STE**A**M 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
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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.
- Essay – ["African Influences in Modern Art" by Denise Murrell, Heilbrunn Timeline of Art History, The Metropolitan Museum of Art](#)
- 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 1Ž2 x 12 1Ž2 in., Partial gift of the Gilbert C. Swanson Foundation and museum purchase, 1989.9 © 2017 Succession H. Matisse / Artists Rights Society (ARS), New York

- Website – The Art Story: Modern Art Insight – Fauvism
- Article – "How to Draw a Face (Proportions Made Easy)" by Lance Rafael, instructables.com
- Article – "Matisse & Picasso" by Paul Trachtman, Smithsonian Magazine, February 2003
- Article – "Digital Artist Yung Jake Scores with Emoji Portraits" by Guy Trebay, The New York Times

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)
    - Ask questions like "what color is happy?" and have students hold up the color they think represents that emotion.
    - Students in elementary school may enjoy this interactive site to explore color – Color in Motion by Claudia Cortés (bilingual site).
    - 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.
    - 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?
    - 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.
    - 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.
    - 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.

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DEFINING A PORTRAIT

Read the following questions and determine if the answer is <u>N</u>ever, <u>S</u>ometimes, or <u>A</u>lways. Use Joslyn's collection to help.

N	S	A	
☐	☐	☐	Does the artist define a portrait?
☐	☐	☐	Does the viewer define a portrait?
☐	☐	☐	Does a portrait have one subject?
☐	☐	☐	Does a portrait have more than one subject?
☐	☐	☐	Can a portrait have objects in it?
☐	☐	☐	Do portraits have people in them?
☐	☐	☐	Are portraits of living things?
☐	☐	☐	Are portraits of inanimate objects?
☐	☐	☐	Is it portrait if the subject is not looking at the artist?
☐	☐	☐	Does a portrait include the subject's head?
☐	☐	☐	Does a portrait include the subject's entire body?
☐	☐	☐	Is a portrait a recognizable subject?
☐	☐	☐	Does a portrait have to be subjective?
☐	☐	☐	Does a portrait have to be objective?
☐	☐	☐	Is a portrait horizontal?
☐	☐	☐	Is a portrait vertical?
☐	☐	☐	Are portraits 2-D?
☐	☐	☐	Is a portrait a visual experience?
☐	☐	☐	Is a portrait a verbal experience?
☐	☐	☐	Is a portrait a tactile experience?
☐	☐	☐	Is a sculpture of a person a portrait?
☐	☐	☐	Is a sculpture of an animal a portrait?
☐	☐	☐	Are portraits on canvas?

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☐ ☐ ☐ 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?

por·trait – noun

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

portrait. Dictionary.com. The American Heritage® Dictionary of the English Language, Fourth Edition. Houghton Mifflin Company, 2004. http://dictionary.reference.com/browse/portrait (accessed: April 16, 2008).

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

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