
3. **scroll** - (n.) a roll of parchment or paper for writing or painting on.
4. **violin** - (n.) a stringed musical instrument of treble pitch, played with a horsehair bow. The classical European violin was developed in the 16th century. It has four strings and a body of characteristic rounded shape, narrowed at the middle and with two f-shaped sound holes.
5. **Pierrot** - (n.) a stock male character in French pantomime, with a sad white-painted face, a loose white costume, and a pointed hat.
6. **friar** - (n.) a member of any of certain religious orders of men.
7. **clarinet** - (n.) a woodwind instrument with a single-reed mouthpiece, a cylindrical tube with a flared end, and holes stopped by keys.
8. **invert** - (v.) put upside down or in the opposite position, order, or arrangement.
9. **caning** - (n.) a method of weaving chair seats and other furniture.
10. **scallop** - (adj.) arch of a series of convex rounded projections forming an ornamental edging cut in material or worked in lace or knitting in imitation of the edge of a scallop shell.
11. **oil cloth** - (n.) fabric treated on one side with oil to make it waterproof.
12. **courtier** - (n.) a person who attends a royal court as a companion or adviser to the king or queen.
13. **slender** - (adj.) (of a person or part of the body) gracefully thin.
14. **faint** - (adj.) (of a sight, smell, or sound) barely perceptible.
15. **snood** - (n.) an ornamental hairnet or fabric bag worn over the hair at the back of a woman's head.



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Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Is there something you can do that is better than your parent, guardian, or teacher?

2. Whose patron would you like to become? A famous musician, artist, actor, author, etc.? Why? _____

3. Have you ever considered your voice as a musical instrument? _____

Additional HiGASFY Video Series:

Renaissance Video Series:

Experience the exciting rebirth of classical art through the lives of da Vinci, Michelangelo and Raphael. Learn about the endless imagination of da Vinci, the grumpiness of Michelangelo and the sweet spirit of Raphael. Just stay away from the rats!

Baroque Video Series:

The Baroque era spans approximately 1600-1700 AD. In this study we explore the fascinating lives of a murderer Caravaggio, pauper Rembrandt, and family-man Vermeer. Explore the culture surrounding these artists and the techniques that were used to distinguish them as master artists.

Impressionist Video Series:

Marvel at the color and movement Impressionist artists Monet, Pissarro and Degas brought to the canvas; techniques that changed the way art was created and perceived from 1860-1920. Learn about their style, their struggles and their successes.



www.higasfy.com

ABOUT THE WRITERS



Rhonda Probst

Rhonda is a true Texan having spent most of her life in the Dallas area. After graduating high school, she began working for a well-known photographer in the DFW area where she earned the title of Professional Photographer. She considers Texas home but left for a few years to earn a B.A. in French from Campbell University in North Carolina. After graduation, she taught elementary Spanish before returning to Texas to use her degree teaching high school French. Once she started her family in 2000, Rhonda decided to resign from her classroom teaching career to concentrate on raising her children. Rhonda knew that homeschooling her children was her passion. Six children later, she is still hard at work educating them academically, socially and spiritually. In 2015, she was invited to join HiGASFY Productions as a homeschool advisor. Her extensive knowledge in photography, languages and teaching quickly propelled her to Executive Producer status. Rhonda balances the demands of homeschooling her children with the rigors of editing, writing and producing HiGASFY art history videos and curriculum. Her children are beginning to leave her nest but her desire to effectively educate will forever reside in her heart and home.



Beth Oakes

After graduating from Baylor University in 1986, Beth decided to see the world. She sprouted her wings and became a flight attendant. It was through these traveling adventures that she experienced some of the best days of her life. Her love of travel and passion for art brought about the discovery that she had a story to tell. In 2002, while still employed as a flight attendant, Beth was invited to teach art history at Ovilla Christian School in Ovilla, Tx; a quaint little town south of Dallas where she lives with her husband, Philip, and where they raised their two children, Caleb and Hannah. In 2014, Beth decided to retire her wings. “A person can only handle so much airplane food, pantyhose and time zone changes”, she said. The following year, Beth resigned from classroom teaching but not education. Through the encouragement of her family, teaching colleagues and friends, Beth took the curriculum she had spent years developing and produced a video curriculum that introduces elementary and middle school age students to the wonders of art. Beth named the curriculum **HIGASFY**, the acronym for “**Have I Got A Story For You**”. She still feels she has a story to tell.

(Mrs. Beth) makes the painters and paintings come alive; she reviews previous lessons to promote retention; and she makes you want more.... every week .”

–Elizabeth Exley, (Parent)

“HiGASFY is the perfect balance of learning and fun, and is an invaluable tool for any grade school classroom.”

– Stacy Weller, (Lower school Art Teacher)

“This program really took the scary factor out of teaching **art history for kids** and made it enjoyable. I am thrilled to have found it. I no longer have to avoid teaching this subject and my kids can learn about art history in a fun way.”

– Heidi, (The Unexpected Homeschooler Blog)

“Mrs. Beth and her animated green paint drop named Gasfy are master storytellers. They engage their listeners and teach art history through the art of storytelling.”

– Destiny, (Some Call it Destiny Blog)



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