FRESNO ART MUSEUM

Art of the Word

Arts Integrated Unit Plan

Fresno Unified School District

Fresno County Superintendent of Schools
Dr. Michele Cantwell-Copher, Superintendent

Art of the Word

- Art of the Word Checklist Page 3
- Pre-Museum Visit Lessons Page 4
- Lesson 1: Illustration Art Page 5
- Lesson 2: Line, Shape, & Color Page 7
- Lesson 3: Writing Poetry Page 9
- Lesson 4: Mondrian-Inspired Art Page 13
- Lesson 5: Matisse-Inspired Art Page 18
- What to Know Before You Go Page 23
- Post-Museum Visit Lessons Page 24
- Post-Museum Lesson: Miro-Inspired Art Page 25
- Post-Museum Lesson: Matisse-Inspired Bird Collage Page 30
- Post-Museum Lesson: Chagall-Inspired Art Page 35
- Post-Museum Lesson: Frida Kahlo-Inspired Art (two options) Page 41
- Additional Literacy and Arts Integrated Lessons Page 51
- Credits Page 52

Optional: Click here for *Teaching an Art Lesson Tips for Teachers*

Optional: Additional information on *Artists that Inspire* & vocabulary

Art of the Word
Checklist

- ❑ Confirm your booking with david.hunter@fresnounified.org and book your bus in Zum.
- ❑ Complete lessons 1-5 before your museum visit.
- ❑ Review the “What to Know Before You Go” on slide number 23.
- ❑ Enjoy your museum visit!
- ❑ Select one or more “Post-Museum Visit” art lesson to lead with your class.
- ❑ Be sure to include student poetry to accompany their selected artwork in the binder sleeves.
- ❑ Deliver your completed class binder to your office manager by your selected pick-up date.

For additional details and timeline please see submission guide and timelines

Pre-Museum Visit

Before visiting the museum, utilize the following lessons. They take an average of 20 minutes and can be adapted in any way to meet your students' needs, including materials that are available to you.

1. Illustration Art Video Presentation
2. Line, Shape, and Color Video Presentation
3. Three Types of Poetry
4. Mondrian-Inspired Video and Art Lesson
5. Matisse-Inspired Video and Art Lesson

Lesson 1: Illustration Art

Students will learn that illustrations are more than just pictures. They help tell stories, share ideas and help us learn and understand the world.

VIDEO

[Illustration Video - YouTube]

3.VA:Re7.2

Determine messages communicated by an image.

ESSENTIAL QUESTIONS

What is an illustration, and how does it help us understand words?

Where do we see illustrations in our world, and what do they help us do or know?

VOCABULARY

illustrator, fashion designer, architect, industrial designer, landscape design, art, line, shape, color, realist, surreal, abstracted

MATERIALS

- Sketchbook or paper
- Pencil

How to Make a No-Staple Booklet

DIRECTIONS

ILLUSTRATION ART VIDEO

TEACHER NOTES

- Watch the animated video, Illustration Video (Length: 16:22)
- The video has places to stop and think. You may want to pause and discuss with your students.
- As students watch, they should have their sketchbooks or paper ready.

AS YOU WATCH

- 0:53 – Time to Think and Sketch: What is Art?
    - Sketch images and/or write words to answer the question.
- 2:30 – Time to Think: How do the artists know what to draw?
    - Sketch images and/or write words to answer the question.
- 3:30 – Time to Think and Sketch: Do you recognize any real animals that may have inspired the drawing?
    - Sketch or write the names of the animals you think of. Compare your ideas with what they show.
    - Ask yourself what is the same? What is different?
- 5:36 – Time to Think and Sketch: Superman and Batman
    - Quick Sketch of what it would look like for Superman and Batman to be in this scene.
    - Compare the scene they show with what you drew. What is the same? What is different?
- 6:40 – Stop and Think: What emotions do the images communicate?

REFLECT & DISCUSS

- What is an illustration, and how does it help us understand words?
- Where do we see art or illustrations in our world, and what do they help us do or know?
- What would the world be like without illustrators? Without art?

Lesson 2: Line, Shape, & Color

Students will learn about three of the seven elements of art, how to identify them, and experiment with using them in their own art.

VIDEO

[Line, Shape, and Color - YouTube]

3.VA:Re7.1

Speculate about processes an artist uses to create a work of art.

ESSENTIAL QUESTIONS

How do artists use line, shape, and color to express ideas in their artwork?

VOCABULARY

Types of shapes: geometric (square, circle, rectangle, triangle, star, oval, heart, pentagon, hexagon) and **organic** shapes | **Types of lines:** horizontal, vertical, diagonal, perpendicular, parallel, intersecting, straight, wavy, zigzag, broken, curly | **Types of colors:** primary, secondary, tertiary, warm/cool

MATERIALS

- Sketchbook or paper
- Pencil
- Crayons or colored pencils

How to Make a No-Staple Booklet

DIRECTIONS

LINE, SHAPE, & COLOR VIDEO

TEACHER NOTES

- Watch the video, Line, Shape, and Color Video (Length: 11:52)
- The video discusses three of the seven elements of art and has pause points to practice drawing.
- As students watch, they should have their sketchbooks or paper ready

AS YOU WATCH

- 1:00 – Time to Think and Sketch:
  - What lines can you think of? Sketch as many different types of lines that you can remember. Try to name them. See if you can remember all the lines you saw in the video; add them to your notes.
- 3:32 – Time to Think and Sketch:
  - What shapes can you think of? Sketch as many different types of shapes that you can remember. Try to name them. Are they geometric or organic?
- 7:33 – Pause the video:
  - Name the primary colors. Listen for the answer in the video. (red, yellow, blue)
- 8:06 – Pause the video:
  - Write down the names of secondary colors shown in the video. (orange, green, purple)

REFLECT & DISCUSS

- What is a line? (Continuous mark that goes from one point to another.)
- What are the differences between geometric and organic shapes? (Geometric shapes that follow the rules, no matter the size; human-made; Organic shapes are objects found in nature; they don't follow any rules.)
- Am I an organic shape or a geometric shape?
- How can I use lines, shapes, and colors to share an idea or feeling in my art?

Lesson 3: Writing Poetry

Students will reflect and analyze their own artwork and then use different structures and patterns through poetry to further express ideas and feelings in a creative way.

VIDEO

"Writing Poetry for Kids-Episode 1. What is it?"

ELA.3.R.1.4

Identify types of poems: free verse, rhymed verse, haiku, and limerick.

ESSENTIAL QUESTIONS

How can the rules of haiku, lune, and acrostic poems help us share our thoughts through words?

VOCABULARY

Lune poem, haiku, acrostic poem, imagery, structure, rhyme, pattern.

MATERIALS

- Sketchbook or paper
- Pencil

How to Make a No-Staple Booklet

Lesson 3: Poetry

Simple Poetry Types to try:

Lune Poem

3 words in the first line
5 words in the second line
3 words in the third line

Haiku

5 syllables in the first line
7 syllables in the second line
5 syllables in the third line

Acrostic Poem

The first letter of each line spells out a word or phrase when read vertically.

Try writing a poem in any of the above styles describing yourself, your favorite food, your favorite color, or your favorite animal!

Soon you'll get to write a poem describing your artwork!

DIRECTIONS

WRITING A POEM

TEACHER NOTES

- First Watch the introduction video, Poetry Intro
- You may choose to teach each poem on separate days and not in one day unless your students are familiar with any of the poem types.

OPENING

Begin with a fun, engaging activity: Students share their favorite word and why they love it.
Discuss how poetry can express feelings and ideas.
Ask: "How does writing help us communicate our thoughts with others?"

INTRODUCTION TO NEW MATERIAL

- Introduce each type of poem: (See next slide)
- Lune: Explain the word count (3-5-3) and provide an example (e.g., "Sunlight softly glows,/Chasing shadows from the day,/ Laughter blooms bright").
- Haiku: Explain the syllable count (5-7-5). Show an example and highlight nature themes (e.g., "Gentle autumn breeze, / Leaves whispering their secrets, / Nature's soft embrace.").
- Acrostic: Share a sample using the word "ART" (e.g., "Amazingly bright, / Reflecting my soul's dreams, / Telling my story.").

GUIDED PRACTICE

- Work together as a class to create a Lune poem about a shared favorite topic (e.g., "Animals").
- Break down the process of counting syllables.
- Ask: What is the first line about? (5 syllables) How do we feel about animals? (3 syllables) What do we love most? (5 syllables)
- Repeat with Haiku and Acrostic poems. Select a topic relevant to the whole class such as recess, family, dessert, or nature.

INDEPENDENT PRACTICE

- Students will write their own Lune, Haiku, and Acrostic poems about something personal.

REFLECT & DISCUSS

- Have students share one poem with a partner or in small groups.
- Discuss what they enjoyed and learned about writing poetry.
- Summarize key points about the different types of poems.
- Discuss: How can the rules of haiku, lune, and acrostic poems help us share our thoughts through words?

Lesson 3: Poetry

Samples of Simple Poetry Types to Try:

Lune Poem

Drawing lazy lines
Bold, bright color are nice
Am I Matisse?

Haiku

My black cat can fly!
She made her own wings from trash.
She will never crash.

Acrostic Poem

COLOR
Color is everywhere
On everything I see
Look everywhere
Oh, so beautiful!
Reminds me how lucky I am.

Try writing your own poem!

Lesson 4: Mondrian-Inspired Art

Students will practice using line, shape, and color to create art inspired by and in the the style of Piet Mondrian.

VIDEO

[Mondrian-Inspired Lesson - YouTube]

3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.

ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?

VOCABULARY

geometric shapes, straight lines, horizontal lines, vertical lines, diagonal lines, parallel lines, perpendicular lines, primary colors, overlap, intersecting, poetry

MATERIALS

- 8 ½" X 11" white cardstock or paper
- Black*, blue, red, and yellow markers
- Ruler or straight edge
- round plastic cup

*Black permanent markers (like Sharpies) work best to create the basic shapes & lines as they do not smear when other colors are added.

DIRECTIONS

MONDRIAN-INSPIRED

TEACHER NOTES

- Watch the video, Mondrian-Inspired Art Lesson (Length: 10:53)
- The video walks students through the steps of creating an artwork.
- As students watch, encourage them to have their supplies ready and follow along.
- If students don't have thin and thick markers, use the point of a thick marker to create thin lines and the side of the marker to create thick lines. It is strongly recommended they use permanent markers for black lines, so the lines don't smear when color is added.
- Don't forget to guide students in the literacy portion by writing a poem.

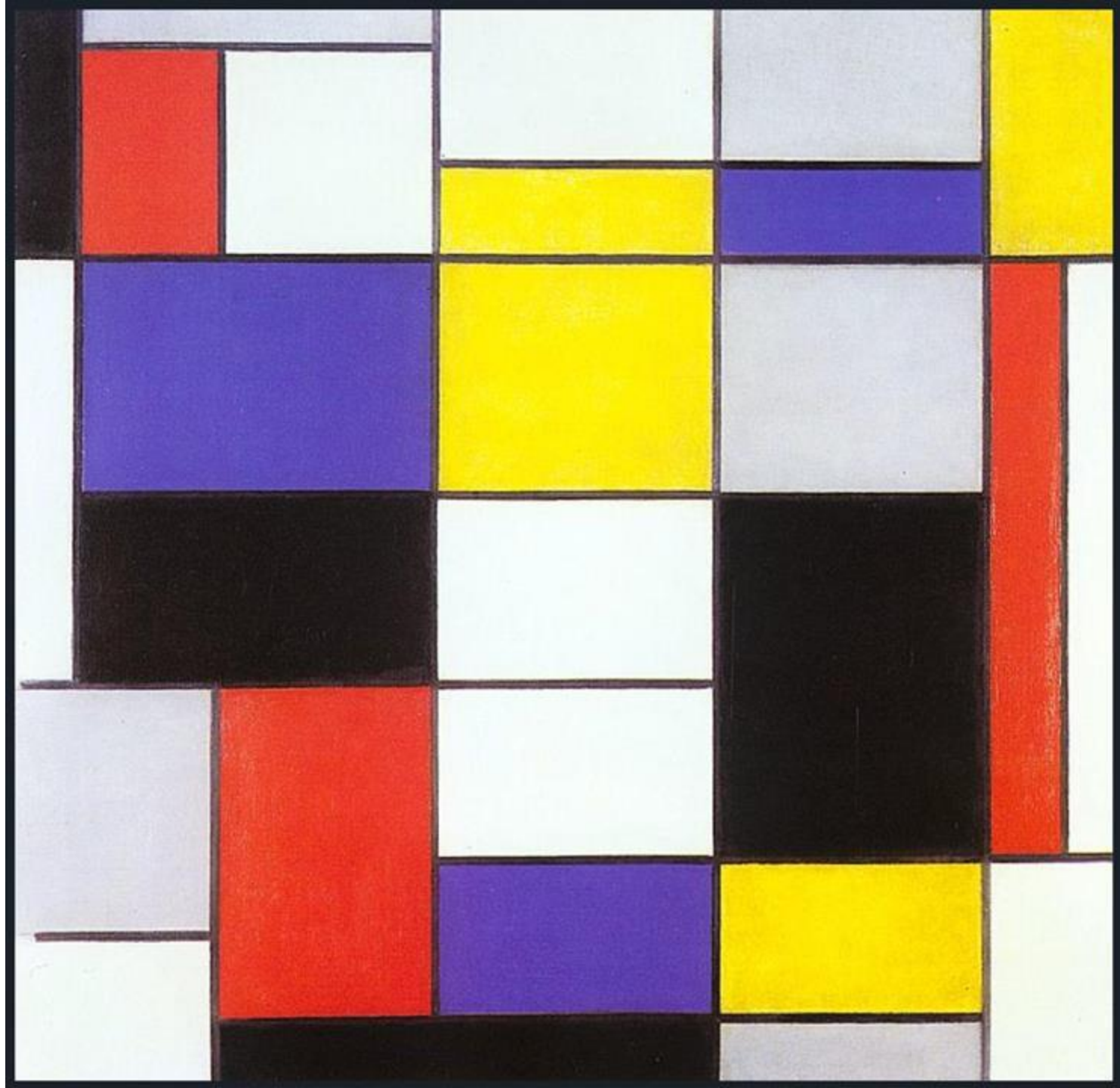
AS YOU WATCH

- Turn your paper to landscape view (horizontal.) 
- Using your ruler, draw a LARGE rectangle with a black marker. Try to fill the page with your rectangle but leave a white border.
- Using your ruler, draw 2 horizontal lines anywhere. It's ok to overlap lines.
- Using your ruler, draw 2 vertical lines anywhere. Switch between fat and thin markers (switch between the point and the side of the marker if you only have one size.) Overlapping shapes and lines is fine.
- Using your ruler, draw a square anywhere.
- Although Mondrian did not have circles in his work, you can use a cup rim or bottom to trace one circle anywhere.
- Mondrian did not use triangles in his work, but you are free to use your ruler to draw a triangle anywhere.
- Choose some shapes to start coloring in. Be sure to leave some white space. Use primary colors only as a way to imitate the style of Piet Mondrian,

WRITING

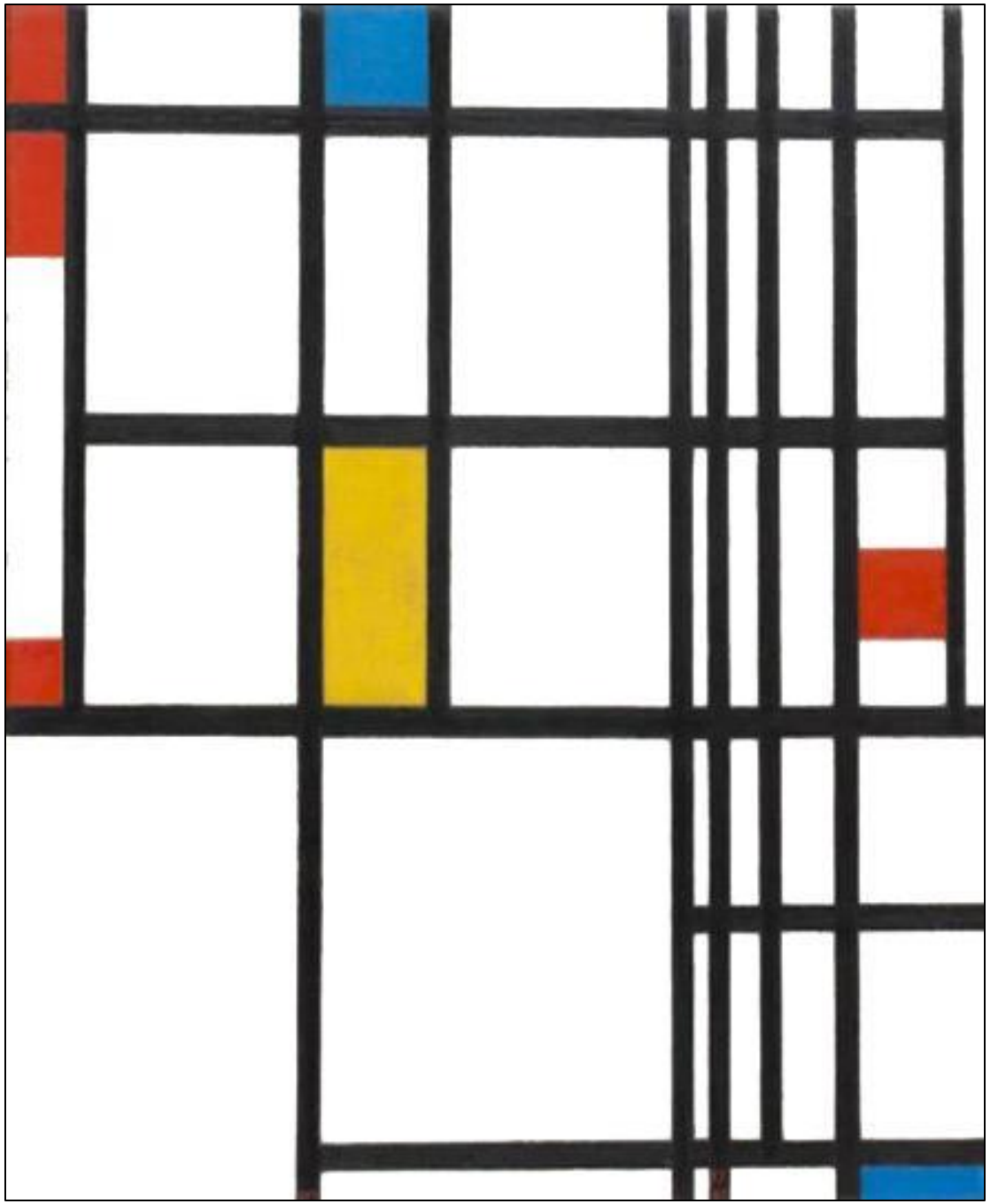
- Create a LUNE poem for your Mondrian-inspired artwork.

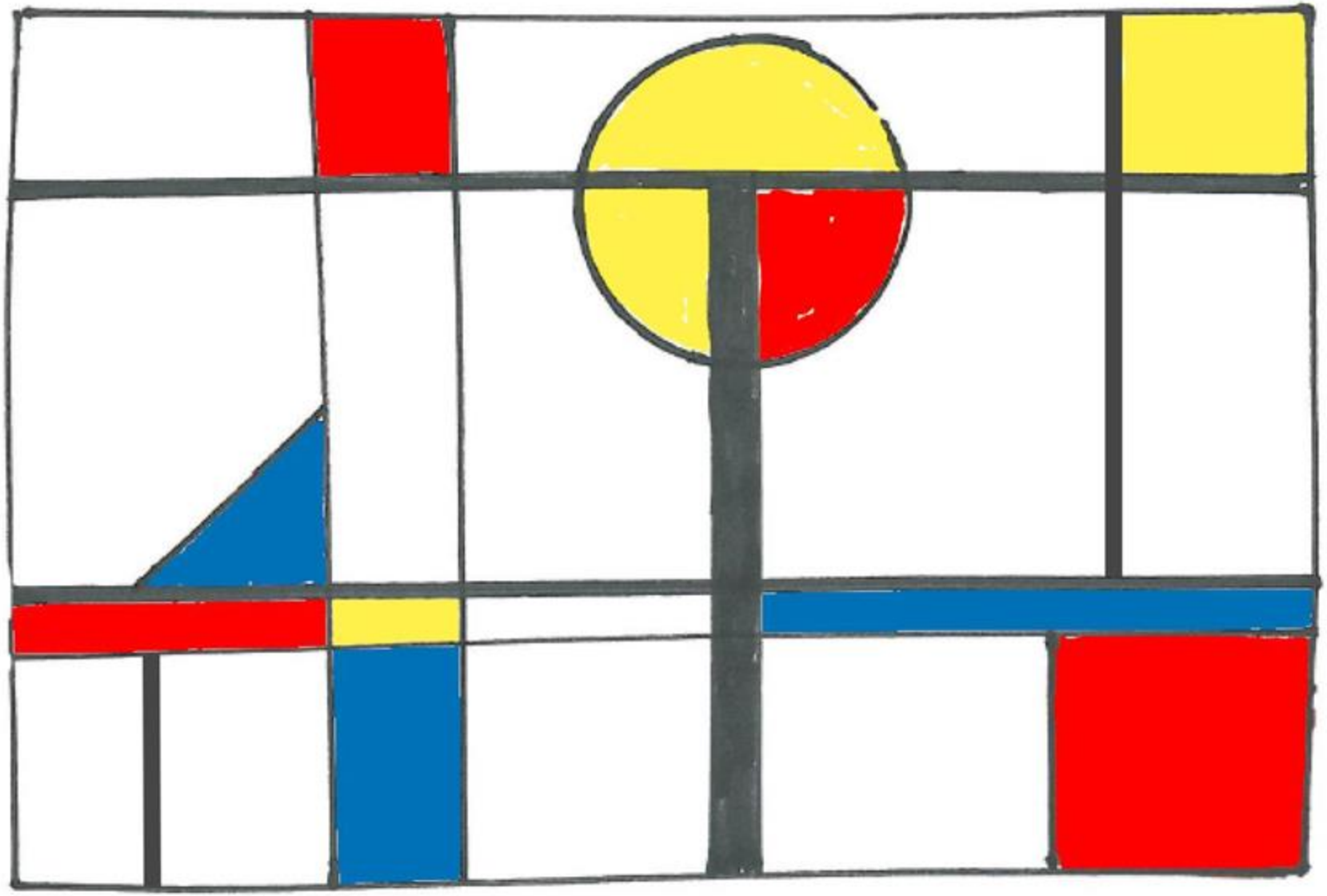
Some examples of Piet Mondrian's work



Piet Mondrian
Composition A, 1923

Piet Mondrian
Composition in Red, Blue, and Yellow, 1937-1942





Mondrian-inspired student work

Lesson 5: Matisse-Inspired Art

Students will practice using line, shape, and color to create art inspired by and in the the style of Henri Matisse.

VIDEO

[Matisse-Inspired Lesson - YouTube]

3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.

ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?

VOCABULARY

organic shapes, overlap, primary colors, secondary colors, revolutionary, abstract, objective, non-objective, non-traditional, traditional, poetry

MATERIALS

- 8 ½" X 11" white cardstock or plain paper
- Black*, blue, red, yellow, purple, green, and orange markers, thick and thin preferred.

*Black permanent markers (like Sharpies) work best to create basic shapes as they do not smear when other colors are added.

DIRECTIONS

MATISSE-INSPIRED

TEACHER NOTES

- Watch the video, Matisse-Inspired Art Lesson (Length: 16:25).
- The video walks students through the steps of creating artwork.
- As students watch, encourage them to have their supplies ready and follow along.
- Don't forget to guide students in the literacy portion by writing a poem.

AS YOU WATCH

- Turn your paper landscape (horizontal)  or portrait (vertical).  It is your choice.
- Use a black marker to make 6 organic shapes on your paper. Some can be based in reality and others totally abstract and non-objective. Be sure to overlap some shapes. Your lines can be thick and thin. Try to fill the whole page.
- Use red, yellow, blue (primary colors) to fill in shapes. Fill in one shape for each color. Try to stay within the lines.
- Use orange, purple, green (secondary colors) to fill in shapes. Fill in one shape for each color. The paintings expressed emotion with wild, often dissonant colors, without regard for the subject's natural colors.
- If you have other shapes and colors, choose any color from your pack of markers to color the remaining shapes or leave some white. Try your favorite color or a dark color next to a light color.

WRITING

- Create a HAIKU poem for your Mondrian-inspired artwork.

Some examples of Henri Matisse's work

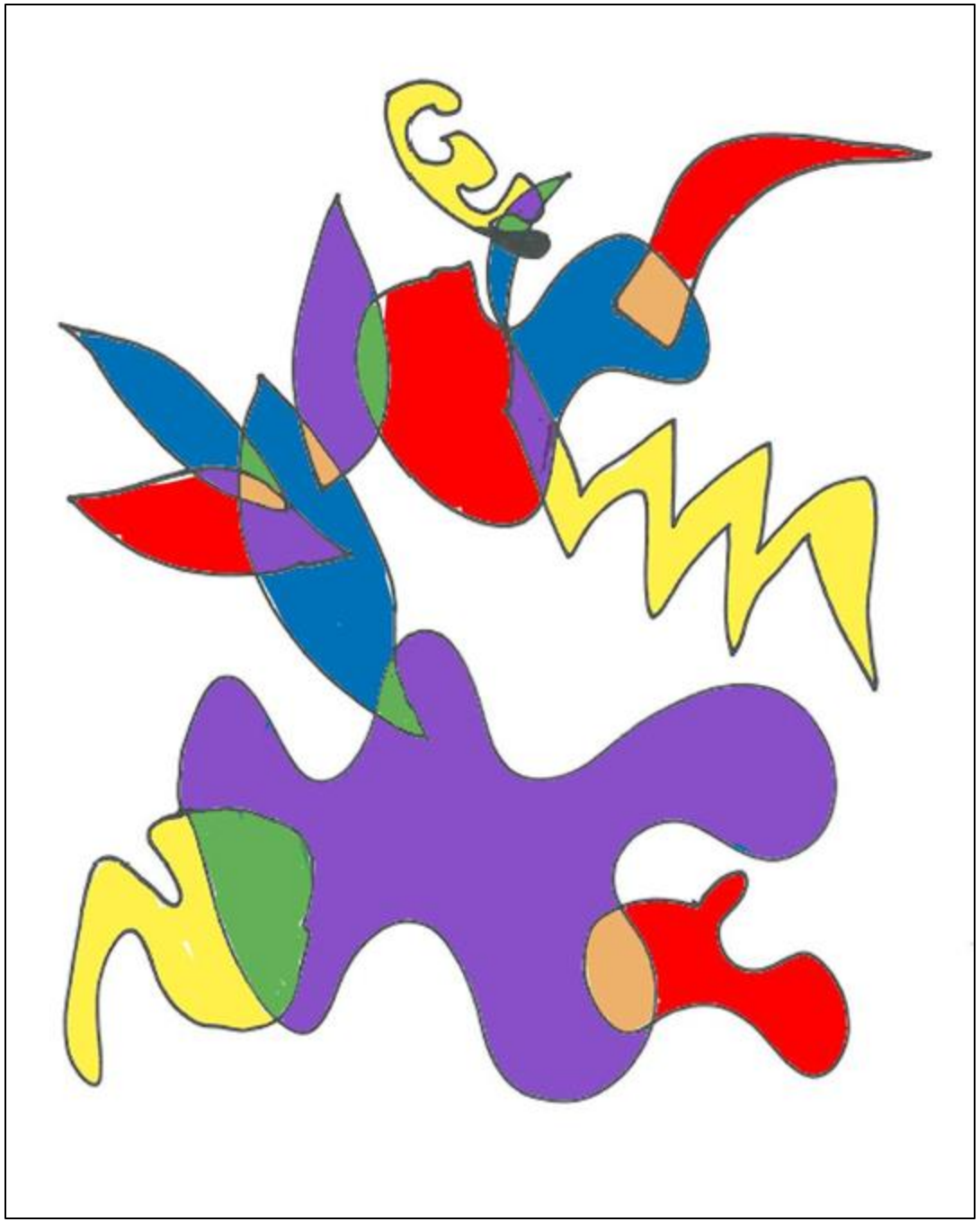


Henri Matisse
The Creole Dancer, 1946

Henri Matisse
Los Codomas
(The Codes), 1947







Matisse-inspired student work

What to Know Before You Go!

Click here to download a PDF of this slide deck

FRESNO ART MUSEUM

School Group Visitor's Guide

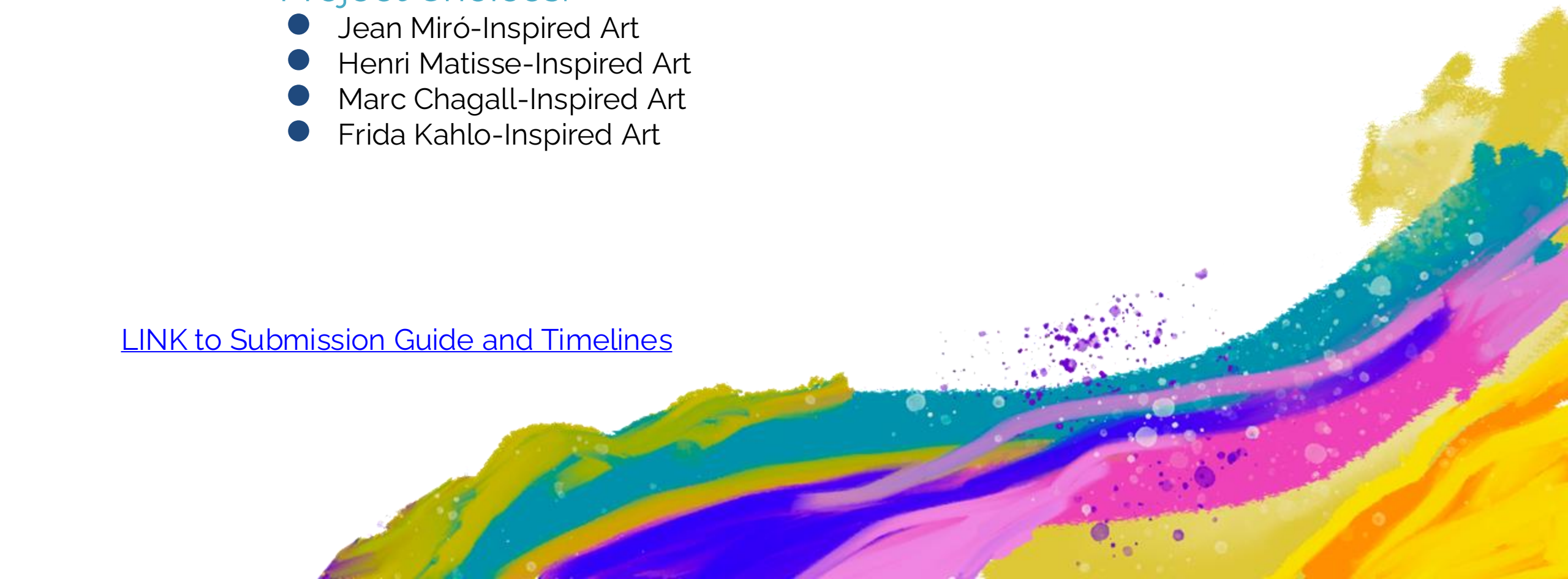
Post-Museum Visit Information & Deadlines

Choose one or more of these lessons to do in class.
Submit one artwork from each of your students for the showcase.

Project Choices:

- Jean Miró-Inspired Art
- Henri Matisse-Inspired Art
- Marc Chagall-Inspired Art
- Frida Kahlo-Inspired Art

LINK to Submission Guide and Timelines



Post-Museum Lesson: Miró-Inspired Art

Students will create art in the style of Jean Miró and write a poem to describe the good qualities of the surrealistic character they create.

VIDEO

[Miró-Inspired Lesson- YouTube]

3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.

ESSENTIAL QUESTIONS

How do artists work?

Why do artists experiment?

Why do artists use certain colors?

VOCABULARY

geometric shapes, organic shapes, curvy lines, wavy lines, jagged lines, overlap, primary colors, secondary colors, floating, surrealism, non-objective abstract, objective abstract, modern art, mixed-media, splatter, symbols, acrostic poems

MATERIALS

- White or grey construction paper cut to 8.5" x 11"
- Black fine point Sharpie (You can use other black pens, but Sharpies work best as they don't bleed..)
- Oil pastels
- Ink (liquid watercolor, acrylic, tempera, food color)
- Small plastic spray bottles with water.

DIRECTIONS

MIRÓ-INSPIRED

TEACHER NOTES

Watch the video, Miró-Inspired Lesson (Length: 10:17).

- The video walks students through the steps of the lesson.
- As students watch, have their supplies ready and they can follow along.
- You may pause the video as needed.
- Tell the students about Miró and show examples of his work and student work.
- Don't forget to guide students in the literacy portion that is inspired by the artwork.

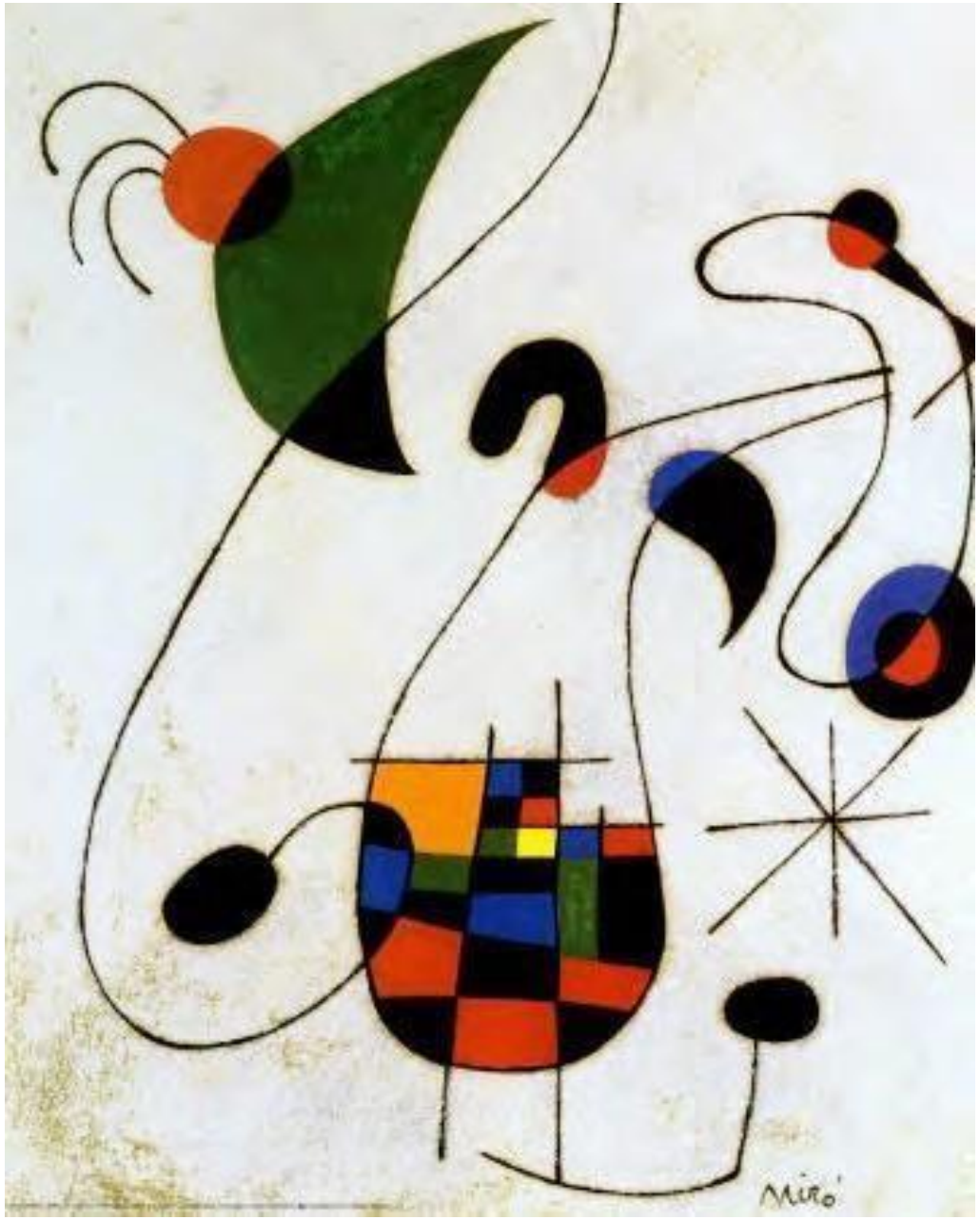
AS YOU WATCH

- View works by artist Jean Miró and develop images of Miró-Inspired characters using geometric and organic shapes, line.\, and color.
- Write your name on the back of a piece of paper. Flip it over.
- Select one geometric shape you learned about at the Museum to fill a large portion at the center of your paper with a black marker. This will become the main body of your character.
- Add lines for arms and legs and add shapes for a head, hands, and feet. You should then fill in the shapes with other shapes, both organic and geometric, in the style of Joan Miró. You can add more shapes to the background, too, even creating additional, smaller creatures and simple abstract lines and shapes.
- Once complete, using oil pastels, you can color in each of the separate shapes with a different color or black (as in the Miró images.).
- To add additional interest to your drawing, small spray bottles can be filled with water diluted paint or ink (liquid watercolor, acrylic tempera, even food-coloring will work— only a few drops are necessary, no need for a lot of pigment).
- Spray the final art with some additional color from the spray bottle. Talk about the shapes, lines, and colors you have chosen with the class or a friend.

WRITING

- Write either a lune, haiku, or acrostic poem to describe your artwork.
- Share your writing and art with the class.





Joan Miró, Figures and Dog in Front of the Sun (1949) (left) and The Melancholic Singer (1955) (right)



Joan Miró, Harlequin's Carnival, 1924-25







Three examples of student work.

Post-Museum Lesson: Matisse-Inspired Bird Collage

Students will create a Matisse-inspired collage of a bird by "drawing with scissors" and write a poem to tell the story of their bird.

VIDEO

[Drawing with Scissors - YouTube]

3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.

ESSENTIAL QUESTIONS

What inspires artists?
How do artists and designers learn from trial and error?
How can circumstances affect your art?

VOCABULARY

geometric shapes, organic shapes, curvy lines, wavy lines, jagged lines, overlap, primary colors, secondary colors, floating, modern art, post-impressionist, cutouts, cut, glue, collage

MATERIALS

- 8.5" x 11" dark blue or black construction paper
- Multi-color scraps of construction paper
- Glue stick
- Scissors

* Recommended, but any color will work.

DIRECTIONS

MATISSE-INSPIRED COLLAGE

TEACHER NOTES

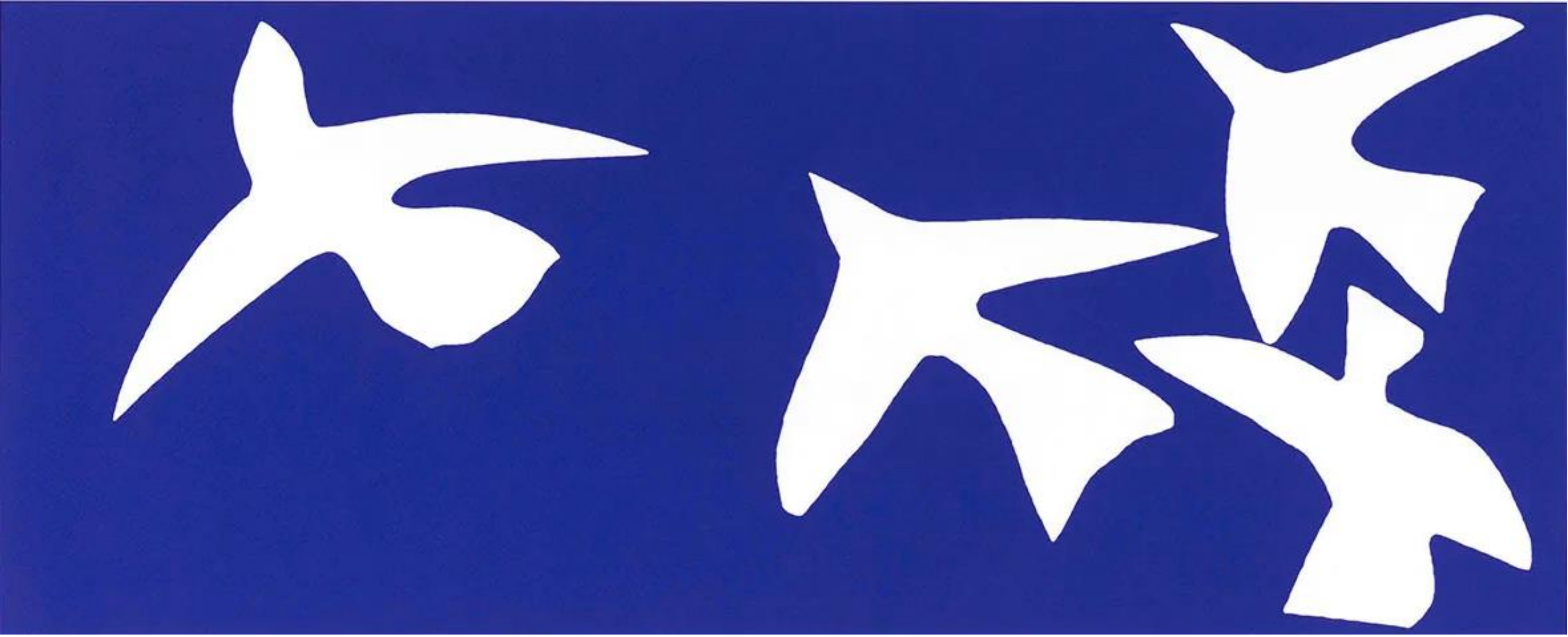
- Watch the video, Drawing with Scissors: Bird Collage Art Lesson, (Length: 8:58), at https://youtu.be/qbbS2FWEnZw.
- The video walks students through the steps of the lesson.
- As students watch, encourage them to have their supplies ready and follow along.
- You may pause the video as needed.
- Show students examples Matisse's artwork.
- Don't forget to guide students in the literacy portion that is inspired by the artwork.
- No pencils or drawing materials are allowed once the student has written his or her name on the back of the paper. The scissors ARE the drawing material.

AS YOU WATCH

- Think about all the different features and colors a bird has. They come in all shapes and sizes. Look at images of birds to get inspiration for your art. Look at the collage samples by Matisse and the student samples.
- Write your name on the back of a piece of blue or black construction paper. Flip it over.
- Take any other color of construction paper, bigger than the size of your hand, and cut out an organic shape. This is can be the body of the bird. Be sure not to use the same color as your background color.
- Use other colors of construction paper to create the head and other features of your bird.
- Without drawing, using only scissors, cut out organic and geometric shapes for the parts of your birds, i.e., rectangle-shaped neck, heart-shaped head, triangle-shaped feathers, circles for eyes, etc. You can use your background color on some overlapping shapes.
- Give your bird a name and think about what positive characteristics your bird may have.

WRITING

- Write either a lune, haiku, or acrostic poem to describe your artwork.
- Share your writing and art with the class.



Henri Matisse
Les Oiseaux (The Birds), 1947



Henry Matisse,
Polynésie, le ciel,
(Polynesia, The Sky),
1946





Student samples

Post-Museum Lesson: Chagall-Inspired Art

Students will create art in the style of Chagall and write a poem to describe the good qualities of their featured character.

VIDEO

[Chagall-Inspired Lesson - YouTube]

3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.

ESSENTIAL QUESTIONS

How do artists work?
How do artists and designers learn from trial and error?
How can your culture affect your art?

VOCABULARY

geometric shapes, organic shapes, curvy lines, wavy lines, jagged lines, overlap, primary colors, secondary colors, landscape, seascape, cityscape, floating, surreal, dreamlike, figurative, narrative, overlapping, mixed media, modernist, cutouts, cut, glue, collage, poetry

MATERIALS

- 8.5" x 11 construction paper (sky color)
- White paper (scraps or whole sheet)
- Glue stick
- Scissors
- Markers (any size or color) and/or construction paper crayons

DIRECTIONS

CHAGALL-INSPIRED ART

TEACHER NOTES

- Watch the video, Chagall-Inspired Art Lesson (Length: 28:18)
- The video walks students through the steps of the lesson.
- This video is longer because there are several steps involving drawing, coloring, cutting, and gluing. As students watch, encourage them to have their supplies ready and follow along. You may want to pause the video in places to allow students to catch up. There are samples of student artwork at the end of the video.
- Tell the students about the Chagall and show examples of his work and student work.
- Don't forget to guide students in the literacy portion that is inspired by the artwork.

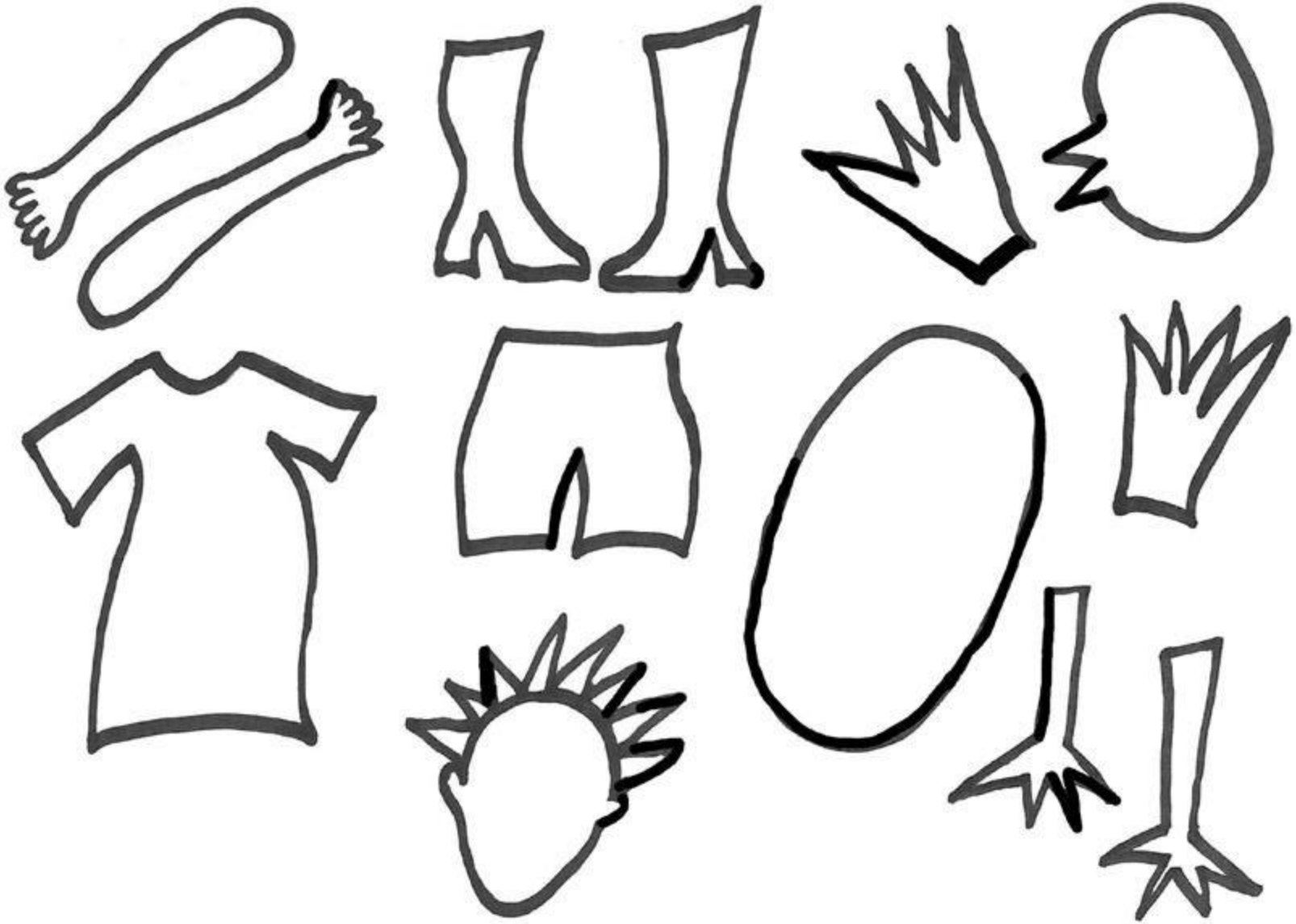
AS YOU WATCH

- Look at art by Chagall to get inspiration for your artwork.
- Write your name on the back of a piece of paper. Flip it over.
- Using your white paper, use a black marker to draw the shapes of your character. If you make the shapes too small, they will be hard to cut out. Ideas: oval shape for the body, head shape with hair (any shape for head), draw arms with hands, draw the legs with feet, draw the clothes. See the slide following for a sample.
- Color your shapes with patterns, lines, and bright colors using markers or crayons and draw a face on the head using any colors you want. Carefully cut out your shapes. Don't rush this step!
- Arrange the body parts to make your character look like he or she is floating in the air. Remember the setting where you want your character to be. Then carefully slide it off your paper. You will glue it down later.
- Use construction paper crayons to draw and color the background setting (landscape, seascape, cityscape, etc.) for your character.
- Slide the character back into place. Then glue it down to your background and add any other details you want your character to have, like facial details, clothes, belts, ribbons, buttons.
- Give your character a name.

WRITING

- Write either a lune, haiku, or acrostic poem to describe your artwork.
- Share your writing and art with the class.

Examples of some body parts you can draw, cut out, and color for your floating human or animal.





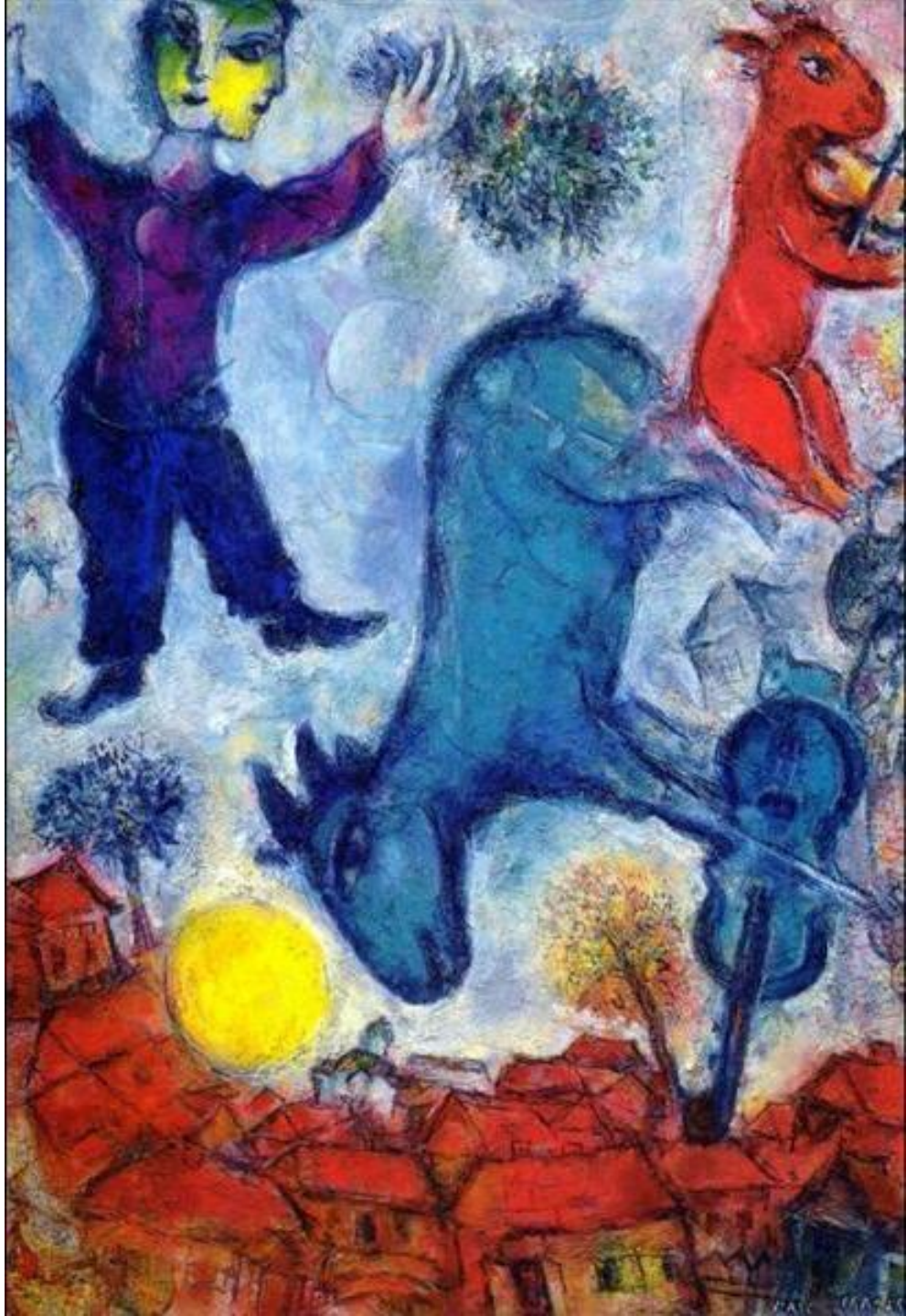
Some examples of Marc Chagall's work

Marc Chagall
The Song of Songs, IV, 1958



Marc Chagall, The Fiddler, 1912

Marc Chagall
Cows Over
Vitebsk, 1966





SPACE CAT
Shooting stars as light as day
Purring in the midnight sky
A cat is the dark blue galaxy
Calm face in the stars
Elastic kitten hopping over planets



ANGEL
An angel flew over a village that was sleeping
Near the village there was a bridge
Gracefully, she sat on the bridge
Early, she watched the village sleep
Left when the sun rose

Student samples with acrostic poems

Post-Museum Lesson: Frida Kahlo -Inspired Art

Students will create art in the style of Frida Kahlo and write a poem to describe the good qualities of their featured character.

TWO VIDEO OPTIONS

LESSON OPTION 1

Create a Frida Kahlo-Inspired Portrait

LESSON OPTION 2

Create a Frida Kahlo-Inspired Self-Portrait

3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.

ESSENTIAL QUESTIONS

How do artists work?
How do artists and designers learn from trial and error?
How can circumstances affect your art?

VOCABULARY

geometric shapes, organic shapes, curvy lines, wavy lines, jagged lines, overlap, primary colors, secondary colors, self-portrait, wildlife, botanical, surrealism, narrative, poetry

NOTE THAT LESSON OPTION 2 REQUIRES A DIGITAL CAMERA/PHONE, BLACK AND WHITE PRINTER, AND REGULAR COPY PAPER OR CARDSTOCK.

MATERIALS 2 options

Lesson Option 1:

- 8.5" x 11 construction paper (any color)
- Crayons or construction paper crayons
- Template and pencil

Lesson Option 2:

- Black & white portrait of student printed on 8 ½" x 11" plain paper or cardstock
- Oil pastels, chalk pastels, and/or colored pencils or construction paper crayons can work too
- Q-tip or blending stomps to blend pastels (if using)
- Fixative (or inexpensive aerosol hair spray) for chalk pastels

DIRECTIONS

Lesson 1

KAHLO-INSPIRED ART

TEACHER NOTES

- Watch the video, (Create a Kahlo-Inspired Portrait (Kahlo Art Lesson 1) (Length: 19:03)
- Before the students begin, be sure to have the template available for them.
- The video walks students through the steps of the lesson starting at the beginning of the video. (Lesson 2 of this Kahlo set follows.)
- If using chalk pastels, fix with fixative or hairspray before adding to binder or the colors may smear and transfer to other surfaces.

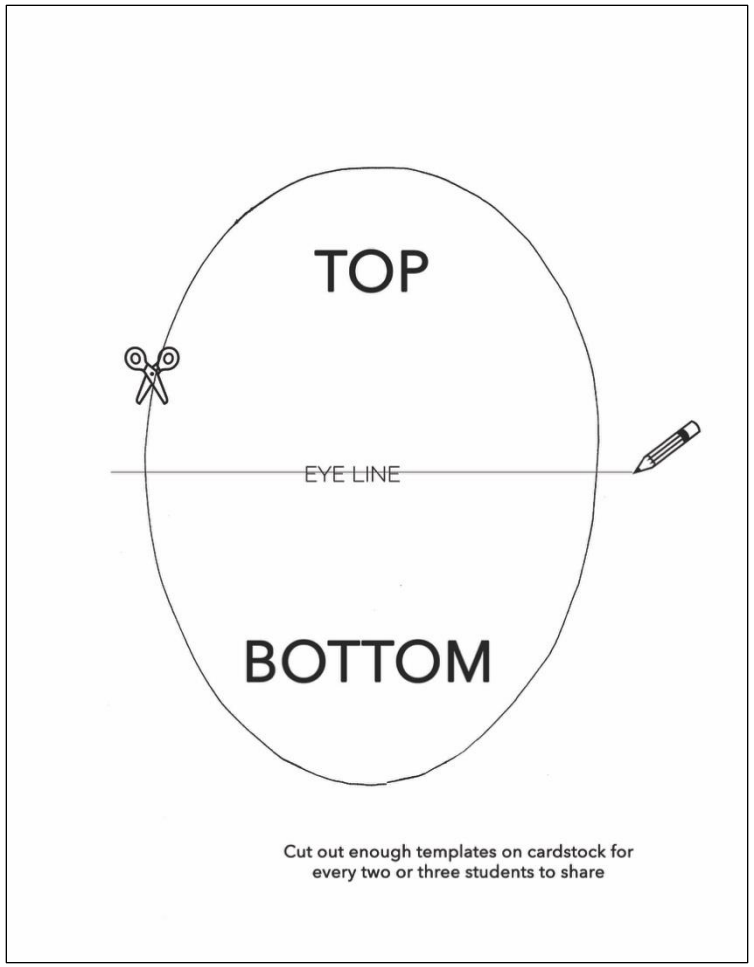
LESSON OPTION 1

- Write your name on the back of a piece of paper. Flip it over.
- Using your paper, the head shaped stencil, and a pencil, draw the head shape leaving about two to three inches below the chin. Draw a **very light** horizontal pencil line through the middle of the oval. Draw a second horizontal two finger widths below that for the bottom of the nose. Add another horizontal line two fingers width below that for the mouth. Don't forget to add your, the top being about even with the middle horizontal eye line. Put your pencil away.
- On the head shape on your paper, using crayons, you can do a self-portrait (from memory or use a mirror) or any portrait.
- As a note, the eyes should be in the middle of the oval where you drew the light horizontal line with your pencil. Eyes should have eyelashes, eyebrows, an iris, and a pupil. Add a nose, mouth, ears, a neck and shoulders, and hair. See the slide following for examples. Once you have added color to your portrait, you can carefully erase any pencil lines.
- Once you have the face completed, add a favorite animal. It can be a pet or just an animal you like. Last, add a leafy or flowery background, filling the whole page.

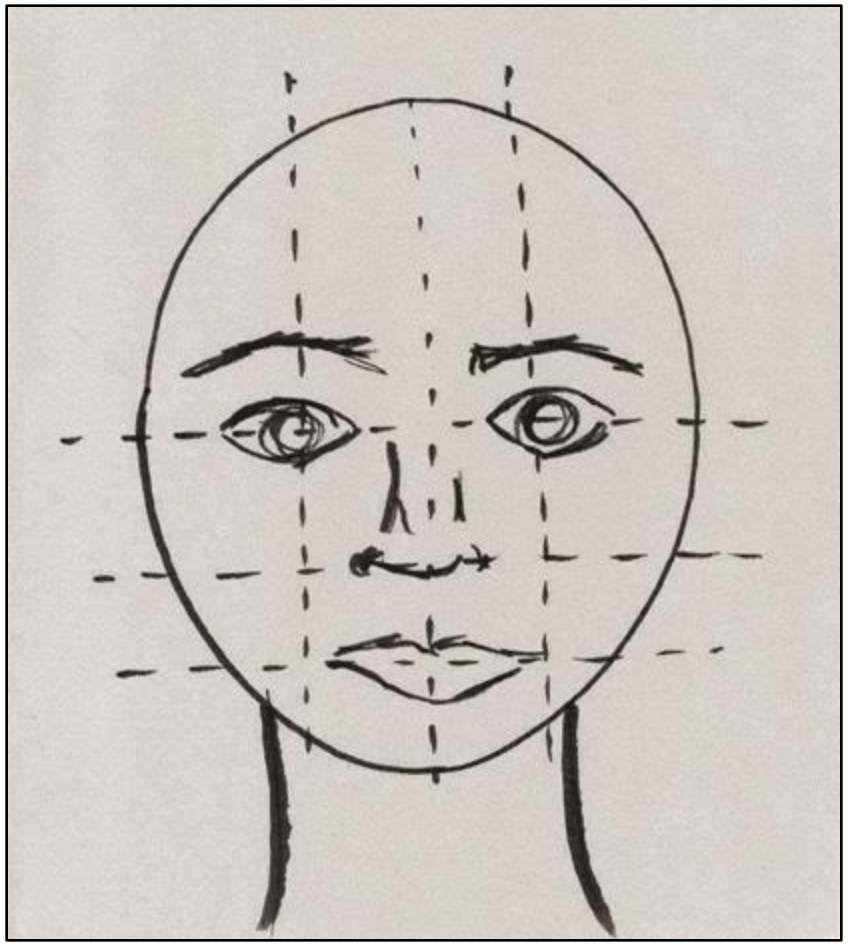
WRITING

- Write either a lune, haiku, or acrostic poem to describe your artwork. (See slides 9-12.)
- Share your writing and art with the class.

LESSON OPTION 1



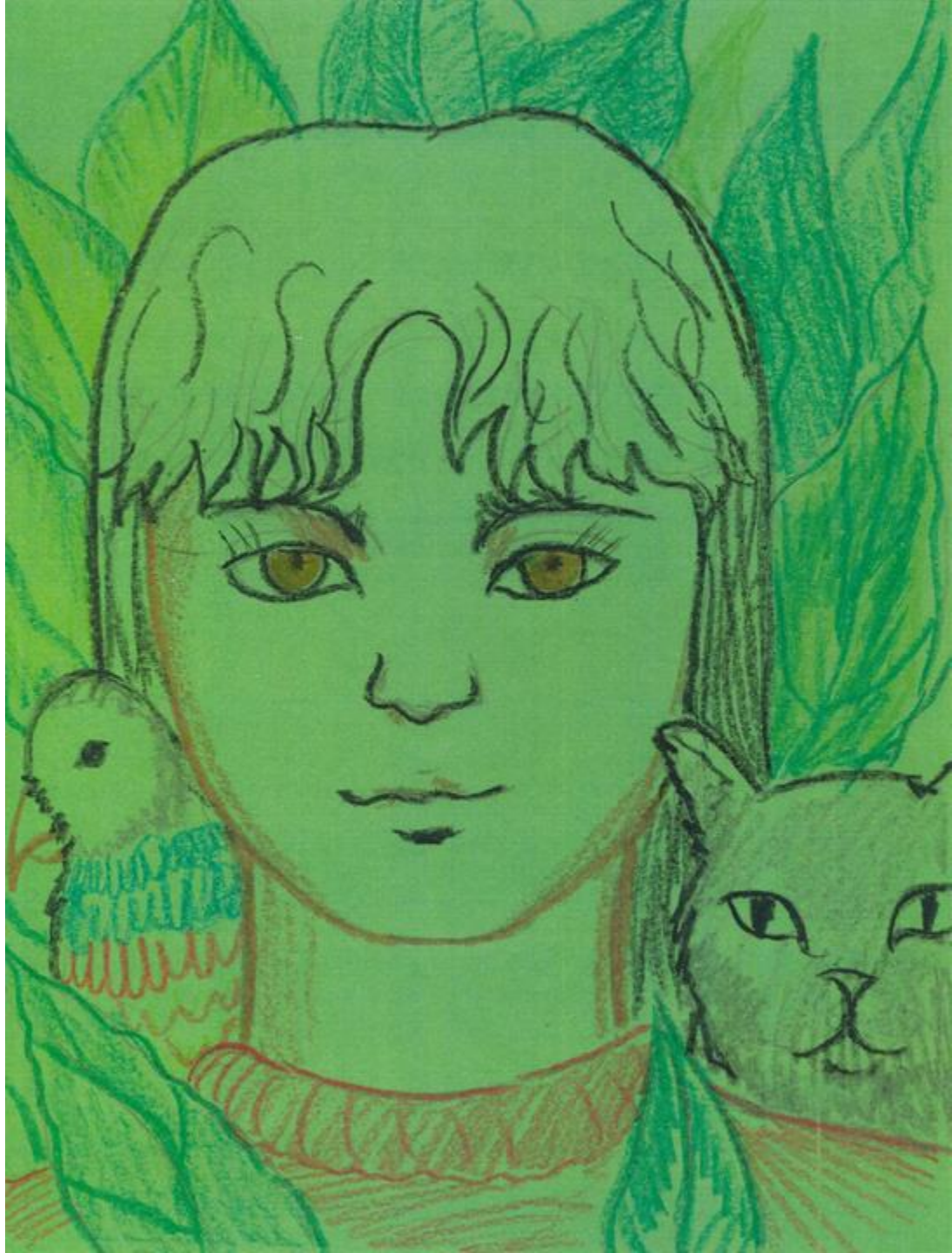
Go to https://bit.ly/4nZ3NvT to download and print the correct size template. Recommend printing on cardstock.



Portrait map



Frida Kahlo-inspired portrait samples



DIRECTIONS Lesson 2

KAHLO-INSPIRED ART

TEACHER NOTES

- Lesson 2 requires a printed photocopy of the student's portrait, oil pastels, chalk pastels, crayons and/or color pencils.
- Pose each student in front of a blank wall. Most cell phones allow you to convert color images to black and white. The latest phones or some apps allow you to isolate the picture from the background so the background can become a blank white *canvas*. Print one copy of each photo portrait on regular copy paper or, preferably, cardstock. Either one works as you are using dry media.
- Watch the video, Kahlo-Inspired Self-Portrait (Length: 11:45) after the students have their photographic portraits and other materials in hand.
- The video walks students through the steps of this lesson.
- Tell the students about Kahlo and show examples of her work and student work.
- Don't forget to guide students in the literacy portion that is inspired by the artwork (or vice versa), just as illustrators and writers do when creating a picture book. (See slides 9-12)
- If you use chalk pastels, you will need to "fix" the finished work with a fixative or hairspray. Be sure to use spray in a well-ventilated area or outside.

LESSON OPTION 2

- You will create a self-portrait in the style of Frida Kahlo.
- Your classroom teacher will pose all students in front of a blank wall and take a digital portrait of you as in the examples. You are allowed to smile for your portrait or make a funny face!
- Portraits will be printed for you in black and white on 8½" x 11" regular paper or cardstock.
- Using oil or chalk pastels, crayons, and/or color pencils, you can add color to the portrait of your face or just focus on the background.
- You can add a favorite animal or two or three. It can be a pet or just an animal you like.
- Add a leafy background to your portrait, filling the whole page.
- If using pastels, you can smear and blend the colors using a Q-tip or a tool called a tortillon or blending stomp. Be careful to brush away any color flakes that are on the surface of your paper, so you don't smear them into other areas.
- If using chalk pastels, your teacher will *fix* the picture, so it does not smear or transfer to other paper when you are finished.

WRITING

- Write either a lune, haiku, or acrostic poem to describe your artwork.
- Share your writing and art with the class.



Black & white student portrait with background removed if possible



Frida Kahlo-inspired portrait sample



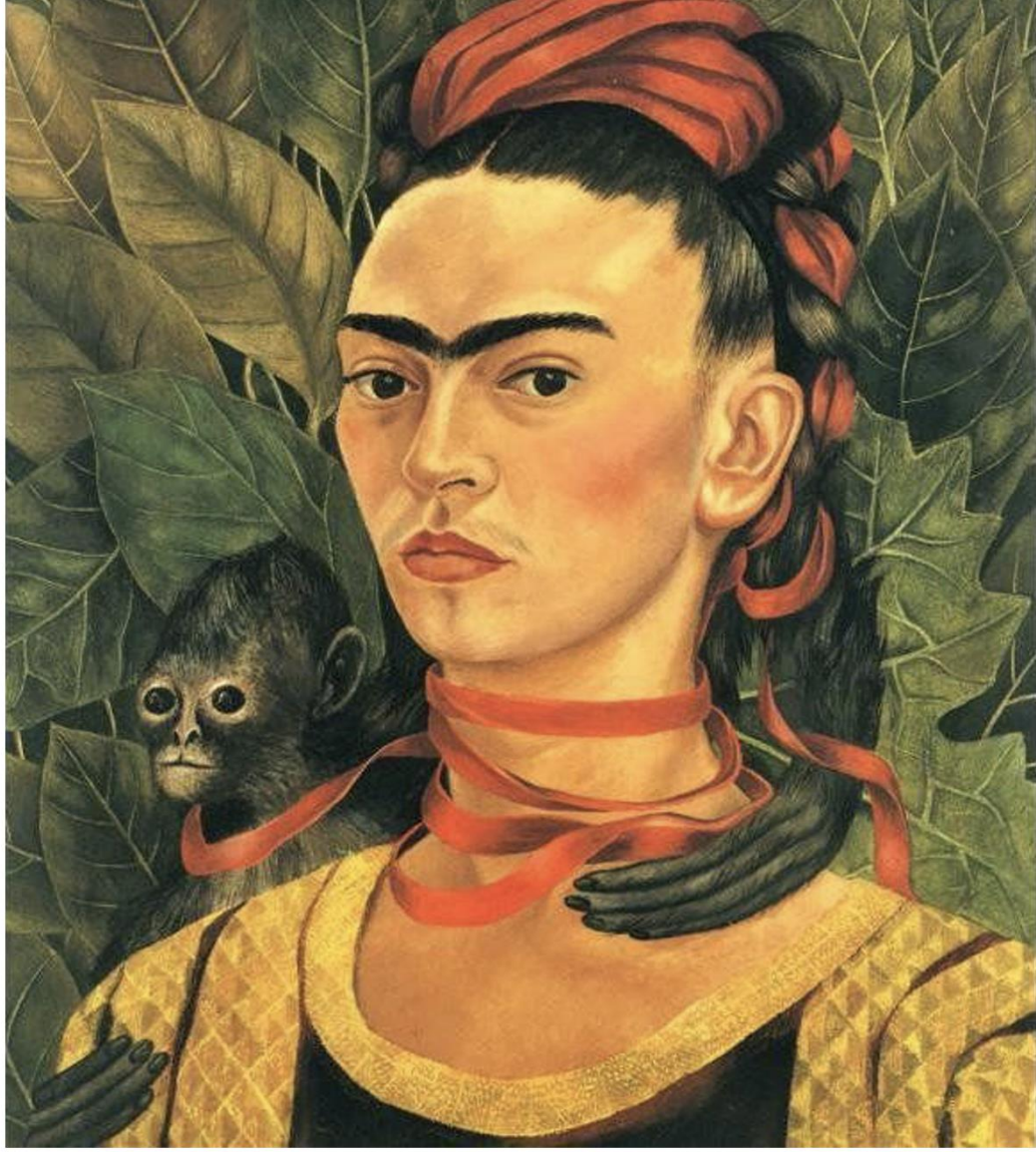
Black & white student portrait with background removed if possible



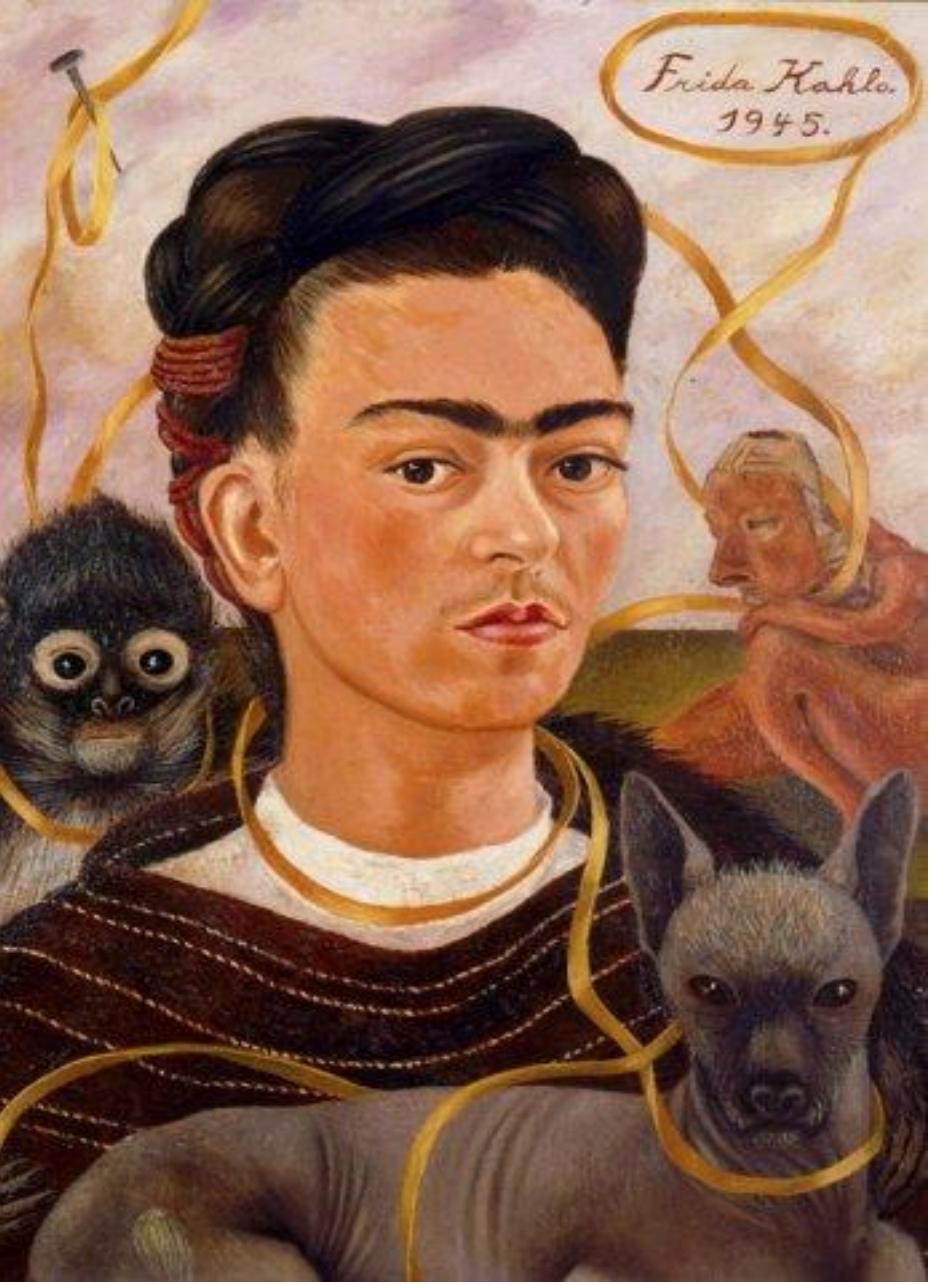
Frida Kahlo-inspired portrait sample



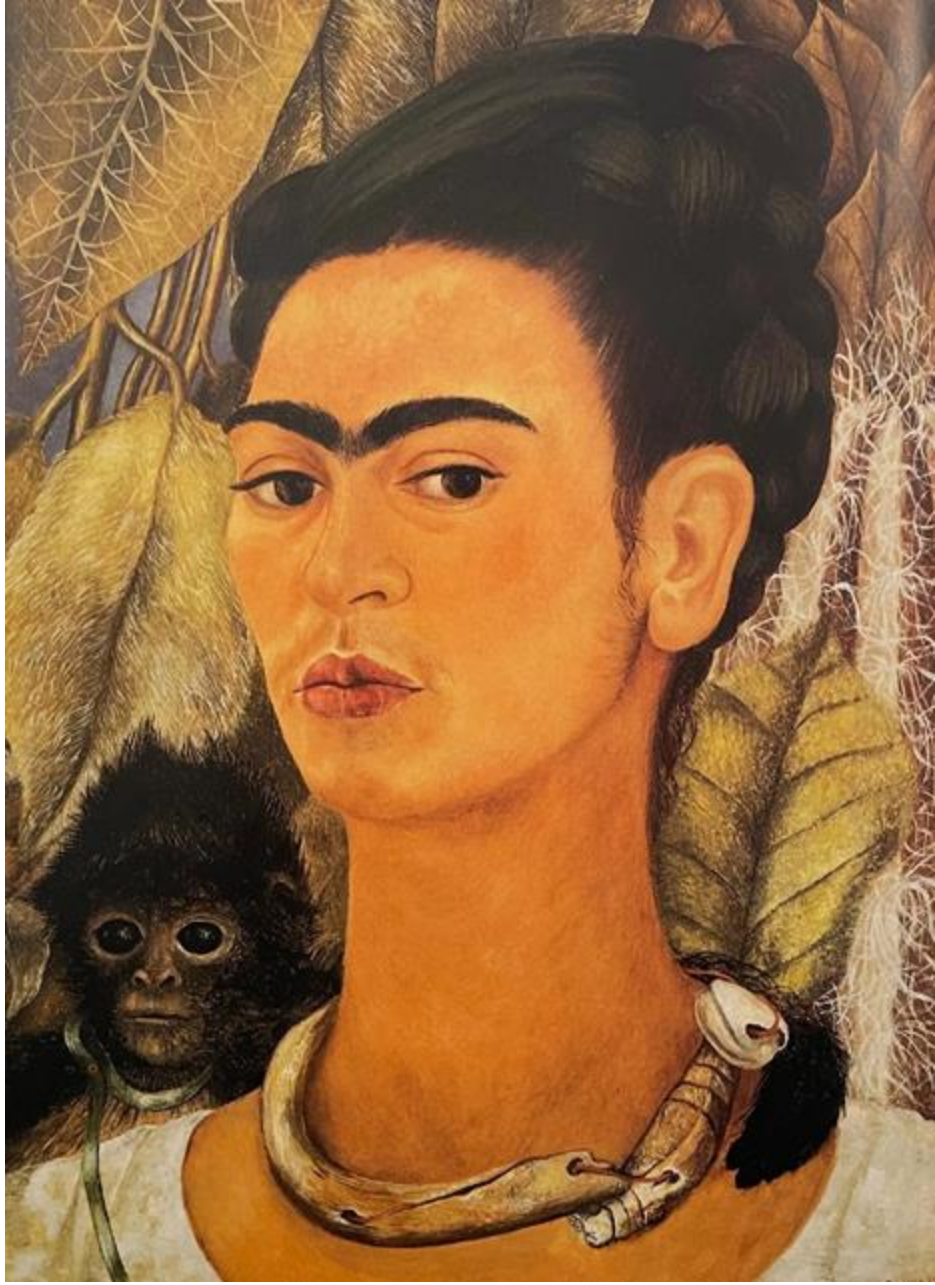
Frida Kahlo, Self-Portrait with Monkeys, 1943



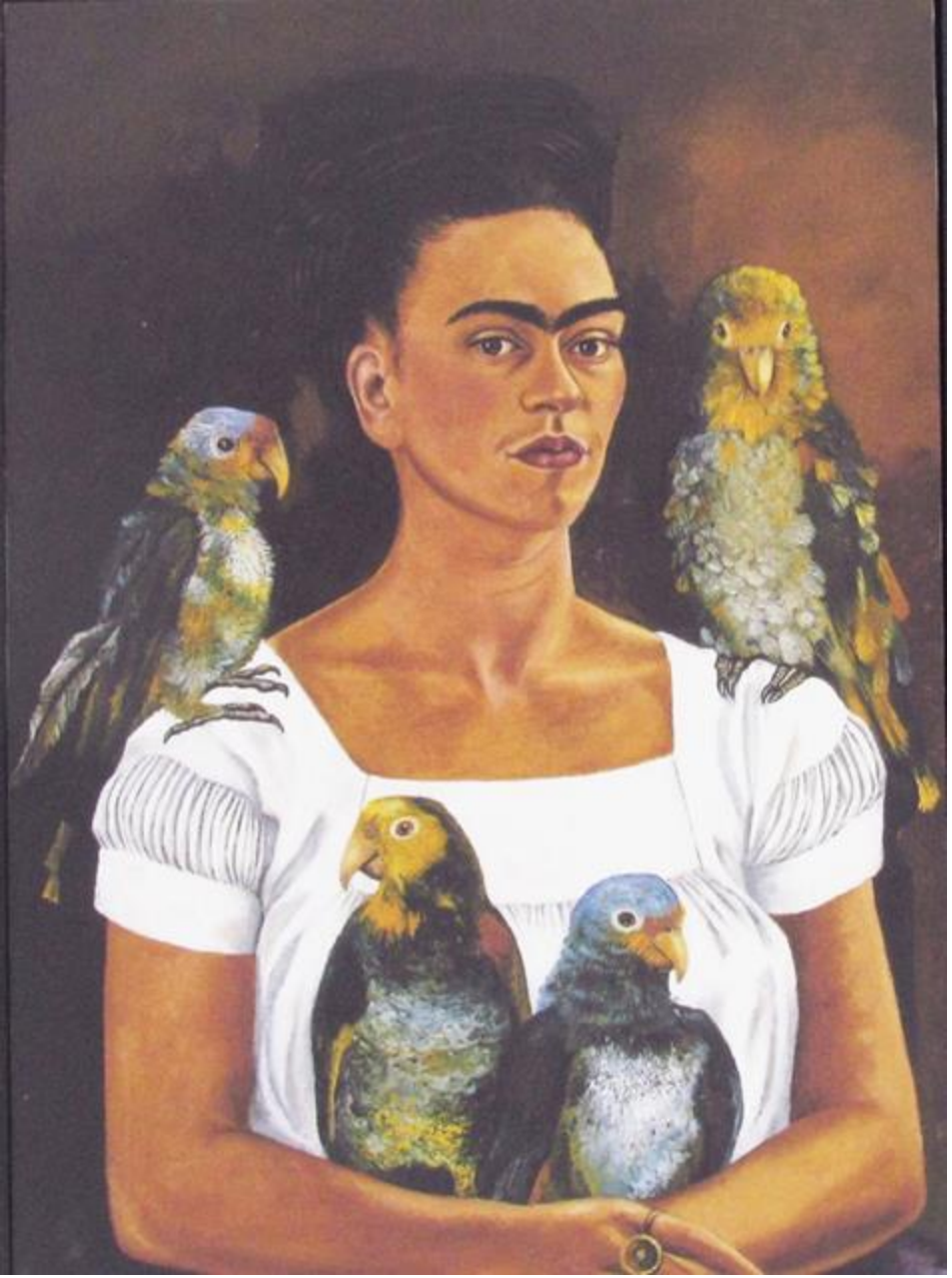
Frida Kahlo, Self-Portrait with Monkey, 1940



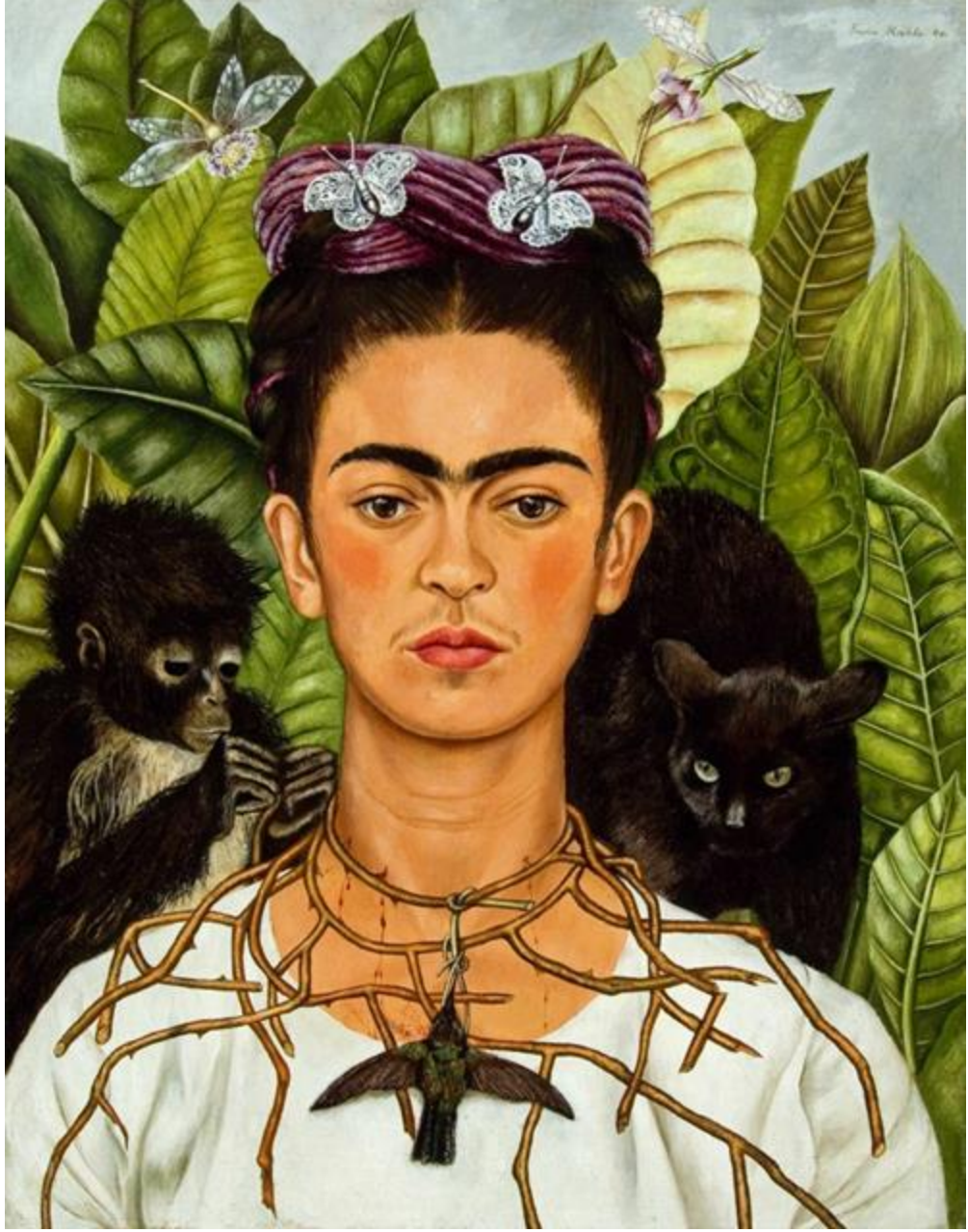
Frida Kahlo, Self-Portrait with Changuilo (Monkey), 1945



Frida Kahlo, Self-Portrait with Monkeys, 1938



Frida Kahlo, Me and My Parrots, 1941



Frida Kahlo, Self-Portrait with Thorn Necklace and Hummingbird, 1940

Additional Literacy and Arts Integrated Lessons

- Design a Park Landscape with Growing an Artist: The Story of a Landscaper & His Son by John Parra
- Create a Wild Thing with Wild Things by Maurice Sendak
- Just Imagine! with Light for All by Margarita Engle, illustrated by Raúl Colón
- Hidden Rabbits with Once Upon a Book by Grace Lin

These lessons and videos were created in partnership with the following:











