

Session 1: Presentation on Fauvism

I. Goals

- To gain knowledge of the historical effects of Fauvism
- To understand the background of Fauvism and where it came from
- To develop historical context of Fauvism
- To visualize characteristic of the Fauvism art movement

II. Objectives

- The student will be able to identify characteristics of Fauvism in art using art terminology
- The students will be able to identify major artist from the Fauvism movement
- The students will use their knowledge of impressionism to identify the differences between Fauvism and its previous movement impressionism.

III. Concepts

- Through the use of wild brush strokes the artist are conveying emotion and expressing themselves through the movement of the paint.
- Fauvism artist use intense bright colors along with abstraction to focus on the subject in a simple form

IV. Visuals

- PDF slide show with different artist from the Fauvism movement
- Impressionism and Fauvism color copies for each table to critique and compare

V. Supplies

- Computer
- Projector
- Colored copies
- Vin Diagram worksheets

VI. Teaching Procedure

9:00- 9:20 A. Introduction to Fauvism

T- "Who can describe characteristic of the impressionism movement we studied last week?"

SA- "Impressionist explored the possibility of coloring using neutrals to create shadows."

SB- "They focused on landscapes and mixed colors on the canvas."

T- "Good job, today we are going to focus on a movement that was a response to impressionism. Fauvism is a style of painting where artist use bright, flat colors in simplistic paintings as expression. Fauvism actually translates to wild beast which used to describe the wild, expressive brush strokes."

T -"Looking at this painting by Henri Matisse, what do you notice first?"

SA- "The painting is very bright!"

SB- "The painting is abstract and is not an exact replication of the human form."

T- "Very good observations, Now, in your groups, there are two photos and a Venn diagram, using correct vocabulary please fill in the Venn diagram describing the characteristics that are similar and different."

- 9:20- 9:35 B. Venn Diagram in small groups
During this time students will fill out the Venn diagram as a group comparing the impressionism movement with the Fauvism movement.
- 9:35- 9:45 C. Closure
The class will then meet as a group and share our Venn diagrams.
During this time the teacher will need to make sure correct art terms are being used.

VII. Evaluation

Was the PDF clear and did it help students visualize the differences between impressionism and Fauvism?

Did students understand the difference and were they able to communicate them effectively with correct terminology?

Was there too much time to complete the Venn diagram?

Did students stay on task?

Was the lesson effective in teaching the history of Fauvism?

Did the students understand the differences between Fauvism and Impressionism?

Did students gain an understanding of the history and art work of Fauvism?

How can I as a teacher improve this lesson?

Session 2: Simplifying the Collage

I. Goals

To demonstrate understanding of color theory, abstraction and simplification
To demonstrate the basic ideas of Fauvism in and art making process

II. Objectives

The student will be able to identify characteristics of Fauvism and use them in a form of art making
The students will identify and use color theory as part of the overall design
The students will create a simplified landscape using collage techniques
Students will demonstrate the idea of Fauvism design

III. Concepts

Simplified forms can create different meaning in artwork
Abstraction can create imagery that tells a different story than realism
Colors can create emotions and tell a story in art work

IV. Visuals

Examples of simplified collages
Examples of students work
Examples of Fauvism artist landscape work

V. Supplies

11x17 Cold Press illustration board
Magazines
Glue
Scissors
Paper
Pencils
Landscape photos

VI. Teaching Procedure

9:00- 9:10 A. Assignment instructions and examples

T- "Today we are going to create abstract collages in a Fauvist style, can anyone remember the characteristics of Fauvism from the last period?"

SA- "Abstract objects or people, bright colors, and expressive brush strokes"

T- "Correct, so for today assignment I want everyone to create a simplified landscape collage."

T -"Each student will have the rest of this class period to create a simplified, abstract collage in The style of Fauvism. I would like each student to use magazine clippings. Please remember to Simplify the form and the composition. Looking at these examples of Fauvists paintings of

landscapes I want you to use intense colors and create a design that reflects the Fauvist movement."

9:10- 9:45

B. Student work time

During this time students will work on collages and simplifying the forms. Teacher will assist students and move around the room during this time. Any students who do not finish will be allowed to take work home. This assignment is due at the start of the next period.

VII. Evaluation

Did students stay on task?

Was there enough time to successfully finish the project?

Did students push the ideas of simplifications and abstraction?

Did students experiment with color?

Did students use any of their prior knowledge of color in this assignment?

Did the assignment and the art work reflect that of Fauvism when completed?

Did my presentation help the students' understanding of Fauvism?

Is there a way for the teacher to create an environment that would be more productive?

Did the assignment really help students understand abstraction and Fauvism?

How can this lesson be taught better and more effectively?

Session 3, 4 and 5: Fauvism Self Portrait

I. Goals

- To demonstrate and understanding of the characteristic of Fauvism
- To demonstrate knowledge of color theory
- To demonstrate the concept of expressive brush strokes

II. Objectives

- The student will be able to identify characteristics of Fauvism and use them in a form of art making
- The students will identify and use color theory as part of the overall design
- The students will create a self portrait using the fauvism style
- Students will demonstrate the idea of Fauvism design
- Students will use expressive brush strokes, abstraction, and color theory to describe themselves

III. Concepts

- Color can create different emotions in art
- Brush strokes can exemplify features in work
- Simplification can help exemplify key features
- Abstraction allows room for interpretation

IV. Visuals

- Examples of students work
- Examples of Fauvism portraits
- Examples of brush strokes

V. Supplies

- 18x24 Maisonette boards
- Paint
- Brushes
- Charcoal
- Mirrors

VI. Teaching Procedure

9:00- 9:10 A. Assignment instructions and examples

T- "For this class period and the next two, we are going to paint self-portraits in the style of Fauvism. Each student will paint a self portrait on and 18x24 board. Remembering yesterday as well as Monday, can you identify ideas Fauvist used in Portraits?"

SA- " Fauvism artist used wild brush strokes in the paintings. They also used abstraction and simple compositions in their work."

T- "Very good, remember to focus on simplification and bright colors to create your self portrait."

9:10- 9:45

B. Student work time

During this time students will work on their self-portraits. It is important they continue to focus on simplification and use of bright vivid colors in their work to relate to Fauvism.

VII. Evaluation

Did students stay on task?

Was there enough time to successfully finish the project?

Did students push the ideas of simplifications and abstraction?

Did students experiment with color?

Did students use any of their prior knowledge of color in this assignment?

Did the assignment and the art work reflect that of Fauvism when completed?

Did students simplify the human form?

Did students use color and simplification to relate their piece to themselves?

Did and student explore a simplified background?

Did students have good craftsmanship and technique?

Did my presentation help the students understanding of Fauvism?

Is there a way for the teacher to create an environment that would be more productive?

Did the assignment really help students understand abstraction and Fauvism?

How can this lesson be taught better and more effectively?

Session 6: Small group critique

I. Goals

- To demonstrate their knowledge of art terminology
- To successfully communicate about art work
- To use critique to better understand artwork

II. Objectives

- The student will be able to identify characteristics of Fauvism and successfully use them to critique art of their own and peers
- The students will discuss the use of color and how it relates to the overall composition
- The students will discuss the use of the elements art
- Students will discuss the overall outcome of a piece of art

III. Concepts

- Simplification can effect the finished piece
- Color and use of color can tell a story and influence a viewer
- Composition and design relates to technique

IV. Visuals

- Students art work
- Example of Fauvism for reference

V. Supplies

- Students art
- Paper
- Pencils
- Easels

VI. Teaching Procedure

9:00- 9:10 A. Critiquing instructions

T- "To finish up on Fauvism, we will have an in class critiquing. Each group of students will place their paintings one at a time in the easel and the group will discuss the painting. Things to consider in the critique-

- What works well in this painting? Why?
- How does the use of brush strokes influence the work?
- Does the use of color convey a message? How?
- How does the use of color Contribute to the overall work?
- Does the abstraction of forms work well in the painting?
- Does the overall painting tell a story?
- In what ways does the painting relate to Fauvism?"

9:10- 9:45

B. Student critique

For the rest of the period the student will discuss the work created by their group. The student will take notes on their own work and for homework has the opportunity to take the painting home to make any correction or improvement to their work based on the critique. The self portraits and the critique notes are due at the start of the next class period.

VII. Evaluation

Did the students constructively critique the work?

Did the students use correct terminology when describing the work?

Did the students use Fauvism to relate to the students work?

Did the students use this time to productively improve their work and help the work of others?

Did the students use the notes to improve their work?

Was there a proper amount of time for students to complete the critiques?

Did my presentation help the students understanding of Fauvism?

Is there a way for the teacher to create an environment that would be more productive?

Did the assignment really help students understand abstraction and Fauvism?

How can this lesson be taught better and more effectively?

Did the students gain a level of understanding of critiques?

Did the teacher effectively explain how to properly critique a work?