

Studio Art Inspired by Anne Frank's Diary

安妮.法蘭克的跨世紀對話
---美術創作



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緣起

安妮・法蘭克 的故事



慰安婦阿嬤的故事

<https://www.pixist.com/fr/e-photo/xvttte>
Anti-Semitism
Holocaust

課程架構

視覺藝術的多元學習面向

藝術欣賞

藝術史

藝術理論

藝術批評

藝術創作

內容

Content

Discrimination
歧視
Holocaust
大屠殺

媒材

Media

Illustration
插畫
Poster
海報
Monument
紀念碑

形式

Form

Elements of Arts
視覺元素
Principles of Design
設計原理

目標

全球生命共同體相互依存

學習相互尊重及包容異己

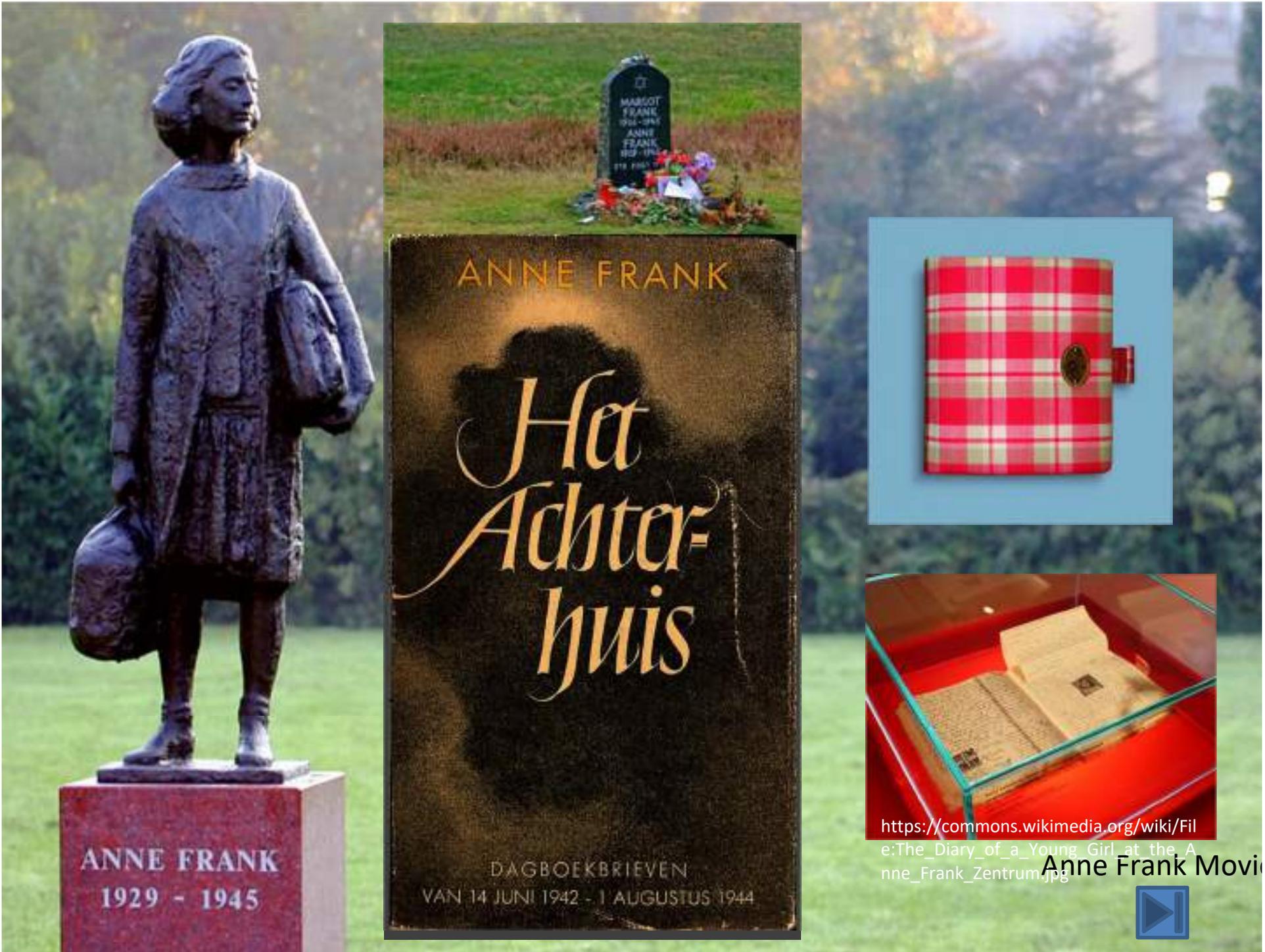
課程單元

1



少女安妮視覺藝術化

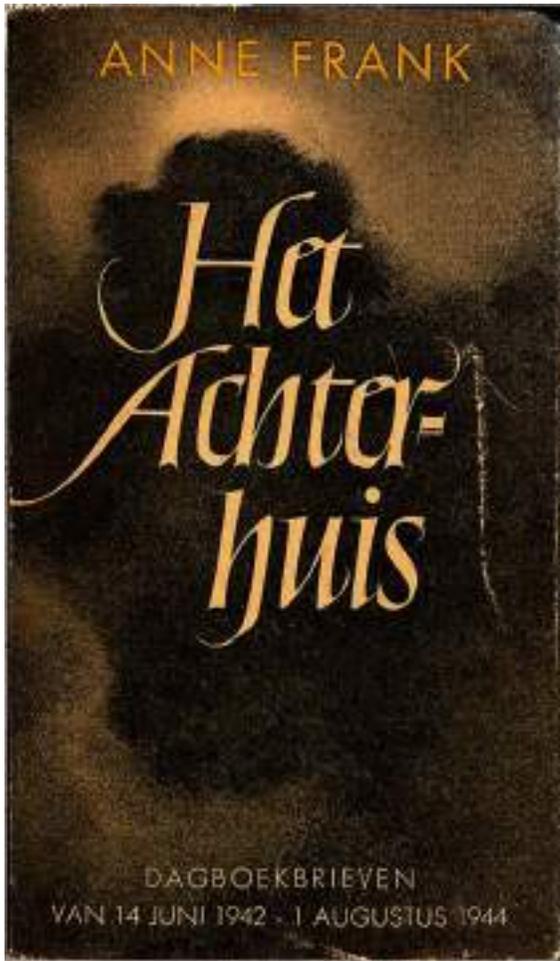




https://commons.wikimedia.org/wiki/File:The_Diary_of_a_Young_Girl_at_the_Anne_Frank_Zentrum.jpg

Anne Frank Movie





初版發行日期：1949 年
作者：安妮·法蘭克
國家/地區：荷蘭
原著語言：荷語
類型：短篇小說

少女安妮 的 故事 多種藝術類型的呈現

文學作品 1949

真人電影 The Diary of Anne Frank (1959)

插畫小說 2018年

Anne Frank's Diary: The Graphic Novel
<https://downthetubes.net/?p=100156>

動畫電影 2020 年

ANNE FRANK'S DIARY - An animated feature film
(<https://www.youtube.com/watch?v=qAIRFyR6NyQ>)
(1:28:53)

少女安妮雕像 紀念碑

An illustration

- You are going to draw an illustration on a postcard based on Anne Frank's life story.
- Her courage and philosophy about life inspired people all over the world.
- You could use your illustration to promote ideas, such as stopping hatred, fighting for human rights, or to ease your own mind whenever confronted with frustration or discrimination.

Making Illustration

裝飾、詮釋、視覺呈現文本
、 流程 或觀念的藝術

Art work



To finish a good illustration to express your ideas.

Concept



To know more about Anne
To read her diary
To explore historical background

To choose postcard and
Watercolor pencils

Material/Tool



To title your illustration
To write interpretation on the postcard.



To Make

To practice the skill to Improve painting Technique.

插畫創作主題介紹:

Anne Frank

History Background

Feeling

Looking into distance.

No expression on her face.
Not happy, worried

Stories?

Who was she?
What was she doing?
Where did she go?
Why was she doing it?
When ?
How did she travel ?



facts/ why?

Wear a lot of cloth.

Winter time.
Escaping.

Carrying 2 suitcases

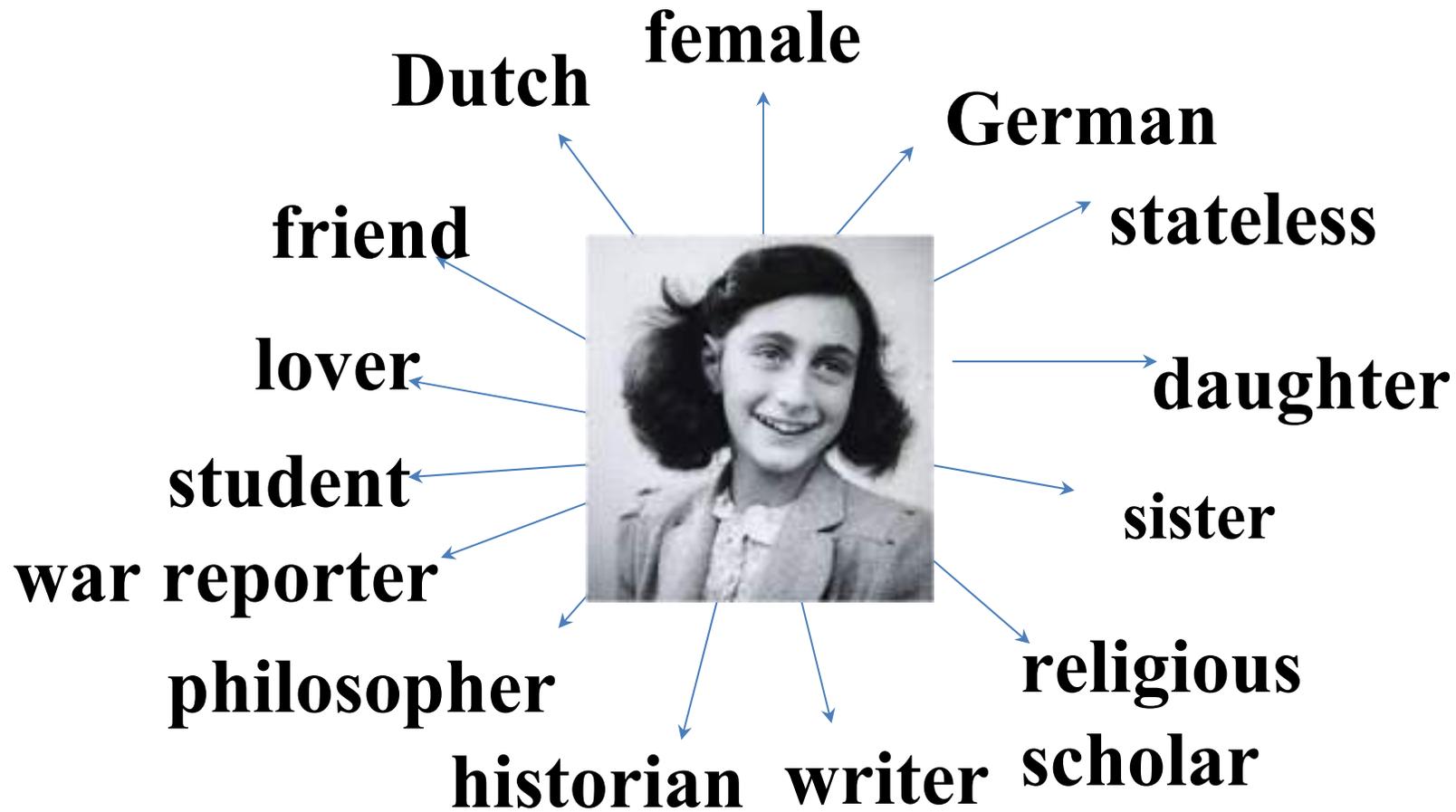
Traveling?
Escaping?

Anne Frank,
1929-1945, 14 YSD, a girl .

Will you travel like her?

Identity chart of Anne Frank (1929-1945)

安妮在日記中提到自己的身分





13th Birthday Party

How about her 14th and 15th Birthday Parties

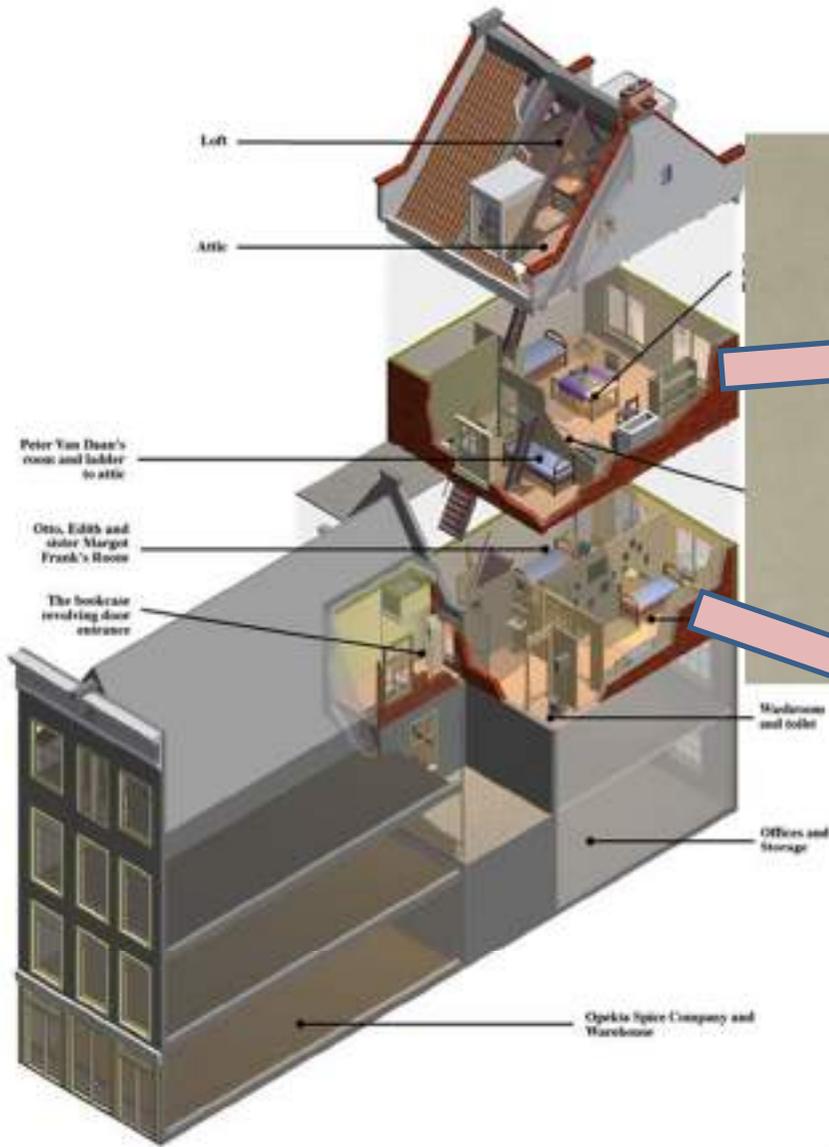


A table is decorated with replicas of gifts Anne Frank received for her 13th birthday - including her first diary - during an event at her family's former apartment in Amsterdam to mark what would have been the teenage Jewish diarist's 90th birthday June 12, 2019. (MICHAEL C CORDER / AP)



This aerial photo from 1949 shows the building that had housed Otto Frank's business. The house and the annex are marked.

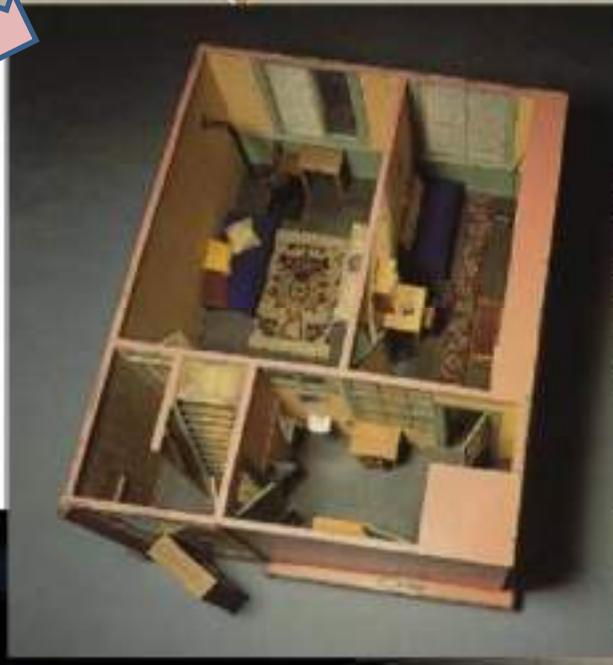
Anne Frank Stichting
 WWII Era Historic Site



The Secret Annex

Image From Computer M
 By Michael Blomfield

It was incompre
 these eight peo
 small space f



何面對?
 同
 共用
 遠
 晝時間?
 說?





It was incomprehensible to me how these eight people lived in such a small space for over two years.

- 你會如何面對？
- 狹小空間
- 與他人共用
- 2年
- 青春期
- 天差地遠
- 如何排遣時間？
- 與誰訴說？

Horse Chestnut Tree

馬栗樹 (歐洲七葉樹)

A year [cycle](#)

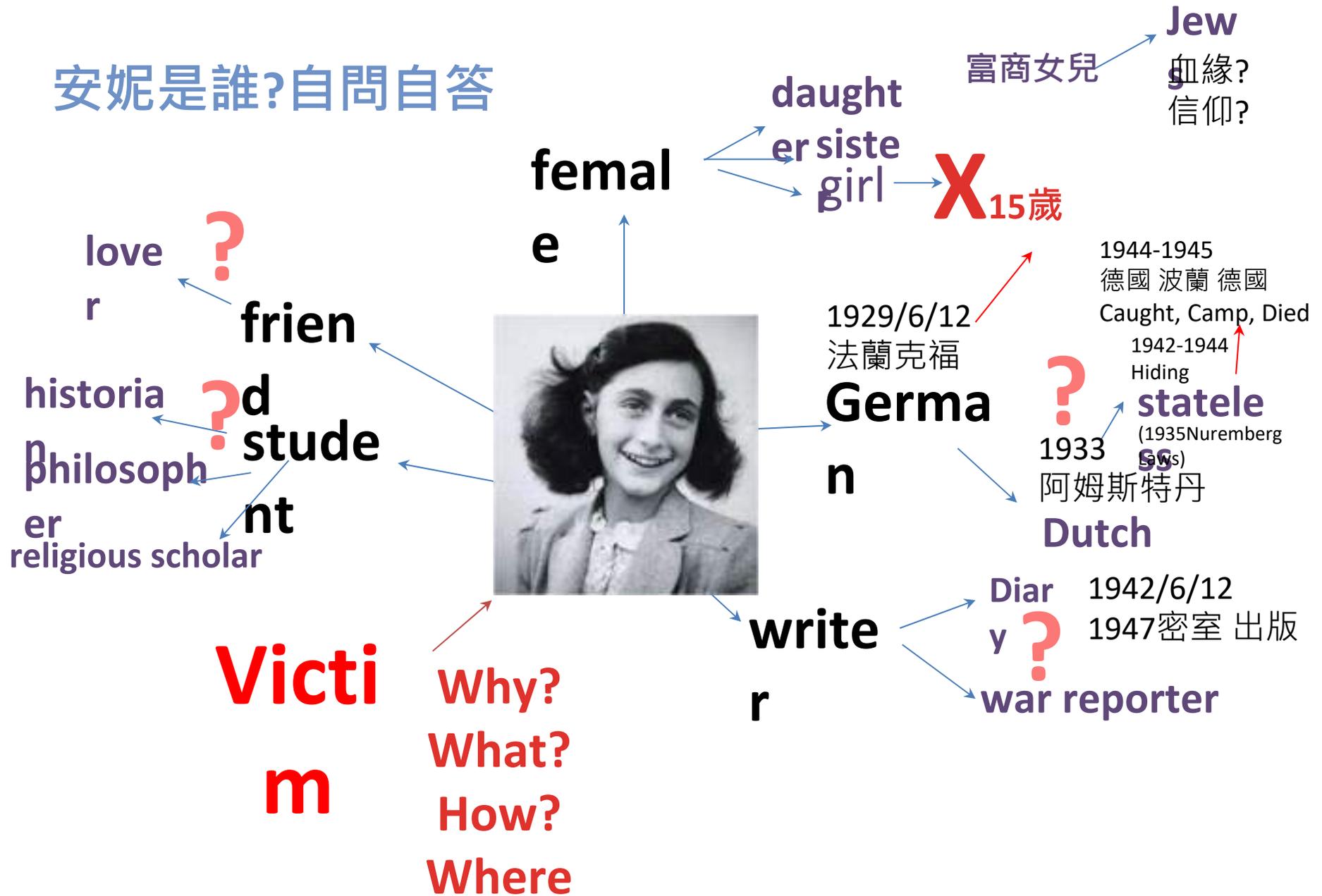


[Otto Frank](#), Anne's father, described his thoughts upon reading the diary for the first time in a 1968 speech. He described his surprise at learning of the tree's importance to Anne as follows:

How could I have suspected that it meant so much to Anne to see a patch of blue sky, to observe the gulls during their flight and how important the chestnut tree was to her, as I recall that she never took an interest in nature. But she longed for it during that time when she felt like a caged bird. She only found consolation in thinking about nature. But she had kept such feelings completely to herself.^[9]

Mind Map of Anne's Identity

安妮是誰?自問自答



插畫創作精進技法介紹

- 多觀察觀摩優秀藝術作品
 - 視覺藝術七大基本元素
 - 視覺設計美感的十大原理原則
- } 洞悉
作品意涵



https://www.flickr.com/photos/x-ray_delta_one/11284798253/in/photostream/

- 請先理性客觀地觀察畫面上的圖文表現，並試著描述看到的內容
- 再試著說出產生的連結、想法與感受
- 再試著猜猜作品要表現的內容與理念是什麼。

7 Elements of Visual Arts

Space 空間
Perspective 透視
Illusion 幻象空間
Real 真實空間

LINE 線條
Vertical 垂直
Horizontal 水停
Diagonal 斜線

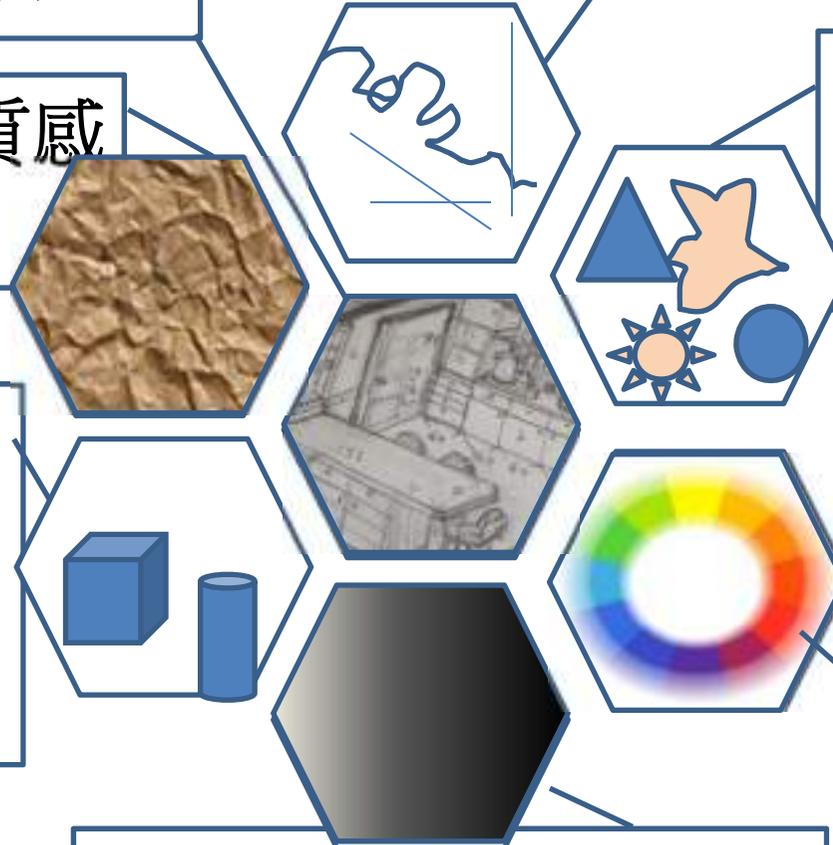
TEXTURE 質感
Hard / Soft
Smooth / Rough

SHAPE 造型
Geometric 幾何
Organic 有機

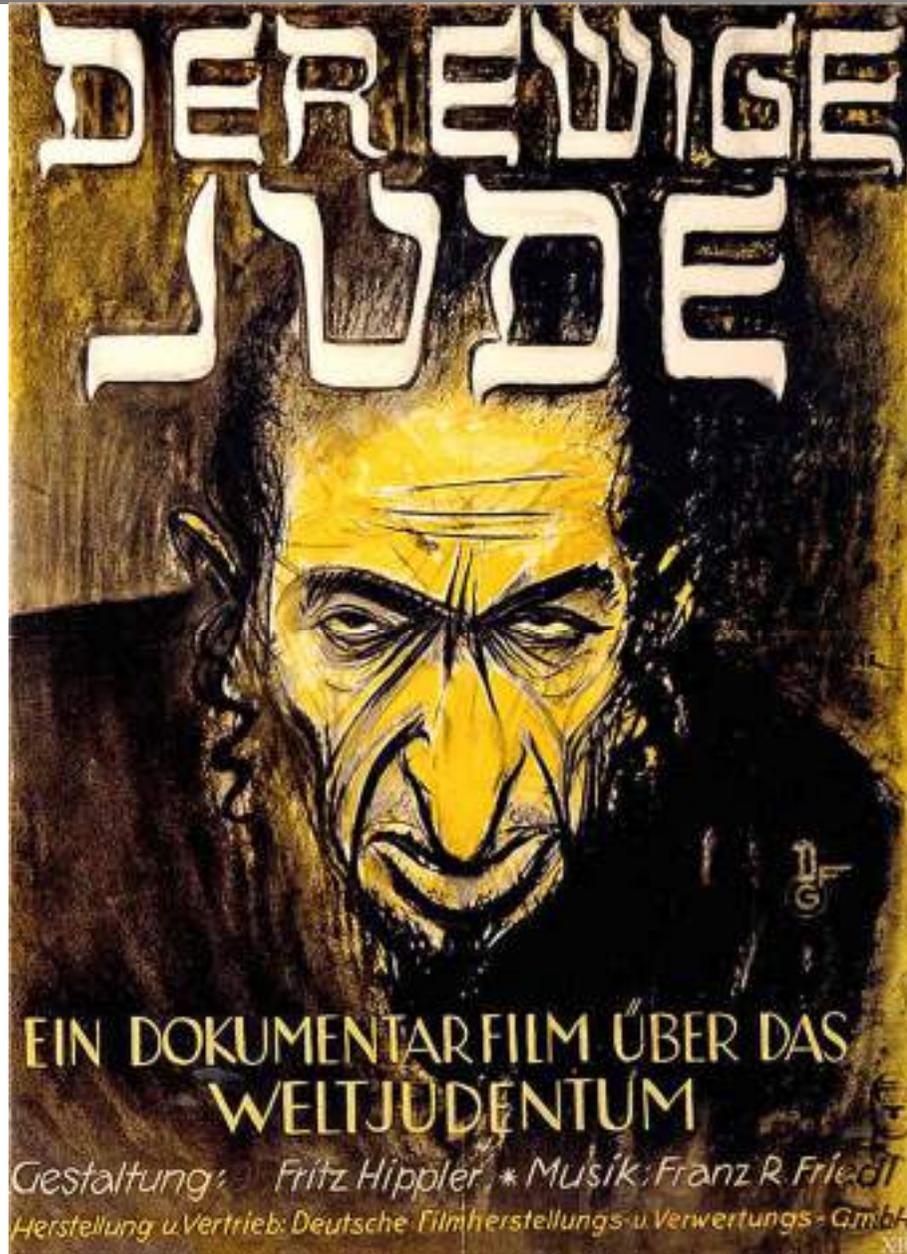
FORM 造型
Geometric 幾何
Organic 有機

COLOR 色彩
Warm 暖色
Cold 韓色
Emotional 情感

VALUE 明暗 強烈對比
漸次變化



Is there discrimination expressed in the picture?

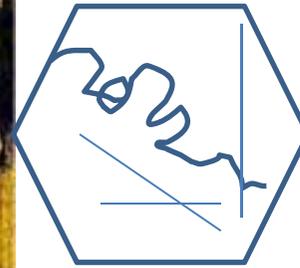


Anti-Semitism

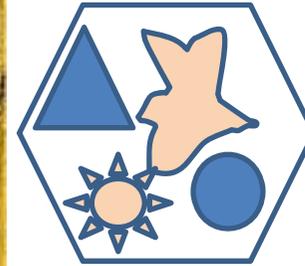
1940 Lithographic 石版畫 poster for the Nazi propaganda 宣傳 film “The Eternal Jew”.

The film was intended to depict the Jews as dangerous aggressors 侵略者；挑釁者 who had to be exterminated 消滅.

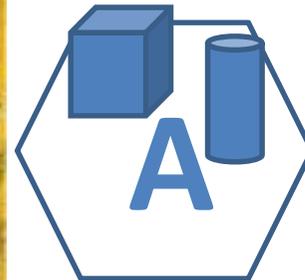
It argued that killing Jews is not a crime, but a necessity, akin to 就像 killing rats to preserve health and cleanliness.



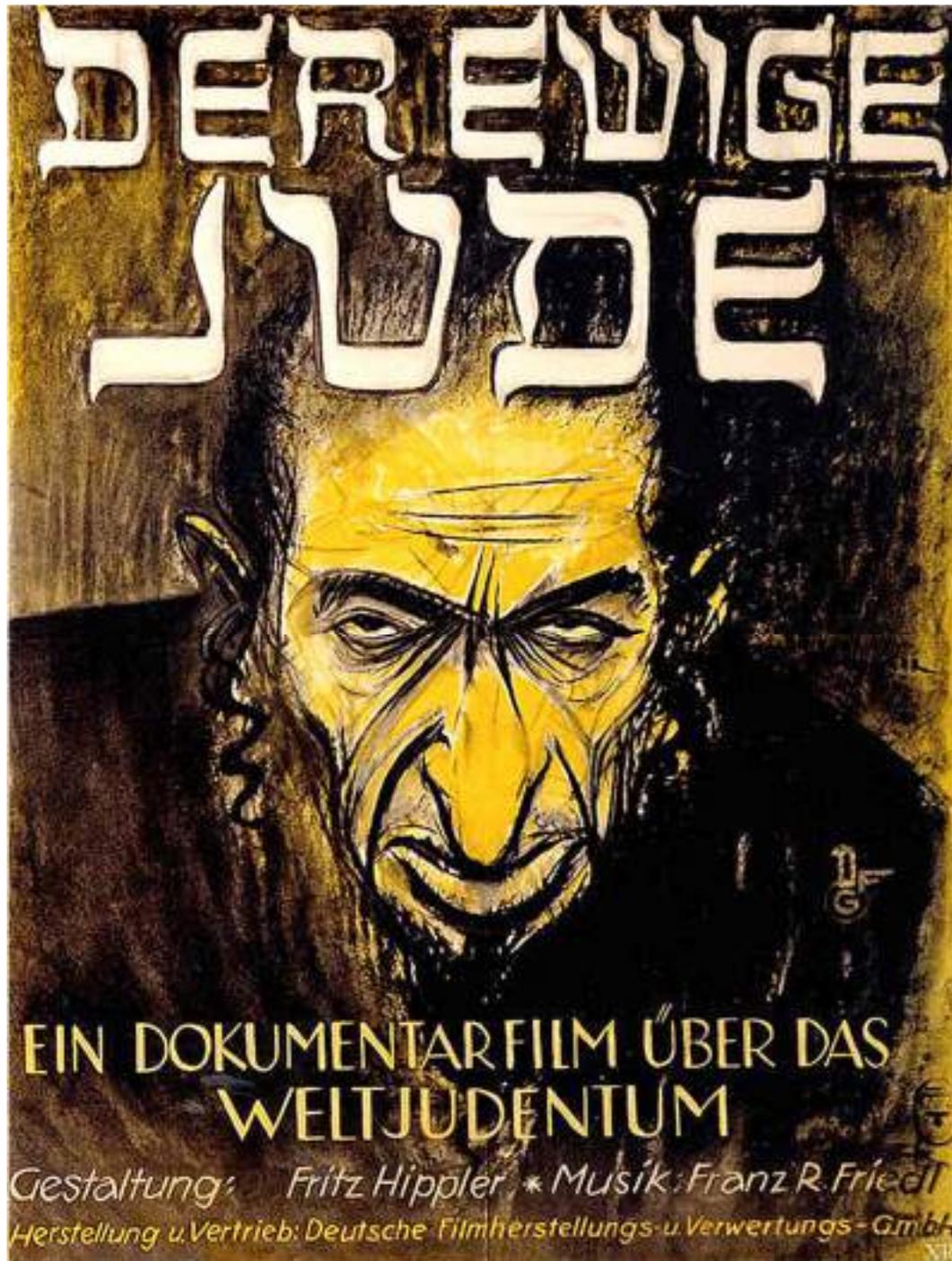
- 文字框線，畫出不規則的字體，讓人有種不舒服與難以掌控的感受。



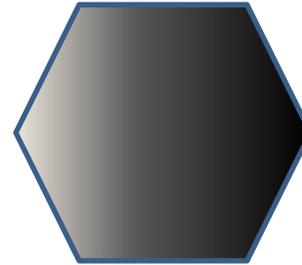
- 線條明顯且不規則，呈現粗爆與混亂的視覺效果



- 人物五官的造型凸顯猶太人種的特徵，卻加以醜化，如眼睛露出大量眼白，眼球上飄，呈現心思詭異算計之樣。
- 猶如尖嘴猴腮般，令人聯想鼠輩之人



- 色彩用黑與黃的強烈對比效果，凸顯面部表情。讓人立即能辨識，且連結到猶太之星的黃色圖案。



- 強烈對比的明暗變化，用雜亂筆觸呈現背景的混沌汙濁，跟衣物融合再一起，暗示人物汗穢之感。



- 筆觸混亂，質感粗糙，滿臉皺紋，醜化猶太人形象。



- 畫面空間閉塞，擁擠，呈現高度壓迫感。



這張海報成功地運用刻板印象、臉部特徵、表情、色彩連結等來表現自古以來醜化、歧視等反猶太主義，並用來正當化二戰時迫害屠殺猶太人的藉口。

安妮躲藏的重要因素

Anti-Semitism

反猶太主義



從圖像解析破解猶太人權受迫之因



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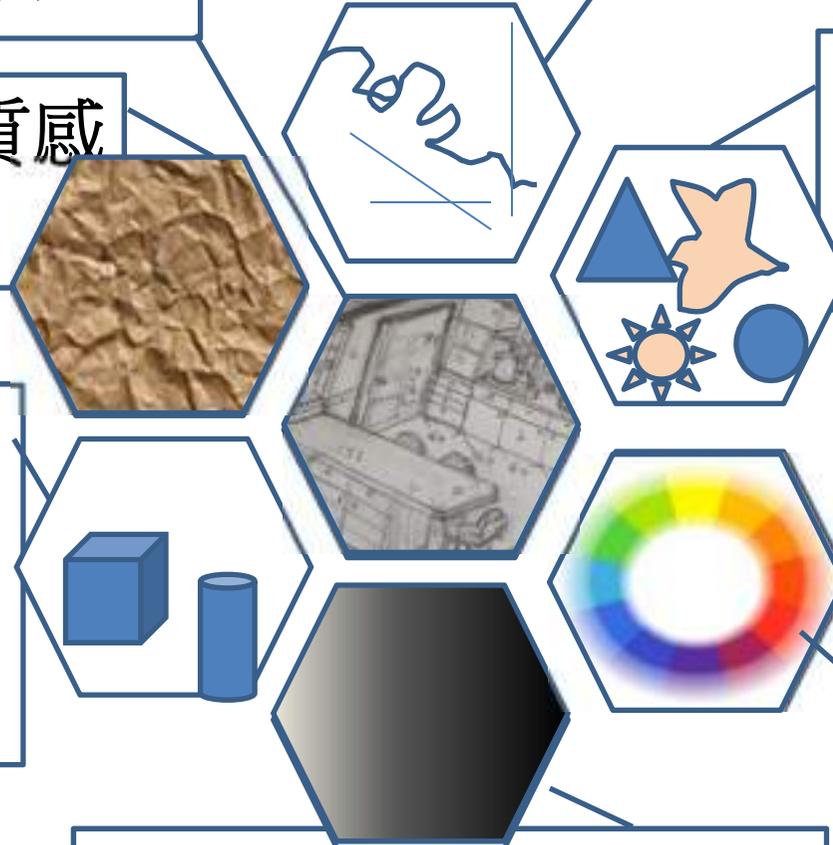
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Hard / Soft
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SHAPE 造型
Geometric 幾何
Organic 有機

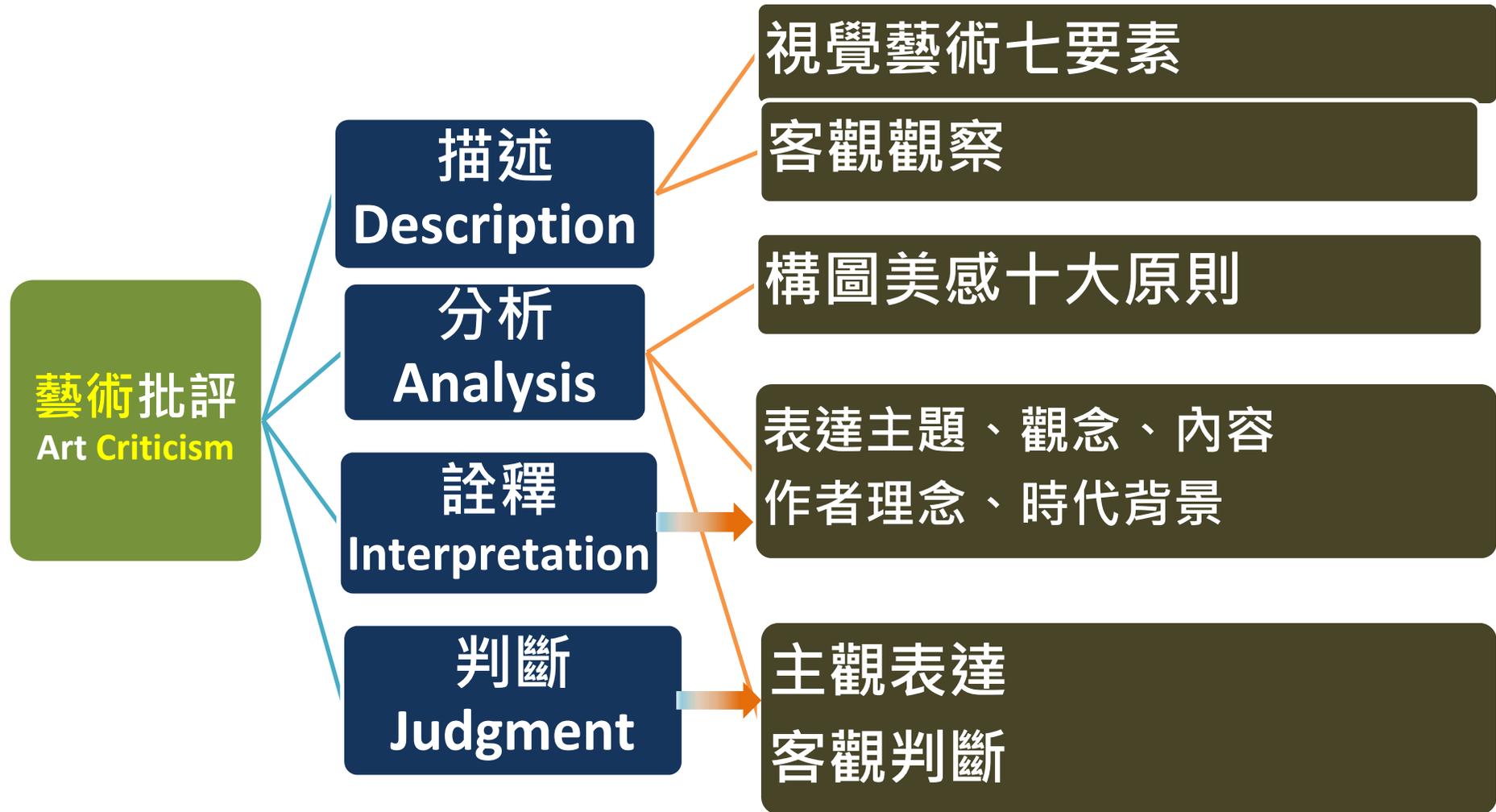
FORM 造型
Geometric 幾何
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COLOR 色彩
Warm 暖色
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VALUE 明暗 強烈對比
漸次變化

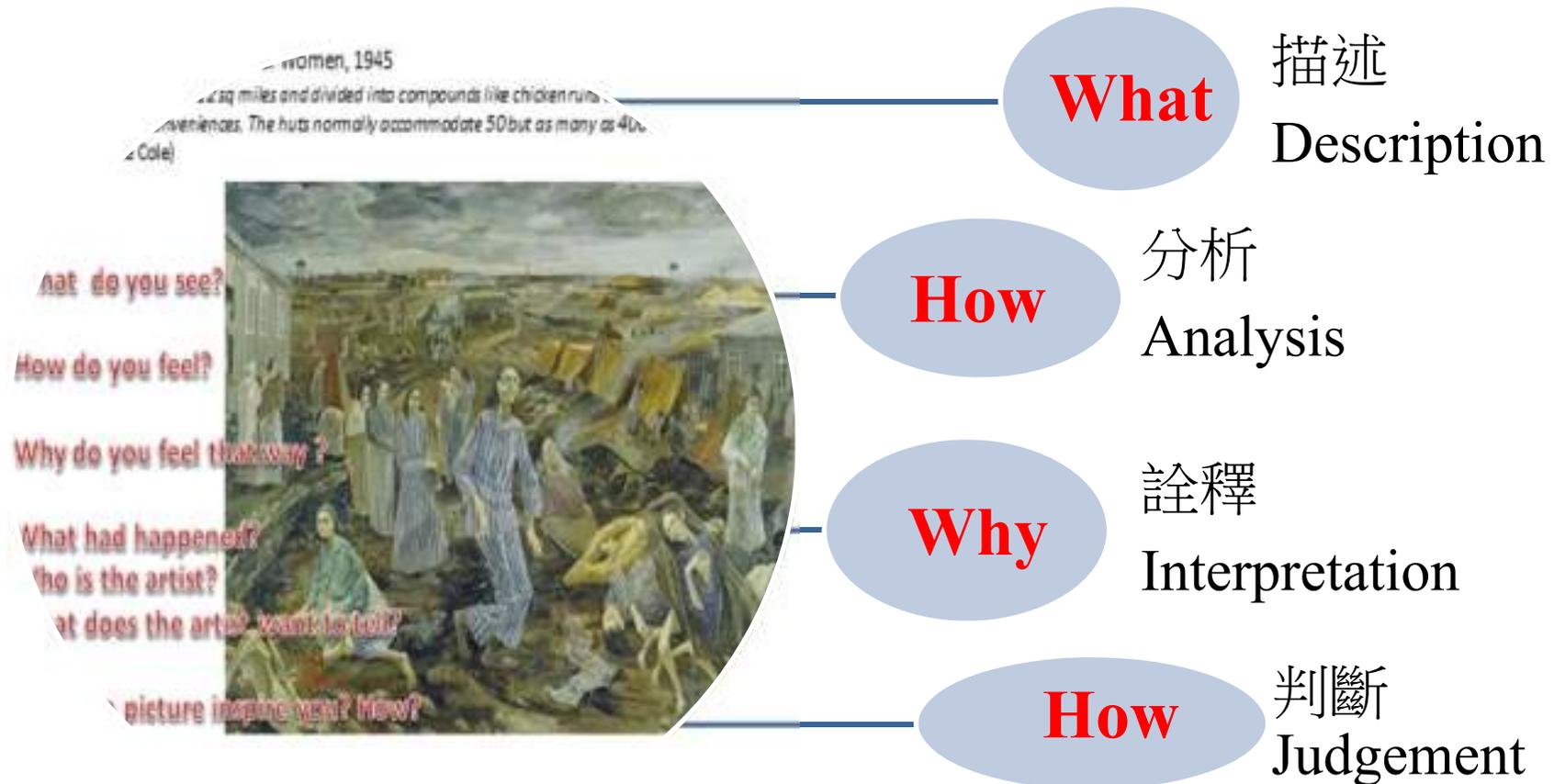


Art Criticism Infographics



Art Criticism 藝術批評

4 steps 四步驟



Leslie Cole, The Compound for Women, 1945

"The Camp is large 12 sq miles and divided into compounds like chicken runs with huts bare of any furniture or conveniences. The huts normally accommodate 50 but as many as 400 were put in." (Leslie Cole)

What do you see?

How do you feel?

Why do you feel that way ?

What had happened?

Who is the artist?

What does the artist want to tell?

Does the picture inspire you? How?



Art Criticism

步驟1:

描述 Description:

理性客觀地觀察描述



Q. What do you see?

Please describe only facts that you saw in the image on the left.

Art Criticism

步驟2:

分析 **Analysis:**

理性客觀地針對視覺藝術要素的運用安排加以分析之。



Q. How did the artist do it?"

- 1.最凸顯的視覺元素 有?
- 2.構圖美感原理原則運用?
- 3.視覺元素與構圖設計產生
哪些造型與效果?
- 4.特定媒材的技巧表現

Art Criticism

步驟3:

詮釋 Interpretation:

Eestablishing the broader context for this type of art.



Q. Why did the artist create it and what does it mean?"

1. What is the story, subject or theme of the poster? 主題故事
2. Main idea and overall meaning
3. Interpretive Statement:
Can I express what I think the artwork is about in one sentence?
4. Evidence: What evidence inside or outside the artwork supports my interpretation

Art Criticism

步驟4:

判斷 Judgment :

Giving it rank in relation to other works and considering a very important aspect of the visual arts; its originality.



Q. Is it a good artwork? Do you like the poster? Why?

.

Criteria: What criteria do I think are most appropriate for judging the artwork?

Evidence: What evidence inside or outside the artwork relates to each criterion?

Judgment: Based on the criteria and evidence, what is my judgment about the quality of the artwork?

Leslie Cole, The Compound for Women, 1945

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What do you see?

How do you feel?

Why do you feel that way?

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Does the picture inspire you? How?



這件作品與安妮有關嗎？





安妮的故事

安妮遷徙地圖與時間



Anti-Semitism

反猶太主義

- A racism.
- To be hostility to, prejudice, discrimination against Jews.
- was first used in print in Germany in 1879

Betta etas mundi

Clamata gens hebreorum
aut oppido basarum nomi
doctores sui in latere dani
bi anno dñi .1147. machinam
se ipsi duntaxat facerent
mundo de pceptis religionem
nostra dicit. 34 p^o vna pen
tiones in ferace ignis potant
thesauri ad igne mitti in anu
de hi malicia posuerunt. Quia in
(mano nra) cogita perfone
appali hominum te regere
in caribus oppidi mator
profuerunt. no ferat. no et an pa
ntes vntate cogita debet po
o afflicti et non volent. et
mchi obferant in cola sepul
turi miracula vana i eo op
ebat bonetate.
In his oco que in germania
et cruce anno dñi .1147. et
videlicet tpe pñali sum
edicti ante regione patre dñi



Et sic clamata regimms
Gobardi dicitur on dno
pne hic ipa tempore admodu
mudissime et dñi Epido ro.
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deseracionibus et deservis
stati 30. an. a pceptone
Gest oco tpe in pto cruce
pñale aditus e de pñe. q
mentatus est. et mura in
desparant et multa opus
nu iusta manro sicut
Cano samare panti
Bartolus leati beator

Locuste ac bestioe
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Locuste ac bestioe
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Dicitur ac bestioe

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rmania
1548.
li sunt.



Locuste ac bestioe
Dicitur ac bestioe
Dicitur ac bestioe

Nuremberg chronicles -
Burning of the Jews
(CCXXV)

Anti-Semitism

A racism.

To be hostility to, prejudice, discrimination against Jews.
was first used in print in Germany in 1879

Persecutions timeline



Massacre of Jewish people in Metz (Holy Roman Empire) during the First Crusade



Nuremberg chronicles - Burning of the Jews (CCXXV)

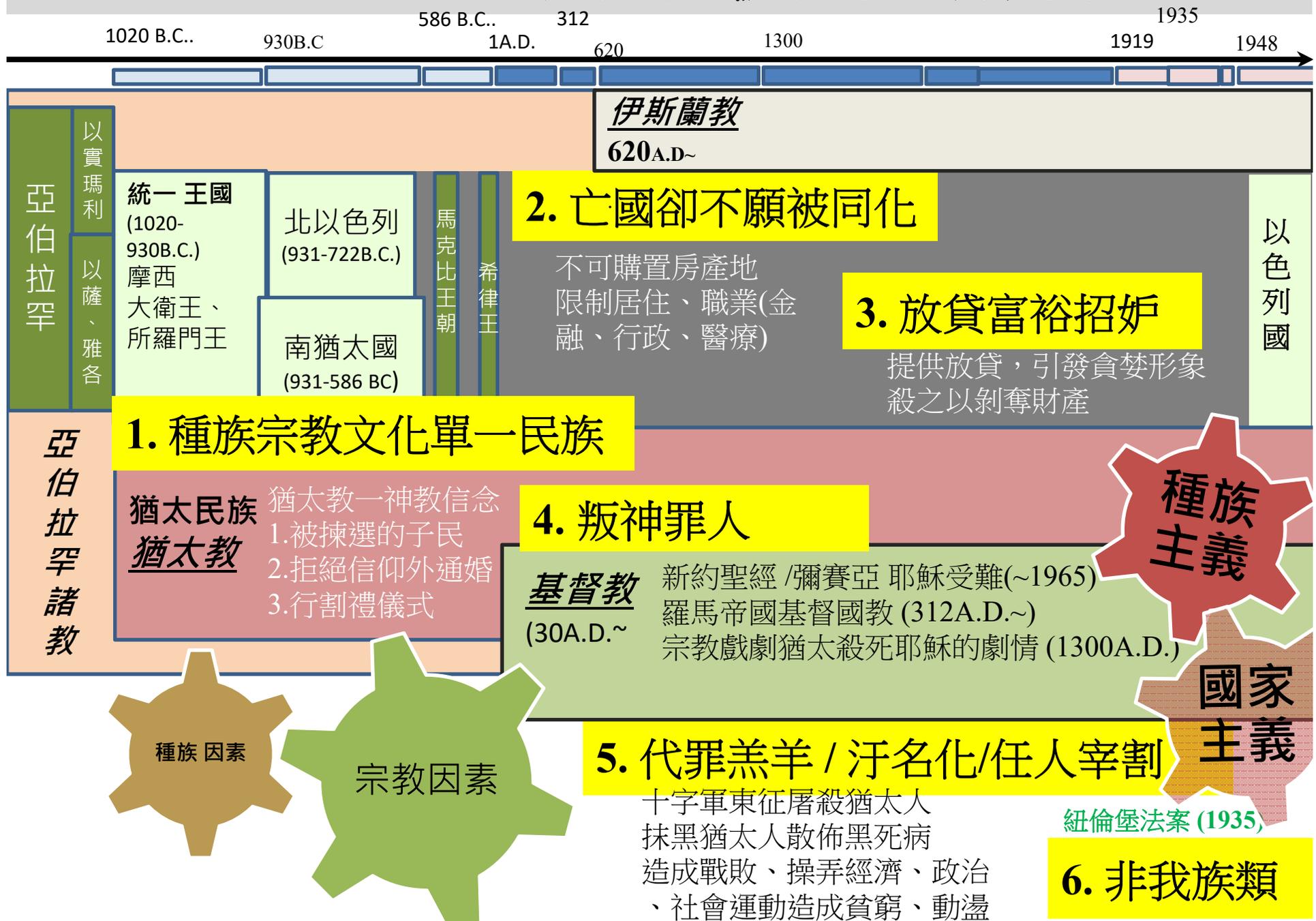
宗教因素

種族主義

國家主義

- 1096 → Rhineland massacres /萊茵河多瑙河社群被徹底摧毀
- 1290 → The Edict of Expulsion from England
- 1300年 戲劇演出猶太人殺死耶穌的仇恨/ 放貸人被收刮
- 1348–1351 → The persecution of Jews during the Black Death
- 1391 → The massacres of Spanish Jews
- 1492 → The expulsion from Spain in
- 1648 to 1657 → The Cossack massacres in Ukraine
- 1791 拿破崙賦予猶太平權，反猶轉變為種族和民族思想
- 1821 ~1906 → Anti-Jewish pogroms in the Russian Empire 殺七萬人
- 1879 → The word of Anti-Semitism first used in print in Germany
- 1894–1906 → Dreyfus affair in France, 誤判猶太人叛國政治事件
- 1942 → 納粹黨高層通過「最終解決方案」
- 1939-1945 → Holocaust, German-occupied Europe
- 1948 to the early 1970s → Jewish exodus from Arab and Muslim countries.

Anti-Semitism 猶太人被迫害的原因



Holocaust 二戰大屠殺 因素



Holocaust

Holocaust

燔祭

ヒマ'

“holos” (whole) 完全

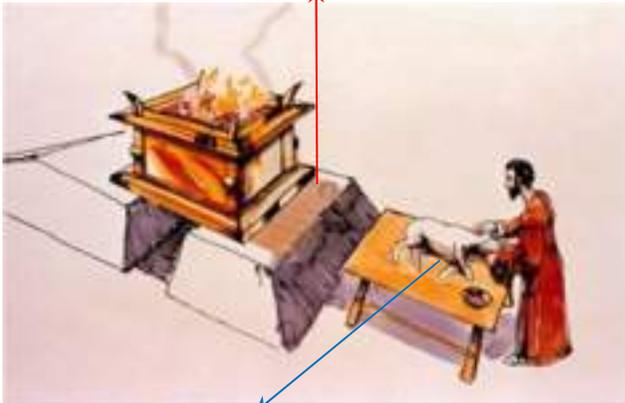
“kaustos” (burned), 燒掉

1945

大屠殺

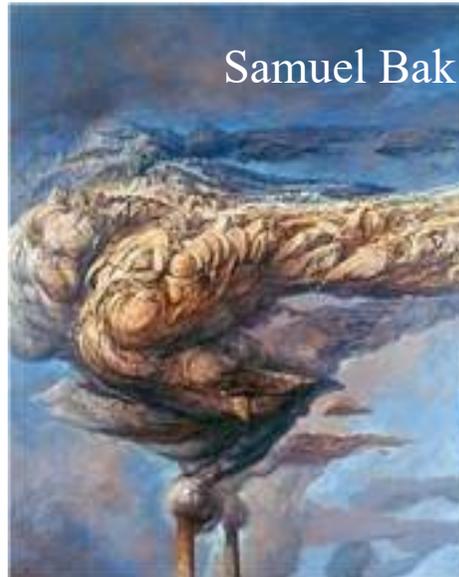
By the German
Nazi regime
between 1933 and
1945

Altar 祭壇



sacrificial offering
burned on an altar.

Samuel Bak



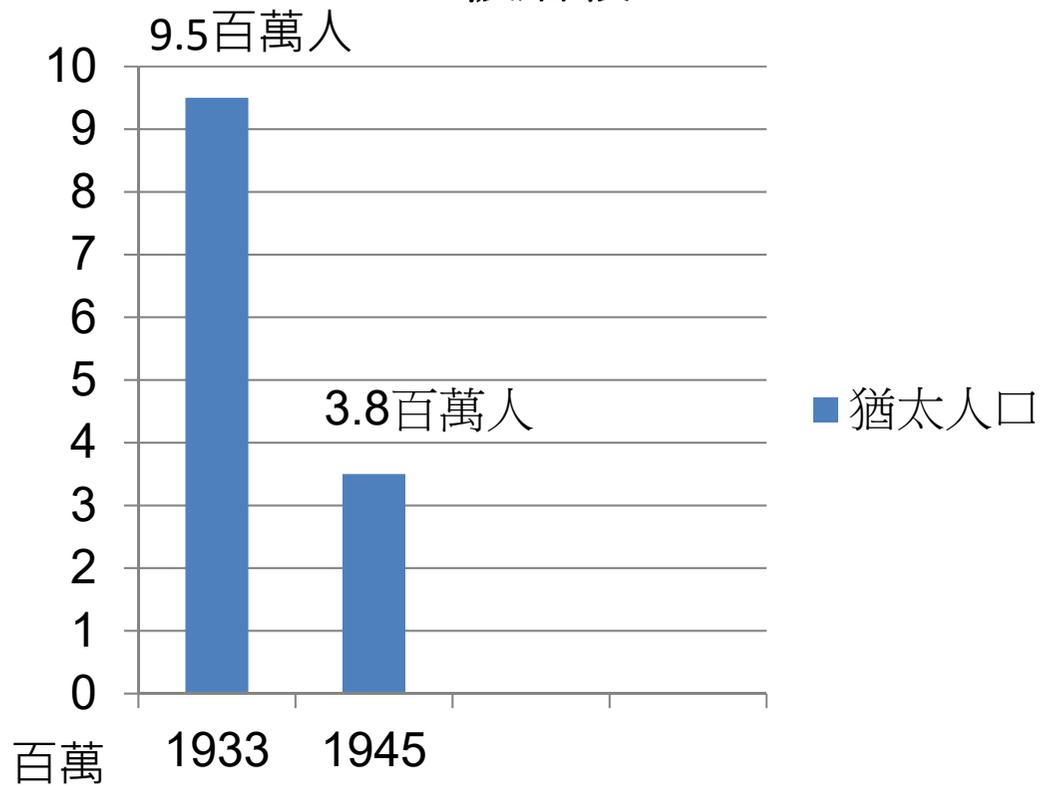
the ideological and
systematic
state-sponsored
prosecution 執法
and mass murder of
millions of

European Jews 猶太人
Gypsies, 吉普賽人
intellectually disabled, 智障
dissidents 政敵 and
Homosexuals 同性戀

[More photos](#)

Figures 數字會說話

歐洲猶太人口變化表—6百萬人
被屠殺



藝術批評方法練習

完成藝術批評學習單，下次上課繳交



What

描述

Description

How

分析

Analysis

Why

詮釋

Interpretation

How

判斷

Judgement

被救治的猶太人，安妮等不到這一天

Doris Zinkeisen (1898-1991) *Human Laundry, at Bergen-Belsen in April 1945,*



What do you see?

How do you feel?

Why do you feel that way?

What had happened?

Who is the artist?

What does the artist want to tell?

Does the picture inspire you? How?

Anne Frank = 1/6000000

With her diary, She lives forever.

Reading her diary, we know she was not just a number,
but a real person.

How could we stop
the tragedy?

How could art help?

For the next lesson!

