

**Jessica Jones**  
**Edgewood Grade School Madison, WI**  
**Unit Plan**

**Subject:** *Introduction to German Expressionism*  
*Color Theory*  
*Artist Focus: Franz Marc (1880-1916)*

**Grade Level:** Fourth Grade

**WI Model A/D Standards Addressed:**

**A.4.4:** The student will learn about styles of art from various times

**B.4.2:** The student will recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist

**C.4.10:** Develop personal responsibility for their learning and creative processes

**H. 4. 3:** Show differences among colors, shapes, textures, and other qualities of objects in their artwork

**I.4.1:** Use art to understand how they feel

**I.4.6:** Realize that creating or looking at art can bring out different feelings

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**Focus:**

The Expressionist movement pushed artistic expression to new emotional and representational depths with the focus upon feeling of the artist and the content of the piece. Expressionism defines itself by placing emphasis on sensation and ideas rather than on appearance. Students will learn briefly about the concepts of the Expressionist movement along with utilizing color as a form of expression. Focusing on the artist Franz Marc, students will be able to identify important characteristics by creating a final painting using the style of Franz Marc, the Expressionist movement and the power of color.

**Objectives of Unit:**

Students will:

1. Learn about expression through acting out emotion and feeling.
2. Study the life and works of the German Expressionist movement, specifically Franz Marc.
3. Identify and discuss the symbolism and ideology of Expressionism.
4. Learn the basic concept of color theory and combination and use it within their artwork.
5. To encourage students to think creatively and expressively by using own emotions and feelings within the project.
6. To create an image of an animal utilizing the expressionist technique and style.

**Resources:**

- Color wheel, examples of color mixing and combinations
- *Drawing in Color* by Kathryn Temple
- Colorful representations of German Expressionist art of the “Blaue Reiter” (Blue Rider) period.
- Representation of Franz Marc’s Animals
- Collection of images of various animals and or other materials students can choose to use as a reference for art project and discussion.
- *Blaue Reiter Almanac* by Wassily Kandinsky

**Materials:**

Paper: 12x18in 80lb weight for all four activities  
HB Pencils  
Crayons  
Image of student’s choice  
Paint: Acrylic with Matte Medium (availability of many colors)  
Brushes  
Palettes  
Water cups  
Paper towel

**Vocabulary:**

- **Expressionism:** It is employed with reference to two German movements of the early 20<sup>th</sup> century, *Die Brucke* and *Der Blaue Reiter*, both of which utilized heightened, non-naturalistic color and striking forms to key up the emotional content of their work. It is a heightened sense of subjectivity and emotion.
- **Hue:** Name of a color
- **Value:** Refers to the relative lightness or darkness of a color

- **Primary Colors:** Red, Yellow and Blue
- **Secondary Colors:** Green, Orange and Violet
- **Tertiary Colors:** (These colors complete the color wheel) Yellow-Orange, Red-Orange, Red-Violet, Blue Violet, Green-Blue, Yellow-Green
- **Complimentary Colors:** Opposite colors on the color wheel. Red/Green; Orange/Blue; Yellow/Violet; Blue-green; red-orange
- **Color Harmony:** Use of compatible colors to help unify a composition
- **Color Interaction:** The way colors within a composition influence one another
- **Tint:** When you add white to a pigment
- **Shade:** When you add black to a pigment
- **Temperature:** Refers to the heat a color generates, both physically and psychologically.
- **Emotion:** An emotion is a mental and physiological state associated with a wide variety of feelings, thoughts, and behavior. Emotions are subjective experiences, or experienced from an individual point of view. Emotion is often associated with mood, temperament, personality, and disposition

### **Preparation:**

1. Display board on Franz Marc, 2 color display boards, power point presentation
2. Basic Color wheel, examples of color interaction and color harmony to help explain terms (created by instructor)
3. Blank color wheel for students, examples of color wheel activity, color interaction activity, and final painting project
4. Photocopies of various types of animals for students to use as reference
5. Materials out on table ready for activity demonstration of technique and exercise

### **Procedure: (Days will vary)**

#### ***Class Session 1:***

Prep for introductory class:

**Materials:** Blank color wheels, crayons of specific colors- primary and secondary colors, pencils

1. Introduction to entire unit: This will be a brief explanation since the following class will be more in depth. The use of a power point presentation will introduce the unit and the day's lesson. More information regarding specific information will be reintroduced and expanded during the following class. The presentation will introduce the concepts of hue, value, primary, secondary, tertiary, warm and cool colors and how they all fit together on the color wheel.
2.
  - A. Introduction to Expressionism/German Expressionism
  - B. The Blue Rider
  - C. Franz Marc
  - D. Importance of color to Expressionism
  - E. Introduction to Color Theory Incorporate the artist with the importance of color theory by a brief activity. Students must learn how colors interact and can be used together to generate feeling and emotion within their artwork.

**ACTIVITY:** Students will create their own color wheel using crayons. This will help them as a resource for future activities and the final unit project. Students will gain the knowledge of primary, secondary and tertiary colors.



3. Students will be introduced to a specific period in art history that utilized the full potential of color interaction and harmony in the Expressionist movement.
4. Display examples of Blue Rider Artists and discuss their significance to Expressionist movement.

**Questions:** What do you see in the paintings? Can you identify primary, secondary and tertiary colors- Where are they? How does the paintings make you feel? What are the moods of the paintings?

5. Discuss the plans for the rest of the unit to students so they are prepared for the following class. Review some of the vocabulary introduced in class.

### ***Class Session 2:***

#### ***Color mixing with paint***

Prep for class:

**Materials:** Paints, palettes, brushes, water cups, paper, scrap paper to experiment colors, pencils, rulers and examples of Franz Marc paintings (PowerPoint and book images)

1. Review previous class lesson. Go over color theory using the student color wheels and display boards.
2. Reintroduce Franz Marc and his work as an Expressionist artist and display images of his work.
3. Display Board- Discuss his life, paintings, and his significance to Expressionist movement.

**ACTIVITY:** (Divided in two parts to manage class.) This activity will help in they study of color mixing and composition of color. It is also about brush stroke and study of expressionist style. Have fun with this!

#### ***Divide paper into 8 squares.***

1. Primary colors
2. Secondary colors
3. Tertiary colors (minimum of 2)
4. Complimentary colors
5. Warm colors
6. Cools colors
7. Introduction to tint
8. Introduction to shade

**(Additional Sheet:** Experiment color combination for use of final piece.)

4. When students have completed their eight squares of exercises they will clean up their workstation.
5. Once they have properly cleaned they may go over to images and decide which animal they would like to represent in their final project. If they would like to bring in a different picture they are more than willing to do so. On a sheet of paper, students will decide the animal and color combinations they would like to use. It will be placed in their portfolio for next class.

**Questions:** Who was Franz Marc? What is Expressionism? Why did he paint mainly animals? Can you identify the color combinations in your exercise? How do colors help influence a mood? What colors might you use in your final piece and why?

### ***Class Session 3:***

#### ***Initial work on Final Painting***

**Materials:** paints, brushes, palettes, water cups, paper, pencils, rulers

1. Begin discussion by reviewing briefly what students learned from previous activity. Put every students exercise on same table to do an observation of whole class.
2. If students did not decide what animal they will paint from the previous class, they must have one chosen for the present activity.

**ACTIVITY:** Demonstration of sketching image onto paper. Students will sketch out image with pencil. Students will need to discuss their ideas for their final piece with the teacher. This includes color combinations and animal they will choose.

3. The following part of the demonstration will be when students have completed their sketched work and decided on their color choices. The teacher will demonstrate how to paint the image and discuss what students observe in the finished examples.
4. The focus of this painting is not on realism but rather the concepts of expressionism. Be open to student expression and let them have fun!
5. Clean up

**Questions:** Which animals portray certain types of emotions and or moods? What color combination will give you a warm feeling? Cool feeling? Which works better for the artwork, a limited or a wide range of hues?

## **Class Session 4:**

### **Final painting**

**Materials:** paints, brushes, palettes, water cups, paper, pencils, rulers

1. Students will use this time to work on final project.
2. They should have the knowledge needed to be able to identify what is expected in their painting.
3. The objective of today's lesson is to be able to allow students to learn expression through the experience of painting.
4. When students complete their paintings they will be placed on drying rack and students will clean their area.
5. There will be an evaluation sheet that students can fill out in regards to assessing student learning.  
(RUBRIC/REVIEW)

### **Assessment:**

- Students will be able to identify artwork by Franz Marc.
- Students will understand why he is so significant to the Expressionist movement.
- Ask students to discuss their understanding of the concept within their artistic expression by identifying emotion and or feeling within the piece.
- The representation of the Expressionist movement is not about realism but rather based upon feeling and aesthetic qualities.
- Understanding of basic color mixing and color variation.

### **Background for Teachers:**

Color theory and color mixing is important to understand and be able to demonstrate to students. Additional knowledge of the genre of expressionism is also needed. Students should be aware of how the expressionism movement evolved and why the "Blaue Reiter" (Blue Rider) artists are so important. Teacher's background study should be a brief art historical understanding of the time period along with how to project the importance of emotion within art. A teacher should also be aware that this is a project to help students understand art through experience.

### **Rubric For Grading Students:**

Please see attached Rubric

### **Selected References:**

- ◆ Kandinsky, Wassily and Franz Marc. ed. *The Blaue Reiter Almanac*. New York: Viking Press, 1974. Original published date is 1912.
- ◆ Holme, Merylyn and Bridget McKenzie. *Artists in Profile: Expressionists*. Chicago: Heinemann Library, 2003.
- ◆ Raimondo, Joyce. *Art Explorers: Express Yourself! Activities and Adventures in Expressionism*. New York: Watson-Guptill Publications, 2005.
- ◆ Kutschbach, Doris. *The Blue Rider*. New York: Prestel, 1996.
- ◆ <http://www.ibiblio.org/wm/paint/auth/marc>
- ◆ [http://www.artelino.com/articles/franz\\_marc.asp](http://www.artelino.com/articles/franz_marc.asp)
- ◆ Hurwitz, Al and Michael Day. ed. *7. Children and Their Art: Methods for the Elementary School*. Thomson Wadsworth, 2001.