



# Marc Chagall

## The Artist of Love and Dreams

### *Visual Arts Integration Lesson Plan 2*

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 this lesson, students are asked to create several dream-like pastel drawings demonstrating techniques of stippling, blending, impasto, and scraffito.

#### Project Description:

<b>medium used:</b> pastels and paper
<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 texture. Space, form, shape and line will also be used and discussed.
<b>Design Principle</b> (balance, emphasis, pattern/repetition, rhythm, movement, unity, variety): focus on pattern and repetition,
<b>culture investigated:</b> Jewish Russian
<b>historical timeframe:</b> early 1900’s through 1940’s
<b>Materials needed:</b> drawing paper, oil/soft crayon pastels in a variety of hues
<b>Procedure:</b> Review lesson 1: Introduction to Marc Chagall (handout). Check for understanding (review) where he lived, what life was like in the early 1900’s and his “style.” Remind students 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. Review technique of making gesture drawings in a “scribbled” manner from lesson 2. Ask students to get out their gesture drawings from the last lesson. Ask them to tell you what the drawings are (number 1-16 on the board and see if they remember the topics). Introduce pastels. Let students explore with the colors on paper. Explain how pastels can be used. After “joyfully exploring” for 2-3 minutes, ask students to describe the qualities of pastels. Introduce the following techniques by example and demonstration: Stippling: a picture made of dots. Have each student experiment with the technique. Look at a work done by Seurat and view one of Chagall’s paintings. Ask students to describe similarities and differences between each work.



Seurat



Chagall



Picasso

Ask students to create a small work using stippling with their pastels.

Demonstrate the build-up of pastels on a small piece of paper.

Ask students to create a small object using the impasto technique.

Demonstrate the scraffito technique by scraping some of the applied pastels from the paper.

Ask students to create a small object that demonstrates their understanding of the scraffito technique.

Assign students to create a dream work in Chagall's style using one or more of the techniques introduced. When complete, ask students to write an artists statement explaining their idea and describing the techniques they used and why they used them.

**Assessment:** observation; group discussion- participation in feedback; techniques of Stippling, impasto, and scraffito with pastels.

**Vocabulary introduced:**

Style, fantasy, surrealism, expressionism, cubism, stippling, impasto, and scraffito

**Other possible activities:**

Investigate the cultures and lives of other artists such as Seurat and Picasso. Explore similarities and differences between these artists.

Explore different techniques and materials for effects – such as q-tips and watercolors or temperas; try crayons and see if you can create stippling, impasto, or scraffito techniques.

Ask students to create a dream picture of their own. Have them write about their reasons for using certain colors, shapes, and symbols.