

ISH

ISH

by Peter H. Reynolds

Themes: Art, creativity, self-confidence, families

Grade Level: K-4

Running Time: 7 minutes

SUMMARY

Ramon loved to draw. He drew everywhere and everything. He never put down his pencil until... his older brother Leon pointed out that his drawings were not quite “right.” With this one remark, Ramon’s passion for drawing turned into a struggle for perfection. Finally, Ramon’s younger sister, Marisol, helped him see the world through different eyes, which valued his expression, rather than getting his drawings just “right.” With his newfound confidence, Ramon’s world becomes filled once again with art and joy.

OBJECTIVES

- Students will be introduced to a variety of art genres.
- Students will emulate different art genres to depict different emotions or messages.
- Students will create and write about their own pieces of art.
- Students will learn suffixes through an art activity.

BEFORE VIEWING ACTIVITIES

Show students images of works of art by different artists such as Michelangelo, Pablo Picasso, Claude Monet, Georgia O’Keefe, Frida Khalo, Diego Rivera, Jackson Pollock, and Mark Rothko. Ask them to identify which pieces they believe are art and which seem to be something else. When they identify a piece as “art,” ask them why they believe it is art. Start a class list entitled “Art is....” Add or subtract from the list as students learn more about art and different forms and genres of art.

Display an object, such as a vase of flowers or bowl of fruit and have the students draw it. Encourage students who become frustrated, and praise those who are pleased with their work. When the students are finished, have them display their work. Point out differences and similarities between the drawings noting that they are all pictures of the same object(s), yet very different in style and presentation. Then, pair the students and have each student write or say one positive comment to his/her partner about his/her drawing.

AFTER VIEWING ACTIVITIES

Revise the “Art is...” list with the students based on the message from the movie. Discuss how today, art is viewed as more about self-expression than about realism. Read statements made by artists such as Pollock and Rothko, whose work is much more abstract. Have students write about what they see and feel when they view this art.

Have “Meet the Artist” days. Each day, introduce a new artist and a new genre. Read biographical information about the artist to the students and show pieces of his/her work. Then, have students try to create a piece of art in the particular genre or style of that artist. Discuss the students’ work with them. Did they enjoy trying to create art in this style? Why or why not? How is this art style different from other works of art that they’ve seen? How is it similar? What makes this style/genre art?

Discuss the suffix “-ish” with students. Explain the concept of suffixes and how they change the meanings of words. Create a list of “Suffixes We Know” with the students. Generate words that use those suffixes (biggest, smaller, happily, smiling...). Then, use art to show the meaning of the suffixes. Have the students create “-est” art, in which all of the pictures show the biggest, smallest, brightest,

etc. examples of an object. Or they can create “-er” art, in which the pictures show size and quality comparison. Create a “Suffix Art” display in the classroom.

Take a trip to a local art museum. Send student groups on a scavenger hunt through the museum to find works of art that are examples of genres that they have talked about. Have older students write three descriptive sentences about what they see and feel when they view the art. Students can also look for a favorite work of art or a favorite artist. If possible, see if the museum schedules any hands-on workshops for students to participate in. If a museum visit is not possible, as a class, explore some of the terrific websites created specifically for children, by the most of the major art museums. They often offer interactive scavenger hunts as well as other fun activities to help children learn about and appreciate their collections.

Other productions about art available from Weston Woods are:

HAROLD'S FAIRY TALE, by *Crockett Johnson*

HAROLD'S PURPLE CRAYON, by *Crockett Johnson*

THE DOT, by *Peter H. Reynolds*

MISS RUMPHIUS, by *Barbara Cooney*

A PICTURE FOR HAROLD'S ROOM, by *Crockett Johnson*

THE POT THAT JUAN BUILT, by *Nancy Andrews-Goebel, ill. by David Diaz*

SNOWFLAKE BENTLEY, by *Jacqueline Briggs Martin, ill. by Mary Azarian*

Other productions about self-confidence available from Weston Woods are:

SHRINKING VIOLET, by *Cari Best, ill. by Giselle Potter*

CALL 1-800-243-5020 TO ORDER THESE AND OTHER WESTON WOODS PRODUCTIONS

This guide may be photocopied for free distribution without restriction