

Painting Unit Plan

Meghan Verkerk

Grade 10- Art

Foothills Composite High School

March 5, 2012

EDUC: 3601

Art Education Methods for Majors

Janice Rahn

Abstract Painting: Stage 1 – Desired Results		
Established Goals	TRANSFER GOAL	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> - Learn about abstract art - Make multiple artist trading cards - Learn and practice acrylic painting techniques - Trade artist trading cards - Create an abstract painting based on the artist trading cards ideas - Learn about collaboration - Students choose a subject for photograph and graph out the picture - Each students paint a square of the collaborative artwork. 	<p><i>Students will be able to work as artists by developing ideas through a sequence of steps to encounter art and acquire skills.</i></p>	
	MEANING	
	<p>Enduring Understandings: <i>Students will understand that...</i></p> <p>U1 – Artists create art independently and collaborate in sharing ideas with other artists.</p> <p>U2 – Artist workout ideas through sketchbook by practicing ideas in abstract painting by combining elements of line shape and color.</p> <p>U3 –Abstraction comes from various source images and sketches that are ordered to create an image through simplification, and re- arranging images.</p> <p>U4 – In acrylic painting blending colors, dry-brush work, flat paint, wet on wet and washes are basic techniques.</p> <p>U5 –Meaningful critique help artist grow technically and creatively.</p> <p>U6 – Abstract artist like Picasso, Georgia O’Keeffe, Tineke Meirink all work in a variety of different ways to achieve abstraction</p>	<p>Essential Questions: <i>Students will keep considering...</i></p> <p>Q 1– How do artists generate ideas of their artwork?</p> <p>Q2 – How do artist develop skills in abstract acrylic painting to create interest in their art for the viewer?</p> <p>Q3 – What are different techniques are used in acrylic painting?</p> <p>Q4 – How do artists critique their work and others artwork in a meaningful way?</p> <p>Q5–What artists have influenced abstract painting and what artists have started with a doodle and used that to create larger artwork?</p>
	ACQUISITION OF KNOWLEDGE & SKILLS	

	<p><i>Students will know...</i></p> <p>That artists work together to create and share ideas</p> <p>How process to create a abstract painting</p> <ul style="list-style-type: none"> - Sketches - Re- arranging shapes/ Collage - Exaggeration - Magnification - Simplification <p>How to critique their work and others</p>	<p><i>Students will be skilled at...</i></p> <p>Acrylic painting techniques :</p> <ul style="list-style-type: none"> -Color blending -Washes -Dry bush - wet on wet - flat paint -add texture through brush strokes <p>Making tints and shades of colors in paints</p> <p>Students will be able to gesso canvas or paper</p> <p>Using basic art vocabulary in critiques</p>
--	--	---

STAGE 2 – Evidence

<p>Evaluative Criteria</p> <p><i>Performance is judged in terms of – Critique</i></p>	<p>Assessment Evidence</p> <p><i>Students will need to show their learning by: Showcasing their paintings in a final critique and explain the elements involved.</i></p>
--	---

<p><u>Participation:</u> class demos, project work, trading cards will fellow students and contribute to the collaboration of the final painting</p> <p><u>Completion:</u> craftsmanship, proper use of techniques, clean appearance</p> <p><u>Creativity:</u> ability to move away from cliché painting themes use unique original abstract forms</p> <p><u>Critique:</u> involvement in class discussion and self reflection</p>	<p>Transfer Task: The students will show their learning by sketching, class discussions, practicing and working with acrylic painting techniques through artist trading cards, completing a abstract painting, a collaborative class painting and critiques.</p>
--	---

Concept Map - found in Meghan Verkerk's Sketchbook

Unit Resources

- **Pictures**

<http://www.stop-watch.nl/>

<http://www.artist-trading-cards.ch/galleryDietrich.html>

<http://www.comicsalliance.com/2012/03/01/manga-yusuke-murata-twitter-digital-comics-paper-deadlines/>

<http://www.moma.org/modernteachers/lesson.php?lessonID=68>

http://en.wikipedia.org/wiki/Artist_trading_cards

<http://www.derekgores.com/collage.php>

http://www.moma.org/collection/browse_results.php?criteria=O%3ADE%3AI%3A5%7CG%3AHI%3AE%3A1&page_number=77&template_id=1&sort_order=2

<http://www.cs.washington.edu/building/art/ChuckClose/>

[http://www.shafe.co.uk/art/Picasso-_Guitar-_Sheet_music_and_Wine_glass_\(1912\).asp](http://www.shafe.co.uk/art/Picasso-_Guitar-_Sheet_music_and_Wine_glass_(1912).asp)

http://www.topofart.com/artists/Georgia_O'Keeffe/art_reproduction/3864/Two_Calla_Lilies_on_Pink.php

[http://www.1st-art-gallery.com/Georgia-O'keeffe-\(inspired-By\)/Red-Canna.html](http://www.1st-art-gallery.com/Georgia-O'keeffe-(inspired-By)/Red-Canna.html)

<http://www.writedesigonline.com/history-culture/O'Keeffe/life.html>

- **Videos**

<http://blog.drawn.ca/post/16976744275/even-though-i-still-had-to-go-to-their-not>

<http://blog.drawn.ca/post/14264898512/keep-drawing-by-studio-shelter>

- **Books**

All About Techniques in Acrylic: An indispensable manual for artists. (2004) Hauppauge, New York: Barron's Educational Series.

Acrylic Painting. (2010) Hauppauge, New York: Barron's Educational Series.

Crawshaw, A. (1979) *Learn to paint with Acrylic Colours.* Glasgow & London: Collins Publishers.

Hammond, L. (2006) *Acrylic Painting with Lee Hammond.* Cincinnati, Ohio: North Light Books.

Unit Rationale

The rationale for creating this unit is for students to sequentially grow and learn about painting, and gain an understanding and feeling for how artists create ideas for their art. I will treat all students as artists and will allow them to explore and generate their own personal artistic ideas and skills.

This unit is based on being very sequential and building on previous painting techniques and skills. Students start with trading cards because they are small in size and not intimidating but allow for easy experimenting and practicing of techniques. This will allow students to build up to creating a large painting. In the unit, I have a variety of teaching strategies like hands-on work, demonstrations, critiques and class discussions. When teaching the unit, I will consider

digital connectivity, gender, ethnicity and social class to make the best possible lessons that will encourage and challenge all the students entering my classroom.

Digital Connectivity Culture

In my unit, I use a variety of technologies to engage my students in learning. In Grade 10 technology is used in their everyday life from computers, to cell phones, iPods and video game consoles. As a teacher, it will be important to incorporate modern technologies to motivate students and be relevant to their lives. At the beginning of each lesson I will show slides, on the Smart Board, of artist's artwork to inspire students and provide examples of artwork for the visual learners. I will show art from historical artists like Picasso and contemporary artist like *Derek Gores and Tineke Meirink*. I will also be showing a few art videos from You Tube to motivate and encourage student in their painting. The main focus of my teaching is through demonstrations of acrylic painting because I feel that students are more engaged by what they see than by what I say to them. Most of my classes will be work periods where students get to interact with the traditional technologies of paint and brush to create art. Another traditional technology in art is the sketchbook, which will be the main place where students can create and store ideas. Sketchbooks will be a place for showing growth and progress as an artist and it will be relevant to real life because a sketchbook is still the way professional artists create ideas.

The newer technology in the classroom is a computer hooked up to the Smart Board and there is wireless internet. There are several computer labs that I can book if I want students to research artwork. In Grade 10, the technology of cell phones is very important and most students have some form of electronic device. I will allow students to have cell phones in class allowing them to listen to music while they are working on their projects or if they want to research an artist on their smart phone. I will have a rule that when I am teaching their phones are put away until work time.

When students want to research trading cards or artwork they all have access to the school computers. Every students has an account and they can logo on and use the school's computers to work on their homework. Students also have access to moodle, so I may put up information about the trading cards requirements and the painting activities. It will be a place to upload my slides so that students can refer back to them for independent studying.

Gender

In my Grade 10 art classes, there are more girls than boys. In this unit, I will strive to show a balance of both male and female artists because there are many famous male artists throughout history and in contemporary art. A famous female artist that I will show is Georgia O'Keeffe with her abstracted flowers. Students, especially girls, really like the colors and subject matter in Georgia O'Keeffe's work and they will be able to relate her artwork. I want students to gain an appreciation and understanding that everyone can be innovative and can generate art no

mater your gender, age or race. My classroom will be inclusive to any students that want to learn and grow as an artist.

Trading cards appeal to both male and female because the design and theme of the card is based on their own personal interests and activities. There are going to be variations between the boy's and girl's cards because of the differences in personal interests.

Another way I am going motivate both males and females is through the trading cards having an audience because when the students are done generating their cards they can trade them with fellow students. I want students to learn that artists do not work in a vacuum but they share ideas and concepts with each other. Sharing ideas will also be shown through class art critiques and in class discussions about the projects. Treating all students as artists will allow everyone to have an identity and to take pride in their work.

Ethnicity

In the classes I am teaching there is diversity with some immigrants from other countries like Bolivia. I will strive to make every student feel welcome as an artist. I will encourage students to incorporate their home nationality into their artwork. This will be shown through their creation of their artist trading cards. I will be showing the students the galley on the artist trading cards website where we will look at trading cards from various cultures like Switzerland, Portugal, Mexico, Netherlands and many other countries. I want students to understand that art is not just in the classroom but can be linked globally.

There are some aboriginal students attending the school who try to blend in and not be noticed as natives. I want to encourage the native students in the class to express their heritage and culture through art. I will show the artwork of native artist [Alex Janvier](#) whose work is non-traditional but is contemporary abstract art full of colourful lines and shapes. I will teach my students that anyone can make art and that it does not always have to be cultural or traditional. I want students to view native art in a non-stereotypical way. In my classroom, I will include everyone and for the student's final project they will have to work together to create a collaborate painting. Collaboration is a good way to motivate students because they will have to work together socially and artistically to choose a theme and work through the progression of the painting. In Grade 10 acceptance of peers is very important, so every student will work hard to complete their part of the painting. If one student is slacking off it will show in the painting and their peers will react to that portion of the artwork.

Social Class

The content material relates to students of all socio-economic backgrounds because artist trading cards are created from mixed media as well as found free materials like used magazines, flyers, or pencils. A benefit to making artist trading cards is that there is no cost. In the school there is a large social extreme with really rich families to poor families. In the morning, the school provides a breakfast program for any student.

In the student's sketchbooks, I want students to express their own personality in the ideas for their paintings. Painting abstractly allows students the ability to express their emotions through the colors and through the movement of paint strokes.

As a teacher, I am willing to meet with students, after school, who need extra help with projects and I am going to have lunch in the art room to provide assistance if needed for students. I want all my students to strive and succeed as artists by creating their own personalized abstract paintings.

Through this unit I will embrace every student no matter what their ethnicity, gender or background may be by treating them as artists. This unit will incorporate various teaching strategies and technologies to motivate and encourage my student to grow and expand their artistic skills. I will model what it is like to be an artist and show examples of my own artwork to inspire creativity in my students.

Unit Summary

The intention of the unit is for students *to work as artists by developing ideas through a sequence of steps to encounter art and acquire skills*. The outcome of this painting unit is for students to understand the process of generating art ideas like an artist. Student will work through a sequence of steps to learn acrylic painting techniques and students will demonstrate their understand through artist trading cards. I will introduce the topic by allowing the first artist trading cards to be about a personal hobby or activity, this will allow for personality to come out through a collage artist trading card. The lesson is sequenced to provide demonstration in painting and allowing for lots of practice to grow in the techniques. Students will produce cards with collage, color blending, washes, and dry brush and once they are complete students will trade with fellow students. The trading of cards allow fellow students to be audience for the students work making students have ownership art and motivating students to create interesting artwork. Every student has a sketchbook and it will be like a portfolio where students keep and store ideas for artwork. When students start the painting project they will need to make sketches to help them organize and create their artist ideas. Students will need to self-reflect on their own artist trading cards and also the trading card of others to create the final sketch that will be the basis for a painting. Also before handing in the painting assignment students will need to reflect on the assignment in their sketchbook by writing about the strengths and weaknesses of the painting and also what the painting techniques the students feel confident in and what they improve as an artist. This allows students to develop and grow as an artist. Students will also be able to reflect on their artwork through one on one instruction with the teacher, group discussion and critiques.

The last project in the unit is a collaborative painting by graphing out a picture chosen by the class that is graphed out so that everyone gets a square of the photo to paint. Students will have to work independent and as a collaboration to complete the work. Once the artwork is

complete it may have the opportunity to hang in the public library. Students will be motivated to work together and have their artwork displayed for the public.

Lesson Plan Summaries

- *Lesson Summary 1*

In this lesson the students will learn about making abstract acrylic painting. Students will start by creating an inspirational image on artist trading card based on a personal theme. The personal theme could be either hobbies, activities or collection.

- *Lesson Summary 2*

After creating the inspirational image students will have the ability to apply their skill to creating an abstract painting from the student's inspirational image. Students will turn the image into an abstract image through magnification, the images into abstract shapes. Students will paint their image to making an abstract painting on "8 ½ x 11" gesso paper.

Students will create an abstract painting from a drawing in their sketchbook and then through magnification or altering the colors create their own abstract shape painting.

- *Lesson Summary 3*

In this lesson students will learn about collaboration and how artist work together to create artwork. I will give student a small piece of an image and students will have to blend colors to paint the abstracted image. Then as a class they will combine all the images in order to create a larger whole image.

Name: Meghan Verkerk

Grade/Subject: Art/ Grade 10

Unit: Acrylic painting

Date: March 5, 2012

Lesson 1: Trading Cards

Class Length: 1 hour and 30 minutes

GLO: *Students will be able to work as artists by developing ideas through a sequence of steps to encounter art and acquire skills.*

SLO: Students will be able to experience abstract art through observation and manipulating the multi-media to create abstract forms in trading cards.

Learning Objectives: Students will:

- 1) Understand the purpose and how to create artist trading card
- 2) Understand that personalize themes can be incorporated in artwork
- 3) Recognize that abstraction can happen by altering images and shapes
- 4) Produce art with non traditional material

Assessment Methods:

- 1) **Learning Objective 1:** Students will learn that artist share ideas and students will create artist trading cards and trade them with classmates
- 2) **Learning Objective 2:** Students will have complete constructing a personalized trading card based on personal hobby, collection or activity
- 3) **Learning Objective 3:** Student will have constructed a trading card by altering a picture of a magazine
- 4) **Learning Objective 4:** Students will have composed a trading card using mixed media.

Materials:

- Card stock paper
- Pencil/ erasers
- Newspapers
- Magazines- flyers- old post cards, pictures or greeting cards
- Scissors
- Glue sticks (1 per student)
- Other material ribbon, yarn, string and q-tips (anything else with texture)

Teaching Strategies:

Lecture, hands on experience of materials, demonstration, examples, and class discussion.

Procedure:



Introduction (10 min) Students will look on the smart board to see examples of painting

Picasso, Guitar, Sheet music and Wine glass (1912)

Describe what you see?

What is the subject of this picture and what materials were used to make it?
What effects does using the different mediums (text, print and solid colors) have on this composition?
What else could you add or remove to this Picasso collage?



Derek Gores



Describe what you see?
What types of material are used in the artwork?
What is similar and differences between the two artwork?
How does the artist use text in art?
How does color influence the image?
What feeling do you get when looking at this work?

Body:

Activity#1 Introduction to Artist Trading Card (1st class)

- What is an artist trading card? Has anyone ever made an artist trading card?

Definition of Artist trading cards (or ATCs) “are miniature works of art about the same size as modern [baseball cards](#), or 2 ½ X 3 ½ inches (63 mm X 89 mm), small enough to fit inside standard card-collector pockets, sleeves or sheets. The ATC movement developed out of the [mail art](#) movement and has its origins in Switzerland. Cards are produced in various media, including dry media (pencils, pens, markers, etc.), wet media (watercolour, acrylic paints, etc.), paper media (in the form of collage, paper cuts, found objects, etc.) or even metals or cloth. The cards are usually traded or exchanged. When sold, they are usually referred to as art card editions and originals (ACEOs).” Definition from http://en.wikipedia.org/wiki/Artist_trading_cards

- We will look various cards found on the <http://www.artist-trading-cards.ch/gallery.html> on the smart board and we will look at the gallery and see various cards from other countries and some Canadian cards.
- As a class we will discuss what makes an effective card? We will discuss Background, middle ground and foreground. Also what makes a card interesting? We will look and review the elements and principle of art.
- Students will measure and cut card stock 2.5X 3.5 inches to make the base of the trading card. Student will cut out to ten cards to start. Students will keep one and write TEMPLATE on it. They will continually be cutting cards more cards throughout the lessons so students will need the template to keep the measurement consistent. Students make keep cards in their sketchbook or in protector sheets in a binder.
- Students will complete “Interest Survey” for Pre-assessment.

Students will receive 5 minutes to answer a brief survey of their interests. They will write down the answers and then hand them into the teacher. The survey will not be counted for marks but will help with pre- assessment.

Interest Survey

- List your hobbies? (example: sewing, model cars, sketching, fixing cars)
- What activities do you do in your free time? (example: sports, musical instruments, camping)
- What do you specifically collect? Or what would you want to collect if you had to collect something?
(Example: stamps, coins, cars, hockey cards, tea cups, bottle caps)

Students will then explore creating trading cards based on their personal theme written in the interest survey. The personal theme could be either hobbies, activities or collection.

The Artists trading cards that students create will used for a base for creating a painting in future lessons.

- Students will create a least 3 artist trading cards using magazines, flyers, and pictures and any material that represents the students personal theme. Students need to state how their interest is shown through the artist trading cards.
- Refine the Artist Trading cards by
 - Drawing on card or alter images to complete a finished artist trading card.
 - Sign and date the back of card

Students need to make extra cards so that they will be able to trade cards will fellow students. So that every student could build their own collection of trading cards.

Activity#2 Altering Images – Exaggeration

Abstraction can be created by Exaggeration or alerting shapes. Students will take a picture from a magazine and add or delete something to the image to alter it and make abstract.

Artisit - Tineke Meirink from Holland



More examples are found at <http://www.stop-watch.nl/>

Students will create 3 trading cards based on altering the image and exaggeration from magazine pictures

- Refine and the trade cards with classmates

Activity# 3 Mixed Media –

Student will learn that art does not have to use traditional material an

Students will create 3 trading cards based on mixed media.

- Students will use material ribbon, yarn, string and q-tips (anything else with texture)
- Refine and the trade cards with classmates

Closure: (5 min)

Students will have a class critique of their Trading Cards.

- Critique questions:
 - Describe what you see?
 - Describe the shapes?
 - Does color or texture play a role in the mood of this artwork?
 - What do you think this works means?
 - Does this artwork remind you anything?
 - What do you think could change to help to strengthen this artwork?

Sponge Activity:

Students can create more trading cards.

Name: Meghan Verkerk

Grade/Subject: Art/ Grade 10

Unit: Acrylic painting

Date: March 5, 2012

Lesson 2: Acrylic Trading Cards and Painting

Class Length: 1 hour and 30 minutes

GLO: *Students will be able to work as artists by developing ideas through a sequence of steps to encounter art and acquire skills.*

SLO: Students will be able to experience acrylics paint through observation and manipulating acrylic paint to create abstract forms in trading cards.

Learning Objectives: Students will:

- 1) Understand mixing primary colors
- 2) Recognize a way of abstraction through simplification
- 3) Understand concepts of tints and shades
- 4) Learn Acrylic paintings techniques

Assessment Methods:

- 1) **Learning Objective 1:** Students will paint on artist trading card by blending and mixing the primary colors
- 2) **Learning Objective 2:** Students will create simple abstract compositions on post it notes by only using line and shapes
- 3) **Learning Objective 3:** Students will design artist trading cards that contain tints and shades of one color
- 4) **Learning Objective 4:** Students will compose artist trading cards and a painting using Acrylic painting techniques.

Materials:

- Acrylic paints
- Paint brushes
- Sketchbook
- Gesso paper/ Canvas
- Card Stock

Teaching Strategies:

Lecture, hands on experience of materials, demonstration, examples, and class discussion

Procedure:

Introduction Students will look on the smart board to see examples of painting

Rothko *No.5/No.22*



Describe what you see?

Describe the colors, shapes and brush strokes?

What mood do you feel from this painting?

How do you think the artist create the abstract image?
Do you think the image would change if colors were altered?

Georgia O'keeffe



Two Calla Lilies on Pink
Red Canna

Describe what you see?
Describe the line, color and shapes in the painting?
How are the two painting similar and different?

Body:

Activity#1 Introduction to Acrylic painting

Graffiti Board" - Pre-assessment

Student will receive sheets of letter sized paper where students will draw lines on the paper to split the paper into six parts and label each part 1-6. In each section students can respond to the questions posted on the SMART board. They may respond with a drawing, sketch, point form or mind map. Students will have 10 minutes to answer the questions. Students need to answer all the questions and if they do not know the answer to the question they can write "I do not know". The Graffiti board will not be used for marks so they do not need to worry if it correct just put down information that applies to painting. Once students have finished the six questions, on the back of the graffiti board students will sketch out a color wheel and label the parts. On each Graffiti board students will write their name and the date.

Activity#2 Mixing colors- Abstraction through simplification

Students will create trading cards by mixing colors on the trading cards. They will have to mix primary colors to make secondary colors.

- Post it note activity
 - Students will watch a short demo and look at some examples of the teachers post it note drawings
 - Students will be given a post-it-note pad or students will draw 20 boxes in their sketchbook where they draw lines and shapes to form a variety of simple abstract composition. Students should consider space, shape, line and balance when drawing on the post-it-notes.
 - Students will need to follow guidelines for the post it note drawings
 - Students must complete a minute of 20 post it note drawing or boxes in sketchbook
 - There should be no images only abstract shapes and lines

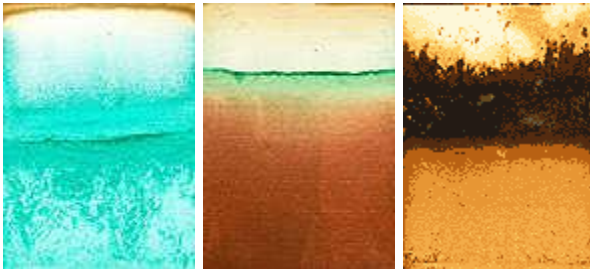
- Time limit of 10 minutes
- Students will take the abstract sketches and draw them onto three the artist's trading cards. Then students can paint the shapes with colors mixed from primary colors.
- Perimeter for cards
 - Students should do one card by mixing colors on a pallet and another by painting the color wet on wet right on the trading card.
 - The cards should have two colors on each card and they could be complimentary colors. They should have orange, green and purple mixed from the primary colors

Activity#3 Tints and shades of Colors

Students will create trading cards with tints and shades of acrylic paint

- Students will then watch the video
<http://blog.drawn.ca/post/16976744275/even-though-i-still-had-to-go-to-their-not>
- Students will watch a demo on shades and tints of colors with mixing paint done by the teacher
- Student will draw the same shape and size on each of five trading cards in pencil and another shape on five different cards.
- Students will paint the tints of one color on five colors and shades of the same color on the other shape cards.
- Student will take their tints and shades of the shapes and change them into creations by adding drawing, similar to the movie how the tear drop shape was transformed into a variety of objects

Activity#4 Painting Techniques



- We will look at trading cards by Gido Dietrich from Switzerland
<http://www.artist-trading-cards.ch/galleryDietrich.html>
- Students will watch demo on making washes, dry brush, flat paint, wet on wet techniques with acrylic paint
- Students will create various trading cards using the acrylic painting techniques learned in the demo.
- Refine the cards by using some of techniques as background and then adding drawing, images or graffiti over top to finish the trading cards.

Activity# Acrylic painting project

Students will be given time to trade the extra cards they made throughout the classes. When trading they can add them to their collection. Students pick a final design for a trading card, either one of their best card or a combination of their work and ideas from classmate's artists' trading cards. Students will learn that by working with trading cards will help create ideas for a project. Student will need to sketch out ideas for painting in sketchbook.

Students will turn the trading card image into an abstract image through enlarging or simplifying the images into abstract shapes. Students will paint their image to making an abstract painting on" 8 ½ x 11" gesso paper or canvas.

Closure: (5 min)

Students will have a class critique of their painting.

- Critique questions:
 - Describe what you see?
 - How did the trading card influence this painting?
 - How does size alter the image?
 - What is the mood of this artwork?
 - What do you think could change to help to strengthen this artwork?

Sponge Activity:

Students can work in their sketchbooks and draw from the list of 241 sketchbook drawing ideas found on <http://sketchminded.blogspot.com/2009/09/drawing-idea-list-of-sketchbook.html>.

Name: Meghan Verkerk

Grade/Subject: Art/ Grade 10

Unit: Acrylic painting

Date: March 5, 2012

Lesson 3: Collaboration

Class Length: 1 hour and 30 minutes

GLO: *Students will be able to work as artists by developing ideas through a sequence of steps to encounter art and acquire skills.*

SLO: Students will be able to experience acrylics paint through observation and manipulating the paint to create abstract forms in collaboration with other artists.

Learning Objectives: Students will:

- 1) Understand the importance of collaboration of artists in artwork
- 2) Recognize a way of away of painting magnification
- 3) Understand the importance of acrylic paintings techniques and color blending

Assessment Methods:

- 1) **Learning Objective 1:** Students will work together as a class of artists to create the ideas and completion of a collaborative painting
- 2) **Learning Objective 2:** Students will graph a photograph and break it into parts that will be painted and magnified in a larger size painting
- 3) **Learning Objective 3:** Students will use various acrylic painting techniques and color blending in the paint to achieve an interesting painting for the viewer.

Materials:

- Acrylic paints
- Paint brushes
- Sketchbook
- Gesso paper
- photographs

Teaching Strategies:

Lecture, hands on experience of materials, examples, and class discussion

Procedure:

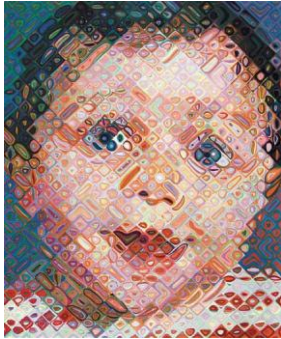
Introduction (5 min) Students will look on the smart board to see examples of collaborative painting

Polly Apfelbaum Blossom



- Describe what you see?
What materials are used in the artwork?
How does color play a role in the artwork?
Is there a pattern in art work?
Is this sculptural or a painting?

Chuck Close *Emma*



Describe what you see?
How do you think the artist painted this artwork?
How to color, shapes and line play a role in the image?
How do the square shapes interact with each other?
If the imaged was graphed in a different direction do you think it would alter the image?

Body:

Activity#1 Collaboration photo

Students will learn about collaboration art. Students will have a class discussion to choose the main photographed idea. They can choose the school, landscape, landmark in Okotoks or something relevant to the class. Student will learn that collaboration is about communicating with fellow artists. Student will help by providing the images for the class project.

Activity#2 Painting of the photo.

The chosen photo will be graphed out into squares, there will be one square per student. Students will receive a square portion of the graphed photo. If there are extra square student teacher can paint a square or a student can do two squares. Students will be given five minutes to trade their picture square with other students. Once everyone has their square of the pictures. Students will paint the image on gesso cardstock 6X6". Students will need to sit beside the person who has the square beside them. This will allow students to discuss and figure out measurement of shapes that interact images both in the squares. This will help there to be harmony and flow within the paintings pieces.

Activity# 3 Finished painting

We will attach the pictures together to create a unified painting. Students will then have the opportunity to

Closure: (5 min)

Students will have a class critique of their painting.

- Critique questions:
 - Describe what you see?
 - Describe the shapes?
 - Is their positive and negative space? Where?
 - Was it hard to work together and collaborate as a class?
 - What is the strength in the artwork?
 - What do you think could change to help to strengthen this artwork?
 - What would you do differently if you had to do this again?

**Sponge Activity:
MOMA Websites**

This activity allows students to do a variety of activities surrounding painting from the MOMA website. <http://www.moma.org/explore/collection/index->

- Research art – Students will look at a collection of paintings, pick three of their favourite works and then complete the MOMA Worksheet: Questions about Art.
 1. Describe the object/painting. Think about line, color, texture, pattern, and shape.
 2. Can you figure out what it is made of or how it was made?
 3. What do you know about this object/painting? What is familiar? What is unfamiliar?
 4. List words or ideas that come to mind when you look at this object/painting.
 5. Why does this object/painting make you think about in words?
 6. What associations can you make from it? Why?
 7. What questions would you like to ask about this object/painting? Can you guess the answers to any of them?
 8. In one sentence, describe the most interesting thing about this object/painting.
http://education.moma.org/moma/learningresources/cms_page/view
- Students can make sketches from the painting they have seen on the MOMA website and create ideas for future paintings or drawings.
- Students may visit the MOMA red studio <http://redstudio.moma.org/> and look at issues and questions about modern art. This interactive page is geared toward teens allowing them to explore modern art.