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

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.

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 to view more artwork by Matisse and Picasso.

Assessment Rubric

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Competent</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine a wide range of characteristics that accurately define modernism</td>
<td>Define with limited range and/or general accuracy the characteristics that define modernism</td>
<td>Define with narrow range and/or general inaccuracy the characteristics that define modernism</td>
</tr>
<tr>
<td>Accurately analyze how characteristics of modernism are seen in masterworks by Matisse and Picasso</td>
<td>Analyze with some accuracy how characteristics of modernism are seen in masterworks by Matisse and Picasso</td>
<td>Analyze with little accuracy how the characteristics of modernism are seen in masterworks by Matisse and Picasso</td>
</tr>
<tr>
<td>Make informed and supported inferences about the characteristics of modernism</td>
<td>Make some informed inferences or offer slight support about the characteristics of modernism</td>
<td>Make misinformed and/or loosely supported inferences about the characteristics of modernism</td>
</tr>
</tbody>
</table>
LESSON I
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? ___________________________________________
___________________________________________________________________________________________________________
LESSON II  
Where do Matisse and Picasso Fit in Time?

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

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

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Competent</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather diverse and pertinent information about contemporary cultures and art</td>
<td>Gather some generally pertinent information about contemporary cultures and art</td>
<td>Gather little information about contemporary cultures and art</td>
</tr>
<tr>
<td>Analyze a range of influences of contemporary cultures on artworks</td>
<td>Analyze limited influences of contemporary cultures on artworks</td>
<td>Analyze few influences of contemporary cultures on artworks</td>
</tr>
<tr>
<td>Accurately illustrate art history as a major source of interpretation of time and place</td>
<td>Illustrate with some accuracy art history as a major source of interpretation of time and place</td>
<td>Illustrate with little accuracy art history as a major source of interpretation of time and place</td>
</tr>
</tbody>
</table>
### LESSON II

**Matisse and Picasso Timeline**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Henri Matisse</td>
<td>Pablo Picasso</td>
<td>World Events</td>
<td>Events in the Arts</td>
<td>Everyday Life</td>
</tr>
</tbody>
</table>

**Henri Matisse**

**Pablo Picasso**

**World Events**

**Events in the Arts**

**Everyday Life**
LESSON III
Interpretation -
What Does that Painting Mean?

► 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  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 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

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Competent</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use broad analytical skills and thoughtfulness to analyze and determine probable meaning in artwork</td>
<td>Use some analytical skills and some attention to detail to analyze and determine probable meaning in artwork</td>
<td>Use limited analytical skills to analyze and determine probable meaning in artwork</td>
</tr>
<tr>
<td>Interpret with accuracy and thoroughly support the probable meaning of a work of art</td>
<td>Interpret with some accuracy and somewhat support the probable meaning of a work of art</td>
<td>Interpret with limited accuracy and loosely support the probable meaning of a work of art</td>
</tr>
</tbody>
</table>
LESSON III
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  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. WEB HOTS

Assessment Rubric

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Competent</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use broad analytical skills and thoughtfulness to analyze and determine probable meaning in works of art</td>
<td>Use some analytical skills and some attention to detail to analyze and determine probable meaning in works of art</td>
<td>Use limited analytical skills to analyze and determine probable meaning in works of art</td>
</tr>
<tr>
<td>Thoughtfully interpret artwork with accuracy</td>
<td>Interpret artwork with some accuracy and indication of thoughtfulness</td>
<td>Interpret artwork with limited accuracy and with little indication of thoughtfulness</td>
</tr>
</tbody>
</table>
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?

Extension(s)

- Using drawing software, create an interior.
- Visit www.matisse-picasso.com to view other Matisse and Picasso images that show interior spaces.

Assessment Rubric

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

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.

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.

Assessment Rubric

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