



Art and the 5 Senses

Grade Level: Early Childhood, Elementary

Subjects: Visual Arts, Social Studies, Science

Media: Painting, Collage

Selected Artwork:



Still Life with Parrot (Bodegón con loro)

19th century

Puebla, Mexico

Oil on canvas

San Antonio Museum of Art

The Nelson A. Rockefeller Mexican Folk Art Collection

85.98.97

Objectives:

- Learners will use the 5 senses to look at the painting, *Still Life with Parrot*.
- Learners are encouraged to relate the objects in the painting to objects that they have seen, felt, smelled, tasted or heard in real life.
- Learners will then apply these concepts to create a multisensory still life painting of their own.

About the Artwork:

For the decades that followed Mexico's success in the Mexican War of Independence, the citizens of Mexico strove to create a strong sense of nationality. Although some of the art produced during this time period in Mexico continued to follow European traditions, many Mexican artists embraced their nationality by incorporating objects of cultural significance into their work. *Still Life with Parrot* playfully combines the traditional composition of the still life with local, culturally significant objects such as local fruits, vegetables, pottery and even a parrot. With its vivid colors, variety of implied textures and depiction of both exotic and everyday objects, *Still Life with Parrot* offers its viewers a truly multisensory experience.



Discussion:

Discuss the painting, *Still Life with Parrot* (Bodegón con loro), with the learners:

- Sight: What do you see in this painting?
 - Which objects from the painting are familiar objects? Which of these objects have you seen before? How many of these objects have you seen in real life? Which ones have you never seen before?
- Touch: Which objects from the painting have you felt before?
 - What did the object feel like? Introduce the word texture – or how something would feel if you could touch it. Would you know what the object was based only on its texture? Which objects would be easier to recognize based only on the way that they feel? Pretend you closed your eyes and touched one of these objects. Would you know what object it is based on touch? (Bring in bananas, pineapples, etc. in bags for kids to touch and guess which one it is.) Which object would you NOT like to touch?
- Smell: Which of these objects have you smelled before?
 - What did the object smell like? Did the object smell good or bad? Would you know what the object was based only on its smell? Which objects would be easier to recognize based only on the way that they smell? If you were inside this painting, which object would you smell first?
- Taste: Have you tasted any of these objects?
 - Pineapple? Bananas? Lemons? Cactus? Which objects from the painting have you tasted? What did the object taste like? Did the object taste good or bad? Would you know what the object was based only on its taste? Which objects would be easier to recognize based only on the way that they taste? Which one has the strongest taste?
- Sound: Does anything in this painting make a sound?
 - What does it sound like? (Ask learners to imitate the sounds a parrot makes). Would you know what the object was based only on the noises it makes? Do all of the objects in the painting make sounds? Which objects would be easier to recognize based only on the sounds that they make?

Vocabulary:

- Still Life- A still life is a work of art that typically depicts everyday objects as its subject matter. Still lifes often contain both natural objects (fruits, vegetables, flowers) and man-made objects (vases, bowls, tablecloths).
- Bodegón- In Spanish art, a *bodegón* is a still life painting depicting kitchen or pantry items, such as food and drink, often arranged on a simple stone slab. It also refers to everyday objects, which can be painted with flowers, fruits, or other objects to display the painter's mastery.



Materials:

- Cardstock paper
- Tempera paint
- Plastic cups, bowls or dishes for paint
- Kool-Aid packets with a variety of scents
- Sand or salt
- Glitter
- Paint brushes
- Feathers
- Seeds
- Glue
- Optional: Markers

Process:

1. Prepare the paints for the learners.
 - a. Fill the plastic cups, bowls or dishes with tempera paint, leaving room for materials to be added in.
 - b. Add a small amount of water to the tempera paint.
 - c. Mix Kool-Aid packets into the paints (mix a grape scented Kool-Aid packet with purple paint, an orange scented packet with orange paint, etc.)
 - d. The paint might develop a foamy top layer, skim this layer off.
 - e. Add sand or salt to some of the paints to give them texture.
 - f. Add glitter to some of the paints to make them shiny.
2. Explain to learners that they will paint their own still life, or painting of food/things, using objects that they have seen, felt, smelled, tasted or heard before.
 - a. Encourage learners to paint objects in their still life from a variety of views. (Ex: Rather than painting all whole bananas, paint one that has been peeled or cut open).
 - b. For younger learners, you can simplify this by having the learners only paint one object from the still life. (Remember that a lot of color choices can result in a muddy painting).
3. Distribute the paper, paints and paint brushes.
4. Suggest to the learners that they can use the smell of the paint to help them decide what to paint. (Ex: If the paint smells like grapes, they can use it to paint grapes).
5. For younger learners, be sure to explain that although the paints might smell good, they are not to be eaten.
6. Suggest to the learners that they can also use the texture of the paint to help them decide what to paint. (Ex: If the paint is grainy, it can be used to show the porous texture of an orange peel).

Extensions:

- Distribute feathers, seeds and glue. Explain to learners that they can use these



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materials to enhance their paintings (Ex: If they paint a parrot, they can glue feathers onto it, or if they paint a fruit that has been cut open, they can glue seeds onto the open fruit).

- Once the learners' paintings are dry, they can use markers to add details or outlines to the objects in their paintings.

TEKS

Visual Art:

117.32.1 Perception. The student develops and organizes ideas from the environment.

117.32.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

117.32.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

Social Studies:

113.18.15 Culture. The student understands the similarities and differences within and among cultures in various world societies.



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