

The Scream

Third Grade

Adapted by M Goldman

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Art, Proportion

MSCCR STANDARDS

RI3.2 Main idea

RI3.3 Relationship between historical events and the text

RI3.6 Distinguish their own opinion of view

W.3.1 Write an opinion piece on topics supporting their point of view

SL.3.1D Express their own ideas and understanding in light of the discussion

MSCCR CREATIVE ARTS STANDARDS

VA:Re8.1.3 Interpret intent and meaning in artistic work.

- a. Interpret intent and meaning in artistic work.

DURATION

45 Minutes

OBJECTIVES

The student can give the main idea. I can select the main character. The student can discuss and justify their answers and can listen respectfully to others opinions.

MATERIALS NEEDED

Oil pastels, black marker, paper, projector or copy of “The Scream,” notebook paper, and Post It notes

VOCABULARY

Oil Pastels
Artist
Mental Illness
Reproductions

LESSON SEQUENCE

List three things that make you scream. Eliminate two answers to find the one thing that is most likely to make you scream.

TTW share the artwork and have students look for 1 minute with no talking. If students seem to get distracted I begin asking questions. (In your mind only, no words, “What colors do you see? What nouns do you see? Is the Screamer a boy or girl? Do you see other people?”) If students seem on task I ask these same questions after the minute. (Do the colors represent a mood or feeling?)

TL will read the print like it is a book. TTW give the students the title of the print. TLW determine the main character and look for evidence of the problem of the print. TLW share their guesses and the evidence to support their opinions. TTW give the students a little history of the artist Edvard Munch.

(Edvard Munch was born on Dec. 12, 1893 in Norway. He had a very sad life. His mother and sister died while he was very young. His sister was hospitalized for mental illness. **(Teacher explains that the brain does not allow the person to act their age appropriately. For example, they may be 13 years old and still not realize the danger of going into the street or the hotness of a stove, so they have to be in a place that protect them from being injured.) IF YOU HAVE A BETTER WAY TO EXPLAIN MENTAL ILLNESS, YOU CAN USE ANOTHER EXAMPLE.)**

TTW explain the main character is the artist. He is having feeling of aloneness and fear. Ask students to justify these ideas. The print is also the reference for the scene in “Home Alone” when the young actor puts on cologne.

“The Scream” was sold for more than \$119 million dollars in 2012.

<https://www.biography.com/people/edvard-munch9418033>

TLW create their own personal scream using oil pastels. (The teacher will provide a mini oil pastel lesson about blending pastels. Each student is given a yellow and red oil pastel to blend to make orange.) You might mention that artists use color to “speak” about what they are feeling. Colors relate to emotions. What does blue, red, black represent to you? Use some guided drawing techniques from <https://www.youtube.com/watch?v=QWKY6ucY9LQ>

As students complete their artwork, they may journal about what might make the teacher “Scream.”

EXTENDED LEARNING ACTIVITIES

TLW could write about their scream experiences.

SOURCES

<https://www.theartofed.com/lesson-plans/lesson-screaming-for-color-families/wikipedia.com>

<https://www.biography.com/people/edvard-munch-9418033>

<https://www.youtube.com/watch?v=Zlu7S8dUUBY>