

Unit Plan Fauvism

Context

This unit is for the end of the second semester. This class is taken after the students have had one year of beginning art and one semester of intermediate art. The prerequisite classes before this would have prepared the students for techniques in the basic elements in the arts and well as color theory and design.

I. Theme and General Description

The unit on Fauvism will be carried out through a variety of lessons beginning with history. Students will be introduced to the history of Fauvism including Henri Matisse, the art of the leader of Fauvism as well as other contributors like Andre Derain, Albert Marquet and Charles Camoin. All of these artist explored and pushed the use of intense color, wild brush strokes and simple abstractions. Students will then evaluate the context of the time period and the differences between this art movement and its previous movement, impressionism using a critique like discussion as a class. Students next will practice their use of simplification, abstraction and color theory to create a landscape collage in the style of Fauvism. This assignment will lead the students to their final art making project in this unit which will be creating a painted self portrait in the style of Fauvism. After students finish their paintings they will do small group critiques evaluating the use of color, expressive mark making, composition and the overall finished piece.

Grade Level- High School Art, Intermediate Level

Time- Six 45 Minute Class Periods

II. Goals

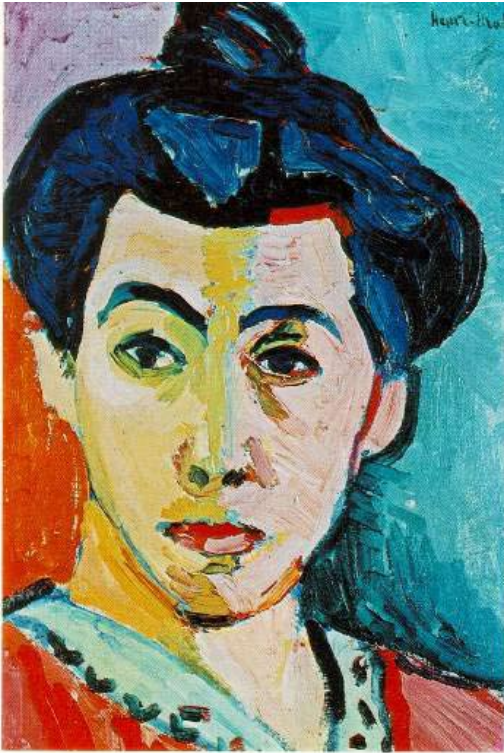
In this unit students will:

- Demonstrate an understanding of effective use of abstraction and simplification in art making
NA-VA.9-12.1. NA-VA.9-12.2
- Demonstrate ability to expressive use color in different art making techniques.
NA-VA.9-12.1, NA-VA.9-12.2 NA-VA.9-12.3 NA-VA.9-12.6
- Use understanding of historical events in art and demonstrate an understanding of techniques used to create Fauvism style art.
NA-VA.9-12.1. NA-VA.9-12.2 NA-VA.9-12.4 NA-VA.9-12.5
- Develop proper use of critiquing terms and vocabulary when describing and evaluating their own art as well as other artists work.
NA-VA.9-12.2 NA-VA.9-12.4 NA-VA.9-12.5
- Demonstrate ability to mixing paint as a technique.
NA-VA.9-12.1, NA-VA.9-12.2 NA-VA.9-12.3 NA-VA.9-12.6

III. Concepts

- Artist share stories and emotions through use of color.
- Abstraction is a process of emphasizing the essential qualities of an image.
- Abstraction can be use to draw focus on a specific element within an idea or work.
- Brush Strokes and mark making help tell the story of an artist and their work.
- Art can be unified through technique and color.

Henri Matisse



Henri Matisse, Portrait of Madame Matisse
(The Green Stripe), 1905
Statens Museum for Kunst, Copenhagen, Denmark

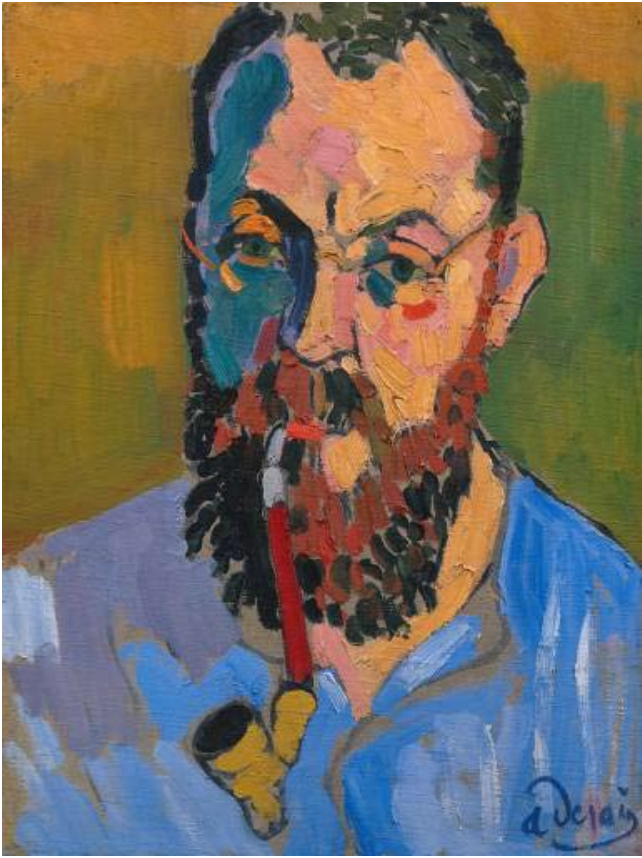


Woman with a Hat, 1905. San Francisco
Museum of Modern Art



The Dessert: Harmony in Red, 1908
Hermitage Museum, Saint Petersburg

Andre Derain



André Derain
Henri Matisse, 1905
Oil on canvas 460 x 349 mm
Tate Gallery, London



Self-portrait in studio. Oil on canvas, 422 x 346mm (16 5/8 x 13 5/8"). Purchased 1981, National Gallery of Australia. Sydney



André Derain
The Pool of London,
1906
Oil on canvas
657 x 991 mm
Tate Gallery, London

Albert Marquet



Sergeant of the Colonial Regiment (1906-1907),
oil on canvas, 90.2 x 71.1 cm., Metropolitan
Museum of Art.



Fishing Boats (Barques des Pecheurs)
About 1906
Oil on canvas
Gift of Evelyn A. and William B. Jaff

Charles Camoin



Camoin, Charles (1879-1965)
- 1904 Portrait of the Artist
Albert Marquet



La Petite Lina (1907), Oil on
canvas, 66 x 55 cm.
Le Musée Cantini, Marseille.

V. Scope and Sequence of Experiences

Session 1- Presentation on Fauvism and history of main artists and their work. Class discussion on characteristic of the Fauvism movement and how it compares and contrasts from the previous movement, impressionism.

Session 2- Students will begin with thumbnails of a landscape or plant object. After students complete sketches they will create an abstract collage of their image using cut paper reflecting the style and color use of the Fauvists. Emphasis on abstraction and use of color.

Session 3, 4 and 5- Students will use this session of class as well as the following three to create a self portrait using paint on boards. This assignment should take about three class periods to complete and should be done to reflect the fauvist movement. Emphasis on brush strokes, abstraction and use of color.

Session 6- Students will work in small groups and constructively critique the work of their peers and themselves. Students should take notes on their own work. Critique should emphasize use of elements in art, brush strokes, imagery, color, mark making, composition and the overall finished piece.

VI. Evaluation Procedures

- Evaluate students participation in class and group discussions
- Sketches and brainstorming prior to being final work
- Completion of collage
- Use of color reflects studied art movement
- Completion of self portrait
- Conceptual use of color in self portrait
- Development of simplification and abstraction.
- Evaluate students use of correct vocabulary.

Standards

NA-VA.9-12.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES

Achievement Standard:

Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Achievement Standard, Advanced:

Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium

Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

NA-VA.9-12.2 USING KNOWLEDGE OF STRUCTURES AND FUNCTIONS

Achievement Standard:

- Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art
- Students evaluate the effectiveness of artworks in terms of organizational structures and functions
- Students create artworks that use organizational principles and functions to solve specific visual arts problems

Achievement Standard, Advanced:

- Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives
- Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions

NA-VA.9-12.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS AND IDEAS

Achievement Standard:

- Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life

Achievement Standard, Advanced:

- Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
- Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others

NA-VA.9-12.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

Achievement Standard:

- Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places
- Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making

Achievement Standard, Advanced:

- Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning

NA-VA.9-12.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

Achievement Standard:

- Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works
- Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts
- Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Achievement Standard, Advanced:

- Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions

NA-VA.9-12.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

Achievement Standard:

- Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis
- Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences

Achievement Standard, Advanced:

- Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences