

#### ► Objective(s)

Students will:

- Actively determine characteristics that accurately define modernism.
- Accurately analyze how characteristics of modernism are seen in masterworks by Matisse and Picasso.
- Make informed inferences about the characteristics of modernism.

#### ► Visual Arts TEKS

117.32.6.1B, 3B, 4A  
117.35.7.1B, 3B, 4A  
117.38.8.1B, 3B, 4A  
117.52.1B, 3A, 3B  
117.53.3A, 3B  
117.54.1B, 3A, 3B  
117.55.1B, 3A, 3B, 4B

Non-art TEKS are listed on the reference page in the Resource Guide.

#### ► Essential Question(s)

- What are the characteristics of modernism?
- How do the artworks of Matisse and Picasso use the characteristics of modernism? (□Video 15:30 – 16:35)

#### ► Resources and Materials

- *Matisse & Picasso* video
- *The Woman with the Hat* and *Man with a Pipe* posters <http://matisse-picasso.org/education/paintings.lasso>
- **What is Modernism?** worksheet
- [www.matisse-picasso.com](http://www.matisse-picasso.com)  **WEB**

#### ► Preparation

- Duplicate the **What is Modernism?** worksheet.
- Read the background material in the teacher resource guide and consult the KERA website for additional information and images.

#### ► Motivation

- Explain to students that they will determine the characteristics of modern art as seen in the work of Matisse and Picasso.
- Discuss necessary art vocabulary.
- Show all or selected portions of the video, *Matisse & Picasso*.
- Display and discuss *The Woman with the Hat* and *Man With a Pipe*.

#### ► Vocabulary (see glossary)

Abstract  
Modern Art  
Cubism  
Modernism

#### ► Activity:

##### Determining Characteristics of Modernism

- 1 Assign students to small collaborative groups.
- 2 Distribute **What is Modernism?** worksheet, one per group.
- 3 Assign one person per group to record the group's information.
- 4 Ask students to brainstorm about the characteristics of **modernism** and then to record their definition on the worksheet. Definitions should include three or more characteristics.
- 5 Instruct students to look carefully at *The Woman with the Hat* and then list 10 or more unique details or characteristics about the artwork.  
Repeat this process using *Man With a Pipe*.
- 6 As a class discussion, inquire what the two works have in common and how they are different. Are the artworks more alike or different?
- 7 How can two different artworks be considered examples of modernism? Encourage students to revise their definitions of modernism if necessary.  **HOTS**
- 8 What supported inferences can be made about the characteristics of modernism?  **HOTS**

#### ► Extension(s)

- Use a search engine to find definitions of modernism or modern art; Contrast and compare definitions.
- Visit [www.matisse-picasso.com](http://www.matisse-picasso.com) to view more artwork by Matisse and Picasso.  **WEB**

#### ► Assessment Rubric

Advanced	Competent	Novice
Determine a wide range of characteristics that accurately define modernism	Define with limited range and/or general accuracy the characteristics that define modernism	Define with narrow range and/or general inaccuracy the characteristics that define modernism
Accurately analyze how characteristics of modernism are seen in masterworks by Matisse and Picasso	Analyze with some accuracy how characteristics of modernism are seen in masterworks by Matisse and Picasso	Analyze with little accuracy how the characteristics of modernism are seen in masterworks by Matisse and Picasso
Make informed and supported inferences about the characteristics of modernism	Make some informed inferences or offer slight support about the characteristics of modernism	Make misinformed and/or loosely supported inferences about the characteristics of modernism

**What is Modernism?**

**Brainstorm three or more characteristics of modern art, then complete this phrase:**

Modern art can be modern art if and only if \_\_\_\_\_

Carefully look at ***The Woman with the Hat*** by Henri Matisse. Write ten or more characteristics about the artwork or about the details you see in the painting.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

Next, look carefully at ***Man with a Pipe*** by Pablo Picasso. Write ten or more characteristics about the artwork or about the details you see in the painting.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**What characteristics that you included in your definition of modern art are found in the paintings?**

\_\_\_\_\_

\_\_\_\_\_

**What do the two paintings have in common?** \_\_\_\_\_

\_\_\_\_\_

**How are they different?** \_\_\_\_\_

\_\_\_\_\_

**Would you like to revise your definition of modern art?**

**What conclusions can you make about defining modernism?** \_\_\_\_\_

\_\_\_\_\_

### ► Objective(s)

Students will:

- Conscientiously gather diverse and pertinent information about contemporary cultures and art.
- Actively analyze the influence of contemporary cultures on artworks.
- Accurately illustrate art history as a major source of interpretation of time and place.

### ► TEKS

117.32.6.3A, 3B  
117.35.7.3A, 3B  
117.38.8.3B, 4B  
117.52.3A  
117.53.3A  
117.54.3A  
117.55.3A, 3B

Non-art TEKS are listed on the reference page in the Resource Guide.

### ► Essential Question(s)

What is a timeline? Where do Matisse and Picasso fit in time and place? (□Video 02:18 – 04:44)

### ► Resources and Materials

- *Matisse & Picasso* video
- All six poster images  
<http://matisse-picasso.org/education/paintings.lasso>
- Copies of **Timeline** worksheet
- *Timetables of History* (see Reference List) or other chronologies
- [www.matisse-picasso.com](http://www.matisse-picasso.com) WEB

### ► Preparation

- Copy and enlarge the **Timeline** worksheet.
- Collect traditional research materials such as books, magazines, and encyclopedias or assign Internet searches in class or for homework.
- Refer to the KERA website for background information.

### ► Motivation

- Explain that a timeline places diverse events from specific times in correct order so that a clear relationship can be developed between and among topics. (□Video 01:54 – 02:18 and 11:38 – 12:05)
- Inform students that they will create a timeline that will show the lives of Matisse and Picasso as well as other events from 1869-1973.

### ► Vocabulary (see glossary)

Timeline

### ► Activity:

#### Create a Timeline

- 1 Assign students to small, collaborative groups. Provide the **Timeline** worksheet.
- 2 Assign one topic for each group to research (e.g., Matisse) and a specific time (e.g., 1869-1954). Instruct students to label each column with the dates covered for that column. Groups may need more than one timeline worksheet depending on how many years are covered per column.
- 3 Distribute research materials, provide class time for online searches, or assign the research as homework.
- 4 Instruct students to select diverse but pertinent information to include in the timelines.
- 5 When all groups have their timelines complete, discuss as a class the most important events for each topic. Where do Matisse and Picasso fit in the timeline? How do the events in both artists' lives overlap? How did these events influence their art and the art world in general? How can art serve as an interpretation of time and place? Does a culture define art or does art define a culture? ♦**HOTS**

### ► Extension(s)

- Listen to music, read literature and poetry, and look at other artwork from the same time period.
- Locate other timelines online.

### ► Assessment Rubric

Advanced	Competent	Novice
Gather diverse and pertinent information about contemporary cultures and art	Gather some generally pertinent information about contemporary cultures and art	Gather little information about contemporary cultures and art
Analyze a range of influences of contemporary cultures on artworks	Analyze limited influences of contemporary cultures on artworks	Analyze few influences of contemporary cultures on artworks
Accurately illustrate art history as a major source of interpretation of time and place	Illustrate with some accuracy art history as a major source of interpretation of time and place	Illustrate with little accuracy art history as a major source of interpretation of time and place

**Matisse and Picasso Timeline**

<b>Henri Matisse</b>						
<b>Pablo Picasso</b>						
<b>World Events</b>						
<b>Events in the Arts</b>						
<b>Everyday Life</b>						

### ► Objective(s)

Students will:

- Attentively, thoroughly, and skillfully analyze artworks to determine probable meaning.
- Interpret with accuracy and thoroughly support the probable meaning of a work of art .

### ► TEKS

117.32.6.1B  
117.35.7.4A  
117.38.8.1B  
117.52.4A  
117.53.1B  
117.54.1B, 4B  
117.55.1B, 4B

Non-art TEKS are listed on the reference page in the Resource Guide.

### ► Essential Question(s)

What is interpretation? How can meaning be found in Matisse and Picasso's artwork?

### ► Resources and Materials

- *Matisse & Picasso* video
- *The Dream* and *Child Playing with a Toy Truck* posters  
<http://matisse-picasso.org/education/paintings.lasso>
- **Interview a Work of Art** worksheet
- [www.matisse-picasso.com](http://www.matisse-picasso.com) 📄 **WEB**

### ► Preparation

- Copy the **Interview a Work of Art** worksheet.
- Become familiar with the who, what, when, where, and why format of interviewing.
- Be familiar with the background and artist's intent for each of the selected images. (□Video 15:52 – 16:34)

### ► Motivation

- Display *The Dream* and *Child Playing with a Toy Truck* posters.
- Inform students that they will be determining the meaning of a work of art and trying to decide the artist's **intent**.
- Explain to students that **interpreting** or finding meaning in a work of art is much like solving a mystery or a puzzle; clues can be found throughout the artwork.

### ► Vocabulary (see glossary)

Interpretation  
Intent

### ► Activity:

#### Interview a Work of Art

- 1 Ask students to work alone or with a partner.
- 2 Distribute the **Interview a Work of Art** worksheet.
- 3 Discuss the components of a thorough interview and instruct students that interviews should include the "Five W's." Questions: Who? What? When? Where? Why?
- 4 Provide examples of interview questions such as: Who are you? or What do you do?
- 5 Assign either *The Dream* or *Child Playing with a Toy Truck* to each student or pair of students.
- 6 Instruct students to interview the subject of the painting using the Five W's and then to respond by finding clues in the artwork to answer the questions. Tell students that there could be many correct responses to their questions, but that responses should be based upon information (clues) found in the artwork.
- 7 When all questions and responses have been recorded, ask students to select option A or B on the worksheet (write an article or a poem). Read the interpretations aloud. Were the **intents** of Matisse and Picasso as seen in the selected paintings significantly different? ♦ **HOTS**
- 8 Post the **interpretations** with the masterworks.

### ► Extension(s)

- Visit [www.matisse-picasso.com](http://www.matisse-picasso.com) to access Picasso's *Woman with Yellow Hair*. Contrast and compare to Matisse's *The Dream*. (□Video 09:48 – 10:44) 📄 **WEB**
- Interview a local artist with the interview format.

### ► Assessment Rubric

Advanced	Competent	Novice
Use broad analytical skills and thoughtfulness to analyze and determine probable meaning in artwork	Use some analytical skills and some attention to detail to analyze and determine probable meaning in artwork	Use limited analytical skills to analyze and determine probable meaning in artwork
Interpret with accuracy and thoroughly support the probable meaning of a work of art	Interpret with some accuracy and somewhat support the probable meaning of a work of art	Interpret with limited accuracy and loosely support the probable meaning of a work of art

## Interview a Work of Art

The most effective interviews include the “Five W’s” questions: **Who? What? When? Where? Why?** Use this interview form to ask questions of a work of art and to write the responses that the artwork might give to the interviewer.

Who? \_\_\_\_\_

\_\_\_\_\_

Response \_\_\_\_\_

\_\_\_\_\_

What? \_\_\_\_\_

\_\_\_\_\_

Response \_\_\_\_\_

\_\_\_\_\_

When? \_\_\_\_\_

\_\_\_\_\_

Response \_\_\_\_\_

\_\_\_\_\_

Where? \_\_\_\_\_

\_\_\_\_\_

Response \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

Response \_\_\_\_\_

\_\_\_\_\_

**After you have asked five or more questions and provided the responses, decide how to use the information. Select either Option A or Option B.**

### **Option A**

On another sheet of paper, write a short article based upon your interview. Write the article using all the responses to inspire the reader to want to see the work of art.

### **Option B**

On another sheet of paper, write only the responses to your questions so that the responses become a non-rhyming poem about the work of art.

#### ► Objective(s)

Students will:

- Attentively, thoroughly, and skillfully analyze artworks to determine probable meaning.
- Thoughtfully interpret artwork with accuracy.

#### ► TEKS

117.32.6.1B  
117.35.7.4A  
117.38.8.1B  
117.52.4A  
117.53.1B  
117.54.1B, 4B  
117.55.1B, 4B

Non-art TEKS are listed on the reference page in the Resource Guide.

#### ► Essential Question(s)

- What is interpretation?
- How can poetry be used to interpret the work of Matisse and Picasso?

#### ► Resources and Materials

- *Matisse & Picasso* video
- *The Dream* and *Child Playing with a Toy Truck* posters  
<http://matisse-picasso.org/education/paintings.lasso>
- **Diamond Poem** worksheet
- [www.matisse-picasso.com](http://www.matisse-picasso.com)  **WEB**

#### ► Preparation

- Copy the **Diamond Poem** worksheet.
- Be familiar with the poetry worksheet and the parts of speech required.
- Become familiar with possible meanings of both works of art.

#### ► Motivation

- Display *The Dream* and *Child Playing with a Toy Truck* poster.
- Inform students that they will be interpreting through the use of poetry a work of art by Matisse or Picasso.
- Remind students that finding meaning in a work of art is similar to solving a mystery or puzzle; clues can be found within the artwork to solve the puzzle.

#### ► Vocabulary (see glossary)

Interpretation

#### ► Activity:

##### Write a Poetic Interpretation

- 1 Ask students to work alone or with a partner.
- 2 Distribute the **Diamond Poem** worksheet.
- 3 Review with students that idea that artwork can have a variety of **interpretations** if the interpretations are supported with accurate information. Careful observation of artworks can uncover clues that lead to accurate interpretation.  
(□Video 13:19 – 13:40)
- 4 Review the parts of speech required in the Diamond Poem format.
- 5 Ask students to closely observe either *The Dream* or *Child Playing with a Toy Truck*.
- 6 Complete the poem using the required parts of speech.
- 7 When the poems are complete, ask students to read them aloud. How are the interpretations of the works of Matisse and Picasso the same? Different? Do any of the poems mention the idea of beauty? Do Matisse and Picasso's work seem to express similar or different ideas about beauty?  
(□Video 14:18 – 14:35) ♦ **HOTS**

#### ► Extension(s)

- Compare the poetic interpretations to the interview interpretations. Which interpretations seem to be more in the spirit of the artworks? Why? ♦ **HOTS**
- Create a different shape for a poem (e.g., triangle or circle).
- Use different poetry formats to interpret other works of art by Matisse and Picasso that are found at [www.matisse-picasso.com](http://www.matisse-picasso.com).  **WEB** ♦ **HOTS**

#### ► Assessment Rubric

Advanced	Competent	Novice
Use broad analytical skills and thoughtfulness to analyze and determine probable meaning in works of art	Use some analytical skills and some attention to detail to analyze and determine probable meaning in works of art	Use limited analytical skills to analyze and determine probable meaning in works of art
Thoughtfully interpret artwork with accuracy	Interpret artwork with some accuracy and indication of thoughtfulness	Interpret artwork with limited accuracy and with little indication of thoughtfulness

LESSON IV  
**Diamond Poem**

**Use this form to write a poem about a work of art.  
Fill in each line with the part of speech that is required.**

\_\_\_\_\_

Noun

\_\_\_\_\_

Adjective                      Adjective

\_\_\_\_\_

Adverb                      Action verb                      Adjective

\_\_\_\_\_

Four-word phrase

\_\_\_\_\_

Adverb                      Verb                      Adjective

\_\_\_\_\_

Adjective                      Adjective

\_\_\_\_\_

Noun

\_\_\_\_\_

Title of the work of art

- Noun** – a word used to name a person, place, animal, thing, or abstract idea
- Adjective** – a word that identifies, describes, or quantifies a noun
- Verb** – a word that shows action, events, or a state of being
- Adverb** – a word that usually ends in “-ly” and modifies a verb, noun, adjective, or other adverb (Adverbs answer questions such as “how,” “when,” “where,” and “how much.”)
- Phrase** – an incomplete sentence

#### ► Objective(s)

Students will:

- Interpret with accuracy a physical interior.
- Effectively apply design skills to communicate an idea.
- Thoughtfully reflect upon how artwork can show personal meaning.

#### ► TEKS

117.32.6.1A, 2A, 2C, 4A  
 117.35.1A, 2A, 2C, 4A  
 117.38.1A, 2A, 2B, 2C, 4A  
 117.52.1A, 2A, 2C, 4A  
 117.53.2A  
 117.54.1A, 1B, 2A, 4B  
 117.55.1A, 1B, 2B, 4B

Non-art TEKS are listed on the reference page in the Resource Guide.

#### ► Essential Question(s)

What is an interior? Why did Matisse and Picasso choose to show interior views?

#### ► Resources and Materials

- *Large Red Interior* and *The Studio at La Californie* **Diorama** instructions  
<http://matisse-picasso.org/education/paintings.lasso>
- Squares of construction paper, minimum 8" x 8"
- Scissors, glue, scrap construction paper and other paper, found objects

#### ► Preparation

- Be familiar with the background of **Large Red Interior** and **The Studio at La Californie** posters.
- Review Diorama instructions.

#### ► Motivation

- Contrast and compare the subjects and meanings of *Large Red Interior* and *The Studio at La Californie*. (□Video 19:20 – 23:48)
- Explain the difference between **two-dimensional** and **three-dimensional** artwork.
- Instruct students that they will be creating a three-dimensional interior space that reflects personal meaning.

#### ► Vocabulary (see glossary)

Two-dimensional  
 Three-dimensional

#### ► Activity:

##### Create a Diorama of an Interior Space

- 1 Distribute the construction paper squares or ask students to measure and cut their own.
- 2 Demonstrate folding and cutting the square to create a two-sided open box.
- 3 Ask what interior spaces are important to students? These places might be their own rooms, the classroom, a church, or other place with personal meaning. Remind students that *Large Red Interior* and *The Studio at La Californie* show interior spaces that had personal meaning to the artists.
- 4 Ask students to use scrap construction paper or other scrap paper and found objects to create a **three-dimensional** interior within the box.
- 5 When the dioramas are complete, ask students to reflect upon how they chose the interior space to depict and how effectively their idea is communicated. What moods did Matisse and Picasso convey in their artworks? How were the moods conveyed? How is the student work similar/different to the masterworks? ♦ **HOTS**

#### ► Extension(s)

- Using drawing software, create an interior.
- Visit [www.matisse-picasso.com](http://www.matisse-picasso.com) to view other Matisse and Picasso images that show interior spaces. 🌐 **WEB**

#### ► Assessment Rubric

Advanced	Competent	Novice
Visually interpret with complete accuracy a physical interior	Interpret with general accuracy a physical interior	Interpret with limited accuracy a physical interior
Expertly apply design skills to communicate an idea	Use effective design skills to communicate an idea	Ineffectively apply design skills to communicate an idea
Thoughtfully reflect upon artwork showing personal meaning	Demonstrate limited reflection upon artwork showing personal meaning	Demonstrate careless or unsupported reflection upon artwork showing personal meaning

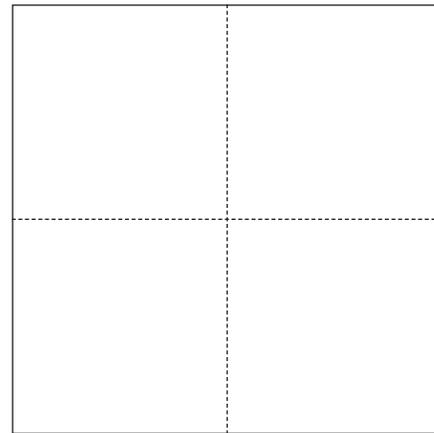
# LESSON V

## Diorama

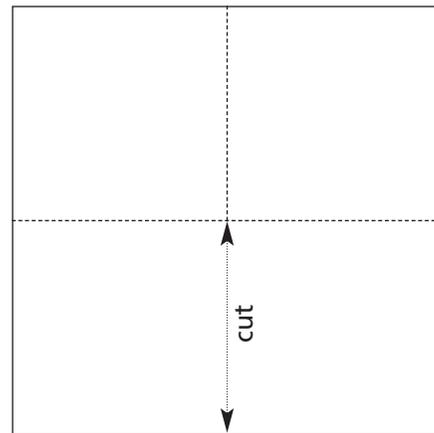
Prepare a piece of construction paper by cutting it into a square.

**Fold** the paper into quarters making crisp creases.

**Open** the paper and place flat on a table.

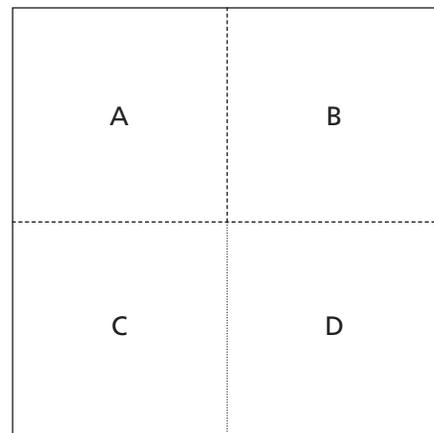


**Cut** on the bottom vertical fold to the center point.

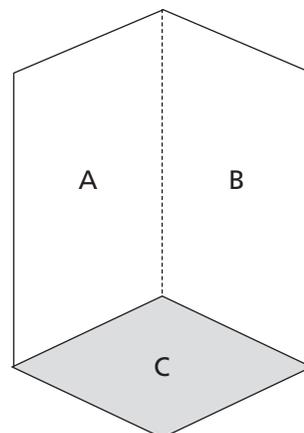


**Fold** section D under section C.

**Glue** D to C.



This will create a diorama with two walls and a floor.



#### ► Objective(s)

Students will:

- Interpret with accuracy a visual point of view.
- Effectively apply design skills to communicate an idea.
- Select appropriate art materials to successfully express an idea.
- Reflect an accurate understanding of some of the ideas expressed in artworks by Matisse and Picasso.

#### ► TEKS

117.32.6.1A, 2A, 2C, 4A, 4B  
 117.35.1A, 2A, 2C, 4A, 4B  
 117.38.8.1A, 2A, 2B, 2C, 4A  
 117.52.1A, 2A, 2C, 4A  
 117.53.2C, 4A  
 117.54.1A, 1B, 2A, 2B  
 117.55.1A, 2C

Non-art TEKS are listed on the reference page in the Resource Guide.

#### ► Essential Question(s)

What is point of view? How can a visual point of view be expressed through artworks?

#### ► Resources and Materials

*Large Red Interior* and *The Studio at La Californie*  
<http://matisse-picasso.org/education/paintings.lasso>  
 (□Video 19:30 – 23:48)

#### ► Point-of-View Window instructions

- Construction paper, 9" x 12" or larger
- Pencils, scissors, markers, colored pencils, paint, or other media
- [www.venndiagram.com/toptenvenn.html](http://www.venndiagram.com/toptenvenn.html) WEB

#### ► Preparation

- Be familiar with the background information about *Large Red Interior* and *The Studio at La Californie*.
- Review **Point-of-View Window** instructions.

#### ► Motivation

- *Large Red Interior* and *The Studio at La Californie* posters.
- Use a Venn Diagram to contrast and compare the subjects and intents of both artworks
- Explain to students that they will be showing a point of view from a chosen interior.

#### ► Vocabulary (see glossary)

Point of View  
 Studio  
 Intent

#### ► Activity:

##### Create a Point-of-View Window

- 1 Distribute construction paper and demonstrate how to fold the paper into four equal sections to create a "window" in the center and a "shutter" on each side.
- 2 If desired, demonstrate how to create a decorative top edge by cutting a curved line.
- 3 Ask students to decide what **point of view** they wish to show through their windows. For example, a peaceful point of view might show a meadow through a clean window whereas an urban point of view might show a factory through grimy window panes. ♦ **HOTS**
- 4 Distribute the selected media, then remind students that the point of view image goes in the center portion of the folded paper while the outer folded parts should include details about the interior of the room.
- 5 When works are finished, ask students to reflect upon their thought processes for creating a point of view window. Were appropriate materials chosen? Is the point of view clearly illustrated? How is the student work similar or different from the interior views of Matisse and Picasso?

#### ► Extension(s)

Use a poetry format to interpret another student's point-of-view window. ♦ **HOTS**

#### ► Assessment Rubric

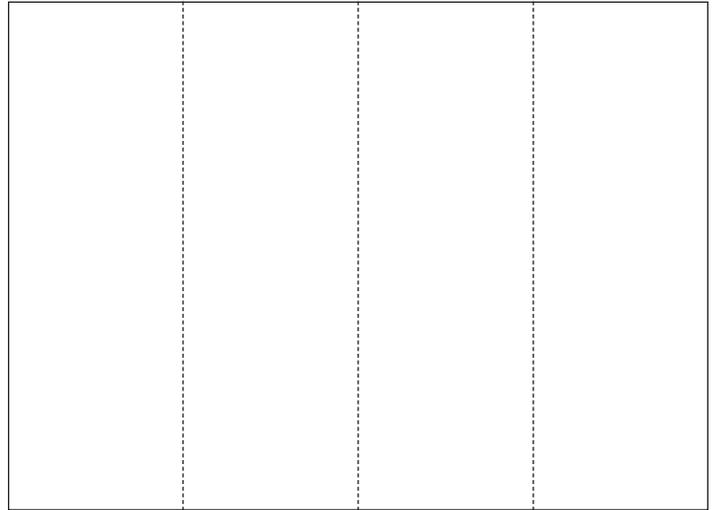
Advanced	Competent	Novice
Visually interpret with complete accuracy a visual point of view	Visually interpret with general accuracy a visual point of view	Visually interpret with limited accuracy a visual point of view
Effectively apply design skills to communicate an idea	Use limited design skills to communicate an idea	Ineffectively apply design skills to communicate an idea
Select appropriate art materials to successfully express an idea	Select generally appropriate art materials to express an idea with partial success	Select inappropriate art materials and/or unsuccessfully express an idea
Accurately reflect an understanding of ideas expressed by Matisse and Picasso	Reflect with limited understanding of ideas expressed by Matisse and Picasso	Inaccurately reflect an understanding of ideas expressed by Matisse and Picasso

## LESSON VI

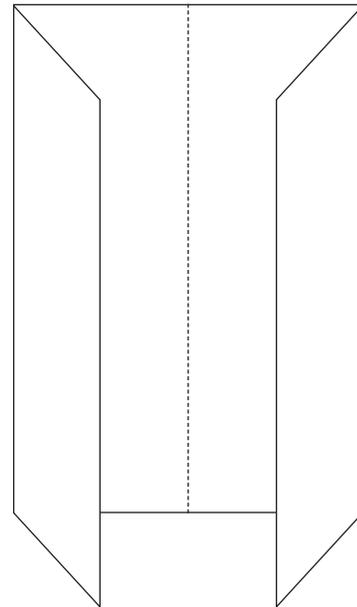
### Point-of-View Window

KERA

**Fold** a 9" x 12" piece of heavy white drawing paper or construction paper into four equal sections.



**Fold** the two end sections so that the outer edges meet in the center. This will create a plain "shuttered window."



**Open** the "shutters" to draw, paint, or use cut paper to create a point-of-view scene as viewed through a window. The scene should be created in the center two sections. The window frame can be created to include panes of glass or to be one large window. The outer sections should depict details of the room. When folded, the "shutters" will cover the point-of-view design.

**Optional** To create a more decorative "shuttered window," draw a curved line across the top edges of the folded paper. Cut carefully along the drawn line, then follow the above instructions for creating a point-of-view scene.

