



School/Grade/CTs: PS316 / Grade 2 / Ms. Majao & Ms. Barratou

Date: Thursday, Nov 20, 2014

Teaching Artists: Katie Issel Pitre, Max Allbee, Kim Baglieri & Dan Paul Roberts

Lesson #: 1

Theme of Lesson: Students will discover the creative elements used by Matisse and Marshall and use these elements to collage and draw their real and fantasy environments, eventually toward the production of a collaborative “cityscape environment” in following class sessions.

Restating of Inquiry Question: How can we use the creative elements of two different artists to combine with our own experience/imagination in order to inspire new creativity?

**Room set up:*

In first two minutes of class, desks are moved to back of the room. Yellow paper for each student is taped to the walls. Freed from the constraints of working at a desk, students will work standing up at the wall and have space to move. Art supplies for each student are prepared and packaged in advance.

Opening Ritual

Objective: To bring awareness to the body, work out the wiggles and get oxygen flowing to the brain.

Activity Name: Shake It OUT!

Brief Description: Students are led to first shake out their shoulders, then hands, then one foot, then the other--all the while we outline that, “We’re shaking out our wiggles. We’re shaking out our worries. We’re shaking out our fear and getting EXCITED!” - This singsong cheer would eventually be taught to students so we could say it all together - Then students are instructed to drop down into a forward bend like a ‘broken puppet’, hanging and breathing for a moment, then slowly curling up into a straight standing position. Everyone takes a deep breath in, rolling their shoulders back, then lets it all out. “AHHH,” we say together. “It’s good to be alive.”

Intro Activity

Objective: Using comparison of two different artworks to highlight their creative elements, building into the Main Exercise.

Activity Name: Matisse and Marshall

Brief Description: Pieces are quickly shown by Henri Matisse, who “used his scissors like a pencil, cutting out shapes instead of drawing” and Kerry James Marshall, who “created a hybrid fantasy/reality sense of place and community in his paintings”. We then look at a frame showing both pieces at the same time, asking



students, “What is different about these pieces?” [collage vs. painting, abstract vs. representational]. Then, “What is the same?” [both have flat color, both have natural shapes/plants, both made by famous artists, both made by men who last names start with the letter M]. We segway into our Main Exercise by adding that both artists were influenced by their environment, and both used their imaginations to create a new sense of place through their art.

Main Exercise

Objective: To have students use directed creative visualization to create individual compositions of their imaginary dream rooms.

Activity Name: ‘My Dream Room’ Collage

Students are asked to close their eyes and imagine their perfect dream room. What would it look like? What things would be in it? Would there be a window? A bed? A big screen TV? Toys? A slide? A swimming pool? Best friends? An elephant? Dinosaurs?

Students are outfitted with 1. community paper scraps in pre-cut shapes and in a variety of colors, 2. safe scissors, 3. glue sticks, 4. pencils and 5. bright yellow paper that will be taped on the wall and act as the base for their composition.

Students then create their “room” using the darker shades of paper on the lighter background. These pieces will later be used to create a kind of environment like Matisse did with “The Parakeet and the Mermaid”, where two walls will be taken up with a paper nighttime cityscape. Students’ yellow “rooms” will be used to create the lit windows in the buildings.

Students are informed 3 minutes before time to stop cutting and glueing, then when time’s up, everyone works together to tidy up the space. Unfinished “rooms” will be stowed for the next class when students will have more time to work on their collage. Additionally, for now, there will be no people in the rooms. These also will be part of a later exercise.

Closing Ritual

Objective: To review and re-center students, preparing them for their next activity.

Activity Name: Closing Circle: “What’s in Your Room / I have a vision”

Brief Description: Students’ attention is collected with a drum beat. Students are informed that they will call out an object from their “Dream Room” when they are pointed to. One student is chosen to be the “pointer” in the middle of the circle. After a round of this type of sharing, the pointer switches out with another student.



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Then, in call and response: I have a vision. (repeat) My vision has power. (repeat)
My vision can change the world. (repeat)

(starts quiet, gets louder and louder, then get gradually quieter until it's at a whisper)

Multiple Intelligences Addressed

Spatial, Linguistic, Bodily-kinesthetic, Interpersonal, Intrapersonal, Existential

Classroom Teacher Role: Assist in asking students brainstorming prompts, when students are stuck, without being too directive.

Redirect students, when necessary, to keep them on task

Creative Elements

Skill(s):

Collage - cutting, arranging, glueing

Drawing

Spatial relationships/composition

Theme(s):

environment

imaginary world building

drawing with scissors

silhouette

Artists/Authors/Works of Art

Henri Matisse - "The Parakeet and the Mermaid" (1952)



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Kerry James Marshall - "Many Mansions" (1994)



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Reflective Anecdotes/Student Development (optional):

Outcomes

Highlight each outcome that applies to this lesson. Provide an indication of how you are addressing each outcome.

Leaders, Emotionally Intelligent/Expressive, Literate, Critical Thinkers, Citizenship, Culturally Aware, Creative Thinkers/Imaginative

Indications

Common Core Standards