1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Max. 50 lines)

Inspired Interiors is a multi-disciplinary program for 3rd graders. Its focal point was an evening art gallery. Parents and grandparents of the third graders were invited. The students performed a musical comedy about the life of Henri Matisse, "Leader of the Fauves," setting the tone for educating the audience while being entertaining. Matisse's personal struggles and his development of style were emphasized. To the tune of "Leader of the Pack," they sang "Leader of the Fauves."

"Inspired Interiors", an art gallery and the centerpiece of the evening, consisted of a work of art from each third grader. Each student wore a fancy ribbon: Exhibiting Artist. Having observed the stylistic characteristics of Matisse's Interiors, each student created an interior that was inspired by Matisse.

The Gallery also had, attached to each work, writing by each student artist. Students described or explained their own interiors, wrote of their feelings about their work, and compared their artwork to Matisse's.

"Where in the world is Henri Matisse?" was a map activity. Questions such as "This painting (reproduction on a 2" magnet) was inspired by Matisse's trip to Morocco. Can you find Morocco and place the painting on it?" Locations also included Tahiti, Nice, and other cities in France.

"What's That? Music?" was a music appreciation activity. Students were shown a large cartoon of a 1905 concert audience. The characters were offended at the sounds, and left before the concert's end. Students were asked to play tapes A (Ravel), B (Debussy) and C (Stravinsky). They were then asked, "In 1905, the same year as the Fauves' art exhibit, which composer was rejected as the Fauvists were?"

"Freedom of the Scissors" was an art activity that tied in perfectly with the latter years of Matisse's work. The students and their families sat at the art room tables and created simple, but beautiful, spontaneous collages using only paper, scissors and glue.

"Le French Cafe" was the culminating activity. Everyone gathered for a cafe provided by all the parents. Under two 20-foot awnings, buffet tables offered French cheeses, pastries, fruit juices in plastic stemware and more. Round tables with white tablecloths were adorned by Matisse-styled cut-outs that coordinated with the awnings. The artists and their guests lingered in a festive and celebratory mood.

Our objectives were to: introduce a specific artist; recognize the elements of his style; produce an original work of art experimenting with and using those style elements; recognize that an artist's style can change and develop; and to write about our art, and express our observations and feelings about works of art.

The innovations were the original dramatic production, the highly focused learning in the form of entertainment, and the reinforcement of that learning by the activities of the evening. Spanning the disciplines of writing, music, art, geography, and drama, the evening added to what the students had learned in the classroom while studying, analyzing, producing and writing about art.

High student achievement was accomplished by promising the evening gallery--the students looked forward to wearing the "Exhibiting Artist" ribbon and to showing their work in an adult setting. The clearly established criteria for their interiors helped also. Students accepted encouragement to improve the artwork and their writing during continuous critique and editing .

To replicate this activity, the following could be done: 1) Select an artist, dramatize his life, and integrate his/her style into student production. 2) Have students write about their art production. 3) Present student work along with activities that reinforce the learning--possible geography, music, an additional art production experience, and the food of the country of the artist. 4) Make the students feel important by knowing that guests are coming to the unveiling of their artwork at their own gallery.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum Content and/or Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standard(s).

Standard 1.1 - All students will acquire knowledge and skills that increase aesthetic awareness in....visual arts.

The students need awareness that art can make us feel, art can make us think, and art can be a form of expression by the artist. They also need to be make aware that art can be abstract or realistic, can use realistic or unrealistic color, shape and line. The students need to be able to recognize these things in individual works of art as well as be able to respond to the philosophical question of "What is art?"

The students were somewhat aware of the above, from exposure to Van Gogh in the first grade, and Picasso in the second grade, but they lacked a personal experience with which to identify. This program, through the dramatizations, made the artist's struggle to express himself a memorable one. They communicated their responses to Matisse's art, and to their own art, in writing and orally.

Standard 1.2 - All students will refine perceptual, physical and technical skills through creating...art.

The students need many experiences in creating art to refine their skill. Skills are built gradually and reinforced over time. To create interiors with patterns, they needed to study Matisse reproductions to recognize pattern. Then they had to create their own patterns in their own settings. They experimented on practice paper, learning to depict interior spaces and furniture. They learned perspective techniques and used rulers for straight edges. They explored creating pattern with varying lines, shapes and colors. Then they incorporated their creations into a finished piece of artwork. They were encouraged to edit their artwork by adding or covering spaces, gluing paper and turning their marker art into collage and mixed media that still had the appearance of marker art.

Standard 1.3 - All students will utilize arts elements and arts media to produce artistic products.

The students are not new to markers --they frequently use them at home. In fulfilling this assignment the students were able to use the medium in a fresh, new way.

The elements of line, shape, color, pattern and space are much more familiar to the students now. From observing Matisse's prints to creating their own interiors, the students readily discussed their new awareness.

Standard 1.4 - All students will demonstrate knowledge of the process of critique.

Students need to be able to express the quality of their work and the work of others. They shared orally their evaluations of each other's works. They praised successful elements of the work of fellow students, and made sensitive and tactful suggestions.

Standard 1.5 - All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

Students need to experience and participate in arts activities representing various historical periods and world cultures to understand where we are today For example, modern art did not explode upon us, it evolved. Matisse was a key figure in that evolution, a link from classical to modern. The students, through the dramatizations, learned of Matisse's role.
Then they explored his style through their own creations. In creating their "inspired interiors," they applied knowledge of historical, social, and cultural influences to understanding a work of art. They used their senses, imaginations, and memory to express ideas and feelings. It showed in the quality of their art, their writing, and their critiques.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

Objectives: Students will be able to recognize the style of Henri Matisse, verbalize the style elements, and produce an original work of art, experimenting with and using those style elements.

Assessment measures:
Activity: Select a print, name a style characteristic, and defend your statement. Prior to the creation of their own work, the students participated in a discussion. Selecting a Matisse print as a sample, each student offered an observation of a style characteristic. The answer had to be a characteristic of several works, not just the work in hand. Each student was able to name at least one style characteristic at this stage.

Check list for their own art work. The students works, Inspired Interiors, were assessed by including 3 of the following student-made criteria:

Is it an interior?
Does it have patterns?
Is it decorative?
Does it use a variety of colors?
Does it use bold colors?

This assessment was made by the teacher and student. Because the works were done in the classroom with constant help and encouragement, all students had at least three of the criteria in their drawings.

Objective: Students will be able to recognize that an artist's style can change and develop.

Assessment measure:
Written response--In a subsequent unit, students were asked, "Why is this Monet (an early painting with smooth areas of color) different from these other?" (Later Monets had a highly impressionistic, sparkly look.) Included in their observations, the students wrote that the painting with smooth areas was done during a different stage in his development. Many Even predicted that the more realistic Monet was painted earlier than the stylized, impressionistic look that he later developed. It was clear that the students carried their understanding of Matisse to understanding of other artists. Their written responses and summarizing discussion exceeded our expectations. 95% of the students related the Monets to Matisse's developmental stages.

Objective: Students will be able to write about their art, comparing it to the works of Matisse, explain or describe their own work , and express feelings about their own work.

Assessment measure:
Rubric--Using the checklist above, students created a rubric for what would make an awesome writing, a very good writing, a good writing, and an O.K. writing. Each class varied slightly.
Awesome might be comparing all 5 list items, describing or explaining 3 things about their work, and expressing three emotions about their work or the making of their work

"My picture is the inside of a tree house. The sleeping bag has wild patterns and the lamp is decorated with swirling lines and colors.

At first I was afraid that I could not make an interior that would not look silly. But when I continued to work I discovered that I enjoyed the challenge and now I am thrilled and proud of my work.

Both Matisse and I made an interior with decorative, unrealistic furniture, bright colors, and many patterns. But mine is different from many of Matisse's works because he used many colors in his paintings and I used a limited palette."

Many of the students received an awesome evaluation, and almost all received at least a very good rating .