

Setting in a Neighborhood Mural



Comprehension and Visual Arts

Grade
K

Reading Literature Common Core Standard(s) Grade K

RL3 With prompting and support, identify characters, settings, and major events in a story.

Identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, developmentally appropriate writing, drawing, etc.

Visual Arts (MD) Standard(s) Grade K

2.1.A Observe works of art and describe ideas expressed of different artists.

1.2.A Describe the subject matter of various works of art.

1.1.B Represent observed form by combining colors, lines, shapes and textures.



CONNECTED OBJECTIVES

The students will identify important details of a setting by creating a neighborhood mural using the cut-out collage style of artist Henri Matisse.

MATERIALS & RESOURCES

- Examples of paintings/art that depict a variety of neighborhood scenes
- [Russ and the Firehouse](#), [Bus Stops](#) and [Alicia's Happy Day](#)
- Henri Matisse images
- Large paper for mural backdrop
- Construction paper, scissors, markers, glue

KEY CONTENT VOCABULARY

- **Story elements**
- **Setting**

KEY ARTS VOCABULARY

- Henri Matisse
- Cutout style
- Shape
- Collage

A S S E S S M E N T

- Students identify important details/components in a neighborhood setting such as a bank, school, houses, apartments, grocery stores, clothing stores, etc.
- Students are able to cutout shapes with various colors and make into a recognizable image.



L E S S O N S T E P S

This lesson was done as a culminating project after the Neighborhood Unit was completed. During this unit students were taught to identify the setting of various stories and discuss details included in the settings.

- Students may observe a set of paintings or a PowerPoint presentation that includes paintings and artwork featuring neighborhood using Artful Thinking routines.
- Start with *Looking 10 X 2* with a simple scene like "Fair At Reynoso" by Carmen Lomas Garza.
- Progress to inviting students to create the story with another painting like "Sunlight and Shadow" by Alan Crite.
- Show a variety of neighborhood scenes and use the Artful Thinking routine *of I See, I Think, I Wonder*. The different settings and details of each setting can be discussed.
 - Some example paintings may include: "Tenement Flats" by Millard Sheets; "Festival" by Celentano; "Tar Beach" by F. Ringold; "Moonlit Street" by Hiroshige;" Plein Air Painting of Richmond" by Jennifer Young; "Parade on Hammond Street" by Crite; "Brownstones" by Jacob Lawrence.
- Students then observe and learn about the artist and cutout style of Henri Matisse using the website: www.artforsmallhands.com or other similar sources.
- Discuss the shapes and colors as important components of Matisse's work. Introduce what a collage is.
- Introduce and show examples of what a mural is. Discuss how they will work together to make a mural of a neighborhood using the cutout style of Matisse.
 - Students brainstorm different components of a neighborhood and the teacher records their ideas on a list.
 - Individual students chose aspects that they wanted to create so that not everyone was making the same thing.
- The teacher models making the cutout using shapes and different colors.
- Students create their pieces and glue them onto the mural.
- Students used markers to add details to their cutouts.

EXTENSIONS & OPTIONS

- Students can practice spelling by labeling some of the buildings.

SOURCES & RESOURCES

- Matisse images:
<http://www.artforsmallhands.com/2010/06/in-style-of-henri-matisse.html>
- Artwork may be located on www.artinthepicture.com
- Artful Thinking Routines are found at :
<http://www.pzartfulthinking.org/routines.php>

G E T S M A R T T H R O U G H T H E A R T S

AUTHOR(S): Adapted by Kim Lucado and Amy Basarb, Arnold Elementary School, Arnold, MD

S u p p o r t i n g D o c u m e n t s

LOOKING 10 x 2 (Artful Thinking)

1. Look at the image quietly for at least 30 seconds. Let your eyes wander.

2. In one minute, list 10 words or phrases about any aspect of the picture,
3. Share your words with the class.
4. Repeat Steps 1 & 2: Look at the image again and try to list *10* more words or phrases to your list.

YOU CREATE THE STORY!! Beginning, Middle or End? (Artful Thinking)

1. Choose one of these questions:

- If this work of art is the **beginning** of a story, what might the beginning of the story be? What might happen next?
- If this work of art is the **middle** of a story, what might have happened before? What might be about to happen?
- If this work of art is the **end** of the story, what might the story be?