

# WHO IS PICASSO? CREATING MASTERPIECES IN A CORE PRESCHOOL CLASSROOM

**Grade Level:** Preschool

**Presented by:** Janet Morgan and Ilona Faust, Betton Hills Preparatory School, Tallahassee, FL

**Length of Unit:** Nine

## I. ABSTRACT

“I can’t do that!” How many times have you heard those words expressed by children when asked to draw a representational drawing or painting? With coaxing, encouragement, and a great deal of praise, you can generally get a child to finish a piece, and the end results are priceless! Children want and need regular success in the visual arts to stimulate their growth and self-esteem. Teachers need to provide their students with opportunities for success by taking a work or piece of art by a known artist and breaking down that work into steps that a child can follow. This unit will focus on how to lead a classroom or small group discussion about the artist and his or her piece of work, and how to help students create a work “in the style of” the artist. We will provide lesson plans, samples of children’s work, and a slide presentation.

## II. OVERVIEW

A. Concept Objectives:

1. Examining, discussing, and appreciating artists and their work
2. Art production (hands-on process)
3. Language development (vocabulary enhancement)

B. Content from the *Core Knowledge Sequence*:

1. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined.
2. Look at and talk about works of art, describing the details and “story” depicted, such as objects, people, setting time of day / year, historical vs. contemporary, etc., as well as the mood / feelings that certain pieces of art elicit. [1999 *Core Knowledge Preschool Sequence*, pages 92-93]

C. Skill Objectives:

1. Development of fine motor skills
2. Development of appreciation of basic elements of art
3. Development of attention to visual details

## III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Drury, Elizabeth. *Self Portraits of the World’s Greatest Painters*. San Diego, CA: Thunder Bay Press, 1999. ISBN 1-57145230-3.
2. Hawsley, Lucinda & Cunningham, Antonia & Payne, Laura & Bradbary, Kristen. *Essential History of Art*. Bath, UK: Parragon Publishing, 2000. ISBN 0-75254-230-3.
3. Waters, Elizabeth & Harris, Annie. *Royal Academy of Arts Painting a Young Artist’s Guide*. New York: Dorling Kindersley, Inc. 1993. ISBN 1-56458-348-1.

B. For Students:

1. Students need to know colors and beginning shapes. They should be familiar with lines and textures.

## IV. RESOURCES

A. Art prints from the Core Knowledge Preschool Sequence

B. Art prints from a variety of other artists not listed in the *Core Knowledge Preschool Sequence*

## V. LESSONS

### Lesson One: Piet Mondrian's "Composition in Red, Yellow and Blue"

#### A. *Daily Objectives*

1. Concept Objectives
  - a. Examining, discussing, and appreciating artists and their works
  - b. Art production (hands-on process)
  - c. Language development (vocabulary enhancement)
2. Lesson Content
  - a. Examine a work or piece of art by a known artist and create a work "in the style of" the work examined.
3. Skill Objectives
  - a. Development of fine motor skills
  - b. Development of an appreciation of basic elements of art
  - c. Development of attention to visual details

#### B. *Materials*

1. Print reproduction of Piet Mondrian's "Composition in Red, Yellow and Blue"
2. White construction paper (9" x 12")
3. Black, blue, red and yellow paint
4. Small paint brushes
5. Q-tips
6. Paint smocks

#### C. *Key Vocabulary*

1. Art
2. Artist
3. Paint
4. Names of the colors in the print
5. Rectangle
6. Square
7. Trace
8. Up
9. Down
10. Left
11. Right
12. Top
13. Bottom

#### D. *Procedures / Activities*

1. Introduce the print "Composition in Red, Yellow and Blue" and give a short biographical sketch on Piet Mondrian.
2. Explore vertical (top / up, bottom / down) and horizontal (left to right) line development with the children, allowing them to trace the lines on the print with their fingers, or to create vertical and horizontal lines with a crayon and paper.
3. Trace vertical and horizontal lines on white construction paper in the likeness of Mondrian's "Composition in Red, Yellow and Blue" (one for each child). [Appendix A]
4. Prepare art table and supplies.
5. Give each child a prepared piece of construction paper and have them trace the horizontal and vertical lines with a Q-tip and black paint.
6. Let the piece dry overnight.
7. Give each child his or her work in progress, and have the child paint the large block red. Next, the child should paint the blue block (lower left corner), and finally, the yellow block (lower right corner). Stress the importance of staying within the lines.

8. Let the piece dry and frame the print before displaying it or sending it home. Use a large piece of black construction paper for framing. This is accomplished by gluing the piece directly to the black construction paper, or by cutting a window that is slightly smaller (one-half inch) than the original piece and gluing the print to the back side of the frame.
- E. *Assessment / Evaluation*
1. Were the children able to create a work “in the style of” Piet Mondrian?
  2. Were the children able to follow directions?
  3. Were the children able to recognize the difference between vertical and horizontal lines?
  4. Were the children introduced to primary colors?
  5. Were the children able to recognize geometric shapes (rectangles and squares)?

## **Lesson Two: Piet Mondrian’s “Broadway Boogie-Woogie”**

### A. *Daily Objectives*

1. Concept Objectives
  - a. Examining, discussing, and appreciating artists and their works
  - b. Art production (hands-on process)
  - c. Language development (vocabulary enhancement)
2. Lesson Content
  - a. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined.
3. Skill Objectives
  - a. Development of fine motor skills
  - b. Development of an appreciation of basic elements of art
  - c. Development of attention to visual details

### B. *Materials*

1. Print reproduction of Piet Mondrian’s “Broadway Boogie-Woogie”
2. White construction paper (9” x 12”)
3. Blue, red and yellow paint
4. Wine corks
5. Sheet of cork
6. Hot glue gun
7. Pencils
8. Paint smocks
9. Ruler

### C. *Key Vocabulary*

1. Art
2. Artist
3. Names of the colors in the print
4. Line
5. Straight line
6. Square
7. Rectangle
8. Paint

### D. *Procedures / Activities*

1. Prepare white construction paper by making a grid using the following dimensions:
  - Vertical lines (left to right): 0.5”, 1.0”, 2.0”, 4.5”, 5.0”, 7.0”, 7.5”, 8.0”, 8.5”, 9.0”
  - Horizontal lines (top to bottom): 1.5”, 3.0”, 3.75”, 5.0”, 5.5”, 6.5”, 7.5”, and 9.0”.
 This process is time-consuming, but the results are worth it! [Appendix B]
2. Prepare square stamps by cutting 0.25” squares out of the sheet of cork. Make larger squares (0.5”) and rectangles (1.0”) by using the same process. Hot glue the square and rectangle pieces to wine corks.

3. Introduce the print “Broadway Boogie-Woogie” and give a short biographical sketch of Piet Mondrian.
4. Discuss line development, primary colors, and shapes that are seen on the print.
5. Have children practice with plastic or Unifix cubes (in primary colors) on a sheet of the construction paper graphed in Step 1. Emphasize that the cubes must be placed on the lines given.
6. Prepare the art table and supplies.
7. Give each child one sheet of the construction paper graphed in Step 1. Place trays of paint (in primary colors) on the table and set out small square stamps. Have the children stamp squares on the paper, working from top to bottom and from left to right. When they have filled up the lines (or have tired of the activity), you may let them use the larger stamps.
8. Let the art pieces dry overnight and cut 2.75” off of the bottom (where the grid stops). Frame the pieces.
9. Share and discuss each piece with the class.
10. If you like to use recycled materials, you may wish to have the children work with the plastic forms that are used in the retail packaging of Christmas lights. These forms have vertical and horizontal lines and can be dipped into paint quite easily. The children then can use the corks to add squares and rectangles to the lines.

E. *Assessment / Evaluation*

1. Were the children able to create a work “in the style of” Piet Mondrian?
2. Were the children able to follow directions?
3. Were the children able to recognize the difference between vertical and horizontal lines?
4. Were the children introduced to primary colors?
5. Were the children able to recognize geometric shapes (rectangles and squares)?

**Lesson Three: Wassily Kandinsky’s “Several Circles”**

A. *Daily Objectives*

1. Concept Objectives
  - a. Examining, discussing, and appreciating artists and their works
  - b. Art production (hands-on process)
  - c. Language development (vocabulary enhancement)
2. Lesson Content
  - a. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined.
3. Skill Objectives
  - a. Development of fine motor skills
  - b. Development of an appreciation of basic elements of art
  - c. Development of attention to visual details

B. *Materials*

1. Print reproduction of Wassily Kandinsky’s “Several Circles”
2. Black construction paper (12” x 24”)
3. Dark blue circles (5”, traced in white pencil) – one per child
4. Small black circles (3”, traced in white pencil) – one per child
5. Smaller circles (cut in different sizes and colors)
6. White paint
7. Q-tips
8. Glue or paste
9. Paint smocks

C. *Key Vocabulary*

1. Art

2. Artist
  3. Paint
  4. Collage
  5. Names of the colors in the print
  6. Circle
  7. Balance
  8. Scissors
  9. Cut
  10. Glue / paste
- D. *Procedures / Activities*
1. Introduce the artist Wassily Kandinsky and his work "Several Circles." Give a brief biographical sketch and show a picture of the artist.
  2. Discuss the painting with the children and have them share their impressions and feelings. Make a special effort to point out that the artist arranged the circles in the painting to create a balanced effect. This would be an excellent time to set up a special center with a scale. Children could use circular plastic lids (various sizes) to weigh and balance. This project could be introduced during a unit on space.
  3. Prepare the art table and supplies.
  4. Give each child one dark blue circle (5.5") and one small black circle (3.0"). Instruct the children to cut out their circles and place them in front of themselves. Give each child a 12" x 24" piece of black construction paper (in a vertical position). Once again the children should focus on the placement of the circles, concentrating on the dark blue circle. Have them put their finger on the area where they think it belongs, and have them glue on the dark blue circle. Follow this same procedure with the black circle. Set out the remainder of the circles and have the children glue them onto the paper. Continue to remind the children that they need to balance the placement of their circles. Finally, set out the containers of white paint and the Q-tips and have the children trace around the edge of the dark blue circle.
  5. Share each child's piece with the class and discuss if the piece looks balanced.
- E. *Assessment / Evaluation*
1. Were the children able to create a work "in the style of" Wassily Kandinsky?
  2. Were the children able to follow directions?
  3. Were the children able to cut circles?
  4. Were the children able to distinguish between different sizes?
  5. Were the children able to balance their work?

#### **Lesson Four: Pablo Picasso's "Girl Before a Mirror"**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Examining, discussing, and appreciating artists and their works
    - b. Art production (hands-on process)
    - c. Language development (vocabulary enhancement)
  2. Lesson Content
    - a. Examine a work or piece of art by a known artist and create a work "in the style of" the work examined.
  3. Skill Objectives
    - a. Development of fine motor skills
    - b. Development of an appreciation of basic elements of art
    - c. Development of attention to visual details
- B. *Materials*
1. Print reproduction of Pablo Picasso's "Girl Before a Mirror"

- Please cover **all** the exposed areas of the print except for the girl's face and her facial reflection in the mirror.
2. Light gray construction paper (9" x 12")
  3. White paper (12" x 24")
  4. Scrap paper (10" x 8")
  5. Large oval stencil (9" x 7") to trace oval onto gray paper
  6. Red, yellow, black, and green paint
  7. Q-tips
  8. Cotton balls
  9. Unbreakable mirrors
  10. Bright light
- C. *Key Vocabulary*
1. Art
  2. Artist
  3. Paint
  4. Color
  5. Names of the colors in the print
  6. Oval
  7. Same
  8. Different
  9. Frontal view
  10. Side view
  11. Silhouette
- D. *Procedures / Activities*
1. Introduce the artist Pablo Picasso and his work "Girl Before a Mirror." Discuss the visual details of her face, including the oval shape, visible parts of the face, position of the parts of the face, the frontal and side views, and the broken line that divides the frontal and side views.
  2. Let each child take a turn looking into a mirror at his or her reflection. Have them point out the same body parts that they saw on the girl's face.
  3. Have a child stand sideways in front of the class to show the outline of his or her face. Set up an area in the classroom where you can draw each child's silhouette. Cut out the silhouettes and glue them onto the dark construction paper. Show the finished pieces to the class. Have the children point out the facial features (lips, chin, eyes, eyebrow, nose and hair), and try to guess who the model was.
  4. Prepare the art table and supplies. Trace the 9" x 7" oval and draw the facial dividing line (older children can trace the oval themselves).
  5. Give each child a 9" x 12" piece of grey construction paper on which an oval (9" x 7") has been traced and the facial dividing line drawn. Cover the right side of the face with a piece of scrap paper (taped down), and place black paint and Q-tips on the table. Have the child paint an eyebrow, eye and mouth on the side view of the face. Remove the scrap paper and direct the child to add the same facial features to the right side (frontal view). Doing it in this manner will create more of an impressionistic style. If a crisper look is preferred, let the black paint dry before adding the yellow in the next step.
  6. Remove the black paint from the table, replacing it with yellow. Instruct the child to paint yellow hair on the left side of the face and to paint the entire view of the right side of the face. Remind the child to stay within the lines and to try to avoid putting paint on the eyebrow, eye and mouth. Replace the yellow paint with red and have the child outline the lips in red. A cotton ball dipped slightly into red paint will make the blush on the cheek. Allow the piece to dry overnight and then have the child use Q-tips to outline

- his or her picture in black paint. Have the children replace their Q-tips frequently since they tend to fall apart. Display the children's finished pieces.
7. As an alternative, the children could use Cray-Pas or oil pastel to accomplish the same effect. Follow the same procedure that is described above for paint.
- E. *Assessment / Evaluation*
1. Were the children able to create a work "in the style of" Pablo Picasso?
  2. Were the children able to follow directions?
  3. Were the children able to place the eyebrows, eyes, mouth, and hair in the right location?
  4. Were the children able to outline their picture?

**Lesson Five: Pablo Picasso's "Child with Dove"**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Examining, discussing, and appreciating artists and their works
    - b. Art production (hands-on process)
    - c. Language development (vocabulary enhancement)
  2. Lesson Content
    - a. Examine a work or piece of art by a known artist and create a work "in the style of" the work examined.
    - b. Look at and talk about works of art, describing the details and "story" depicted, such as objects, people, activities, setting, time of day / year, historical vs. contemporary, etc., as well as the mood / feelings that certain pieces of art elicit.
  3. Skill Objectives
    - a. Development of fine motor skills
    - b. Development of an appreciation of basic elements of art
    - c. Development of attention to visual details
- B. *Materials*
1. Print reproduction of Pablo Picasso's "Child with Dove"
  2. White construction paper (9" x 12")
  3. Dark blue, green, and yellow paint
  4. Sponges
  5. Glue
  6. Q-tips
  7. Copier paper
  8. White dove (imitations are available at most craft stores)
  9. Camera
  10. Film
  11. Scrap paper (at least 8" x 9")
- C. *Key Vocabulary*
1. Art
  2. Artist
  3. Color
  4. Names of the colors in the print
  5. Paint
  6. Difference
  7. Same
  8. Different
  9. Dove
  10. Photograph (picture)

D. *Procedures / Activities*

1. Introduce the print “Child with Dove” and give a short biographical sketch on Pablo Picasso.
2. Discuss the painting with the children. You could ask them questions such as:
  - Is the child a boy or girl?
  - Why is the child holding a dove?
  - Is the child happy or sad?
  - How did the dove get into the child’s hand?
  - Is the child wearing clothing that you would like to wear?
  - What is the object in the lower left corner?
  - What colors do you see in the painting?
  - Where do you think the child is (location)?
3. Prepare the white construction paper (9” x 12”) by penciling in a sloped line. Cover the bottom half with a piece of scrap paper (use masking tape to attach the scrap paper).
4. Prepare the art table / tables and supplies. Set out the dark blue and green paint and natural sponges.
5. Give each child a piece of the prepared white construction paper. Instruct the children to sponge paint the top half of their papers. Let the piece dry overnight and attach the scrap paper to the top half of the painting.
6. Set out the yellow and green paint and the sponges. Have the children sponge paint the bottom half of their papers yellow and finish with the green. Let the piece dry.
7. Take each child’s photograph (full body, vertical angle, standing and holding a bird in his or her hand). Develop the film and cut out the body form. Enlarge the photograph (at least 10”) on a copier. Cut out the enlargement.
8. Prepare the art table by setting out the glue and Q-tips. Give the children their paintings and have them glue their pictures to the right side of their paintings.
9. Compare the children’s pieces to the original and then display them.
10. As an option, the child could add a parasol. Draw a circle and cut off one-fourth of the circumference. Make a center point and six triangles. Have the children paint the triangles and glue the circles onto their paintings.

E. *Assessment / Evaluation*

1. Were the children able to create a work “in the style of” Pablo Picasso?
2. Were the children able to describe the art process?
3. Were the children able to see the difference between their paintings and Picasso’s?
4. Were the children able to convey the emotional feeling of the painting?

**Lesson Six: Leonardo da Vinci’s “Mona Lisa”**

A. *Daily Objectives*

1. Concept Objectives
  - a. Examining, discussing, and appreciating artists and their works
  - b. Art production (hands-on process)
  - c. Language development (vocabulary enhancement)
2. Lesson Content
  - a. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined.
3. Skill Objectives
  - a. Development of fine motor skills
  - b. Development of an appreciation of basis elements of art
  - c. Development of attention to visual details

- B. *Materials*
1. Print reproduction of Leonardo da Vinci's "Mona Lisa"
  2. White construction paper
  3. Black, brown, and green crayons
- C. *Key Vocabulary*
1. Art
  2. Artist
  3. Painting
  4. Names of the colors in the print
  5. Different
  6. Smile
  7. Feeling
  8. Far
  9. Near
  10. Background
  11. Foreground
  12. Light
  13. Dark
- D. *Procedures / Activities*
1. Introduce the print "Mona Lisa" and give a biographical sketch on Leonardo da Vinci.
  2. Discuss the painting with the children. Have them describe the visual details of the Painting. Ask thought-provoking questions such as:
    - What do you see in the background (far)?
    - What do you see in the foreground (near)?
    - What colors do you see?
    - Where are the dark colors?
    - Where are the light colors?
    - What is the woman feeling?
    - Why is the woman smiling?
    - What is the woman thinking?
    - How does the painting make you feel?
 Record the responses.
  3. Display the "Mona Lisa" reproduction somewhere around the art table. Give each child a sheet of paper and a black crayon. Instruct the children that they are going to draw their own interpretation of the "Mona Lisa," concentrating on the face. Discuss and compare their pieces to the original.
  4. As an option, the children might like to have their picture taken sitting in the same position as the "Mona Lisa." Display these photos with their pictures of the "Mona Lisa."
  5. Conduct activities that provide opportunities for the children to improve their understanding of "near" and "far away". For example, play "red light, green light."
- E. *Assessment / Evaluation*
1. Were the children able to look at and talk about the work presented?
  2. Did the children demonstrate an understanding of the words "near" and "far away"?
  3. Did the children recognize the difference between light and dark colors?

**Lesson Seven: Edgar Degas' "Little Fourteen Year Old Dancer" (1) (bronze sculpture)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Examining, discussing, and appreciating artists and their works

- b. Art production (hands-on process)
    - c. Language development (vocabulary enhancement)
  - 2. Lesson Content
    - a. Look at and talk about works of art, describing the details and “story” depicted, such as objects people, activities, setting, time of day / year, historical vs. contemporary, etc., as well as the mood / feelings that certain pieces of art elicit.
  - 3. Skill Objectives
    - a. Development of fine motor skills
    - b. Development of an appreciation of basic elements of art
    - c. Development of attention to visual details
- B. *Materials*
  - 1. Print reproduction of Edgar Degas’ “Little Fourteen Year Old Dancer” (bronze sculpture)
  - 2. Light brown construction paper (9” x 12”)
  - 3. Metallic crayons (bronze)
  - 4. Paper ribbon (light brown, 3” diameter, 5” length)
  - 5. Glue
  - 6. Modeling compound / clay
- C. *Key Vocabulary*
  - 1. Art
  - 2. Artist
  - 3. Sculpture
  - 4. Draw
  - 5. Bronze
- D. *Procedures / Activities*
  - 1. Introduce the bronze sculpture “Little Fourteen Year Old Dancer” and give a biographical sketch on Edgar Degas.
  - 2. Discuss the sculpture with the children and give some background information on what steps Degas took before starting this piece.
  - 3. Prepare light brown construction paper by making a 2.5” – 3.0” slit in the middle of the paper. Cut the paper ribbon into 5” long pieces and insert into the slit. Glue the back piece of the ribbon directly to the paper. Bend the ribbon down and place a piece of masking tape behind it.
  - 4. Prepare the art table and place the paper and bronze metallic crayons on the table.
  - 5. Show the paper to the children and explain that the paper ribbon is the dancer’s skirt. Ask the children what parts of the dancer are missing. Once you have established this information, ask the children to draw the missing parts. Discuss their work, including comparisons to the original sculpture.
  - 6. Children can experiment with making a sculpture out of clay or some other modeling compound.
  - 7. As an optional activity, the children could perform / dance to musical pieces from the “Nutcracker” or other ballets.
- E. *Assessment / Evaluation*
  - 1. Were the children able to look at and talk about the work presented?
  - 2. Were the children able to see the difference between a painting and a sculpture?

### **Lesson Eight: Vincent Van Gogh’s “Crows over a Wheat Field”**

- A. *Daily Objectives*
  - 1. Concept Objectives:
    - a. Examining, discussing, and appreciating artists and their works
    - b. Art production (hands-on process)

- c. Language development (vocabulary enhancement)
  - 2. Lesson Content:
    - a. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined.
  - 3. Skill Objectives:
    - a. Development of fine motor skills
    - b. Development of an appreciation of basic elements of art
    - c. Development of attention to visual detail
- B. *Materials*
- 1. Print reproduction of Vincent Van Gogh’s “Crows over a Wheat Field”
  - 2. Light blue, warm yellow, black, green, brown, orange, and white paint
  - 3. One-half inch flat metal hand applicator brushes (from Lowes’ or Home Depot)
  - 4. White construction paper (12” x 18”)
  - 5. Small piece of poster board
  - 6. Cornstarch or glue to thicken the paint
  - 7. Scrap paper
  - 8. Different size paint brushes for demonstration of brush strokes
  - 9. Art smocks
- C. *Key Vocabulary*
- 1. Art
  - 2. Painting
  - 3. Paint
  - 4. Brush
  - 5. Stroke
  - 6. Short
  - 7. Long
  - 8. Names of the colors in the print
- D. *Procedures / Activities*
- 1. Introduce the print “Crows over a Wheat Field” and give a short biographical sketch on Vincent Van Gogh.
  - 2. Examine and discuss the painting with the class.
  - 3. Prepare the 12” x 18” white construction paper by drawing an uneven line across the paper in pencil. Tape scrap paper onto the bottom half of the paper with masking tape. Thicken the paint by adding glue or corn starch.
  - 4. Demonstrate paint strokes using different size brushes. Have the children experiment using the same supplies. Make sure to show the difference between short and long strokes.
  - 5. Prepare the art table and the supplies. Place the light blue paint and flat brushes on the table.
  - 6. Give each child one piece of prepared white construction paper. Instruct the children to use short brush strokes to cover the top portion of the paper. Remove the blue paint and put out the black paint. Have the children add short random black brush strokes throughout the top portion of the painting. Then set out the white paint and have the children make two clouds. Allow the completed pieces to dry.
  - 7. Prepare the children’s paintings by attaching a piece of scrap paper to the top of each one. Prepare the art table by setting out the yellow paint and flat paintbrushes. Give each child his or her piece, and instruct the children to use short brush strokes to cover the exposed bottom portion of their pieces. Remove the yellow paint and put out the orange and brown paint and flat brushes. Let the children blend the paint to their satisfaction. Finally, let the children add a few randomly placed green strokes. Allow the pieces to dry for several days and then remove the scrap paper.

8. Fold small pieces of poster board in a zigzag fashion to represent the crows. Let the children dip these into the black paint and imprint them onto the sky portion of the paintings. The children's paintings are now complete.
- E. *Assessment / Evaluation*
1. Were the children able to create a work "in the style of" the work examined?
  2. Were the children able to follow directions?
  3. Did the children demonstrate an understanding of both short and long strokes?

**Lesson Nine: Henri Matisse's "Red Interior and Blue Table"**

A. *Daily Objectives*

1. Concept Objectives:
  - a. Examining, discussing, and appreciating artists and their works
  - b. Art production (hands-on process)
  - c. Language development (vocabulary enhancement)
2. Lesson Content:
  - a. Examine a work or piece of art by a known artist and create a work "in the style of" the work examined.
3. Skill Objectives:
  - a. Development of fine motor skills
  - b. Development of an appreciation of basic elements of art
  - c. Development of attention to visual details

B. *Materials*

1. Print reproduction of Henri Matisse's "Red Interior and Blue Table"
2. Red construction paper 12" x 18" (one per child)
  - Cut small red irregular circles for fruit (4 to 5 per child)
3. White construction paper 6" x 11" (one per child)
4. Yellow construction paper:
  - 2" x 11" shutters (one per child)
  - 3" circles for pictures (one per child)
5. Blue construction paper:
  - Cut 7" x 6" irregular circles for table tops (one per child)
6. Light blue construction paper:
  - Cut into 4" tall vases (one per child)
7. Tissue paper:
  - Cut into a size that will fit the oval table
8. Black crayon
9. Glue
10. Glue wash (thinned out glue)
11. Paint brushes for the glue
12. Paint smocks

C. *Key Vocabulary*

1. Art
2. Artist
3. Names of the colors in the print
4. Circle
5. Rectangle
6. Zigzag lines
7. Same
8. Different
9. Draw
10. Collage

11. Glue
- D. *Procedures / Activities*
1. Introduce the artist Henri Matisse and his work “Red Interior and Blue Table.” Give a brief biographical sketch of the artist and discuss the painting.
  2. Prepare the art table and the supplies for each step.
  3. Demonstrate how to make zigzags and let the children practice on scrap paper. Give each child one piece of 12” x 18” red construction paper and place it in front of the child at an angle. Have each child attempt to make a zigzag design using the crayon.
  4. Discuss the placement of the various items before the child starts to glue on the various pieces. Give each child his or her 12” x 18” piece of red construction paper. Have the child glue on the pieces in the following order (mark an “X” in each spot where the child must place the glue):
    - 6” x 11” piece of white construction paper in the right corner (window)
    - 2” x 11” shutter
    - 3” circle painting
    - 7” x 6” table
  5. Prepare a glue wash with the remaining glue by adding water. Have the children place the tissue paper on the tabletop and use paintbrushes to apply the glue wash. This will make a “see-through cloth” effect. Have the children place the vase and fruit on top of the table. As an optional enhancement, cut flowered wallpaper to fit inside the window opening and to add flowers to the vase.
  6. Discuss their work, including comparisons to the original piece.
- E. *Assessment / Evaluation*
1. Were the children able to create a work “in the style of” Henri Matisse?
  2. Were the children able to follow directions?
  3. Were the children able to recognize geometric shapes?
  4. Were the children able to balance their picture?

## VI. CUMULATING ACTIVITY

## VII. HANDOUTS / WORKSHEETS

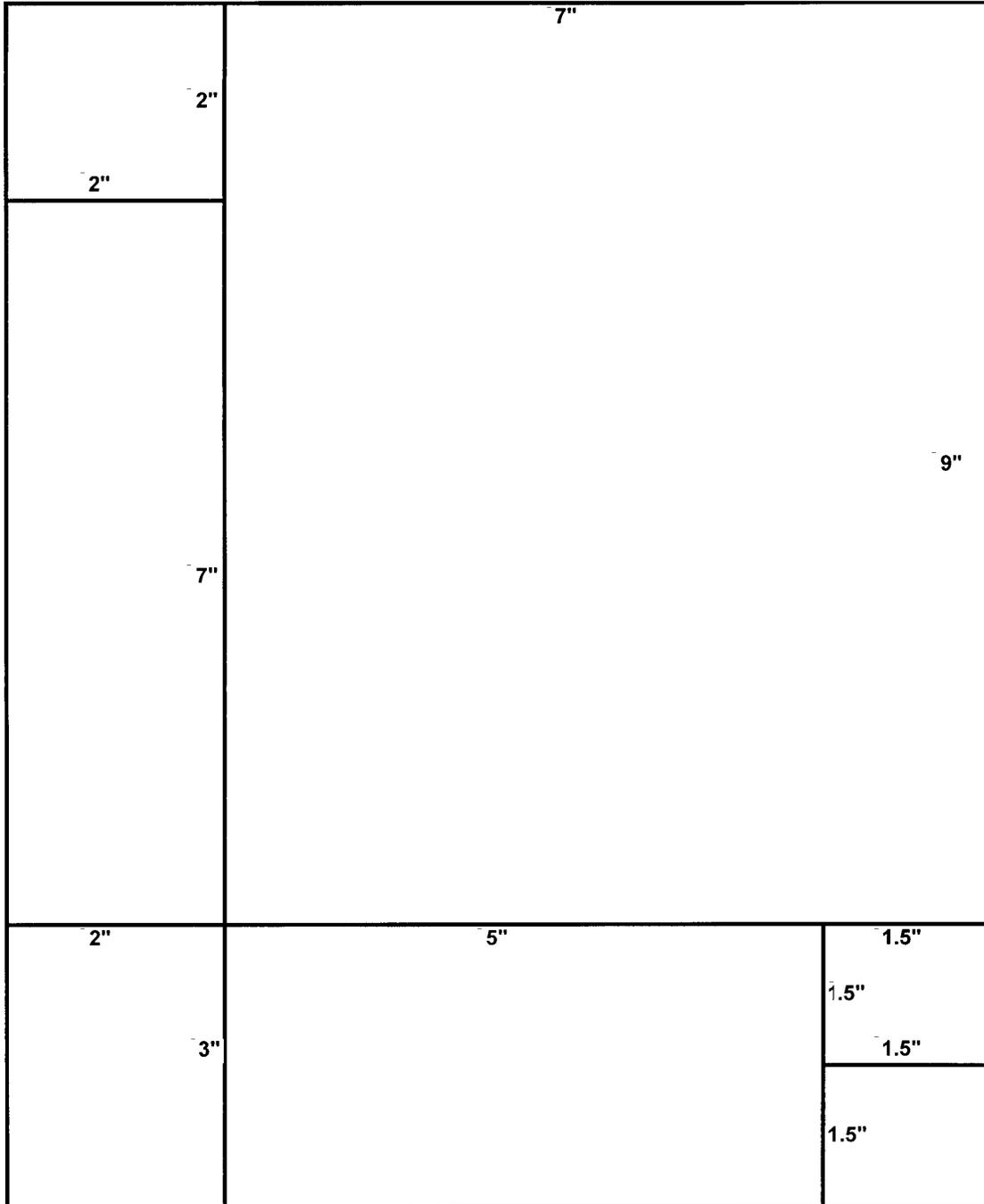
Appendices A and B

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APPENDIX A



Layout of Construction Paper Grid Lines for Lesson One  
Overall Dimensions of Page: 9" x 12"

"Who is Picasso? Creating Masterpieces in a Core Preschool Classroom"

**APPENDIX B**

			1.5"		1.5"				
0.5"	0.5"	1.0"	2.5"	0.5"	2.0"	0.5"	0.5"	0.5"	0.5"
			1.5"		1.5"				
0.5"	0.5"	1.0"	2.5"	0.5"	2.0"	0.5"	0.5"	0.5"	0.5"
			0.75"		0.75"				
0.5"	0.5"	1.0"	2.5"	0.5"	2.0"	0.5"	0.5"	0.5"	0.5"
			1.25"		1.25"				
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			0.5"		0.5"				
0.5"	0.5"	1.0"	2.5"	0.5"	2.0"	0.5"	0.5"	0.5"	0.5"
			1.0"		1.0"				
0.5"	0.5"	1.0"	2.5"	0.5"	2.0"	0.5"	0.5"	0.5"	0.5"
			1.0"		1.0"				
0.5"	0.5"	1.0"	2.5"	0.5"	2.0"	0.5"	0.5"	0.5"	0.5"
			1.25"		1.25"				
			Cut along dotted line in Step 8 of the Procedures / Activities. Discard this section.						
					2.75"				

**Layout of Construction Paper Grid Lines for Lesson Two**  
Overall Dimensions of Page: 9" x 12"