**Salem Art Association**

**Bush House Museum Art Box**

***Inspired by Nature***

**Eugenia “Genie” Bush / Hand Painted Plates**

Throughout history people have been inspired by the natural world to decorate things for their home. One Salem resident who was inspired by nature was Eugenia “Genie” Bush.

Eugenia “Genie” Bush (1862-1932) is the lesser known of the four Bush children, as she lived much of her adult life in the eastern U.S. and later in quiet seclusion at the Bush House. Early on Eugenia shared her artistic talents by sending a small oil painting of dandelions to her father, Asahel Bush II, while she was studying at Miss Burnham’s School in Northhampton, Massachusetts. In 1889 Eugenia returned to Salem and immersed in china painting, which is now on display at the Bush House Museum.

Judge Deady found Eugenia to be “an erratic genius, and full of wit and sarcasm”, while Mrs. Deady assisted Eugenia in further exploring her thoughts of becoming an architect. While back east in the mid-1890s, Eugenia suffered some sort of mental breakdown which led to her living in an eastern sanitarium until she returned to Salem in 1913, following her father’s death.

Following her return to Salem, Eugenia lived in quiet seclusion at the Bush House with her beloved sister Sally. Eugenia continued to paint china, which she gave to the household staff and friends, and enjoyed views of Mission Street from her second floor bedroom. While numerous rumors about Eugenia have circulated over the years, the fact that she was listed in the 1930-1931 Salem City Directory says volumes about her place in the community and how she was accepted by her family.

View images of objects in the Bush House Museum such as wallpaper, the stovefront, dishes, lamps and even the carpet! Learn about plant design and using a plate as a canvas, turn a utilitarian object into an inspired item for your home.

**INTRODUCTION**

1. Grade Level: K - 5
2. Art Medium: artists wax crayon | watercolor | 3 dimensional bowl
3. Goals and Objectives:
	1. To learn about Bush House Museum and its history
	2. To increase the beauty of a utilitarian object
	3. To be inspired by nature
	4. To explore botanical imagery
4. Oregon Common Core State Standards met:
	1. 4th Grade Social Sciences Crosswalk
	2. 4-LS1 From Molecules to Organisms: Structures and Processes
	3. Oregon Environmental Literacy Plan - Interconnectedness of people and the environment
5. Standards and Instruction in the Arts – Create, Respond, Connect :

https://www.oregon.gov/ode/educator-resources/standards/arts/Documents/visual-arts-standards-grades-4-8.pdf

* 1. Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work
	2. Anchor Standard 2: Creating-Organize and develop artistic ideas and work.
	3. Anchor Standard 3: Creating-Refine and complete artistic work.
	4. Anchor Standard 10: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
1. Sheet of Elements of Art https://www.getty.edu/education/teachers/building\_lessons/elements\_art.pdf
2. Sheet of Principles of Design http://www.getty.edu/education/teachers/building\_lessons/principles\_design.pdf

**LESSON**

1. Lesson Plan
	1. Element of Art:
		1. **Color** is light reflected off of objects. Color has three main characteristics: hue (the name of the color, such as red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).
	2. Principle/s of Design:
		1. **Pattern** is the repeating of an object or symbol all over the work of art.
		2. **Repetition** works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.
	3. Activities:
2. **Discussion**: Using a botanical reference (ex. Postcard) students create designs for their plates and/or bowls.
	* 1. Introduce Bush House Museum history and Eugenia’s plates.
			1. Show images of objects from BHM that were inspired by nature and change the inside environment by bringing nature into the home.
			2. Talk about Eugenia Bush’s plates, and how they were *inspired by nature*. Talk about *form vs. function*. One plate was used like a round canvas and the flowers painted over top the whole thing, and another plate has flowers on its’ rim which shows that the function was considered primary to the painting.
		2. Talk about color | pattern | repetition. Grades 3-8 may read the vocabulary description for each one. Show poster images of botanical forms and look at the postcards in the Art Box. Students may choose a postcard to take back to their table to use as a reference …
3. **Sketch - Transfer drawing – Draw with wax crayon**: Using 6B pencil and copy paper, ask students to draw a repetitive pattern or pictorial design that they will transfer to their bowls/plates. Perhaps start by drawing a circle on their paper to represent the plate/bowl. When the sketch is complete and students have their idea, using wax crayon, students draw their ‘inspired by nature’ design onto their plates/bowls. Once students complete their drawing on the plate/bowl with the artists wax crayon, they are ready to move to the watercolor table for the final step. Make sure names are on the bottoms of their pieces.
4. **Watercolor wash** over plate/bowl – final step.
	1. Set up a table/station to mix oranges / greens / purples, by putting only two primary colors on each of the palettes.

Students bring their completed plate/bowl to the watercolor table, and using one color only, they put a final wash of watercolor over their entire plate. The wax crayon will resist the watercolor wash. When done, the plate/bowl is set aside to dry.

* 1. Additional vocabulary for lesson:
		1. Pictorial design-having or suggesting the visual appeal or imagery of a picture
		2. Repetitive design-Repetition is a very deliberate choice in design, whether fashion, graphic or interior design. It creates a mindset and a visual image, a visual impact. Repetition is the use of the same element more than once throughout a space
		3. Botanical-relating to plants / a substance obtained from a plant and used as an additive, especially in gin or cosmetics.

**MATERIALS LIST**

Ream of paper $5.00

6b pencils for each student to draw their design on paper and then transfer onto plate $11.72/12 Faber-Castell pencils, graphite, 6B box of 12

Wax artist crayons

$21.97 6 of *Neocolor I Water-Resistant Wax Pastels, 15 Color*s on Amazon x 6 = $131.82

For watercolor station on a separate table -

Watercolor tubes yellow/blue/red

 Daniel Smith Primary Set, 3 tubes $21.68

3 wide watercolor brushes

 Royal Brush RART, Chinese Hake Brushes pack of 3 $7.32

3 Color mixing trays – one each for mixing greens, oranges and purples repurposed

3 Containers for water recycled

Brown paper to cover table $5.00

Portfolio $59.95

**RESOURCE SECTION**

* 1. List of objects to show in class – this will be added once images are available on website.
		1. Markings on the back of plates
			1. Plates often have maker’s marks on the back of them. *The markings on the bottom of antique plates exist to identify the manufacturer, country of origin and other details pertaining to the plate's origin. These marks are distinct to each individual manufacturer so that plates and other china, and ceramic and porcelain antiques are traceable back to the companies that made them.*

Look at the bottom of the plates/bowl included in the Art Box. Each has a maker’s mark on the bottom. Older students can think about how they might sign their pieces in way that reflects ‘maker’s mark’ rather than just writing their name.

* + 1. Art history movements that are ‘inspired by nature’ -
			1. **Art Nouveau**

1870 – 1915https://en.wikipedia.org/wiki/Art\_Nouveau Art Nouveau often abandoned geometric forms and angles in favor of arabesque lines suggestive of vegetation, winding vines, and other elements of nature. Many artisans sought to breakdown the divide between fine art, applied art, and decorative art and merge them all into every aspect of daily life.

* + - 1. **Earth Art Movement**

1960’s and 1970’s

https://www.theartstory.org/movement/earth-art/

https://en.wikipedia.org/wiki/Land\_art

Earth Art Movement - Earth art, also referred to as Land art or Earthworks, is largely an American movement that uses the natural landscape to create site-specific structures, art forms, and sculptures. The movement was an outgrowth of Conceptualism and Minimalism: the beginnings of the environmental movement and the rampant commoditization of American art in the late 1960s influenced ideas and works that were, to varying degrees, divorced from the art market. In addition to the monumentality and simplicity of Minimalist objects, the artists were drawn to the humble everyday materials of Arte Povera and the participatory "social sculptures" of Joseph Beuys that stressed performance and creativity in any environment.

* + 1. Additional artists
			1. Julie Green https://greenjulie.com/ and Julie Green’s The Last Supper project https://greenjulie.com/last-supper/ *Julie Green’s art gives pause. The Last Supper is a series of ceramic plates illustrating final meal requests in the United States. She’s painted 500 plates so far, and adds more each year. She’ll continue painting these plates until capital punishment is no longer. It’s art-making as question-asking.*
		2. Bibliography included in Art Box
			1. *Botanicum Poster Book*, curated by Katie Scott from Kew Royal Botanic Gardens
			2. *Botanicum Postcards*, curated by Katie Scott and Kathy Willis from Kew Royal Botanic Gardens
1. Lesson Plan Extensions/Curriculum Connections
	* 1. For older grades, look at Julie Green’s project https://greenjulie.com/, and talk about how a utilitarian object can be decorated in a way that addresses social change, or address a belief or value system. Perhaps you can design your plates to look at environmental issues, or whatever might be part of your current curriculum!
		2. Connect to science and learn about the names of plants as you draw them.
		3. Connect to math and ask students to draw a certain number of plants/flowers/leaves.
		4. Create a holiday object by using certain colors or focusing on pumpkins only!
2. Evaluation Resources

Art rubric for elementary, included in Art Box.

Art rubric for middle, included in Art Box.

1. Student Kind Critique

Use Visual Thinking Strategies when looking at art. https://vtshome.org/ *What is going on in this picture?*

Suggestions for questions to ask include –

 What do you notice when looking at this students work?

How did they use color, repetition or pattern in their piece?

Did students choose a pictorial or repetitive design? Why?

1. Bush House Museum History

Salem’s Bush House Museum, in Bush’s Pasture Park, was the home of pioneer businessman and political influencer Asahel Bush, and his family, from 1878 to 1953. The 100 acre farmstead, which Bush acquired with his wife in 1860, is a portion of the donation land claim Reverend David Leslie (1797-1869) established on the ancestral lands of the Kalapuya people, in the early 1840s. The museum complex, which includes the Bush Conservatory (1882), a root house and the original Leslie barn, now the Salem Art Association’s Bush Barn Art Center, is a rare surviving example of a 19th century farmstead.

Asahel Bush (1824-1913) was founding editor of the *Oregon Statesman* newspaper, 1851-1863, and co-founder of Salem’s Ladd & Bush Bank in 1868. Bush had the Leslie house moved off the property in 1877, and the existing two-story Italianate home was completed the next year. Along with the extant farm buildings, the Bush House Museum retains a significant amount of original furnishings, wallpaper and fixtures. Since 1953, the Bush House Museum’s guided tours and programming have been a significant cultural-heritage asset for Salem residents and visitors. The Bush House Museum interprets Salem’s Bush family and Bush’s Pasture Park, the cultural diversity of Salem history and the development of early Oregon.