



ARTIST

Henri Rousseau (ahn-REE roo-SO)

(1844-1910)

French

ART ELEMENTS

Shape, value

MEDIA

Watercolor crayons

VISUALS

Print: *Surprised! Storm in the Jungle*

LEVEL

Kindergarten

EMPHASIS

Overlapping composition with shape and color

VOCABULARY

Shape, value, detail, foreground, background

SUGGESTED MUSIC

Music from the late 1800s or jungle music

MATERIALS FOR INSTRUCTOR AND STUDENTS

Classroom Folder: One 9" x 12" yellow construction paper

Paper towel

Artist profile slip

Instructor Tote: Watercolor crayons

Watercolor paintbrushes (round)

Water cups

Black crayons

Pitcher (for instructor/volunteer)

Student supplies: Completed Rousseau Learning Page

Scissors, glue, pencil

Blue or green crayon

PREPARATION

Display the Rousseau print in the front of the room. Tape the 9" x 12" yellow paper horizontally to the board. Have crayons, watercolor crayons, filled water cup, and watercolor paintbrush close by.

SET-UP [5 minutes]

Appoint the following number of students to distribute the materials:

SUPPLIES [4] Watercolor crayons, paintbrushes, black crayons, water cups

PAPER [3] Yellow 9" x 12" paper, paper towel, artist profile slip

ORIENTATION [3 minutes]

Our master artist Rousseau lived in what country? (FRANCE) Remember the walk through the jungle during the assembly? We will continue that walk today. Let's think about shapes and color values that we might see in Rousseau's jungle. Did Henri Rousseau always paint realistically? (NO) What else did he use to inspire his art? (DREAMS, MAGAZINES, BOOKS) Let's use our imagination to create a jungle composition.

Working With: ROUSSEAU'S SHAPES - Kindergarten Level

DEMONSTRATION AND ACTIVITY

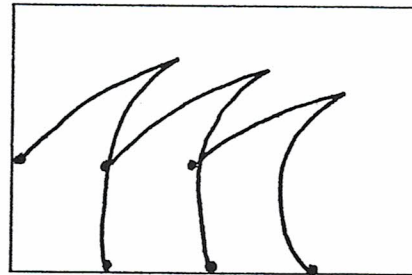
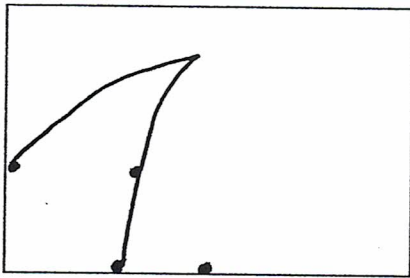
Have the students repeat each step immediately with their materials:

ORGANIZE YOUR WORK AREA [3 minutes]

1. Put your paper towel, paintbrush, water cup, and watercolor crayons in a corner of your desk.
2. Place your yellow paper horizontally on your desk.
3. Take your completed Learning Page out of your desk.
4. Put pencil, scissors, glue, black crayon, and artist profile slip to the other corner of your desk.

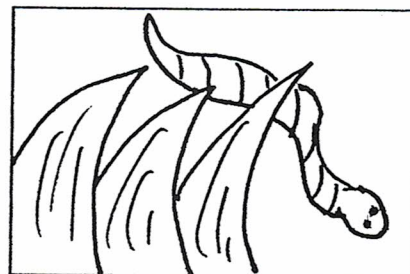
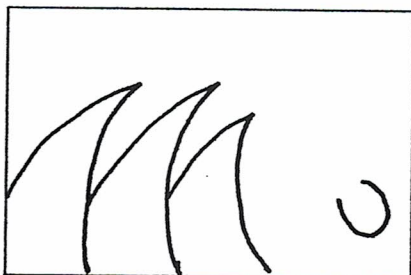
DRAWING THE GRASS [7 minutes]

1. Use the **black crayon** or your own **blue or green crayon** and heavy pressure to draw three large blades of grass. Start by measuring three fingers up on one side of the paper and drawing a dot.
2. Measure from the same corner, along the bottom two to three fingers wide and draw a dot.
3. Draw from the side dot up about two-thirds to three-quarters of the way up the page using a curved line, and draw back down to the bottom dot, creating a pointed "shark's tooth" shape.
4. On the right edge of the first blade of grass measure three fingers up again and draw a dot. Repeat the process to draw two more blades of grass. Draw them large to cover at least half the paper. Use heavy pressure with your crayon.



DRAWING THE SNAKE [12 minutes]

1. Using the **black crayon**, draw the oval shape of the snake's head near the bottom corner, away from the grass. The snake's head should be about three fingers wide.
2. Draw the snake's body using two slow, curvy lines. Both the bottom and top curves should be the same, like curved railroad tracks. Use heavy pressure, with the crayon, as this will create a dam for the water color to stay in the lines.
3. Use the black crayon to draw two eyes and a smile! Draw the patterns on the snake's body.



Working With: ROUSSEAU'S SHAPES - Kindergarten Level

COLORING THE COMPOSITION [12 minutes]

1. Using all colors of **watercolor crayons**, except black, have the students color the grass. Draw the watercolor crayon strokes in the direction of the growth of the grass. Blend several shades of colors for each blade of grass.
2. Color the snake with watercolor crayons.
3. When finished coloring, put the watercolor crayons away. Collect the watercolor crayons at this time.

MOUNTING THE ARTIST PROFILE SLIP [2 minutes]

(Provided profile slips for each artist give a brief description of the artist, the technique, and the media used in the art activity. They should be mounted on the back of each art project.)

1. Write your name on the front of the artist profile slip.
2. Using glue, mount the profile slip on the back of your artwork.

Encourage students to discuss their artwork at home using this artist slip of information.

PAINTING THE JUNGLE [6 minutes]

Dip the paintbrush in the water (remove excess drips) and carefully paint over the colored areas, staying within the crayon lines. Paint one area at a time. Have the students begin with the lightest colors first, as the water will become dirty as more colors are painted.

CONCLUSION

Rousseau would be so pleased with your jungle scenes. He would love to go walking through this lush jungle and see the beautiful, slithery snakes!

CLEAN UP [5 minutes]

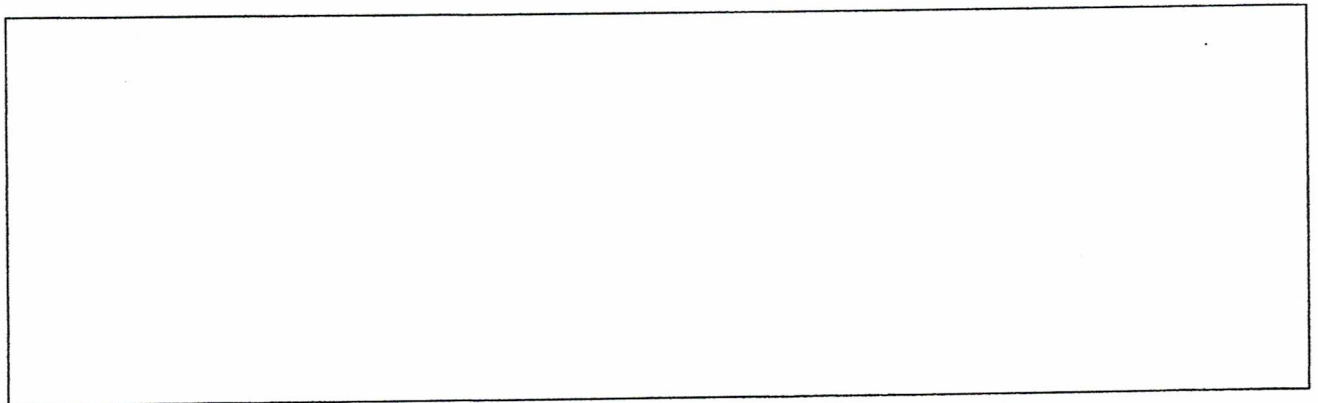
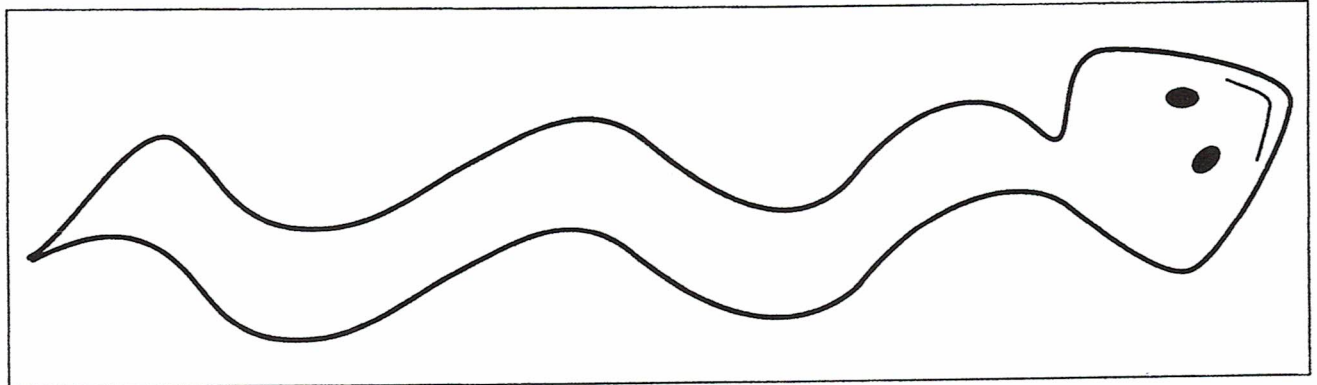
Appoint the following number of helpers (who have finished) to collect:

SUPPLIES [3] Paintbrushes, black crayons, water cups

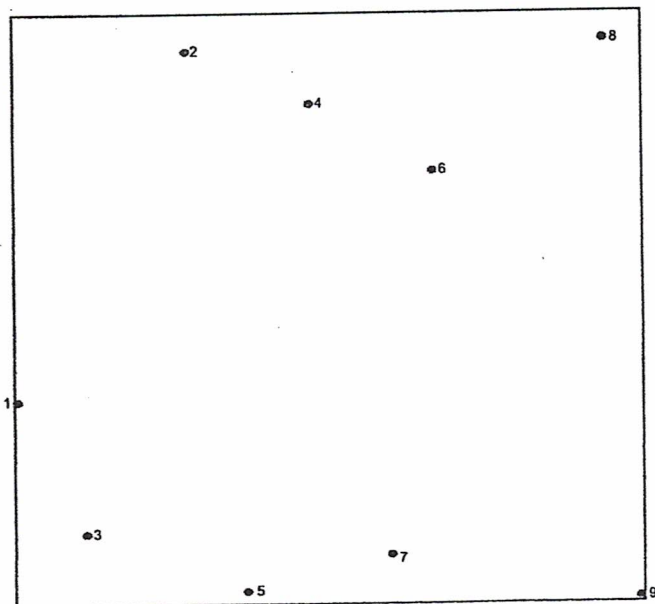
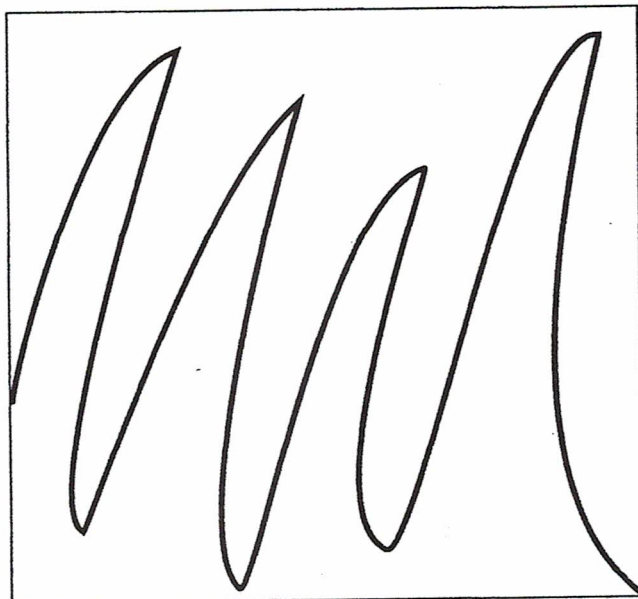
TRASH [1] Paper towels, scraps

Learning From: Rousseau's Shapes

Henri Rousseau loved to paint jungle animals.
Look at the picture of the snake and draw your own snake below.
Make the snake curvy and big.
Your curved lines should follow each other like curved railroad tracks.



Look at the big blades of grass. Use long, curved lines to connect the dots that will make your grass.



INTRODUCING HENRI ROUSSEAU
French 1844-1910 (ahn-REE roo-SO)
KINDERGARTEN LEVEL



VISUAL AIDS: *Surprised! Storm in the Jungle* Print
(Only display during designated point in motivation.)

VOCABULARY: Shape, overlapping

ART ELEMENT: Shape

MOTIVATION (3 minutes)

Would you like to take a walk through a jungle today? It will be exciting! Let's get ready for our trip. We'll put on our safari hats (PANTOMIME) and our hiking boots, and we better not forget our cameras! What animals might we find in the jungle? (TAKE SEVERAL RESPONSES).

Let's see if you guessed which animal our artist put into his painting of the jungle. The painting is called, *Surprised! Storm in the Jungle*. You might be really surprised! (DISPLAY PRINT) What animal do you see? (TIGER) Raise your hand if you would be afraid if you were really there. Not only would we be afraid, but the tiger is afraid too. Look closely and point to the lightning that is scaring him with loud cracking sounds. If it looks like the wind is blowing hard, you blow hard too! Yes, it's a very big storm in the jungle.

DEVELOPMENT (4 minutes)

It might look like our artist, Henri Rousseau, lived very near a jungle, so he could paint it to look so real. But he never saw a jungle at all. He lived in a big city, far, far from any jungle. Actually, Henri never saw a real tiger! He had a beautiful animal book that he studied. In that book were tigers and many other animals.

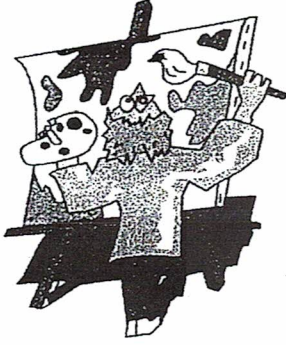
You are good at finding things, like you spotted the lightning. Let's now look for shapes. Point to a rounded, curved shape (DEMONSTRATE WITH HAND) (TIGER'S BACK, HEAD, LEAVES) Very good! Are there many curved shapes in this painting? (YES) Now point to a wavy shape (DEMONSTRATE) (TREE LIMBS, GRASS).

Point to where the tiger is behind the tall plants. The plants are overlapping the tiger. Let's see you overlap your hands (DEMONSTRATE). Now overlap your fingers. Good! Rousseau used a lot of overlapping in this painting. It makes it look crowded and noisy, and frightening!

CONCLUSION (2 minutes)

As we leave the jungle, we have to get ready to be artists, like Henri Rousseau. Let's take off our hats and boots (PANTOMIME). Let's pick up our paintbrushes. And of course we need very good imaginations, like Rousseau!

What animal will we paint? Here's your clue: it has a wavy shape and lives in the jungle.



MEET THE MASTERS[®]

VOLUNTEER INSTRUCTIONS

Henri Rousseau (roo-so) Kindergarten Level

1. Students will draw jungle foliage and a snake and color it with watercolor crayons:
2. Students will need the following supplies:
Classroom Folder: One 9" x 12" yellow construction paper
Paper towel
Artist profile slip
Instructor Tote: Watercolor crayons
Watercolor paintbrushes (round)
Water cups
Black crayons
Water pitcher (for instructor/volunteer)
Student supplies: Completed Rousseau Learning Page
Blue or green crayon
3. Students will use the **black crayon** or their own **blue or green crayon** to draw pointed grass shapes. Encourage them to make the grass blades large.
4. Using the **black crayon**, the students will draw a snake.
5. **Collect black crayon** and return to instructor tote before passing out **watercolor crayons**.
6. Separate out black watercolor crayons from sets before distributing. Students will use the **watercolor crayons** to color the grass and snake. Help them remember how many different colors there are in the grass.
7. Have the students prepare the artist profile slip and glue it to the back of the picture.
8. **Collect the watercolor crayons** and return to instructor tote before passing out **water cups**.
9. Help students tap off excess water on their paintbrushes before they begin to paint. The students will "paint" the grass shapes first, **starting with the lightest colors**. They will stay within the crayon lines. Paint the snake last.
10. Thank you for volunteering today. This program is successful because of you!