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Looking to Write, Writing to Look

Lesson Plan

**level**- grades 1-2

**title**- *I have a dream*.

**time- 2-**45 minutes periods

**information – The Art of Marc Chagall**

Chagall took inspiration from his childhood and Belarusian folk-life portraying Biblical themes reflecting his Jewish heritage and those of Christianity. *His art incorporates many religions in its spirituality*. His words say it best,

## *“To my mind, these paintings express a dream that belongs, not to a single tribe but to all mankind.”*

## He draws from his past to create dream-like stories in which, often, he acts as an observer of this world. Many of his paintings seem to be read in a circle or spiral to make meaning. Chagall’s work captures happiness and optimism with the use of bright, vibrant color. His art includes the use of symbolism: cow- life at its best, tree- *life*, rooster- fertility, breast- fertility (Chagall loved and respected women), fiddler- in Chagall's village the fiddler played music at cross points of life (birth, wedding, death), herring, also painted as a flying fish- remembering his father working in a fish factory, clock- time, candles- two candles symbolize the [Shabbat](http://en.wikipedia.org/wiki/Shabbat) , seven candles- the Menorah, signifying the life of pious Jews, windows- freedom, houses of Vitebsk- feelings for his homeland, scenes of the circus- harmony between man and animal.

He was associated with the [Paris School](http://en.wikipedia.org/wiki/Paris_School). The *School of Paris* is not an [art movement](http://en.wikipedia.org/wiki/Art_movement), it is represents the importance of Paris as a center of Western art in the early decades of the [20th century](http://en.wikipedia.org/wiki/20th_century). The group of non-French artists in Paris before World War I, created in the styles of [Post-Impressionism](http://en.wikipedia.org/wiki/Post-Impressionism), [Cubism](http://en.wikipedia.org/wiki/Cubism), [Fauvism](http://en.wikipedia.org/wiki/Fauvism), and includes artists like [Picasso](http://en.wikipedia.org/wiki/Pablo_Picasso), [Chagall](http://en.wikipedia.org/wiki/Marc_Chagall), [Modigliani](http://en.wikipedia.org/wiki/Amedeo_Modigliani), [Mondrian](http://en.wikipedia.org/wiki/Piet_Mondrian) and French artists like [Bonnard](http://en.wikipedia.org/wiki/Pierre_Bonnard) and  [Matisse](http://en.wikipedia.org/wiki/Henri_Matisse). Many of these same artists, plus [Constantin Brancusi](http://en.wikipedia.org/wiki/Constantin_Brancusi), [Raoul Dufy](http://en.wikipedia.org/wiki/Raoul_Dufy), and [Chaim Soutine](http://en.wikipedia.org/wiki/Chaim_Soutine), worked in Paris between [World War I](http://en.wikipedia.org/wiki/World_War_I) and [World War II](http://en.wikipedia.org/wiki/World_War_II).

In 1973, the *Musée National Message Biblique Marc Chagall* (Chagall Museum) opened in [Nice](http://en.wikipedia.org/wiki/Nice), France. His work radiates a sense of spirituality, peace and tranquility in his large, colorful paintings. The museum contains the largest collection of Chagall’s works in its permanent collection.

**goal-** to capture a dream in words through writing **objectives**-

* The students will learn about artist, Marc Chagall and his work.
* The student will explore symbolism in Chagall’s paintings
* The student will write a short story of his/her dream.

**materials**-paper, pencil

**day 1**-

\*Expose the class to the art of Marc Chagall using a Smartboard and large prints displayed in the classroom. Note that many of his paintings tell a story in almost a circular fashion.

\*Ask the students what they see happening in Chagall’s painting \_\_\_\_\_\_\_\_\_\_.

\*Tell them to use their “art eyes” to read the painting.

\*Explain that Chagall uses symbols to tell a story in his paintings. List some on the Smartboard for easy access for the students.

\*Talk about symbols. ex- the sun can mean warmth, light, heat. A cloudless blue sky might mean serenity, peacefulness.

\*Show 5 minute video clip- <http://www.dailymotion.com/video/xa1u7c_marc-chagall-edvard-grieg-suite-n1_creation>. It shows many, many of his paintings and is accompanied by music from suite number 1 of Peer Gynt.

\*Using Chagall’s “dreamlike” paintings as inspiration ask the children to try to capture their own dream first in words then in art. The students will write down as many words that are symbols as they can in four minutes creating a word bank.

\*The student can do a quick sketch of what the dream looks like.

\*Using at least five of the words from the word bank, the student will build a dream. He/she must be part of the dream. The student will write a short story telling his/her dream.

**conclusion:**

\*Share their stories with a partner first (pair share), then ask for volunteers who would be willing to share with the whole group.

**day 2**

**goal- the student will draw a dream.**

**objectives**

* The student will define vocabulary: realistic art, abstract art, surrealistic art.
* The student will use previous knowledge of line, shape and color.
* The student will follow oral and modeled directions
* The student will be able to identify paintings by Marc Chagall.

**\*materials**: white 12”X18” paper, pencils, oil pastels, *Sketchos.*

**\*show prints**

**   **

**\*discussion**: We wrote about a dream after seeing Chagall’s dreamlike paintings but have you ever thought about drawing a dream?

**\***In this lessonyou are going to draw the dream you wrote about the last time we met.

**procedure**

**\***Name and room # on the back of your paper written in pencil.

\* In pencil on the left side of your paper write the letter “L” halfway down the side.**\***Using a dark color oil pastel, have the students draw their house.

\*Turn the paper counterclockwise until the corner is facing your bellybutton☺ \*Draw yourself in action.

\*Turn your paper counterclockwise until the “L” is on the bottom.\*Draw people that are important in your life in a group.

\*Turn your paper counterclockwise so the next corner is at your bellybutton☺ Draw a sun or a moon or both. Add stars. *Remember this is a dream.*

\*Turn your paper counterclockwise until the “L” is on the right side of your paper. Draw a pet or a favorite animal.

\*Color in your drawings. Add 2 lines running across the entire paper in different directions.

\*Add a background color or two to unite your dream.

\*Share with a partner

\***closure **Have artists move to the rug. Present several prints of different styles of paintings, two or three being Chagall prints. Have them identify Chagall’s works. \* Identify Surrealistic paintings.

**BIBLIOGRAPHY**

West, Shearer. The Bullfinch Guide to Art. UK: Bloomsbury Publishing Plc, 1996.

<http://www.artcyclopedia.com/artists/chagall_marc.html>

http://www.dailymotion.com/video/xa1u7c\_marc-chagall-edvard-grieg-suite-n1\_creation

Pa state standards

day 1 directions

motivation/intro

discussion

conclusion

bibliography