

Taking off the Rose Colored Glasses

NFTY-TOR

Goals:

- To understand that everyone interprets everything differently, as seen through art and basic verbal interpretation

Objectives:

- To expose the differences of interpretation in art.
- To show that directions can be taken in many different ways.

Materials:

- Paintings
- Histories of the paintings
- Paper
- Markers

Time Table:

0:05-0:00	Skit
0:00-0:05	Break into groups/intro
0:05-0:10	Pass out painting pairs and read the histories.
0:10-0:25	Discussion
0:25-0:30	Distribute butcher paper, pens, pencils, markers, etc.
0:30-0:35	Group Leader reads the rules and prepared script for the drawings.
0:35-0:50	Share and discuss
0:50-1:00	Wrap up discussion and tie into today and humanity's relationship to God.

Procedure:

1. Skit – see attached sheet
2. Break into Groups of 20 – Based on the name tags
3. Group leader reads: As you saw in the skit, we all have different interpretations of nearly everything in our lives. No matter the situation that occurs such as relationships you may have with people, or a connection you have with God, everything is subject to interpretation.
4. Pass out the paintings pairs and read the histories of both artists. Start with the Sistine Chapel and the Wandering of Adam and Eve. Compare these two paintings and then move on to step 5.
 - a. As you pass around the painting read the history of the two artists
 - i. **Michelangelo** - Michelangelo Buonarroti' is one of the most famous artists known in all of civilization. A devout Catholic and Italian, Michelangelo was born into religion. After establishing himself as a genius sculptor with *David*, the famous artist was commissioned to decorate the Sistine Chapel. Michelangelo began his work in May of the year 1508. After initially creating over 300 figures with the help of his assistants, the artist became disgusted with the work and started anew. Michelangelo worked for four years to embellish the beautiful Chapel. Genesis was Michelangelo's palette. He brought the stories of Adam and Eve, the Garden of Eden, Life and Death and the Flood to life. The portion that you see is Michelangelo's representation of the creation of Adam.
 - ii. **Abel Pann** - Abel Pann was born in Latvia in 1883. His father was a rabbi and the head of a *yeshiva*. At an early age he showed interest in drawing and studied in an art school in Odessa (1898). In 1913, he went to Palestine and taught at the Bezalel Academy of Art, Jerusalem, for a year. A few weeks before World War I broke out, he traveled to Paris, intending to return to Palestine shortly afterwards. Because of the war he was prevented from doing so. When it became known that pogroms had taken place in Russia, he

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drew paintings on that theme, his purpose being to print reproductions of them. He viewed the Bible realistically and the people and landscapes of his paintings are of the Orient, as he saw them in Palestine. This is one of the innovations of his work. In regard to his work Abel Penn state that, "I wish to picture the heroes of the Bible as human beings made of flesh and bone, beings in whose veins blood flows. I wished the characters of the Bible to be shown as possessing the passions of human beings just as they are pictured in the Book, with their virtues and vices, loves and hatreds, stories of tragedy and humor, poetry and prose."

5. Discussion.

Discussion Questions (Answer the first three questions for both paintings)

1. What emotions are called to mind and how does it make you feel?
 2. What mood does the scene depicted convey?
 3. What idea do you think the author is trying to extend to the audience?
 4. Is anyone wrong? Why or why not??
 5. Why do you think that they artists had such different interpretations of the same event/theme?
 6. Why do you think you all have different interpretations of each work?
6. Repeat steps four and five above with the second pair of paintings Pollock and Rothko.
- a. Read the Histories of the two artists.
 - i. **Jackson Pollock** - Pollock's name is also associated with the introduction of the All-over style of painting, which avoids any points of emphasis or identifiable parts within the whole canvas and therefore abandons the traditional idea of composition in terms of relations among parts. The design of his painting had no relation to the shape or size of the canvas -- indeed in the finished work the canvas was sometimes docked or trimmed to suit the image. All these characteristics were important for the new American painting which matured in the late 1940s and early 1950s. It has been suggested that Pollock was influenced by Native American sand paintings, made by trickling thin lines of colored sand onto a horizontal surface. It was not until 1947 that Pollock began his "action" paintings, influenced by Surrealist ideas of "psychic automatism" (direct expression of the unconscious). Pollock would fix his canvas to the floor and drip paint from a can using a variety of objects to manipulate the paint.
 - ii. **Mark Rothko** - One of the preeminent artists of his generation, Mark Rothko is closely identified with the New York School, a circle of painters that emerged during the 1940s as a new collective voice in American art. During a career that spanned five decades, he created a new and impassioned form of abstract painting. Rothko's work is characterized by rigorous attention to formal elements such as color, shape, balance, depth, composition, and scale; yet, he refused to consider his paintings solely in these terms. He explained: "It is a widely accepted notion among painters that it does not matter what one paints as long as it is well painted. This is the essence of academicism. There is no such thing as good painting about nothing."
7. Reads the rules for this section
1. PPs may not interact with other PPs
 2. PPs may not ask for directions or clarifications of instructions.
 3. All instructions will be read twice.
8. Pass out paper and coloring utensils to the PPs.

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9. Read the following:

Draw a thick line.

Draw a thick line

Draw a four-sided figure attached to the line.

Draw a four-sided figure attached to the line.

Color in the four-sided figure with a happy color.

Color in the four-sided figure with a happy color.

Draw a thin line attached to the four-sided figure.

Draw a thin line attached to the four-sided figure.

Draw a curved line touching the figure.

Draw a curved line touching the figure.

Draw a circle next to the curved line.

Draw a circle next to the curved line.

Draw a star next to the circle.

Draw a star next to the circle.

Color one point of the star an angry color.

Color one point of the star an angry color.

Connect the star to the four-sided figure.

Connect the star to the four-sided figure.

Enclose your illustration with one line.

Enclose your illustration with one line.

10. Have all of the PP's share what they have. Point out that no two illustrations are the same. Ask the following questions.

- Why do you think you all have different looking pictures?
- What other situations are we in where we are given instructions that may not be clear or easily understood?

11. Read aloud the following text:

In the beginning God created heaven and earth. The earth was without form and empty, with darkness on the face of the depths, but God's spirit moved on the water's surface. God said, 'There shall be light,' and light came into existence. God saw that the light was good, and God divided between the light and the darkness. God named the light 'Day,' and the darkness He named 'Night.' It was evening and it was morning, one day.

12. Discussion Questions for wrap up

- Would you have depicted the creation of Earth the same way?
- Notice how the syntax of the Torah states that, "it was evening and it was morning, one day." Would you have started the new "day" at night?
- Read Statement: It seems that life is filled with miscommunications, stemming from our inability to see the same things the same way as others so. Each of our realities is how we perceive it, the only way to help someone understand what we perceive, what we feel is through communication. Only when we talk about our thoughts and our ideas can anyone truly begin to understand.

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