

FAKE IT TO MAKE IT



An Interesting Book, 1890 Claude Raguet Hirst. Watercolor on paper, Canton Museum of Art Collection, 997.1.

THINKING ABOUT WOMEN ARTISTS AS GAME-CHANGERS FOR (RE)DEFINING ONE'S PERSONAL BEST

Canton Museum of Art's *Museum To Go* program is funded in part with grants from:

LESSON OVERVIEW

Lesson Title: Fake It to Make It: Thinking About Women Artists as Game-Changers for (Re)Defining One's Personal Best.

Grade Level: Fourth, Fifth, and Sixth Grade Students

Duration: 30 minutes

Objective: Encourage students to explore the concept of authenticity of self through women watercolor artists who challenge(d) gender roles in art history. Explore parallels with contemporary female celebrities who also challenge society's measuring system for success (community-based, family-based, friend group-based, neighborhood-based, school-based, social media-based – personal validation is also included in this discussion). Recognize symbolism and message-making behind women artists at the turn of the century in comparison to their 2023 contemporaries (i.e. female artists, musicians, athletes, and influencers). Encourage students to develop skills for quieting the mind, thinking with a wide range of senses, to find deeper meaning and "Aha!" moments.

Learning Outcomes: Students will...

yellow highlighting = interactive, whole-class engagement

- Learn about watercolor as art media and technique for expressive painting
- Look at and compare "famous" watercolor artists from the late 1800's to 2000's, with a focus on still life as an art form
- Define the art term, Trompe l'oeil; look at examples of Trompe l'oeil art in paintings, photographs, and public murals
- Learn how to quiet the mind and train your senses to engage with a work of art
- Define the art term, Still Life; think about why certain objects hold significance; provide examples of objects as symbols that represent something else, or tell a story; consider why the still life continues to be an important lesson for artists at any level of their careers; **help arrange a real-time class designed still life by providing thoughtful input about how random objects should be arranged – in order to construct a still life out of objects that represent symbols.**
- Think about one's personal definition of success vs how others measure success; compare and contrast different examples of success; list examples of intrinsic and extrinsic successes
- **Test your knowledge of what "success" means by playing an all-class matching game, where students pair up a well-known successful icon (artist, musician,**

influencer, etc.) with a quote referencing their take on success; examples include: women and men watercolor artists from CMA's permanent collection, rap stars, athletes, Tik Tok/YouTube influencers, etc.

- Think about how the individuals who surround you have the ability to both influence and/or hinder your personal success, and conversely, how your attitude impacts the success of others, or the success of a group that is tasked to work together to reach a common goal; play a dice game with peers to create a simple still life focused on key art elements and principles of design such as: foreground, midground, background; light and dark (receding) colors; left-right-center balance, perspective, visual shape, etc.
- Work independently to design a personal, small-scale still life fashioned in a trompe l'oeil-style "room" constructed using simple cardstock, watercolor paper, watercolor pencils, and photorealistic Washi stickers representative of culturally recognizable imagery that represents symbols in students' personal lives
- Work collaboratively to assemble individual "rooms" into one unified body of art
- "Read" a painting using multiple senses, especially sound/hearing.

Visual Reference/Artist Connections:

1. Exhibition utilizing CMA Permanent Collection: **An American Journey: Watercolor Achievements from the CMA Collection**

<https://www.cantonart.org/exhibits/american-journey-watercolor-achievements-cma-collection-august-22-october-29-2023>

a. Artist Spotlight: **Claude Raguet Hirst**



Research Related to Claude Raguet Hirst:

Who WAS the Mysterious Claudine?

<https://www.facebook.com/female.artists.in.history/posts/claude-raguet-hirst-american-painter-1855-1942/2388077174810491/>

Claude R. Hirst's Life in Context: The Victorian Era and Gender Norms

<https://www.mckendree.edu/academics/scholars/issue18/appell.htm>

Claude R. Hirst and Women's Rights

<https://schoolworkhelper.net/victorian-era-womens-rights/>

Claude R. Hirst Recognized by the National Museum of Women In The Arts

<https://nmwa.org/art/artists/claude-raguet-hirst/>

Claude R. Hirst: Her [Still] Life Story

<https://www.jstor.org/stable/1358962>

The Timeless Impact of the Still Life as Artist Study

<https://realismtoday.com/deeper-meaning-still-life-art/>

How to Talk About Still Life on a Kids' Level

<https://www.art-is-fun.com/still-life-paintings>

Richest Artists in the World by Today's Standards (No Surprise! Nearly all males!)

<https://www.widewalls.ch/magazine/richest-artists-in-the-world/andrew-vicari>

Who WAS Claudine? Female Artists Forgotten by the Times

<https://www.dailyartmagazine.com/10-female-artist-forgotten-art-history/>



Source: Moody Woman Portrait Print | Garden Party Awaits Vintage Oil Painting by Rebel Decor Design, Etsy <https://www.etsy.com/listing/1422625640/moody-woman-portrait-print-garden-party>

Who Were Claudine's Publicly Recognized (and Critically Acclaimed) Artist Contemporaries Practicing Trompe l'oeil Still Life Painting in Victorian Era America?

<https://www.jstor.org/stable/4104472>

2. Pop Culture Icons - Examples might include: Barbie, Ken, Nicki Minaj, Travis Scott, Taylor Swift, Dua Lupa, Mo 'ne Davis, Venus Williams, Kanye West, Kim Kardashian, Jake Paul, James Charles, PewDiePie, Mr. Beast, etc.

- b. Artist Spotlight: Choose a celebrity from the above list; compare/contrast their struggle with gaining fame and acknowledgment to the life of Claudine Hirst. How were each of their life paths and goals influenced by the people closest to them?**

Methods to Spark Creativity:

Guiding Questions:

- Finish this statement: “Girls can...” “Boys can...” “Anyone can...” How do your answers relate to the important decisions Claudine Hirst had to make regarding her career as a successful watercolor artist?
- Think about the importance of being still? Why do we rebel against being still? What can be learned from quiet observation? How are stillness and discipline related? Can one be quiet, still, and reflective, and still be considered a diva?
- What is it called when an artist creates a picture of an object or collection of things? What do all still lives have in common?
 - Flash images of famous and non-famous still lives - note: this could be used as a playful icebreaker / guessing game
- What does trompe l’oeil mean? “Deceives the eye” - Have you seen this before on large murals or in advertisements? What is the artist’s intention?
- Have you ever had to question whether a story you heard or read about was fake or true? Are you more likely to “follow” a celebrity who is grounded in reality or someone whose ideas are outside of the norm? Why or why not?
- Any inanimate object can be used in a still life drawing. Fruit, vegetables, dead animals and birds, tableware, fabrics, and candles are the classic choices that are still used today. Why are these objects so significant? What sounds do they make? What objects would you replace these items with if you had to choose objects that represented you or reflected who you are?
- Swap out the still life items in Claudine’s painting with similar objects from today’s culture – what would change?

Inspiring Resources:

- Images of watercolor paintings by women artists in CMA Permanent Collection: Claude R. Hirst, Carolyn Brady, Janet Fish, Patricia Tobacco Forrester
- https://www.cantonartcollection.com/gallery.php?pageno=20&gallery_id=5
- Images of popular female influencers (social media, athletes, and rap artist icons such as Nicki Minaj) ...frame it as Rebel Diva and the Still Life



<https://www.wmagazine.com/story/nicki-minaj-transformed-by-francesco-vezzoli>

- Lyric Excerpt from Female Rap Artist, Nicki Minaj's Song, "Moment 4 Life:"
"I fly with the stars in the skies / I am no longer trying to survive / I believe that life is a prize / But to live doesn't mean you're alive" (A powerful statement about finding purpose, these lines from "Moment 4 Life" remind us that living a fulfilling life is more than just surviving)
- Examples of Trompe l'Oeil (pronounced: trom - ploy)

Art-Making Materials:

- Watercolor pencils
- Wet wipes
- Cold-pressed Canson watercolor paper
- Texture stencils
- Decoupage imagery of furniture and still life ephemera
- Scissors
- Glue sticks
- Projector and screen
- Bluetooth speaker for playing music
- Objects for soft ASMR sounds (e.g. pages in a book, candle flicker audio)

Lesson Plan 75-MINS TOTAL (OR 1 ½ HOURS)

PRIOR TO ARRIVAL	Evaluate Prior Knowledge With E-Survey
10 MINS	Set Up And Get Oriented With Classroom Equipment
20 MINS	Get To Know Each Other And “Play” With Concepts
5 MINS	Demo The Project
5 MINS	Hand Out Materials
30 MINS	Actual Art-Making And Collaborating And Assessing
5 MINS	Clean Up
POST-LESSON	Evaluate New Knowledge With E-Survey

Introduction (5 minutes):

Display an image of a watercolor painting by three women artists.
Ask students to share their initial thoughts and feelings about the paintings.

Discussion - Gender Roles in Art and Music (5 minutes):

- Introduce the idea that women artists were often not recognized as "real" artists in the 20th century due to gender bias.
- Compare this to popular culture, highlighting how female celebrities (singers, artists, athletes, influencers, etc.) challenge gender norms and stereotypes.

Discussion - Socio-Emotional Skills and ASMR (5 minutes):

Explain that socio-emotional skills involve understanding emotions, empathy, and building positive relationships. Introduce ASMR (Autonomous Sensory Meridian Response) as a technique that can create soothing sensations, often used for relaxation and focus.

Exploring Trompe l'oeil and Still Life (5 minutes):

- Define "trompe l'oeil" and explain its connection to still life painting.
- Show examples of trompe l'oeil watercolor still life paintings by women artists, discussing how the artists used the technique to create realistic illusions.

Appreciating Still Life and Mindfulness (5 minutes):

- Guide students in discussing the beauty of still life paintings and how they capture everyday objects in a unique way.
- Explain how appreciating art can be a mindful activity, focusing on the present moment and details around us.

Music and ASMR Integration (5 minutes):

- Play a soothing instrumental track in the background.
- Incorporate ASMR elements by gently turning book pages or softly peeling an orange while discussing the calming effects of these sensory experiences.

Comparing Art and Music Empowerment (5 minutes):

- Share empowering lyrics by female musicians or quotes from female athletes. Discuss how their statements mirror the themes of challenging norms, expressing oneself, and promoting self-confidence found in the art of Claudine Hirst.

Hands-On Activity - Creating a Free-Standing Diorama with Trompe l'oeil Techniques (30 minutes):

- Provide students with simple building materials (chipboard, wallpaper and fabric scraps) and encourage them to create their own “room” (note: this room will later be adjoined to rooms created by other students to produce a collaborative “house.”) Within their unique rooms, students will decoupage their own still life “paintings,” giving context to their arrangement by choosing objects that relates to each student’s personal values and goals.
- Remind students to focus on details and illusions that make their objects seem real. Use watercolor and stencils to give the wall and floor texture and pattern.

Sharing and Reflection (5 minutes):

- Allow students to share their watercolor paintings with the class.
- Prompt them to reflect on the experience and relate it to the concepts discussed, such as gender roles, music empowerment, and mindfulness.

Conclusion (5 minutes):

- Summarize the key points of the lesson, highlighting the connections between art, the 5 senses, empowerment, and mindfulness.
- Encourage students to continue exploring art and mindfulness as ways to challenge norms and appreciate the world around them.

Extension Activity (Optional):

Ask students to research and write a short essay or create a poster about a specific female watercolor artist from the 20th century and her contributions to challenging gender roles in art. Additionally, they can find a female rapper, athlete, influencer and analyze her lyrics or statements for themes of empowerment and challenging stereotypes.

Assessment:

Students will be assessed based on their artwork and reflective writing. The artwork should demonstrate an understanding of the still life experience and the symbolism involved. The reflective writing should show evidence of encouragement for and value of others’ success and talents, independent of gender stereotypes and roles.

LEARNING TARGETS

LEARNING EVIDENCE

Gender norms and the idea of success	Success looks similar for either gender, but history shows us that there has not always been equal opportunities for women artists
Personal talents and skills are gender-free	Collaborative assemblage of students’ completed “rooms” and still lives
Simple watercolor techniques	Water-soluble pigment is easy to experiment with and can result in brightly blended colors; watercolor paint application can be highly detailed or gestural in shape
Simple diorama construction + Still life	Design and build an interior space; create a still life within that space using personal symbolism



PRE-ASSESSMENT (Sent in advance to classroom teacher)

ClassroomTeacher_____ Student_____

How do popular TikTok influencers use content to sometimes fool you, the viewer?

Give some examples of a time when you had to decide what was Fake versus Real?



POST-ASSESSMENT (to be directed by classroom teacher)

Finetune Your Authentic Self:

1. Write down one person in your life who helps you “keep it real.”

2. Have you ever been fooled by someone or something?

3. If you could pair up someone you admire, right now, in your life (a best friend, a mentor, a musician, an influencer, an athlete, etc.) with the watercolor artist, Claudine Hirst, how would that have changed Claudine’s outlook on feeling accepted in the art world?



**Department
of Education**

TEACHING STANDARDS

Literature: Craft & Structure

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.

Fine Arts/Theater: Creating

3PR Improvise, create and perform an exchange of dialogue in response to prompts.

Fine Arts/Visual Arts: Perceiving/Knowing

1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.

2PE Notice and describe different visual effects resulting from artmaking techniques.

3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.

Fine Arts/Visual Arts: Producing/Performing

2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.

3PR Generate ideas and employ a variety of strategies to solve visual problems.

Fine Arts/Visual Arts: Responding

2RE Develop and share their ideas, beliefs and values about art.

3RE Recognize and describe the relationship of artworks to their social and cultural contexts

5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.

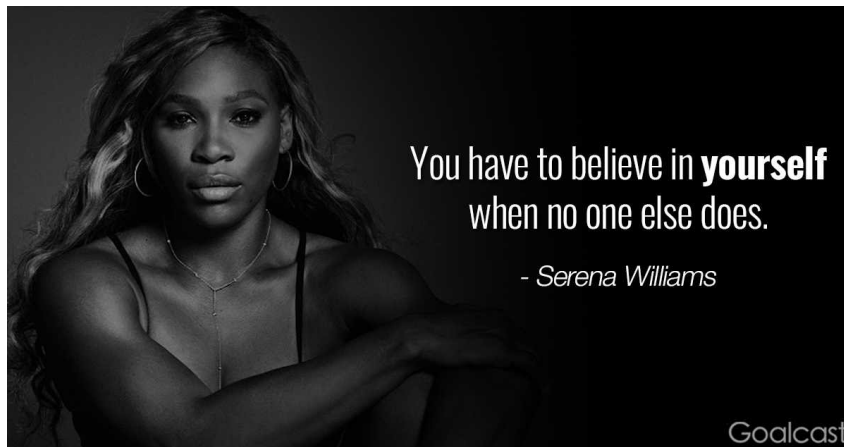
6RE Give/use constructive feedback to produce artworks that achieve learning goals

Technology: Use digital tools to construct learning

3-5.ICT.3.b. Interpret images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc., in digital learning tools and resources to clarify and add to knowledge.

ADDITIONAL RESOURCES

COMPARE ATHLETES' TO ARTISTS' THOUGHTS ABOUT SUCCESS:





**"IT'S NOT ABOUT
BEING THE BEST.
IT'S ABOUT BEING
YOUR BEST."**

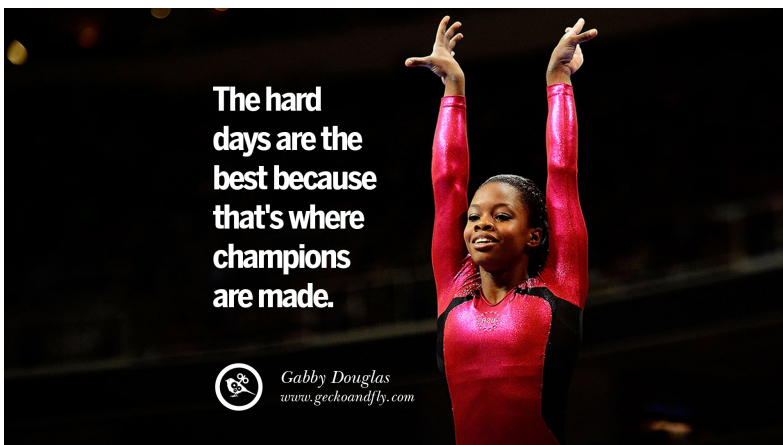
- @skydigg4



*Your passion &
dedication can't
be sometime,
part-time, or
spare time...*

*It has to be
ALL-TIME.*

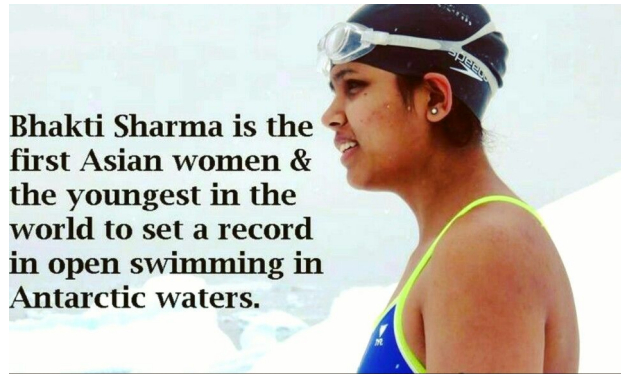
*Breanna
Stewart*



**The hard
days are the
best because
that's where
champions
are made.**



Gabby Douglas
www.geckoandfly.com



GOOD PLAYERS **INSPIRE**
THEMSELVES, **GREAT**
PLAYERS **INSPIRE** OTHERS



WHAT IS WATERCOLOR?



Watercolor Study

Abraham Walkowitz

March 28, 1878 - January 27, 1965

Artist Biography



Kleberg - Awake And Asleep

Jamie Wyeth

July 6, 1946

Artist Biography

Acquisition Number: 84.57

Medium: Watercolor on paper

Size: 16" x 20"

Date: 1984

Credit: William and Minette Goldsmith

**COMPARE ARTISTS FROM CMA'S WATERCOLOR COLLECTION:
STILL LIFE AS SUBJECT (both female and male artists)**



Waldoboro

Janet Fish
May 18, 1938

Artist Biography

Acquisition Number: 2005.8

Medium: Watercolor on paper

Size: 31" x 42"

Date: 2004

Credit: Margretta Bockius Wilson Fund

Janet Fish is a realist painter, best known for her still lifes of familiar and everyday objects like fruit, flowers, and glassware, which she sources from her home, travels, and flea markets. For Fish, however, the central subjects of her works are not the discrete objects, but the effects of light and the complex relationship of color and form. Fish sometimes spends entire days creating arrangements of objects in different light to paint.



Tonalization

Carolyn Brady

Artist Biography

Acquisition Number: 999.4

Medium: Watercolor on paper

Size: 44 1/2" x 65 1/2"

Date: 1984

Credit: Purchased in memory of Edward A. and Rosa J. Langenbach

Carolyn Brady worked exclusively in watercolor, exploring three main themes in her painting: still lifes or tablescapes, flower-filled gardens, and interior still lifes combined with vistas from nature and the outdoors. While these themes recur in her work, it is the subject of light and the architecture of creating a painting that provide a framework for each of the artist's images. In "Tonalization," Brady depicted the piano in her home that she and her son took lessons on. The sheet music on the piano is titled "Tonalization." Though difficult to see, on the wall behind the piano is a print done by Brady titled "Anthurium," which is also in the Canton Museum of Art's collection. Brady's paintings have a hyper-realistic visual impact rarely encountered in the medium of watercolor.



Two Hats on a Coat Rack

Merv Corning

June 16, 1926 - September 2006

Artist Biography

Acquisition Number: 2017.167

Medium: Watercolor on paper

Size: 7" x 5"

Date: 1996

Credit: Gift from Tula Corning In loving memory of Merv Corning



An Interesting Book

Claude Raguet Hirst

Artist Biography

Acquisition Number: 997.1

Medium: Watercolor on paper

Size: 10 1/4" x 14 1/4"

Date: 1890

Credit: Purchased with funds from the Doran Foundation in memory of Edward A. and Rosa J. Langenbach

As a female working in a male-dominated art world, Claudine Hirst submitted her work under the name Claude in order to conceal her femininity and be taken seriously as an artist. The hyperrealistic style in "An Interesting Book" exemplifies the traditional technique of trompe l'oeil, French for "deceives the eye." Hirst's skill in rendering tight contours, tonal values, reflections, and textures resulted in successful illusionistic images. At the time, trompe l'oeil works were typically painted by and for men, and Hirst portrayed objects associated with masculine culture (hunting, pipe smoking) - but critiqued them instead of celebrating them. Trompe l'oeil works were more likely to be found in bar rooms (the domain of men) than in gallery auctions, which is why so much of the imagery in these still-life paintings is predominantly male-oriented. Throughout her career, Hirst also included books in her compositions, in the foreground, unlike many of her counterparts at the time who used books as props. Many of these texts were by early progressive women writers. Unlike her male counterparts, however, Hirst rendered books with legible pages and illustrations, drawing viewers' attention to the beliefs she is thought to have championed as a woman and an artist. Hirst was the only woman of her era to gain acclaim using the trompe l'oeil technique.



Still Life

William Sommer

January 18, 1867 - 1949

[Artist Biography](#)

Acquisition Number: 71.41

Medium: Watercolor on paper

Size: 12 1/4" x 17 1/2"

Date: 1940

Credit: Gift of Mr. Ralph L. Wilson



***Great American Still Life: A Composition with
Artichoke, Apple, Apricot, and Foil***

Lowell Tolstedt

Artist Biography

Acquisition Number: 2005.9

Medium: Colored pencil on paper

Size: 13" x 19 3/4"

Date: 2004

Credit: Margretta Bockius Wilson Fund

Tolstedt has a national reputation for highly realistic renderings of pieces of fruit or bits of candy. He revels in the crinkly textures of tin foil and its reflections. In depicting these simple, everyday items, he's asking us to take a closer look at the things that are generally taken for granted, and notice their beauty.



Studio Still Life With Clothes Tree

Joseph B. O'Sickey

November 9, 1918 - July 22, 2013

[Artist Biography](#)

Acquisition Number: 995.3

Medium: Watercolor on paper

Size: 13 7/8" x 16 3/8"

Date: 1992

Credit: Gift of the artist

**COMPARE ARTISTS FROM CMA'S WATERCOLOR COLLECTION:
LANDSCAPE AS SUBJECT (with and without people)**



Boy Fishing

Thomas Hart Benton

April 15, 1889 - January 19, 1975

Artist Biography

Acquisition Number: 999.8

Medium: Watercolor on paper

Size: 21" x 16 1/4"

Date: 1930's

Credit: Purchased by the Canton Museum of Art



September Afterglow

Charles E. Burchfield

Artist Biography

Acquisition Number: 72.35

Medium: Watercolor on paper

Size: 19 1/2" x 13 1/2"

Date: 1949

Credit: Gift of Mr. Ralph L. Wilson

Best known for his romantic, often fantastic depictions of nature, Burchfield developed a unique style of watercolor painting that reflected his profound respect for nature. He painted scenes that he saw outside of his bedroom window, or in the family's garden, or on walks in the neighborhood. Half of his lifetime output of art was produced while living in Salem, Ohio. In many of his works he transformed the surroundings of his Ohio hometown into imaginative and otherworldly scenes. His pictures shock the observer into looking at nature from a new angle. Burchfield paints not merely what he sees, but what he feels about what he sees. His pictures reflect states of mind induced by experiences with the outside world. His pictures reflect moods." Throughout his life, Burchfield went through sudden and dramatic mood swings, from happiness to near-suicidal despair. His journal suggests that this condition had physical effects, which at times altered his perception of the world around him.



Super Bowl XII

Merv Corning

June 16, 1926 - September 2006

Artist Biography

Acquisition Number: 2017.35

Medium: Watercolor on paper

Size: 11 ¼" x 14"

Date: 1978

Credit: Gift from Tula Corning In loving memory of Merv Corning