

Painting Unit

Grade 10 Art

Cole Olson

May 2013

Adapted from Meghan Verkerk's
Original Unit Plan



Table of Contents

Unit Outcomes	Page 3
Unit Rationale	Page 4
Essential Questions and Enduring Understandings	Page 5
Unit Assessment Plan	Page 7
Lesson Summaries	Page 8
Lesson Plan 1	Page 9
Lesson Plan 2	Page 13
Lesson Plan 3	Page 17
Resources	Page 19

Unit Outcomes

General Learning Outcomes:

Art 10

Record

COMBINE DESCRIPTION, EXPRESSION AND COGNITION IN THE DRAWING PROCESS.

Communicate

INVESTIGATE VARIETIES OF EXPRESSION IN MAKING IMAGES.

Articulate and Evaluate

USE THE VOCABULARY AND TECHNIQUES OF ART CRITICISM TO ANALYZE THEIR OWN WORKS.

Relationships 2

USE THE VOCABULARY OF ART CRITICISM TO DEVELOP AND ACCEPT ANALYSES OF THEIR OWN WORK.

Organizations 1

EXPERIMENT WITH VARIOUS REPRESENTATIONAL FORMATS.

Sources of Images

INVESTIGATE THE PROCESS OF ABSTRACTING FORM FROM A SOURCE IN ORDER TO CREATE OBJECTS AND IMAGES.

Specific Learner Outcomes:

ART 10

Record

- A. Subject matter and expressive intention can be depicted with a variety of notational marks.
- B. The expressive content of drawings is affected by the drawing media selected.

Articulate and Evaluate

- A. Discussing the components of composition is part of learning to talk about art.

Concepts

- A. Artists simplify, exaggerate and rearrange parts of objects in their depictions of images.
- B. Artists select from natural forms in order to develop decorative motifs.

Organizations 1

- A. Various materials alter representational formats and processes used in achieving certain intended effects.

Unit Rationale

This unit was originally planned for a grade 10 curriculum, so I decided to keep lessons aimed towards the same grade level. I did however include some of the general and specific learner outcomes from the Art 10 program of Studies to help guide my objectives as I reworked and adapted the lessons in the original unit. Like the original unit done by Meghan Verkerk, this unit is primarily used to show students how to use paint and the importance it has in the world of art. It is also important to note that this unit teaches vocabulary and skills that will help students to better critique their own work, as well as the work of others.

This unit is built around the idea of starting small and building up to larger and more complex terms and skills. By introducing students to the concepts in painting with smaller assignments that do not require as much commitment as a full painting, students will be able to work in a comfortable and supportive atmosphere that will help them develop and work on their painting skills. I found that the activities in the original unit plan worked very well with this build up, so I chose to keep the assignments from the original unit plan close to their originals. By combining these activities with the outcomes from the program of study, it was my goal in this unit to create a focused and structured plan that would give students valuable information about painting while allowing them to experiment and practice their skills in a secure learning environment.

The ideas that Meghan Verkerk also recorded in her own unit rationale regarding digital culture, gender, ethnicity and social class were also great assets to her unit and I believe they are all important when reimagining these lessons. Making sure to take into account the make-up of classes is always important, and in a fine art it should be a goal of instructors that students of every gender, race and social class are given an equal and supportive environment to practice their artistic talents. I think the addition of artists of both genres is a great point to help the inequalities in genders know that great art can come from anyone, and their gender will not in any way impede their abilities. This unit will therefore not only be used to show students how to create and critique art, but will hopefully instill in them a belief that they all have the abilities to create art.

<p>Established Goals</p>	<p>Essential Questions and Enduring Understandings</p>	
<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>	
<p>MEANING</p>		
<p>Enduring Understandings: <i>Students will understand that...</i></p> <p>U1 – Art can be created independently or cooperatively with other artists.</p> <p>U2 – Artist experiment with ideas through sketchbooks and 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 – The basic skills in acrylic painting are blending colors, dry- brush work, flat paint, wet on wet and washes.</p> <p>U5 –Meaningful critique help artist grow technically and creatively.</p> <p>U6 – Abstract artist like Picasso, Georgia O’Keeffe, and Tineke Meirink all achieve abstraction by working in different ways.</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 the different techniques that are used in acrylic painting?</p> <p>Q4 – How do artists critique their work and other’s artwork in a meaningful way?</p> <p>Q5–What artists have influenced abstract painting? What artists have started with a doodle and used that to create larger artwork?</p>	
<p>ACQUISITION OF KNOWLEDGE & SKILLS</p>		
<p><i>Students will know...</i></p> <p>Artists collaborate to create and share ideas.</p> <p>How steps required to create an abstract painting:</p> <ul style="list-style-type: none"> - Sketches - Re-arranging shapes/Collage - Exaggeration - Magnification - Simplification <p>How to properly critique their own work as well as 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 -adding texture through brush strokes <p>Creating tints and shades of colors in paints.</p> <p>Gesso canvas or paper.</p> <p>Enhancing art critique with basic art vocabulary.</p>	

STAGE 2: Evidence	
<p>2 – Evidence Evaluative Criteria <i>Performance is judged in terms of – Critique</i></p>	<p>Assessment Evidence <i>Students will need to show their learning by:</i></p> <p><i>Showcasing their paintings in a final critique and explaining the elements they used.</i></p>
<p>Participation:</p> <ul style="list-style-type: none"> - class demonstrations - project work - trading cards will fellow students - contribute to the collaboration of the final painting <p>Completion: craftsmanship, proper use of techniques, clean appearance</p> <p>Creativity: ability to move away from cliché painting themes use unique original abstract forms</p> <p>Critique: 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 an abstract painting, and a collaborative class painting with critiques.</p>

Unit Assessment Plan

Method of Assessment	Tool for Assessing	Weighting	Type
Pre-Assessment	Observation	n/a	Formative
Artist Trading Card Feedback	Checklist	n/a	Formative
Critiques and Class Discussions	Observations	n/a	Formative
Artist Trading Cards	Rubric	30%	Summative
Abstract Painting	Rubric	30%	Formative
Collaborative Painting	Rubric	40%	Summative

Lesson Plan Summaries

Lesson Summary 1

In this lesson the students will learn about making abstract acrylic painting. Students will also be introduced to the idea of artist trading cards. Students will make these cards in three different themes: one that looks at their own personal interests and building around a theme that means something to them, one that looks at abstract images, and one that looks at mixed media. Students will end the class with critique of their own work and their classmates as well.

Lesson Summary 2

Students will learn a variety of painting techniques. Firstly, they will learn about different colour and acrylic paint, and how to mix colours together to create different tints and shades. Students will also explore different painting techniques, and will practice these ideas with new trading cards. Students will also transfer the image of a trading card onto a large abstract painting that will incorporate all of the skills they have learned so far in the activities.

Lesson Summary 3

In this lesson students will learn what collaborative painting is, and will experiment with the idea by creating groups, dividing a photo into a number of sections and working to create a collaborative piece. Students will have a chance to showcase all of the techniques that they have learned with acrylic paintings in this final activity that will be used for summative assessment.

Lesson 1

General Learning Outcomes:

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

Specific Learning Outcomes:

Students will create artist trading cards revolving around ideas of abstract art while exploring abstract art through observation and use of multi-media.

Students Will:

- *Learn what an artist trading card is and how to make them.*
- *Learn that their own work can be influenced by their own personalized themes.*
- *Alter shapes and images in order to experiment with abstraction*
- *Use how to create art using combinations of non-traditional art supplies.*

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Artistic Trading Cards (personal, altered images, mixed media)

Materials: Card Stock Paper, Pencils, Newspapers, Magazines, Scissors, Glue, Any art related material that could be used to create images

Encounter (10 min):

Students will examine the following pictures projected by the Smartboard. First, they will examine the Picasso collage, and then focus on the other two art works. Students will then engage in discussion talking about the following questions that the instructor will pose to them. Students should first describe what they are witnessing in the pictures presented. The subject of the pictures is also important to discuss, and students should begin to brainstorm what kinds of materials were used to create each artwork. The effect of the different materials is also important to discuss. Text and colour in art is also an important topic, and student should respond to how these elements affect each individual picture. Finally, the feeling these pictures give to the viewer can also be addressed and discussed.

(Left to Right: Picasso: Guitar, Sheet music and Wine glass, Derek Gores)



ACTIVITIES (Should be spread out over multiple Lessons)

Activity 1 (Introduction to Artist Trading Cards):

1. Students will begin the lesson by learning about artist trading cards. Students who have heard of work worked with artist trading cards should be asked to give insight on their own work and experience to the rest of the class. Students can be given the following definition of artist trading cards to give them an idea of what they will be working with:
“Artist trading cards 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. Definition from [http://en.wikipedia.org/wiki/Artist trading cards](http://en.wikipedia.org/wiki/Artist_trading_cards)
2. Once students have a general idea of the concept of an artist trading card, the following link can be used to show students different cards from around the world and explore the many possibilities and ideas out there to create: <http://www.artist-trading-cards.ch/gallery.html>
3. The class can then discuss what elements help to make their favorite cards so appealing. Concepts regarding the backgrounds, foregrounds, colours, shapes, and themes can be discussed to understand what makes a trading card an appealing piece of art.
4. Students will next be required to create a number of cards out of cardstock to create their own cards. The cards should measure 2.5 X 3.5 inches. Students should also be advised to label one card as a template and to use it as an easy way to create new cards. As the lesson will require more than one set of cards, this template will save them time later on. Students should create at least 10 cards to start, and extras should be kept safe in their sketchbooks.
5. Students will begin the first set of artist trading cards by answering the following interest survey. Students should only receive a few minutes to think quickly and get all of their information down. Answers should be written on a scrap piece of paper and then handed in to the instructor. This will act as both a pre-assessment and formative assessment:

Interest Survey

What are your hobbies? (example: musical instruments, sports, cooking, travelling, ect.)

What activities do you like to do in your free time? (example: sports, music, exercise, reading, gaming, ect.)

Is there anything you personally collect? If not, what would you want to collect if you had to collect something? (Example: stamps, coins, cars, hockey cards, tea cups, bottle caps)

6. Students will next create 3 different artist trading cards that match a general or common theme that they found while creating their interest surveys. This may be one of their hobbies, interest or collections that they believe would make a strong artist trading card. Students should also be made aware that these trading cards will be used in later activities in the unit.
7. The trading cards students create should be created out of a variety of images taken from magazines, newspapers, and other sources of images that support the general theme they are striving for. Students must also find a way to explain the choices they have made and justify why they have included the images they chosen. To finish the cards, students can draw on the images or alter and change them to create their own unique look. Students must also be sure to sign and date the back of their cards. Extras should be made so students are able to swap cards with one another and start to create their own collection.

Activity 2 (Altering Images and Exaggeration):

1. Students should now begin discussing as a group the idea of abstraction. It should be made clear to them that abstraction is the result of altering shapes and exaggerating images. As an introductory activity, students can be asked to get an image from a magazine and add or remove a section of it to render the resulting image abstract.
2. Have students examine the following set of pictures. Start of by having students explain what they see. From there, ideas about the meaning and mood of the pictures can be discussed. It is important that students notice the difference between each of the pairs, and how the differences change the idea of the art. Does it add or take away from the original? What else could be done to get a similar effect? More examples are found at <http://www.stop-watch.nl/>



3. Students will now be required to make 3 new trading cards that are the same dimensions as the ones before. This time however, students will focus on abstractions. Cards will be created by adding and removing elements from images and exaggerating features in order to achieve an abstract look. Like before, students will sign, date, and trade cards with classmates.

Activity 3 (Mixed Media):

1. Students will now look at art that is created through the use of mixed media. They should know that art does not necessarily have to be created using conventional supplies. Different artists can be explored through the site: <http://www.artspan.com/mixed-media#.UabHPUDqIBo> This site contains a number of artists who all use mixed media. Have students brainstorm what is being used to create the art. Does it work in conveying the message of the art? What other elements might give a similar affect?
2. Have students create 3 new artist trading cards. The goal of these cards is to use nothing but mixed media in order to create ideas and meanings. Try and discourage students from using any conventional supplies such as pens, pencils and paints. Like before, students will sign, date, and trade cards with classmates.

Closure:

These cards will be used for summative assessment, and will count for 30% of the unit's grade. Students will end this section of the unit by critiquing their own cards and the ones they have gathered from classmates. Questions you may want to ask to help them critique may include:

- Describe what you see on your card?
- What shapes can be found in the card?
- 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?
- How does the image reflect the artist who created it?
- Why were the elements chosen to create this piece used?

Sponge Activity:

If students finish their cards early, encourage them to make extras to trade or add to their own collection of cards.

Lesson 2

General Learning Outcomes:

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

Specific Learning Outcomes:

Students will explore and work with acrylic paint to create abstract images. By observing and manipulating acrylic paint, students will create unique abstract trading cards that will lead to the creation of an abstract painting.

Students Will:

- Understand how to work with and manipulate the primary colours.
- Learn how simplification can be used to create abstract images.
- Learn how to use and create art using different tints and shades.
- Learn the techniques required to create art using acrylic paints.

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Artistic Trading Cards, Abstract Painting

Materials: Sketchbook, cardstock, gesso paper, acrylic paints, paintbrushes

Encounter:



Students will begin by examining the artwork of Mark Rothko projected on the Smartboard. Have a discussion with students and comment on the following questions: What do you see in this picture? Describe the colours used, and what are the effects they have on the image? How do the brush strokes and shapes seen alter what we experience? How would a change in colours alter the meaning of this picture? How did the artist create this abstract art, and what other elements were utilized to get the meaning behind the art?

Afterwards, project the next two images. Have students discuss what they see and what the paintings mean. How do the lines, colours and shapes used affect what we as the viewer experience? In what ways are these pictures similar, and in what ways are they different?



ACTIVITIES (Should be spread out over multiple Lessons)

Activity 1 (Introduction to Acrylic Painting):

A graffiti board will be created by students to introduce them to acrylic paints. A series of 6 questions will be posted on to the Smartboard. Students will divide a letter sized sheet of paper into 6 sections, and answer each of the questions in one section. The questions can be answered with a drawing, sketch, mind map, point form, or some other method to express their idea. Students will have 10 minutes to answer all of the questions. There are no correct answers to this activity, so students should feel safe to explore and be open to new ideas. Have students create a colour wheel on the back of the graffiti board and label all of the parts. This colour wheel should be made with primary coloured acrylic paints. On each Graffiti board students will write their name and the date.

Activity 2 (Mixing Colours and Simplification):

1. Students will create new sets of trading cards by mixing primary colors on the trading cards in order to make new colours and ideas on the cards. They will only have primary colors to make secondary colors, so they will need to know how to mix paint.
2. Students will then take 20 post-it notes or divide a page in their sketchbook into 20 spaces. From there, they will create different simple shapes and lines in each space to create an entire abstract composition. Space, shape, line and balance are all important elements to consider when drawing in each of the spaces. It is important that at least 20 separate images are created to complete the entire composition. There should also only be lines and shapes in each square with no images to create the composition. These spaces should also be done quickly, and the entire project should be completed in 10 minutes.
3. Students will then create three new abstract cards. These will be created by selecting series of lines and shapes from the abstract composition, and transferring them on to the artist cards. Once the images have been transferred, students can use the primary coloured acrylic paint to add colour to their abstract shapes and lines. Students will be given instructions to mix paints on a pallet for one of the cards, and to have one that is completed using a wet on wet technique on the card. The third card it open to any form of painting. Students can also only use two different colours for each card. These colours should complement each other to make the piece of abstract art interesting and appealing.

Activity 3 (Tints and Shades of Colour):

1. Students will begin by vewing the following video:
<http://blog.drawn.ca/post/16976744275/even-though-i-still-had-to-go-to-their-not>
2. The teacher will then give a demonstration to students on how to mix colours together in order to create different shades and tints of colour.
3. Students will be asked to create 10 new artist cards. 5 will all contain one shape that is the same on each piece, and the other 5 will all contain another common shape drawn in pencil.

4. Students will paint different tints of one colour on one set of 5 cards. A different colour will be used as the different tints on the other 5 cards containing the other common shape.
5. Student will take their tints and shades of the shapes and change them into creations by adding drawing. This will be similar to the movie shown at the start of class that showed how the tear drop shape was transformed into a variety of objects

Activity 4 (Painting Techniques):

1. The following website will be used to display artist trading cards by artist Gido Dietrich from Switzerland: <http://www.artist-trading-cards.ch/galleryDietrich.html>
2. Students will then watch a demo on how to create the following affects and perform the following artistic techniques: making washes, dry brush, flat paint, and wet on wet techniques with acrylic paint.
3. Students will then create three new artist trading cards using the different artist techniques that were covered in the video.
4. These cards can then be refined by using these techniques as backgrounds in the cards, and then adding images or drawings in the foreground to create new and unique cards that showcase the new skills learned with acrylic paints. These cards should then be signed, dated, and traded again with classmates.

Activity 5 (Acrylic Painting Project):

1. Students will continue to trade cards with classmates to create varied and interesting collection. Students will now be required to select either their favorite cards or a grouping of cards in order to convert the image on them into an abstract painting.
2. Students will begin by sketching out ideas for their painting in their sketchbook to ensure that they have a direction and focus for their paintings. The ideas should be checked and approved by the teacher before the student starts their painting.
3. Students will take the image from the trading card or cards and turn it into an abstract painting. This painting should be done on an 8 1/2 X 11 inch canvas or gesso paper. This image will be done using acrylic paint, and will have students utilize the different painting techniques they have practiced in earlier activities in the unit. Students will use the idea of enlarging, exaggerating and simplifying the images on their trading cards in order to create their abstract painting. This painting will be used for summative assessment, and will count for 30% of the unit's grade.

Closure:

Students will end this section of the unit by critiquing their own abstract painting and the art made by other classmates. Questions you may want to ask to help them critique may include:

- Describe what you see in these paintings?
- What shapes can be found in these paintings?

- Does color or texture play a role in the mood of this artwork?
- What do you think this work means?
- Does this artwork remind you of anything?
- What do you think could change to help to strengthen this artwork?
- How does the image reflect the artist who created it?
- Why were the elements chosen to create this piece used?

Sponge Activity:

Students who finish early will be asked to experiment with colour further by creating a piece of art in the style of Mark Rothko. Students can be reminded of his work as it was viewed in an earlier lesson, and students should be given resources to look at more of Rothko's paintings to learn his style. From there, have students create an art piece in the sketchbook that mixes few colours to create a strong theme, and have students describe the choices they made in these pictures.

Lesson 3

General Learning Outcomes:

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

Specific Learning Outcomes:

Students will collaborate with other students to combine skills and knowledge to create a collaborative piece of art with acrylic paints and painting techniques.

Students Will:

- *Learn how to work with other students on one combined work of art.*
- *Understand the importance of collaboration in art.*
- *Learn how to utilize painting magnification in art.*
- *Apply previously learned skills with acrylic paints to new forms of artwork.*

Assessment:

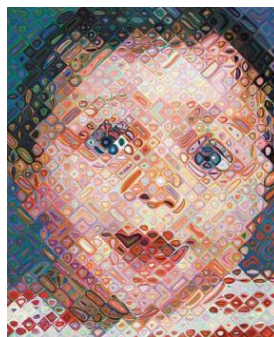
- **Formative:** Observation, Class discussion
- **Summative:** Collaborative Abstract Painting

Materials: Pencils, Sketchbooks, Paintbrushes, Acrylic Paints, Gesso Paper, Photographs

Encounter (10 min):

Students will begin by examining the following pictures that were done as collaborative projects by multiple artists. Students will then engage in a class discussion about the art. Have students begin by explaining what they see in the pictures. How were the artworks created, and brainstorm the types of materials and techniques that were used to create the images. Is the first picture a painting or sculpture, and have students defend their choices. In the second picture, have students focus on the shapes and how they all fit together. How does colour affect both of these pictures?

(from left to right: Polly Apfelbaum: Blossom, Chuck Close: Emma)



ACTIVITIES (Should be spread out over multiple Lessons)

Activity 1 (Collaboration Painting Selection):

Students will begin by discussing the pictures shown above and talking about the idea of collaborative art. Students will be introduced to their next project, which will have them working with other classmates to create one unified painting. Students can also review the painting strategies they covered in the last lesson, as they will be expected to utilize the new techniques in their next painting. Students will then break up into groups, and will begin by selecting a picture that they will use as the basis of their collaborative painting. Groups must be a landscape, and should be relevant to the students creating it. Students should be encouraged to use local landscapes and landmarks as motivation.

Activity 2 (Painting the Photo):

Students will take their photos and break it into sections so that every member of the group has an equal sized portion to paint. Once students have all examined every section of the photo individually, students will begin by painting their section with acrylic paints. Student should be sure to utilize all of the strategies that have been discussed over the unit. Students should also sit in order so that they are close to the partner painting the adjoining section of the photo. This will allow them to measure out how the picture will fit together, and ensure that the separate parts will join together to form a cohesive collaborative painting. Once students have all completed their sections of the photo, they will combine the pieces together however they fit to create one cohesive painting. This will be used as a summative assessment worth 40% of the unit's grade, and students will be required to critique their work once finished.

Closure:

Students will end this section of the unit by critiquing their own cards and the ones they have seen by other classmates. Questions you may want to ask to help them critique may include:

- Describe what you see in these paintings?
- What shapes can be found in these paintings?
- 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?
- How does the image reflect the artist who created it?
- Why were the elements chosen to create this piece used?

Sponge Activity:

This activity can be done in a smaller scale if a group has finished early. Have students come back to the idea of artist trading cards. After they group comes up with an abstract image, have them separate the image into small sections and have the groups use the same technique as before to create collaborative artist trading cards.

Resources

(As taken from Meghan Verkerk's original unit plan)

- **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_OKeeffe/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.writedesignonline.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.