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Clinical Experience
Schuylkill Valley Middle School



Enduring Idea: Color creates emotional responses.

Lesson Title: Self-Portraits in the styles of Matisse

Grade/Class: 7th & 8th/all sections

Time Allotment: 80 minutes

Overview

Lesson Summary:

The work of Fauve artist, Henri Matisse, will be introduced as the next artist in the French series being covered at Schuylkill Valley Middle School. Out of an understanding of his approach to creating art, the students will create two variant self-portrait artworks, using color and shape as an expressive means of conveying different moods. Initially when the students begin their production, they will create a few color studies of their self-portraits. Through analyzing the proportions of facial features of the human face, the students will produce self-portrait images that resemble their likeness and retain an accurate representation of the human face. Out of the two distinct artistic approaches of Matisse, the students will create an acrylic painted version and a cut paper, otherwise known as decoupage, version, and upon completion, provide reflection statements via prompts given to them.

Artworks, artists, and/or artifacts:

- Henri Matisse
 - *Portrait of Madame Matisse: The Green Line* (1905)
 - *Woman with a Hat* (1905)
 - *Self-Portrait in a Striped T-shirt* (1906)

- *Madras Rouge* (1907)
- *The Dessert: Harmony in Red* (1908)
- *Jazz: Icarus* (1947)
- *The Snail* (1953)

Key Concepts:

- Color can represent various moods and feelings.
- Artists use portraits to express various moods and feelings.

Essential Questions:

- How does color represent various moods and feelings?
- In what ways do artists use portraits to express various moods and feelings?

Standards

Arts and Humanities

9.1.8.

- A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- C. Identify and use comprehensive vocabulary within each of the arts forms.
- D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
- E. Communicate a unifying theme or point of view through the production of works in the arts.
- F. Explain works of others within each art form through performance or exhibition.
- H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

9.2.8.

- A. Relate works in the arts to varying styles and genre and to the periods in which they were created.
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
- G. Relate works in the arts to geographic regions.

9.3.8.

- B. Analyze and interpret specific characteristics of works in the arts within each art form.
- C. Identify and classify styles, forms, types and genre within art forms

Objectives:

The students will...

Knowledge

- Know the facial proportions from a step-by-step drawing procedure.
- Become familiar with Matisse's art aesthetics (color, shape, arabesques, decoupage) and Fauvism from discussions and presentations.

Skills

- In groups, imagine, devise, and share stories with images that tie into the lesson content on Matisse.
- Develop pseudo-decoupage artworks of animals after Matisse's *The Snail*.
- Create self-portrait color studies with different color variations.
- Paint a self-portrait in the style of Matisse using color and arabesques.
- Create a decoupage self-portrait using color shapes.

Dispositions

- Reflect on their reactions to their finished artworks and the art making processes of Matisse with written responses.
- Recognize how color affects the way in which we perceive subject matters with written responses.

Assessment:

Formative Assessment

- Students' knowledge of the facial proportions from a step-by-step drawing procedure in their sketchbooks will be assessed with a rating scale on the drawing quality, completion, and accuracy.
- Students' stories will be assessed on their group work with a participation grade.
- Students' pseudo-decoupage artworks will be assessed with a participation grade.
- Students' self-portrait color studies will be assessed on their development of at least three images and color variations with a rating scale.

Summative Assessment

- Students' painted self-portraits will be assessed on their craftsmanship, utilization of color and arabesques in the style of Matisse, their use of proper facial proportions, and their likenesses with a rating scale.
- Students' decoupage self-portraits will be assessed on their use of color and shape in the style of Matisse and craftsmanship with a rating scale.
- Students' written reports/reflections on their self-portrait artworks and Matisse's art making processes will be assessed on their use of proper grammar, thoughtful input, and completion with a rating scale.
- Students' recognition of how color affects the way in which we perceive subject matters will be assessed on their reflections with a rating scale.
- Students' familiarity with Matisse's art aesthetics (color, shape, arabesques, and decoupage) and Fauvism from discussions and presentations will be assessed with an exam.

Instructional Procedures

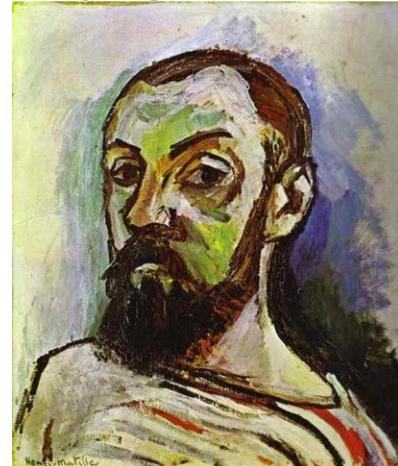
Day 1

Engagement

The lesson will begin with an introduction to the artist, Henri Matisse, via a PowerPoint presentation. Like the French artists that were covered in class before him, he will be regarded as a radical artist for the way in which he created his art. Following the Post-Impressionists, Matisse was compelled to integrate his use of color in a different way that was more symbolic of certain emotions that may be identified with each color. He also became more simplistic in his use of shapes, yet retained a realistic proportional awareness of his subject matters, typically of people, including his own family.

The students will also be told of the French art movement he began known as *Fauvism*, which means “wild beasts” in French. It was given this name by a French art critic in reaction to the vivid use of colors Matisse employed in his artwork. Matisse also incorporated ornamental designs, known as arabesques that enhanced the visual quality of his work. Matisse discovered these arabesque elements on a trip to Morocco that were integral to the art of Islam, used as decorative art.

In his later years, Matisse became crippled and unable to effectively produce the art he became known for, but he still strived to create art. He did so with a different medium altogether but one which he was very fond of, considering it equal to his paintings. The alternate medium was cut paper, otherwise known as decoupage, and his style was characteristically recognized for its simple and flat shapes with vivid colors. It was a process that afforded him the opportunity to continue his art making till the end of his days.



Development

Following this PowerPoint presentation, the students will be told to open up their sketchbooks to a blank sheet of paper and follow along in a step-by-step drawing procedure of the proportions of the human face. Using the Smart Board and with printouts available for the students to refer to, the teacher will illustrate frontal and profile views of the human head, covering the alignment and placement of the eyes, nose, mouth, ears, and eyebrows, as well as the general shape of the head and some different characteristics between genders. The students will develop their own head proportion drawings in their sketchbooks, utilizing rulers to aid in their drawings.

Culmination

For the remaining couple minutes of class, the students will put away their art supplies and put aside their projects into the table and class folders. Their assignment will be to locate and bring in a photograph of themselves that also shows their true character to use as reference for the upcoming project. The teacher will briefly ask the students on what they learned about Matisse and the Fauvist art movement before they are dismissed.

Day 2

Engagement

To begin this class, the students will have at their respective tables envelopes with printed images of various subjects that relate to Matisse in some way. What the students will be prompted to do is create a story based on what these images are of with one person writing and another as the storyteller to share with the class. They may otherwise act it out or take turns telling the story using the images to help illustrate it. Being given roughly ten to fifteen minutes to devise their stories, they will then be asked to share them with the rest of the class.

Development

The next portion of class will connect the images to the content they received from the presentation in the previous class. Using the same PowerPoint presentation, this time with blanks throughout, the class will review what they learned the previous class on Matisse and connect the images from the activity to the content. The students will follow along with their own printouts of the presentation to use as a study guide for the future.

Closure

Upon the conclusion of the presentation, the teacher will have the students circle around one of the tables to be shown the next activity. With square sheets of construction paper and stickers, scissors, and markers nearby, the teacher will refer to Matisse's *The Snail* and show how to create a similar artwork of an animal. By coloring and texturing/patterning the stickers and cutting them into various shapes, the teacher will demonstrate how to create a decoupage-like artwork by sticking them onto the construction paper. The students will then be prompted to do like-wise at their tables till the end of class.



Day 3

Engagement

The students, with their picture references that they were assigned to acquire and bring to class, will be prompted to create at least three color studies of varying color schemes. They will be shown the procedures in doing so and to help direct their focus on the shapes and colors in the studies with a demonstration. The teacher will proceed to check on the progress of each student and assist where necessary.

Development

Halfway through class, the students will conduct a gallery walk to observe the progress everyone has made and consider the different approaches their classmates took in comparison to their own. Following this activity, they will be given sketch paper and shown a demonstration on how to begin drawing a portrait, starting with the general shape and angle of the head and working in the facial features by simple yet effective means. The students will also be shown how to integrate arabesque design elements into

the self-portrait image, whether for the background or in clothing, as well as any relevant symbols that tie into the interests or identity of the students (i.e. winged foot for running).

Closure

As the students complete their color studies and begin their self-portrait sketches, the teacher will visit with each individual to discuss with them their thoughts on their color studies and how they will integrate arabesque elements into their drawings while also addressing their questions and difficulties.

Day 4

Engagement

Beginning class, the teacher will state that the goal of the class is to complete their sketches and have them transferred to what will become their finished projects. They will be directed to transfer the self-portrait drawings to two heavier sheets of 9"x12" paper with a light box, to which they will follow through on as soon as they complete their sketches. These two versions will become self-portrait images done in the two styles of Matisse: one painted and the other decoupage.

Development

Over the course of the class, the teacher will provide insights and commentary to help the students progress in their art making. Should the students have any difficulty, they may refer to resources available in the room and reminded of the approaches shown by the teacher in the previous class's demonstration. They will also be supplied with resources (including printouts) of arabesque designs that they could include in their sketches.

Culmination

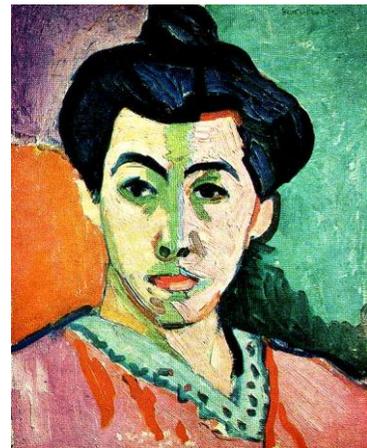
The students will be prompted to complete their work for the day and clean up their areas by putting supplies away. Prior to dismissing the students, they will be asked once more about their knowledge of Matisse and his work.

Day 5

Engagement

With their sketches transferred onto two sheets of paper for their finished self-portraits, the teacher will open class with a demonstration on beginning painting the first with acrylic paints, reviewing the characteristics of Matisse's style of generally flat shapes and vivid colors while retaining realistic proportions in the subject matter. This will propel the students to begin work on their first portraits using the techniques and stylistic approaches shown to them.

Development



Meanwhile, the teacher will revisit each student to provide assistance and engage in discussion on the direction of their artworks, offering insight and inquiring of students' thoughts as they progress.

Culmination

For the last ten minutes of class, the students will follow clean-up procedures, placing their paintings on the drying racks and setting aside paints while cleaning out their brushes and wiping the tables down. Following clean-up, the students will be given a brief review of what the exam will consist of on Matisse's artwork and Fauvism for the next class.

Day 6

Engagement

The class will start with the students without their projects and at their tables preparing for the first five minutes for the exam by looking over their study guides. Next, they will be handed the exam of about twenty questions and be silent throughout, raising their hands should they have any questions. Once the students have completed their exams, they will hand them to the teacher and then gather and take their projects and supplies in the back of the room to resume their work quietly as the rest of their classmates finish the exam.

Development

After everyone has finished with the exam, the teacher will set them aside for grading later and bring the students over to one of the tables with supplies set out for the decoupage version. Through a demonstration, the students will see the processes for creating decoupage artworks by using translucent film to trace shapes over the painted version then cutting those shapes out. Using the cut shapes as templates to trace onto colored paper, the tracings will be cut out and applied to the second 9"x12" sheet of heavyweight paper. The largest shapes should be cut out first and arranged before being adhered with white glue and scrap card stock to spread it evenly, then, the smaller shapes should be cut out and applied.

The students will resume working to complete their first self-portraits and then proceed to create their decoupage versions using construction paper or wallpaper samples to cut and paste.

Culmination

Toward the end of class, the students will conduct a gallery walk, commenting on the work of their peers and making observations regarding their use of colors and shape and correct use of proportion in their facial features.

Day 7

Engagement

With the final artworks underway, the teacher will offer any assistance and guidance necessary to promote the students' completion of their artworks.

Development

As the students wrap up their projects, the teacher will lead the students to the computer lab to write up their reflections in response to prompts given to them about their self-portraits and the styles of Matisse.

Culmination

Afterward, the students and teacher will return to the art room with their printed responses to mat them together with their artworks. The rest of the class will transition into the next lesson.

Preparation:

Teacher Research and Preparation

- Biography on Henri Matisse and artwork
- Develop a PowerPoint presentation on Matisse and his work
- Develop a study guide version of the Matisse PowerPoint
- Assemble images for story activities in envelopes
- Design for printouts on proportions of human head
- Gather resources on arabesques design samples
- Develop prompts for reflections
- Create exam based on knowledge of Henri Matisse's artwork and Fauvism

Instructional Resources

- Matisse PowerPoint
- Matisse study guide PowerPoint and printouts
- Images for story activity in envelopes
- Printouts on proportions of human head
- Smart Board
- Arabesque design printouts
- Reflection prompts
- Exam
- Computer lab

Student Supplies

- | | |
|---|----------------------|
| • Pencils | • Paint brushes |
| • Erasers | • Glue |
| • Colored pencils | • Card stock scraps |
| • Sketchbooks | • Construction paper |
| • Sketch paper | • Wallpaper samples |
| • Stickers | • Translucent film |
| • Markers | • Sharpies |
| • Light boxes | • Scissors |
| • Heavier paper (watercolor, tag board) | • Table mats |
| • Acrylic & tempera paint | • Sponges |
| • Paper towels | • Water containers |

Name: _____
Grade: _____
Period: _____

Matisse

Self-Portraits in the styles of Matisse

Reflection

Instructions: Answer the following questions in your sketchbook, reflecting on your experiences working in the styles of Matisse. You will then type up your reflections to include them with your finished self-portraits. Make sure to print two (one for each).

1. In what ways does your use of color in your two self-portraits affect the way you feel when you look at them?
2. What significance do these portraits have to you?
3. Which process do you prefer: decoupage or traditional painting in the styles of Matisse?

SELF-PORTRAIT REFLECTIONS

Your Name:
Homeroom Teacher:

1.

2.

3.

SELF-PORTRAITS EXAM
HENRI MATISSE

NAME _____
SECTION _____

PLEASE COMPLETE THE FOLLOWING SENTENCES USING THE MOST APPROPRIATE ART TERMS FROM THE WORD BOX.

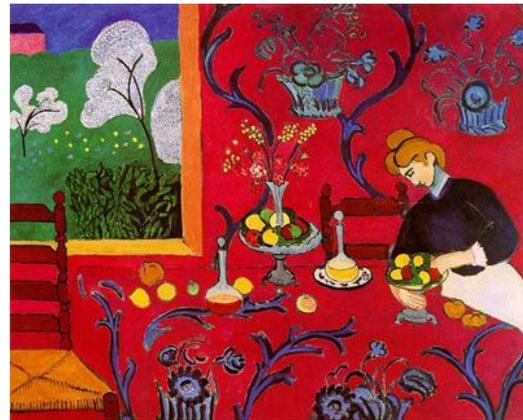
positive	profile	Fauvism
wild beasts	decoupage	

1. The art movement that Matisse is credited as the father of is called _____.
2. The view in which a person's face is seen from the side is called a _____ view.
3. In Matisse's later years when he was crippled, he made his art from _____, which means "cut paper" since he could no longer effectively paint like he could when he was younger.
4. The Fauve artists were named as such by an art critic because he was reminded of _____ once he saw their artwork.
5. The cut paper that is of the subject matter of an artwork is known as the _____ space. The area of the artwork that is not of the subject matter is the negative space.

CIRCLE EITHER *TRUE* OR *FALSE* FOR THE FOLLOWING STATEMENTS.

6. Henri Matisse initially studied medicine before becoming an artist.
True False
7. After having gone to Morocco, Matisse was inspired by the decorative art known as arabesques in that country.
True False
8. Arabesques are typically found in Native American art.
True False
9. An Expressionist is considered to be a Pre-Impressionist artist.
True False
10. Oriental art is known for its use of iconic imagery, such as with important religious figures.
True False

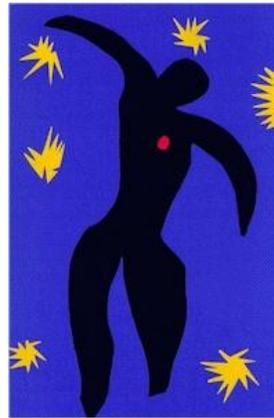
What are the titles of the following artworks?



13.

14.

15-16. Which of the following images relate to these two artworks by Matisse? Draw a line from the artwork to the correct images.



A.



B.



C.



D.



17-20. What made Matisse's artwork radical/outrageous?

Bonus Questions:

1. What was Matisse's age when he passed away? _____

2. Morocco is located in what country? What continent?

3. What does the 'P' in "P.S." stand for? _____

SELF-PORTRAITS RE-TEST
HENRI MATISSE

NAME _____
SECTION _____

PLEASE COMPLETE THE FOLLOWING SENTENCES USING THE MOST APPROPRIATE ART TERMS FROM THE WORD BOX.

Islamic	arabesques	curvilinear	Expressionist	law
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1. Henri Matisse initially studied _____ before becoming an artist.
2. After having gone to Morocco, Matisse was inspired by the decorative art known as _____ in that country.
3. Arabesques are typically found in _____ art.
4. An _____ is considered to be a Post-Impressionist artist.
5. Oriental art is known for its use of _____ designs and decorative elements. It doesn't have any iconic imagery.

CIRCLE EITHER *TRUE* OR *FALSE* FOR THE FOLLOWING STATEMENTS.

6. The art movement that Matisse is credited as the father of is called Post-Impressionism. True False
7. The view in which a person's face is seen from the side is called a frontal view. True False
8. In Matisse's later years when he was crippled, he made his art from decoupage, which means "cut paper" since he could no longer effectively paint like he could when he was younger. True False
9. The Fauve artists were named as such by an art critic because he was reminded of wild hornets once he saw their artwork. True False
10. The cut paper that is of the subject matter of an artwork is known as the positive space. True False

17. Which of the following statements is true about Matisse?
 - a. Matisse was an artist from Germany.
 - b. In 1911 and 1912, Matisse journeyed to Moscow, Russia and Tangiers, Morocco.
 - c. The art movement that Matisse jump-started, Fauvism, lasted for awhile over thirty years.
 - d. Matisse's art style was highly rendered and very realistic.

18. Which of the following statements is true about the proportions of the face?
 - a. The head is asymmetrical.
 - b. The head is six eye lengths across.
 - c. The ear sits between the hair line and the eyebrows.
 - d. The eyes sit directly in the middle of the head between the top and bottom.

19. Matisse's goal in his art was...
 - a. to create flat shapes of color that expressed certain feelings and moods.
 - b. To create paintings so realistic that they looked like photographs.
 - c. To make art like a young child would.
 - d. To show the forms of his subjects from multiple views in a two-dimensional flat artwork.

20. Matisse was considered...
 - a. A highly regarded artist in France during his lifetime.
 - b. An awful influence on future artists and art movements.
 - c. A vital member of the Moroccan Floral Society.
 - d. A radical artist for departing from conventional artistic values and approaches while creating a new art movement.

SELF-PORTRAITS ADAPTED EXAM
HENRI MATISSE

NAME _____
SECTION _____

PLEASE COMPLETE THE FOLLOWING SENTENCES USING THE MOST APPROPRIATE ART TERMS FROM THE WORD BOX.

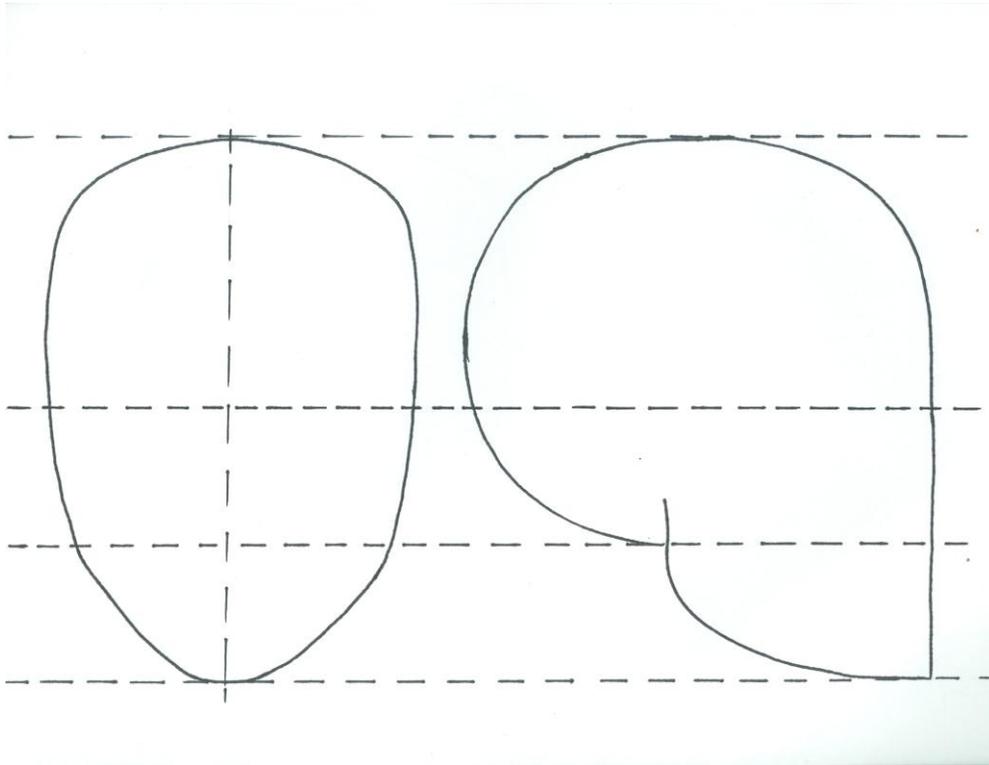
positive	profile	Fauvism
wild beasts	decoupage	

1. The art movement that Matisse is credited as the father of is called _____.
2. The view in which a person's face is seen from the side is called a _____ view.
3. In Matisse's later years when he was crippled, he made his art from _____, which means "cut paper" since he could no longer effectively paint like he could when he was younger.
4. The Fauve artists were named as such by an art critic because he was reminded of _____ once he saw their artwork.
5. The cut paper that is of the subject matter of an artwork is known as the _____ space. The area of the artwork that is not of the subject matter is the negative space.

Islamic	curvilinear	law
arabesques	Expressionist	

6. Henri Matisse initially studied _____ before becoming an artist.
7. After having gone to Morocco, Matisse was inspired by the decorative art known as _____ in that country.
8. Arabesques are typically found in _____ art.
9. An _____ is considered to be a Post-Impressionist artist.
10. Oriental art is known for its use of _____ designs and decorative elements. It doesn't have any iconic imagery.

11. In the head templates below, draw in the facial features in their correct placements. Include the eyes, eyebrows, nose, mouth, and ears.



13-14. Match the correct titles to each artwork. Draw a line that connects them.



The Dessert:
Harmony in Red

Woman with a Hat

Portrait of Madame Matisse:
The Green Line

The Snail

15-16. Which of the following images relate to these two artworks by Matisse? Draw a line from the artwork to the correct images.



A.



B.



C.



D.



17. Which of the following statements is true about Matisse?
- Matisse was an artist from Germany.
 - In 1911 and 1912, Matisse journeyed to Moscow, Russia and Tangiers, Morocco.
18. Which of the following statements is true about the proportions of the face?
- The head is asymmetrical.
 - The eyes sit directly in the middle of the head between the top and bottom.
19. Matisse's goal in his art was...
- to create flat shapes of color that expressed certain feelings and moods.
 - To create paintings so realistic that they looked like photographs.
20. Matisse was considered...
- A vital member of the Moroccan Floral Society.
 - A radical artist for departing from conventional artistic values and approaches while creating a new art movement.

Mrs. Seymour
Mr. Michaels

Schuylkill Valley Middle School

Student Name _____

Criteria	Rating Scale (A=9-10, B=8-9, C=7-8, D=6-7, F=0-6)
Student's knowledge of the facial proportions from a step-by-step drawing procedure in their sketchbooks shows high drawing quality, is fully completed, and retains accurate proportional relationships.	
Student has created at least three self-portrait color studies with varying color schemes.	
Students' painted self-portrait displays a high level of craftsmanship, a utilization of color and arabesques in the style of Matisse, proper use of facial proportions, and resembles their likeness.	
Students' decoupage self-portraits display a use of color and shape in the style of Matisse and a high level of craftsmanship.	
Students' written reports/reflections on their self-portrait artworks and Matisse's art making processes display proper use of grammar, thoughtful input, and are fully completed.	
Students' recognize how color affects the way in which we perceive subject matters based on their written reflections.	
Matisse exam:	

Average: **/8 =**

Additional Comments: