

# Europeana Learning Scenario

(Museum Educators)

## Title

Forms and Colors – Victor Vasarely

## Author(s)

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## Abstract

This learning scenario aims to specify the basic geometrical forms depicted by modern and contemporary artists. Furthermore, an attempt is made to organize an artwork’s composition. Notions linked to color theory are taught in a playful way.

Victor Vasarely was a modern artist who worked mainly using geometrical colored forms.

## Keywords

Forms, Geometry, Color, Victor Vasarely, Op Art

## Table of summary

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<b>Subject</b>	Art, Geometry, Drawing, Painting
<b>Topic</b>	Victor Vasarely
<b>Age of participants</b>	3 – 10 years
<b>Suitable setting for implementation</b>	<p>This LS can be implemented in a museum or in a classroom if pictures of the works are shown to the participants.</p> <p>If the LS is implemented in a museum, the museum collection should have Vasarely’s works on display. Moreover, a workshop space is needed for the practical part.</p> <p>In the classroom, images of Vasarely’s works shown or presented to participants are sufficient. For the workshop, a room with tables, chairs and painting materials are needed.</p>
<b>Activity time</b>	<p>1hour/1 hour and a half</p> <p>If working with kindergarten participants, games or playful activities linked to the subject must be organized.</p>
<b>Online educational material</b>	<p>Victor Vasarely</p> <p><a href="https://en.wikipedia.org/wiki/Victor_Vasarely">https://en.wikipedia.org/wiki/Victor_Vasarely</a></p> <p><a href="https://www.youtube.com/watch?v=35MdxYbJCPg">https://www.youtube.com/watch?v=35MdxYbJCPg</a></p> <p><a href="https://www.fondationvasarely.org">https://www.fondationvasarely.org</a></p> <p><a href="http://cead.space/Detail/people/52">http://cead.space/Detail/people/52</a></p>

<https://vasarely.hu/eng>  
<https://www.tate.org.uk/art/artists/victor-vasarely-2095>  
[https://www.youtube.com/watch?v=UrfYC\\_ieI3k](https://www.youtube.com/watch?v=UrfYC_ieI3k)

Pedagogical File Victor Vasarely – Fondation Vasarely  
<https://www.yumpu.com/en/document/read/7395921/victor-vasarely-fondation-vasarely>

Offline educational  
material

For each participant: sheets of paper, paint brushes, paint, painting trays, stencils with geometrical shapes



For the discussion part: projector/computer/tablet or prints of the Vasarely works or Vasarely's real works

Puzzle games:

- pebbles, sheets of paper with drawn outlines of forms of the pebbles



- geometrical shapes made of linoleum: triangle, square, disc, half of a disc



- sheets of paper with outlined shapes to place several squares



Vasarely creative process story: pebbles, scale model with Vasarely's portrait and two backgrounds (one image of the Belle Isle beach and one image of Vasarely Foundation Museum)



Colors and shades games: color shade chart, colors, paint brush, paint, paper



Europeana resources used

[Victor Vasarely alkotásai képeslapokon.](#) (Csorba Győző Könyvtár - Pécs)

[Nives.](#)(The Israel Museum, Jerusalem)

[Victor Vasarely \(1908.\) "Tlinko", 1955-61](#)  
(Csorba Győző Könyvtár - Pécs )

[Print \(Colour Lithograph\) "Mirgulay"](#) (Nottingham City Museums and Galleries)

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### Integration into the curriculum

This scenario fits in the kindergarten and primary school curricula as it deals with basic geometrical forms and initiation to the theory of colors. It also stimulates creativity, artistic reflection and development, and color matching. The participants have to associate forms and colors. They will draw geometrical shapes using the stencil forms and they will paint the drawn shapes.

### Aim of the educational activity

Participants are introduced to the theory of colors: how primary, secondary colors and shades are obtained. They also learn about the creative process of Vasarely and his sources of inspiration. Moreover, they learn about geometrical shapes and how to use them in an artistic composition.

### Outcome of the educational activity

The result of the activity is practical and theoretical: the participants acquire notions on how colors change, how geometrical compositions are arranged and how Op art painting is made.

Participants paint together on wood or paper panels/sheets a composition with three or more different geometrical figures and they color each figure with different colors primary, secondary or other shades.

Collaborative work: groups of two participants will draw with a stencil three or more different geometrical figures and then they will paint them on different surfaces with different colors primary, secondary or other shades.

Individual creations: each participant will draw with a stencil three or more different geometrical figures and then they will paint them on different surfaces with different colors: primary, secondary or other shades

Games: to understand better the creative process of Vasarely several games will be played: puzzles associating pebbles to geometrical forms, creative forms puzzle, demonstrative games showing color mix.

### 21<sup>st</sup> century skills

Critical thinking

Creativity

Collaboration

Communication

Information literacy

Media literacy

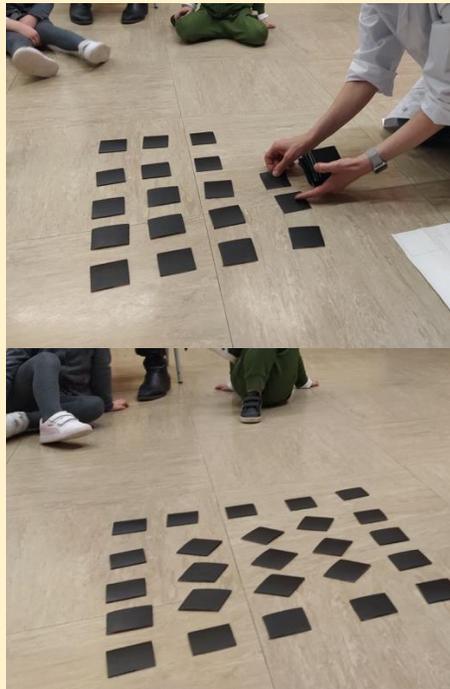
Productivity

### Activities

Name of activity	Procedure	Time
	Face to face discussion, in front of the works of Vasarely in the museum or in the classroom	
<b>Introduction to basic geometrical figures</b>	The museum educator will begin to talk with the participants and to list the geometrical shapes used in the works of Vasarely. As the participants are mentioning the geometrical shapes seen in the works of art, the museum educator shows a similar geometrical shape made of linoleum.	5 minutes
<b>Introduction to Vasarely</b>	The museum educator uses a scale model to tell the story of how Vasarely realized that pebbles on the beach have shapes similar to	5 minutes

<p><b>creative process</b></p>	<p>geometrical figures. He/She also speaks about the Vasarely Foundation changing the background of the scale model with the image of the Vasarely Foundation.</p> 	
<p><b>Discussing and observing/ analysing the works of Vasarely</b></p>	<p>The museum educator asks the participants to name the geometrical shapes seen in Vasarely's works and the colors the artist used. A focus is made on the way the artist placed the shapes.</p>	<p>10 min</p>
<p><b>Comosition and organizing the shapes' games</b></p>	<p>Puzzle geometrical shapes and pebbles: the participants are asked to observe the drawn outlines of forms of the pebbles on the paper. Then they name the geometrical shapes of the pebbles (triangle, disk, square and half of the disk) and place them on the right drawing on the paper.</p>  <p>Puzzle placing and organizing the geometrical shapes: The museum educator places vertically several square shapes forming a big square. To show how Vasarely organized his forms in order to create</p>	<p>15 minutes</p>

a movement, the museum educator turns the square shapes inside the big square. An image of from the Europeana collections is shown:  
<https://www.europeana.eu/fr/item/2048128/577974>



Puzzle with squares: each participant has a linoleum square shape and he/she has to place it on the paper, on the good outline, respecting a certain order.



**Understanding color and its changings**

The participants, observing the works of Vasarely, have to recognize and name the colors used by the artist: black, white and blue.  
Colors and shades games: color shade chart, colors, paint brush, paint and paper are needed. The museum educator asks how dark blue can be obtained. He/she squishes some drops of black paint and nearby, on the painting tray, some drops of blue paint. Afterwards, lifting the painting tray, the museum educator mixes the two colors with a painting brush. The participants are asked if the new color obtained is pale or dark. He/ She does the same thing in order to obtain pale blue.  
Paintings of other artists who used blue are shown to the participants:  
[https://www.europeana.eu/fr/item/2064107/Museu\\_ProvidedCHO\\_Nottingham\\_City\\_Museums\\_and\\_Galleries\\_BLDIDFA004245](https://www.europeana.eu/fr/item/2064107/Museu_ProvidedCHO_Nottingham_City_Museums_and_Galleries_BLDIDFA004245)

5  
minutes



<p><b>Shades of blue chart</b></p>	<p>Demonstration of how blue becomes more darker with the help of the shades of blue chart and paint. On a tray, blue and white are put and then mixed with a paint brush. By adding more white paint blue becomes paler. The participants are asked to guess the order of the pieces of the shades of blue chart.</p>	<p>10 minutes</p>
<p><b>Painting</b></p>	<p>Each participant will receive a sheet of paper, pencil and stencils with geometrical forms. They will have to draw geometrical forms with the help of the stencils. When drawing is finished, they will start painting the forms. They will receive on their painting tray separately blue paint and white paint. With their painting brush they have to mix until they obtain a pale blue. With this color one form on the paper is painted. Then on their painting tray they will have blue and black and by mixing them they should obtain dark blue. With dark blue another form is covered. And one more form should be covered with simple blue.</p> <p>For virtual implementation, the museum should prepare an educational box for the classroom, whose teacher and students are going to implement this learning scenario. This box should contain the material for the games, the scale model, the stencils, an educational file/learning scenario, printed images of the works of Vasarely belonging to the museum collection. The discussion part can be either held virtually by the museum educator or the teacher can work alone as he/she has all the information in the educational file/learning scenario.</p>	<p>30/40 minutes</p>

### Participants' feedback

At the end of the workshop the participants are asked to present their creations. Generally, the participants are proud to present their paintings. The positive feedback is observed in their attitude: if they are excited to present their works, then the educational activity was good, if they are not excited to present their paintings means the workshop was not interesting.

### Educator's remarks

If there are a lot of participants in the class games to be done in groups should be imagined like: creating stencils with geometrical forms, drawing geometrical forms without the help of a stencil.

The participants were very attentive to demonstrations like obtaining pale blue, so even more demonstrating games can be created.

Participants were receptive to media resources.

### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

## Annex

Stencils: if working with kindergarden participants stencil made out of malleable, flexible materiel should be conceived. The forms of the stencils do have to repeat the shapes that Vasarely used in his paintings: triangles, disc, square and half of disc. Another option is to prepare big stencils that include all of these shapes.

