

**Eye to Eye: A New Look at the Dixon Collection**  
**Color Mix, Color Catch: Cellophane Collages**

**Grade Level: Pre-K**

*Materials:*

*Paper Plates*

*Contact Paper*

*Colored Cellophane*

*Crayons*



**About the Artist:** Marc Chagall was born in Russia in 1887. Chagall moved to France in 1910 and became a prominent figure within the so-called *Ecole de Paris* (translated to School of Paris, this refers to artists working in Paris in the first half of the 20th century). Later he spent time in the United States and the Middle East. Throughout his artistic career, Chagall dabbled in many modernistic art forms, including cubism, expressionism, and surrealism. Chagall mastered multiple media, including painting in oil and gouache, watercolor, murals, ceramics, etching, drawing, set design, and stained-glass work. Chagall's work often has a dreamlike quality which captivates modern audiences to this day. Two of Marc Chagall's paintings are in the permanent collection of the Dixon Gallery and Gardens.

**About the Project:** Students will learn about the art of Marc Chagall and look at images of his work. The class will read *Mixed: A Colorful Story* by Arree Chung and answer questions about the book. Students will then make their own "stained glass" art piece. First, students will use pieces of primary colored cellophane to fill their piece of contact paper in the center of their plate. Once the center of their contact paper is filled with color, students will use crayons to decorate the outer edge of their plate. *Please note: one of the works by Chagall contains a small nude figure. The painting is included for your reference at the end of this document. If you would prefer a cropped image that does not include this figure, please notify your Art to Grow instructor upon her arrival.*

**Adaptations, Accommodations, and Modifications:** Students with special needs will have the option of using left right crayons (an easy grip crayon).

**Before Your Visit:** Teach your students about the primary colors and go over color mixing with them. Have them watch and sing with the primary colors song from Sesame Studios.

<https://www.youtube.com/watch?v=v9glj0j7Ba0>

**After Your Visit:** Review color mixing with your students by completing a primary color, squishy bag experiment as a class. Have your students make predictions about what new colors will be made. All the steps you need for this project can be found at the link below.

<https://www.learning4kids.net/2015/08/25/primary-colours-squishy-bag-experiment/>

### Tennessee Early Learning Developmental Standards

**PK.AL.SR.5** Maintain focus appropriate to completing a task and/or learning activity.

**PK.AL.SR.7** Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.

**PK.AL.CO.11** Ask and respond to questions with peers and adults in individual and group activities.

### Visual Arts

Express self and represent what the student knows, thinks, believes, and feels through visual arts.

**PK.CA.1.** Experiment with a variety of media and art materials for tactile experience and exploration.

**PK.CA.2** Create artistic works with intent and purpose using varying tools, texture, color, and technique.

**PK.CA.3** Present and respond to visual art created by self and others

### Inspired By:



Marc Chagall  
Russian/French School (1887-1985)  
*Dreamer*, 1945  
Oil on canvas  
29 1/4 x 22 1/8 inches (35 1/2 x 28 1/2 x 2 3/4 inches)  
Gift of Cornelia Ritchie, 1996.2.3

**Eye to Eye: A New Look at the Dixon Collection**  
**Goat for the Gold: Moving Collages**

**Grade Level: K - 2**

*Materials:*

Gel Markers

Blue Cardstock

Black Construction Paper

Brads

Die Cut Goat



**About the Artist:** Marc Chagall was born in Russia in 1887. Chagall moved to France in 1910 and became a prominent figure within the so-called *Ecole de Paris* (translated to School of Paris, this refers to artists working in Paris in the first half of the 20th century). Later he spent time in the United States and the Middle East. Throughout his artistic career, Chagall dabbled in many modernistic art forms, including cubism, expressionism, and surrealism. Chagall mastered multiple media, including painting in oil and gouache, watercolor, murals, ceramics, etching, drawing, set design, and stained-glass work. Chagall's work often has a dreamlike quality which captivates modern audiences to this day. Two of Marc Chagall's paintings are in the permanent collection of the Dixon Gallery and Gardens.

**About the Project:** Students will learn about the art of Marc Chagall and look at images of his work. First, students will cut out the shapes of buildings using black construction paper. Students will then glue their buildings onto a piece of blue cardstock to create a cityscape. Next, they will use gel markers to add windows to the buildings, details to their night sky, and patterns to their dye cut goat. Once all decorations are complete, students will glue their goat to a strip of cardstock and attach the strip to their night sky using a brad. *Please note: one of the works by Chagall contains a small nude figure. The painting is included for your reference at the end of this document. If you would prefer a cropped image that does not include this figure, please notify your Art to Grow instructor upon her arrival.*

**Adaptations, Accommodations, and Modifications:** Students with special needs will have the option of using loop scissors or having pre-cut black shapes. Students can use tripod markers on a lighter colored background. Tripod markers offer an easier grip for students with low mobility. Students will also have the option to use a glue sponge.

**Before Your Visit:** Read the book *The Dream Jar* by Lindan Lee Johnson. After the story, ask your students questions about the book. Have a classroom discussion about dreams. Have your students think about what make a dream feel different from real life.

**After Your Visit:** Using watercolor paper, ask students to draw a cloud with pencil. Have them write about or draw a picture of one of the dreams they have had in the past. After writing their dream, students can use sharpies to trace their letters. Next they can add color to the background using watercolor paint. Once their image is complete, students can cut out their creation for a finished, colorful dream cloud. The final product might look something like this:



**Tennessee Academic Standards:**

**Visual Arts:**

**Tennessee Academic Standards:**

**Create**

2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

**Produce**

1. Select, analyze, and interpret artistic work for production.
2. Develop and refine artistic work for production.

**Respond**

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

**Connect**

2. Relate artistic ideas and works with societal, cultural, and historical context

**Inspired By:**



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Russian/French School (1887-1985)  
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**Eye to Eye: A New Look at the Dixon Collection**  
**Sized Up, Sized Down: 3-D Landscapes**

**Grade Level: 3 - 5**

*Materials:*

Cardstock

Foam Core Strips

Markers

Glue Sticks



**About the Artist:** Marc Chagall was born in Russia in 1887. Chagall moved to France in 1910 and became a prominent figure within the so-called *Ecole de Paris* (translated to School of Paris, this refers to artists working in Paris in the first half of the 20th century). Later he spent time in the United States and the Middle East. Throughout his artistic career, Chagall dabbled in many modernistic art forms, including cubism, expressionism, and surrealism. Chagall mastered multiple media, including painting in oil and gouache, watercolor, murals, ceramics, etching, drawing, set design, and stained-glass work. Chagall's work often has a dreamlike quality which captivates modern audiences to this day. Two of Marc Chagall's paintings are in the permanent collection of the Dixon Gallery and Gardens.

**About the Project:** Students will learn about Marc Chagall and discuss several works by the artist. After the discussion, students will use Chagall's work as inspiration for their piece of art. First, students will create their sky, mid ground, and foreground designs using markers and foam core strips. Next, students will come up with two figures for their landscape. Since scale is often altered in Chagall's work, students will use their objects to obscure size. The mid ground object will be something characteristically small, while the foreground object will be something characteristically large. This juxtaposition will create an absurd illusion of scale. Finally, students will glue together the pieces of their landscape, creating a low – relief work of art. *Please note: one of the works by Chagall contains a small nude figure. The painting is included for your reference at the end of this document. If you would prefer a cropped image that does not include this figure, please notify your Art to Grow instructor upon her arrival.*

**Adaptations, Accommodations, and Modifications:** Students with special needs will have the option to use tripod markers and loop scissors. Tripod markers offer students with low mobility an easier grip. Students can also use foam shapes for their objects instead of drawing their own. Finally, students will also have the option to use a glue sponge.

**Before Your Visit:** Discuss the definitions of foreground, mid-ground, and background with your students. Have them cut out and color the handout on page 7 to reinforce their vocabulary. The final product will look similar to that pictured below. **Right: Flat Paper Left: Folded Together**



**After Your Visit:** Marc Chagall is just one of many artists who manipulates scale in his work. Show your students the work of other scale morphing artists. Artists to consider: Claus Oldenburg, Christopher Boffoli, Jeff Jordan, and local Memphis artist, Funlola Coker. Through the study of these artists, you can discuss the elements of space, shape, and form with your class.

**Tennessee Academic Standards:**

**Visual Arts:**

**Create**

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

**Produce**

1. Select, analyze, and interpret artistic work for production.
2. Develop and refine artistic work for production.
3. Convey and express meaning through the production of artistic work.

**Respond**

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

**Connect**

1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context

**Inspired By:**

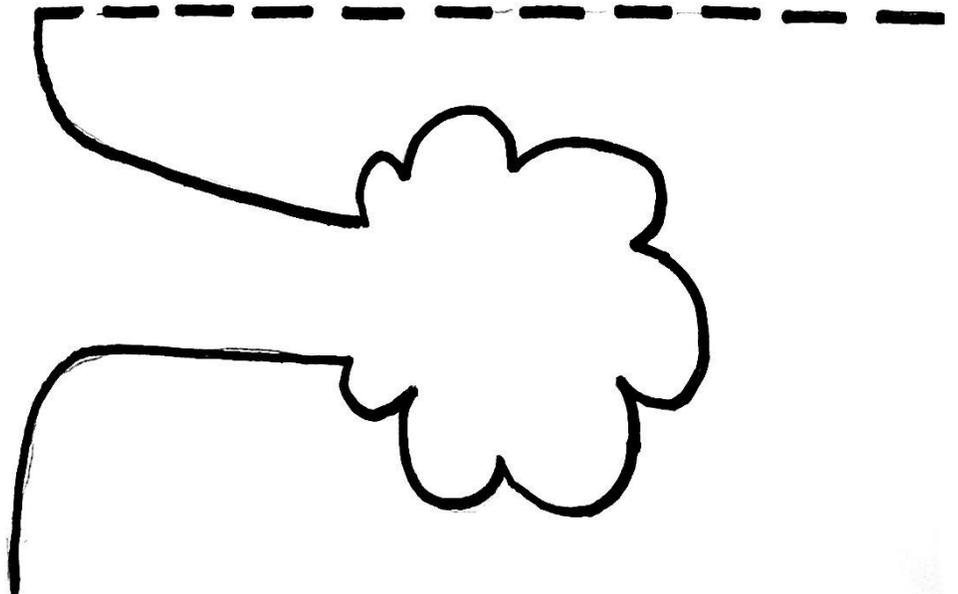


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Foreground

Background

Midground



**Eye to Eye: A New Look at the Dixon Collection**  
**Transparent Tints: Stained Glass Paintings**

**Grade Level: 6 – 8**

*Materials:*

Duralar Sheets

Straws

Sharpies

Glass Paint

Paper Towels

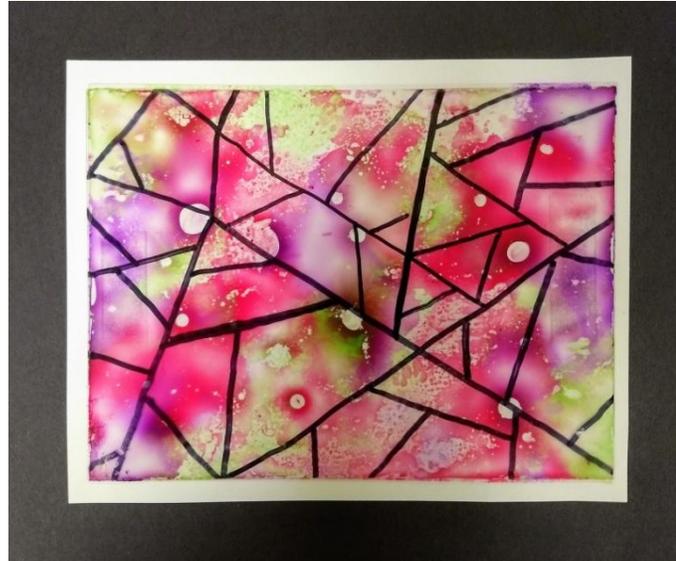
Scrap Paper

Pencils

Rulers

White Construction Paper

Double Sided Tape



**About the Artist:** Marc Chagall was born in Russia in 1887. Chagall moved to France in 1910 and became a prominent figure within the so-called *Ecole de Paris* (translated to School of Paris, this refers to artists working in Paris in the first half of the 20th century). Later he spent time in the United States and the Middle East. Throughout his artistic career, Chagall dabbled in many modernistic art forms, including cubism, expressionism, and surrealism. Chagall mastered multiple media, including painting in oil and gouache, watercolor, murals, ceramics, etching, drawing, set design, and stained-glass work. Chagall's work often has a dreamlike quality which captivates modern audiences to this day. Two of Marc Chagall's paintings are in the permanent collection of the Dixon Gallery and Gardens.

**About the Project:** Students will view works by Marc Chagall and learn about Chagall's life, artistic practice, and style. Using Chagall's work as inspiration, students will create their own version of a stained glass window. First, students will drop colors of glass paint on their first piece of duralar. Next, they will use straws to blow on the colors, causing them to mix and swirl across the surface. While their glass paint dries, students will use a ruler and pencil to create abstract line patterns on their scrap sheet of paper. They will then place a new duralar sheet on top of their pencil drawing and trace the image

with sharpie. Finally, students will sandwich their duralar sheets together and use double sided tape to apply a white background to their work. *Please note: one of the works by Chagall contains a small nude figure. The painting is included for your reference at the end of this document. If you would prefer a cropped image that does not include this figure, please notify your Art to Grow instructor upon her arrival.*

**Adaptations, Accommodations, and Modifications:** Students with special needs will have the option of using a permanent marker with an adapted grip. Foam will be secured around the marker to allow for an easier grip for students with low mobility.

**Before Your Visit:** Have students research Chagall's stained glass windows. He created windows all over the world including England, Germany, Jerusalem, and the United States. Students can investigate what types of buildings host the stained glass windows and can find them on a world map.

**After Your Visit:** Using a ruler and pencil on black paper, have students create a geometric work of art. Students can make all types of geometric shapes on their paper such as squares, triangles, octagons, diamonds, trapezoids, and hexagons. Allow the shapes to overlap and create new shapes! Once they fill their paper with shapes, students can color the individual sections with different colors of Crayola Gel Markers. (Other options are construction paper crayons or oil pastels). The final project might look something like this:



Note: For a more advanced follow up project, you can have students plot points on graph paper and connect the points using a ruler to create a similar geometric design that they can then fill in with colored pencils.

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