STEAM LESSON PLAN

Created by Alison Ball, Josie Langbehn, Trever Reeh & Laura Huntimer
Grade Level Middle school (adaptable for lower and higher grades)

THEME Portraiture
INSPIRED BY Henri Matisse, Head of a Woman

PROJECT TITLE: COLOR ME HAPPY

DRIVING QUESTION
What is a portrait?

STUDENT LEARNING OBJECTIVES: Put these on the board or have students write them in a notebook/journal.

- I will create portraits using various media.
- I will respond to emotions with color.
- I will present who I am in an artwork.
- I will connect with my classmates by studying a friendship and rivalry.

CONTENT STANDARDS
NEBRASKA CONTENT AREA STANDARDS
IOWA CORE STANDARDS

THE FOUR C’S FOR STEAM CAREER READINESS SKILLS

- Critical Thinking: students will consider the definition of a portrait.
- Creativity: students will create multiple portraits.
- Collaboration: students will work together to explore similarities and differences between two artists as well as themselves.
- Communication: students will use art to share who they are with their classmates

VOCABULARY: color/hue, color theory, emotion, Fauvism, media, portraiture

RESOURCES: Matisse Teaching Poster; Matisse Pinterest board; Nelson Teacher Resource Center

- Video – “How to Draw the Face” 87tors, YouTube
  ➢ Preview all videos before sharing with students.
- Website – Basic Color Theory, Color Matters
- Website – Color in Motion by Claudia Cortés (bilingual site).
- Website – In Living Color, Brain Games, National Geographic
- Website – Fauvism, MoMA Learning

Henri Matisse (French, 1869-1954), Head of a Woman, 1917, oil on wood panel, 15 1/2 x 12 1/2 in., Partial gift of the Gilbert C. Swanson Foundation and museum purchase, 1989.9 © 2017 Succession H. Matisse / Artists Rights Society (ARS), New York

October 2017
PROCEDURE
Overview: Using Henri Matisse's Head of a Woman, students will explore portraiture as color through discussion and activities.

Engage: What is a portrait? Ask students for their definition and create a list of criteria for a work to be considered a portrait.

Ask students...
- How do you know a work of art is a portrait?
- Does a portrait portray a real person or someone the artist imagined?
- Is a portrait one person or a reflection of many people?
- What media is used to create a portrait?
  *Use the worksheet at the end of this lesson as needed.

Deliverables: Tell students they will...
- Create multiple portraits.
- Learn how to draw a face.
- Discover color theory.

Art Talk: Fauvism. Matisse, considered the founder of this movement, used unrealistic color and wild brushstrokes in his painting while using vibrant colors directly from the paint tube. Explain the Fauvists' philosophy, especially the important role color played in their artworks.

Ask students...
- How do you choose your clothing each day? Does color influence your decision?
- Do certain colors make you feel differently than others?
- What attributes do colors have?
- Why do you think the Fauvists played with color?
- Is there a right or wrong way to use color? Explain.

Description of Activity:
- Have students create a simple portrait. Go through the steps to construct a face. Give students mirrors so they may look at themselves as they draw.
- Shift to a different a "silhouette self-portrait." Capture students' profiles by casting their shadow on the wall and tracing it onto paper.
- Have students take their silhouette and fill it with words and symbols that represent who they are. You may choose to keep it as a black and white project and come back to this project to introduce color after discussing it in the lesson.
- Introduce color theory. Review the basics such as the color wheel.
• Discuss how color and emotions are connected. Give students various colors (for example crayons or construction paper)
  o Ask questions like "what color is happy?" and have students hold up the color they think represents that emotion.
  o Students in elementary school may enjoy this interactive site to explore color – Color in Motion by Claudia Cortés (bilingual site).
  o For older students, have them study color in advertising. Have them pick a product and develop a color-based advertising scheme. Discuss visual communication using color.

• Transition to creating a colorful portrait. Have students tear up pieces of construction paper and create a portrait only using that.
  o Revisit how the Fauvists used color to project mood and encourage students to do the same with their colorful portraits

• Talk about how we see colors and the science behind it. Use In Living Color, Brain Games, National Geographic to introduce this section.

• This or That. Give students a series of questions that have them choose between two items. For example, do you like dogs or cats?
  o Pair up students based on opposite answers. Then have them research the friendship and rivalry of Matisse and Pablo Picasso. Consider using a Venn diagram to chart their similarities and differences.
  o Have the students, while in their pairs, chart their similarities and differences.

• To finish this lesson, have students create a final portrait keeping in mind the criteria for a portrait that they discussed earlier in this lesson. Let them choose any media.
  o For inspiration, show them how artist Yung Jake uses emojis to create portraits.

Closing: Art Show. Hang students' portraits and have an art show.

Assessment: Reflection. Have students write a reflection about this lesson and what they learned.

STEAM LESSON PLAN Joslyn Art Museum uses the Nebraska Department of Education’s STEM Approach as a guide, but we took the liberty of adding the “A” to emphasize the ARTS.

NDE’s STEM Approach reflects an integrated and interdisciplinary philosophy to teaching and learning that emphasizes collaborative school-based, work-based, family-based, and community-based experiences as a context for helping students to master key competencies within science, technology, engineering, and mathematics.

Teaching and learning resources, experiences, and example activities included within NDE’s STEM Approach serve as a standards-based framework for supporting the engagement of students in hands-on, authentic, and contextual learning experiences that provide students with the opportunity to learn STEM content while promoting essential career readiness skills, including communication, creativity, collaboration, and critical thinking.

NDE’s STEM Approach strives for compatibility with all content-areas, all grade levels, and all career clusters, not just those traditionally defined as STEM.
DEFINING A PORTRAIT

Read the following questions and determine if the answer is **Never**, **Sometimes**, or **Always**. Use Joslyn's collection to help.

<table>
<thead>
<tr>
<th>N</th>
<th>S</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
□ □ □ Are the subjects in the portrait static?
□ □ □ Can the subjects in the portrait move?
□ □ □ Does the subject take up over half of the canvas in a portrait?
□ □ □ Can a portrait of a person not include the person's face or body in the artwork?
□ □ □ Does a portrait show a person in their best clothes or uniform?
□ □ □ Does a portrait represent a real person?
□ □ □ Does a portrait represent a mythological person?
□ □ □ Can the artist direct the subject how to pose in a portrait?

Review your answers above and develop a definition of a portrait:


Is this an accurate definition of a portrait?

portrait – noun

1. A likeness of a person, especially one showing the face, that is created by a painter or photographer, for example.