



1939 - 1900

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وموديليانى
وفنانو عصرهم

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RENDEZVOUS IN PARIS

Picasso, Chagall,
1900 - 1939 Modigliani & Co.

RENDEZ-VOUS À PARIS

Picasso, Chagall,
1900 - 1939 Modigliani & C^{ie}



This Educators' Guide helps teachers conduct a self-led tour of the International Exhibition as part of their school visit to Louvre Abu Dhabi. Its purpose is to foster learning through students' observational, analytical, communication and critical thinking abilities. The in-gallery activities are intended for different age groups and curricula. We encourage you to adapt and build upon them to suit your classroom needs.



ABOUT THE EXHIBITION

Rendezvous in Paris: Picasso, Chagall, Modigliani & Co. (1900-1939)

In collaboration with Centre Pompidou, this exhibition focuses on the key contributions of foreign artists to the Paris art scene during the first half of the 20th century. A collection of 85 artworks features important figures including Picasso, Kupka, Chagall and Modigliani, revealing the wealth and depth of the mutual influences and exchanges between these artists of varied backgrounds.



GENERAL QUESTIONS



EXPLORE these questions with your students.



ENCOURAGE them to observe closely and read the artwork labels to help them answer questions.



REMIND your students that there are no wrong or right answers, but it is important to ground their answers on what they see and recognise in the artwork.



- What are some of the artistic styles you can see in this exhibition?
- How did they appear?
- What do you think influenced artists of that time?
- What did they want to show and represent?
- What materials did they use?



ACTIVITIES

The activities in this guide are based on a selection of artworks and are suitable for a range of age groups and subjects. You may modify the activities to suit your curriculum and learning objectives. The artworks introduce different aspects of first half of 20th century art in Paris, and a number of activities that you can conduct in the museum galleries and back in your classroom.

Rendezvous in Paris: Picasso, Chagall, Modigliani & Co. (1900-1939)

Welcome to *Rendezvous in Paris: Picasso, Chagall, Modigliani & Co. (1900-1939)*, the seventh International Exhibition at Louvre Abu Dhabi. The exhibition focuses on the many contributions made by foreign artists to the Paris art scene during the first half of the 20th century, highlighting how Paris was widely considered the capital of the arts at that time. Important artists and influential figures such as Pablo Picasso, Kees Van Dongen, Sonia Delaunay, and Amedeo Modigliani are featured and represented in the exhibition through 85 works of art put together by the Centre Pompidou. The paintings, sculptures and photographs represent the mutual influences and exchanges between these great artists who came from many different backgrounds.

Rendezvous in Paris reflects a common notion of the time, which was known as 'The School of Paris', a term that first appeared in a 1925 newspaper article. It refers to many artistic movements in Modern Art, such as Fauvism, Abstraction, Cubism, Surrealism and Primitivism, as well as the artists producing era-defining works of art between the late 19th and early 20th centuries. The School of Paris also reflects the great artistic exchange, influence and expansion within Paris between 1900 and 1939,

triggered by the presence of great artists from across Europe, including Russia, the Netherlands, Italy, Spain and other countries. During this period, many of these artists resided in Paris to escape the social and political conditions in their home countries, which had made it difficult for them to practice their art freely.

Featuring the work of major artists, including Pablo Picasso, Marc Chagall, Amedeo Modigliani, František Kupka, and Constantin Brancusi, the rooms of the exhibition reflect a journey through 20th century Paris, highlighting the geographical context of artworks and artistic movements within the city's neighbourhoods. Many of these great artists came together and created their own atmosphere in the city, not only in their studios but also in cafes such as La Rotonde and La Coupole.

František Kupka

Disks of Newton. Study for Fugue in Two Colours

1911-1912

Suitable for Cycles 1 & 2

Possible subject connections: Science, Maths, Visual Arts

ARTWORK # 1



František KUPKA. Disks of Newton. Study for Fugue in Two Colours. 1911-12. Oil on canvas © Centre Pompidou, MNAM-CCI, Dist. RMN-Grand Palais / Bertrand Prevost © ADAGP Paris, 2019

ABOUT KUPKA

František Kupka was born in 1817 in Opočno, Czech Republic. After studying in Prague, he moved to Vienna before eventually settling in Paris, where he used to paint in a Symbolist style. He also made a career as an illustrator, publishing satirical drawings. After serving in the First World War, he returned to his investigation of colour and movement and took up a teaching post in Prague. Kupka featured in the exhibition *Cubism and Abstract Art* at the Museum of Modern Art, New York, in 1936.

FAUVISM

One of the first innovative artistic movements of the 20th century, Fauvism was inspired by Van Gogh and Gauguin's use of intense colour as a way to describe light and space and, most importantly, to communicate the artist's emotional state.



František Kupka

Disks of Newton. Study for Fugue in Two Colours
1911-1912



ABOUT THE ARTWORK

With this artwork, Kupka explores the possibilities offered by colours and circles to create a new approach to painting, based on the viewer's emotions and senses, such as sight and sound.



OBJECTIVES

Students learn about **Fauvism** and the **role of colours** in the creation of a new artistic style.



HEAD TO THE MASTERS OF COLOUR: FROM FAUVISM TOWARDS ABSTRACTION

- **INTRODUCE** your students to colours (e.g. primary and secondary colours, complementary colours, warm and cool colours, Newton's colour wheel).
- **RESEARCH** how artists of the 19th and early 20th centuries used colours.
- **EXPLAIN** how artists' technical use of colour led to this form of Fauvism.



ASK YOUR STUDENTS

- 1 *Describe what you see.*
How is this painting constructed?
- 2 *What colours are used?*
Which ones complement each other?
- 3 *How does this painting relate to Newton's colour wheel?*
- 4 *What would you add to this artwork and why*



IN-GALLERY ACTIVITY

- **ASK** your students to look at a number of paintings in the room.
- **ASK** what they all have in common and how they use colours.
- **DIVIDE** your class into two groups, each focusing on one of Kupka's abstract paintings.
- **ASK** each group to prepare a written description of the artwork, as if they are talking to someone who can not see the painting.
- **USE** the following questions to help guide the groups:
 - Pick three words they associate with this picture, what words would they choose?
 - What do they think of these words and phrases: "Calm, but dynamic", "Aggressive and quiet", "pulsating"?

ARTWORK # 1



CLASSROOM ACTIVITY: COLOUR WHEELS

- **INTRODUCE** students to Newton's colour wheel.
- **EXPLAIN** that they will be making colour wheels to look at the effects of and differences between warm and cold colours.
- **DISTRIBUTE** different-sized circles as templates to draw around.
- **DRAW** three large circles of different sizes on a piece of paper. Draw smaller enclosing circles within them. Then draw a line through the middle of each large circle.
- **FILL** the sections of one circle with warm colours, another with cool colours and the last with complementary colours. Make sure to use a colour wheel as a guide.
- **CHOOSE** colours that are opposite each other on the colour wheel and place them opposite each other in your third circle.
- **LOOK** at how the colours they choose for their colour wheels are either contrasting or in harmony.

SUGGESTED RESEARCH TOPICS

- Abstract art
- Fauvism
- Newton's findings on colours
- Relationship between colours and emotions

Pablo Picasso
Woman Seated in an Armchair
1910

Suitable for Cycles 1, 2 & 3
Possible subject connections: Maths, Visual Arts

ABOUT PICASSO

Pablo Picasso was born in Malaga, Spain, in 1881. He trained in Madrid and Barcelona, and arrived in Paris in 1901. In 1907, Picasso painted *Les Femmes d'Alger (O. J. Version O)*, a work that helped give rise to Cubism. During the First World War, he returned to a more traditional figuration. He is considered one of the 20th century's greatest artists.

CUBISM

An early 20th century avant-garde art movement that marked a rupture with European artistic traditions. Through Cubism, artists tried to show the 3D world on 2D surfaces, with several viewpoints at once.



Pablo PICASSO Woman Seated in an Armchair 1919 Oil and sand on canvas © Service de la documentation photographique du MINAM - Centre Pompidou, MINAM-CCI /Dist. RMN-GP © Succession Picasso 2019



Pablo Picasso

Woman Seated in an Armchair

1910



ABOUT THE ARTWORK

This artwork represents the close collaboration between Picasso and Georges Braque, who tackled a problem that would govern Cubism for the next two years: a reality in three dimensions on a surface that contains only two.

With the volume of the subject broken down, the details of its characteristics become reduced. Therefore, Picasso's painting switches to forms that move away from reality towards abstraction.



OBJECTIVES

Students discover **Cubism** and the work of **Picasso**.



HEAD TO FOREIGN CUBISTS AND FIND THIS PAINTING.



ASK YOUR STUDENTS

- 1 What does the painting represent?
- 2 How do the features of the character appear to you?
- 3 Does the character in this painting seem flat? Or are there many layers and multiple sides?
- 4 In your view, what was Picasso trying to say?
- 5 What is the best thing about this artwork?



IN-GALLERY ACTIVITY

- **ASK** your students to look at all the paintings in the room.
 - What do they have in common?
 - What geometrical forms are they using?
- **FIND** two paintings with the same subject: *Young Girl with a Hoop* by Pablo Picasso and *Child with a Hoop* by Maria Blanchard.
 - How is the girl in each painting similar or different from the other?



CLASSROOM ACTIVITY: CUBIST PORTRAIT

- **INTRODUCE** the work of Picasso and the Cubist movement.
- **ASK** them to choose a friend to sit down for a portrait.
- **EXPLAIN** that they will take 5-6 photo portraits of their friend that shows different sides of their face.
- **PRINT** the photos and cut each one into random pieces. The shapes should be geometric forms.
- **ARRANGE** the pieces so they represent the face from multiple viewpoints, and glue them once ready.
- **SHARE** and reflect on each other's work.

SUGGESTED RESEARCH TOPICS

- Cubism
- The Bateau-Lavoir and Montmartre
- The work of Picasso after Cubism

Amedeo Modigliani

Woman's Head

1912

Suitable for Cycles 2 & 3

Possible subject connections: Visual Arts, History, Maths

ABOUT MODIGLIANI

Amedeo Modigliani was born in Livorno, Italy, in 1884. He studied in Florence and Venice, and then moved to Paris, settling in Montmartre. In 1909, he became friends with artist Constantin Brancusi and moved to Montparnasse, where he sculpted in stone. He later took a studio at La Ruche, returning to painting with a series of portraits.

PRIMITIVISM

The interest of early modern European artists in what was called 'primitive art', which includes tribal art from Africa, the South Pacific and Indonesia.





Amedeo MODIGLIANI *Woman's Head* 1912 Stone © Philippe Migeat - Centre Pompidou, MNAM-CCI/Dist. RMN-GP Domaine public

Amedeo Modigliani

Woman's Head

1912



ABOUT THE ARTWORK

This sculpture represents Modigliani's interest in what is called 'primitive art' – i.e. tribal art from places like Africa, the South Pacific, Cambodia and Indonesia. The common characteristics of Modigliani's sculptural work are symmetry, repetition and refinement.



OBJECTIVES

Students discover the specific style of **Modigliani** and learn about **Primitivism** and its influence on modern western art.



HEAD TO AMEDEO MODIGLIANI AND THE ARTISTS OF MONTPARNASSE AND PREPARE YOUR STUDENTS.

TELL students that they are about to see a work of art by the artist Modigliani entitled *Woman's Head (Tête de femme)*, featuring a woman's face.

GIVE students a few minutes to write down what they think the work might look like.



IN-GALLERY ACTIVITY

- **GUIDE** the group into the gallery to look at the artwork together.
- **DISCUSS** in pairs how the sculpture is similar or different from what they expected.



ASK YOUR STUDENTS

- 1 What do you see?
- 2 What material was used to make this sculpture?
- 3 Is it better to look at it from the front? The sides? The back?
- 4 If you had to describe this artwork to a friend, which words would you choose?
- 5 What would you add to this artwork and why?



CLASSROOM ACTIVITY: MODIGLIANI-INSPIRED SELF PORTRAIT

- **RESEARCH** the life and art of Modigliani.
- **INTRODUCE** the artist's unique style and how primitive arts inspired him.
- **EXPLAIN** that students will create a self-portrait inspired by his style.
- **DISCUSS** the proportions of faces in his paintings, and compare the differences such as the elongated neck, almond eyes and elongated noses that are unique to his style.
- **PROVIDE** students with A4-sized paper.
- **FOLD** the paper in half lengthwise, then fold it in half two more times to create an 8-square grid.
- **INFORM** students that the eyes should be closer to the top of the head, the mouth closer to the bottom and the nose elongated.
- **ADD** other facial details such as eyebrows, hair and accessories.
- **ASK** students to share their artwork with a partner and discuss the process with them.

SUGGESTED RESEARCH TOPICS

- Primitive arts
- The paintings of Modigliani

Glossary

- **ABSTRACT ART:** Art with no recognisable things in it from the real world.
- **PRIMITIVISM:** The interest of early modern European artists with what was called 'primitive art', which includes tribal art from places such as Africa, the South Pacific and Indonesia.
- **FAUVISM:** Beginning in 1905, a group of artists who paint in bright colours to express feelings.
- **CUBISM:** A movement started in 1907 where artists tried to show the 3D world on 2D surfaces, with several viewpoints at once.
- **ORPHISM:** A French art movement that uses colour and abstract shapes harmoniously. It was inspired by Cubism.
- **NEWTON'S COLOUR WHEEL:** A figure that shows colours in a circle to help us see the relationship between them. It was created on Sir Isaac Newton's theory of colours.
- **SYMMETRY:** The quality of having parts on either sides/halves that match each other, especially in the same size or shape.
- **REPETITION:** An element of art that is repeated in an organised form, such as a pattern.

Suggested reading

The following titles are available at the Louvre Abu Dhabi Museum Boutique. These resources can be used as an extension during or after your visit to *Rendezvous in Paris*.

- *The Boy Who Bit Picasso* – Antony Penrose
- *Sonia Delaunay: A Life of Color* – Cara Manes, illustrated by Fatinha Ramos
- *The Three Musicians: A Children's Book Inspired by Pablo Picasso* – Veronique Massenet & Vanessa Hié
- *The Usborne Big Book of Colours*
- *Draw Paint Print like the Great Artists* – Marion Deuchars
- *13 Modern Artists Children Should Know* – Brad Finger
- *Splat! The Most Exciting Artists of All Time!* – Mary Richards
- *The Two Doves: A Children's Book Inspired by Pablo Picasso* – Géraldine Elschner
- *Arts de l'Afrique : Trésors d'un continent* – Gaëlle Beaujean-Baltzer