

Visual Art - Grade 2

Lesson 4.5 – Working Like Matisse

CALIFORNIA ARTS STANDARDS

CREATING-Standard 3- Refine and complete artistic work.

2.VA:Cr3.1 Discuss and reflect with peers about choices made in creating artwork.

OBJECTIVES

- Create a work of art collaboratively with peer(s).
- Explore placement, overlapping and size differences in a work of art.

VOCABULARY

- **Placement:** the action of arranging, placing elements in a particular location
- **Overlapping:** extend over something to cover partly
- **Size:** dimensions or magnitude of something
- **Organic shapes:** free form, unpredictable
- **Collaboration:** the act of working with someone to produce or create

INSTRUCTIONAL MATERIALS

- Images of Henri Matisse working with other artists on cut paper collages
- 18" x 24" sheets of colored construction paper, 1 for every four students
- 4.5" x 6" pieces of colored papers, at least 1 per student
- Pencil, one per student
- Scissors, one per student
- Glue sticks or liquid glue, one per student

WARM UP

- Project photographs of Henri Matisse working on paper collages from page 3 of this lesson.
- Allow one minute for students to examine the photos silently.
- Discussion questions:
 - What do you see?
 - What makes you say that?
- Project the photograph from page 4 of this lesson depicting Matisse working with an assistant.
- Discussion question:
 - How do you think these two artists work together?
 - How do you think they talk to each other?

Henri Matisse From Wikipedia
French Artist: Born 1869 Died 1954

Cutouts Diagnosed with abdominal cancer in 1941, Matisse underwent surgery that left him chair and bed bound. Painting and sculpture had become physical challenges, so he turned to a new type of medium. With the help of his assistants, he began creating cut paper collages, or [decoupage](#). He would cut sheets of paper, pre-painted with [gouache](#) by his assistants, into shapes of varying colors and sizes, and arrange them to form lively compositions. Initially, these pieces were modest in size, but eventually transformed into murals or room-sized works. The result was a distinct and di

LESSON

(30 minutes)

- Divide class into groups of 4 students or pairs (depending on the behavior of the class).
- Distribute a pencil, two different colored papers and a pair of scissors to each student.
- Remind students how they created shapes in the last lesson.
- Discussion question:
 - o What did we do first during our art making process the last time we met?
 - o Next?
- Explain that the types of shape they will create today are called organic shapes. These shapes are like blobs, not geometric or recognizable as “things”.
- Demonstrate how and instruct students to:
 1. Fold one of the colored papers in half.
 2. Draw a curved line around the paper from the folded side back to the folded side without crossing the line.
 3. Cut along the curved line creating an organic shape and a paper with a negative space.
- Distribute a piece of 24” x 36” colored construction paper to each group of 4 students.
- Number each student in the group, 1 through 4.
- Ask the number 1 students to place their two pieces of cut paper on the large construction paper meaningfully while the other students watch silently.
- Then ask number students to place their pieces.
- Continue this process until all pieces of cut paper are placed on the background construction paper.
- Discussion question:
 - o What do you think of the arrangement of the pieces of cut paper?
- Allow students to discuss the placement of shapes on the background for 2 minutes.
- Ask students to remove the pieces of paper and repeat the process of placing shapes on the background.
- Discussion question:
 - o Now what do you think of the arrangement of the pieces of cut paper?
- Demonstrate how and instruct students to:
 4. Glue the pieces in the chosen configuration when the groups have decided upon an arrangement that satisfies the whole group.
 5. Write the name of each person in the group on the back of the group mural.
 6. If there is time and/or space, place the completed group works as a display.
- Collect art making materials and store as appropriate.

REFLECTION/CLOSING

(10 minutes)

- Discussion question:
 - o What did you learn about making art as a group?





Henri Matisse with one of his assistants, Jacqueline Duhême


“It was like drawing, but with scissors...”

Henri Matisse: The Cutouts
The Tate Modern, London
April 17 - September, 2014
The Museum of Modern Art, New York
October 12, 2014 - February 8, 2015



Large Decorations with Masks (1953)

Arts Education Project

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| Date: | Classroom Teacher: | Discipline Visual Art |
| VAPA Teacher: | Room #: | Lesson 4.5 Grade 2 |
| Lesson Objective(s): <ul style="list-style-type: none"> • Create a work of art collaboratively with peer(s). • Explore placement, overlapping and size differences in a work of art. | | |
| Key Vocabulary: <ul style="list-style-type: none"> • Placement: the action of arranging, placing elements in a particular location • Overlapping: extend over something to cover partly • Size: dimensions or magnitude of something • Organic shapes: free form, unpredictable • Collaboration: the act of working with someone to produce or create | | |
| <div style="text-align: right;">  <p>VAPA <small>TRANSFORMING LIVES THROUGH THE ARTS.</small></p> </div> <p>To see today's lesson: https://sites.google.com/sandi.net/artseducationproject</p> | | |