

TITLE: Der Knabe mit den Grunen Haaren

Le Garçon aux Cheveux Verts

(The Boy with Green Hair)

ARTIST: Fritz Hundertwasser

(1928-2000), Austrian

DATE: 20th century

SIZE: image: 23 5/8 x 15 5/8 inches; framed: 31 x 25 inches

MEDIUM: Lithograph in eight colors

ACCESSION #: 67.14

Additional works in the collection by the artist?

Yes ___ No X



Artist's Statement:

"I close my eyes halfway just as when I conceive paintings and I see the houses Dunkelbunt [in dark colors] instead of [in an] ugly cream colour and [I see] green meadows on all roofs instead of concrete."

"Paintings for me are gateways, which enable me, if I have been successful, to open them into a world which is both near and far for us, to which we have no admission, in which we find ourselves, but which we cannot perceive, which is against the real world."

Artist's Biography:

Fritz Hundertwasser was born Friedrich Stowasser on December 15, 1928. Although originally named Friedrich Stowasser, Hundertwasser would go on to change his name to fit his beliefs and identity. By translating the first part of his last name "Sto," meaning "one hundred," from Slavic to German he formed Hundertwasser. The name Friedensreich, a spin off of Friedrich, would mean "peace-land." The middle names he selected, Regentag and Dunkelbunt, would each hold meaning as well. Regentag means "rainy day" and was also the name of his sailboat on which he spent much of his time; Dunkelbunt means "darkly multicolored" and he often used this to describe his personality and style. Literally Hundertwasser's first and last name translate into "Peace-Kingdom Hundred-Water." Hundertwasser was born into a Jewish family during the Nazi era. His mother was Jewish so to avoid persecution he posed as a Christian and joined the Hitler Youth. Sixty-nine of his Jewish relations were deported and killed, including his aunt and grandmother.

The artist's education would be limited to three months at the Viennese Art Academy and one day at the École des Beaux-Arts. Instead of traditional school Hundertwasser traveled to Paris, Morocco, Tunisia, Nepal, Tokyo and Siberia and it was during these adventures that he found inspiration for his art. Hundertwasser found great success in the 1960s due to his unusual designing of concentric shapes and "biomorphic" images. In much of Hundertwasser's art his love of shape and irregular form can be seen. He called straight lines the "devil's tools" and wanted his art to be stimulating to the viewer. This is prominent in his architectural designs, which often included irregular forms and natural features. He wanted beauty to exist in buildings as well as harmonize with the environment surrounding them.

Hundertwasser was a political activist. He was not afraid to enthusiastically support his causes. Most noted for his environmental activism he also held the ideas of anti-totalitarianism and preservation of regional identity close to his heart. This was often thought to be connected to his childhood persecution by the Nazi regime. Throughout his career Hundertwasser would remain largely invested in making the world more ecologically friendly. He would publish several writings with his ideas of humanity and nature. In addition he gave public speeches on the same topics, once giving a speech in the nude in Vienna.

Hundertwasser's successes led him to design currency, stamps, clothing, posters and flags for several places such as Austria and Senegal and become head of the master classes for painting at the Viennese Art Academy. The Hundertwasser House was established in Vienna in 1983 venerating his life's work. In his last years he worked on a catalogue raisonné as well as architectural plans but in 2000 he died on a cruise ship off New Zealand's coast.

Contextual Information: *The Boy with the Green Hair*

This birds-eye view of a man's head includes his multi-layered face, manifold eyes, and two noses with delicate grass-based facial hair. The head, as you look down on it, has developed into a field that has several structures emerging at the edges such as a "bulbous baroque cupola, pointed tower and third building." Straight down the center of the field appears a slash, similar to one that an axe may cause; a drop of blood delicately falls to the floor. By using a foreshortened perspective and the direction of the bloodshed the shoes and floor are emphasized. The golden shoes appear to be trampling on what look like "tumbled-over window walls." The overall view may be an obscure commentary on Hundertwasser's relationship to Marta as seen in *My Knowledge of Czech*, or a commentary on the upcoming Prague Spring. Here the human, the environment and architecture are merged. In addition Hundertwasser may be joining the personal and the political.



Hundertwasser's Ship

Glossary:

Catalogues raisonnés: scholarly compilations of an artist's body of work

Prague Spring of 1968: the term used for the brief period of time when the government of Czechoslovakia led by Alexander Dubček seemingly wanted to democratize the nation and lessen the stranglehold Moscow had on the nation's affairs.

References:

<http://www.hundertwasser.com/> . <http://www.hundertwasser.com/hwg/view-26>

[\(Artist's Bio\)](#)

<http://www.hundertwasser-friedensreich.com/>

[\(Prague Spring\)](#)

<http://library.thinkquest.org/C001155/index1.htm>

The Artist's Name: Originally named Friedrich Stowasser, the artist changed his name to Fritz Hundertwasser or "Peace-Kingdom Hundred-Water." His middle names are Regentag or "rainy day," also the name of his sailboat, and Dunkelbunt meaning "darkly colored."

An Experience with Concentric Shapes: Activity Lesson Plan K-5

Session Activity: Fritz Hundertwasser's art is full of bright colors but more prominently in his prints you see the use of concentric shapes. In the print *The Boy with Green Hair*, Hundertwasser uses this technique to represent the ground as well as details on the shoes and head. Students will use this technique on everyday objects trying to show an ordinarily shaped object with new dimension.

Objectives: Through using concentric shapes students will be able to depict new 3D images using objects they see everyday.

Vocabulary: Concentric — repetitive within itself; 3D — three dimensional, has volume

Materials: paper, pencil, construction paper, glue, and scissors



Friedensreich Hundertwasser, Hohe-Haine (High Groves), Dresden, Germany, 1998 Architectural Model

Activity Procedure: Hundertwasser was a 2D artist and architect; he often translated his ideas into three dimensions. The students will translate a 2D image into three dimensions. The students will first be asked to examine *The Boy with Green Hair* and to identify the concentric shapes. Once the concept of concentric shapes is understood students will then be asked to think about objects that they see on a day-to-day basis and redesign them using concentric shapes. After planning out these objects with paper and pencil they will be asked to re-create them in some three-dimensional form using construction paper, scissors, and glue. Once the design is complete the students will be asked to explain the reasons they selected those objects and the ways the concentric shapes added to the visual. It will then be necessary for them to try to determine one reason Hundertwasser used concentric shapes in his print.

Sunshine State Standards: K-5

Benchmark: Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art. (VA.4.F.1.1)

Big Idea: Innovation, Technology, and the Future

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

Sunshine State Standards: 6-12

Benchmark: Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression. (VA.912.C.1.1)

Big Idea: Critical Thinking and Reflection

Enduring Understanding: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Connection to a Cause or Historical Event: Activity Lesson Plan 6-12

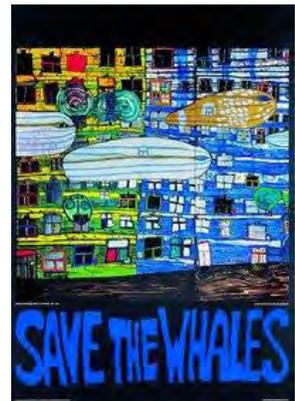
Session Activity: Fritz Hundertwasser's art was often driven by his personal feelings toward the green initiative. He was known to back several causes or historical events (save the whales, Greenpeace, sustainability, and keeping the earth natural) and often expressed his feelings through posters that he would give to auctions for certain charities or through his earth-friendly architecture designs. Students will look at a number of his designs as well as other artists' work that express a political view. Picasso's *Guernica* is a prime example. Students will be asked to select causes they support and artistically bring them into an illustration, billboard, magazine ad, stamp or building plan.

Objectives: The students will understand and express the connection of art to political and social movements.

Vocabulary: Greenpeace — an organization founded in 1971 that stresses the need to maintain a balance between human progress and environmental conservation. Members take active but nonviolent measures against what are regarded as threats to environmental safety, such as the dumping of nuclear waste into the sea.

Materials: paper, magazines, colored pencils, glue and scissors

Activity Procedure: Students will look at and discuss Picasso's *Guernica* and other artists' political pieces. Students will be shown several of Hundertwasser's politically driven prints, stamps, posters and architectural designs. After connecting each with a cause or historical event they will be asked to choose causes or historical events in which they believe. After selecting a cause or historical event each student will be able to pick and choose materials and a method of representation (image, illustration, billboard, magazine ad, stamp or building plan). After all the students have completed their works they will be asked to walk around the "mini gallery" and write down the causes or historical events they think are being expressed. Once finished the students will be asked to write paragraphs explaining their causes as well as their visual expressions. They should be able to connect method to topic.



Friedensreich Hundertwasser, *Save the Whales*, Poster, 33 X 23 mm