Matisse name panels

Artist study & collage

This lesson plan is a representation of the Level 3-4 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!

Your free 3-4 sample lesson plan Matisse Bundle

Matisse name panels

Artist study & collage
Matisse-Inspired Name Panels

Here’s What You’ll Need:

- 6” x 18” sulphite paper (regular paper cut in half horizontally)
- Smaller rectangles of colored paper (solids, crafts, printed, etc)
- Scissors and glue sticks
- Optional: buttons, scraps of embellished paper, rick rack, etc.

This lesson was discovered on the Incredible Art Department website. This lesson was submitted by Michele Peacock of Mohave Middle School.

This is a perfect lesson to do with fifth graders at the beginning of the school year: it reinforces names with faces and gets the children warmed up with cutting, pasting, color and composition. I have many posters of Matisse’s artwork for inspiration, but if you don’t, simply talk about how cutting paper can express movement and emotion.

You can stick with adding organic and geometric shapes to embellish the artwork or you can add personalized details.
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 admit 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.
Give each child a piece of white or colored construction paper. On each table, place scissors and glue sticks (regular white glue is too messy for this project). At the back of the art room, arrange scrap paper in tin foil trays. Note: This is also a great project to do towards the end of the school year when your recycled paper box is very full.

Instruct the students to cut out the letters in their name. I demonstrated by reducing a large sheet of paper to smaller rectangles and squares. This way, the letters are easier to cut out. This can be a challenging lesson, and many kids will balk at not using a pencil, but don’t give in! I think being encouraged to "see" the shape and cutting it is beneficial. Of course, I stress that any shape, size or style is perfect.

We discussed the benefits of cutting all letters out first, then the back ground shapes and playing with the arrangement before gluing. Some kids will rush this part then be caught having to pull up their letters.
1. Select one background colored piece of paper and as many smaller rectangles as there are letters in your name. Set aside smaller rectangles (letters) for now.

2. Select a few complimentary colors that are different from the letter colors. Cut out ORGANIC shapes and background shapes. Glue these shapes to the colored background.

3. Often, the NEGATIVE SHAPE that results from cutting an organic shape can be used in the art as well.

4. Cut more organic shapes to cover the border of the background.
1. Place the name rectangles over the background art. Trim rectangles so that you get an idea of how big to cut each letter. Laying out the letters this way allows children who have short or longer names to fit the name onto the background.

2. I find it best to cut each letter without the use of a pencil but if that is too difficult, show the children how to create block letters. Cut out each letter. Each one needn’t be perfect. Some can be small and others large.

3. Many children will stop their artwork after their letters are placed on the background. Challenge these students by asking them to add at least 2 GEOMETRIC SHAPES and 2 ORGANIC SHAPES to the overall artwork.

To make this project highly personal, ask each student to cut out symbolic shapes that help define their personality.
For example, a child who loves hockey, might cut out a pair of skates. A child who loves art, might cut out a pair of scissors or a brush. Whatever is unique to them, allow them to add this extra flourish instead of focusing on organic shapes.
ORGANIC SHAPES
CREATING
- Generate and conceptualize artistic ideas and work — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- Organize and develop artistic ideas and work — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- Refine and complete artistic work—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING
- Analyze, interpret and select artistic work for presentation— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation
- Develop and refine artistic work for presentation — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Convey meaning through the presentation of artistic work —cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING
- Perceive and analyze artistic work- compare interpretation of art to another’s interpretation —analyze cultural associations suggested by visual imagery
- Interpret intent and meaning in artistic work — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- Apply criteria to evaluate artistic work— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING
- Synthesize and relate knowledge and personal experiences to make art- apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
I CAN STATEMENTS FOR MATISSE PANELS

• Today I will learn about MOVEMENT, so that I CAN create a collage in a style similar to Henri Matisse and use different shapes to give the illusion of movement in the composition.

• Today I will learn about COMPLEMENTARY COLORS, so that I CAN create a composition with a strong contrast of colors in the letters and background.

• Today I will learn about SHAPE, so that I CAN demonstrate an understanding of the difference between geometric and organic shapes in my work.

COMMON CORE STANDARDS FOR MATISSE PANELS

CCSS.ELA-Literacy.SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

After introducing the students to the artwork of Henri Matisse via posters, children’s book, etc., students can be asked to answer questions orally to summarize what they have learned about Matisse’s style, use of the elements of art, and principles of design in the form of a discussion.

CCSS.ELA-Literacy.SL.5.5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

By having students create a work of art inspired by Henri Matisse, they are visually developing the main ideas they learned from his style of art making by creating an expressive collage using geometric and organic shapes as well as movement.

CCSS.ELA-Literacy.RL.5.7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

After reading the book, A Bird or Two to introduce some of Matisse’s work, you can talk with students about how the illustrator used color to contribute to the meaning or tone of the text and maybe even why certain Matisse compositions were selected for the book.
ASSessment Checklist

Main Ideas from:

Matisse Name Panels

Student Name: ________________________

☐ Did the student create movement with their shapes?

☐ Did the student use complementary colors?

☐ Did the student include at least 2 geometric shapes and 2 organic shapes in the work?
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)


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