

## **The Scream by Edvard Munch (Pronounced Moonch) :60 Lesson Plan**

- I. Enter classroom wearing Scream Halloween mask - DON'T BE SCARY...BUT FUNNY (5 min)**
  - a. Initiate short dialogue on Scream costume actually inspired by famous piece of art: Introduce Scream.
  
- II. Read One Halloween Night by Mark Teague. (10 min)**
  - a. As you read the book, quickly point out illustrations that picture the characters' frightened feelings.
  
- III. Transition to Masterpiece of the Month: The Scream by Edvard Munch (5 min). Introduce principles of art including:**
  - a. Movement and texture via repetitive lines:
    - i. **Edvard Much used the art concept of repetition in his paintings to show exaggeration and emphasis**
  - b. Colors (that communicated a mood or feeling)
  
- IV. Build a scary story. (5 minutes)**

Since no one knows what story Edvard Munch intended to tell with Scream, have the class make one up...one sentence at a time.

  - a. Start the story. Then call on one child at a time to build on the previous sentence.
  
- V. Art Project (20 min).**
  - a. Have students return to desks.
  - b. Distribute balls of playdoh and a toothpick (one per student)  
Start CD of Halloween music
  - c. Have children flatten ball of playdoh and draw a simple face with the toothpick.
  - d. Have the children gently stretch their playdoh to alter the face and facial expression.
  - e. Distribute paper and drawing materials (markers or crayons) and balls of playdoh
  - f. Have students draw themselves without a face
  - g. Add a frightened face

- i. Ask for a couple volunteers to come up too the front of the room. Have them demonstrate a frightened face and FREEZE. Observe and discuss facial characteristics of a frightened face.
  - h. Add hair
    - i. How can you draw hair to show fear?
  - i. Add in to your picture what you are scared of.
    - i. Optional: Brainstorm, "What frightens you?"
      - B. Write first ten ideas on the chalk board
  - j. Add REPETITIVE strokes that swirl around picture to create a feelings of fright or the jitters
  - k. Be sure to have students sign the bottom
- NOTE: as students are working, reinforce are concepts.

**VI. 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?

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

- a. Letter home