

Title: *Drawing with scissors*

Schedule: School Year 2016-2017
K-5 Fall/Winter/Spring

Set-up/prep = 20 minutes
Presentation & Art activity: 1 hour, 15 minutes

Artist: Henry Matisse – Northern France, 1869-1954.

Henri Matisse (like Wassily Kandinsky who we studied last year) was studying to become a lawyer. He first started to paint in 1889, after his mother brought him art supplies during a period of convalescence following an attack of [appendicitis](#). He discovered "a kind of paradise" as he later described it, and decided to become an artist, deeply disappointing his father. (Very similar to Frida Kahlo)

Matisse's painting style changed many times during his life. He was at times an Impressionist, an Expressionist, an Abstractionist, and most popular for being associated with Fauvism – using raw, bright, hot colors and vigorous brushwork to express his feelings. Matisse wanted to express himself with color and shape (like Kandinsky) rather than with realistic drawings and perspective.

Henri Matisse had a worldwide reputation by the early turn of the 20th century. Besides line drawings and paintings, he was commissioned to do book illustrations, ballet sets, and murals. Matisse also made all the decorations, including the furniture, the stained glass windows, and the priest's robes for a church in France.

In his final years, Matisse could no longer hold a brush or stand for any length of time – he was confined to a wheelchair. Still wanting to create art, he experimented with collage and created some of his most vibrant work simply by using brightly colored cut papers which, with the help of an assistant, were pinned on contrasting backgrounds.

Description: Students will be introduced to Henri Emile Benoit Matisse and the progression of his later artistic career from intensely patterned scenes in rooms, to his work with his simple but brilliant cut-work paper collages.

Materials & Space:

For this lesson: CPL will provide the children's storybook titled, *Matisse's Garden* by Samantha Friedman, libraries already have *Cutting with Scissors*, for school libraries - along with a power point on the life and art of Matisse; a color wheel; and 3 poster board prints.

- Poster board prints: 1.) *Lady in Purple Robe, 1937* (one of his final works in oil)
2.) *Panel With Mask, 1947*
3.) *Beasts of the Sea*

For the Art project: each class will need two stacks of vivid colored paper (cut by CPL into manageable shapes) – one of warm colors, one of cool colors. Each student receives one sheet of square watercolor paper, one glue stick, and a pair of scissors.

Big Idea: Art begins to look NEW, again.

Student Learning Assessment

<p>Learning Objectives <i>What I want my students to know and be able to do.</i></p>	<p>Assessment Criteria / Formative Assessment Checkpoints <i>What I will observe in my students – traits that can be seen and/or heard. When I can check-in/observe this?</i></p>
<p>1. Learn about the life and art of Henri Matisse.</p>	<p>1. Students will be able to tell their parents who Henri Matisse was, why he was an important artist, and what style of art he is most famous for.</p> <p><i>Check-in:</i> conversation with students, ask these questions of the class at conclusion of lesson.</p>
<p>2. To understand how Visual Art is dimensional – one can convey depth into the scene by using positive and negative space, or layering/stacking the shapes or colors.</p>	<p>2. Students make choices to use positive and negative shapes/space, or layer/stack the shapes or colors in their artwork.</p> <p><i>Check-in:</i> During PowerPoint and when observing posters ask which shape is in front or behind another and which one was put down first? Where is the positive space that a negative space came from?</p>
<p>3. To create art with geometric and organic shapes, using scissors and colored paper.</p>	<p>3. Students use only scissors and paper to cut geometric and organic shapes.</p> <p><i>Check-in:</i> during the hands-on art project, ask students if their shape is organic or geometric.</p>
<p>4. To experience creating dimension with positive and negative space.</p>	<p>4. Students demonstrate through their choices to use the shape that was cut out or to use the background the shape was cut from.</p> <p><i>Check-in:</i> observed during the hands-on art project.</p>
<p>5. To know the difference between warm and cool colors.</p>	<p>5. Students demonstrate through their paper choices to use warm or cool colors.</p> <p><i>Check-in:</i> during the art project, ask students if their paper is a warm or cool</p>

	color?
6. To recognize the similarities and differences among artists throughout time and culture globally – remembering artists they have studied previously,	<p>6. Students can a.) name one other artist who used color and shape in their creations, b.) name different countries artists were born in, c.) discuss how the culture or time the artist grew up in was an influence on their art.</p> <p><i>Check-in:</i> conversation with students, ask these questions of the class at conclusion of lesson.</p>

Vocabulary:

Positive shape/space – indicating the presence of shape or form.

Negative shape/space – indicating the absence of shape or form.

Warm colors - containing red, yellow, or orange tones. (fire-like)

Cool colors – containing blue, purple, or green tones. (water like)

Geometric shapes -characterized by regular lines and symmetrical shapes, of or relating to geometry: triangle, square, rectangle, circle.

Organic shapes - characterized by non-symmetrical and curving continuous line shapes of natural development,

Fauvism – a style of painting with vivid expressionistic and non-naturalistic use of color. This style flourished in Paris from 1905 and, although short-lived for only about 4 years, had an important influence on subsequent artists. **Matisse was regarded as the movement's leading figure.**

From the French word *fauve* meaning '**wild beast.**' The name originated from a remark of the French art critic Louis Vauxcelles at the Salon of 1905 – when he came across a quattrocento-style statue in the midst of works by Matisse and his associates, he is reputed to have said, "Donatello au milieu des fauves!" (*Donatello among the wild beasts*).

Fauvism is the style of *les Fauves*, a loose group of early twentieth-century Modern artists whose works emphasized painterly qualities and **strong color** over the representational or realistic values.

Presentation Instructions:

1. Introduce the students to Henri Matisse through the PowerPoint presentation.
2. Share the large poster board prints and discuss the changes in his styles – from very detailed with patterns to the simplicity of solid colors and diverse shapes.

Art activity:

Set-up: At a central location/station, set out two sets of colored papers, individual baskets hold one warm colors, and another color of baskets holds the cool colors. Give to each student one sheet of watercolor paper, one glue stick, and a pair of scissors.

Prepare students with some discussion of how to use the **glue sticks**, ie: glue down the edges only, apply glue to the back of the shape then turn over to set on the “canvass”. The purple glue dries clear. You don’t need to gob the glue on, clean, smooth strokes work best.

Prepare the students with some discussion about **scissor safety**. Scissors stay on the desk, walk only with points down.

Model how to cut curves by moving the paper rather than trying to move the scissors in the shape/line you want. Cut out a shape and show that the shape itself is a positive use of space, the paper from which it came from is a negative use of space.

1. Ask students to write their name on one side of the watercolor paper and then turn it over.
2. **Preparing the background.** Ask the students to consider their background for their image. Is it the sky? Is it the ocean? Show them the model of a completed background (big shapes, covering most of the paper). Have students select 3 pieces of paper from ONE of the piles – EITHER warm or cool. Students can take 3 different colors from that one pile or 3 of the same color or a combination,
3. Instruct the students to cut each piece into a GEOMETRIC shape and arrange them on the water color paper for BACKGROUND. (Circle, square, rectangle, octagon, triangle.) If the paper is already the size wished for, it is o.k. to use as is. If these papers need to be smaller (**generally stay the size of their hand**), be sure to cut them in geometric shapes. These background shapes should fairly cover the watercolor paper ‘canvas.’
4. Ask students to glue these 3 finished shapes onto their watercolor paper so as to be the BACKGROUND of their art. Each geographic shape may or may not touch and/or overlap.
5. Next, ask students to consider what figures or items they are going to put on their background. Sea creatures? Dancers? Birds or other wildlife? Then, ask each student to select 3 different colors of paper from ONE of the piles – EITHER warm or cool. Students can take 3 different colors from that one pile or 3 of the same color or a combination. Students may switch from their original choice of warm to cool or not (and visa-versa), as they choose.
6. **Preparing “the story”:** Now instruct the students to cut out several smaller ORGANIC shapes from these pieces. (leaf, wave, squirrely, spiral, seaweed, curly-q, etc.) Can

you 'draw a bird with scissors" in one cut? Can you draw with scissors a dancer?
Use your imagination! What shapes will relate to your background?

7. Remind students to consider using the shape itself OR the paper it was cut from = POSITIVE AND NEGATIVE shapes/spaces!

Final steps:

8. Instruct students to arrange these ORGANIC shapes onto their watercolor paper in a manner that is pleasing to them. **REARRANGE** to see what looks best.
9. Remind about using OVERLAPPING or STACKING to add depth. What goes in front or on top?
10. When students are happy with their layout, have students glue down these organic shapes onto their artwork.

Clean-up:

11. Have students roll down the glue sticks before replacing caps, return the glue sticks and scissors to you, and pick up paper scraps to be recycled. (we're hoping to use them for an art project)

12. Before you or the students leave, ask them some review questions:

Who is today's artist?

What was Henri Matisse famous for?

What is an example of an organic shape?

What is an example of a geometric shape?

Tell me about positive and negative space.

What devices exist today for creating art that did not exist when Matisse was alive?
(computers and other technology)

13. If enough time remains, engage students in a walk-around to see each others' work.

State Standards:

Component 1.1: Understands and applies arts concepts and vocabulary.

Component 1.2: Develops arts skills and techniques.

Component 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.

Component 2.1: Applies a creative process to the arts.

Component 2.3: Applies a responding process to an arts performance and/or presentation of dance, music, theatre, and visual arts.

Component 3.3: Develops personal aesthetic criteria to communicate artistic choices in dance, music, theatre, and visual arts.

Component 4.3: Understands how the arts influence and reflect personal choices throughout life.

Component 4.4: Understands how the arts influence and reflect cultures/civilization, place, and time.

DAILY NOTES:

Matisse Learning Plan 2016-17 – Carnegie Picture Lab©