I. ABSTRACT
A. “I did it!” When you hear a child express these words of satisfaction, you realize that you have accomplished something wonderful! YOU were the one who helped this child realize personal accomplishment! Our job is to educate, love, and protect our children, always helping them to expand their horizons. An excellent means to accomplish this is by introducing the visual arts. This unit will teach you how to lead a classroom or small group discussion about great artists and their respective works, and how to guide your students into creating their own works in the style of these artists.

II. OVERVIEW
A. Preschool Sequence Content
1. Use various tools and techniques in completing art projects (Level I-II, page 96): fold, paste, cut with scissors
2. Create nonrepresentational and representational works, such as printing, painting, drawing, collage and sculpture (Level I-II, page 97)
3. Examine a work or piece of art by a known artist and create a work “in the style of” this work. (Level II, page 97: Sonia Delaunay, Rhythm, Paul Klee, Senecio, Henri Matisse, The Snail, Joan Miro, People and Dog in Sun)
4. Look at and talk about works of art, describing the details and “story” depicted, such as objects, people, setting, time of day, historical or contemporary context, and the mood/feelings elicited. (Level II, page 98: Henri Rousseau, The Sleeping Gypsy)

III. BACKGROUND KNOWLEDGE
A. Key references for teachers:

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
A. Minimum prior knowledge and skills required for success:
1. Students need to know colors and beginning shapes.
2. Students should be familiar with lines and textures.
3. Students need to know how to trace and use scissors.
V. RESOURCES
A. Five art prints listed in the Core Knowledge Preschool Sequence:
   1. Sonia Delaunay’s *Rhythm*
   2. Paul Klee’s *Senecio*
   3. Henri Matisse’s *The Snail*
   4. Joan Miro’s *People and Dog in Sun*
   5. Henri Rousseau’s *The Sleeping Gypsy*
B. One art print not listed in the Core Knowledge Preschool Sequence:
   1. Sonia Delaunay’s *No. 123-A*

VI. LESSONS OUTLINE

Lesson One: Sonia Delaunay’s *No. 123-A* and *Rhythm*
A. Objectives
   1. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined: Sonia Delaunay, *Rhythm*
   2. Use various tools and techniques in completing art projects: fold, paste, cut with scissors.
   3. Follow directions
B. Grouping
   1. Small group instruction
   2. Large group instruction
C. Materials & Preparation
   1. Print reproductions of Sonia Delaunay’s *No. 123-A* and *Rhythm*
   2. Grey construction paper (9” x 12”)
   3. Pink circles (8.5” traced in black marker and center dividing line drawn) – one per child
   4. Light blue circles (7.5” traced in black marker and center dividing line drawn) – one per child
   5. Yellow circles (6.5” and 3.25” traced in black marker, and center dividing line drawn on 6.5” circle only) – one per child
   6. Blue circles (3.25” traced in black marker) – one per child
   7. Black circles (3.25” and 1.75” traced in black marker) – one per child
   8. Orange Circles (1.75” traced in black marker) – one per child
   9. Red circles (1.75” traced in black marker) – one per child
   10. White circles (2.5” traced in black marker) – one per child
   11. Lime green circles (2.5” traced in black marker) – one per child
   12. Scissors
   13. Glue
   14. Paint brushes
   15. Large zip-loc bags
   16. Black magic marker
D. Language of Instruction
   1. Art
   2. Artist
   3. Collage
   4. Names of the colors in the print
   5. Circle
   6. Balance
   7. Top
8. Bottom
9. Scissors
10. Cut
11. Glue
12. Brush

E. Procedures / Activities
1. Introduce the artist Sonia Delaunay and her works “No. 123-A” and “Rhythm”.
2. Discuss the paintings with the children and have them share their observations and impressions. Make a special effort to point out how the artist arranged the circles in the paintings to create a balanced effect.
3. Prepare the art table and supplies.
4. Have each child cut out the 8.5” pink, 7.5” light blue, and 6.5” yellow circles. The circles should be cut in half (using a dividing line) and placed in a zip-loc bag. Then have the child cut out the remaining nine circles and place them in the bag. This should be done over a period of several days, or according to how well the children in the class can cut.
5. Give each child a 9” x 12” piece of grey construction paper. Help each child fold the paper in half (lengthwise) to make a center fold line. Have the child open the paper and place it in a vertical position. Give the child his or her zip-loc bag. Have the child find the large pink half circle. Instruct the child to glue the diameter of the half circle to the fold line in the center of the grey paper. Then have the child follow this same procedure in attaching the light blue and yellow half circles to the paper.
6. Follow the procedure described in Step 5 on the opposite side. Finally, place three “X”s (spaced apart and centered) along the fold in the center of the grey paper.
7. Have the child take out the yellow, white, and black circles out of his or her bag.
8. Instruct the child to glue these circles in order on the “X” located at the top of the child’s piece. The child then should point to the middle “X” and glue on the blue, green, and orange circles. Finally, the child should find the black, white, and red circles and glue these on the bottom “X”.
9. Allow the completed pieces to dry.
10. Place the completed pieces underneath heavy books to flatten them.
11. Display the art prints and have the children compare their pieces to the originals.

F. Go A Little Further
1. For students who have difficulty cutting, the teacher could pre-cut the smaller circles for them. Also, the teacher could eliminate the large half circles and concentrate on the three groups of smaller circles.
2. For students who excel, the teacher could supply more circles to cut and glue.

G. Assessment / Evaluation
1. Were the children able to create a work “in the style of” Sonia Delaunay?
2. Were the children able to follow directions?
3. Were the children able to cut circles?
4. Were the children able to distinguish between sizes (small, medium, and large)?
3. Follow directions.

B. Grouping
1. Small group instruction
2. Large group instruction

C. Materials & Preparation
1. Print reproduction of Paul Klee’s Senecio
2. White construction paper (9” x 12”)
3. Yellow construction paper (9” x 12”)
4. Brown, orange, red, yellow, and white paint
5. Natural sponges
6. Sponges
   a. Cut into almond shape for eyes (2.5” L x 0.75” W)
   b. Cut into triangle shape for left eyelid (2.5” X 2.5”)
   c. Cut into 0.75” squares for neck
7. Wine corks

D. Language of Instruction
1. Art
2. Artist
3. Paint
4. Painting
5. Names of the colors in the print
6. Circle
7. Triangle
8. Square
9. Rectangle
10. Real
11. Top
12. Bottom
13. Harlequin

E. Procedures / Activities
1. Introduce the artist Paul Klee and his work Senecio. Discuss the visual details of the harlequin, including the round shape, the visible parts of the face, the position of the parts of the face, the division of the face, and the other shapes that are visible throughout the painting.
2. Explain and discuss what a harlequin is, and set aside a day on which each child will perform in front of the class. The child may sing, make funny faces, etc.
3. Draw an outline of the harlequin on yellow construction paper (one for each child)
   a. Head: 7.5” x 7.5” round circle
   b. Neck: 2.25” x 1.75”
   c. Shoulders: 9” x 1.75”
   You may cut these out, or have the students do so.
4. Place the yellow stencil on the construction paper by inserting a piece of masking tape between the sheets.
5. Prepare the art table and supplies. Set out orange paint and natural sponges. Have the children sponge paint around the stencil. Let this dry overnight. Remove the stencil and pencil in vertical and horizontal dividing lines on the face.
6. Set out brown, orange, yellow, and white paint and the natural sponges. Have the children start painting the top of the head with orange, yellow, and white paint. They should continue using the same colors for the middle. Have the children
add a touch red on top of the white to create pink areas. The bottom of the face and neck should be painted primarily white with a touch of yellow and brown.

7. Have the children dip the almond-shaped sponges into white paint and place on the face. Use corks dipped in red paint to make pupils. Dip the triangle sponge into white paint and place above the left eye. Use small square sponges for lips and 0.75” squares to add color to the neck. Have the children use a variety of colors to finish the shoulder area.

8. Let the pieces dry and frame them on brown tag board.

9. Compare and display the children’s completed pieces.

F. Go a Little Further
1. For students who have difficulty, the teacher could provide individualized instruction. The teacher could point to a certain section of the face and indicate which color should be applied.

2. For students who excel, the teacher could encourage students to make another piece. These students could select their own paint colors and sponge shapes.

G. Assessment / Evaluation
1. Were the children able to create a work “in the style of” Paul Klee?
2. Were the children able to follow directions?
3. Were the children able to correctly place the eyes, eyelids, and lips?
4. Were the children able to recognize the shapes in the piece?

Lesson Three: Henri Matisse’s The Snail

A. Objectives
1. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined: Henri Matisse, The Snail
2. Use various tools and techniques in completing art projects: fold, paste, cut with scissors.
3. Follow directions.

B. Grouping
1. Small group instruction (no more than four students)
2. Large group instruction

C. Materials & Preparation
1. Art reproduction of Henri Matisse’s The Snail
2. Orange construction paper (9” x 12”) – one per child
3. White construction paper (7.5” x 9”) – one per child
4. Lilac construction paper (3” x 2”) – one per child
5. Green construction paper (2.5” x 3” and 1.25” x 2”) – one of each per child
6. Blue construction paper (4.5” x 2.5”) – one per child
7. Yellow-green construction paper (2.5” x 3”) – one per child
8. Black construction paper (1.75” x 2”) – one per child
9. Scarlet construction paper (2” x 3”) – one per child
10. Yellow-orange construction paper (1.5” x 2.5”) – one per child
11. Orange construction paper (1.5” x 2.5” and 1.25” x 2.5”) – one of each per child
12. Red construction paper (1.25” x 2”) – one per child
13. Glue
14. Scissors
15. Brushes
16. Crayons
17. Paper
18. Pipe cleaners
19. Small containers that will hold all of the rectangles the child will use.
a. Cut out all rectangles and stack them according to color and size.
b. Place them on the counter in this order: lilac, green (2.5” x 3”), blue, yellow-green, black, scarlet, yellow-orange, orange (1.5” x 2.5”), red, orange (1.25” x 2.5”), and green (1.25” x 2”).
c. Group one of each rectangle in that order and clip them together with a large paper clip.

D. Language of Instruction
1. Art
2. Artist
3. Collage
4. Names of the colors in the print
5. Rectangle
6. Glue
7. Top
8. Bottom

E. Procedures / Activities
1. Introduce the print *The Snail* by Henri Matisse. Give a brief biographical sketch of the artist and discuss the painting.
2. Have the children practice making spirals with crayons and paper. They could also use pipe cleaners (tape the ends) to make a spiral.
3. Prepare the art table and supplies. Put the rectangles into a container in the correct order. Set out glue and brushes.
4. Discuss the placement of the various rectangles before the child starts to glue on the pieces. Give each child his or her 9” x 12” piece of orange construction paper. Have the child glue on the pieces in the following order (You may wish to mark an “X” in each spot where the child should place the glue):
   a. 7.5” x 9” white construction paper
   b. Lilac rectangle (3” x 2”) – left top corner
   c. Green rectangle (2.5” x 3”) – right top corner
   d. Blue rectangle (4.5” x 2.5”) – left bottom corner
   e. Yellow-green rectangle (2.5” x 3”) – right bottom corner
   f. Black rectangle (1.75” x 2”) – middle top
   g. Scarlet rectangle (2” x 3”) – left side
   h. Yellow-orange rectangle (1.5” x 2.5”) – left side
   i. Orange rectangle (1.5” x 2.5”) – bottom middle
   j. Red rectangle (1.25” x 2”) – bottom right
   k. Orange rectangle (1.25” x 2.5”) – right side
   l. Green rectangle (1.25” x 2”) – center
5. Allow the completed piece to dry.
6. Place the completed pieces underneath heavy books to flatten them.
7. Share the completed pieces with the class and discuss them.

F. Go a Little Further
1. For students who have difficulty, the teacher could use color pencils that are matched to the colors of the rectangles to mark a colored “X” in each spot where a rectangle should be placed.
2. For students who excel, have them cut all of the rectangles and place them in the correct order.

G. 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 colors and shapes?
4. Were the children able to draw a spiral?

**Lesson Four: Joan Miro’s People and Dog in Sun**

**A. Objectives**
1. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined: Joan Miro, *People and Dog in Sun*
2. Use various tools and techniques in completing art projects: fold, paste, cut with scissors.
3. Follow directions.

**B. Grouping**
1. Individual instruction
2. Small group instruction
3. Large group instruction

**C. Materials & Preparation**
1. Print reproduction of Joan Miro’s *People and Dog in Sun*
2. Textured wall paper remnants 9” x 12” (one per child)
3. Black glue (You can tint white glue with black India ink or buy it pre-mixed)
4. Small squeeze bottles (Elmer’s Glue bottles work well)
5. Black, blue, green, red, and yellow Prang Pastellos or oil pastels
6. Kleenex
7. Hair spray
8. Construction paper
9. Art smocks

**D. Language of Instruction**
1. Art
2. Artist
3. Paint
4. Names of the colors in the print
5. Circle
6. Triangle
7. Trace
8. Up
9. Down
10. Left
11. Right
12. Straight line
13. Curved line
14. Balance

**E. Procedures / Activities**
1. Introduce the print *People and Dog in Sun* and give a short biographical sketch on Joan Miro.
2. Sketch an outline (2.75” W x 5.25” L) of the patterned body on a piece of construction paper, including a 1” triangular neck. Cut out the example and use it as a stencil.
3. Position the body outline on a 9” x 12” piece of wallpaper and trace the outline with a pencil. Sketch in vertical and horizontal lines.
4. Prepare the art table and art supplies.
5. Have the children practice using the glue bottles by tracing simple vertical and horizontal lines and circles on construction paper.
6. Instruct one child at a time on how to apply the glue. First, have the child make a circle in the upper left corner to represent the sun. Next, have the child trace...
around the body and add vertical and horizontal lines. Finally, have the child complete the triangle, make a circle for the head, and add arms and legs. Another circle could be placed in the lower right corner to add balance to the piece. Allow the piece to dry completely.

7. Have the children practice patterning skills with a variety of mediums, including colored cubes, buttons, checker pieces, unifix cubes, etc.

8. Give each child his or her in-progress work and place black, blue, green, red, and yellow oil pastels on the table. Have each child point to the upper left circle and then color it red. Then proceed to the rest of the body, allowing each child to develop his or her own pattern and then to use tissues to blend and smooth the pastels.

9. Spray the finished pieces with hair spray to help set the Pastellos or oil pastels.

10. Share the finished pieces with the class and discuss them.

F. Go a Little Further

1. For students who have difficulty, the teacher could outline the body, or make the outline bigger and trace it onto a sheet of 12” x 18” white construction paper.

2. For students who excel, the teacher could encourage them to add more detail to their pieces. They could add an outline of a dog, and additional lines and points.

G. Assessment / Evaluation

1. Were the children able to create a work “in the style of” Joan Miro?

2. Were the children able to follow directions?

3. Were the children able to create a pattern?

4. Were the children able to make vertical and horizontal line and circles?

Lesson Five: Henri Rousseau’s The Sleeping Gypsy

A. Objectives

1. Examine a work or piece of art by a known artist and create a work “in the style of” the work examined: Henri Rousseau, The Sleeping Gypsy

2. Use various tools and techniques in completing art projects: fold, paste, cut with scissors.

3. Follow directions.

B. Grouping

1. Small group instruction

2. Large group instruction

C. Materials & Preparation

1. Print reproduction of Henri Rousseau’s The Sleeping Gypsy

2. White construction paper (12” x 18”) – One per child

3. Aqua, blue, and brown (various shades) paint

4. Construction paper stencil cut to form outline of dunes (18” L x 6” W)

5. Natural sponges

6. Sienna or brick red construction paper
   a. Cut into 3” tall water jugs – One per child

7. White construction paper
   a. Cut into 1.25” circles – One per child

8. Dark brown construction paper
   a. Cut into 5” L x 1.75” W mandolins – One per child

9. Multicolored robe
   a. Check into donations at Goodwill.
   b. Buy a twin-sized multicolored striped sheet and cut to the size of the children in the class. Cinch the waist with a length of heavy cord.

10. Walking stick
11. Camera
12. Film
13. Copier paper
14. Access to a color copier
15. Glue sticks

D. Language of Instruction
1. Art
2. Artist
3. Near
4. Far
5. Names of the colors in the print
6. Paint
7. Painting
8. Background
9. Foreground
10. Light
11. Dark
12. Feelings
13. Collage

E. Procedures / Activities
1. Introduce the print *The Sleeping Gypsy* and give a biographical sketch on Henri Rousseau.
2. Discuss the painting with the children. Have them describe the visual details of the painting. Ask thought-provoking questions such as:
   a. What do you see in the background (“far”)?
   b. What do you see in the foreground (“near”)?
   c. What colors do you see?
   d. Where are the dark colors?
   e. Where are the light colors?
   f. Why is the man sleeping on the ground?
   g. Why is the lion standing beside him?
   h. What time of day is it?
   i. How does the painting make you feel?
   Record the children’s responses.
3. Take individual pictures of the children wearing the robe and holding the walking stick while laying down. After the film is developed, enlarge the photographs to 8” tall using a color copier. Cut out each child’s figure from the photograph and set it aside.
4. Display the print *The Sleeping Gypsy* somewhere around the art table. Prepare the art table and the art supplies. Attach the 18” x 6” dune stencil with masking tape to the 12” x 24” white construction paper. Place the aqua paint and the natural sponges on the table.
5. Give each child the prepared 12” x 24” white construction paper and have the children paint the sky. Set out the blue paint and have the children add this color to the left side of their paintings. Allow the pieces to dry overnight.
6. Set out several shades of brown paint and the sponges. Have the children sponge-paint the bottom half of their paintings. Allow the pieces to dry overnight.
7. Prepare the art table by setting out glue sticks.
8. Give the children their paintings. Have the children glue their personal photographed figure, moon, mandolin, and jug onto their paintings.
9. Place the completed pieces underneath heavy books to flatten them.
10. Share the finished pieces with the class and discuss them. Instruct the children to imagine what type of desert animal might be standing watch over them.

11. Record the children’s responses.

F. Go a Little Further
1. All students should be able to paint the background and foreground.
2. For students who excel, the teacher could have them cut out the mandolin, water jug, and moon.

G. Assessment / Evaluation
1. Were the children able to create a work “in the style of” Henri Rousseau?
2. Were the children able to follow directions?
3. Were the children able to describe the art process?
4. Were the children able to see the difference between their paintings and Rousseau’s?

VII. CULMINATING ACTIVITY

VIII. HANDOUTS/WORKSHEETS

IX. BIBLIOGRAPHY