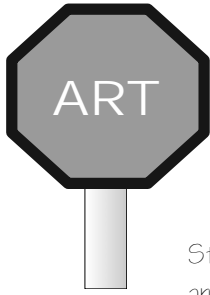


Week Eight Schedule: Animals

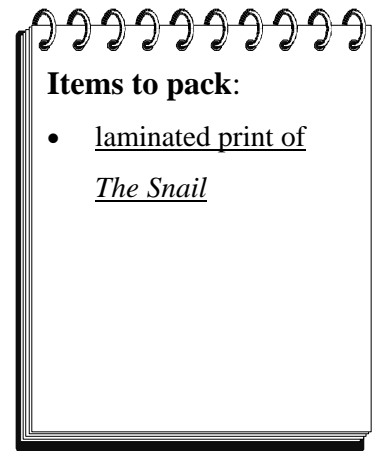
	Day 1	Day 2	Day 3	Day 4	Day 5
Art Appreciation/History					
	Art I: Introduce "The Snail", read Matisse bio. pg. 73	Project Detour: "Color Collage" pg. 73		Scenic Route: Elements of Art in "The Snail" pg. 74	
Art Techniques					
Music History/Appreciation					
	Play Track 16 CD 2	Music: "The Trout" pg. 74	Discovery Detour: "Musical Staff" pg. 75	Scenic Route: "Staff Twister" pg. 75	
Drama/Creative Movement					
			Drama: "Magic Paint" pg. 76 Discovery Detour: "Paint the Music" pg. 76		
Architecture					
				Arch: "Excellent Egypt" pg. 77 Project Detour: "Me and the Sphinx" pg. 77	



(5-7 minutes)

## The Snail

Students will be introduced to *The Snail* by Henri Matisse, and answer questions that will help them to view the work with a critical eye.



### Items to pack:

- laminated print of  
*The Snail*

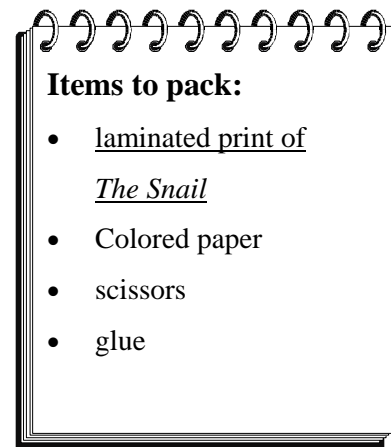
1. Provide a copy of *The Snail* for your student to study. **“Look at this picture and tell me what you see.”** Give your student time to examine and respond.
2. **“What animal do you see in this picture?** (*Some children will not immediately see the abstract snail. Guide them to touch the smallest piece of paper and move their finger around in a spiral. Then, ask what animals have a spiral shape.*)
3. **“One color in the painting touches all the other colors. Can you see which one it is?”** (*The orange border is touched by all the other pieces of paper.*)
4. **“Does this work make you feel happy or sad?** (*The bright colors evoke a feeling of happiness.*)
5. **“How old would you guess the artist was when he created this work?”** (*Matisse was 84 when he completed this work. Read his biography, and discuss why Matisse stopped painting and began to do cut outs.*)



(15 minutes)

## Color Collage

Students will create their own color collage by cutting and gluing pieces of paper.



### Items to pack:

- laminated print of  
*The Snail*
- Colored paper
- scissors
- glue

1. **“To create a collage, an artist cuts small pieces of paper into shapes or figures, and glues them onto a large piece of paper to create a picture or design.”**
2. Choose several scraps of colored paper. Glue some large squares of color onto your paper to create a background.
3. Cut other papers into a variety of shapes. These can be both realistic and abstract shapes, but should be kept rather simple. Glue the shapes to the background.



(5-7 minutes)

## The Snail

Students will use the seven elements of art to further critique *The Snail* by Henri Matisse.

1. **“What shape do you see repeated over and over?”** (*Rectangles.*)
2. **“What colors does Matisse use? How does he make the colors seem more vibrant? What color makes your eye want to stop?”** (*Matisse uses the primary and secondary colors carefully arranged so that each primary color is touched by its complementary color. Red touches green, blue is next to orange, yellow is next to purple (mauve). When complementary colors are used together, it makes each color seem more vibrant. Also the white background around each color helps it to stand out even more. The black square is used as a visual stop for the eye to keep the exciting work from being too busy.*)
3. **“Can you see any texture in this painting? Look closely.”** (*Matisse used scraps of paper that had been painted by his assistants, rather than using existing paper. The brushstrokes can be seen in some of the pieces, adding texture to the work.*)



**chamber music:** a piece of music that was composed for a small group of players, usually no more than could fit in a standard room (chamber)

**quintet:** a group of five instruments playing together



(5-7 minutes)

## The Trout

Students will be introduced to *The Trout* by Schubert, and be able to describe what they hear.

1. Read Schubert's biography, and look at his picture. Look at a timeline to determine when he lived, and use a map to find Austria.
2. Define Chamber Music. **“Some music written long ago was written for an entire orchestra. This meant that it would be played by many instruments for a large audience, usually in some kind of concert hall. Other kinds of music were written to be enjoyed by a small group of people after dinner or during a party. This type of music was called chamber music. Chamber music was written to be played by only a few instruments because only a few instruments would fit inside someone's dining room or parlor.”**
3. **This piece of music is written for a quintet, which means five instruments playing together. If you listen carefully, you will hear a violin, viola, cello, double bass, and piano all playing together.**
4. Listen to Apprentice Arts CD Volume Two Track 16



(5-7 minutes)

# Musical Staff

Students will be introduced to the musical staff and be able to identify the components of the staff.

1. **“Music is always written with certain shapes and symbols that give directions to the musicians on how the music should be played.”**
2. Show students the Music Staff Card. **“These five lines and four spaces are called a musical staff. Notes can be placed in any order on the staff and that tells the musicians what to play and when to play.”**
3. **“Each of these lines is called a bar line and it separates the staff into measures. A measure is the space between two bar lines. The double line at the end is called a double bar line. It tells the musicians that this is the end of the piece of music.”**
4. Review each concept as needed.



**musical staff:** a set of horizontal lines on which notes are placed in written music

**bar line:** a vertical line placed on the staff to mark off the measures

**measures:** the space between two bar lines

**double bar line:** two vertical lines that indicate the end of a piece of music



(10 minutes)

# Staff Twister

Students will create their own musical staff, and review the parts of the musical staff through active play.

1. **“Let’s make our own giant musical staff!”** Use masking tape to place five parallel lines on the floor. Place each line 12 inches apart, and about 4 to 5 feet in length. As you work, remind students that the musical staff is made up of five lines and four spaces. Let students jump from line to line, counting up to five and then jump from space to space, counting up to four.
2. **“Now, let’s add the other parts of a musical staff.”** Add vertical pieces of tape at about one foot intervals to mark the bar lines. Remember to place a double bar line at the end of the staff. Ask students to jump or skip from bar line to bar line. Then ask students to jump and count the measures.  
Remember that if you have placed five bar lines, you will have four measures.
3. Review the parts of the staff as much as desired. Use creativity to get your students moving such as, “Put your head on the double bar line, now leap from measure to measure. etc.”





(5-7 minutes)

## Magic Paint

Students will warm up their bodies and imaginations by painting an imaginary painting.

1. **“I have something for you. This is a paintbrush.”** Pantomime handing a brush to your student. **“You are going to paint a picture, but you will need some paint. Here is a bucket of magic paint.”** Pantomime handing the bucket to your student, remembering that it is heavy. **“Be careful, the bucket is heavy. This paint is magic because every time you dip your brush into it, it can change into any color you want. Plus, it dries instantly, and it never gets on your hands and clothes. I want you to paint a picture of anything you want, and then you can tell me about it.”**
2. Give your student about two minutes to paint a picture in the air. Encourage them to use lots of colors, and make it as big as they want.
3. **“Now, put your paintbrush down, and tell me about your painting.”** Encourage your student to be as descriptive as possible.

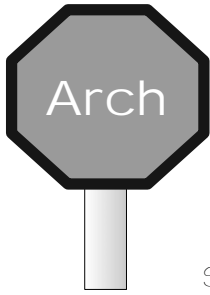


(5-7 minutes)

## Paint the Music

Students will use their imaginations to create a “painting.”

1. Choose one or more selections of music from your packet to play during this activity.
2. **“Now we are going to use our magic paint to paint this music.”**
3. Play your music selection. Encourage students to paint a story, or paint how the music makes them feel. Continue to play the music until the picture is completed.
4. When the painting is complete, ask your student to describe their work. Encourage the use of feeling words and other descriptors.



(5-7 minutes)

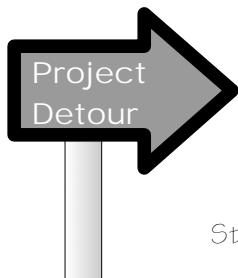
## Excellent Egypt

Students will be introduced to the obelisk and the great Sphinx

1. Locate Egypt on a map. **“The Egyptians were master architects. Not only did they build the magnificent pyramids, but they built other famous structures as well.”**
2. Introduce the obelisk. Show a picture of an Egyptian obelisk. **“Obelisks are four sided, and the sides slope upwards to a pyramid shape. The Egyptian’s Obelisks were carved from a single stone, called a monolith, and engraved with hieroglyphics. The obelisk design created by the Egyptians is still used today. Over 30 exist throughout the world, including the Washington Monument in Washington D.C.”**
3. Introduce the Washington Monument. Read the facts on the back of the card.
4. Introduce the Great Sphinx. Read the facts on the back of the Great Sphinx card.
5. **“Why do you think the Pharaoh had his head carved onto a lion’s body?”** (*The lion is an animal that symbolizes strength and power. It is also the King of the Jungle. The Pharaoh wanted to be known as a king that was strong and powerful.*)
6. **“How would the statue be different if it was carved on the body of a chicken or a lamb?”** (*These animals do not make us think of strength or power. That type of statue might have been very humorous or ridiculous.*)

### Items to pack:

- Obelisk photo
- Washington Monument photo
- Sphinx photo



(15 minutes)

## Me and the Sphinx

Students create their own version of the Sphinx.

1. Ask your student to think of an animal that they are most like.
2. Give your students a piece of drawing paper, and ask them to draw the body of an animal that they are most like. Then, have them add a drawing or a picture of their head to the animal body.

### Items to pack:

- Photo of the Sphinx
- White paper
- Crayons