



Teacher Resource Packet

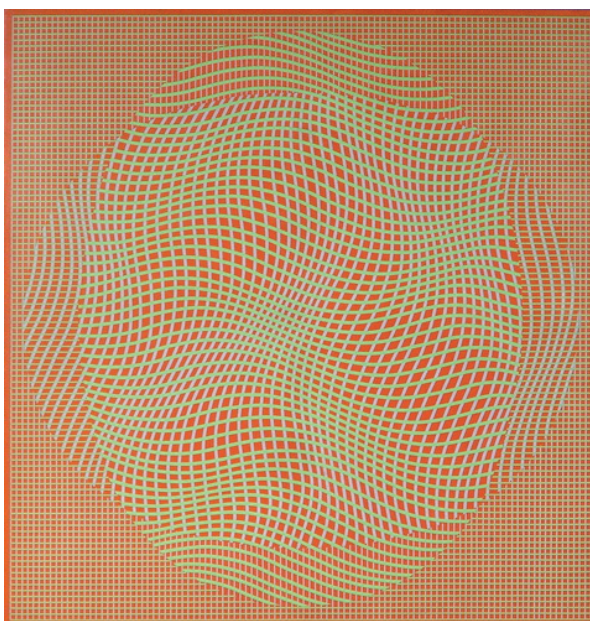
4th Grade Level

In the Parisian Salon

A lesson about Op-Art, color science, and illusions

In the Parisian Salon:

A Unique Display from the CMA Collection



Crosscurrents by Julian Stanczak (American 1926-2011), oil painting, 30.75" x 40"

The Museum To Go program and these educational materials are made possible by the generous funding from



**The
Hoover
Foundation**

This resource packet, companion artwork images, virtual tour of the exhibit "In the Parisian Salon: A Unique Display from the CMA Collection", and many other resources are available through the Canton Museum of Art website at

www.cantonart.org/learn/museum-to-go

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A lesson about Op-Art, color science, and illusions

Lesson Overview

This lesson aims to encourage students to test their **observation skills**, **discover how our brains interpret light and color**, and **learn how our brains trick us into seeing illusions**. Students will take a **virtual tour of the Canton Museum of Art's exhibition *In the Parisian Salon*** and discover the history of **optical art and illusions**. They will travel with **small groups to various stations** that will provide illusions for them to **interact with and record their observations**. Students will then be prompted to **create their own optical illusion spin top** with CDs and marbles to experience first hand how color and movement can trick the eye.

Lesson Materials

In the Parisian Salon Virtual Tour

In the Parisian Salon (focus works, color optics, illusions) PPT

All lesson materials are available for download at www.cantonart.org/learn/museum-to-go

Activity Materials

Optical Illusion Investigation Stations

Optical Illusion Investigation worksheet (page 12 and 13)

Kaleidoscopes

Teleidoscopes

Spin tops

Rainbow Diffraction Glasses

Color Acetate

Illusion Spin Tops

CD/DVD with marble hot-glued in center circle

CD/DVD blank labels

Color markers

Content Standards

Science

4.PS.2 Energy can be transferred from one location to another or can be transferred from one form to another

Visual Art

2PE Notice and describe different visual effects resulting from artmaking techniques

3PR Generate ideas and employ a variety of strategies to solve visual problems

6RE Give and use constructive feedback to produce artworks that achieve learning goals

Social Development Skills

This lesson aims to combine group learning with individual expression. Students will travel in groups together to experiment with and discuss the stations, while working separately on a handout. Students will then take their new knowledge and apply it to their own spin top design.



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Lesson Procedure

1) Museum Virtual Tour

- a) Students will take a virtual tour of the **Canton Museum of Art's Permanent Collection Exhibition In the Parisian Salon**. They will view the exhibition and discuss the differences between traditional hanging style versus this exhibition's **salon style**.
- b) Students will zoom in on the focus artworks to segway into the **discussion of Op-Art and optical illusions**.

2) Color Science & Optical Illusions

- a) Students will be introduced to **color science** and how **light travels in waves**. They will discuss the **amount of energy visible light has** and how that **energy is transferred to the objects light hits**.
- b) Students will then learn about **white light** and **how we see color** through visual examples
- c) Students will then discuss how **color is used in optical illusions**, and how **optical illusions happen because our brains are using shortcuts**. As a class, students **will view optical illusions** and **discuss** what they think is actually happening.

3) Optical Illusion Investigation Stations

- a) Students will be given an **Optical Illusion Investigation Station worksheet** to use for this activity.
- b) Students **will travel with their table groups to different stations** in their classroom. These stations will have examples of kaleidoscopes, illusion spin tops, rainbow diffraction glasses, and/or any other physical examples. The worksheet has sections corresponding to each station that the students should use as a guide.

4) CD Illusion Spin Top Activity

- a) Students will be introduced to their project, which is to **design an optical illusion spin top**. Students will be prompted by design ideas on the PowerPoint and given a **blank CD sticker and markers to draw a design**. They are encouraged to refer to their Optical Illusion Investigation Station worksheets and what they have learned about color when creating their designs.
- b) After the students complete their designs, they will remove and **attach their stickers to the top of a CD that has a marble** already hot glued in its center.



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Lesson Vocabulary

Color: the property of an object when certain light hits it and how it is perceived by the eye

Complimentary Colors: colors directly opposite of one another that, when combined, produce white light; used frequently in Op-Art as a way to disorient the viewer

Electromagnetic Spectrum: the range of all light waves, visible and invisible

Frequency: how quick and often something occurs

Illusion: a deceptive appearance; something wrongly perceived

Light: electromagnetic radiation within a certain portion of the electromagnetic spectrum

Op-Art: artwork that utilizes optical illusions

Salon Style Exhibition: a public display of artworks that are displayed above and below the traditional eye-level viewing

Wavelength: the distance between successive crests of an electromagnetic wave

White Light: seemingly colorless light; a combination of all the wavelengths of the visible spectrum at equal intensity



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Lesson Discussion Points

Viewing of In the Parisian Salon Virtual Tour

- What is different about this exhibition versus the other exhibiton we saw before?
- Why do you think the artwork is displayed like this?
- What are the positives of displaying artwork like this? The negatives?

Color Science & Optical Illusions

- How do you think we see color?
- What color shirt do you avoid wearing in the summer to feel less warm?
- How fast do you think the light wavelengths move? Why?
- Are there more colors than our eyes can see? Can other animals see more color?
- What color has the most energy? Why?
- Can your eyes focus on everything you see?
- Are optical illusions tricking our brains or is something actually happening?

Optical Illusion Spin Tops

- What designs do you think will work the best? Why?
- How does movement change your designs? Can you recognize them as easily when they are moving?
- How does the speed of the spin top affect the design? What happens when they slow down?
- Do you think color arrangement can change the the design and illusion?

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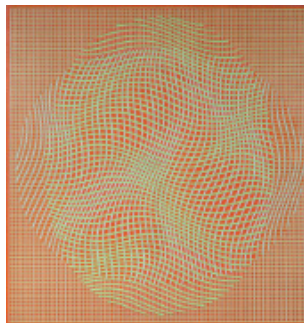
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Focus Artworks

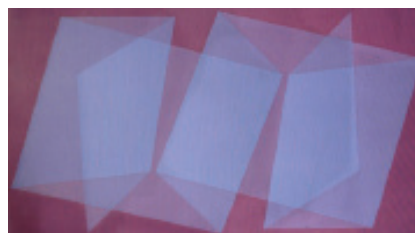
Crosscurrents
Julian Stanczak
1966

https://www.cantonartcollection.com/itemdetail.php?work_id=2005



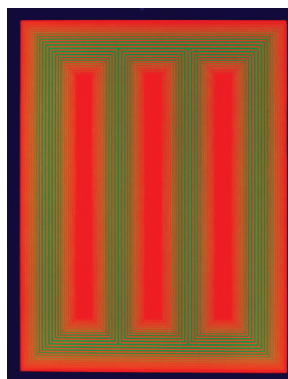
See Through Blue
Julian Stanczak
1970

https://www.cantonartcollection.com/itemdetail.php?work_id=1403



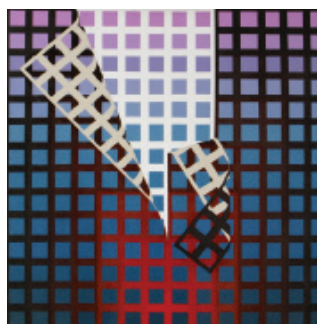
Temple of Midnight Red
Richard Anuszkiewicz
1983

https://www.cantonartcollection.com/itemdetail.php?work_id=1789



#102
David Kuntzman
1973

https://www.cantonartcollection.com/itemdetail.php?work_id=1495





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Background: Salon Style

In the Parisian Salon: A Unique Display from the CMA Collection

Many people are surprised to learn that our museum has its own collection of art, a collection that contains about 1500 pieces. We call this our permanent collection, and it focuses on American works on paper (specifically watercolors) and ceramics. Works by artists such as Andy Warhol, Winslow Homer, Childe Hassam, Edward Hopper, John Singer Sargent, Alice Schille, Viola Frey, Roy Lichtenstein, Mary Cassatt, Alexander Calder, Clyde Singer, Salvador Dali, Jim Dine, M.C. Escher, Edward Hopper, and more make their homes in our permanent collection. As you will see, roughly about 300 pieces from our collection are on display in this Salon exhibit – only a quarter of what our collection has to offer. But what is Salon style, and where did it come from?

“Salon style” is a way of displaying art in which works are hung higher and lower than eye level and in large groups rather than in a single row. It all started in 1737 with the Salon - a public art exhibit that was held annually or bi-annually in Paris. Any artist could exhibit their work if approved, and it was an honor for an artist to be chosen, especially a struggling artist because their work would gain notoriety in the Salon. Since there was an overwhelming amount of artwork to hang, works were hung floor to ceiling and close together. A Hanging Committee decided which paintings were to be displayed and where to put them on the wall. Placement was everything to an artist. Where their artwork was hung would determine who and how many people would see it – increasing or decreasing its chances of selling.

The Salon was unique because it was open to anyone. Before the Salon, it was difficult for the public to see artwork because it was owned by private collectors. Since the Salon exhibitions were free, suddenly anyone could see the artwork inside regardless of their class, wealth, profession, or gender. For almost 150 years, the Salon was the most prestigious art event in the world.

Unlike the Salon, however, today’s trend in museums is to exhibit works of art in single rows with plenty of space around each piece. While we always follow this trend in our museum, we brought back salon style for this particular exhibit. This wasn’t entirely an aesthetic choice –we were fortunate enough to receive funds for new art storage racks, so we had to pull our paintings off of their current racks in order for the new racks to be installed. Rather than store the paintings in this gallery and close it off to the public, we decided to hang them – all of them – for your enjoyment.

Text pulled from the Canton Museum of Art Collection exhibition In the Parisian Salon



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Background: Op-Art

Op-Art Online Resources

Article: Op art

By The Editors of the Encyclopaedia Britannica

<https://www.britannica.com/art/Op-art>

Article: Op-Art

by The Art Story

https://www.theartstory.org/movement-op-art-history-and-concepts.htm#beginnings_header

Background on Op-Artist Richard Anuszkiewicz

Richard Anuszkiewicz became a leading figure in the art world in 1965 when his work was included in an exhibition titled *The Responsive Eye*, a survey of optical art at the Museum of Modern Art. This movement became known as Op Art.

In discussing Op Art, Anuszkiewicz points out; “there were two concurrent movements in vogue during that period: Abstract Expressionism and Pop Art which had very strong critical advocates. Well, those advocates helped to bring out the demise of Op Art. What was so hurtful, as far as I was concerned, was that as much as I was given praise and popularity before the movement, once the movement really got on the way I was attacked—and vehemently so. I felt betrayed by my own critics in this country...Also, I feel I’ve explored areas that hadn’t been touched by other artists, including Albers—perceptual ideas that I hope will be lasting...Then there is the matter of optical mixture of color. The Impressionist and Neo-impressionists pioneered the use of color in this fashion, but I think I was the first to explore its possibilities in geometric abstraction with the use of my own color ideas”.

Text pulled from the Canton Museum of Art Collection website:

https://www.cantonartcollection.com/itemdetail.php?work_id=1789

Additional information on Anuszkiewicz: <http://www.op-art.co.uk/richard-anuszkiewicz/>



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Background: Color Science & Optical Illusions

Color Science Online Resources

Video: *The Science of Light and Color for Kids: Rainbows and the Electromagnetic Spectrum*

by FreeSchool

<https://www.youtube.com/watch?v=9Vsl0lom3S0>

Article: *How do we see color?*

by Frontiers for Young Minds

<https://kids.frontiersin.org/article/10.3389/frym.2013.00010>

Optical Illusion Online Resources

Video: *How Do Optical Illusions Work?*

by Inside Science

<https://www.youtube.com/watch?v=VYlr40D7wNw>

Video: *Optical Illusions show how we see*

by Beau Lotto

https://www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see?language=en



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Lesson Activity Procedures

Optical Illusion Investigation Stations

1. Students will need a pencil and a Optical Illusion Investigation Station worksheet (pages 12 & 13 of this packet). Students should remain with table groups or small groups.
2. Students will travel with their groups to 5 different stations during this activity. Groups will be given 3-5 minutes at each station, after which time they will travel to the next station until all stations have been visited.
3. Students should match the station activity to the Optical Illusion Investigation Station worksheet prompts and respond accordingly. Students may work together, as a group, or independently. These worksheets invite the students to think dynamically about the station activities.

Optical Illusion Spin Tops

1. Following the Optical Illusion Investigation Stations, have the students discuss as a class their favorite stations, what they learned, and any questions they may have.
2. Guide the discussion back to the spin top station. This station will prompt the final activity of making Optical Illusion Spin Tops. The last slide of the In the Parisian Salon PowerPoint has an image of the station's spin top designs. Discuss the different ways to create optical illusions (via pattern and color arrangement) and how adding the spinning movement can enhance the illusion even further.
3. Inform the students they will be creating their own Optical Illusion Spin Tops with a CD and a marble glued in its center. Give each student a blank CD sticker label and give each group of students markers for designing. Give the students 5-8 minutes, depending on their enthusiasm.
4. Once the students are finished, give each student a CD with a marble glued in its center. Demonstrate to the students how they will work with a partner to place the stickers. Show them how to peel the sticker off with a partner, who will hold the CD as the sticker is placed. Advise them to go slowly, as it can be difficult to reposition the sticker.
5. Once the stickers are placed, have the students try out their illusions!

Additional Time Options:

Have students walk around to see their classmates' spin tops. Have a rule-set constructive feedback discussion on which designs appear to create the best illusions. Have a game to see whose spin top can spin the longest.

Optical Illusion Investigation Station

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Kaleidoscope



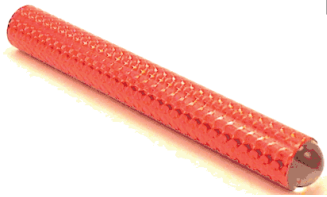
© Hulton-Deutsch Collection/Corbis

**Sir David Brewster of Scotland invented the first kaleidoscope.
What year do you think he invented it?**

**hint* subtract 207 from this current year*

**What do you think is inside of the kaleidoscope?
What are making the colors?**

Teleidoscope



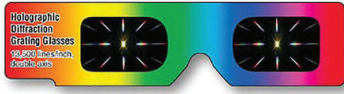
What do you see when you look through the teleidoscope?

**What happens when you turn the teleidoscope when you are looking
through it?**

**What do you think is on the end of the teleidoscope that is causing
the illusion?**

Rainbow Glasses

Hold up the glasses to your eyes and imagine that you are an astronaut that has landed on a new planet. Pick 5 adjectives to describe the new planet to tell those back on Earth.



What is the coolest thing to look at in your classroom with the glasses?

Illusion Spin Tops

Try all of the changeable designs. Spin them fast. Spin them slow.



Which of the changeable designs is your favorite to see spinning? Why?

Color Sheets



Overlap the colors. What kind of shapes can you create by overlapping?

How many colors can you create by overlapping?