

Resources: Rousseau art prints (or internet images)  
especially "Surprised: Storm in the Forest" 1891  
"Self-Portrait with Palette" 1890

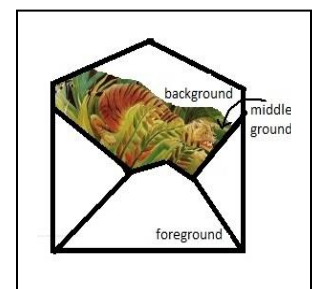
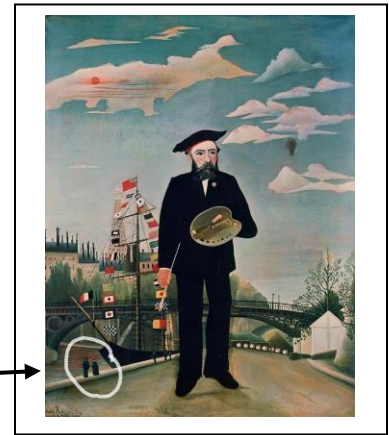
Video "Dropping in on Rousseau" for 4<sup>th</sup> class

Materials: 12" x 18" construction paper - sky and land colors  
Construction paper scraps  
scissors, glue, animal stickers

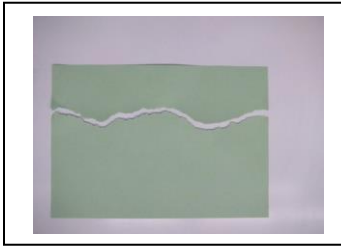
Scope: Second Grade Use four 40 minute class periods.  
This lesson done with collage, but could be adapted  
and expanded for older students with painting.  
WLB second graders explore the way people from  
many cultures use Design Elements (Space).

First Class: 1. Post or project art prints. Introduce French artist Henri Rousseau with "Self-portrait with Palette." Henri Rousseau didn't go to art school to learn how to be an artist. He was self-taught! Describe self-portrait. Focus on sizes observed. Analyze relationships: Why did he make himself larger and the other people beside him smaller? Most students will cite near/far perspective rule. The artist is close to us. The people are far away. In fact, this doesn't work, because the people should be higher on the page! Henri Rousseau made this picture in 1890 to show how much he enjoyed painting. He wasn't too worried about using precisely correct perspective.

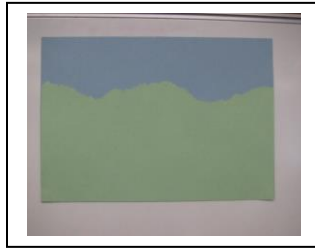
2. Discuss "Surprised: Storm in the Forest." What's happening in this picture? What else do you see? If you were a tiny person who could walk into this painting, what would you bump into first? (the dark plant, the grasses) What is this part of the painting called? (foreground) Imagine you could go way far back into the scene. What is this part of the painting called? (background) What do you think is the most important part of the picture? (the tiger) Henri Rousseau didn't place the tiger in the foreground or the background. Where is the tiger located? (middle ground) It's almost as if Henri Rousseau created an envelope of space and tucked the tiger inside as a surprise! How do you feel when you open an envelope and peek inside? Henri Rousseau used space in this composition to make you feel curious and eager to explore the mystery! Look closer at the tiger. Imagine you are the tiger! How do you feel? (scared-wind, lightning and thunder, wide-open eye; wet-soaked fur texture; searching for safety-tall grasses)



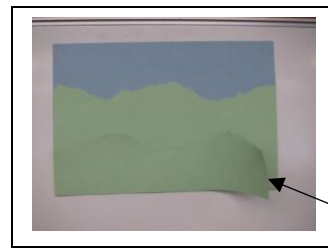
2. Today we will start a landscape picture inspired by Henri Rousseau!



Tear your "land" paper.  
Make one part bigger.



Glue the big part on the  
"sky" paper.



Glue the smaller piece on  
the bottom.

The collage now shows foreground (small piece), middle ground (larger piece) & background sky.

2<sup>nd</sup> Class: 4. Refer again to Henri Rousseau "Surprised: Storm in the Forest." Observe the way the bush in front seems really big and the trees seem to get smaller as they go farther into the background.

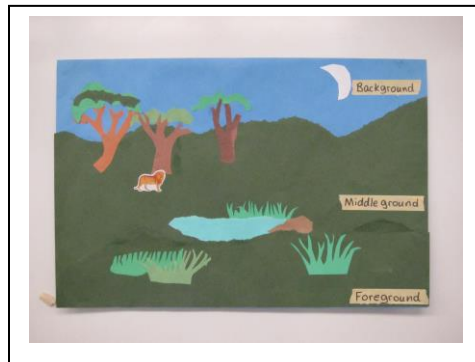
Create a feeling of distance and space in the landscape collage by cutting and gluing at least three trees—large, medium and small. Place the largest tree in the foreground. The base of the middle tree must be in the middle ground. Make the smallest tree farther back near the horizon / background. Place a special animal (sticker) in the middle ground. This will be the focal point of the composition! What creative details can you add?



3<sup>rd</sup> Class: 5. Use this class period to further develop creative ideas. Encourage original thinking with questions: What time of day? What does the sky color suggest? What season? What do the trees look like? What is the weather like in your picture? What is the animal doing? How does the animal feel? How can you make the viewer curious about the animal focal point?

Students often raise their own space problems! Guide kids to figure them out! (For instance, they may want to make a pond or lake. If you were a bird flying overhead, you might see a circle pond. What would the pond look like if you're standing and looking back into the space of the scene? Use a circle and turn it parallel to the floor so they can see it change into an oval shape.)


These are a couple of teacher examples. The first shows a lion at night coming to drink in a pond. The second shows a cow in springtime with blossoming trees.




4<sup>th</sup> Class: Video "Dropping in on Rousseau" Preview and decide what aspects you want to emphasize. Other contemporary artists like Matisse, Picasso and Lautrec are mentioned. Compare/contrast. Discuss how they may have influenced each other's artwork.

Rubric: I use the attached rubric for Elementary Kg-4. I use rubber stamps to mark their work on the back.


# What do your art grades mean?

	25 Your answers show an understanding of Design.
	26 Your answers show an understanding of Art Media.
	27 Your answers show an understanding of Art History.


This grade stamp will appear on quizzes and written work if you have done an EXCELLENT job meeting all three goals. This is equivalent to an A grade.

	25 Your artwork shows knowledgeable use of Design.
	26 Your artwork shows very skillful use of Art Media.
	27 Your artwork makes a connection with Art History, yet conveys your own original ideas and feelings.

This grade stamp will appear on artwork if you have done an EXCELLENT job demonstrating understanding of all three goals. Equivalent to an A.

	25 Your work shows a good understanding of Design.
	26 Your work shows a good understanding of Art Media.
	27 Your work shows connection with Art History.

This grade stamp will appear on written work and artwork if you have done GOOD work showing understanding of all three goals. Equivalent to a B.

	25 Your work shows weak understanding of Design.
	26 Your work shows weak understanding of Art Media use
	27 Your work shows little connection to Art History.

You're learning! Your work shows GOOD EFFORT, but the results fall short with one or more goals. Equivalent to a C grade. Quiz scores may fall into the D range. Keep trying! How can you improve written work or artwork?