

# Golden Road Arts

## Wassily Kandinsky-- Russian Abstract Painter

### 1. Overview

a. Wassily Kandinsky was a Russian abstract painter who lived from 1866 to 1944. He is known as one of the pioneers of abstract art. In this lesson we will explore some of his techniques including color and the reason some colors recede while others advance. We will also seek to understand how Kandinsky used color in abstract art to portray his feelings. Finally, we will create art similar to Kandinsky's by using an assortment of colored papers and glue.

b. Grade level: Kindergarten-5th Grade

c. Vocabulary

- i. Abstract
- ii. Foreground
- iii. Horizontal
- iv. Detail
- v. Recede
- vi. Advance
- vii. Folk Art
- viii. Vibrate
- ix. Non-objectional

d. Art Medium

- i. Colored paper
- ii. Scissors
- iii. Glue
- iv. Objects to use to make circles such as measuring cups.

## 2. Fun Facts

- a. Wassily Kandinsky believed that art was closely connected to music. “Violins, deep basses and especially the wind instruments represented for me the full force of the twilight hour; in my mind I saw all my colors, they were all there, in my mind’s eye. Wild, almost crazy lines, were being painted in front of me.” Kandinsky not only heard music he saw music!
- b. Here is something fun to try. Listen to music with your eyes closed. As you listen, do you see colors or shapes in your mind? If you do, you have a special gift. That gift is called Synesthesia. This means you experience one sense through another. Wassily Kandinsky had the gift of Synesthesia.
- c. Kandinsky was especially interested in color, even as a child. Beginning in his earlier, more realistic paintings, Kandinsky used color to show emotion rather than to make objects look real. As he grew as an artist, Kandinsky became more concerned with the power of color in describing what he was feeling. He wanted to use color to make his viewers feel emotion, too. Gradually, Kandinsky became more abstract. He began to paint objects as patches of color instead of painting perfect details such as facial features or individual leaves on trees. Even though Kandinsky studied the human body and knew how to paint people well, he liked the abstract more than the realistic. As he grew as an artist, his figures became less realistic until the viewer could no longer identify known objects in his paintings.

## 3. Lesson Plan

- a. Elements of Art
  - i. Line
  - ii. Shape
  - iii. Form
  - iv. Value
  - v. Space
  - vi. Color

b. Principles of Art

- i. Rhythm
- ii. Balance
- iii. Emphasis (contrast)
- iv. Proportion
- v. Gradation
- vi. Harmony
- vii. Variety
- viii. Movement

c. Visualization

- i. How does Kandinsky create movement in his art?  
Do you see it as music?
- ii. How is Kandinsky's art mathematical?
- iii. Why did some of the colors you worked with move forward while other colors receded?
- iv. What did you see and feel about the art you created?

d. Goals and Objectives

- i. Students will understand the concept of abstract art.
- ii. Students will understand the essence of the art of Wassily Kandinsky.
- iii. Students will observe how different colors recede while other colors advance.

e. Students Critique Questions

- i. What do you like about your art project?
- ii. What do you like about your classmates' art projects?
- iii. How does your art you have created differ from realistic art?

4. Standards Met

- a. To meet standards, students should be encouraged to watch the following videos

b.

- i. Kandinsky exploring how he heard shapes.  
<https://www.youtube.com/watch?v=Bc83deRcKMo>

ii. Wassily Kandinsky-Russian Artist Biography and Facts

<https://www.youtube.com/watch?v=v6CDcZ2YGus>

COMPLIANCE WITH EDUCATIONAL STANDARDS (PER GRADE)

Kindergarten

VA.1.CR1.K #1. & #2., VA.2.CR2.K #1 & #3., VA:CR3.K #1. & #2.,  
VA.8.RE2.K #1., VA.9.RE3.K #1., VA.10.CO1.K #1. & #2., VA.11.CO2.K  
#1., VA:C1.1.Ka, VA:Cr1.2.Ka, VA:Cr2.1.Ka, VA:Cr3.1.Ka, VA:Re9.1.Ka

1<sup>st</sup> Grade

VA.1.CR1.1 #1., #2., & #3., VA.2.CR2.1 #1., VA.3.CR3.1 #1.  
& #2., VA.8.RE.2.1 #1., VA.9.RE3.1 #1., VA.10.CO1.1 #2.,  
VA:Cr1.1.1a, VA:Cr1.2.1a, VA:Cr2.1.1a, VA:Cr3.1.1a, VA:Re8.1.1a,  
VA:Re9.1.1a

2<sup>nd</sup> Grade

VA.1.CR1.2 #1. #2. & #3., VA.2.CR2.2 #1., VA.3.CR3.2  
#1. #2. & #3., VA.8.RE2.2 #1., VA.9.RE3.2 #1., VA.10.CO1.2 #2.,  
VA:Cr1.1.2a, VA:Cr1.2.2a, VA:Cr2.1.2a, VA:Cr3.1.2a, VA:Re.7.2.2a,  
VA:Re8.1.2a, VA:Re9.1.2a

3<sup>rd</sup> Grade

VA.1.CR1.3 #2. & #3., VA.2.CR2.3 #1., VA.3.CR3.3 #2. #3.,  
VA.7.RE1.3 #2., VA.8.RE2.3 #1. & #2., VA.9.RE3.3 #1., VA:Cr1.1.3a,  
VA:Cr1.2.3a, VA:Cr2.1.3a, VA:Re.7.1.3a, VA:Re8.1.3a, VA:Re9.1.3a,  
VA:Cn11.1.3a

4<sup>th</sup> Grade

VA.2.CR2.4 #1., VA.3.CR3.4 #1. #2. #3., VA.7.RE1.4 #2. & #3.,  
VA.8.RE2.4 #1., VA.9.RE3.4 #1. & #2., VA:Cr1.1.4a, VA:Cr1.2.4a,  
VA:Cr2.1.4a, VA:Cr3.1.4a, VA:Re.7.1.4a, VA:Re8.1.4a, VA:Re9.1.4a,  
VA:Cn11.1.4a

5<sup>th</sup> Grade

VA.CR1.5 #2. & #3., VA.2.CR2.5 #1., VA.3.CR3.5 #2. & #3.,  
VA.7.RE1.5 #1. & #2., VA.8.RE2.5 #1., VA.9.RE3.5 #1 & #2.,  
VA:Cr1.1.5a, VA:Cr1.2.5a, VA:Cr2.1.5a, VA:Cr3.1.5a,  
VA:Re.7.1.5a, VA:Re8.1.5a, VA:Re9.1.5a, VA:Cn10.1.5a, VA:Cn11.1.5a