



# JOURNEY IN... YEAR TWO COMMUNITY ART

## This lesson's Big Ideas:

- An important unit in human community is the family.
- Unitarian Universalism celebrates and affirms many different types of families.
- Love is what bonds a group of people together as a family.

## Lesson Materials

- One teacher ready to share their screen with this document open, the last four pages (color images of human figures from Klee and Matisse)
- One teacher ready to share their screen with two YouTube videos (about Klee and Matisse) cued up after the openings of the videos.

## TEACHER REFLECTION AND PREPARATION

🕒 Ahead of time

A child and parent were walking along a road when they came across a large stone. The child said to the parent, "Do you think if I use all my strength, I can move this rock?" The parent answered, "If you use all your strength, I am sure you can do it." The child began to push the rock with every ounce of energy available. The child pushed and pushed, but the rock did not move. Discouraged, the little one said to the parent, "You were wrong. I can't do it." The parent placed an arm around the child's shoulder and said, "No, love. You didn't use all your strength – you didn't ask me to help."

- adapted from D. Wolpe's

*Teaching Your Children About God*

The family. We were a strange little band of characters trudging through life sharing diseases and toothpaste, coveting one another's desserts, hiding shampoo, borrowing money, locking each other out of our rooms, inflicting pain and kissing to heal it in the same instant, loving, laughing, defending, and trying to figure out the common thread that bound us all together.

-Erma Bombeck

You don't choose your family. They are God's gift to you, as you are to them.

-Desmond Tutu

Family life is full of major and minor crises ~ the ups and downs of health, success and failure in career, marriage, and divorce ~ and all kinds of characters. It is tied to places and events and histories. With all of these felt details, life etches itself into memory and personality. It's difficult to imagine anything more nourishing to the soul.

- Thomas Moore

## **BEFORE CLASS BEGINS**

As children come into the Zoom group, ask them if they have the art supplies ready for today's class. Parents were asked to set up the kids with paper, pencil, ruler, and something to color with (markers, crayons, or colored pencils). If the kids don't have them, ask them if they can get them now.

## **CHECK-IN**

🕒 5-10 minutes

Allow one of the teachers to lead the group in a name game, an icebreaker, a get-to-know-you questions, or a simple 'How are things?' moment. Spend more time if the group seems eager to connect with each other. Light the chalice and say:

"We light this chalice as a symbol of our faith, the light of truth, and the warmth of love."

## **COVENANT**

🕒 3 minutes

Review the discussion of how the group wants to be together. Update the notes, if necessary. Save the covenant for future classes.

- Share this document on your screen, if you can.

## **GATHERING AND FOCUSING**

🕒 5 minutes

Share some time talking about family portraits

- Has your family had a picture taken together recently? When was the last time you all sat for a family portrait? What did you wear? What was the background? Has your family changed much since then?

## **PRIMARY ACTIVITY ONE MODERN ART FAMILY PORTRAITS**

🕒 30 minutes

Show the class some work by Klee and Matisse. One teacher will need to share their screen with the class. You can choose to simply display the images of four art pieces at the end of this document (two by Matisse on pp. 4-5 and two by Klee on pp. 6-7, each on a separate page to easily show only one at a time) or you can show the class two short videos (totaling less than 3 minutes):

- [This video](#) is a brief introduction to the life and work of Henri Matisse. Begin 9 seconds in and stop at 1:22. The rest of the video is an exercise in paper collage.
- [This video](#) is a brief introduction to the life and work of Paul Klee. Begin 15 seconds in and stop at 1:36. Klee's name is mispronounced in the video; please let them know that it's pronounced "clay."

Wondering questions:

- Look at these artists' drawings and paintings of people. Are they realistic? Describe the figures a little...
- I wonder if you have seen work by these artists before? What makes their art unique?
- What's the hardest part about drawing people?
- I wonder if we can create a drawing or painting of someone without making it look exactly like them?

- **Inspiration from Matisse:**

- In Matisse's work, are the colors the real colors of things in the world? Of people? Why?
- Look at the people. Do they have faces? Fingers and toes? Why?
- How do you think Matisse made this picture?

Talk about what kids can focus on if they want to create a family portrait in this style. Simplify the idea of a person into their geometric size and shape. Think of something that makes that person unique. Choose colors that fit the person's personality. Add one detail so that each member of the family can be recognized: a hat, a tool, or a physical characteristic. Make the family members proportionate to each other: kids smaller, adults bigger, cats even smaller than kids.

- **Inspiration from Klee**

- Do the people in his paintings look exactly like a real person? How? What's different?
- How about the colors? Are they realistic?
- What do you notice about these lines through the picture?

Show the class p. 7, a child's painting inspired by Paul Klee. Talk about what the kids can do if they want to make the "broken glass" effect: pick one spot on the page and, from that spot, use a straight edge to make several (8-10) lines in pencil, radiating out from that spot like sun rays. Alternately, use a straight edge to make a grid of lines that cross vertically and horizontally. Next, sketch in the forms of each member of the family, drawing right over top of the "broken glass" or "grid" lines with pencil. When the child is happy with his drawing, color in all the sections in the image.

Parents were all asked to have the kids ready with some basic art supplies before the class. Let the kids start work on their family portraits and pause at about 12:05 when there is enough time left for a few discussion questions and closing. Remind everyone that there aren't any rules about how this should look and that the unique perspective of each artist makes the portrait a treasure. They can relax and enjoy the process. Encourage chatting while the kids create and show the images at the end, again, if they help refocus the kids on their work.

### Wondering Together

- I wonder: what do you especially like about how your portrait turned out?
- I wonder: what clues might help your family members to recognize themselves?
- I wonder: how many different family structures we can see just in our group here?
- I wonder: how is your family similar to those of the other kids? How is it different?
- I wonder: what have you learned about what makes a group of people a family?

## **CLOSING AND LEAVE-TAKING**

🕒 3 minutes

Share this page on one teacher's screen. Join hands in a circle (by having everyone hold their hands up at the edge of the view of their camera) or ask everyone to assume a comfortable, meditative position. Speak these words, or words like them, the children repeating each line after you.

May all families grow strong,  
Like trees rooted deep in love,  
Like trees that reach toward the light,  
Like trees that bear fruits that nourish all people.  
May all families grow strong.

Unlight the chalice, saying: though we extinguish the light of the chalice here, we know that the light of truth and the warmth of love go with us in our hearts.











