

An Early Childhood Teacher Resource Guide for Using Art to
Teach Preschool Students Language & Literacy Development



M IS FOR MATISSE



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TIPS FOR USING THIS GUIDE

- Review the guide and lesson plans. The lesson plans require using the image *Apollo* by Henri Matisse for discussion. Images of art from the collection of the Toledo Museum of Art can be viewed online at <http://emuseum.toledomuseum.org/collections>.
- Take your tour experience back to the classroom by using the classroom extensions after your TMA field trip. Use the classroom extensions to enhance your students' connections with pre-literacy and visual arts content.

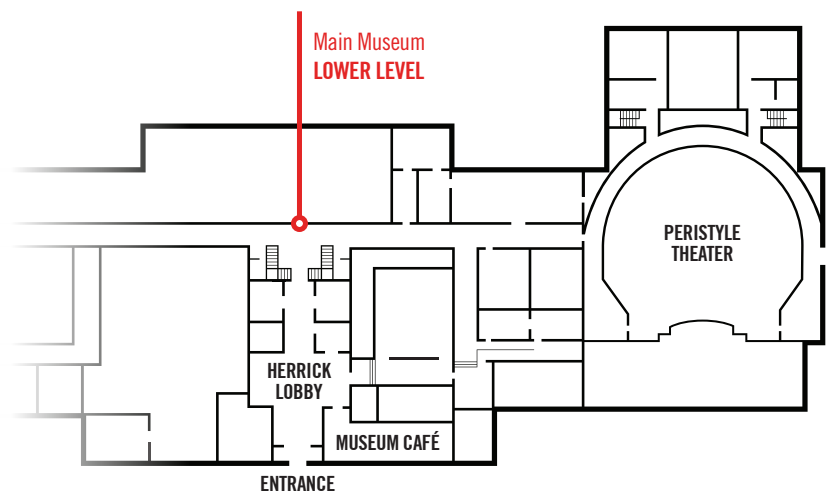


Henri Matisse (French, 1869–1954)

Apollo

Ceramic tile in plaster with ground marble, 1953

Purchased with funds from the Libbey Endowment, Gift of Edward Drummond Libbey, 1983.40







WHAT IS THE ABC'S OF ART?



ABC's of Art is a series of early childhood workshops which provide early childhood educators with tools and teaching strategies to help preschool students pre-literacy development through art. The materials presented here are from a collaboration between Toledo Public Schools and the Toledo Museum of Art.

WHY USE WORKS OF ART TO SUPPORT PRE-LITERACY DEVELOPMENT?

Research has shown that when works of art are a part of arts-integrated efforts to teach language and literacy development, students develop new connections to the material by absorbing the visual content and translating it into new knowledge. Arts exposure cultivates students' reflective and multi-sensory thinking, allowing for insightful connections to previous knowledge while stimulating students' creative and analytical thinking. Participating in hands-on guided experiences in the Museum allows students to take full ownership of their learning experience.

WHAT ARE THE BENEFITS OF LOOKING CLOSELY AT ART?

Taking the time to observe works of art develops the imagination while reinforcing learning through visual literacy. It encourages students to make meaningful connections with the artwork.



WHAT IS TIER TWO VOCABULARY?



T

Tier Two consists of high frequency/multiple meaning vocabulary.

- **Important for reading comprehension**
- **Characteristic of mature language users**
- **Contains multiple meanings**
- **Increased descriptive vocabulary**
(e.g. crimson/red, mustard /yellow, massive/big)
- **Used across a variety of environments**

Tier Two words are the most important words for direct instruction because they are good indicators of a student's progress through school.

There are about 7,000-word families in English (or 700 per year) in Tier Two.

Exposure to new vocabulary has the power to bridge the achievement gap and make children better readers later in life.

GOAL

The goal of this lesson is to introduce students to Tier Two vocabulary and open-ended studio activities that reinforce their learning, while exploring the artwork of Henri Matisse.

VOCABULARY

Vocabulary

Organic

Tile

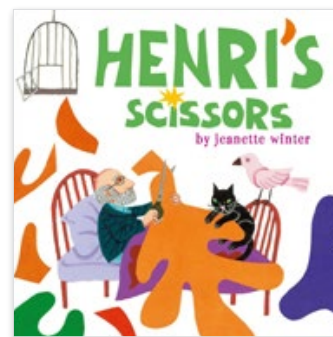
Crimson

Mustard

Navy Blue

Mural

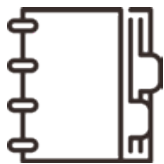
Massive



BOOK

Henri's Scissors

by Jeanette Winter



EARLY LEARNING AND DEVELOPMENT STANDARDS ADDRESSED

Domain: Language and Literacy Development
Strand Listening and Speaking

- Expressive language
- Reading comprehension
- Receptive language and comprehension

Domain: Cognition and General Knowledge
Strand Geometry

- Identify and describe shapes

Domain: Physical Well-Being and Motor Development
Strand Motor Development
Small Muscle Touch, Reach, Manipulate

- Coordinate hands and fingers to manipulate objects
- Using tools with eye-hand coordination

Strand Creativity

- Innovation and invention
- Expression of ideas and feelings through art



CLASSROOM ACTIVITIES

*for Exploring
Organic Shapes*



CLASSROOM ACTIVITIES FOR EXPLORING ORGANIC SHAPES

Supplies:

- Construction Paper (Black, any size)
- Construction Paper - Primary Colors
- Scissors
- Glue or Glue Stick
- White Colored Pencil
- White Crayon

ACTIVITY 1: ORGANIC SHAPE COLLAGE

Step 1

Provide an assortment of red (*crimson*), yellow (*mustard*), and blue (*navy blue*) construction paper. It can be full sheets, half sheets and scrap paper. This gives children choices when creating their *organic* shapes and teaches them about using the primary colors.

Step 2

Children who can use scissors comfortably can begin cutting their own *organic* shapes. It is important to emphasize to children that organic shapes are free form with no straight edges or corners. Use can discuss the differences between organic and geometric shapes while doing this activity.

For children that are not able to use scissors comfortably, they can tear their own organic shapes. Demonstrate how to tear paper into a variety of free form shapes and how to use the leftover paper to create shapes as well.

Step 3

Once all the shapes are cut and torn out, give students their black piece of construction paper and white crayon (or white colored pencil) to write their name on their artwork.

Step 4

Using a glue stick or glue bottle, children can glue their cut and torn shapes on their black paper. Encourage students to use overlapping shapes and layer their organic shapes to create new, interesting designs and patterns.

ACTIVITY 2: MATISSE MURAL

Step 1

Once children have completed their individual Matisse collage using *organic shapes*, begin your discussion about creating a *mural* as a group. Talk to your students about the large (*massive*) size of a *mural* and how it is important to work as a team to complete the *mural*. Continue to review tier two vocabulary during this activity.

Step 2

During the group discussion, ask children to sit in a circle on the carpet. Next, ask students one at a time to come up and place their individual piece in the middle of the circle. As students come up and place their artwork side by side, talk about how all the small pieces come together to create one large *mural*. Encourage children to express themselves individually within the context of a larger group.

Step 3

Once the *mural* is assembled, ask your students open-ended questions about their artwork. Open-ended questions encourage creative thinking and develop your child's critical thinking skills. Incorporate tier two vocabulary in this discussion.

Step 4

If there is not a space available on your classroom wall to attach a mural, take a picture of the mural while it is laid out on the floor. The photo can be displayed and then shared with families. This shows children their creative efforts are valued and builds their confidence.

By taking an interest in their work you are supporting them and helping them express their own ideas.

Open-ended question examples:

*"What colors do you see in this **massive mural**?"*

*"Do you see any **shapes**? Are they **organic** or geometric?"*

*"Our **mural** is made up of individual artwork put together to make a whole. How were you feeling when you made this?"*

*"Have you ever seen a **mural** on a building in the city?"*

CLASSROOM EXTENSIONS



CLASSROOM EXTENSIONS

Targeted Tier Two Vocabulary Words

- Organic
- Mustard
- Tile
- Navy Blue
- Crimson
- Mural

Interest Areas

Body awareness; Shapes; Creating art in different ways.

Large Group Activities

- Field trip to Toledo Museum of Art.
- Read Story: *Henri's Scissors* by Jeanette Winter.
- Present TMA poster of art piece. Look at and discuss poster reinforcing Tier Two words from tour and TMA script.
- Creative Movement: Organic dance to music using ribbons and scarves of crimson, mustard, and navy blue. Play "Simon Says." Simon says "Make curvy organic movements to music;" when music stops, stand stiff and straight.

Small Group Activities

Language and Literacy

- Explain that "organic" is a word that is used to describe things that have curves.
- Create cards that have organic shapes like those in the artwork. Pass out cards (some with organic shapes, some crimson, mustard, and navy blue). Play a matching symbols game.
- Have children use same cards to find similar colors and shapes that are on the TMA poster of the work of art.

Math and Science

- Play Shape Bingo using geometric and organic shapes.
- Drop colored oil into water to observe organic shapes developing on an overhead projector.
- Mix paint colors to arrive at ones that match the color samples of crimson, mustard, and navy blue.
- Graph who likes which color best; which art activity; organic or straight lines.

Classroom Extensions (continued)

(Small Group Activities)

Sensory Activities

- Explore tiles that are hard and cold.
- Trace organic shapes in the air using an isolated finger or scarves/ribbons. Emphasize the figure eight to cross midline.
- Rotate individual tubs or fill classroom sensory table with cotton balls, packing noodles, and wooden cubes to explore different textures.

Art Exploration

- Have children make their own mural with cut or torn pieces of construction paper.
- With sponges, paint using different shapes that have organic and straight lines like those that resemble those found on artwork.
- Paint at the easel with crimson, navy blue, and mustard paint. Introduce primary and secondary colors.
- Working on the light table and using organic transparent colored cellophane shapes, have students make different mosaic pictures inside wooden frames. Introduce primary and secondary colors by overlapping shapes to create secondary colors.
- Have children lay on their backs to draw on paper that is taped under a table to demonstrate different ways to paint, referenced in the book *Henri's Scissors* by Jeanette Winter
- Using ceramic tiles, have children paint on and combine each individual tile together to create a classroom mural.

Social Emotional

- Encourage children to work cooperatively to create a group mural on bulletin board paper.
- Discuss feelings around being sick in bed (referencing the book *Henri's Scissors* by Jeanette Winter) and what kinds of activities might cheer you up and make you feel better.

Technology

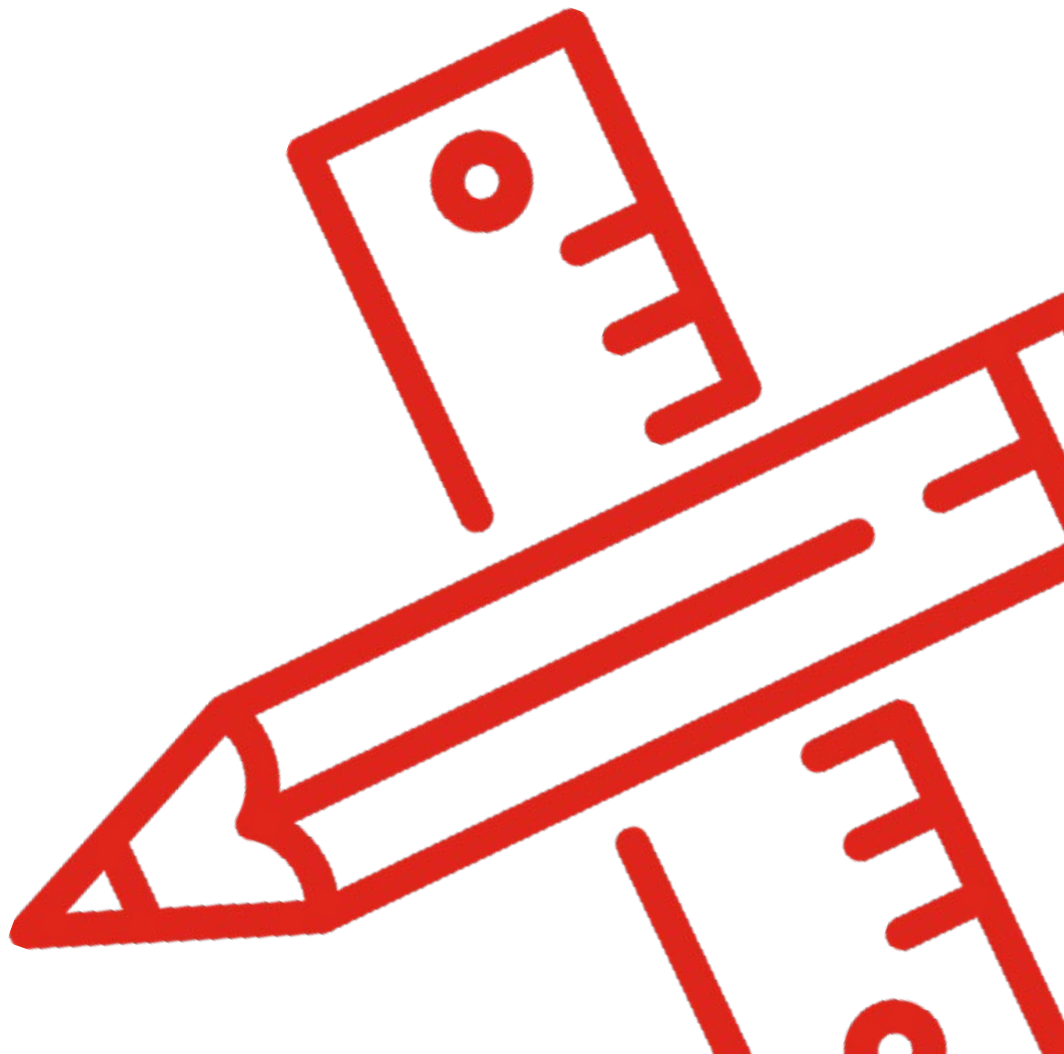
- Look up different works by the artist (Matisse) and look at images of different mosaics and murals on the computer.

Outdoor Experiences

- Take a walk outside to look for shapes in nature. Compare the outside shapes to the shapes found in the school environment that could be described as organic vs. geometric shapes (i.e., leaves, clouds, tiles on the floor, posters on the wall, etc.).

Family Extensions

- Encourage families to look for murals that are painted by artists throughout Toledo. Ask children to come back and talk about their discoveries in the community.





ADDITIONAL RESOURCES

- Journal of Museum Education, 2018
Vol. 43, No. 2, 148–158
- Visual Literacy and Its Impact on Pre-literacy Development

<https://doi.org/10.1080/10598650.2018.1426332>

This paper details a research study, conducted by the Toledo Museum of Art (TMA) and Toledo Public Schools (TPS), outlining the impact of visual literacy interventions on pre-literacy development. Because TPS K-3 students regularly fail the state report card in literacy, the two groups co-developed a curriculum that enhanced tier two vocabulary acquisition for preschool



GLOSSARY

Organic

Shapes that are irregular or asymmetrical in appearance and tend to have a curvy flow to them

Tile

A thin object usually square or rectangular in shape that is a manufactured piece of hard-wearing material such as ceramic, stone, metal, or baked clay

Crimson

A strong, red color

Mustard

A shade of yellow, similar to the color of the condiment

Navy

A very dark shade of the color blue.

Mural

A large piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces

Massive

Exceptionally large

Museum Hours of Operation

Tuesday and Wednesday

10 a.m.–4 p.m.

Thursday and Friday

10 a.m.–9 p.m.

Saturday

10 a.m.–5 p.m.

Sunday

Noon.–5 p.m.

Closed Mondays, Independence Day, Thanksgiving Day, and Christmas Day

Admission

Admission to the Museum is always free. Special exhibitions or events may require purchased tickets. Members are admitted free to all exhibitions and receive free admission and discounts for special programs, events, and Museum Store purchases.

Location

The Museum is just west of Toledo's downtown business district, directly off Interstate 75, at 2445 Monroe Street at Scottwood Avenue.

 **419.255.8000**

 **toledomuseum.org**

Our Mission

We believe in the power of art to ignite the imagination, stimulate thought, and provide enjoyment. Through our collection and programs, we strive to integrate art into the lives of people.



More teacher resources from the Toledo Museum of Art are available online at **toledomuseum.org**