

A Sunday Afternoon on La Grande Jatte by George Seurat :60 Lesson Plan

- I. Ask who in the class believes that they are an artist. (5 min)
 - a. Tell the class that each and every one of them is an artist.
- II. Read The Dot by Peter Reynold's. (10 min)
- III. Art Project #1 (15 min)
 - a. Have the students return to their seats.
 - b. Start "Sunny Day" background music
 - c. For grade K-2, distribute black "dot" stencil folders, paper, paints and brushes. For grades 3-5, just distribute paper, paint and brushes.
 - d. Use egg cartons for paint. Have students share with neighbor.
 - e. Allow students to paint there own dot.
 - f. Have K-2 students carefully remove their dot from the black folder.
 - g. Have each child "sign it"
 - h. Stop music
- IV. Introduce Masterpiece of the Month: A Sunday Afternoon on La Grande Jatte by George Seurat (5 min).
 - a. Transition into Masterpiece of the Month via "dots". Note: you may want to have children return to "rug." Your call.
 - b. Write key info on the board
 - c. Have children repeat "Seurat" like "Hoorah!"
 - d. See if anyone recognizes this piece from a reproduction hanging on the wall at Lyon/PR School or from the Art Institute of Chicago.
 - e. Review elements and principle of art including lines, shapes, color, texture, space, form, balance, pattern, movement, contrast, emphasis, rhythm and unity.
 - f. Introduce key art concept of how art can be used to tell as story or capture everyday life.

- V. **Read (selected pages only) from Seurat and La Grande Jatte, Connecting the Dots by Burleigh (15 min)**
- a. Demonstrate how large this piece is by pointing out the size on a wall in the classroom.
 - b. Explore painting in depth by playing "I Spy" activity on pg 7.
 - c. Be sure to highlight pages that explain Pointillism (refer also to selected pages in Getting to Know the World's Greatest Artists.)

VI. **Art Project #2 (15 min)**

- a. Have the students return to their seats.
- b. Start music
- c. Distribute paper and dot markers (one box per table) for K-2; distribute paper and Q-tips for grades 3-5.
- d. Have students create their own masterpiece using pointillism.
 - i. **Important to use dots to cover ever inch of space on their paper.**
- e. As students are working, reinforce art concepts
- f. Staple art label to artwork and have children sign.

VII. **Wrap up exercise**

- a. Who can tell me the name of the Master piece of the Month?
- b. Who can tell me the name of the artist?
- c. Who can tell me one nifty fact about the Masterpiece or the Master?

VIII. **Put leave behind materials in mailboxes**

- a. Letter home