

**Lesson Plan Title:** “Fall”owing Henri Matisse and His Cut-outs

**Grade:** 1

**Time:** Two 35-min periods

**Teacher:** Christine Huang

**Date:** November 16, 2014

### **Non-Art Discipline Concept**

Shapes are all around us, whether they are organic or inorganic. Nature consists of mainly organic shapes, and man-made materials are usually organic. These two types of shapes create the world and our human perspectives on life. Our own faces are prime examples of organic shapes, where none of our features are exactly symmetrical. If they were, we would look very strange, perfection to the strangest degree. One example of a perception on life is how we perceive ourselves, more specifically how we look. A person may be so concerned about his/her physical appearance that they neglect to see the positives in his/her characteristics.

### **Concepts in Art Disciplines**

#### **Art Production (Art Making):**

- **Element/Principle of Design:** Shape – there are two types of shapes, organic and inorganic. Organic shapes are found in nature and do have an intentional shape. Inorganic or geometric shapes have precise measurements and are found less in nature.
- **Technique/Process:** Cut-outs, collage

#### **Aesthetics:**

- What is cut out?
- When is a cut out considered a success?

**Art Criticism:** “Composition (Tahitian Harmony).” 1945-46. Gouache on paper, cut and pasted. 22 ¼” x 14 3/8”. Property of an Italian Private Collection.

- *Description*
  1. What do you see in this artwork?
  2. What colors are here?
  3. What kinds of shapes do you see?
- *Formal Analysis*
  1. How are the shapes arranged?
  2. How is color used?
  3. Is the artwork two-dimensional or three-dimensional?
  4. Did the artist produce the work from imagination or a model?
- *Interpretation*
  1. What is the meaning of this artwork?
  2. What is the subject of the artwork?

- *Judgment*
  1. Do you think this is a successful work of art? Explain.
  2. Are there any changes you would make to this artwork? If so, what?
  3. What feeling or emotions does this artwork express to you?

### **Art History**

- Background on Henri Matisse

### **Learning Objectives**

#### **Art Disciplines:**

- Students will create a collage based on the autumn season by cutting and pasting at least 5 organic and 5 inorganic shapes onto an 18" x 24" paper.

#### **Adaptations/Modifications for Students with Disabilities**

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which student engages in art activities; adapt to students' strengths and interests. Change the goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

#### **Non-Art Discipline:**

- Students will apply their knowledge of autumn objects by orally explaining their intentions for the cut outs the students made.

#### **Adaptations/Modifications for Students with Disabilities**

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

#### **Democratic Skills:**

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.
5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

### **Democratic Skills Learning Modifications:**

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

### **Sequence of Classroom Activities**

1. Day 1: Students cut out shapes and start pasting them onto paper
2. Day 2: Students finish up project

### **Materials & Equipment**

- Construction paper
- Scissors
- Glue sticks
- 18" x 24" white paper
- Pencils

### **Resources**

- <http://www.moma.org/interactives/exhibitions/2014/matisse/img/cut-outs/matisse-overview.jpg>. November 16, 2014.
- <http://www.moma.org/interactives/exhibitions/2014/matisse/in-the-studio.html>. November 16, 2014.
- <http://blog.bridgemanimages.com/wp-content/uploads/2014/05/Henri-Matisse-Composition-tahitian-harmony.jpg>. November 16, 2014.

### **List of Art Works**

- "Composition (Tahitian Harmony)." 1945-46. Gouache on paper, cut and pasted. 22 ¼" x 14 3/8". Property of an Italian Private Collection.
- "Vegetables." 1951. Gouache on paper, cut and pasted. 68 7/8" x 31 7/8". Private Collection.

### **Supporting Materials**

- PowerPoint on Henri Matisse

## **Narrative of Classroom Procedures**

### **I Want You To...**

- Think about what objects you normally see in the season *Fall*
- Draw out your shapes before you cut them
- Carefully cut your shapes out.
- Think about what kind of shapes you want to cut out. Organic and/or inorganic

### More Questions, Statements, Positive Verbal Reinforcements, Suggestions, and Clarifications of Tasks

- You don't need to rush when cutting.
- You can get hurt if you are not concentrating while cutting
- When you hear the word "fall" as in the season, what do you think of? What are you reminded of?

### Lesson Extensions/Connections

- Talk about positive and negative spaces. Have the students create another collage focusing on the two types of spaces.
- Have the students write a title for their artwork.

### NJCCS:

- **One Visual Arts Standard and Indicator: Visual and Performing Arts.** 1.3 Performance. All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. D. Visual Art. 2. Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. 1.3.2.D.2. Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- **One English Language Arts Standard and Indicator: Speaking and Listening Standard K-5.** The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. **Grade 1 students. 4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### **Anticipated Misconceptions that May Occur**

- Students will not all be able to find their partner in the stimulation activity.
- Students draw flowers the same size as the picture on the big drawing paper, instead of enlarging the flower.
- Students will not all be able to clearly hear the introduction or see the demonstration.

### **Teacher's Evaluation**

#### Lesson Plan:

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don't allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students' interest?

5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?
6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

#### **Teaching of Lesson:**

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?
4. Did I ask enough open-ended questions?
5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did build on students' prior understanding/knowledge
9. What is one aspect I can improve for the next time I teach this lesson?

#### **Student Outcomes:**

1. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?
2. Were students able to try their best without giving up?
3. Were students able to hand in their work on time?
4. Were students able to verbalize form and aesthetically pleasing forms?
5. Did students think about the elements of fall?
6. Were students able to carefully cut out their shapes?
7. Did students write a title for their collage?
8. Did students clean up their workspace?

#### **Outcomes for students with learning disabilities:**

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

#### **Learners' Characteristics**

According to Lowenfeld's stages of development, the Schematic Stage (ages 7 to 9), is where students begin to draw out the concept of space. Students begin to depict the sky and ground, and the colors are represented more closely to the objects. The bigger the figures are represents the importance of those figures to the students.

#### **Students with Learning Disabilities Characteristics**

**ADD and ADHD:** Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily

distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom, hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

**Autism:** Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

**Behavioral, Emotional and Social:** Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

**Down Syndrome:** Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.