

# WINSLOW HOMER

Lesson For Ages 8 - 9



## Step 1 - Introducing the Winslow Homer Slideshow Guide

### MOTIVATION

#### BEGIN READING HERE

Do you like to wear hats? **(HOLD UP ANY HAT)** What kinds of hats have you worn? Over 100 years ago there was an artist named Winslow Homer. Most of his artwork pictured people in hats. Do you think hats were popular then? **(YES)**

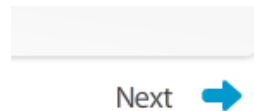
I'm going to show you slides of his famous paintings and see how **OBSERVANT** you are. What does observant mean? **(PAYING CAREFUL ATTENTION, WATCHING)** Artists are very observant people, and I want you to be, too. Whenever you see a hat in a slide, I want you to point at it.

[Click Start Lesson To Begin](#)

### 1. SLIDE – WINSLOW HOMER WITH HAT

Let's meet Winslow Homer. Is he wearing a hat? **(YES)** He was always fashionably dressed and interested in style. Homer is an American artist who lived on the East Coast of the United States in the late 1800s.

[Click Next To Change Slide](#)



### 2. SLIDE – LATE 1800s

As you can see from our history chart, men's hats were in fashion in the late 1800s. Can you see the advertised price of a man's suit in Homer's time? **(\$10)** Does that sound inexpensive compared to today's clothing prices? **(YES)** These are pictures from newspaper ads of Homer's day showing the latest products for sale. Homer probably typed on a typewriter like the one shown here. Do you think he would be amazed to see our modern computers?

Now that you've seen Winslow Homer, and imagined what life was like in his day, let's meet him further by learning more about his life and his art. He started his life as an artist by illustrating for newspapers. Photographs were not used at that time, because the camera had just been invented. So instead of photographers, newspapers sent artists to draw the news events. They were called **ILLUSTRATORS**. Homer sketched events in America's history. He sketched Abraham Lincoln when he became President. He also illustrated the Civil War when the North and South fought each other.

He would sketch a picture while watching it happen. Then in his studio, he would draw that same picture on a block of wood. Other newspaper employees would whittle with sharp tools to create his picture in the wood. The wood was then inked, and paper was pressed on to get a print. These prints were always in black and white, and very time-consuming. They were called **WOODBLOCK PRINTS**.

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### 3. SLIDE – SHARPSHOOTER - BLACK & WHITE

Do you think this picture is a woodblock print? **(YES)** Very good! What is this soldier doing? **(HIDING IN TREES READY TO SHOOT ENEMY SOLDIERS)** He is fighting during the Civil War on the Northern side. What clue did Homer draw that lets us know he is going to spend a long time up in the tree? **(WATER CANTEEN HANGING ON TREE BRANCH)** Homer's Civil War illustrations were so popular that he decided to redo some of them in oil paints. This drawing was the first one he did in oils. Let's take a look at the painting.

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### 4. SLIDE – SHARPSHOOTER – COLOR

How is the oil painting different from the woodblock print? **(IN COLOR, NO WATER CANTEEN)** The painting was placed on exhibition to sell. He told his older brother that if it did not sell, he would give up painting and take a full-time job at a newspaper. His brother secretly bought the painting. Homer didn't discover this until many years later. When he did find out, Homer was angry and refused to speak to his brother for weeks. By that time in his life, however, Homer was a popular artist. His brother's trick had worked!

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### 5. SLIDE - SNAP THE WHIP

As an observant art student, what do you notice? **(CHILDREN WEARING HATS)** What are they NOT wearing? **(SHOES)** What is the building in the background? **(ONE-ROOM SCHOOLHOUSE)** There is one teacher for all grades, and all grades are in one classroom. Homer enjoyed showing children having fun like he did as a child. He didn't picture children all dressed up in their best clothing sitting still for a portrait. He drew them outdoors, full of energy and adventure.

Have you ever played a game like this? It is called "*Snap the Whip!*" Does it look like fun? Homer wanted us to feel the motion of the pulling of the line that these children were enjoying. This was one of Homer's favorite games as a child. Close your eyes now and don't open them until I tell you to.



Click Next To Change Slide

## 6. SLIDE – IN THE MOWING

Open your eyes and look at the screen. What's the first thing you see in this painting? Do you notice the boy in the middle first? **(YES)** Why? **(TALLER, BIGGER HAT, LIGHTER)** The first thing you see in a painting is called a FOCAL POINT. Homer made you notice the taller boy first, because he painted his hat and shirt in lighter colors. The colors around him are darker.

Can you see why the boys are looking back? **(SOMEONE IS WAVING IN FAR LEFT OF FIELD)** Who do you think it might be? Do you think it might be a parent or a friend of these boys? We can't see the person clearly. Homer lets you decide.

Click Next To Change Slide

## 7. SLIDE - BREEZING UP

Can you find the focal point, or what you see first, in this painting? (WAVES AGAINST BOAT, BOYS IN BOAT) What is the darkest part of the painting? (BOAT, BOYS) What is the lightest? (SKY, WAVES AGAINST BOAT) Look carefully at how Homer places the lightest part against the darkest part. He makes us look right at the boat by doing that. Light against dark creates CONTRAST.

Have you ever been in a boat? What is making this boat move through the water? (WIND PUSHES THE SAILS) Is the boat going fast or slow? (FAST) Yes, the boat is moving fast, because the breeze is strong and makes the sails lean over. Look carefully in the bottom of the boat. Can you see what the boys and the man in the red shirt have been doing? (FISHING) Do you think the boys are enjoying their day in the sailboat?

After Homer successfully sold a few oil paintings, he left newspaper illustrating. He spent all his time doing oil paintings and felt he could do more with oils to make a picture look real. He tried hard all his life to do REALISTIC paintings. Does this painting make you feel like you were actually there in the boat with the children? Homer would feel he had been successful if you said yes!

Click Next To Change Slide

## 8. SLIDE – LIFELINE

Homer lived near the ocean all of his life, and he loved to paint its excitement and power. He called this *Lifeline*. It shows a heroic rescue at sea. Do you feel the danger as the rescuer carries the woman back to shore? If you look closely in the upper left-hand side, you can see the tattered sails of the wrecked ship. This was a very popular painting, and it sold the first day it was shown. It was the first time any of his work was called a masterpiece. Do you think the woman in the painting survived? You can't really tell,

because her head is back, and her eyes are closed. Homer got so tired of people asking him that question that he painted the picture again and called it a new name: *Saved!*

Homer used dull, drab colors with only a splash of red in the woman's scarf. The touch of red balances all the other dull colors and also brings your attention to the center of the drama. Can you see the CONTRAST in this painting between the dark colors of the people and the light colors of the waves? Homer was a real master with the use of light and dark. In art we call this VALUE.

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## 9. SLIDE – VALUE

A color can have many different VALUES. You can take a color like red and make it darker by adding a little black to it. For lighter values, you would add white to a color. With enough white, you can turn red into what color? **(PINK)**

[Click Next To Change Slide](#)

## 10. SLIDE – GULFSTREAM

Many art experts consider this Homer's greatest masterpiece and yet he was never able to sell it. Maybe people didn't want this dangerous, scary scene hanging in their living rooms. Why is the man in danger? **(SHARKS, BIG WAVES)** The wood mast that holds up the sails broke off, so he can't get back home. He notices a waterspout that is a small tornado close by. If it reaches the boat, it will certainly capsize, and he would end up in the water with the sharks. Will he be okay? Homer gives us a clue that there is hope for the man. What do you see? **(FAR AWAY SHIP MIGHT RESCUE MAN)**

[Click Next To Change Slide](#)

## 11. SLIDE - DEER DRINKING

Have you ever seen a deer drinking peacefully in the woods? Do you think Homer painted this in the woods when he discovered the deer? It looks that way, but he painted it from memory long after the deer had leaped away when startled by Homer. It shows us a peaceful nature scene of beauty and his love of the out-of-doors. Is this a woodblock print, an oil painting or a watercolor painting? **(WATERCOLOR)** Doesn't it look a little transparent or see through? You can still see some of the pencil lines that he used to sketch the picture first.

Can you tell what time of the year it is, and how do you know? **(FALL BECAUSE OF THE LEAF COLORS OF ORANGE AND YELLOW)** He enjoyed going on fishing and camping trips with his brother. He would take his art materials, so he could paint the beautiful outdoors. It was much easier to use watercolors, because they dried very quickly. In

Homer's later years, he painted only in watercolor and became a master at it. Let's look at another watercolor.

**Click Next To Change Slide**

## 12. SLIDE - ADIRONDACK GUIDE

Did you remember to be observant? This hat-wearing mountain guide took Homer and his brother on one of their fishing trips. Don't you think Homer used brighter colors in his watercolors than in his oil paintings? **(YES)**

**Click Next To Change Slide**

## 13. SLIDE - WINSLOW HOMER IN STUDIO

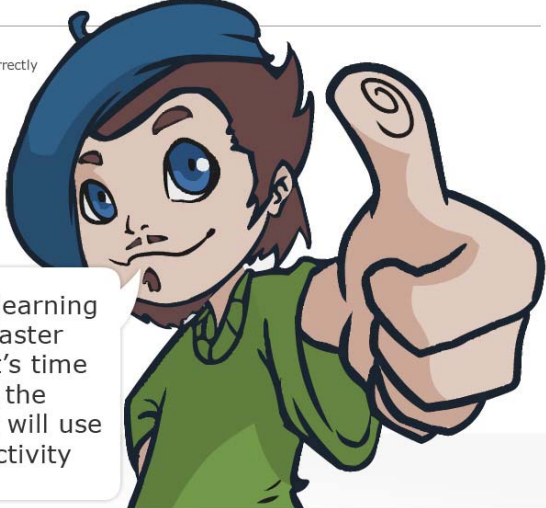
Here's another photo of the artist but without a hat this time, because he's working in his studio! Do you recognize the painting on the easel behind him? It's the shark picture he couldn't sell.

Homer died at the age of 74, but he remained active and painted as long as he could. He lived by himself, close to nature, very contented with his life. He was considered the best American painter in the 1890s and was very popular with the public and art critics.



Now we are going to play a review game with Pierre. He is going to ask several questions about Winslow Homer and you need to choose the correct answer.

**Click the Next and read Pierre's final thoughts on Homer**

Lesson Finished  
You have answered  
10 out of 10 questions correctly



Did you enjoy learning about our Master Artist? Now it's time to practice the techniques you will use in your art activity

 [Back To Units](#)  [Return Home](#)

**When complete, click Back To Units**

## Step 2 - Learning From: Winslow Homer

### Showing Value

Choose a black crayon to color these boxes with value. Value is the use of light and dark in art. Homer used value to create realism in his work. Color horizontally while making this value chart.



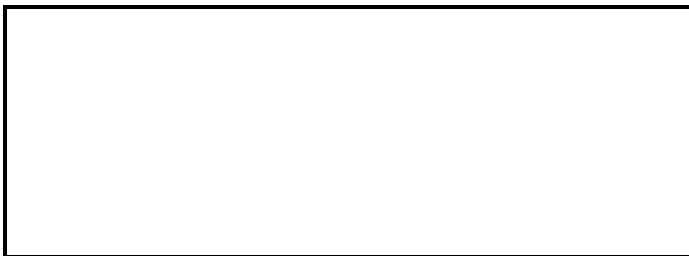
Make this box as dark as you can. Press hard on your crayon.



Make this box a little lighter. Don't press quite as hard on your crayon.



Make this box even lighter. Use less pressure on your crayon.



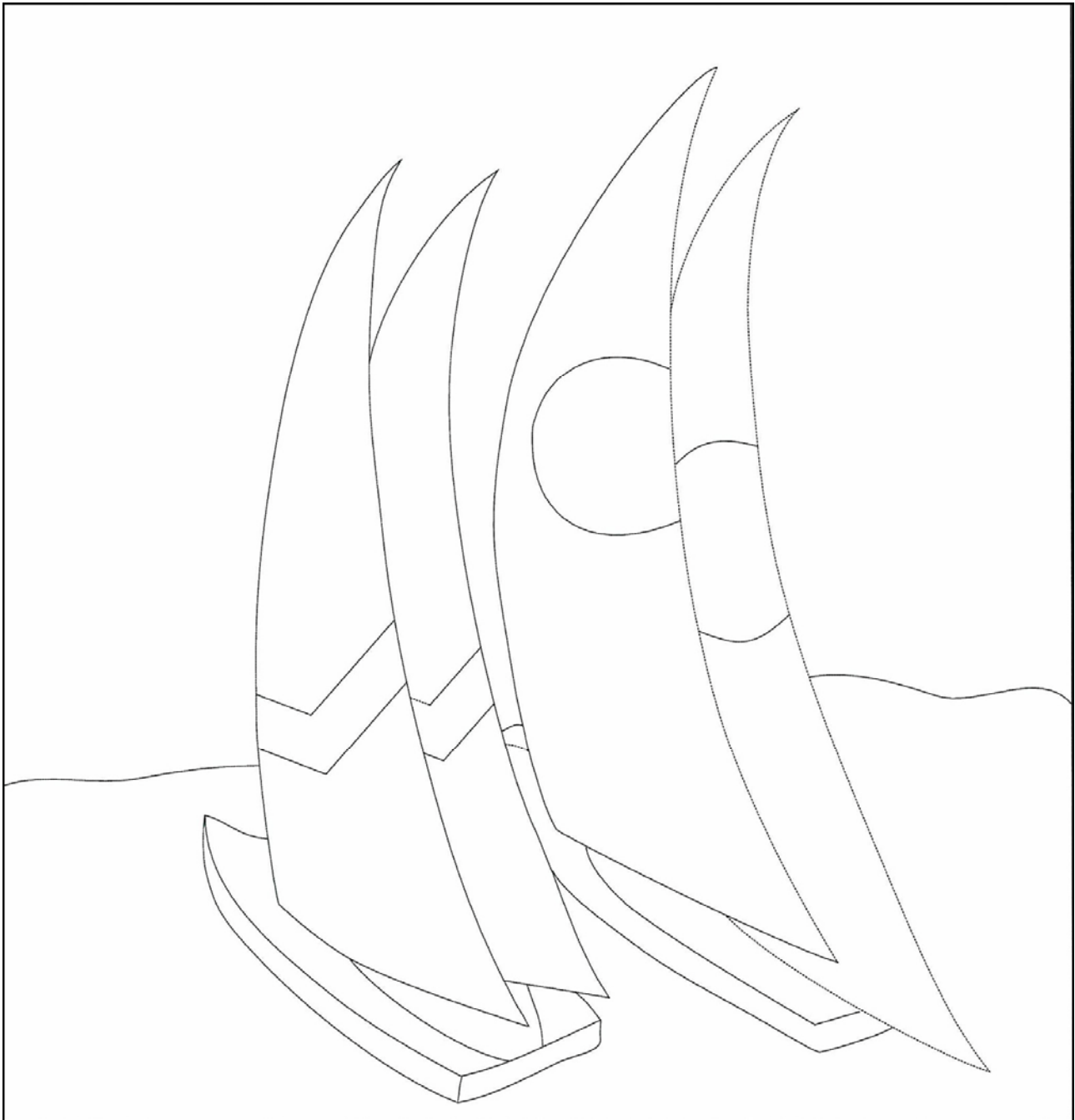
Make this box lighter. How light can make your color? Make this box the lightest.

When you finish, you will have a value Chart.  
This Value Chart tells about a color.  
It tells how the color looks when it is very dark.

It tells how the color looks when it is very light.

## Color Value

Use only one crayon to color this drawing. Color some things dark and some light. Press hard on your crayon for dark things. Press gently for light things. Leave some areas white.







The last few pages of this section contain the Art Activity for Winslow Homer. This step-by-step outline will be a guide for instructing your child(ren) through the activity. The parent/teacher should review all steps necessary to complete this project before beginning any work.

Cut out the Artist Profile Slip below and attach it to the back of your completed art project.

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## Winslow Homer

(HOE-mer) - American (1836-1901)

American Native Winslow Homer, showed us what life in the United States was like in the late 1800's. His superb mastery of value (light and dark) produced beautiful works of art through woodblock prints, watercolor, and oils.

**Art Activity Emphasis:** Value (light and dark) Techniques

**Media:** Ages 5 - 9 – Torn Paper and Crayon

Ages 10 - Adult – Art Pencils

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## Step 3 - Working With: Art Activity Instructions

### ARTIST

**Winslow Homer (HOE-mer)**  
(1836 - 1901) American

### TECHNIQUE

Torn and cut paper with value coloring

### ART ELEMENTS

Value

### EMPHASIS

Values

### MEDIA

Paper and crayon

### VISUAL

Print: Breezing Up (page xxxv)

### VOCABULARY

Value, horizontal, vertical, shadow,  
horizon line

### SUGGESTED MUSIC

Music from the 1800's

### MATERIALS FOR INSTRUCTOR AND CHILDREN

One - 9" x 12" sheet of light gray construction paper

One - 4.5" x 6" sheet of light gray construction paper

One - 5" x 9" sheet of black construction paper

One - 7" x 9" sheet of black construction paper

One - 6" x 9" sheet of white construction paper

\*One - 4.5" x 6" dark gray construction paper (\*If 2 shades of gray paper are available, add this piece for the lesson.)

Artist Profile Slip

One white crayon

One black crayon

Glue and scissors

### PREPARATION

Place the Homer print and your gray 9" x 12" demonstration paper where they can be easily seen.

### SET-UP [ 5 minutes ]

Distribute the following materials to each child:

**SUPPLIES:** White crayons, black crayons

**PAPER:** Large gray, small gray, large black, small black, white,  
and the artist profile slip

## ORIENTATION [ 5 minutes ]

Today you will be making an ocean scene similar to those Winslow Homer liked to do. Homer mastered the use of light and dark, as known as "value," in his paintings. The values make his paintings look real. To create values in his drawings, Homer used some of the techniques found in your Learning Packet. You showed different values of one color. Value can also be changed through pressure with a crayon. Today you will make a picture using value.

## DEMONSTRATION AND ACTIVITY

### ORGANIZE YOUR WORK AREA [ 3 minutes ]

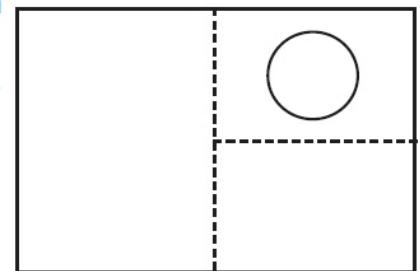
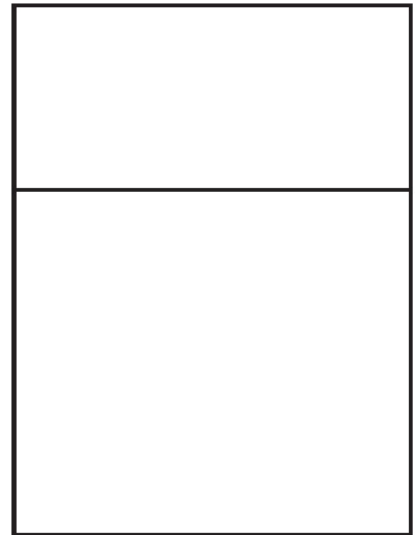
1. Print your name on the back of your gray 9" x 12" paper.
2. Arrange it vertically on your work space. **(Demonstrate)**
3. Put the large 7" x 9" black rectangle on top of it.
4. Place your glue, scissors, crayons, and artist profile slip to one side of your work space.
5. Put the other three paper rectangles to the other side.

### ATTACH THE OCEAN TO THE SKY [ 2 minutes ]

Glue the large 7" x 9" black rectangle to the lower section of the gray 9" x 12" paper to form the ocean and the horizon line, where the sky and water meet. **(Demonstrate as you explain.)**

### CUTTING THE SUN OR MOON SHAPE [ 5 minutes ]

1. Fold the white rectangle in half and cut along the fold line to form two smaller rectangles.
2. Fold one of the white rectangles in half again and cut on the fold.
3. Hold one small white rectangle horizontally. Using the black crayon, lightly draw a whole circle OR a half circle at the bottom making use of the straight edge. Try to make full use of the length of this rectangle for the half circle, or full use of the width of this rectangle for the full circle. This is your sun shape! Save any scrap.
4. Put the sun in the middle of the sky close to the horizon line, so that it looks like it is setting at night. Do not glue it yet.



### TEARING AND GLUING THE CLOUDS AND SUN OR MOON [ 5 minutes ]

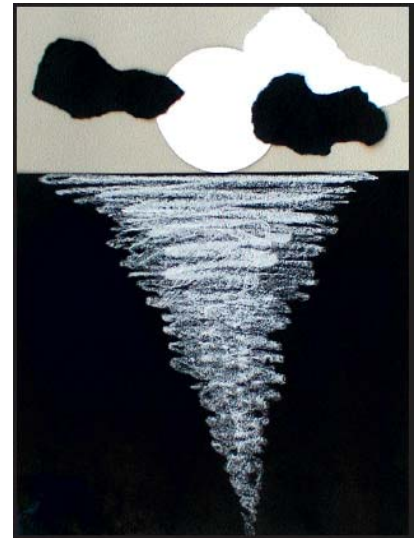
**Demonstrate slowly tearing with thumbs and pointer fingers, tightly holding along each side of an imaginary tearing line. Also demonstrate positioning all torn shapes as you tear them. Show that underlying pieces must be glued first.**

1. Fold remaining black rectangle in half and cut along the fold.
2. Slowly tear one or two interesting, large cloud shapes from the remaining white and one of the black rectangles. Glue sun and clouds in position.

### CREATE THE REFLECTION [ 5 minutes ]

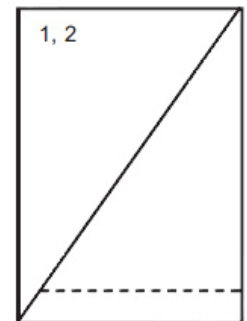
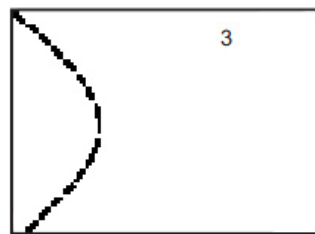
Use the white crayon to fill the black ocean below the horizon line with a big value chart.

1. Starting at the horizon line and pressing hard on your crayon, use horizontal strokes going across the center of the black ocean, leaving half of a crayon's length of black on each side.
2. Color back and forth, getting less wide as you move down the page.
3. To create the effect of the sun shining on the water, use less and less pressure, and leave more space as you move toward the bottom of the page.



### CREATING A SAILBOAT [ 5 minutes ]

1. Take the other small white rectangle and cut diagonally to make two equal triangles (1).
2. Trim a fingernail width off the smallest side of one of the triangles so that you are left with two triangles, but one will be smaller (2). These will make the two sails.
3. Holding the small end of the light gray rectangle, cut a small curved line from corner to corner (3), to form the boat. Set aside.
4. Reserve any scrap paper for later use.



### PLACE THE SAILBOAT

1. The sail will overlap the horizon line. The boat may be partially hidden behind some of the rocks.
2. Glue the sailboat in position. Keep the three sailboat pieces slightly apart from each other so that the background shows through the boat and sails.

### TEARING, CRUMPLING AND GLUING ROCK SHAPES [ 10 minutes ]

1. Slowly tear two corners of the gray rectangle into interesting rock shapes, to start the rock



formation on the bottom two corners of your composition.

2. Tear rock shapes from reserved white and gray\* scrap and additional black rectangle, making use of the straight edge when necessary. (**\*Second shade of gray rectangle may be used now if available.**)

3. Crumple the torn rock shapes in your hand, open them slightly. Keep them as three dimensional as possible. Begin placing the rocks at the bottom of the black paper. The two gray "corners" go first and you build from there. **Encourage children to overlap and to create contrast of values.**

4. When satisfied with a contrast of value and shapes, carefully glue the rocks in position, starting with those furthest away.

### **CREATING DISTANCE [ 5 minutes ]**

Homer painted realistic paintings. One way to make our picture look realistic is to create depth or distance. Objects in the distance will appear smaller and higher on the horizon line. Using scraps from the rocks and keeping the horizon line (bottom of rocks) straight, create a jetty in the distance with torn pieces. Place it on the right or the left. Make certain your shapes overlap.

### **HIGHLIGHTS AND SHADOWS [ 5 minutes ]**

**Demonstrate that the change of pressure on the black and white crayons will create different values. Show how shadows and sunshine (highlights) can be added with crayons. The rocks will be light on the top where the sunshine hits them, and dark on the bottom. Encourage the children to take their time!**

1. Using the black and white crayons, add shadows and highlights to the rocks.
2. Small portholes may be added to the sailboat. Also, additional light values of line may be added around the boat to show movement in the water.
3. **Encourage each child to add values of highlight and shadow, and not to draw pictures with their crayons.**

### **MOUNTING THE ARTIST PROFILE SLIP [ 2 minutes ]**

*(Profile slips for each artist are provided. They give a brief description of the artist, the technique, and the media used in the art activity. They should be mounted on the back of each art project after it is completed.)*

1. Write your name on the front of the artist profile slip.
2. Using glue, mount the profile slip on the back of your artwork.
3. Encourage children to discuss their artwork with others using this artist slip of information.



## CONCLUSION

Let's share your wonderful oceans of value. I see great examples of light and dark values of color. Does your water look like it's reflecting the sparkling sunlight? Homer would be proud of your ocean picture!

### GUIDANCE

If unable to get another shade of gray construction paper, you can use black crayon to create color on white paper.

**THIS CONCLUDES THE WINSLOW HOMER UNIT.**