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# The Carnival

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## Overview

Students will be introduced to the abstract artist Joan Miro. Students will identify colors and shapes used in Miro's work, Harlequin's Carnival. Individually, students will create their own unique characters to be combined to create a new version of Miro's famous artwork.

## Objectives

- Students will recall and identify the names of shapes and colors in a famous artwork.
- Students will understand the meaning of the words **harlequin** and **carnival**.
- Students will evaluate the title of a famous artwork based on the imagery and their understanding of new vocabulary.
- Students will apply understanding of basic shapes to create characters for a collaborative piece of art.

## Big Ideas/Enduring Understandings

- Figures can be divided into simple shapes
- Primary colors are red, yellow and blue
- Abstract art can show representations of our world
- Art can be made collaboratively

## NJ Core Content Curriculum Standards

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4 Explore the use of a wide array of [art mediums](#) and select tools that are appropriate to the production of works of art in a variety of [art media](#).
- 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

Art

Grade 2 / MD 6<sup>th</sup> Grade

Lora Marie Durr

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## Materials

- Laptop/computer/flash drive
- LCD Projector & Screen
- Poster – Joan Miro, Harlequin's Carnival
- Backdrop for student work (Craft paper, white tempera paint, blue, red, black construction paper, glue)
- Glue
- Scissors
- 12x18" Red, Yellow, Blue, Black & White Tru-Ray Construction Paper (Pre-cut into 4x4" and 2x2" squares and a variety of different sized circles)

## Other Resources



PowerPoint Presentation

Mink, J. (1993). *Miro*. Germany: Benedikt TaschenVerlag GmbH.

## Activities

1. Welcome students into the class. Introduce myself to the class.
2. Ask students: *Does anyone know the difference between **Realistic Art** and **Abstract Art**?* Take all answers.
3. Begin presentation with discussion of realistic rooster image and Miro's abstract rooster image. Ask students to describe what is different about the abstract image. Take all answers.
4. Begin presentation on Miro: *Joan Miro was an abstract artist from Spain who was born 121 years ago. His work is abstract because he makes his images simple by using shapes and only a few colors.*
5. Ask students: *Can anyone tell me what the **primary colors** are?* Take all answers. *These colors are some of Miro's favorite colors to use in his artwork.*
6. Continue to next slides, asking students to identify a series of basic shapes.
7. Prepare students to view the artwork, Harlequin's Carnival by Joan Miro. *This painting by Miro is named Harlequin's Carnival. Have you ever heard either of those words before?* Take all answers. Explain: *A **harlequin** is a funny character in old stories who wears masks and brightly colored clothes. A **carnival** is an event where people gather to celebrate.* Show slide of painting. *Where do you see harlequins characters in this painting?* Take all answers.
8. Ask students to identify colors and shapes in the image by coming to the board: *Can you find the **primary colors** in the painting? Can you find a circle/square/triangle in the painting?*
9. Begin artmaking activity: *Today, we are going to make our own version of Miro's famous painting. Each of you is going to create a character using the primary colors and simple shapes that we will combine to make a big piece of art. Let me show you!* Show example of harlequin made using simple shapes and primary colors. Demonstrate cutting of shapes and gluing of pieces to create harlequin character.
10. Distribute paper, glue and scissors to students. Allow a student to assist if room set up allows.
11. Monitor and assist students as needed. Encourage students to use several colors and shapes in their characters. Give students regular updates on how much time remains for artmaking.
12. When 15 minutes remain in class session, ask students to finalize their harlequins and begin cleaning up. If there is a small trash can in the room, have one student circulate to push all scraps into the trash. One student from each table can return glue to the appropriate location. The teacher will collect scissors.
13. Once the materials are cleaned up, bring students to the hall with their harlequins and allow each student to put his or her figure onto the backdrop using pre-rolled pieces of tape.
14. Close lesson by asking students to recall the primary colors and to explain why they think Miro named his painting Harlequin's Carnival.

## Adaptations

Glue sticks and adaptive scissors will be provided for students who have

difficulty with fine motor skills.

Pre-cut shapes can be provided to students who require more assistance with creating shapes for characters.

Terms will be provided in both written and spoken format to address the needs of students with processing differences.

A list of tasks will be written on the board for students with ADHD to assist with focusing on and completing tasks.

Early finishers will be given the opportunity to make an additional character or shape for the final collaborative artwork.

## Evaluation

	Advanced	Proficient	Needs Improvement
Use of shapes to create a harlequin figure	Student creates and combines several unique shapes to create a harlequin figure	Student combines the basic shapes to create a harlequin character	Student does not combine shapes to create a harlequin character
Use of primary colors	Student uses all colors provided in a visually pleasing way to create a harlequin character	Student makes use of primary colors to create a harlequin character	Student only uses one of the colors provided to create a harlequin character
Craftsmanship and work ethic	Student uses scissors and glue effectively and neatly and works throughout the time provided to create a harlequin character	Student uses scissors and glue effectively and uses the time provided to create a harlequin character	Student requires assistance with the use of scissors and glue and could use the time provided more effectively to create a harlequin character



Teacher prepared backdrop



2<sup>nd</sup> Grade Results – one day lesson



6<sup>th</sup> Grade MD Results – two day lesson