

My “Red” Room - Lesson Plan 3

Developed by: Susan Sellers

Suggested Grade Levels: 7-9; with some teacher modification, Gr.10

Suggested Length of Class Time: 5 classes of an hour each

Subject Areas: ELA, Social Studies, Visual Arts

Rationale:

Education in the arts is basic to the aesthetic, emotional, intellectual and social growth of the individual. It provides unique ways of knowing and belonging in the global community and plays a key role in developing student creativity and imagination. Through the arts, students learn to value diversity within Canadian culture and beyond; they learn to see the arts as a record of human experience and expression.

Using one of the most influential paintings of modern times as a model, students will come to appreciate the importance of experimentation and innovation. They will learn to value an art masterpiece while relating it to their own lives. The hands on, creative approach encourages literacy while reinforcing the idea that knowledge is connected.

Logistics:

Classroom setup and materials

- small group or individual, ample working space
- reproductions/posters on the walls of Matisse paintings
- access to computers
- French-English dictionaries and art books
- art supplies: paints, brushes, colored pencils, scissors
- colored paper, Bristol Board, large sheets of paper
- response journal or scribbler

Suggested resources/images

- www.centrepompidou.fr/education/resources/
- www.henri-matisse.net
- www.moodbook.com/history/modernism/henri-matisse
- *see suggestions for other resources and images in appendix*

Suggested Outcomes:

Students will be expected to:

- Appreciate an artistic masterpiece
- Demonstrate an aesthetic knowledge through oral and written form
- Create a work of art which has personal meaning
- Explore art as a way of expressing ideas, feelings and points of view

Introduction:

This is the third or culminating lesson built around the 100th anniversary of Henri Matisse's iconic painting of 1911, *L'Atelier Rouge*. Lessons 1 and 2 are helpful for understanding and completing Lesson 3 though not prerequisite.

After a critical look at *L'Atelier Rouge*, encourage a class discussion on Matisse's decisions about color, perspective, the items included, and repetition of motif. Brainstorm the functions of other specific rooms (e.g., kitchen, recreation room) and explore possible symbolic meaning.

Suggestions for Teaching and Learning:

Invite students to create a painting of their own special room or place, modeled on Matisse's painting of his studio at Issy-le-Moulineaux in 1911 named: *L'Atelier Rouge*.

Encourage rough sketches and planning. Tell students that they can work from photographs, memory or from imagination – painting a room of their dreams. Circulate around, offering suggestions, compliments, queries, problem solving, etc. Explain that their “room” can be painted a color of their choice – not necessarily red.

When students have completed painting, they may wish to give a short oral presentation about their creation or they could ask for critiques from classmates around “what do you see?” Celebrate student achievement by inviting other classes to view the finished paintings.

Extension of Ideas:

ELA and Visual Arts:

- Invite a discussion of the word juxtaposition.
- Select poems and/or Matisse quotes and have students make a collage or video of the writing with one or more of his painting(s). (watch: www.vimeo.com/1739648 “Rothko & Roethke” by James Tate for inspiration of presenting a poem and painting together. One feeds the other).

ELA and Drama:

- Engage students in improvisation around *L'Atelier Rouge*.
- Scenes could dramatize art critics and others looking at the canvas when it was completed, fall of 1911; installation in the permanent collection at MoMA – the public and other artists (like Mark Rothko who was enormously influenced by this particular painting) viewing it, astounded, etc.

French (core or extended):

- Presente *une petite composition orale* sur le theme de *L'Atelier Rouge*.

Suggestions for Assessment:

- Use a collaboratively designed rubric to assess process, finished product and oral presentation.
- Engage students in self evaluation; setting aside 5-10 minutes for each student to discuss his achievement. (For example, you could ask: what mark out of ten would you give yourself for staying on task and not being distracted? What makes you proud or happy about your painting?)
- Ask students to write a reflection in their response journals about the challenges and satisfactions in completing their “red room” painting.

