

3rd Grade - Chagall

Materials needed:

White construction paper (1 sheet for each student)

Chalk pastels (in art closet to be shared by students), or colored pencils/crayons, or watercolor paints

LESSON

Introduction

Background of Marc Chagall

Life

Born to a poor Jewish family in Vitbsk, Russia, which was a lively city with a seaport and churches with stained glass windows. His father was a packer for a fish seller. He was the eldest of 9 children.

Jewish communities in Russia were very isolated when he was growing up. May found their religion helped them endure, be joyful and believe that miracles could happen everyday.

He began the serious study of art at the age of 19 and started taking lessons in ST. Petersburg. He moved to Paris at the age of 23. There he became famous for floating images and combing real life and dreams. He had animals, village people, houses all floating about. He was a Surrealist. He drew images from dreams rather than reality. He did not plan his paintings. He didn't think that artists should obey strict rules when painting. When he moved to Paris he started using more colors in his work.

He had a huge body of work- oil paintings, stained glass, mosaics, lobby and ceiling murals, opera and ballet sets and even costumes.

One of his famous pieces was "I and the Village". He painted an old Russian village with its tiny square houses and fat-domed churches all surrounded by snow. This was a tribute to his hometown village of Vitbsk in Russia where he grew up.

He returned to Russia just before WWI. He moved his family back to Paris in 1923 to avoid communism. During WWII, he lived in the US for a short time. Then he spent the rest of his life in France, living and working until he was 97.

In the 1960s and 1970s, Chagall engaged in a series of large - scale projects involving public spaces and important civic and religious buildings.

Local Displays

The "America Windows" stained glass window at the Art Institute

The huge "Four Seasons" tile mosaic in the plaza of the Chase Bank

PROJECT

Have the students write their name on the back of the paper.

Use a plain white construction paper. Model this process step by step. Have the students make a curved horizon line near the bottom third of the paper. The top right or left is a good place for a sun. It should only be half of the page with a face included.

The students then turn the paper upside down, and draw another large element in the space across from the sun.

Continue to fill the paper with images. When the paper is filled, have them trace all lines heavily. Shapes can then be painted with watercolors or colored in with crayon or colored pencils.

Wrap-up

If watercolors were used find spots to dry and students can bring home the following day.