

# PISSARRO'S PEOPLE

Dear Educator:

Thank you for supporting your students' visit to the exhibition *Pissarro's People* on view at the Legion of Honor. This exhibition presents the often-overlooked figurative paintings of Camille Pissarro. The nearly 100 works on view, which span the artist's career, reveal his concern with the social, economic, and political future of the communities where he lived. Including paintings and works on paper, the artworks in the exhibition feature portraits of the artist's friends and family as well as notable genre scenes set in the fields and marketplaces of rural France.

The resources assembled here will provide you and your students with tools for viewing the works in the exhibition. Organized around three themes,

- Pissarro's World: Family, Friends, and Community (K–2),
- Pissarro and His Artistic Process (3–5), and
- Pissarro the Idealist (9–12),

these resources include:

- Words to Know,
- Images and Questions for Viewing,
- Pre-Visit Activities,
- Exhibition Layout,
- Words on the Walls, and
- Suggested Themed Tours.

While written to support the visual and language arts standards of the intended grade levels, these materials may need additional adjustments to meet the needs of your classroom.

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# PISSARRO'S PEOPLE

## Themes to Align with California State Standards

- **Pissarro's World: Family, Friends, and Community** (K–2nd grade)

Aligned with how our youngest viewers begin to experience the world around them, this theme focuses on Pissarro's images of his children, the other artists he worked with, and the community he chose to live in. The accompanying activity addresses Pissarro's use of texture and asks students to think about what might happen before or after the scene depicted.

- **Pissarro and His Artistic Process** (3rd–5th grade)

Building on the diversity of media Pissarro worked in, this theme invites students to think about the artistic choices Pissarro confronted when creating his compositions. Students discover how the artist used color and space by comparing and contrasting two works of art.

- **Pissarro the Idealist** (9th–12th grade)

This theme invites students to analyze how Pissarro's political beliefs shaped how he chose and portrayed his subjects. To further identify with Pissarro's way of viewing the world, students reflect on their own communities in search of creative insight.

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## Words to Know:

- Landscape
- Rural/Urban
- Leisure
- Peasant
- Representation
- Composition
- Texture
- Perspective
- Portrait/Self-Portrait
- Color
- Countryside/Marketplace

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## Images and Questions for Viewing:

These four images directly support each of the three educational themes described above and will serve as anchors for your museum visit. The accompanying questions connect to the specific grade level and serve as models for promoting open-ended investigations of the artwork.

### 1. Plate 77: *Jeanne Pissarro, Called Cocotte, Reading, 1899*

- Look around the room. What do you see? If you touched something in this room, what would it feel like, or what texture would it have? (K–2)
- What do you think Pissarro found most interesting about the space he depicted? How does he show this? (3–5)
- What does the choice of subject tell us about the artist's ideals? (9–12)



### 2. Plate 116: *The Harvest, 1882*

- What are the people doing? How do you think they feel? What do you see that makes you say that? (K–2)
- Artists often create a sense of space by showing depth or distance in their paintings. How does Pissarro show space in this painting? (3–5)
- How do the figures add to the meaning of this work? (9–12)



### 3. Plate 177: *Poultry Market at Gisors, 1885*

- Who do you see going to market? What do you think they are doing? (K–2)
- What do you notice about the figures in this painting? (3–5)
- What type of social interactions do you see? (9–12)



### 4. Plate 251: *Self-Portrait, 1903*

- Pissarro painted this picture of himself. What colors did he use in this painting? Why do you think he might have chosen these colors? What do you think he felt while painting this picture? (K–2)
- How does the artist emphasize or stress the subject of this painting? (3–5)
- What would you say about the artist's character based on how he chose to depict himself? (9–12)



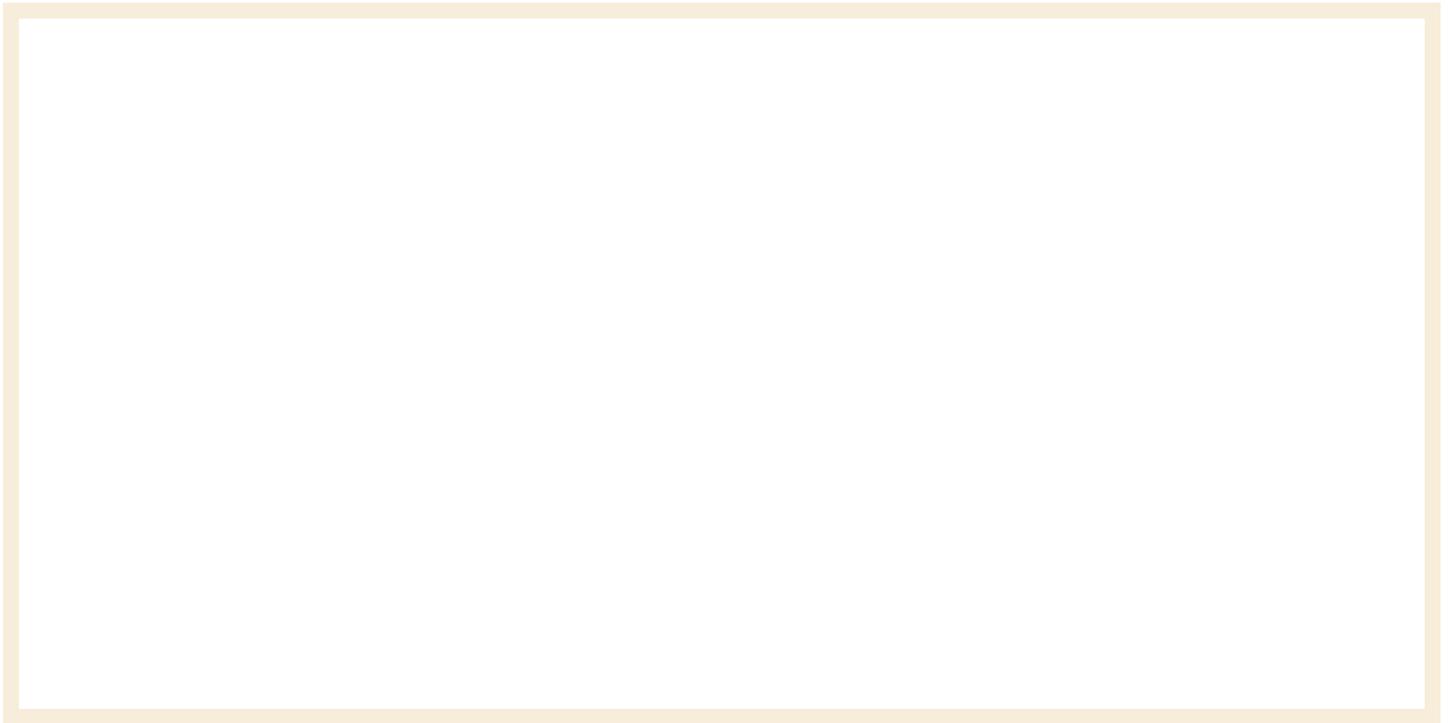


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Draw a picture of what you think would happen before this scene or what you think would happen next.



Write a description of your drawing.

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# PISSARRO'S PEOPLE

## Pissarro and His Artistic Process (3rd–5th grade)

Pissarro chose to show both the landscape and community that surrounded his home. When creating a work of art, artists decide how they want to paint the people and the place. Artists use color and space to show us what they observe.

Choose two pictures painted by Pissarro.

Compare and contrast the artist's use of color and space.

Title 1 \_\_\_\_\_

Title 2 \_\_\_\_\_

<p>Color</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul> <p>Space</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul>
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<p>Color</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul> <p>Space</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul>
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Explain what you discovered about Pissarro's use of color and space.

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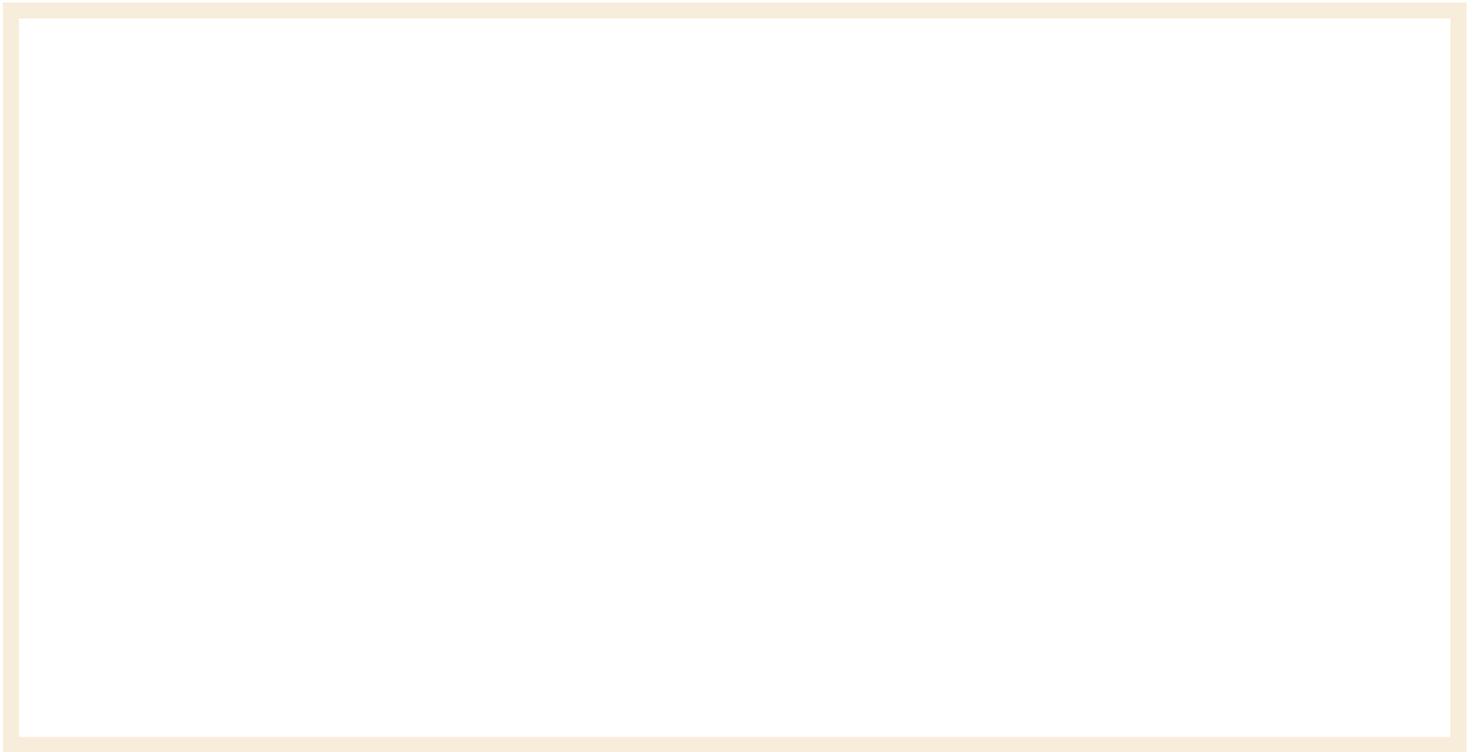
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# PISSARRO'S PEOPLE

When painting a space, Pissarro decided what to include and what to edit or leave out. This process created a specific perspective for the painting. Try this process yourself by selecting an area in your classroom or schoolyard. Look at the entire space. Decide how you want to show the space: from above, below, far away, or close up. In the space below create a line drawing that shows the outlines of the objects you see.



Now that you have practiced this process, what questions do you have about how Pissarro created his paintings?

1.

2.

3.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# PISSARRO'S PEOPLE

## Pissarro the Idealist (9th–12th grade)

Pissarro's choice of subject matter connected to his political beliefs. As an anarchist of the nineteenth century, he believed in a social revolution that would bring equality to society. Art historians contend that Pissarro represented all his subjects with a sense of honor and respect regardless of their social standing. Pissarro believed his canvases shared with the world the potential of the future.

One week prior to your visit to the exhibition, keep a record of your interactions with others, documenting what time the interaction took place, what role the person plays in your life, and the setting.

Date	Time	Role	Setting	Insights
9/29	8:30 am	Father & daughter riding bike	Balboa and Park Presidio	Responsibility of parenting, adventure of getting to work, sustainability and compassion

At the end of the week review this log and choose the event that either happened most frequently or the one you feel had the most importance in your life. Create a proposal for a visual representation of your ideal interaction.

Your proposal must include the following:

1. Explain the problem that your image is designed to address.
2. Describe the focus of the image and the interactions depicted.
3. Outline what elements you will include in the composition and what you will emphasize through your use of space, color, and lighting.
4. What insights do you hope your audience will gain from viewing this work?
5. Where do you propose this image be displayed? For example, school, city hall, public transit.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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Date	Time	Role	Setting	Insights