

Warm or Cool Expressionist Self-Portrait

Date: September 24-28

Big Concepts: What is Art

Teks: Art Grade 3:

Perception: 3.1A Identify sensory knowledge and life experiences as source for ideas about visual symbols, self, and life events. 3.1B Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

Creative Expression/Performance: 3.2A Create artworks based on personal observations and experiences. 3.2B Develop a variety of effective compositions, using design skills. 3.2C Produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

Historical/Cultural Heritage: 3.3A Compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions. 3.3B Compare selected artworks from different cultures. 3.3C Relate art to different kinds of jobs in everyday life.

Response/Evaluation: 3.4A Identify general intent and expressive qualities in personal artworks. 3.4B Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Materials: Chalk, crayon, pencils, paper

Content Objective:

- Students learn about expressionist and modernist.
- Students learn about warm and cool colors.
- Students will learn about **Edvard Munc** painting, *The Scream*.
- Students will learn about distortion.
- Students learn how to create asymmetrical balance.

Project Objective:

Students will create an abstract expressionist self-portrait with asymmetrical balance based on the scream. Students will color it in with either warm or cool color scheme.

Artist:

Edvard Munch (Norwegian pronunciation: ['ɛdvɑt 'mʊŋk], 12 December 1863 – 23 January 1944)[1] was a Norwegian Symbolist painter, printmaker and an important forerunner of expressionist art. His best-known composition, *The Scream*, is part of a series *The Frieze of Life*, in which Munch explored the themes of love, fear, death, melancholia, and anxiety.

Vocabulary: Expressionist: was a modernist movement, initially in poetry and painting, originating in Germany at the beginning of the 20th century. Its typical trait is to present

the world solely from a subjective perspective, distorting it radically for emotional effect in order to evoke moods or ideas. Expressionist artists sought to express meaning or emotional experience rather than physical reality.

Modernist: Modernism was a revolt against the conservative values of realism. In general, the term modernism encompasses the activities and output of those who felt the "traditional" forms of art, architecture, literature, religious faith, social organization and daily life were becoming outdated in the new economic, social, and political conditions of an emerging fully industrialized world. The poet Ezra Pound's 1934 injunction to "Make it new!" was paradigmatic of the movement's approach towards the obsolete. Another paradigmatic exhortation was articulated by philosopher and composer Theodor Adorno, who, in the 1940s, challenged conventional surface coherence and appearance of harmony typical of the rationality of Enlightenment thinking. A salient characteristic of modernism is self-consciousness. This self-consciousness often led to experiments with form and work that draws attention to the processes and materials used (and to the further tendency of abstraction).

The modernist movement, at the beginning of the 20th century, marked the first time that the term "avant-garde", with which the movement was labeled until the word "modernism" prevailed, was used for the arts (rather than in its original military and political context). Surrealism gained fame among the public as being the most extreme form of modernism, or "the avant-garde of modernism".

Symbol- picture or object that stands for an idea

Emphasis- A design principle used to show which part of an artwork is most important.

Center of Interest- the part of an artwork that the viewer notices first.

Composition- the way the parts of an artwork are put together

(composition is also part of many other principles of design)

Asymmetrical balance- a type of balance achieved when two sides of an artwork are different but visually equal in weight.

Balance- the steady feeling created by the equal weight of elements on both sides

Activities:

Introduction:

Students will learn about warm and cool colors. Talk about The Scream by **Edvard Munch**.

Project:

- Students choose an emotion and create a story for that picture by thinking about what made that emotion happen.
- Then sketch out a self-portrait in a dreamlike asymmetrical balanced landscape.
- Students outline their pencil lines in crayon.

- Students choose a warm or cool color scheme coloring in with chalk blending colors and coloring in neatly.

Checks For Understanding: Students reflect on what mood their warm or cool colors made. Students have a friend guess what emotion was in their picture.