BACKGROUND READING FOR ART PRESENTERS

Franz Marc (1880-1916)

Sources: George Schmidt, *Franz Marc* (The Uffizi Series)
            Encyclopedia of World Art (article signed by Vernard S. Myers)

      Franz Marc was born in Munich, Germany, in 1880. His father was a painter. The theme to be found running through most of his work is animals. At first he thought he wanted to be a minister, but then decided to paint. Early on he painted landscapes and portraits. After a visit to Paris, he began to be aware of modern color possibilities. In 1905 he drew his first animal drawings in an effort to relate all animal and human figures to Nature. In fact, he even taught animal anatomy for three years.

      Marc experimented with color. His goal was to show the inner being of an animal, not just the external appearance. He found that only color that wasn't the real color of the animal (color independent of an object) could truly show this.

      In *Blue Horses*, painted in 1911, Marc found the use of color for which he had tried so long to find. One critic said that the painting shows to what extent blue goes along with the nature of a horse: "it is proud, noble, calm." It causes us to exclaim, he says, "How beautiful blue horses would be!" Another critic says that the blue depicts the hard, nervous energy of the horse.

      Marc died fighting in World War I in 1916.

Last year in kindergarten, students might remember a painting that they looked at called "The Lamb". It was also painted by Franz Marc.

DISCUSSION QUESTIONS

ART PRESENTER PROGRAM
First Grade   *Blue Horses*
                                                              Franz Marc

1. Let's name everything that you see in this painting.

2. Raise your hand if you like horses. Give reasons why you like them.

3. Name all the colors that you think a horse can really be.

4. Who has ever seen a blue horse?

5. What do you think of these blue horses? Are they beautiful? Would you like to have one?

6. What do you think that these horses are doing?

7. Where do you think that they are going? Where do you think they are?

8. How do you think that they look? Lively? Slow? Afraid? Happy? Why?

9. How many horses are in this painting? Are they the same size?

10. How are they alike? Different?

11. Which one is your favorite? Why?

12. What is a rounded shape? How many rounded shapes can you see?

13. Find the faces on the horses. Do they look similar? Different? How?

14. What does "background" mean? Where is the background in this painting?

15. What colors do you see in the background? Are the colors light? Dark? Bright? Dull?

16. This is a copy of Marc's most famous painting. Why do you think people like it so much?

17. If this painting was yours, in what room of your house would you hang it?

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EXTENDED ACTIVITIES TO ACCOMPANY   *Blue Horses*

Franz Marc- First Grade

   1.Imaginative coloring/drawing

    Materials: white paper, crayons

   Use regular size plain white paper. Students should draw in pencil a picture of
   one   of their favorite animals. Try to fill up the whole sheet of paper with this
   animal. Then, using crayons, color the animal with a color totally different than
   what color the animal really is. Students may want to share why they chose the
   color that they did. Was it fun to change the color of their favorite animal?

2. Use regular size plain white paper. With a pencil, draw several large curved
shapes.
      Some presenters may want to do this before giving paper to students. (have
      numerous curved shapes throughout the paper) These shapes may be all
different
      directions. Students then use these shapes to make an imaginary zoo with
      different colored animals. These animals can be new animals, never seen before.
      There may be just a few animals or many animals. They may want to name the
      animals and/or their zoo.

3. Imaginative horses

    Materials: copies of horse drawing (found in purple/white folder) for each
               student, crayons or colored pencils

   Instruct students to color the horse in a color that a horse would NOT normally
   be. They should not use BLUE either (that would be copying today's artist.)
   They should also color the background in colors that would NOT be normal

colors for hills, sky, plants. Encourage them to be creative. Students
could share with the class why they chose the color that they did, keeping in mind
that colors can establish a mood, such as red for anger, green for calmness, etc.