

Matthew J. Wagner

Comparing and Contrasting Matisse and Mondrian 1st Grade

Goal:

Students will compare and contrast elements found in both Henri Matisse's work and Piet Mondrian's work. Children will identify shapes and colors as important design elements in a collage. Students will create a collage with a concentration on cutting and pasting. This will help them increase their skills with materials and the use of shape in expressing ideas in their artwork. Students will develop their recognition and identification of basic shapes. This will help students increase their discrimination of basic shapes found in complex structures, as well as help student's verbal skills for discussing the use of shape in artworks.

Vocabulary:

Collage, Shape, Line (straight, squiggle), Space, Color, Balance and Symmetry.

Balance: Harmony of design and proportion. **Symmetry:** Equal in size and value.

National Standards/Student Objectives:

Students will learn to make collages and use it to explore the Big Idea of comparing and contrasting space, color, balance and symmetry found in the work of Matisse and Mondrian. (1,3)

Students will learn a brief history about Matisse and Mondrian and their perception of space, color, shape, balance, and symmetry. (4,5)

Students will gain background knowledge into the various materials and methods artists have employed in collage work. (4)

Interdisciplinary Connections/Contextual Frame of Reference:

A discussion of the definition of collage will take place. **Collage:** a form of art in which various materials such as photographs and pieces of paper or fabric are arranged and stuck to a backing. In French it means, "gluing". Students will draw from their own knowledge and what they learn about Matisse and Mondrian, about Space, Color, Shape, Balance, and Symmetry to develop their own collage.

Preparation:

I will need to create my own example of the work I want them to create: a collage. I will need to make large copies of images by Matisse and Mondrian. I will need to reserve books for reference about the history of Matisse and Mondrian's life, books with images of their work, and children's books to read to the students as an introduction or end to the class activity.

Student Input:

Students will be able to explore the idea of collage through comparing and contrasting the works of Matisse and Mondrian and the student's own work. They will explore the relationship between artist and environment.

Technical Skills:

Basic design, pattern, composition, and hand-eye coordination skills will be employed to collage, while cutting out, arranging, and pasting materials onto a background.

Materials & Costs (Dick Blick/Staples):

Stainless Scissors, 5", pointed: **\$1.61 ea. X's 25 = \$40.25**

50 lb. 18" × 24" Paper, Package of 100 Sheets: **\$16.57**

White Glue Gallon: **\$10.79 ea.**

Colored Paper, 24"X36", Assorted colors, 50 sheets, **\$25.92**

Markers, 200 assorted colors, **\$64.99**

Crayons: Black: **\$1.68** per 12 pack

White: **\$1.60** per 12 pack

Jumbo paper clips: **\$1.19/100**

Total Cost: \$162.99

Safety Hazards:

Inappropriate and dangerous use of scissors will be the most significant safety hazard. A hazardous situation may be limited by keeping track of the utensils.

Attention:

To challenge the students who have a better understanding or are familiar with the material I will call on them to add their "expert" knowledge to share with the class. I will also have them assist other students if they are completed with their work early. I will also provide appropriate reading material and images about the artist for further understanding. I will assist students who work slower than the rest and will help them with cutting and pasting materials upon request.

Lesson Procedure:

Activity Overview:

Students will cut out shapes from colored paper and paste them onto a flat background in the style of Mondrian then compare to the work of Matisse and create another collage in his style.

1. Students will create a collage influenced by Mondrian then Matisse.
2. Cut out 3 shapes, small, medium and large squares or rectangles, out of blue, red, and yellow paper (Mondrian).
3. Place shapes on paper and glue down.
4. Take 5 black strips of paper and arrange in a balanced/symmetrical fashion, criss-cross, up and down, across paper (Mondrian).
5. Glue down black strips.
6. Cut off black strips that go over the edge of the paper.
7. Arrange extra black strips on the inside edges of the colored shapes.
8. Glue black strips.
9. Compare the Mondrian style collage with the Matisse style examples.
10. Cut 4-6 squares or rectangles out of any color the student chooses.
11. Fold 3 in half and cut out a leaf-like shape.
12. Arrange nicely and glue down the squares of paper including the paper that leaves were cut out of.
13. Arrange nicely and glue down leaf shapes.
14. Take 3 black strips of paper and either cut into small pieces or leave long.
15. Arrange nicely and glue down black pieces and strips of colored paper.

Day 1:

Students will arrive in class and be seated on the carpet. Students will be introduced to the artist Mondrian and his artwork through looking at images and talking about the elements of design. The instructor will ask the class to raise their hand if they have heard of the artist and choose quiet students to explain to the class what they know. Students then will be given a brief history of the artist's philosophy about his own work.

Essential Motivational Questions:

What is a collage? What is balance? What is balance on the playground (hands out to look like balancing)? Try and sound out this name/word. Does anyone have a friend named Pete? Pete had many artist friends such as Pablo Picasso. Does anyone know what a landscape is? Does anyone know what it means to subtract (take away)? What do you see in this collage? What colors do you see? What are the shapes called (rectangle, square)? How many sides do these shapes have? What size are they (small, medium, and large)? What do the black lines look like? (Picture a city from above, buildings, streets, railroads, and cars) What does overlapping mean?

(Content Standard 4, understanding the visual arts in relation to history/cultures)

(Content Standard 5, reflecting upon and assessing the characteristics and merits of their work and the work of others).

Students will be introduced to the artwork of Mondrian through looking at images produced by the artist. Students will go over vocabulary words as they look at these images and try to pick out these words to describe what they see in the work of the artist. Ask students to look at the images and explain using their own words what they think the images show and mean and describe the shapes they see.

(Content Standard 3, choosing/evaluating a range of subject matter, symbols, ideas).

The instructor will explain, with the image, examples of what a collage is. Students will be introduced to materials for their collage construction. Instructor will describe the collage activity and introduce the content and subject matter of the collage. Instructor will remind the students to put their names and class abbreviation on the back of their work. Focus should be put on the explanation and demonstration and steps that show efficient ways to cut and paste (safety tips: While being careful with scissors turn the paper while the student cuts curves, use glue sparingly, a damp paper towel to keep the student's fingers clean).

1. Students will create a collage influenced by Mondrian then Matisse.
2. Cut out 3 shapes, small, medium and large squares or rectangles, out of blue, red, and yellow paper (Mondrian).
3. Place shapes on paper using balance (may overlap) and glue down.

(Content Standard 2, using knowledge of structures and functions).

Students will be dismissed to their tables. They will use scissors to cut out their shapes, then and arrange and glue the colored paper shapes to their white paper.

(Content Standard 1, understanding and applying media, techniques, processes).

Clean up procedures. Instructor will hand out and then collect each student's envelop of scraps and shapes. With time left students will be instructed on how to properly clean up their table and the room. Students will follow clean up procedures properly and quietly so they may be chosen to line up at the door.

Day 2:

Students will arrive in class and be seated on the carpet. Students will review facts, words, and questions about the artist Mondrian. The instructor will review what was done in the first class and what is expected of the second day of work.

(Content Standard 4, understanding the visual arts in relation to history/cultures)

(Content Standard 5, reflecting upon and assessing the characteristics and merits of their work and the work of others).

(Content Standard 3, choosing/evaluating a range of subject matter, symbols, ideas).

Essential Motivational Questions:

Colors can be either cool or warm. What type of color do you think is a warm/cool color? Think about what color "hot" is. Think about what color "cold" is.

Students will be reminded of how to use scissors carefully and to share materials with their table. Instructor will show an example of what is expected of their work and/or review how to cut and use glue sparingly. Students will then be dismissed to their tables by remaining quiet.

(Content Standard 2, using knowledge of structures and functions).

Students will add black strips of paper to their work by first arranging them and then gluing the strips down on their white paper. Students will cut the strips that are longer than the white paper and then arrange and glue them on their work.

4. Take 5 black strips of paper and arrange in a balanced/symmetrical fashion, criss-cross, up and down, across paper (Mondrian).
5. Glue down black strips.
6. Cut off black strips that go over the edge of the paper.
7. Arrange extra black strips on the inside edges of the colored shapes.
8. Glue black strips.

(Content Standard 1, understanding and applying media, techniques, processes).

Clean up procedures. Instructor will hand out and then collect each student's envelop of scraps and shapes. With time left students will be instructed on how to properly clean up their table and the room. Students will follow clean up procedures properly and quietly so they may be chosen to line up at the door.

Day 3:

Students will arrive in class and be seated on the carpet. Students will review interesting facts about Mondrian that they discovered at the beginning of the first class. Students will then be introduced to the work of Matisse and compare it to the work of Mondrian. Instructor will read a book about Matisse to the class. Instructor will ask questions about similarities and differences (color, shape, line, space, symmetry, and balance). After completion of the first project students will look at an example of art from each artist. These two examples will be on the floor and students will fill in around them. Students will be asked about which colors are seen first and if lines or the color spots are seen first. The instructor should have color examples to place next to each other in different combinations.

Essential Motivational Questions:

Who would like to share what they observe about any similarities between these two images? What is different about these images? What colors are used in the different images? Pay attention to the shapes and colors. What shapes can you find in these images? Which colors are more dominant? What would the art examples look like if they were switched for another? Do different colors create different moods? Students should also identify the shapes within the artwork. A review of vocabulary words should take place.

Students then will continue with their collage project. Students should be encouraged to try different layouts before making a final decision about placement of collage cut outs.

Discuss ideas for theme-based collage. List some ideas that the teacher and students come up with as a group. – Suggest shape to cut out based on collage themes. Instructor should suggest a plan and layout of the shapes on the background paper before the students glue the shapes down (composition). Explain that students should experiment with different arrangements on their background paper.

Students will be informed about how to make good use of an entire sheet of paper, utilizing the edges of the paper instead of drawing shapes in the center.

(Content Standard 4, understanding the visual arts in relation to history/cultures)

(Content Standard 5, reflecting upon and assessing the characteristics and merits of their work and the work of others).

(Content Standard 3, choosing/evaluating a range of subject matter, symbols, ideas).

Students will be introduced to materials for their second collage. Instructor will describe the collage activity and introduce the content and subject matter of the collage. Instructor will remind the students to put their names and class abbreviation on the back of their work. Focus should be put on the explanation, demonstration and steps that show efficient ways to cut and paste (safety tips: While being careful with scissors turn the paper while the student cuts curves, use glue sparingly, a damp paper towel to keep the student's fingers clean).

(Content Standard 2, using knowledge of structures and functions).

Students will be reminded of how to use scissors carefully and to share materials with their table. Instructor will show an example of what is expected of their work and/or review how to cut and use glue sparingly. Students will then be dismissed to their tables by remaining quiet.

(Content Standard 1, understanding and applying media, techniques, processes).

Students will begin working on cutting out their collage pieces and assembling them before gluing the pieces down on their paper.

9. Compare the Mondrian style collage with the Matisse style examples.

10. Cut 4-6 squares or rectangles out of any color the student chooses.

11. Fold 3 in half and cut out a leaf-like shape.

12. Arrange nicely and glue down the squares of paper including the paper that leaves were cut out of.

13. Arrange nicely and glue down leaf shapes.

Clean up procedures. With time left students will be instructed on how to properly clean up their table and the room. Students will follow clean up procedures properly and quietly so they may be chosen to line up at the door.

Day 4:

Students will arrive in class and be seated on the carpet. Students will review facts about the artist Mondrian and Matisse. The instructor will review what was done in earlier classes and what is expected of the fourth day of work.

(Content Standard 4, understanding the visual arts in relation to history/cultures)

(Content Standard 5, reflecting upon and assessing the characteristics and merits of their work and the work of others).

(Content Standard 3, choosing/evaluating a range of subject matter, symbols, ideas).

Students will be reminded of how to use scissors carefully and to share materials with their table. Instructor will show an example of what is expected of their work and/or review how to cut and use glue sparingly. Students will then be dismissed to their tables by remaining quiet.

(Content Standard 2, using knowledge of structures and functions).

Students will add black strips of paper to their work by first cutting them into smaller strips or pieces, arranging them and then gluing the strips down on their collage.

14. Take 3 black strips of paper and either cut into small pieces or leave long.

15. Arrange nicely and glue down black pieces and strips of colored paper.

(Content Standard 1, understanding and applying media, techniques, processes).

Clean up procedures. With time left students will be instructed on how to properly clean up their table and the room. Students will follow clean up procedures properly and quietly so they may be chosen to line up at the door.

Resources:

A Bird or Two: A Story about Henri Matisse, Bijou Le Tord, 1999. (Reading book).

Henri Matisse: Drawing with Scissors, Jane O'Connor, 2002. (Art images)

Henri Matisse: Drawing with Scissors, Masterpieces from the Late Years, Berggruen, Hollein, 2005. (Art images)

The World of Matisse 1869-1954, John Russell, 1969. (Art images)

Matisse His Art and His Textiles, Royal Academy of Arts, London, 2004. (Art images)

Matisse, Great Modern Masters, Jose Maria Faerna, 1995. (Art images)

Mondrian, Great Modern Masters, Jose Maria Faerna, 1997. (Art images)

Evaluation of Student and Student Work:

Student Name: _____

Thoughtfulness:

Student developed a collage, which includes characteristics found in artists work.

Craft and Technical Skill:

Student paid attention to detail: well crafted, distinguishable, creative, and incorporated other artistic methods in color, size, and shape.

Effort:

Students worked the entire class period, was interested, energetic, brought ideas to the class, and cooperated with others.

Lesson Evaluation:

Did you enjoy learning about collage making? How so or what did you enjoy most?

What was your favorite part of the lesson?

What was your least favorite part of the lesson?

Would you try this form of art at home?

Who are some artists who work in the art form of collage?

Did you use of elements and principles of design to create an interesting composition?

Did you effectively use color, shape, line, balance, or symmetry? How?









