

Artist Ricardo Ruiz

Through his paintings, the artist confronts issues of self and the journeys of life.

GOALS:

- Students will identify color within the work of Ricardo Ruiz, and how the intensity of color ranges from pure hue to low intensity.
- Students will understand that when the white is added to a pure hue it becomes a tint and when black is added to a pure hue it becomes a shaded hue.



Ricardo Ruiz, *El Corrido del Mocho Eugenio* (Mathis, Texas), 1994, oil on canvas, 30"x40"

RESOURCES:

- Color zerox of Ruiz's *El Corrido del Mocho Eugenio* (Mathis, Texas) *The Songs My Father Taught Me are The Songs I Teach My Son*
- A narrative work of the Flemish painter Pieter Bruegel (1525-1569)
- Color wheel and value chart.

OBJECTIVES:

Historical: Study the work of Pieter Bruegel and compare the ways that he and Ruiz have painted scenes from their lives.

Critical: Examine what is happening in this work of art and discuss how color and light affect the sense of space.

Aesthetic: Identify the ways in which personal history is presented visually.

Production: Make a tint and value scale, and produce a painting of a clear memory.

ABOUT THE ART/ ARTIST:

Education: Bachelor of Fine Art, Texas A&M University- Corpus Christi, Texas

Born: December 29, 1958

We are pulled into the work by the complimentary color relationships. These are colors which are opposite each other on the color wheel. Notice how the sky is diagonally divided by an intense blue and a warm orange. Our eyes are led there by the color compliment. The artist combines realistically painted characters and places with humor and fantasy. This painting includes reference to the Day of The Dead, a celebration of ancestors who will not be forgotten.

The characters in Ruiz's painting are on a path that progresses toward a warm glowing light. Ahead in the distance a figure wrapped in a bright colored blanket seems to dance in the wind, like fire. The artist has set up color relationships between different areas and subjects in the painting. Like Ruiz, Bruegel depicts his culture through social scenarios. We are given clues to understand their lives as they view it from reflection and experience.

MOTIVATION:

Observation: Refer to the color wheel identify how color manipulates space.

Visual Analysis: Where is your eye led in the painting? How does it occur?

Interpretation: What is the role of the skeletal figure? The road symbolizes what?

Judgment: What areas of this painting give the illusion of depth?

ACTIVITIES:

- After carefully observing a tree trunk, make a value study of the range of tints.
- Materials needed: Color Wheel, two twelve inch white squares, two six inch squares of white paper per student, paint measuring instrument, brushes.
- Activity: Select a set of complimentary colors. Colors should be consistent throughout classroom.

EVALUATION:

- Can the students understand and identify the artists' own experiences in their art?
- Does the student understand the role that the color plays in depicting space relationships?
- Did each student develop a picture of specific memory utilizing color compliments?

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Interview another student about their childhood experiences and memories. How do they compare and contrast to each other?

Mathematics: Measure the amount of paint it would take to create a consistent color wheel that shows primary, secondary, and intermediate colors.

Science: Research the natural resources found in the pigments used to create dyes and art supplies.

Social Studies: Do we have any clues in either work of art or where they are? How would this help research the art/artist?