Art And Writing Based Lesson Plans Inspired By

"JAZZ" (1947)

An Artist Book Created

By

Henri Matisse

VAST "Looking To Write"

Diane Lavalais

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OVERVIEW:

The Purpose of this three-fold lesson plan perspective is to immerse fourth grade students into a framework where art media, art production, picture books, and writing activities are interconnected to support personal expression and individualized communication styles related to artistic and author skill development.

The theme of each lesson is:

"Self Discovery And Expression With Colors, Images, And Words"

Students will be introduced to a picture book entitled "Micawther", by John Lithgow. The main character Micawther, a squirrel, discovers the wonder of colors and art appreciation by trying to imitate the painting styles of master works in the art museum. The book introduces a variety of artist that may be used in group discussions and ends with Micawther opening his own art museum with work inspired by his favorite artist. The final illustration is his self portrait as a work in progress.

This story that is set to rhyme, has captivating illustrations with alternating pages of Pollack like splashy, lavish, and lush colors that stimulate the viewer to inspect, scrutinize, peer, and observe.

Standards for each lesson will link to the School District Of Philadelphia Core Curriculum For Literacy And Visual Arts Grade 4

Literacy Standards:

1.2 Reading critically in All Content Areas

C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3 Reading, Analyzing, And Interpreting Literature

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B. Explain the use of literary elements within and among text (e.g., characters, setting, and plot). Identify literary elements in stories including theme and point of view.

1.4 Types of Writing

A. Write poems, plays, and multiparagraph stories.

1.5 Quality Of Writing

A. Write with a sharp, distinct focus identifying topic, task, and audience.

1.6 Speaking And Listening

A. Listening to Others.

D. Contribute to discussions.

E. Participate in small and large group discussions and presentations.

F. Use media for learning purposes.

Visual Art Standards:

9.1 Production, Performance, And Exhibition Of Visual Arts

Performance Content Descriptors:

- Identify the elements, principles, and expressive features in works of art.

- Solve visual arts problems by applying elements, principles, and expressive features of art

- Know differences among materials, techniques, and processes.

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- Select and use materials, techniques, and processes to communicate ideas, experiences ,and stories.

- Develop, use, and maintain an art vocabulary.

- Identify subject matter, symbols and ideas in works of art from diverse cultures and historical periods.

- Select and use subject matter, symbols, and idea to communicate meaning

9.2 Historical And Cultural Contexts

Performance Content Descriptors:

- Identify works of art as belonging to particular cultures, times, and places.

- create art based on historical and cultural ideas.

9.3 Critical Response

Performance Descriptor

- Understand that there are various purposes for creating works of art.

9.4 Aesthetic Response

Performance Content Descriptors:

- Describe how personal experience influence the development of the individual's artwork and the artwork of others.

- Understand and reflect on different responses to the same work of art.

Book/poetry discussions will take place before, during, and after reading to

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assess prior knowledge, vocabulary understanding and story/main idea comprehension

Art posters, postcards, and books about the artist in Micawther's story will be utilized in compare and contrast art observation activities.

The focus artist to unite the lesson plan unit after the introductory reading will be Henri Matisse and his two Jazz art book Posters," Icarus " and "The Fall Of Icarus".

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LESSON ONE:

TITLE: "Imagine And Draw With Scissors Like Matisse"

OBJECTIVES:

1. Introduce the life and changing art styles of Matisse

2. Brainstorm art vocabulary that may also be applied to "jazz" music

3. Compare and contrast art elements that give different meaning

to the images "Icarus" and "The Fall Of Icarus"

4. Illustrate two contrasting feelings in the scissor drawing technique

like Matisse.

5. Use art vocabulary to describe, analyze, and interpret work

IMAGES: Icarus and The Fall Of Icarus posters from the "Jazz" (1947)

Artist Book by Matisse.

MATERIALS:

1.Colored Construction paper

2. Scissors

3. Glue sticks

4. Pencils/erasers optional

5. White drawing paaper

MOTIVATION: Students will be asked to identify mood and story

possibilities based on art elements and images in

the posters. The Greek Mythology will be described

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to determine clues that may reinforce the visual story.

Students will be directed to think of two contrasting

moods or feelings to illustrate using the collage technique.

Foreground, middle ground, and background will be

demonstrated as a compositional option.

ACTIVITY: Students will be given time to review visual aids for color,

style, technique, and appropriate vocabulary.

1. Cutting techniques will be demonstrated to the group to reinforce vocabulary such as organic, geometric, symmetry, positive and negative space.

2. Students will select colors that best represent their mood or emotion.

3. All shapes, lines, images, textures, etc .must be arranged into the desired composition before glue is distributed.

4. Each composition will be given a title.

CONCLUSION: Students will volunteer to have several peers try to guess the represented mood or emotion and justify their reason using the art vocabulary. They will also have the opportunity to articulate their own creative process.

EXTENSION MATERIALS:

D'Aulaires' Book Of Greek Myths; Delacorte Press, a division of Random House, Inc. N.Y. 1962

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LESSON TWO:

TITLE: "Color Compositions In Art And Words"

OBJECTIVES:

1. Create a ladder book similar to "Planting a Rainbow".

2. Write a color poem using a guided handout.

3. Develop figurative language such as metaphor, simile, and

onomatopoeia.

4. Develop descriptive writing skills by using adjectives for the five

senses and descriptive phrases.

5. Compare art styles of Ehlert and Matisse

IMAGES: 1. Lois Ehlert books such as;

Planting A Rainbow

Color Zoo

Eating the Alphabet

Feathers for Lunch

Chicka Chicka Boom Boom

2. Henri Matisse Posters

MATERIALS:

1. A video interview with Lois Ehlert; www.reading rockets.org

2. Book, "Planting A Rainbow"

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3. Color poem worksheets

4. Ladder bookmaking worksheets

5. Colored construction paper

6. Stapler

7. Tape

8. Crayons or coloring material

9. Pencils

10. Descriptive language worksheets

MOTIVATION: Students will compare and contrast the art style of book s illustrated by Lois Ehlert to collages made by artist Henri Matisse. The composition of his "JAZZ" will also be compared. They will discuss whether they think he was or was not influential to her art style and creative process. Next ,student will listen to the story planting a rainbow. Focus will be placed on how the growing length of the pages reflect the growing size of the plants and flowers illustrated in the story. It seems that the staggering uneven pages create a rainbow of vibrant colors in the middle of the story. Last, students will become the book maker and story teller through poetry.

ACTIVITY A.: Students can create a rainbow colored ladder book or add patterns to the pages later.

1. Place the red piece of paper vertically on a flat surface and lay the orange piece on top, leaving one-half inch of the red paper showing on the top.

2. continue in the same manner with the yellow, green, blue,, and purple papers always leaving one-half inch of the previous color showing. Keep the sides as even as possible.

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3. Holding down the top section of the pages, fold all the bottom sheeets up, matching the purple halves on top of each other, while the other pages create a "ladder" effect.

4. Staple the pages together at the bottom of the folded red sheet.

5. Turn the book around, with the staples at the top.

6. Cover the Staples with tape.

ACTIVITY B. Write A Color Poem By Answering The Questions On The Hand-out: Imagine a color. Use similes to compare the color to different sounds, smells, tastes, and textures. For example if you are writing about yellow, a banana, the sun and a raincoat are all yellow things.

1. Brainstorm two or more things that can represent your color for all five senses.

2. Chose the best simile from each sense category.

3. Sound may be represented by onomatopoeia such buzz, clang , tweet to name a few.

4. Descriptive phrases using adjectives may also be used.

5. Choose the best response from each sensory category and compose your color poem.

CONCLUSION: Students may share their best poems or book designs in a class exhibit.

EXTENTION MATERIAL: Book; "Over The Rainbow " with CD

Performed By Judy Collins; Paintings By Eric Puybaret

Imagine! A Peter Yarrow Book, N.Y. www.imaginbks.com

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LESSON 3

TITLE: Visualize A Story In Art And Poem

OBJECTIVES:

1. Identify and analyze the art elements that create mood, emotion and main idea in Jacob Lawrence's "Migration Series".

2. Examine, analyze the use of imagery and word choice that create characterization, tone and meaning in poem "Mother to Son" by Langston Hughes.

3. Consider how the paintings and poem comments on some aspects of life in America.

IMAGES: 1. Jacob Lawrence's "Migration Series"

2. Henri Matisse Posters

MATERIALS: 1. "Mother To Son" poem

2. Daedalus and Icarus story

3. Drawing materials: color pencils, markers, crayons

4. Writing materials; pencil ,paper

5. Descriptive words hand-out

MOTIVATION: Students will watch Jacob Lawrence interview video and Migration Series Presentation on The Phillips Collection Website. Next the poem "Mother To Son" poem will be read. Class will discuss what the poem is about and how metaphor is used.

ACTIVITY: 1. Feel and Respond; Students will choose a painting from the series and write down words that come to mind when they look at it. They will describe how the paintings make them feel and the emotions it makes

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them have. Last, they will be asked to relate the painting to their own life or another narrative painting such as the posters by Matisse.

ACTIVITY: 2. READ AND DISCUSS ; The poem "Mother To Son" will be read to the class. They will answer the following questions:

1. What is the poem about?

2. What is the theme?

3. What does the mother want the son to do?

4. What is the metaphor of the poem?

5. What do the words suggest about the mother and son?

CONCLUSION: Students will be given the choice to write poem. Final projects will be shared with peers for positive feedback.

EXTENTION MATERIALS: Book and CD, Poetry Speaks To Children by

Sourcebooks MediaFusion , Naperville Illinois,2005