

## **Fauvism: Do I Really Look Like That?**

### **Grade Level:**

K - 3

### **Unit Title:**

Fauvism: The Wild Beast in Me

### **Unit Goal:**

To have students study and interpret Fauvism, and the portraits by Matisse, Derain, and Vlaminck. Students will draw a self-portrait and then color or paint it using the style of the artists associated with the fauvist movement.

### **Lesson Title:**

Fauvism: Do I Really Look Like That?

### **Lesson Goal:**

To have students study and interpret the use of color during the Fauvist movement and the portraits painted by artists associated with it, Matisse, Derain, and Vlaminck. Students will create a self-portrait with pencil and then color it with crayons or paint it using a Fauvist color palette. The self-portrait should express an emotion through facial expression and color choice.

### **Lesson Objectives:**

As a result of instruction students will be able to...

1. Look at and discuss the Fauvist movement, the artists associated with it, the colors used in the fauvist period, and self-portraiture.  
*Georgia QCC's Visual Art K.6, K.12-14, 1.7, 1.16-17, 1.19, 1.22, 2.6, 2.8-9, 2.14-15, 2.19, 3.8, 3.10, 3.14-15, 3.19*  
*National Standards Language Arts NL-ENG.K-12.3-5, NL-ENG.K-12.10*  
*National Standards World History NSS-WH.5-12.8*
2. Create a self-portrait by tracing a photograph of them with pencil on acetate.  
*Georgia QCC's Visual Art K.1, K.2, K.4, 1.2-5, 2.2, 2.4-5, 3.2-6*
3. Use the Fauvist style and color palette to add color to their self-portrait by using paint or crayons.  
*Georgia QCC's Visual Art K.2-4, 1.1-3, 1.5, 2.1-5, 3.2-6*
4. Write about and discuss the difference between the photograph and the "Fauvist-style" self-portrait.  
*Georgia QCC's Visual Art K.12-13, K.15, 1.16-17, 1.22, 2.6, 2.16-17, 2.20, 3.15-17*

### **Assessment Strategies:**

Participation, discussion, effort, recognition of vocabulary words.

### **Evaluation Criteria:**

1. Discussion about Fauvism, it's artists, color choice, and self-portraiture
2. Creation of a self-portrait
3. Use of fauvist style and color palette
4. Write about and discuss the final product

**Visual References:**

Portrait of a Woman Vlaminck  
Green Stripe Matisse  
Mademoiselle Madras Matisse  
Henri Matisse Derain

**Vocabulary:**

Self-portrait, Fauvism, Complementary colors, Arbitrary colors

**Modifications:**

Provide individualized instruction, modification of the lesson plan, and any other necessary modifications for visual impairment, special needs or hearing impairment.

**Absenteeism:**

Allow time to make up work during regular class hours or work on the same step during art time 2 classes in a row.

**Learning Disabilities:**

Lesson will be introduced gradually with time to play with materials and become familiar with them. Students will have individualized time for instruction and clarification. Students will be excused for restroom use after consulting instructor. Worksheets/writing component will clearly relate to discussion and brainstorming.

**Gifted:**

Extra materials will be provided to the student if they complete their project satisfactorily and ahead of the class' schedule.

**Behavior Disorder:**

Extra desks will be available if the student needs to have space away from the rest of the class. Extra worksheets and/or paper will be provided as an alternative activity.

**Safety Procedures:**

Students will be instructed on proper use of paint.

**Daily Schedule:**

Day 1: Introduce lesson, Fauvism, Artists, Vocabulary, Discussion

Day 2: Review, Step-by-step drawing

Day 3: Review, Paint or color faces, Written component