



# Marc Chagall

## The Artist of Love and Dreams

### **Visual Arts Integration Lesson Plan 1**

Lesson Title: Dreaming With Chagall

Grade Level: grades 3-6 (may be adapted to fit other grade levels)

Students will learn about the art of Chagall in 2 student-centered lessons. In lesson one, students will create gesture drawings- quickly drawn, scribbled sketches.

#### **Project Description:**

<b>medium used:</b> pencil drawing and pastels
<b>interdisciplinary connections:</b> Through the “Do Jump” Ordway Theater project, students will experience integration of theater, music, and visual art. Others possible.
<b>Design Element</b> (line, shape, form, space, color, texture): focus will be on color and line though space, form, shape and texture will also be used and discussed.
<b>Design Principle</b> (balance, emphasis, pattern/repetition, rhythm, movement, unity, variety): focus on emphasis, pattern, repetition, rhythm and movement.
<b>culture investigated:</b> Jewish Russian
<b>historical timeframe:</b> early 1900’s through 1940’s
<b>Materials needed:</b> 2b pencil, drawing paper, oil/soft crayon pastels in a variety of hues
<b>Procedure:</b> Lesson 1: Introduce Marc Chagall (handout). Tell about his life, where he lived, what life was like in the early 1900’s and show examples of his art. Show examples of other artists that created in the styles of expressionism and cubism. Explain how artists create from their own experiences and culture. Show Chagall’s “I and the Village.” Ask students to describe what they see- <b>VTS</b> (What do you see? What is happening? What do you think Chagall wants us to feel?). Explain that Chagall often created from his dreams and used colors, shapes, forms, textures and line to create mood and feelings and to tell a story. Explain how artists often draw ideas in very simple, “scribbled” manner. This is called a “gesture drawing.” We’ll draw some simple pictures using the gesture method to get ideas on paper. Fold a piece of paper in half, repeat; repeat, repeat. Open the paper and number each of the 16 squares –from left to right; top to bottom. Place your name in the lower right corner of the paper. Explain that you will quickly describe a scene, event, or picture from your head – and that you’d like them to draw it in each of the numbered

boxes. Mention you will proceed quickly- every 15-30 seconds, you will introduce another idea for them to draw a gesture – until all 16 are filled.

Possible starting points:

- 1) a fat man and a thin lady getting married
- 2) a postman with mail being chased by a barking dog
- 3) a boy painting a fence
- 4) a girl walking her dog
- 5) a baby drinking milk from a cup
- 6) a lady lighting a candle
- 7) a boy and a girl playing a game
- 8) a tank of fish
- 9) your favorite place to go
- 10) a man working on a computer
- 11) quacking ducks
- 12) a forest fire
- 13) a day off from school
- 14) your favorite food
- 15) your favorite animal
- 16) you – looking out a window –what do you see?

*(add some; remove some – keep the total at 16)*

After the Performance:

woman making bread  
Chagall on pipes  
moon acrobat  
acrobats on rooftops  
tumbling acrobats  
paper plate figure  
figures on the wall  
the artist painting  
Dream Picture  
The Birthday  
The Violin Player

When completed, let everyone catch their breath! Have them put their pencils down and take a look at their efforts. Ask them for feedback – what was hard about this project? What was easy? What was fun? What was frustrating? Then go to a board and number 1-16 on the board. Randomly select numbers and ask students to look at their drawings and tell you what the subject matter is. Write these down. You'll find that most of the students will be able to tell you each starting point.

Other possible activities:

Following the drawing activity, ask students to go to each of the numbered boxes and write a description of each drawing.

Show other examples of Chagall's work and ask students to write a short story about one of his works.

Show some of Chagall's work and have students create gesture drawings of what they see. Limit each slide to 30 seconds.

Have students draw gestures of the scenes in "Do Jump" either as they view the performance or afterwards as they reflect on the performance.

**Assessment:** Quiz on vocabulary and life of Chagall; observation; group discussion- participation in feedback; identifying each of the 16 themes for gesture drawings.

**Vocabulary introduced:**

line, gesture drawing, fantasy, surrealism, expressionism,