WHAT COLOR IS YOUR MOOD?

Inspired by Henri Matisse's *Head of a Woman*, 1917

Created by Kimberly Stroberg, Art Teacher, Bennington Middle School

Grade Level 4th-8th grade

OVERVIEW

What color do you see when you are sad? Happy? Confused? Angry? Excited? How do artists use color to represent a feeling?

ANTICIPATORY SET

Pick a volunteer and ask “If I told you that you just won the lottery, how would you feel?” “What color would you see?” “What if I told you that you just missed the school bus and now you will be late to school?” “What color would you see?” Next show examples of art by Fauvists Henri Matisse, André Derain, and Maurice de Vlaminck. How do these paintings make you feel? What strikes you most about these compositions? Explain the Fauvism art movement and how these artists used color to project a certain mood.

STUDENT LEARNING OBJECTIVES:

• Students will be able to analyze color and mood in a work of art.
• Students will paint a portrait using color and mood as a guide.

VOCABULARY:

• Fauvism
• Color—primary, secondary, tertiary, and analogous.
• Portrait
• Mood

MATERIALS:

• Fauvism visual aids including Henri Matisse's *Head of a Woman*
• The Art Story: Modern Art Insight – Fauvism [http://www.theartstory.org/movement-fauvism.htm](http://www.theartstory.org/movement-fauvism.htm)
• Cell phones (optional)
• Watercolor paper
• Sharpie markers
• Watercolor paint
• Watercolor brushes
• Pencils
• Crayons
• Watercolor crayons (optional)
LESSON OUTLINE

- Have students write down a mood. Such as sad, excited, surprised, etc.
- Have a partner take a picture with their own cell-phone expressing their mood. (Alternative for lower grades, the teacher can make up a story and then take a picture of the student with their cell phone and print off. The kids love the made up stories!).
- Demonstrate how to draw a portrait of a face. Use the cell phone pictures as a guide.
- Draw the face on watercolor paper in pencil first. For younger grades, have students trace in crayon for a resist. For older grades, I have the students trace in Sharpie.
- Hand out watercolor paint. Discuss analogous colors, have students pick the color of paint to fit the facial expressions.*note, I take away the brown and black paint.
- For teachers on a cart, I use watercolor crayons or watercolor pencils.
- For the background, I let the students try watercolor techniques, by adding salt or alcohol.

EXTENSIONS

- Science-Watercolor paint techniques. What does the salt do? Alcohol? How do our eyes and brain perceive color?
- Language arts-Story telling
- Math-Measuring the face and symmetry.

CONTENT STANDARDS

NEBRASKA CONTENT AREA STANDARDS

IOWA CORE STANDARDS

Nebraska Fine Arts Standards-FA 5.2.1A-FA 5.2.3B-D, FA 5.2.4B, FA 5.2.4D.