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**VAST** July 11-15 2011

Looking To Write, Writing to Look

Lesson Plan

**level**- grade 4

**title**: *More Than Meets the Eye*

# *<http://images.cdn.fotopedia.com/flickr-563291049-original.jpg>* Le Faux Miroir, (The False Mirror), 1950

**time**- 2 -45 minute art sessions

**goal**- Students will use the art of Rene Magritte to inspire writing .

**objectives**-

\*Introduce the art of surrealist painter, Rene Magritte.(Pa State Standard 9.1)

\*Look at work of Magritte with “art eyes” using adjectives- descriptive words: which one, what kind, how many. (Pa. State Standard 1.7)

\*Students will generate a list of adjectives describing the artwork.

\*Use children’s literature to link words and art. (Pa. State Standard 1.6)

\*Students will do their own art and write about it using descriptive words.

(Pa. State Standard 1.4 and 9.4)

*“****My painting is visible images which conceal nothing; they evoke mystery and, indeed, when one sees one of my pictures, one asks oneself this simple question ‘What does that mean’?”* Rene Magritte**

**about the artist-** Magritte was born in 1898 in Belgium**.** He was among a group of artists known as Surrealists. **Surrealism** is a cultural movement that began in the early 1920s, and is best known for the visual artworks and writings of the group members. Magritte used the element of surprise in his artwork using ordinary objects in unfamiliar places. He used his art to create poetic images.

**visuals**- Display prints of several surrealistic paintings by Belgium painter

Rene Magritte (1898-1967)

[](http://www.bing.com/images/search?q=Magritte&view=detail&id=B1E0CC4364FBD68DDA2F7A979B5D0DE6F55DA35B&first=61&qpvt=Magritte&FORM=IDFRIR) 

*Le retour (Return),* 1940 *La Malédiction,* 1931

[](http://www.wallpaperpimper.com/wallpaper/Art_&amp;_3D/Painting/Magritte-1-1024x768.jpg) [](http://rds.yahoo.com/_ylt=A0PDoX2GrTBOSWAAeLijzbkF/SIG=11jak38b0/EXP=1311841798/**http:/renownedart.com/40.4.jpg)

[*Golconde* - 1953](http://www.flickriver.com/photos/andreatoffanin/2956994811/) *la condition humaine-*1933

**day 1**

**materials-**12X18 blue contruction paper (a variety of blues so kids have a choice)white tempera paint, pencil.

**directions-**

\*As students enter the art room have them choose a blue piece of paper, take it to their table and write their name and room number on it before meeting on the rug.

\*Read the book, *It Looks Like Spilt Milk* by Charles Shaw. This children’s book has a white blob of paint on each page, similar to the Rorschach inkblot test, where you are asked to describe what you see in the blob. Discuss book then

ask the students to close their eyes and picture a hot, sunny day:

“Pretend you and a friend are sitting on a hill looking at the cumulous cloud formations drifting by. Have you ever seen something that you can recognize in floating clouds? You and your friend start playing the game “I Spy” with cloud shapes taking turns seeing with ‘art eyes’. Now open your eyes. Try to keep those images in your head.”

\*Gather everyone around a table to model the art lesson.

\*Have kids move to his/her art table. Ask them to fold their paper in half vertically, open it up. Pass around the paint bottle. Ask each artist to squirt a blob of white paint about the size of their fist onto the fold of the paper keeping the paint in the middle of the paper. Refold paper. Use the flat of your hand to move the paint around inside. Don’t open the paper. Count to three, everyone opens their paper at the same time on three.

\*Partner with the student across the table from them. Play “I Spy”.

\* Put paintings in the drying racks as they line up for dismissal.

\* When students are in line ask what vertical means? cumulous? symmetry?

**day 2**

**materials**-pastels, pencils, lined paper.

\*Before kids arrive have their art at their respective tables.

\*Meet on rug. Introduce the art of Surrealist, Rene Magritte with a brief biography.

\*Display several of Magritte’s paintings with clouds. Have the kids study the paintings. Magritte looked at life in a different way as his painting show.

\*We are now going to use words to describe his paintings.” we’re going to use descriptive words called adjectives. Adjectives describe nouns and answer the question which one, what kind and how many.

\* Then introduce the idea of striking adjectives. **Striking adjectives (**adapted from *Wondrous Words* by Katie Wood Ray) Writers will sometimes describe a noun using an adjective that is unusual or unexpected. In this case we are going to use an adjective we don’t think of as a “normal” modifier for a particular noun. ex-man rain, cloudy birds…

\*After looking at the paintings, choose one painting and together make a word bank of adjectives (include striking adjectives) describing the paintings. List them on the board. Remind the students that they should look at the painting again using their “art eyes”.

\*Dismiss kids to tables asking them to look at their painting, ask them to broaden how they see their art (as Magritte did).

“Your task is to write a poem describing your painting using lots of adjectives.”(striking adjectives too-that means wacky describing words)

\*\*\*If there is time they can embellish their painting with pastel crayons.

\*Do a pair/share having two children each take a turn reading their poem and showing their artwork.

\*\*\*Display artwork with writing.

**Bibliography**

<http://artencyclopedia.com/artists>

Hesse, Karen. *Come On Rain.* Scholastic Press, division of Scholastic Inc,

New York, 1999.

Shaw, Charles G. *It Looked Like Spilt Milk*. HarperCollins, 1947.

Wenzel, Angela. ***Rene Magritte: Now You See It-Now You Don't*,** International Book Import Service, Inc., 1998.

Wood Ray, [Katie.](http://www.amazon.com/Katie-Wood-Ray/e/B001IGNT6M/ref=sr_ntt_srch_lnk_1?qid=1311784612&sr=1-1)  [*Wondrous Words: Writers and Writing in the Elementary Classroom*](http://www.amazon.com/Wondrous-Words-Writers-Elementary-Classroom/dp/0814158161/ref=sr_1_1?s=books&ie=UTF8&qid=1311784612&sr=1-1), NCTE, 1999.