Use Mimmo Paladino's *Room in a Tempest* to explore how artists strategically use the elements of art to communicate meaning.

**A CLOSER LOOK AND SUGGESTED DISCUSSION QUESTIONS**

*Room in a Tempest* depicts a figure kneeling in the center of a brilliant red room sparsely furnished with an assortment of furniture, sculpture, and other objects. Although painted in thick, vibrant reds and yellows, an eerie calm pervades the scene, suggesting that the tempest in this room may be of a psychological or emotional nature. Give students time to look closely at the painting.

- Begin by asking students to identify the elements of art in this painting: line, shape, color, value, texture, etc.
- As students identify the elements, ask them to describe what they see in detail. For example, what type of lines has the artist used?
- How do Mimmo Paladino's color choices, use of lines, and placement of shapes affect the painting? How would the painting be different if he had chosen other colors?
- What do you think is happening in this painting?
- Who might this person be? How does he or she feel? How can you tell?
- What other objects or details do you find in the painting? Where might the person depicted in the painting be?
- Read students the title of the painting and define *tempest*. Knowing that a tempest is a storm, what is the artist trying to tell us about this work of art?

**RELEVANT GEORGIA PERFORMANCE STANDARDS CONNECTIONS**

**ELEMENTARY SCHOOL**

**Meaning and Creative Thinking:**
- Formulates Personal Responses

**Contextual Understanding:**
- Views and discusses selected artworks

**Assessment and Reflection:**
- Discusses his or her own artwork and the artwork of others
- Utilizes a variety of approaches to understand and critique works of art

**MIDDLE SCHOOL**

**Meaning and Creative Thinking:**
- Interprets how artists communicate meaning in their work
- Engages in dialogue about his or her artwork and the artwork of others
- Participates in aesthetic dialogue about his or her artwork and artwork of others (8th grade only)

**Connections:**
- Develops fluency in visual communication

**HIGH SCHOOL**

**VAHSVAMC.3**—Cultivates critical thinking and logical argumentation in aesthetics

**VAHSVAAAR.2**—Critiques artwork of others individually and in group settings

**VAHSVAAAR.3**—Develops multiple strategies for responding to and reflecting on artworks