

# David Hockney

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Grade 8

## Artist Appreciation & Color

### Learning Objectives:

Students will study *Nichols Canyon*, a landscape by David Hockney, analyzing his style and expressionistic use of color. (*Perception*) Using Hockney's *Nichols Canyon* for inspiration, students draw and paint a landscape using bright expressionistic colors accented with patterns and texture. (*Creative Expression*) Students will become aware of the art of David Hockney and the role he played in the history of art. (*Historical/Cultural*) Students write in their journals evaluating their own artwork against a list of established criteria. Students will describe the part of their paintings they like best and tell why. (*Response/evaluation*)

### Vocabulary:

Complementary colors, David Hockney, expressionistic color, Pop Art, landscape, rhythm.

### Concepts:

1. **David Hockney** is a famous contemporary British artist who moved to Los Angeles in 1964, where his art is most strongly associated with images of swimming pools, and is represented in prints, drawings, paintings and photographs.
2. Hockney's art includes intimate portraits, domestic still lifes, and colorful landscapes.
3. Hockney, along with Richard Hamilton, is credited for starting the Pop Art movement.
4. Hockney, a printmaker, draughtsman, photographer, designer and painter, has painted large landscapes filled with bright complementary colors, a variety of textures, and simple shapes.
5. **Complementary colors** are the colors opposite each other on the color wheel. When placed next to each other in an artwork, they appear brilliant and almost seem to vibrate.
6. **Rhythm** is created by the repetition of colors, shapes and lines.
7. A **landscape** is a painting in which outdoor, natural scenery is the main subject.
8. **Pop Art** is an artistic style from the early 1960's in America, featuring subject matter from popular culture (mass media, commercial art, comic strips, advertising, etc.)

### Materials:

Students will need an 18" x 24" white paper, paper plates, tempera paints (red, yellow, blue, black and white), black marking pens, paint brushes, sponges in containers, water in containers and the Drawing Aids Sheet.

## Response/evaluation:

1. When the paintings are finished, ask the students to study their paintings. “Using the criteria on the board, write in your journals how your painting does or does not meet them. Describe your use of shapes, colors, textures and pattern. Then describe the place you have painted. Is it an imaginary place or one you have been to or seen? Would you like to go there?”
2. Select the landscapes of two students to display. Using the ART CRITICISM WORK-SHEET, analyze and compare these works in a class discussion format.



*Landscape in the style of Hockney by Laura Carreño*



*Landscape in the style of Hockney by Guadalupe Guerrero*

Examples of Student Artwork in the Style of Hockney

# DRAWING AIDS

