

Make Monet, Monet!

Grade Level or Special Area: Art (Grade 7)

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Length of Unit: fifteen 40-45 minute class periods

I. ABSTRACT

The students will improve their knowledge of several important artists while learning about rhythm, beat and recording music professionally. Students will research artists, write lyrics, and record an original rap song describing personal feelings while learning details about famous artists and their movements.

II. OVERVIEW

A. Content Objectives

1. Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. (25.A.3d Visual Arts) (Illinois State Goals)
2. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. (25.A.3e)
3. Compare and contrast the elements and principles in two or more art works that share similar themes. (25.B.3)
4. Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. (26.A.3)
5. Demonstrate knowledge and skills to create 2 and 3 dimensional works and time arts that are realistic, abstract, functional and decorative. (26.B.3.d)
6. Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination. (26.B.1d)
7. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
8. Sing or play acoustic or electronic instruments demonstrating technical skill. (26.B.2c)
9. Describe the processes involved in composing, conducting and performing. (26.A.3c)
10. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. (26.B.3c)
11. Know how images, sounds and movement convey stories about people, places and times. (27.B.1)

B. Skill Objectives

1. Identify three characteristics of impressionistic paintings, such as paintings look as if they are painted very quickly, light changes in paintings, and they are paintings of modern people
2. Discuss characteristics in Claude Monet: *Sunrise; Bridge Over a Pool of Lilies, Haystack Number 1, and Number 2, Self-Portrait*
3. The student will draw a self- portrait
 4. The student will create image using color, form, line, and blending
5. Identify different characteristics of abstract paintings, specifically cubism
 6. Create a visual image similar to Pablo Picasso's cubism
7. Discuss the life and times of artist Pablo Picasso. Making sure to explain and point out different periods of his life before cubism, such as the blue period and the rose period.

8. The students will be able to draw an abstract image that is flattened
 9. The student will be able to describe three different details about Picasso's life
 10. The student will be able to create straight lines using a ruler to create a background
 11. Students will identify three characteristics of expressionistic artwork while looking at slides
 12. Students will identify and apply the principles of design in their paintings
 13. Students will create expressive color artwork influenced by various artists
 14. Identify three characteristics of nonrepresentational art, such as art that is not based on an identifiable object
 15. Observe characteristics in Vassily Kandinsky's painting *Improvisation, and Improvisation 31(Sea Battle)*
 16. Design and improvise four non-representational paintings
 17. The student will draw emotionally charged pictures based on line, shape, and color
 18. The student will practice 3 different watercolor techniques
 19. The student will make connections between music and visual art
 20. Identify the use of the elements of art and principles of design in artworks
 21. Compare and contrast posters and paintings from the Harlem Renaissance
 22. Create a Harlem Renaissance poster using balance
 23. Discuss the meaning of the Harlem Renaissance, such as it is the rebirth of art in the African American culture
 24. Write lyrics using biographical information about an artist
 25. Fit the lyrics to a prerecorded beat
 26. Practice lyrics with the beat until proficient
 27. Understand the process of recording and be able to record lyrics appropriately
- C. Content from Core Knowledge Sequence (p. 168)
1. *Impression: Sunrise, Bridge Over a Pool of Lilies*, Claude Monet, 1873
 2. *Les Femmes d'Alger (O. J. Version O)*, Picasso, 1907
 3. *The Scream*, Edvard Munch, 1895
 4. *Improvisation 31 (Sea Battle)*, Kandinsky, 1913
- D. Content not from Core Knowledge Sequence
1. *Haystack #1, Haystack #2, Self-Portrait*, Monet, 1886
 2. *Family of Saltimbanques*, Picasso, 1905
 3. *Harlequin Sitting on a Red Couch*, Picasso, 1905
 4. *The Old Guitarist*, Picasso, 1903
 5. *The Yellow Cow*, Franz Marc, 1911
 6. *Contrasting Sounds*, Kandinsky, 1924
 7. *Builder Series*, Jacob Lawrence, 1972
 8. *Street Life*, William H. Johnson, 1939

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Knowledge of color mixing, brush strokes, and wet and dry techniques
2. Knowledge of the artists, Claude Monet, Jacob Lawrence, Pablo Picasso, Kandinsky, and Franz Marc
3. Knowledge of the use of design elements such as: Balance, repetition, and color
4. Knowledge of watercolor techniques such as: wet on wet, dry on wet, and salt
5. Knowledge of fitting lyrics to a beat
6. Knowledge of song structure

7. Knowledge of recording software

B. For Students

1. Students should have an understanding of the elements of art and principles of design.
2. Students should know what a self-portrait is and how to create one
3. Students should know Realist artists and understand how they painted

IV. RESOURCE

A. Posters (Slides or transparencies)

1. Impression: Sunrise, Monet, 1873 (Lesson one)
2. Bridge Over a Pool of Lilies, Monet, 1873 (Lesson one)
3. Haystack Early Morning Snow, Monet, 1886 (Lesson one)
4. Self-Portrait, Monet, 1886 (Lesson one)
5. Les Desmoiselles d' Avignon, Picasso, 1907 (Lesson two)
6. The Old Guitarist, Picasso, 1903 (Lesson two)
7. Family of Saltimbanques, Picasso, 1905 (Lesson two)
8. *Harlequin Sitting on a Red Couch*, Picasso, 1905 (Lesson two)
9. The Scream, Edvard Munch, 1895 (Lesson three)
10. *The Yellow Cow*, Franz Marc, 1911 (Lesson three)
11. *Improvisation 31 (Sea Battle)*, Kandinsky, 1913 (Lesson four)
12. *Contrasting Sounds*, Kandinsky, 1924 (Lesson four)
13. *Builder Series*, Jacob Lawrence, 1972 (Lesson five)
14. *Street Life*, William H. Johnson, 1939 (Lesson five)

B. Stokstad, Marilyn. *Art History Revised Edition*. New York: Harry N. Abrams, Inc., 1995.0-8109-1991-5.

C. [Http://www.art.com](http://www.art.com) (Poster resource All Lessons)

D. Venezia, Mike. *Picasso*. Chicago, Illinois: Children's Press, 1988. ISBN 0-516-42271-5.

E. <http://wneo.org/WebQuests/TeacherWebQuests/harlem/harlem.htm> (Pictures for Lesson five)

F. *Impressionists-The Other French Revolution*, DVD

G. *Picasso A Man and His Work*, DVD

H. *Artists of the 20th Century-Kandinsky*, DVD

I. Carroll, Colleen. *How Artists See Work*. New York, New York. Abbeville Publishing Group, 1997. ISBN 0-7892-0185-2

J. Carroll, Colleen. *How Artists See Animals*. New York, New York. Abbeville Publishing Group, 1997. ISBN 0-7892-0059-7

K. http://www.artchive.com/ftp_site.htm (Biographical Information)

L. <http://www.artcyclopedia.com/mostpopular.html> (Biographical Information)

V. LESSONS

Lesson One

A. Daily Objectives

1. Concept Objectives
 - a. Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. (25.A.3d Visual Arts) (Illinois State Goals)
 - b. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. (25.A.3e)
 - c. Compare and contrast the elements and principles in two or more art works that share similar themes. (25.B.3)

- d. Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. (26.A.3)
 - e. Demonstrate knowledge and skills to create 2 and 3 dimensional works and time arts that are realistic, abstract, functional and decorative. (26.B.3.d)
 - f. Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination. (26.B.1d)
 - g. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
2. Lesson Content
- a. *Sunrise*, Monet, 1873
 - b. *Bridge Over a Pool of Lilies*, Monet, 1873
 - c. *Haystack #1 and #2*, Monet, 1886
 - d. *Self-Portrait*, Monet, 1886
 - e. Handout: Face proportion (Appendix M)
3. Skill Objectives
- a. Identify three characteristics of impressionistic paintings, such as looks as if painted very quickly, light changes in paintings, paintings of modern people
 - b. Discuss characteristics in Claude Monet: *Sunrise*; *Bridge Over a Pool of Lilies*, *Haystack Number 1*, and *Number 2*, *Self-Portrait*
 - c. The student will draw a self- portrait
 - d. The student will create image using color, form, line, and blending

B. Materials

- 1. Mirror
- 2. Tag board paper 12x18 (White)
- 3. Claude Monet's (*Self-Portrait*)
- 4. Pencil
- 5. Color pencils
- 6. Oil pastel
- 7. An overhead for Transparencies or Slide Projector for Slides or Webster board with pictures loaded
- 8. Whiteboard
- 9. Whiteboard Markers
- 10. Large sheet of paper for portfolio of artists

C. Key Vocabulary

- 1. Impressionism is a modernist movement that captures the impression of light

D. Procedures/ Activities

Day One

- 1. The student will discuss the paintings *Sunrise*, *Meule*, *Effet de Neige/le Matin* (Morning snow effect), *Meule*, *Degel*, *Soleil/Couchent* and *Self-portrait* by Claude Monet. I like to tell them information about the artist, for example Monet was not liked by many art critiques, his first exhibit was not successful, and he was a rebel by making his paintings different from realist art. Keep questions open and make sure to direct students to facts.
 - a. What is different about all of these pictures?
 - b. What do you notice about the light in the pictures?
 - c. Does it look like the artist took a long time to create the picture?
 - d. Thinking about realism what is different in these paintings?
- 2. The teacher will guide the students in drawing a self-portrait through demonstrating the proportions of a face.

3. The students will draw the face neck and head of themselves while looking in the mirror or from memory. They must include every detail they can see; such as eyes, nose, mouth, ears, hair, eye brows, eye lashes, neck and shoulders.
4. Teacher will collect papers.

Day Two

1. The teacher will demonstrate color blending using color pencils and Cray-pas.
2. The student will begin to color face neck and shoulders using the color pencils. The student will blend the colors in order to try and get a more accurate color of themselves and their clothes.
3. When the students finish coloring the face and clothes they will use the Cray-pas to color and blend very quickly the background of the picture. This background is blended similar to Claude Monet's paintings, and is done very quickly in order to look impressionistic.

E. Assessment/evaluation

1. The teacher will grade papers on whether the student used some impressionistic methods such as blending, shading and quick rendering of subject matter.
2. The students will be graded on participation in discussion and will be asked at end of class to explain characteristics of Claude Monet's paintings.

Lesson Two

A. Daily Objectives

1. Concept Objectives
 - a. Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. (25.A.3d Visual Arts) (Illinois State Goals)
 - b. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. (25.A.3e)
 - c. Compare and contrast the elements and principles in two or more art works that share similar themes. (25.B.3)
 - d. Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. (26.A.3)
 - e. Demonstrate knowledge and skills to create 2 and 3 dimensional works and time arts that are realistic, abstract, functional and decorative. (26.B.3.d)
 - f. Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination. (26.B.1d)
 - g. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
2. Lesson content
 - a. *Les Femmes d'Alger (O.J. Version O)*, Picasso, 1911-12
 - b. *Family of Saltimbanques*, Picasso, 1905
 - c. *Harlequin Sitting on a Red Couch*, Picasso, 1905
 - c. *The Old Guitarist*, Picasso, 1903
3. Skill Objectives
 - a. Identify different characteristics of abstract paintings, specifically cubism
 - b. Create a visual image similar to Pablo Picasso's cubism
 - c. Discuss the life and times of artist Pablo Picasso. Making sure to explain and point out different periods of his life before cubism, such as the blue period and the rose period.
 - d. The students will be able to draw an abstract image that is flattened
 - e. The student will be able to describe three different details about Picasso's life

f. The student will be able to create straight lines using a ruler to create a background

B. Materials

1. Pencils
2. Sketch paper
3. Tag board 12x18
4. Ruler
5. Markers
6. Pictures or overhead of Picasso's paintings

C. Key Vocabulary

1. Cubism-An art movement created by George Braque and Pablo Picasso. The movement focused on showing more than one plane of the subject at the same time changing the space of the picture.
2. Blue period- time in Picasso's life when paintings are mostly a blue hue. The blueness in the pictures represents Picasso's sadness.
3. Rose period- time in Picasso's life after the Blue Period. He began to use warmer colors in order to express tenderness and love.

D. Procedures/ Activities

Day One

1. The teacher will guide the students in a discussion about Pablo Picasso. The teacher will show slides of Picasso's blue period, rose period and cubism. The teacher will ask the students several questions about each painting. When looking at a picture of the blue period the teacher will ask:
 - a. Why do you think Picasso used the color blue?
 - b. Do you think the subjects he painted look happy or sad? Why?
 - c. What color would you use if you were unhappy?

Please make sure to let the students know that Picasso painted the pictures blue because he was depressed about a death of someone who was close to him and it deeply affected his life. When looking at the rose period the teacher will ask:

- a. Why do you think Picasso used the color red?
- b. Do you think the subjects he painted look happy or sad? Why?
- c. What color would you use if you were happy?

Please make sure to let the students know that he began to use the color red in his pictures because he was happier and getting over his grief. He was also meeting women and fell in love with someone. When looking at the cubist picture the teacher will ask these questions:

- a. What is different about these pictures?
- b. Do these pictures look like real people? How can you tell?
- c. Why do you think he painted like this?

Please make sure to let the students know that he started cubism with his college Braque and made sure to defy space. He was a rebel by changing how the space in paintings could be developed. He no longer drew with foreshortening but straightened the lines therefore flattening the space of the picture.

2. The teacher will then direct the students to practice drawing a picture using the sketch paper of a flattened image. For example they can draw a face but it needs to be square and should not have any curves. Allow them to draw anything, reminding them that simple is better.

Day Two

1. The student will redraw his image from the practice sheet to the large sheet of paper making sure to draw it large.

2. After they draw the image they will take the ruler and draw straight lines radiating off of the image. They can create lots of little facets of shapes all around the image.
3. When finished drawing the straight lines the students will color the image and trace the lines with a black marker.

E. Assessment/ Evaluation

1. The teacher will grade papers on whether the student used all straight lines and no curves. The project must also be colored completely and have straight lines.
2. The teacher will also verbally assess the students on their knowledge of Picasso as they leave class

Lesson Three

A. Daily Objectives

1. Concept objectives
 - a. Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. (25.A.3d Visual Arts) (Illinois State Goals)
 - b. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. (25.A.3e)
 - c. Compare and contrast the elements and principles in two or more art works that share similar themes. (25.B.3)
 - d. Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. (26.A.3)
 - e. Demonstrate knowledge and skills to create 2 and 3 dimensional works and time arts that are realistic, abstract, functional and decorative. (26.B.3.d)
 - f. Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination. (26.B.1d)
 - g. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
2. Lesson content
 - a. *The Scream*, Edvard Munch, 1895
 - b. *The Yellow Cow*, Franz Marc, 1911
3. Skill Objectives
 - a. Students will identify three characteristics of expressionistic artwork while looking at slides
 - b. Students will identify and apply the principles of design in their paintings
 - c. Students will create expressive color artwork influenced by various artists

B. Materials

1. Drawing pencils
2. Sketch paper
3. Acrylic paints
4. Brushes (small and large)
5. Tag board 9x12
6. Pictures of animals

C. Key Vocabulary

1. Expressionism is an art movement where the artist wanted their art to express how they felt.

D. Procedures/Activities

Day One

1. The teacher will guide the students in a discussion about expressionism. The teacher will define expressionism and ask the students how they think the artist expressed

them selves in *The Scream* and in *The Yellow Cow*. Make sure to tell them the artists were expressing themselves in radical ways. The lines are expressive as well as the color. The color is not normal color one would use to paint a cow. Cows are typically white and Franz Marc is expressing his feelings by painting the cow an unusual color.

2. The students will observe and study the pictures of animals and begin to sketch an animal on scratch paper. Their animal can be a cartoon or realistic or even abstract like Franz would draw it.
3. When the students draw their picture they can redraw the picture on the tag board.
4. Collect the papers and continue project next class.

Day Two

1. The teacher will demonstrate how to paint with acrylic paints. The teacher will show the students how to clean their brushes when switching colors and how to mix colors.
3. The students can get supplies and begin to paint their picture. The student needs to use expressionistic colors and can mix colors as long as they do not make army green. Allow the students to experiment their mixing and paint their pictures completely.
4. Place the pictures on the drying rack to dry.
5. Verbally quiz the students on the life of Expressionistic painters

E. Assessment/ Evaluation

1. Completion of project using vivid and bold colors as well as an animal
2. Participation in discussion
3. Verbal questioning about why artist used vivid colors and expressionistic lines

Lesson Four

A. Daily Objectives

1. Concept Objectives
 - a. Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. (25.A.3d Visual Arts) (Illinois State Goals)
 - b. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. (25.A.3e)
 - c. Compare and contrast the elements and principles in two or more art works that share similar themes. (25.B.3)
 - d. Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. (26.A.3)
 - e. Demonstrate knowledge and skills to create 2 and 3 dimensional works and time arts that are realistic, abstract, functional and decorative. (26.B.3.d)
 - f. Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination. (26.B.1d)
 - g. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
2. Lesson Content
 - a. *Improvisation 31 (Sea Battle)*, Kandinsky, 1913
 - b. *Contrasting Sounds*, Kandinsky, 1924
3. Skill Objectives
 - a. Identify three characteristics of nonrepresentational art, such as art that is not based on an identifiable object
 - b. Observe characteristics in Vassily Kandinsky's painting *Improvisation, and Improvisation 31(Sea Battle)*

- c. Design and improvise four non-representational paintings
- d. The student will draw emotionally charged pictures based on line, shape, and color
- e. The student will practice 3 different watercolor techniques
- f. The student will make connections between music and visual art

B. Materials

- 1. Tape player
- 2. Four songs with different tempos
- 3. Crayons
- 4. Watercolors
- 5. Salt
- 6. Watercolor paper or Tag board (4"x6")

C. Key Vocabulary

- 1. Nonrepresentational art is art that is not based on an identifiable object

D. Procedures/Activities

Day One

- 1. The teacher will observe and discuss the details of Kandinsky's paintings. The teacher will tell the students that Kandinsky was one of the first artists to create nonrepresentational art and his paintings were named *Improvisation* because they were based from music.
- 2. The teacher will pass out four sheets of watercolor paper to each student. The teacher will tell the students they are going to be like Kandinsky and create nonrepresentational art. The teacher will demonstrate how the students will listen to four different types of music and create lines and shapes for each song based on the music. Then the teacher will play one song at a time while the students listen and draw lines and shapes reflecting their visual interpretations of the music.

Day Two

- 1. The teacher will pass back crayon drawings to the students. The teacher will lead demonstrations on using watercolor. The teacher will display the watercolor techniques of wet on wet, dry on wet, dry on dry, and salt. After the demonstration the teacher will replay each song for the students. While they are listening to the same song as the previous day the student will add watercolor to their abstract drawings. The students will add color to all paintings while the teacher plays the appropriate song.
- 2. Place pictures on the drying rack to dry.
- 3. The student will reflect on their interpretations of the music by writing on the back their interpretation of abstract paintings. They will discuss and display pictures amongst one another.

E. Assessment/Evaluation

- 1. Completion of project through use of abstract lines and color.
- 2. Reflective writing on reverse of picture.
- 3. Participation in discussion.

Lesson Five

A. Daily Objectives

- 1. Concept Objectives
 - a. Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. (25.A.3d Visual Arts) (Illinois State Goals)

- b. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. (25.A.3e)
 - c. Compare and contrast the elements and principles in two or more art works that share similar themes. (25.B.3)
 - d. Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. (26.A.3)
 - e. Demonstrate knowledge and skills to create 2 and 3 dimensional works and time arts that are realistic, abstract, functional and decorative. (26.B.3.d)
 - f. Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination. (26.B.1d)
 - g. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
2. Lesson Content
- a. *Builder Series*, Jacob Lawrence, 1972
 - b. *Street Life*, William H. Johnson, 1939
 - c. <http://www.si.umich.edu/CHICO/Harlem/graphics/animate3.gif>
 - d. <http://165.29.91.7/classes/humanities/amstud/97-98/jazz>
 - e. Handouts (Appendix pictures)
 - 1. Louis Armstrong (Lesson five)
 - 2. Josephine Baker (Lesson five)
 - 3. Billie Holiday (Lesson five)
 - 4. Charlie Parker (Lesson five)
 - 5. Dizzie Gillespie (Lesson five)
 - 6. Duke Ellington (Lesson five)
 - 7. Duke Ellington Band (Lesson five)
 - 8. Langston Hughes Writer (Lesson five)
 - 9. Harlem Street scene (Lesson five)
 - 10. Instruments (Lesson five)
 - 11. Charlie Parker (Lesson five)
 - 12. Langston in Harlem (Lesson five)
3. Skill Objectives
- a. Identify the use of the elements of art and principles of design in artworks
 - b. Compare and contract posters and paintings from the Harlem Renaissance
 - c. Create a Harlem Renaissance poster using balance
 - d. Discuss the meaning of the Harlem Renaissance, such as it is the rebirth of art in the African American culture

B. Materials

- 1. Pictures from the Harlem Renaissance
- 2. Crayons, markers, colored pencils
- 3. White Paper (9x12)
- 4. Drawing Pencils with erasers
- 5. Sketch paper

C. Key vocabulary

- 1. Harlem Renaissance is the rebirth of Harlem

D. Procedures/Activities

Day One

- 1. The teacher will lead a discussion about Harlem Renaissance. The students will view paintings by Jacob Lawrence and William H. Johnson. Some sample questions are:
 - a. What do you notice in the painting?
 - b. Is the painting painted realistic?
 - c. Discuss the subjects and subject matter in the paintings.

The teacher will tell the students that the painters from the Harlem Renaissance painted pictures of everyday African Americans. They helped other people understand what life for his people through displaying their paintings.

2. Pass out famous pictures of famous people from the Harlem Renaissance. Then the teacher will show the students how to begin designing a poster that would be displayed during the Harlem Renaissance. They can draw pictures of people playing instruments, dancing, and singing. The students will also design words to accompany the poster. Show the students how to display the picture using asymmetrical balance or symmetrical balance.
3. When finished sketching the picture, redraw the design on a large sheet of paper. The students can color the design using markers, crayons, or color pencils.
4. The teacher will collect pictures
5. Students will answer questions asked by the teacher

E. Assessment

1. Completion of drawing using balance and color
2. Ability to identify to facts about the Harlem Renaissance
3. Participation in discussion

Lesson Six

A. Daily Objectives

1. Concept Objectives
 - a. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
 - b. Know how images, sounds and movement convey stories about people, places and times. (27.B.1)
2. Lesson Content
 - a. *Impressionists-The Other French Revolution*, DVD
 - b. *Picasso A Man and His Work*, DVD
 - c. *Artists of the 20th Century-Kandinsky*, DVD
 - d. Carroll, Colleen. *How Artists See Work*. New York, New York. Abbeville Publishing Group, 1997. ISBN 0-7892-0185-2
 - e. Carroll, Colleen. *How Artists See Animals*. New York, New York. Abbeville Publishing Group, 1997. ISBN 0-7892-0059-7
 - f. http://www.artchive.com/ftp_site.htm (Biographical Information)
 - g. <http://www.artcyclopedia.com/mostpopular.html> (Biographical Information)
 - h. Handout art information (Appendix N)
3. Skill Objectives
 - a. The student will identify characteristics of impressionistic paintings
 - b. The students will be able to identify biographical and cultural details about two major impressionistic painters, Monet and Manet
 - c. The students will be able to identify biographical and cultural details about Picasso and major cubist painters.
 - c. The students will be able to identify biographical and cultural details about major abstract painters.
 - c. The students will be able to identify biographical and cultural details about major Harlem Renaissance painters.
 - c. The students will be able to identify biographical and cultural details about major expressionistic painters.

B. Materials

1. DVD Player
2. Television or LCD Projector

C. Key Vocabulary

1. Impressionism is a modernist movement that captures the impression of light.
2. Cubism-An art movement created by George Braque and Pablo Picasso. The movement focused on showing more than one plane of the subject at the same time changing the space of the picture.
3. Blue period- time in Picasso's life when paintings are mostly a blue hue. The blueness in the pictures represents Picasso's sadness.
4. Rose period- time in Picasso's life after the Blue Period. He began to use warmer colors in order to express tenderness and love.
5. Nonrepresentational art is art that is not based on an identifiable object.
6. Harlem Renaissance is the rebirth of Harlem.
7. Expressionism is an art movement where the artist wanted their art to express how they felt.

D. Procedures/ Activities

Day One

1. The students will watch excerpts from the DVDs.
2. The students will review major characteristics of each art movement.
3. The teacher will divide the students will into groups of 3-4 students.
4. The groups will chose an artist and collect information about their artist using books and websites.
5. The teacher and the student groups will collaborate on a list of 5 keywords for each group using the handout (Appendix N) that must appear in the rap song lyrics

E. Assessment/evaluation

1. The students will be graded on participation in discussion.
2. The students will create a relevant list of keywords to be used in the lyrics of the song.

Lesson Seven

A. Daily Objectives

1. Concept Objectives
 - a. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
 - b. Know how images, sounds and movement convey stories about people, places and times. (27.B.1)
 - c. Sing or play acoustic or electronic instruments demonstrating technical skill. (26.B.2c)
 - d. Describe the processes involved in composing, conducting and performing. (26.A.3c)
 - e. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. (26.B.3c)
2. Lesson Content
 - a. *Impressionists-The Other French Revolution*, DVD
 - b. *Picasso A Man and His Work*, DVD
 - c. *Artists of the 20th Century-Kaminski*, DVD
 - d. Carroll, Colleen. *How Artists See Work*. New York, New York. Abbeville Publishing Group, 1997. ISBN 0-7892-0185-2
 - e. Carroll, Colleen. *How Artists See Animals*. New York, New York. Abbeville Publishing Group, 1997. ISBN 0-7892-0059-7
 - f. *Royalty Free Rap*, CD
 - g. http://www.artchive.com/ftp_site.htm (Biographical Information)
 - h. <http://www.artcyclopedia.com/mostpopular.html> (Biographical Information)
 - i. Handout art information (Appendix N)

3. Skill Objectives
 - a. The student will write lyrics containing all 5 keywords.
 - b. The student will identify the beat of 3 rap songs.
 - c. The students will align their lyrics to fit with the beats.
 - c. The students will choose a beat and practice.

B. Materials

1. CD Player
2. Tambourines
3. Pens & Pencils
4. Paper

C. Key Vocabulary

1. Impressionism is a modernist movement that captures the impression of light
2. Cubism-An art movement created by George Braque and Pablo Picasso. The movement focused on showing more than one plane of the subject at the same time changing the space of the picture.
3. Blue period- time in Picasso's life when paintings are mostly a blue hue. The blueness in the pictures represents Picasso's sadness.
4. Rose period- time in Picasso's life after the Blue Period. He began to use warmer colors in order to express tenderness and love.
5. Nonrepresentational art is art that is not based on an identifiable object
6. Harlem Renaissance is the rebirth of Harlem
7. Expressionism is an art movement where the artist wanted their art to express how they felt.
8. Beat-A steady succession of units of rhythm.
9. Tempo-The speed at which music is to be played

D. Procedures/ Activities

Day One

1. The students will divide into their groups.
2. The students will write lyrics based on their research and incorporate their list of keywords into the lyrics of their song.
3. Each group of students will read their lyrics aloud, giving every student a chance to read part of the song.

Day Two

1. The students will listen to 3 rap beats.
2. The students will play tambourines and count the beats in each measure.
3. As a group, we will all practice aligning excerpts from each group's lyrics to fit the beats.
4. The students will divide into groups and practice rapping their lyrics along with the beats.
5. The groups will each choose one of the 3 beats to use for their song.

E. Assessment/evaluation

1. The groups of students will be required to complete their lyrics.
2. The students will each read a portion of their song aloud.
3. The teacher will observe the students playing the tambourines to assess understanding of beat and rhythm.
4. The teacher will observe the students rapping along with the beat to assess their ability to speak in tempo.

Lesson Eight

A. Daily Objectives

1. Concept Objectives

- a. Know and describe how artists and their works shape culture and increase understanding of societies, past and present. (27.B.3)
 - b. Know how images, sounds and movement convey stories about people, places and times. (27.B.1)
 - c. Sing or play acoustic or electronic instruments demonstrating technical skill. (26.B.2c)
 - d. Describe the processes involved in composing, conducting and performing. (26.A.3c)
 - e. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. (26.B.3c)
- 2. Lesson Content
 - a. *Royalty Free Rap*, CD
 - b. Power Point Assessment
 - 3. Skill Objectives
 - a. The student will perform their rap songs for the class.
 - b. The student will use the microphone properly and enunciate in order to record their songs appropriately
 - c. The students will answer 80% of Power Point questions correctly

B. Materials

- 1. CD Player
- 2. Computer
- 3. Pro Tools Recording Software
- 4. Microphone
- 5. LCD projector or Smart Board
- 6. Power Point presentation (Appendix O)

C. Key Vocabulary

- 1. Impressionism is a modernist movement that captures the impression of light
- 2. Cubism-An art movement created by George Braque and Pablo Picasso. The movement focused on showing more than one plane of the subject at the same time changing the space of the picture.
- 3. Blue period- time in Picasso's life when paintings are mostly a blue hue. The blueness in the pictures represents Picasso's sadness.
- 4. Rose period- time in Picasso's life after the Blue Period. He began to use warmer colors in order to express tenderness and love.
- 5. Nonrepresentational art is art that is not based on an identifiable object
- 6. Harlem Renaissance is the rebirth of Harlem
- 7. Expressionism is an art movement where the artist wanted their art to express how they felt.
- 8. Beat-A steady succession of units of rhythm.
- 9. Tempo-The speed at which music is to be played
- 9. Recording Level-The level of the signal through the microphone
- 10. Noise-Unwanted sound

D. Procedures/ Activities

Day One

- 1. The students will divide into their groups.
- 2. The students will spend a few minutes doing final preparation on their song. This will include rehearsing the songs with the beat.
- 3. Each group of students will perform their song for the class.

Day Two

- 1. Each group of students will gather around the microphone.
- 2. The students will practice their song once while recording.

3. As a group, we will all listen to the recording and make suggestions for adjusting the recording level and minimizing noise.
4. The students will record their raps along with the beat from the *Royalty Free Rap* CD.

Day Three

1. The teacher will say, “We will be playing a game today.” The teacher will separate the students into groups of three. The teacher will explain the rules for the power point game. The students will play as a group and will get to press the screen of any painting and answer the question as a team. The team will get 100 points for each question that is answered correctly. After one team has a turn the next team will try and answer the next question. The team that wins will receive a prize of your choosing.
2. You may play again until the students have at least 80% mastery.

E. Assessment/evaluation

1. The students will be able to perform their songs for the class.
2. The students will be able to record their songs appropriately.
3. The students will answer power point questions at 80% mastery. (Appendix O)

VII. HANDOUTS/WORKSHEETS

- A. Appendix A- Louis Armstrong (Lesson five)
- B. Appendix B- Josephine Baker (Lesson five)
- C. Appendix C- Billie Holiday (Lesson five)
- D. Appendix D- Charlie Parker (Lesson five)
- E. Appendix E- Dizzie Gillespie (Lesson five)
- F. Appendix F- Duke Ellington (Lesson five)
- G. Appendix G- Duke Ellington Band (Lesson five)
- H. Appendix H- Langston Hughes Writer (Lesson five)
- I. Appendix I- Harlem Street scene (Lesson five)
- J. Appendix J- Instruments (Lesson five)
- K. Appendix K- Charlie Parker (Lesson five)
- L. Appendix L- Langston in Harlem (Lesson five)
- M. Appendix M-Head Proportions (Lesson one)
- N. Appendix O- Power Point Assessment

VIII. BIBLIOGRAPHY

- A. Posters (Slides or transparencies)
 1. Impression: Sunrise, Monet, 1873 (Lesson one)
 2. Bridge Over a Pool of Lilies, Monet, 1873 (Lesson one)
 3. Haystack Early Morning Snow, Monet, 1886 (Lesson one)
 4. Self-Portrait, Monet, 1886 (Lesson one)
 5. Les Desmoiselles d’Avignon, Picasso, 1907 (Lesson two)
 6. The Old Guitarist, Picasso, 1903 (Lesson two)
 7. Family of Saltimbanques, Picasso, 1905 (Lesson two)
 8. *Harlequin Sitting on a Red Couch*, Picasso, 1905 (Lesson two)
 9. The Scream, Edvard Munch, 1895 (Lesson three)
 10. *The Yellow Cow*, Franz Marc, 1911 (Lesson three)
 11. *Improvisation 31 (Sea Battle)*, Kandinsky, 1913 (Lesson four)
 12. *Contrasting Sounds*, Kandinsky, 1924 (Lesson four)
 13. *Builder Series*, Jacob Lawrence, 1972 (Lesson five)
 14. *Street Life*, William H. Johnson, 1939 (Lesson five)

- B. Stokstad, Marilyn. *Art History Revised Edition*. New York: Harry N. Abrams, Inc., 1995.0-8109-1991-5.
- C. [Http://www.art.com](http://www.art.com) (Poster resource All Lessons)
- D. Venezia, Mike. *Picasso*. Chicago, Illinois: Children's Press, 1988. ISBN 0-516-42271-5.
- E. <http://wneo.org/WebQuests/TeacherWebQuests/harlem/harlem.htm> (Pictures for Lesson five)
- F. *Impressionists-The Other French Revolution*, DVD
- G. *Picasso A Man and His Work*, DVD
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- I. Carroll, Colleen. *How Artists See Work*. New York, New York. Abbeville Publishing Group, 1997. ISBN 0-7892-0185-2
- J. Carroll, Colleen. *How Artists See Animals*. New York, New York. Abbeville Publishing Group, 1997. ISBN 0-7892-0059-7
- K. http://www.artchive.com/ftp_site.htm (Biographical Information)
- L. <http://www.artcyclopedia.com/mostpopular.html> (Biographical Information)
- M. <http://www.si.umich.edu/CHICO/Harlem/graphics/animate3.gif>
- O. <http://165.29.91.7/classes/humanities/amstud/97-98/jazz>

Appendix A

<http://165.29.91.7/classes/humanities/amstud/97-98/jazz/>

Appendix B

<http://165.29.91.7/classes/humanities/amstud/97-98/jazz/>

Appendix C

<http://165.29.91.7/classes/humanities/amstud/97-98/jazz/>

<http://pro.corbis.com/>

Appendix D

Appendix E

<http://165.29.91.7/classes/humanities/amstud/97-98/jazz/>

Appendix F

<http://165.29.91.7/classes/humanities/amstud/97-98/jazz/>

Appendix G

<http://165.29.91.7/classes/humanities/amstud/97-98/jazz/>

Appendix H

<http://www.nku.edu/~diesmanj/harlem.html>

Appendix I

<http://165.29.91.7/classes/humanities/amstud/97-98/jazz/>

Appendix J

<http://www.artlex.com/ArtLex/h/harlemrenaissance.html>

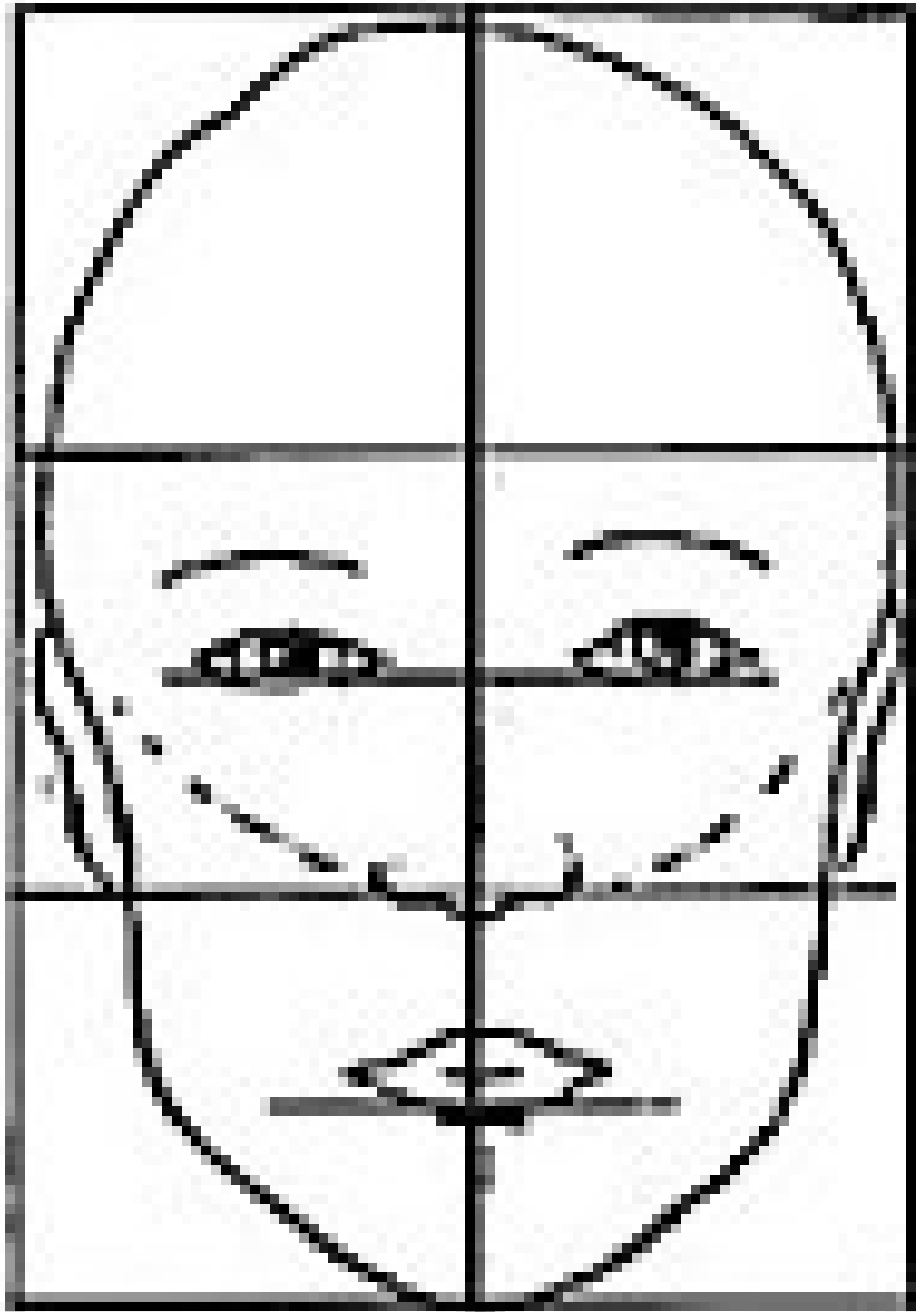
Appendix K

<http://www.nku.edu/~diesmanj/harlem.html>

Appendix L

<http://www.levity.com/corduroy/harlem.htm>

Appendix M



Appendix N

The students will create a rap art history song making sure to use the **bold** art terms in their songs. The students may add other terms to help define the meaning of the art movement or song and can work in groups of 2 or 3.

Art Movement

Impressionism- a time when artists painted the impression of light. They studied the movement of light on a landscape sometimes including things such as a haystack or a cathedral. They also sculpted modern people such as ballet dancers.

((Artists, **Claude Monet** (painter) Edgar **Degas** (painter, sculptor))

Cubism-period of time when artists like **Picasso** painted breaking up the space of a drawing or picture into cubed shapes. He wanted to change the space in art by taking away the curves. He also was in the **blue period** (when he was sad because of the death of his best friend) and the **rose period** (when he started to meet girls and get over the grief of his loved ones.)

Abstract artwork-when artists used lines and shapes and forms that were not drawn realistically. **Kandinsky** was one of the first to start painting abstractly and using lines and colors to paint compositions of music. We listened to music and painted like he did.

Harlem Renaissance-when artists painted realistically the life and times of people that lived in their community. Keeping it real or not painting the rich people but painting people that were finally important, people who were not normally painted. An important Harlem Renaissance artist was **Jacob Lawrence**.

Expressionism (Blue Rider group)-a period when artists changed colors and made them their own by using bright colors instead of normal ordinary colors. A famous expressionist artist from Germany was **Franz Marc**.