

## *Art of Domesticity: Domestic Arts from the 19th Century to Today*

### “Feminine Media:” Oil Pastels

<b>Grades:</b>	Middle School (6-8), High School (9-12)
<b>Subjects:</b>	Visual Arts
<b>Time Required:</b>	1-2 class periods
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### Lesson Overview:

Students will read a short article, *The Rise of Female Pastel Artists: From Rosalba Carriera to Mary Cassatt* by Furio Rinaldi, and the Introduction Panel of *The Art of Domesticity* exhibition. With these two writings in mind, students will look at the art in *The Art of Domesticity* and discuss gender and art media. Finally, students will choose an artwork to do a close-up study of using oil pastels.

### Featured Artwork:

- *Iron #4* by Jen Blazina, 2020, Cast Glass and Cast Bronze, 4 x 3 x 4 inches
- *Swept* by Jen Blazina, 2022, Cast Bronze and Cast Glass, 10 x 7 x 5 inches
- *Casting a Long Shadow* by Kristen Cliffl, 2020, Low fire clay, glaze, plywood, and steel, 42 x 62 x 21 inches
- *Mary Go Round and Round* by Kristen Cliffl, 2008, Low fire clay, glaze, lustre, and resin, 36 x 13 x 13 inches
- *While We Watch* by Julie Friedman, 2023, Oil on Panel, 30 x 44 inches
- *Fish Tank* by Julie Friedman, 2017, Acrylic on Canvas, 22 x 28 inches
- *#462, Random Walk Blue*, nd by Janice Lessman-Moss, Linen, painted warp, shifted weft ikat, and TC2 hand weaving, 56 x 54 inches
- *#461B, Today Sows Tomorrows Where Yesterdays Grew II*, nd by Janice Lessman-Moss, Silk, linen, digital jacquard, hand woven TC2 loom, and painted warp and weft, 64 x 28.5 inches
- *Full Circle* by Kari Russell-Pool, 2006, Flame worked glass affixed to plate glass floated off a painted background, 30 x 28.5 x 3 inches
- *It's Complicated* by Kari Russell-Pool, 2021, Flame-worked glass with fused enamel printed flat glass bird and wooden base, 16 x 8.5 x 6.5 inches
- *Forget-Me-Not Tea Set*, Unknown Painter
- *Embroidery Sampler* by Mary Conwell Littler
- *Embroidered Hunting Scene* by Louise Graham
- *Favrile Tiffany Vase* by Tiffany & Co.

- *Hand-Painted Tea Pot* by Unknown Painter
- *Berlin Wool Work Embroidery* by Unknown Painter
- *Hand-Painted* by Unknown Painter
- *Velvet Embroidery Coat* by Unknown Seamstress
- *Embroidery Sampler* by Magdalena Medina

### Learning Objectives:

- Students will understand that some art media has traditionally been gendered
- Students will identify parallels between pastel artists and women artists of the past and present
- Students will create their own work of art doing a close-up study of one of the artworks in *The Art of Domesticity*

### Materials Required:

- Copies of *The Rise of Female Pastel Artists: From Rosalba Carriera to Mary Cassatt* by Furio Rinaldi (<https://www.famsf.org/stories/the-rise-of-female-pastel-artists-from-rosalba-carriera-to-mary-cassatt>)
- Copies of Introduction Panel of *The Art of Domesticity*
- Copies of *The Art of Domesticity* PowerPoint
- Viewfinders (square cut out of a piece of paper)
- Art Paper
- Oil Pastels
- Pencils
- Blending material for pastels

### Steps:

1. Have students read both *The Rise of Female Pastel Artists: From Rosalba Carriera to Mary Cassatt* by Furio Rinaldi and the Introduction Panel of *The Art of Domesticity* and lead the students through an analysis using the following questions:
  - a. What stood out to you when reading these articles?
  - b. What are the parallels between the two writings? Are there any contrasting ideas between them?
  - c. What do you think about different art media being gendered? Do you think they still are?
  - d. Why would a women artist today want to use a traditionally female media? Do you think she could say things through her art using that media that she could not with a different media?
  - e. Have you ever felt like you could not create in a certain media because of your gender identity? Or that you should use one because of your gender identity?
2. Go through the *Art of Domesticity* PowerPoint and discuss the artworks:
  - a. What art pieces are you drawn to? Which do you find less appealing?

- b. Does it seem like the contemporary artists were inspired by artworks of the past in the same media?
  - c. What are the contemporary artists trying to say about womanhood through their art?
  - d. Do you think that the older works are more utilitarian or decorative? What about compared to the contemporary works?
  - e. What makes something an artwork and not just a pretty object? Does it matter if it is displayed at a museum or a public space versus at home? Or does the time and planning make it an artwork?
3. Have the students pick out an artwork they are drawn to and do a close-up oil pastel drawing of it with a viewfinder.
- a. To create a viewfinder watch this YouTube video:  
<https://www.youtube.com/watch?v=PPj4FMWKiH4>
  - b. For an excellent introduction to drawing with oil pastels watch this YouTube video: [https://www.youtube.com/watch?v=W21Zz\\_IWisE](https://www.youtube.com/watch?v=W21Zz_IWisE)
  - c. Viewfinders will help students work on composition and drawing basics

### Standards Addressed:

#### Ohio's Learning Standards for Visual Arts

##### Grade 6:

- 6.1CR-Reference multiple sources for visual expression
- 6.1PE-Compare and contrast various levels of artisanship
- 6.3PE-Purposefully incorporate the elements of art and principles of design to construct works of art
- 6.4RE-Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world
- 6.1CO-Identify how art reflects changing cultures over time

##### Grade 7:

- 7.1CR-Explore influences on style and choice of subject matter
- 7.3CR-Practice visual fluency through the application of elements of art and principles of design
- 7.2PE-Explore materials to design and create works of art
- 7.3RE-Interpret art by analyzing the characteristics of its context and media
- 7.4RE-Connect various art forms to their social, cultural, or historical purposes
- 7.1CO-Analyze how art is used to inform or influence the beliefs, values, or behaviors of a community

Grade 8:

- 8.1CR-Determine how the choice of media relates to the ideas and images in works of art
- 8.3PE-Make aesthetic decisions using the elements of art and principles of design
- 8.3RE-Distinguish visual characteristics related to the meaning of works of art
- 8.4RE-Understand how cultural factors affect what contemporary artists create
- 8.1CO-Interpret how community context, beliefs, and resources influence works of art
- 8.3CO-Discover how cultural differences impact personal perceptions
- 8.4CO-Identify aesthetic choices within works of art

High School:

- HSP.1CR-Evaluate various sources for visual reference
- HSP.4CR-Determine and apply what it means to create and share works of art ethically
- HSP.2PE-Demonstrate increasing skill with materials and techniques
- HSP.3PE-Integrate selected elements of art and principles of design to construct works of art
- HSP.4RE-Identify the relationships between community or cultural values and trends in visual art
- HSP.1CO-Understand how works of art reflect diverse communities, viewpoints, and perspectives
- HSP.2CO-Recognize contributions of the visual arts in everyday life
- HSP.3CO-Examine personal and social contexts related to works of art

### ***The Art of Domesticity Introduction Panel:***

The decorative arts have long been part of the domestic environment. For centuries, a woman's artistic talents were applied to projects that were deemed favorable to them—knitting, sewing, porcelain painting, and weaving—and that could be done within their home. Seen as craft, they were not considered to be the same level as the fine art produced by their male counterparts. In the nineteenth century and early twentieth century, a few movements transferred the ideas of “craft” to fine art. Two of the largest movements were the Arts and Crafts movement and the Bauhaus. The Arts and Crafts movement began as a reaction to mass produced domestic items. It favored the handmade designs of the past. The Bauhaus of the early twentieth century also looked at the integration of craft and design into everyday life. Women were involved in both movements, although they were still relegated to duties that fitted their gender—such as weaving and sewing.

The domestic environment has long been perceived as the proper place for women. It was the woman who decorated the home and created a space of sanctuary for the hard-working man who daily encountered the public space. In that sense, the domestic on display in this exhibition is both the environment and the object.

Today, female artists have turned those “domestic” skill into fine art. The four contemporary artists in this exhibition use traditional craft media to create works of art. They look beyond the idea of the domestic interior in some cases, and in other cases, they create large, intricate works of art out of materials once considered to be craft.