Marc Chagall
Surrealist Rooster
Surrealism Expressive Watercolor
Marc Chagall was a Russian/French painter who was influenced by Fauvism, Cubism and Surrealism and is perhaps the most famous of all Jewish painters. He loved color and as seen in his works, he was clearly a master of it.

For this lesson, we looked at Chagall’s use of color in a few of his paintings, especially Le Mariée. The children pointed out the warm and cool tones and noticed how the painting is primarily a dominant cool with the element of the warm contrast as the focal point (red wedding dress). The book, Journey on a Cloud, is a perfect illustration to this concept of selecting a dominant warm or cool color palette and then using touches of the opposite color palette for deep contrast.
Part of what makes this project suited for 3rd and 4th graders is the element of personal expression. To capitalize on Chagall’s use of imagination and art techniques, I asked my 3rd graders to not only draw a rooster in the style of Chagall but to draw elements that best represented them in the body of the rooster.
This was really fun and thought-provoking for the kids.
I did a directed line drawing of the rooster and the Eiffel Tower (which is seen in many of Chagall’s works) but allowed the students to complete the piece using drawing elements of their own choice.
You can print out the ABOUT ME page to get the ideas flowing or you can just wing it and allow children to draw at will.
This is a great project to do when you want to let the children work independently. This is what I did:

1. Showed the children pictures of Chagall works of art, especially the ones that feature the cute—yet very strange-looking—rooster and asked the students to talk about what they saw.

2. I drew a simple rooster on the board (see handout) and demonstrated how they might approach drawing the rooster.

3. The children went back to their seats and started drawing their own rooster with oil pastels. Some children opted to use one color and others chose several colors.

4. As per my instructions, the students filled their rooster’s body with icons and drawings that described what they love to do, what sports they participated in or elements from their community.

5. The outside of the rooster was filled with either a daytime or nighttime sky elements. Some children looked at Chagall’s artwork and drew images like the Eiffel Tower.
I purposely left my liquid watercolors undiluted with the exception of the red and blue. I wanted brilliant colors from the watercolor and by adding just a scant amount of water to the liquid concentrate, I was able to give the students a really intense color opportunity.

The students painted their backgrounds first. It really doesn’t matter if they paint the BACKGROUND or the SUBJECT but the point is to paint one or the other first. Then the watercolor has time to dry a bit. Students had a great time painting their small drawings inside the rooster and quite frankly, had a hard time keeping the colors from mingling. But this was a great lesson to learn about the properties of watercolor. That’s it! Easy steps.
surrealist rooster

ABOUT ME WORKSHEET

NAME

MY HOBBIES

SPORTS I LIKE

MY FAVORITE FOODS

WHAT I AM GOOD AT...

MY FAVORITE COLORS
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DRAWING GUIDE
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DRAWING GUIDE

Marc Chagall

marc chagall

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MARC CHAGALL
WHAT IS THE NAME OF YOUR ARTWORK?

________________________________________

HOW DID YOU CREATE YOUR ARTWORK?

(What tools, supplies and techniques did you use?)

________________________________________

________________________________________

________________________________________

WHAT DOES THIS PIECE OF ART MEAN TO YOU?

(You can use “I” statements and talk about your inspiration and what creating this piece of art means to you)

________________________________________

________________________________________

________________________________________

________________________________________
CREATING

- Generate and conceptualize artistic ideas and work — elaborate on imaginative ideas—apply knowledge to develop personal ideas in artwork
- Organize and develop artistic ideas and work — create personal artwork—demonstrate understanding proficient use of materials—construct everyday life representations
- Refine and complete artistic work—elaborate visually by adding detail during art-making that enhances meaning

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— Investigate and discuss possibilities and limitations of spaces for exhibiting artwork
- Develop and refine artistic work for presentation — Identify exhibit space and prepare works of art including artists’ statement for presentation
- Convey meaning through the presentation of artistic work — identify and explain how and where different cultures record and illustrate stories and history of life through art

RESPONDING

- Perceive and analyze artistic work- Speculate about processes and artist uses to create—determine messages communicated by images
- Interpret intent and meaning in artistic work — interpret art by analyzing use of media to create subject matter, characteristics of form and mood
- Apply criteria to evaluate artistic work— evaluate an artwork based on a given criteria

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art- develop a work of art based on observations of surroundings
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —develop a work of art based on observations of surroundings
CREATING
- Generate and conceptualize artistic ideas and work — brainstorm approaches for design problem—set goals and create purposeful and meaningful artwork
- Organize and develop artistic ideas and work — explore and invent art-making techniques—care for materials while art-making—document and describe environments
- Refine and complete artistic work—revise artwork in progress through insights gained from peers and discussion

PRESENTING/PRODUCING
- Analyze, interpret and select artistic work for presentation— Analyze how past, present and emerging technologies have impacted preservation and presentations of artwork
- Develop and refine artistic work for presentation — Analyze the various considerations for presenting and protecting work in all settings and forms
- Convey meaning through the presentation of artistic work — compare and contrast purposes of art museums, etc. and the types of personal experiences they provide

RESPONDING
- Perceive and analyze artistic work- compare responses to artwork after experiencing the medium analyze messages in visual imagery
- Interpret intent and meaning in artistic work — interpret art by referring to contextual info and analyzing relevant subject matter, characteristics and media
- Apply criteria to evaluate artistic work— apply one set of criteria to evaluate more than one work of art

CONNECTING
- Synthesize and relate knowledge and personal experiences to make art- create works of art that reflect community cultural traditions
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
I CAN STATEMENTS FOR SURREALIST ROOSTER

- Today I will learn about LINE and SHAPE, so that I CAN draw a SURREALIST rooster using OIL PASTEL inspired by the work of MARC CHAGALL.

- Today I will learn about EXPRESSION, so that I CAN draw objects that are important to me making my rooster a PERSONAL artwork.

- Today I will learn about COLOR and RESIST, so that I CAN use LIQUID WATERCOLORS to paint a bright background and subject revealing the drawing underneath.

COMMON CORE STANDARDS FOR SURREALIST ROOSTER

**CCSS.ELA-Literacy.RL.3.7**

*Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)*

If you choose to use the children’s book, Journey On a Cloud in this lesson, having students respond verbally to the illustrations in the text helps them make connections between art (Chagall’s paintings) and mood (expression). This is a great opening activity to introduce students to his work and even its meaning.

**CCSS.ELA-Literacy.RI.3.2**

*Determine the main idea of a text; recount the key details and explain how they support the main idea.*

You can incorporate this standard by asking students to summarize the main idea from Journey on a Cloud verbally to formatively assess their understanding of the text and their ability to recall details from the story in their answers.

**CCSS.ELA-Literacy.W.3.1**

*Write opinion pieces on topics or texts, supporting a point of view with reasons.*

After students finish their art, you can have them fill out the artist statement worksheet (page 11 of this packet). This information leads them to reflect on the process of art making while forming an opinion about their own work based on the processes used, materials used, inspirations, etc.
ASSESSMENT CHECKLIST

MAIN IDEAS FROM:
CHAGALL SURREALIST ROOSTER

STUDENT NAME: ____________________________

☐ Did the student draw a surrealist rooster in the style of Marc Chagall?

☐ Did the student use expression by drawing objects important to them?

☐ Did the student use watercolor resist so you can see the oil pastel lines underneath the paint?