

Critical Components of Lesson Design

Planning

Name: Ms. Artsy	Subject Area: Visual Art	Lesson Date: July 2015
Unit Title (if applicable): Composition LP2	Lesson Plan Title: Shapes-Matisse	Grade Level: 1st
Time Required: 40- 50 minutes	Materials and Media: Smart Board or computer with ability to project images (or print of Matisse art) Henri Matisse <i>Beasts of the Sea (1950)</i> National Gallery of Art Construction paper various colors Scissors Glue Large sized colored paper to attach cut shapes to	
Aligned State Standards: 2015 Arizona Arts Standards Subject: Visual Arts Grade: Grade 1 <i>VA.CR.1.1 b. Use careful observation in preparation for making a work of art.</i> <i>VA.CR.2.1 b. b. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</i> <i>VA.RE.7.1 a. Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one's self and others).</i> <i>VA.RE.8.1 Interpret art by categorizing subject matter and identifying the elements and principles.</i>		
Measurable Goals and Criteria for Mastery (quantitative and references the assessment): Students will differentiate between geometric and natural/organic shapes with 100 percent accuracy and create a cut paper collage based on a theme they select.		
Differentiation: Remediation: Working with struggling students the teacher will use pre cut-outs of geometric and organic shapes to guide students to overlap and glue down shapes. The teacher will review the type of shapes from the cut-outs with the student. Differentiation: Extensions: Have the student describe their process and choice of shapes to convey their theme to another student, a group of students or the class.		

Assessment

Pre-Assessment Data (Optional):
Beginning of the year Art Assessment
Post Assessment:
Students pair share – Correctly identify the two types of shapes used in their art work. Raise hands to

acknowledge.

Independent Activity:

Students will select a theme and make their own collage cutting out geometric and organic shapes and overlapping some of the shapes.

Instructional Sequence

Anticipatory Set with Purpose:

What shapes do you recognize in *Beasts of the Sea*? Can you find shapes that remind you of playful fish? A floating seahorse? Spiral shells? Waving seaweed? Curvy coral? What about geometric shapes like squares, rectangles, and triangles?

Everything has a shape, right? But what exactly is a shape? Shape is a flat area surrounded by edges or an outline.

Instructional Sequence:

1. Geometric and Organic Shapes-

Artists use all kinds of shapes. Geometric shapes are precise and regular, like squares, rectangles, and triangles. They are often found in human-made things, like building and machines while organic shapes are found in nature. These shapes may look like leaves, flowers, clouds—things that grow, flow, and move.

2. Matisse

An artist that loved to explore the possibilities of mixing geometric and biomorphic shapes was Henri Matisse. In the last few decades of his artistic career, he developed a new form of art-making: the paper cut-out. Still immersed in the power of color, he devoted himself to cutting colored papers and arranging them in designs. “Instead of drawing an outline and filling in the color...I am drawing directly in color,” he said. Matisse was drawing with scissors!

Matisse enjoyed going to warmer places and liked to watch sunlight shimmering on the sea. He often traveled to seaports along the French Mediterranean, also visiting Italy, North Africa, and Tahiti. *Beasts of the Sea* is a memory of his visit to the South Seas. In this work of art, Matisse first mixed paint to get all the brilliant colors of the ocean. Then he cut this paper into shapes that reminded him of a tropical sea. Lastly, he arranged these biomorphic shapes vertically over rectangles of yellows, greens, and purples to suggest the watery depths of the undersea world.

3. Students will select a theme for their work. Using Matisse’s *Beast of the Sea* as inspiration, they can choose a memory of a vacation as their inspiration.
4. Model cutting out geometric and organic shapes for students.
5. Model placing shapes down on a large paper and overlapping at least some of the shapes.
6. Using scissors, students will cut the paper into different shapes that remind them of that

place.

7. Then, they will arrange their cut-out shapes on a large piece of colored paper. Encourage students to move the pieces around, rotate them, and experiment with layering at least two shapes need to be overlapped.
8. When they are satisfied with the design, glue the shapes in place.

Closure:

“Who can name the artist we learned out and use for Inspiration today? Turn to your table partner and name the two types shapes used in your art work (wait for students to do this). I will walk around to help. If you could name the two types of shapes raise your hand.

Hands down, if you had at least four shapes overlapped raise your hand. Well done!

Turn to your table partner and explain to each other the theme of your art work.

Check your paper to be sure you name is on your paper. Great job today!”