

GETTING TO KNOW THE ARTISTS

Grade Level: Kindergarten

Presented by: Pat Coombs, Elbert County Charter School, Elizabeth, CO

Length of Unit: Five Lessons

I. ABSTRACT

- A. The best way to learn about the famous artists is to learn their method of painting by using hands-on experiences. Students need to learn that art is a form of communication. Using visual images to explain themes and to see how the ideas of each artist had their unique way of expression, students will use techniques and tools that were used during certain periods of history.

II. OVERVIEW

- A. Concept Objectives
1. Students recognize the visual arts as a form of communication. (Colorado Standard 1 for the Visual Arts; Kindergarten)
 2. Students know and apply visual arts materials, tools, techniques and processes. (Colorado Standard 2 for the Visual Arts; Kindergarten)
 3. Students relate the visual arts to various historical and cultural traditions. (Colorado Standard 2 for the Visual Arts; Kindergarten)
- B. Content from the *Core Knowledge Sequence*
1. Pieter Bruegel, *The Hunters in the Snow*
 2. "Warm" or "cool" colors
 3. Henri Matisse, *The Purple Robe*
 4. Pieter Bruegel, *Children's Games*
 5. Diego Rivera, *The Mother's Helper*
 6. Different lines: zigzag, curved, straight, curvy, wavy, thick, thin
- C. Skill Objectives
1. Students will explain how the painting "The Mother's Helper" makes them feel.
 2. Using various methods and media including drawing and painting students will make a mural.
 3. Student will explain how the people responded to murals during the early part of the twentieth century.
 4. Students will describe the *Children's Games* print noting the lack of color.
 5. Students will discuss and interpret from an aesthetic point of view focusing on emotionalism (see definition).
 6. Students will describe the idea behind the work of Bruegel noting the realistic representation of subjects in Bruegel's work.
 7. Select, organize, and use visual images for expression of Impressionistic artwork.
 8. Create original works of art expressing personal ideas and experiences.
 9. Note similarities and differences between Matisse, Diego Rivera, and Bruegel.
 10. Recognize differences between a variety of materials, techniques, and processes pertaining to the Impressionist artists.

11. Describe how materials and processes communicate Impressionism.
12. Develop a related vocabulary using Impressionism in describing warm and cool colors.
13. Students will identify artwork that is alike and different.
14. Students will develop eye-hand coordination.
15. Through observation, tool control, students will draw basic shapes.
16. Students will identify elements of Impressionistic art.
17. Students will recognize expressive qualities of elements of art.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. When presenting each artist, use pictures in appendices and assemble an outfit. Enter the room dressed in each artist's clothes, light a lantern and begin telling the story as if you are the artist.
 2. Terms helpful for teaching aesthetics: imitationalism-emphasis on literal qualities, most important is the realistic representation and emotionalism-emphasis on the expressive qualities, most important is the vivid communication of moods, feeling, and ideas.

IV. RESOURCES

- A. Hirsch, E.D., *What Every Kindergartener Needs To Know*
- B. Krull, Kathleen, *Lives of the Artists, Masterpieces, Messes (What the Neighbors Thought)*
- C. Micklethwait, Lucy, *A Child's Book of Art*
- D. Micklethwait, Lucy, *I Spy, An Alphabet of Artworks*
- E. Venezia, Mike, *Bruegel*
- F. Venezia, Mike, *Matisse*
- G. Venezia, Mike, *Monet*
- H. Venezia, Mike, *Rivera*
- I. Walsh, Ellen Stoll, *Mouse Paint*

V. LESSONS

Lesson One: Diego Rivera

- A. *Daily Objectives*
 1. Lesson Content
 - a. Diego Rivera
 2. Concept Objective(s)
 - a. Students recognize the visual arts as a form of communication (Rivera).
 - b. Students will apply visual arts materials, tools, techniques and processes.
 - c. Students will relate to cultural aspects of artwork (Mexican influence).
 3. Skill Objective(s)
 - a. Students will explain how the painting "The Mother's Helper" makes them feel.

- b. Using various methods and media including drawing and painting students will make a mural.
- c. Student will explain how the people responded to murals during the early part of the twentieth century.

B. *Materials*

1. *Diego Rivera* by Mike Venezia
2. *What Every Kindergartener Needs to Know* by E.D. Hirsch
3. Picture of Diego Rivera (Appendix A)
4. Various prints of Rivera's work
5. *Mouse Paint* by Ellen Stoll Walsh
6. Chalk and chalk board
7. White butcher paper
8. Tempera paint in primary colors: red, yellow, blue
9. Color wheel (beauty shops are good resources)

C. *Background Notes*

1. Biography of Diego Rivera: 1886-1907
2. History of Mexico very important in his artistic expression
3. European training in France and Italy
4. Controversial to paint subject matter on murals in New York City
5. Married artist Frida Rivera, very colorful
6. Large man 300 lbs.
7. Wife Frida petite woman 90 lbs.
8. Messy painter in overalls/ Frida known as Walking Flower (beautiful)
9. Bored in school work
10. Had twin brother died at birth, Diego was raised as a baby in jungle; Indian woman with herbal remedies let him own parrots
11. Loved beautiful, colors bright colors
12. Loved painting big murals wife loved painting small pictures the size of a book

D. *Key Vocabulary*

1. Murals
2. Primary colors

E. *Procedures/Activities* (All the activities in this unit can be done over a one week period or scaled down to a single day depending on choice of the teacher on how much time to spend learning about the Visual Arts in Core Knowledge Curriculum.)

1. Dressed like Diego Rivera, (Appendix A) light a lantern and walk to circle the students carrying an art print or book with the prints of Diego Rivera.
2. Explain any facts and information from Background Notes.
3. Show the print "Mother's Helper" and ask students how the mother and/or child might feel.
4. Give students chalk and chalkboard. Discuss how Rivera began drawing.
5. Describe what colors you see in a Rivera print.
6. Discuss how Diego grew up in Mexico and loved the parrots of the jungle and drew from that experience.

7. Put three primary colors on tables (be sure and move each brush with each paint container so colors don't mix).
8. Spread white butcher paper on tables and have students create a mural from using primary colors.
9. Using chalk dipped in white paint, have students create a picture on black paper.
10. Students can draw with colored chalk on sidewalk or playground creating their own pictures.
11. Enrichment activity in teaching colors use these paintings: Diego Rivera: "Girl With Sunflowers" or Monet: "Blue Sea."

F. *Evaluation/Assessment*

1. Students will describe the difference between a mural and framed art print.
2. Students will point to the three primary colors on a color wheel
3. Students will write the names of each primary color.

Lesson Two: Brueghel: 1527-1571

A. *Daily Objectives*

1. Lesson Content
 - a. Pieter Bruegel
 - b. "Children's Games"
2. Concept Objective(s)
 - a. Students recognize the expressive qualities of Bruegel's artwork.
 - b. Students relate the historical tradition of absence of color during the certain periods of Bruegel's life.
3. Skill Objective(s)
 - a. Students will describe the Children's Games print noting the lack of color.
 - b. Students will discuss and interpret from an aesthetic point of view focusing on emotionalism (see definition).
 - c. Students will describe the idea behind the work of Bruegel noting the realistic representation of subjects in Bruegel's work.

B. *Materials*

1. Teacher-made sign that says: "The world and all its activity is only a children's game." (teacher-made) found on page 15 in book "What Makes a Bruegel a Bruegel?"
2. Children's Games print; Ask "What one color stands out the most?"
3. Games: jacks, blindman's bluff, marbles
4. *What Makes a Bruegel a Bruegel?* by Metropolitan Museum of Art
5. *Bruegel* by Mike Venezia
6. Drawing paper
7. Still-life objects in basic shapes-square, circle, triangle, rectangle

C. *Background Notes*

1. Bruegel lived in Belgium during 1527- 1571
2. Poor people fascinated him, would dress in peasant clothing and attend weddings of poor and then draw what he experienced
3. Loved practical jokes

4. During this period no color was added to pictures; everyone thought Bruegel was out of his mind for introducing color to his paintings
 5. In the painting "Children's Games" he was said to have depicted the ruling class as children and he was simply making fun of them saying they acted like children
 6. Married Mayken Coeck Van Aelst whose father was the president of the actor's guild (he had held her in his arms when she was a baby)
 7. Note the use of light being the noonday sun in the Children's Games print
 8. Note the curving lines of children entering the brown building and the mock wedding in the center of the piece
 9. Note the zigzag lines of the children playing leap frog
- D. Key Vocabulary
1. Sketch books
 2. Shape names and identification circle, square, triangle, rectangle
- E. *Procedures/Activities*
1. Dressed like Pieter Bruegel (Appendix B) teacher enters room and lights story lantern.
 2. Show picture "Children's Games" from *What Makes a Bruegel a Bruegel?*
 3. Ask, "What colors do you see first in this picture?"
 4. Discuss how Bruegel was criticized for using color and depicting adults or the ruling class as children.
 5. Ask, "What shapes do you see?"
 6. Ask, "What are the children doing?" "Can you name any of the games?" (leap frog, jacks, hide the thimble, blindman's bluff)
 7. Note that in the center children are pretending to be walking behind a bride (mention how Bruegel used to dress in peasant clothing and go to weddings to mix with the poor folks).
 8. Point out ziz-zag lines of children playing leap frog.
 9. Go outside and play leap frog and use hula hoops to roll around the playground.
 10. At centers provide games of jacks and marbles.
 11. For the Math center provide geometric forms to trace and label using simple shapes.
 12. Have children draw still life objects or sketches on white drawing paper.
- F. *Evaluation/Assessment*
1. By teacher observation children will be able to name and label the shapes: circle, square, rectangle, triangle.
 2. Teacher will record children's responses to the question: Can you tell me a story about this painting? If done later in the year students can write simple sentences about the happy, funny, or scary part of Bruegel's paintings.

Lesson Three: Matisse

A. *Daily Objectives*

1. Lesson Content
 - a. Become acquainted with life and works of Matisse.

- b. Observe the use of line, shape, and color of his works.
- c. Create cut paper composition in Matisse style.
- 2. Concept Objective(s)
 - a. Recognize differences between techniques and interpretations (Matisse).
 - b. Identify visual images of art (Matisse).
 - c. Identify similarities and differences of Impressionistic art.
- 3. Skill Objective(s)
 - a. Select, organize, and use visual images for expression of Impressionistic artwork.
 - b. Create original works of art expressing personal ideas and experiences.
 - c. Note similarities and differences between Matisse, Diego Rivera, and Bruegel.

B. *Materials*

- 1. *Matisse* by Mike Venezia
- 2. Print "Harmony in Red" 1908
- 3. Bright construction paper
- 4. Origami paper
- 5. Scissors
- 6. Print "The Dance" 1910
- 7. Print "Woman with the Hat" 1905
- 8. White drawing paper
- 9. Crayons and glue
- 10. Colored tissue paper, shapes precut
- 11. Aluminum foil
- 12. Newspapers
- 13. Cardboard square about 12" x 12"

C. *Background Notes*

- 1. Matisse became sick and learned to paint
- 2. His father wanted him to become a lawyer
- 3. Used bright dabs of color
- 4. Began using large shapes and thick lines
- 5. Influenced by Monet, Camille, Pissarro
- 6. Poor wife with hat represents his wife making hats to meet bills
- 7. Simple flat shapes, bright colors used when he got older
- 8. Became famous before he died
- 9. Designed stained glass windows, furniture, and floor designs
- 10. Lived in Algeria and had influence from people's bright clothes and carpets

D. *Key Vocabulary*

- 1. Impressionism: style of painting developed in France in the 1870 using unmixed primary colors
- 2. Art print
- 3. Art museum

- E. *Procedures/Activities*
1. Introduce Matisse in reference to photo (Appendix C).
 2. Dressed like Matisse light lantern and tell his life story according to the biography information.
 3. Show print "Harmony in Red."
 4. Ask, "How is this like Bruegel's painting?" (red)
 5. Ask, "Does the painting have one color that seems to stand out most?"
 6. Describe some of the lines in the painting. Are they straight, curved, zigzag or wavy?
 7. Discuss how a rich man loved this painting in 1910 and wanted him to paint his hallway.
 8. A famous painting of Matisse's was the "Dance." Show and describe colors and movement in the piece.
 9. Discuss how the rich man, Sergeo Shchukin, was the only person of means who liked Matisse. Others considered him the "Wild Beast."
 10. Give each child scissors and a package of origami paper or tissue paper precut into shapes.
 11. Have them cut out shapes and design a picture (if children are having a difficult time getting started have them look outside or about the room and use that for an example of shapes and objects to model their picture after).
 12. Discuss how Henri Matisse cut out shapes from brightly colored paper to make some of this most exciting art. He loved working with scissors and sculpting with color.
 13. Give each child a piece of white drawing paper to draw wavy, zigzag, and curved lines.
 14. Crush up newspapers and cover with aluminum foil.
 15. When sculpture is completed, glue sculpture to base and display on cardboard.
 16. Make a paper mosaic by using squares precut and glue on white paper (use bright colored pieces).
- F. *Evaluation/Assessment*
1. Students will identify wavy, straight, curved, zigzag lines.
 2. Students will cut on wavy, straight, curved, zigzag lines.

Lesson Four: Impressionistic Art

- A. *Daily Objectives*
1. Lesson Content
 - a. Impressionistic Art
 2. Concept Objective(s)
 - a. Recognize the art expression of Impressionistic Artists.
 - b. Students know and apply visual arts materials and processes.
 - c. Students relate the visual arts to various historical and cultural traditions focusing on the Impressionistic period.
 3. Skill Objective(s)
 - a. Recognize differences between a variety of materials, techniques, and processes pertaining to the Impressionist artists.

- b. Describe how materials and processes communicate Impressionism.
- c. Develop a related vocabulary using Impressionism in describing warm and cool colors.

B. *Materials*

1. *I Spy- An Alphabet In Art* by Lucy Micklewait
2. *A Child's I Book of Art-Great Pictures First Words* by Lucy Micklewait
3. *Famous Artists – Monet* by Mike Venezia
4. Coloring book *A Child's Garden of Verses* pg.33
5. *Watercolor Color* by Ray Smith
6. Cardboard for making easels, easel stand, palettes
7. Primary colors in tempera paint or poster paint
8. Sketchbook (newsprint works fine)
9. Paint brushes and palette with tempera primary colors
10. Color wheel (can be found in beauty shops, hair stylists use them to color hair and I have found them very easy to use)
11. Cards with warm and cool printed on them (one of each)
12. Prints of Impressionist artists
13. Old art calendars available from bookstores

C. *Background Notes*

1. Although *What Your Kindergartner Needs To Know* does not include Monet, he was a leader in opening everyone's eyes to how light affected objects throughout the day. He would paint haystacks at sunrise and in the afternoon. He was unique because instead of stopping the painting and finishing it the next morning, he would begin with a new canvas any time the light changed. So, he was truly on the frontier with Renoir, Camille, Matisse, and Pissarro, all known to begin what we know today as Impressionistic art.
2. Monet and Matisse used primary colors to paint on object and draw the shadow with a secondary color.
3. Monet loved to paint on the Seine River in France and he loved coastal landscapes. He would paint during raging storms and fell into the water and almost drowned.
4. Monet also loved flowers and at his garden in Giverny he would plant exotic flowers. He was known as a rough man, tan, with a beard and would wear big heavy boots. He smoked his entire life and would usually have a wooden pipe in his mouth. Camille was his first wife and then he married the wife of the man who bought his paintings, Alice, and together they raised eight children at Giverny.
5. Impressionists would paint very quickly with short strokes. Artists create depth by an object in the foreground overlapping or hiding part of one behind it. Overlapping objects in his work, Monet would create depth. Objects that were close could be seen in more detail. Painting with bold strokes and sharp shadows was also used in creating depth perception. If you use warm colors, such as reds and yellows in the foreground with blues and mauves in the background will create depth.

D. *Key Vocabulary*

1. Impressionist: an artist who practices impressionism
2. Monet (1840-1926)
3. French artist
4. France: Giverny, Seine River,

E. *Procedures/Activities*

1. Have an easel set up.
2. Dress like French painter (see Matisse or Monet pictures) Appendix D.
3. Have a palette with tempera paints.
4. Watch out the window and begin painting something very simple. (car, bird, flower, tree)
5. Make short strokes with primary colors, working very fast.
6. Talk about the colors you see and note the time of day and the weather.
7. As you paint talk about the group of Impressionists, introducing Monet.
8. Show picture of "Haystacks at Giverny" painted in 1890-1891 (from Famous Artists book in bibliography or any print that is available).
9. Ask, "What time of day do you think this is?"
10. Ask, "Can you tell what the weather is like? Can you tell me what season this might be?"
11. Show picture of "Poplars" and ask, "What colors do you see?"
12. Discuss that in the print "Haystacks" Monet uses warm colors and in the print "Poplars" he uses cool colors.
13. Using art prints from old calendars given by parents, or prints from library, or from the books *I Spy*, or *A Child's Book of Art* by Lucy Micklethwait put out printed cards that say warm or cool and have the students tell you what colors are warm and cool.
14. Set up easels made from cardboard, (bend a piece of cardboard in half and standup) palettes for each child, (palettes can be made out of cardboard) and paints that can be bright poster paints or watercolors, or tempera.
15. Working outside, if weather permits, look at concrete objects and have students paint in rapid brushstrokes. Have them work quickly and try to keep paints clear and clean. Place strokes of different colors close to each other to give the impression of shimmering light.
16. Discuss how water and light shimmer. If a pond is available, go down and look at the reflections; notice how water moves, and how reflections are reshaped into patterns or broken into tiny pieces. Reflections contain more colors and images than you might imagine.
17. Draw shadows of concrete objects (fruit) by using a complimentary color (for instance if you are drawing a yellow lemon you draw the shadow in purple).

F. *Evaluation/Assessment*

1. Students will place card stating warm or cool on correct colors.
2. Students will be able to identify an Impressionistic art painting.
3. Students will be able to draw simple objects and patterns in nature.

Lesson Five: Our Lives as Artists

A. Daily Objectives

1. Lesson Content
 - a. Various forms of artistic expression
2. Concept Objective(s)
 - a. Students recognize the visual arts as a form of communication.
 - b. Students know and apply visual arts materials, techniques, and processes.
3. Skill Objective(s)
 - a. Students will identify artwork that is alike and different.
 - b. Students will develop eye-hand coordination.
 - c. Through observation, tool control, students will draw basic shapes.
 - d. Students will identify elements of Impressionistic art.
 - e. Students will recognize expressive qualities of elements of art.

B. Materials

1. Shape blocks/geo shapes
2. Papers
3. Glue
4. Scissors
5. Rulers
6. Boxes – assorted sizes
7. Sketch book/journal
8. Drawing boards or easels
9. Still-life objects
10. Mirrors
11. Pencils, crayons, chalk, oil pastels, markers, eraser, assorted papers
12. *Famous Artists –An Introduction to the Artist' s Life and Work*
13. Paint brushes
14. Watercolor paints, poster paints, tempera paints
15. Sand
16. Colored construction paper
17. Molds such as funnels, soup can
18. Playdough
19. Cookie cutters, various geometric shapes

C. Background Notes

1. Abstract art relies on patterns, shapes, and swirls of paint. During the end of Monet's life he began to use more abstract design to show a stormy sea or a cloudy landscape. Using marbles or bubbles you can create an abstract piece of work that is easy and fun and turn out very colorful. For those children that cannot feel comfortable in how the finished product of their artwork is turning out, this type of art is great. For those that love the easel and want to pretend to be a painter, let them use the palette and the paintbrush and paint still life objects. Every view changes according to the weather and time of day. Look out throughout the day at the same tree, or playground equipment or stationary object and make note of how the colors and shapes change throughout the day.

- D. *Key Vocabulary*
1. Palette
 2. Easel
 3. Primary colors
 4. Impressionism
 5. Abstract art
- E. *Procedures/Activities*
1. Set up the room with easels around the windows or a good source of light.
 2. On a table set pieces of concrete objects with simple form (fruit).
 3. On a palette put primary and secondary colors (stress no combining colors, changing paint brushes each time a new color is used).
 4. Set out Impressionist and Abstract art prints.
 5. Discuss color and shape combinations in abstract art by noting the line definition or the use of shapes.
 6. Have children cut out shapes or use precut shapes to design a picture.
 7. Use math manipulatives to create a diorama in box of various sizes and shapes.
 8. Set up wet sand at a water table or outside.
 9. Have students create sand castle using funnels plastic pails and shovels.
 10. Use toothpicks for flags and make windows and holes by poking holes carefully in the side.
 11. Provide chalk for sidewalk for playing on the playground.
 12. Playdough sculptures can be made with cookie cutters and playdough.
 13. For enrichment cover paper with swirls of paint. Allow color to blend while wet to create the affect of a cloudy landscape or stormy sea.
- F. *Evaluation/Assessment*
1. Teacher observation: students know their shapes and can label circle, square, rectangle, and triangle.
 2. Teacher observation: students can point to primary and complimentary secondary colors.
 3. Teacher observation: students can model Impressionists form of painting.
 4. Students will state how the light on an object will affect how we see that object.

VI. CULMINATING ACTIVITY

- A. Take a field trip to the local art museum. If there is not one available have a parent, an art teacher or a high school art student come into your class and talk about their favorite artists. When going on the field trip map out exact levels of paintings and ask for days when activities that are happening at the museum are at the kindergarten level.
- B. Make a kindergarten portfolio with paintings or artwork throughout the year that include perspective, using color, painting large and small pictures, inside and outside paintings or pictures.

VII. BIBLIOGRAPHY

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THE ARTIST AND THE CONNOISSEUR

With ink and a fine-nib pen, Pieter Bruegel the Elder carefully portrayed an artist at work. Some say that this is a self-portrait, in which case it would be the only known likeness of Bruegel.



