

DEEP SPACE SPARKLE

YOUR FREE K-2 SAMPLE LESSON
PLAN MATISSE BUNDLE

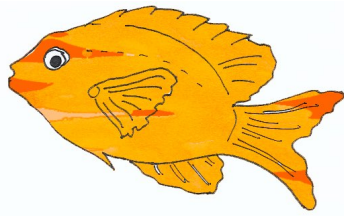
THIS LESSON PLAN IS A REPRESENTATION OF
THE LEVEL K-2 LESSON PLANS WITHIN EACH
ART BUNDLE INSIDE THE MEMBERS CLUB.

Each bundle includes 6-18 lesson plans,
posters, videos, artist resources, assessments,
standards, book lists, supplies & more!



ARTIST STUDY & COLOR THEORY

MATISSE



GOLDFISH PAINTINGS



HERE'S WHAT YOU'LL NEED:

- 12" x 15" white paper
- Black oil pastel or crayon
- Liquid tempera paints
- Optional: this lesson can also be created on watercolor paper with watercolor paints



Matisse painted [The Goldfish](#) in 1912 and it might be one of his most famous fauve paintings. He was greatly influenced by Japanese art during this time.

Matisse used **ellipses** in this painting to create the fish bowl, so although this painting seems like the perfect color theory lesson, it is also about line. Can you see the 3 ellipses in the bowl?

Many of Matisse's paintings appeal to kids as they are so accessible. Children can imagine themselves painting a similar painting so take advantage of using bright colors, big shapes and especially the expressive black line for contrast.

ABOUT HENRI MATISSE

Henri Matisse was born in 1869 in a small town in France. His parents owned a general store and wanted Henri to take over the family business but Henri decided to become a lawyer instead. At 20, he got very sick and had to be admitted to the hospital. His mother bought him a box of paints and from that day on, Henri decided to be an artist.

Matisse was called the “King of Color”. He recognized that color played a big part in how we perceive life. Later in life, Matisse developed cancer and was bed ridden. He still created art in his bed by using a bamboo stick tipped with chalk. He drew on the ceiling! He also started cutting out shapes with scissors and called this art form, “drawing with scissors.”

Did you know...

- That Matisse and Picasso were both friends *and* rivals?
- That Matisse joined a group of painters and because of their wild colors, they were known as “Fauves” which means “wild beasts.”
- Matisse painted with a few colors and a few lines at a time.

A Bird or Two by Bijou Le Tord is my personal favorite book for this lesson. I have quite a few books on Matisse but this one details Matisse’s love of color better than the others.

As you read the book, point out the wonderful illustrations and the color choices that the illustrator uses.

Notice how Matisse uses complimentary colors in his art as does the illustrator.



THE SET-UP



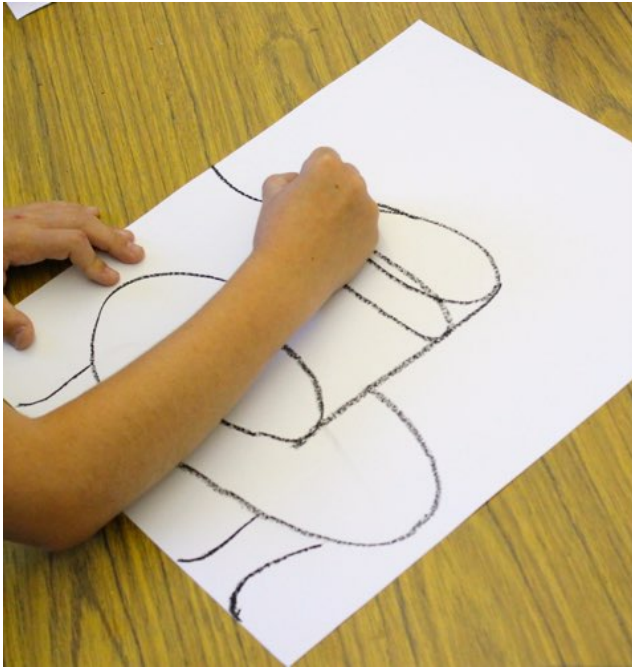
Studying Matisse and his amazing paintings is always a successful undertaking. I consider his art the basis of a no-fail art lesson, as no matter what a child does to reproduce Matisse's techniques, they will always produce something that is expressive, colorful and joyful.

To infuse your art room with the flavors of Matisse, start collecting your favorite Matisse posters from your craft store or from an online art catalog. I have a quite a few Matisse posters and even when I'm teaching about one piece in particular, I have a tendency to bring them all out! Collectively, they are so inspiring!

For this lesson, I read my second and third grade students the book "A Bird or Two". It is a wonderfully illustrated book on how Matisse finds inspiration. I point out the lovely colors and shapes as we work through the book.

The children sit on the carpet in front of me. As I leaf through the pages, I will point out visuals on my whiteboard. Then, after the book, while the children are still sitting, I demonstrate what we are going to draw. This is usually a quick drawing of the basic steps that I will cover in the directed-line drawing.

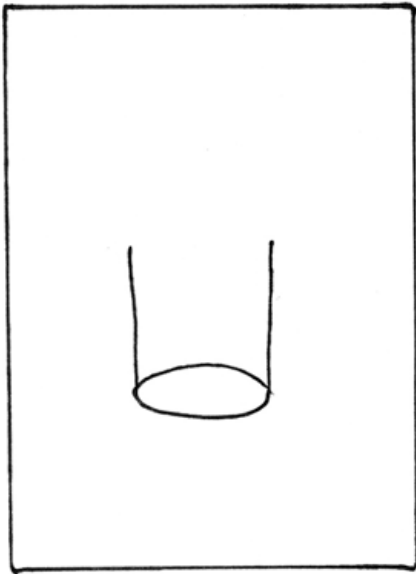
DRAWING THE DESIGN



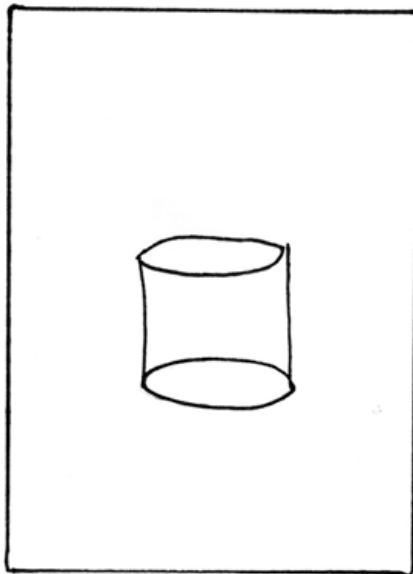
1. Using a black oil pastel and a piece of white 12" x 15" sulphite paper (cut down from a 12" x 18"), children draw the cylinder and table.
2. To create a "Matisse" background, refer to the handout to see how I teach these steps.
3. The variety of background designs and ideas that the students come up with is wonderful. To help students with inspiration and also to assist them in making good composition choices, show a few of Matisse's other paintings such as "Purple Robe and Anemones" or his paper cuttings. The trick is to get the children thinking of the following:



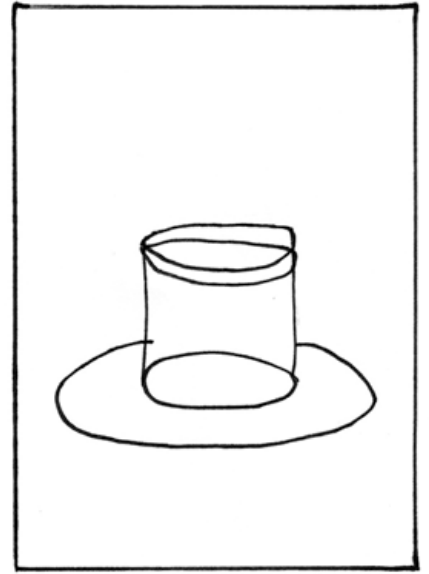
- Organic shapes with strong lines
- Repeat patterns
- Shapes that are easy to paint (nothing too small)
- Organic matter (leaves, flowers, stems)



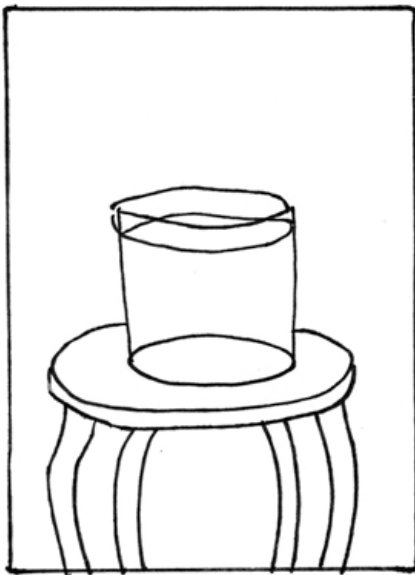
1. In the middle of the paper, draw an ellipse. Add two verticle lines.



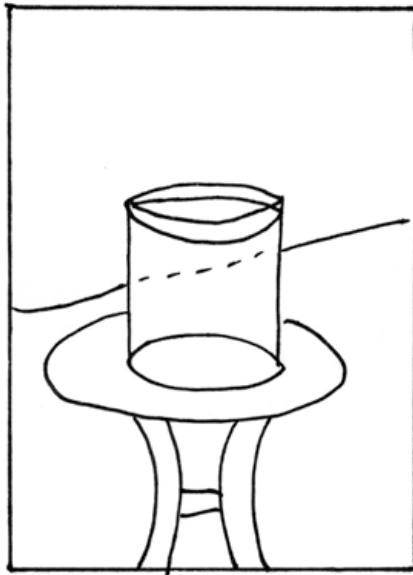
2. Draw another ellipse that connects the two verticle lines. You just made a fish bowl!



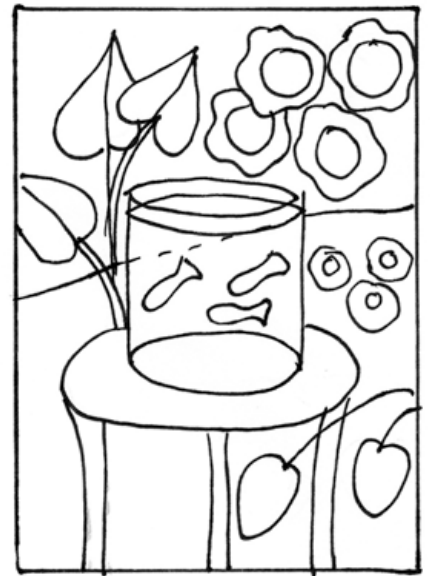
3. Add another ellipse to illustrate the waterline. Place oil pastel near the bottom of the bowl and draw a curved line down and around the bowl.



4. Now that you have a fish bowl and table top, add table legs. You can look at Matisse's table or you can design your own.



5. Draw a horizon line that is curved, straight or at an angle like mine. Have fun. The idea is to create two distinct backgrounds.



6. Fill your background with patterns, organic shapes, flowers, leaves...anything that inspires you! Keep the shapes big so that you can paint inside the lines. Don't worry about mistakes; you can paint over any unwanted lines.

How to draw...

The Goldfish by Henri Matisse

PAINTING THE ART



I use clear, plastic containers to store my tempera paints. I buy covers and when class is over, the covers pop on the containers and I place the whole bunch in a drawer or cupboard.

For this lesson, I set out **white, yellow, blue/green, orange, red and blue**. With these colors, the children had ample opportunities to mix and experiment.

I place 1-2 brushes in each container. If no brush is available, the child selects another paint color. Children can begin with the fish bowl, but it's not necessary. I teach them how to paint the fishbowl with a combination of white and blue and then, depending on their background colors, they can stipple that color above the waterline. This makes it look as though the bowl is glass and the background is showing through.

After the children paint all the areas they wish to have color, it will look like a big, blotchy mess.

That's okay!

The next step will really help define the piece.

The beauty of this project is in the final details: black tempera paint outline.

Set a small container of black tempera paint, watered down a bit, and place a few of your smallest brushes in the container.

The children should look for all of their oil pastel lines and paint back over them.

This will really make all the colors stand out and like Matisse, creates an opportunity to add a few more details.



SECOND GRADE FISHBOWL PAINTINGS

I CAN STATEMENTS FOR MATISSE GOLDFISH

- Today I will learn about ORGANIC SHAPES, so that I CAN create a fishbowl painting inspired by the work of Henri Matisse.
- Today I will learn about PATTERN, so that I CAN use repeated elements in my background to add visual interest.
- Today I will learn about CONTRAST, so that I CAN make my fishbowl stand out from the background through the use of outlining with black paint.

COMMON CORE STANDARDS FOR MATISSE GOLDFISH

CCSS.ELA-Literacy.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

You can have students discuss what information they have learned from the artwork presented in *A Bird or Two*. Guiding them with questions about the text can help them not only to understand what the story is about, but also what the artwork could mean to the viewer.

CCSS.ELA-Literacy.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

After reading *A Bird or Two* by Bijou Le Tord to introduce the works of Matisse, ask students questions about the artwork, the story, etc. to formally assess their understanding of the text.

NATIONAL CORE ARTS STANDARDS-SECOND GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — Brainstorm multiple approaches to art and design—use of various materials to make art
- Organize and develop artistic ideas and work** — Explore materials to explore personal interests in art-making—demonstrate safe use/cleaning—repurpose objects into something new
- Refine and complete artistic work**—discuss/reflect with peers about choices when creating artwork

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— categorize artwork based on a theme or concept for an exhibition
- Develop and refine artistic work for presentation** — distinguish between different materials or artistic techniques for preparing artwork for presentation
- Convey meaning through the presentation of artistic work** — analyze how art exhibited inside and outside school contributes to communities

RESPONDING

- Perceive and analyze artistic work-** describe aesthetic characteristics of the natural world—categorize images based on expression
- Interpret intent and meaning in artistic work** — interpret art by identifying the mood suggested and describing relevant subject matter and identifying the characteristics of form
- Apply criteria to evaluate artistic work**— use learned art vocabulary to express preferences about artwork

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** create works of art about events in home, school or community life
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —create works of art about events in home, school or community life

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

MATISSE GOLDFISH

STUDENT NAME: _____

Can the student tell me about Henri Matisse?

Did the student use organic shapes to create their still-life?

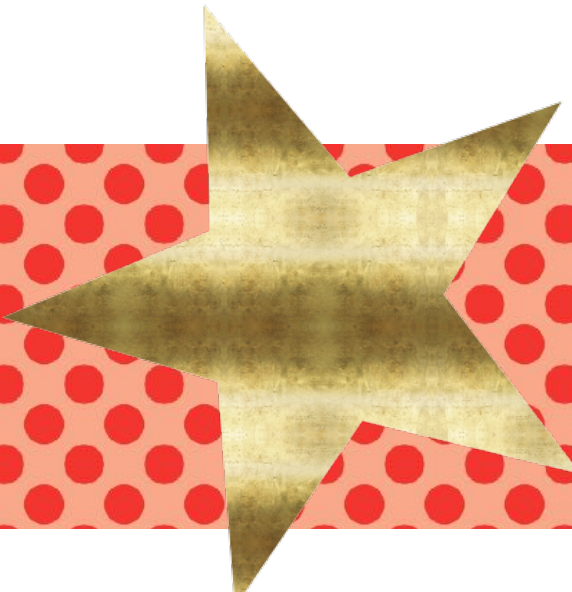
Did the student outline their pastel marks with black paint?



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