

Early Light, 1984
acrylic and collage
H. 21.5 x W. 29
inches
Group I

Vincent Ceglia
b. 1923



Looking Questions

What do you see in this painting? Where does your eye travel?

What materials did the artist use?

What colors do you see? (Make a list of as many different colors as possible.)

What is this (a landscape, seascape, or abstract or nonobjective picture)? Why do you think so? Look at it upside down. Now what do you think?

How does this artwork make you feel?

Vocabulary

Abstract art
Blending
Intensity
Interpretation
Nonobjective art
Opaque
Texture
Translucent
Transparent

Art Activities

- What places, times, or ideas does this artwork remind you of? Make lists to share with the class. Discuss realism and abstraction in art. Choose three words from your lists as inspiration to create an abstract painting of your own using watercolors or tempera paint.
- Before looking at the title, create several titles of your own for this artwork. Which title do you think is the best? Write a paragraph explaining your choice.
- Make a simple landscape drawing to translate into a clay relief. Start with a slab, then add and carve away clay to create the foreground, middle ground, and background. Use a variety of glazes to reinforce the effect of near and far away.
- Carefully study the colors in this artwork and identify light and dark colors, and primary and secondary colors. How did the artist create these colors? Using only red, blue, yellow, and white nonbleeding tissue paper, produce a torn tissue paper collage, layering the tissue paper to create light, dark, and secondary colors.

National Standards: NA-VA.K-4.1, 4.2, 4.4, 4.5, 4.6.

Language Arts Activities

- Imagine that you can walk into and through *Early Light*. As you explore, make notes about what you smell, see, feel, taste, and hear. Write a haiku poem about your experiences focusing on your sensory impressions.
- Write a sentence (or paragraph) describing the mood in *Early Light*. Imagine changing all the colors, but not the shapes or textures, in this artwork. Write a sentence (or paragraph) describing this “new” artwork and its mood.
- Read aloud and discuss the illustrations in *Rain* by Manja Stojic, in which animals experience a rainstorm. As a class, discuss the time of day and weather depicted in *Early Light*. Brainstorm a list of weather events in different parts of the world. In small groups, choose one type of weather and act it out as animals using their five senses in a dance or skit.
- Vincent Ceglia lost much of his eyesight late in his life. With a partner, take turns wearing a blindfold and walking through your school. Write a letter to Ceglia describing your experiences without sight.

National Standards: NL-ENG.K-12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.12.

Math Activities

- Research the sunrise and sunset times of Milan, Italy (the nearest large city to Lake Maggiore, where Vincent Ceglia spent summers), and Philadelphia, Pennsylvania, for a week (use www.earthtools.org). Create a double bar graph to display the data for each day of the week.
- Create two word problems relating to time in Philadelphia and Milan. Remember that time in Italy is six hours ahead of time in Pennsylvania. Exchange and solve the problems with a partner, showing your work and explaining your solutions.
- Make a list of the colors in *Early Light*. Create a spinner using the colors you found and write the probability of spinning each color, using the simplest form.

National Standards: NM-NUM.K-2.1; NM-NUM.3-5.1, 5.2, 5.3; NM-DATA.3-5.1, 5.4, 5.5; NM-PROB.PK-12.1, 12.2.

Social Studies Activities

- Vincent Ceglia spent many summers teaching painting workshops in Italy. Find Italy on a world map and on a globe. Which countries neighbor Italy? What famous foods, music, and people are Italian?
- Compare Italy to the northeastern United States in terms of its size, geography, and weather. Present your results in a chart.
- Ceglia enjoyed living in Tuscany, a region of Italy, and painted landscapes of much of its terrain. Search the Internet for pictures of Tuscany and Bucks County and present them in a PowerPoint slide show.
- Compare the photographs in *The Most Beautiful Villages of Tuscany* by James Bentley to *Early Light*. Do you think Ceglia based his artwork on what he actually saw or on his feelings? Discuss with your classmates.

National Standards: NSS-G.K-12.3, NSS-G.K.-12.6.

Technology/Graphic Arts Activities

- Investigate the concepts of “abstract” and “nonobjective” art. (See www.princetonol.com/groups/iad/lessons/middle/abstract.htm.)
- Use a paint program such as Aldus Superpaint to change a landscape photograph into an abstract or semi-abstract painting. Discuss the process in pairs and share with the class.
- Darken the classroom and experiment with colored cellophane and/or acetate shapes on an overhead projector to create landscape compositions. Try tissue paper and other materials and see what happens. Discuss the terms “transparent,” “translucent,” and “opaque.”
- Create slides using slide mounts, clear and colored cellophane and acetate scraps, thread, sequins, and other small materials. Darken the classroom, project the slides, and discuss which materials are transparent, translucent, and opaque, and the differences in scale between the slides and the projected images. Which projected slides look like landscapes and which are abstract?

National Standards: NT.K-12.1, 12.2, 12.3, 12.4, 12.5.

Compare and Contrast

Compare *Water Lilies (The Clouds)*, 1903, by Claude Monet (www.harley.com/art/abstract-art/monet1.html) and *Black Mesa Landscape, New Mexico /Out Back of Marie’s II*, 1930, by Georgia O’Keeffe (www.tfaoi.com/aa/4aa/4aa502.htm) with *Early Light* by Vincent Ceglia using a Venn diagram with three overlapping circles.

Cultural Connections

Compare the landscapes of Japanese artist Ando Hiroshige (www.hiroshige.org.uk) with *Early Light*.

Contemporary Connections

Visit the websites of art museums in Philadelphia, New York, and Baltimore and find out how they make art accessible to visitors with disabilities such as visual impairment.

At the Michener

Compare *The Barber Shop*, n.d., by Henry B. Snell to *Early Light*. Compare the times of day depicted in both artworks. How does early morning light differ from light in the evening?