CURRICULUM CONNECTIONS: VISUAL ARTS

HIGH MUSEUM PERMANENT COLLECTION SPOTLIGHT ON ROOM IN A TEMPEST (CAMERA IN TEMPESTA) BY MIMMO PALADINO

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 STANDARDS OF EXCELLENCE

ELEMENTARY SCHOOL

VA.K.RE.1—Discuss personal works of art and the artwork of others to enhance visual literacy.

VA.1.CN.1—Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

VA.2.CN.2—Integrate information from other disciplines to engage in the understanding and production of works of art.

VA.3.CN.3—Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

VA.4.RE.1—Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.

MIDDLE SCHOOL

VA.6.RE.3—Engage in the process of art criticism to make meaning and increase visual literacy.

VA.7.CN.2—Develop life skills through the study and production of art.

VA.8.CN.1—Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.

HIGH SCHOOL

VAH.SVA.CR.5—Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.

VAH.SVA.RE.2—Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.