

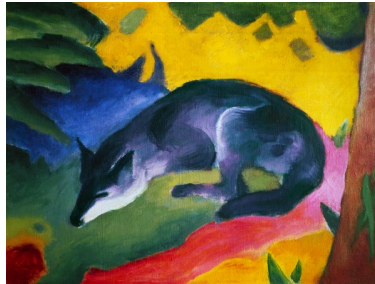
## **Unit Overview: "Embracing Matisse's Colors: An Inclusive Art Journey"**

**Age Group:** 4th to 6th Grade

**Subject:** Art - Fauvism

**Duration:** 6 units, 45-60m each

### **Focus Art:**



This curriculum unit is designed to immerse 4th to 6th-grade students in the vibrant world of Fauvism, focusing on the works of Henri Matisse and his contemporaries. Over six weeks, students explore various aspects of Fauvism - from color and shape to pattern and texture - through a series of interactive, hands-on activities and lessons. Each week builds upon the last, culminating in a final project where students apply their learned skills to create Fauvist-inspired artworks.

### **Week-by-Week Breakdown:**

- **Introduction to Matisse & Other Fauvists:** Exploring the history and critical figures of Fauvism and understanding the fundamental art elements of color, shape, and line.
- **Matisse's World of Color:** Delving into the innovative use of color by Matisse and his peers and understanding color relationships through collaborative projects.
- **Exploring Shape and Pattern:** Examining organic shapes and patterns in Fauvist art and creating individual artworks inspired by these elements.
- **Creative Adventures with Collage:** Introducing collage as a creative technique, engaging in both collaborative and individual collage projects.
- **Beyond the Canvas:** Engaging in sensory exploration with various tactile materials and an online field trip to an art museum featuring Fauvist works.
- **Culminating Art Projects and Presentation:** Creating personal Fauvist-inspired artworks using mixed media, participating in peer critique sessions, and reflecting on the artistic journey.

### **Conclusion: Embracing Artistic Expression and Fauvism**

This curriculum educates students about a significant art movement and fosters an environment of inclusivity and creativity. Throughout the six weeks, students are encouraged to

express themselves, explore various artistic techniques, and develop a deeper understanding of art's emotional and expressive potential. The unit is structured to cater to multiple learning styles and abilities, ensuring every student can participate fully and benefit from the artistic journey.

By the end of the unit, students will have gained a comprehensive understanding of Fauvism, experienced the joy of artistic creation, and developed communication and critical thinking skills. Most importantly, they will have discovered new ways to express themselves and interpret the world around them through art, echoing the innovative spirit of Henri Matisse and his fellow Fauvists. This curriculum stands as a testament to the power of art education in shaping young minds and fostering a lifelong appreciation for artistic expression.

## **Lesson 1: Introduction to Matisse & Other Fauvists**

**Age Group:** 4th to 6th Grade

**Subject:** Art - Fauvism

**Duration:** 1 Week

### **Objective:**

Students will gain an understanding of Fauvism, focusing on the works of Henri Matisse, Franz Marc, and Maurice de Vlaminck. They will explore fundamental art elements like color, shape, and line and discuss the role of art in personal expression.

### **Materials:**

- Images of artworks by Matisse, Marc, and Vlaminck
- Slideshow on Fauvism (Provided)
- Art supplies: paper, paint (watercolors or tempera), brushes, colored pencils, markers
- Projector or smart board for displaying art images
- Handouts about Fauvism and its key artists

### **Lesson Information:**

#### **Introduction to Fauvism:**

- Briefly explain the history and characteristics of Fauvism.
- Show examples of Fauvist artworks, highlighting the bold use of color and simplified forms.

#### **Key Artists of Fauvism:**

- Present information about Henri Matisse, Franz Marc, and Maurice de Vlaminck.
- Discuss their unique styles and contributions to the art movement.

#### **Exploration of Art Elements:**

- Discuss how Fauvists used color, shape, and line in their artworks.
- Encourage students to observe these elements in the displayed artworks.

### **Steps:**

#### **Introduction and Presentation:**

- Start with a presentation on Fauvism, introducing the key artists and their works.
- Encourage students to notice the artwork's use of color, shape, and line.

#### **Group Discussion:**

- Facilitate a discussion on how Fauvists expressed their emotions and ideas through art.
- Encourage students to share their thoughts on the artworks shown.

#### **Hands-On Activity:**

- Provide students with art supplies.
- Task them to create a simple artwork inspired by Fauvist techniques, focusing on using bold colors and simplified shapes.

#### **Reflection and Sharing:**

- Allow students to share their artwork with the class.
- Facilitate a discussion on their choice of colors, shapes, and lines and how these elements express their feelings or ideas.

### **California Standards Alignment:**

- **1.1** Identify and describe design principles in visual compositions, particularly color, line, and shape.
- **1.2** Analyze and describe how the elements of art are used in various works to create mood and meaning.
- **1.3** Discuss how the principles of design are used in Fauvist artworks.

### **Adaptations for Diverse Learners:**

- Provide visual aids and handouts for students who benefit from written instructions.
- For students with sensory processing needs, offer a range of tactile art materials like clay or textured paper.
- Offer one-on-one assistance or smaller group settings for students who require additional support.

### **Assessment:**

- Evaluate students' understanding of Fauvism and its key artists through their participation in discussions.
- Assess their artwork based on their color, shape, and line use and ability to express ideas or emotions through these elements.

## **Lesson 2: Matisse's World of Color**

**Age Group:** 4th to 6th Grade

**Subject:** Art - Fauvism

**Duration:** 1 Week

### **Objective:**

Students will explore Henri Matisse's and Franz Marc's innovative use of color and its emotional impact. They will engage in a collaborative color wheel project to understand color relationships and create artworks based on color themes inspired by Matisse.

### **Materials:**

- Images of artworks by Matisse and Marc focusing on color use
- Art supplies: paints (various colors), brushes, paper, color wheel templates
- Projector or smart board for displaying art images
- Handouts on color theory and color wheel

### **Lesson Information:**

#### **Studying Color Use in Fauvism:**

- Introduce how Matisse and Marc used color in non-traditional ways to convey emotions.
- Show examples of their artworks, emphasizing their bold and unconventional color choices.

#### **Understanding Color Relationships:**

- Explain the basics of color theory, including primary, secondary, and tertiary colors.
- Discuss how colors can be used to evoke different feelings and moods.

### **Steps:**

#### **Presentation and Discussion:**

- Start with a presentation on the use of color in Fauvist artworks.
- Encourage students to discuss how and why the artwork's colors make them feel.

#### **Collaborative Color Wheel Project:**

- Distribute color wheel templates and art supplies.
- Guide students in creating a collaborative color wheel, discussing the relationships between colors.

#### **Art Creation:**

- Instruct students to create their own artworks inspired by the color themes in Matisse's and Marc's works.

- Encourage experimentation with bold and unconventional color combinations.
- **Analysis and Sharing:**
  - Have students present their artwork.
  - Facilitate a discussion on their color choices and the emotional impact of these choices.

**California Standards Alignment:**

- **1.5** Understand and analyze artistic growth and development in their work.
- **2.1** Explore and use the elements of art (color, line, shape, form, texture, and space) to express emotions, emphasizing color.

**Adaptations for Diverse Learners:**

- Use large-print handouts and visual aids for clarity.
- For students with fine motor skill challenges, provide alternative tools like sponges or stamps for painting.
- Allow students to work in pairs or small groups if they benefit from collaborative learning.

**Assessment:**

- Assess students' understanding of color theory and its application in Fauvist art.
- Evaluate their artworks based on creativity, use of color, and ability to convey emotion or mood.

**Lesson 3: Exploring Shape and Pattern**

**Age Group:** 4th to 6th Grade

**Subject:** Art - Fauvism

**Duration:** 1 Week

**Objective:**

Students will explore the Fauvists' use of organic shapes and patterns, particularly in the works of Henri Matisse. They will engage in activities to create their artwork inspired by Matisse's use of shapes and explore forms and patterns through individual artwork.

**Materials:**

- Images of Matisse's artworks focusing on shapes and patterns
- Art supplies: paper, scissors, colored paper for collage, glue, pencils, markers
- Projector or smart board for displaying art images

**Lesson Information:**

**Examination of Organic Shapes in Fauvism:**

- Introduce the concept of organic shapes and how they differ from geometric shapes.
- Show examples of Matisse's artworks, emphasizing his use of fluid, natural shapes and patterns.

**Understanding Matisse's Artistic Approach:**

- Discuss how Matisse used shapes to create rhythm and balance in his compositions.
- Explore the emotional and expressive qualities of different shapes.

**Steps:**

**Presentation and Analysis:**

- Begin with a presentation on Matisse's use of shape and pattern in his artworks.
- Encourage students to analyze and discuss these elements in the displayed artworks.

**Hands-On Activity – Creating Artwork Inspired by Matisse:**

- Provide students with art supplies for collage and drawing.
- Guide them to create artworks inspired by Matisse's use of organic shapes and patterns.

**Individual Exploration:**

- Allow students to work on their individual projects, exploring forms and patterns.
- Encourage experimentation and personal expression through their artwork.

**Sharing and Reflection:**

- Have students present their artworks to the class.
- Facilitate a discussion on their choice of shapes and patterns and the thought process behind their compositions.

**California Standards Alignment:**

- **2.3** Make a collage that shows a variety of materials and textures.
- **2.5** Create an expressive composition, focusing on patterns and shapes.

**Adaptations for Diverse Learners:**

- Use tactile materials like textured paper for students who benefit from sensory experiences.
- Provide templates or stencils for students who need assistance with shape creation.
- Offer verbal descriptions and hands-on guidance for visually impaired students.

**Assessment:**

- Evaluate students' understanding of organic shapes and patterns in Fauvism.
- Assess their artwork based on creativity, use of shape and pattern, and personal expression.

## **Lesson 4: Creative Adventures with Collage**

**Age Group:** 4th to 6th Grade

**Subject:** Art - Fauvism

**Duration:** 1 Week

### **Objective:**

Students will be introduced to collage as an artistic technique. They will participate in a collaborative collage project to explore abstraction and patterns and then create personalized collage projects to express their ideas and creativity.

### **Materials:**

- Assorted papers (colored, textured, patterned)
- Scissors, glue, and other collage materials (like fabric, ribbon, buttons)
- Examples of collages, especially those by Matisse and other Fauvists
- Large sheets of paper or poster board for the collaborative project
- Projector or smart board for displaying examples

### **Lesson Information:**

#### **Introduction to Collage Technique:**

- Explain collage as an art form and its significance in Fauvism, particularly in Matisse's later works.
- Show examples of collages by Matisse and other artists, focusing on using abstraction and patterns.

#### **Understanding Abstraction in Collage:**

- Discuss how artists use abstraction in collage to convey concepts, emotions, or a narrative.
- Explore how patterns can be created and used effectively in collage.

### **Steps:**

#### **Presentation on Collage:**

- Begin with a presentation showing various examples of collage in art, highlighting Fauvist pieces.
- Discuss collage elements, such as composition, texture, and color.

#### **Collaborative Collage Project:**

- Divide students into small groups and provide them with large sheets of paper or poster board.
- Guide them to work together to create a large collage, focusing on abstract forms and patterns.

#### **Individual Collage Projects:**

- Encourage students to start their personalized collage projects.
- Offer a variety of materials and encourage them to express their ideas and feelings through their artwork.

**Sharing and Discussion:**

- Have students present their individual projects to the class.
- Facilitate a discussion on their choices regarding materials, colors, and composition.

**California Standards Alignment:**

- **2.4** Experiment with various artistic processes and techniques, including collage.
- **2.6** Develop an individual approach to art expression, focusing on personal narrative and symbolism.

**Adaptations for Diverse Learners:**

- Provide different types of scissors and adhesives for students with fine motor skill challenges.
- Offer one-on-one assistance or additional guidance as needed.
- Encourage verbal expression for students who may find it challenging to convey ideas visually.

**Assessment:**

- Assess students' understanding of collage as a technique and its use in Fauvism.
- Evaluate their collaborative and individual projects based on creativity, use of materials, and expression of ideas.

**Lesson 5: Beyond the Canvas**

**Age Group:** 4th to 6th Grade

**Subject:** Art - Fauvism

**Duration:** 1 Week

**Objective:**

Students will explore tactile materials for sensory exploration in art, participate in an online field trip to an art museum featuring the works of Matisse and other Fauvists, and engage in group discussions and reflective writing about their experiences and learnings.

**Materials:**

- Variety of tactile materials (e.g., fabrics, textured papers, foam, beads)
- Access to computers or tablets for the online field trip
- Links to virtual tours of museums with Fauvist collections
- Notebooks and writing materials for reflections
- Projector or smart board for group discussions

**Lesson Information:**

- **Introduction to Tactile Materials:**
  - Discuss the importance of sensory experiences in art.
  - Introduce various tactile materials that students can explore.
- **Online Field Trip to an Art Museum:**



- Organize a virtual museum tour featuring works by Matisse and other Fauvist artists.
- Highlight key artworks and discuss their significance in the context of Fauvism.
- **Reflective Writing and Group Discussion:**
  - Encourage students to write about their experiences and thoughts after the virtual tour.
  - Facilitate a group discussion to share insights and learnings.

#### **Steps:**

- **Exploration of Tactile Materials:**
  - Begin the lesson by introducing various tactile materials.
  - Allow students to touch and explore these materials, discussing how they feel and what they might symbolize in art.
- **Online Field Trip:**
  - Conduct the virtual museum tour, guiding students through the artworks.
  - Pause for discussion and questions throughout the tour.
- **Reflective Writing Activity:**
  - After the tour, give students time to write about their experience, focusing on what they learned and how the artworks made them feel.
- **Group Discussion:**
  - Bring the class together for a group discussion.
  - Encourage students to share their writings and thoughts, fostering an open dialogue about their experiences with Fauvist art.

#### **California Standards Alignment:**

- **3.1** Identify and describe how different cultures express similar themes in their artworks.
- **4.1** Analyze and assess the characteristics of various art forms from diverse cultural contexts.

#### **Adaptations for Diverse Learners:**

- Provide alternative ways to engage with the tactile materials for students with sensory sensitivities.
- During the online field trip, offer assistive technology for students with visual or hearing impairments.
- Adapt reflective writing to oral reflections for students who may struggle with writing.

#### **Assessment:**

- Evaluate students' engagement and understanding during the online field trip through their participation in discussions.
- Assess their reflective writings for insights into their comprehension and personal connection to Fauvist art.

### **Lesson 6: Culminating Art Projects and Presentation**

**Age Group:** 4th to 6th Grade

**Subject:** Art - Fauvism

**Duration:** 1 Week

**Objective:**

Students will create their own Fauvist-inspired artworks using a chosen medium. It can be mixed media, acrylic paint, or collage. They will engage in peer critique and group sharing sessions to develop their communication skills and present their final projects, reflecting on their artistic journey throughout the unit.

**Materials:**

- Various art supplies (paints, brushes, collage materials, textured papers, etc.)
- Space for artwork display
- Notebooks or paper for final reflections
- Projector or smart board for presentations

**Lesson Information:**

**Creating Fauvist-Inspired Artwork:**

- Encourage students to apply what they have learned about Fauvism to create their artworks.
- Provide guidance and suggestions, but allow for creative freedom and personal expression.

**Peer Critique and Group Sharing:**

- Facilitate peer critique sessions, teaching students how to give and receive constructive feedback.
- Organize group sharing sessions to build communication skills and confidence.

**Final Reflection and Presentation:**

- Guide students in reflecting on their experiences and learnings from the unit.
- Prepare them to present their artwork and reflections to the class.

**Steps:**

**Artwork Creation:**

- Provide time and materials for students to create their artwork.
- Offer individual assistance and encouragement throughout the process.

**Peer Critique Sessions:**

- Arrange students in small groups for peer critique.
- Instruct them to give respectful, constructive feedback.

**Group Sharing Sessions:**

- Have students present their artworks to the class.
- Encourage classmates to ask questions and give positive feedback.

**Final Reflection and Presentation:**

- Allocate time for students to write or prepare a spoken reflection on their artistic journey.

- Conduct a presentation session where each student shares their artwork and reflections.

**California Standards Alignment:**

- **4.2** Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.
- **5.2** Create a work of art communicating a cross-cultural or universal theme from literature or history.

**Adaptations for Diverse Learners:**

- Offer a range of art-making tools to cater to different abilities and preferences.
- Provide options for students to express their reflections in various formats (written, oral, or through art).
- Ensure a supportive environment during presentations for students anxious about public speaking.

**Assessment:**

- Evaluate the final artworks based on creativity, use of Fauvist techniques, and personal expression.
- Assess the effectiveness of peer critiques and group sharing sessions.
- Review final reflections for depth of understanding and personal growth throughout the unit.