

# A Grade 3-5 ARTful Hour...

March 2011

with Heidi Stoddart

## Sample Websites for TEACHER reference:

Art History Timeline... Metropolitan Museum of Art collection @ [www.metmuseum.org/toah](http://www.metmuseum.org/toah)

Smarthistory... [www.smarthistory.org](http://www.smarthistory.org)

Royal Ontario Museum (Exhibits & Galleries, World Cultures)... <http://rom.on.ca/exhibitions/wculture/index.php>

Exploratorium's "10 Cool Sites" lists by topic... <http://apps.exploratorium.edu/10cool/index.php>

## 1. Folk Art, James Rizzi & Creating a Community

**INTRO...** Share picture book "Wild About Books" by Judy Sierra and Marc Brown, drawing attention to the folk art style of the town scenes (playful, whimsical, non-linear with roads heading 'up', non-realistic or 'wacky' use of size, placement, proportion and perspective...)

**LOOKING AT ART...** Look at paintings by American Pop Artist James Rizzi.

Resource: [www.jamesrizzi.com](http://www.jamesrizzi.com) (Check out the "Gallery" section; and the "Current" section (DeMINT) (Sample Teacher Prompts: "What's going on in this picture? What do you see that makes you say that?"; "Where does Rizzi play with size and proportion?"; "Where does Rizzi play with space and direction?"; "What do you like about this picture? Why?"; "What word(s) would you use to describe this picture? Why?")

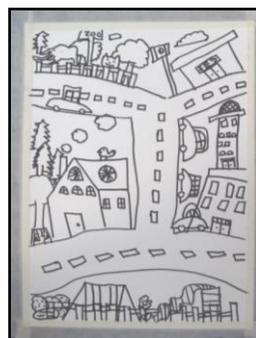
**CREATE...** (Based on "Folk Art Line Drawing" lesson plan purchased from [www.deepspacesparkle.com](http://www.deepspacesparkle.com))

Connects with

- **Gr. 3 Science Curriculum** – Physical Science: Structures & Materials; Identify "shapes that are part of natural and human-built structures..."
- **Gr. 3 Social Studies Curriculum** – Provincial Identity: Place; Examine/describe "where people live", "physical features", "vegetation", how "people make a living"...

Materials:

- newsprint/sketchbook & pencil to practice/plan
- watercolour paper (9"x12")
- masking tape
- vinyl mats or cardboard
- Sharpie markers, fine tip (waterproof)
- pencil crayons
- watercolour paints
- watercolour brushes
- water containers



### Teacher Tips:

- ✓ Start at the **BOTTOM** of the picture and work up the page, creating overlap by tucking things in behind existing objects.
- ✓ Working with marker encourages students to think ahead, make mistakes, modify to carry on and eventually, work freely without getting 'stuck' erasing to make things 'perfect'

## PROCESS

### DEMO...

1. Start with a line near the **BOTTOM** of the paper as one side of a road.
2. Add the other side of the road, leaving a gap (or gaps) from which other road(s) can extend; add traffic lines.
3. Start planning your community... Draw buildings and/or vehicles that meet the road, continuing with objects (trees, homes, buildings, hills, fences, fields, rivers...) tucked behind the existing objects.
4. Continue the road up the middle of the page, leaving gaps where you want to add other cross roads.
5. Draw objects first before adding/extending any of these new roads so that you are always filling the page from the bottom up.
6. You might include a horizon line near the top of the page (where the sky meets the ground) if you'd like to have a sky in your drawing, or have the community continue upward, right off the top of the page.

### Teacher Tips:

- ✓ Try to have objects 'anchored' to the roads, connecting the bottoms of trees, buildings or vehicles' wheels to the road.
- ✓ Encourage use of basic shapes to draw; demo using simple squares, rectangles and triangles to create buildings; more shapes together result in more complex building designs; demo using circles for wheels, then adding rectangular or circular shapes on top to make vehicles
- ✓ Easier to start by drawing the bottoms of all the windows first versus drawing each individually
- ✓ Trees can start with two lines for the trunk, then organic 'bubble' or triangular shapes for the top

### THEN...

7. Invite students to try a community scene in their sketchbooks, or on newsprint using pencil, as a practice to try working from bottom to top, try using basic shapes, test some ideas...
8. Distribute watercolour paper pre-taped to vinyl mats and Sharpie markers for students to create their own folk art-inspired drawings of a community.

### NEXT...

7. Use coloured pencils to colour in all of the small areas of the pictures (eg. traffic lines, windows, flowers, trees, animals, cars, small buildings, clothes lines, fences, gardens...) In keeping with folk art, don't worry about following traditional colour 'rules'! Experiment with bright, colourful, fun colours!

### Teacher Tip:

- ✓ Be sure to fill in the area with a solid, heavy layer of coloured pencil – press hard to apply. (This will help the pencil crayon 'resist' the watercolour later on!)

### FINALLY...

8. Use watercolour in light washes to fill in any larger areas (eg. large buildings, large trees, rivers, ground, hills, sky...).
9. DEMO how to start 'scooping' water with watercolour brush onto the palette (lid of our w/c sets!), then stir in a bit of the watercolour pigment from the pan - it should be quite diluted/watery.
10. Encourage playful use of colour (break the 'rules'!), and experiment with mixing (eg. various greens for different sections of grass)

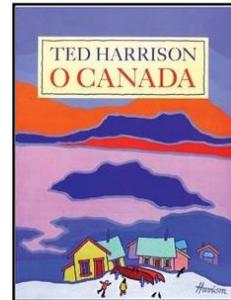
### Teacher Tip:

- ✓ Note that some of the colours are strong or 'bossy', and require very little pigment to be added to the water (eg. **VERY LITTLE** black is required to make grey for the roads!).

11. Once works have dried, gently peel the masking tape away from the artwork.

## 2. Canadian Landscapes Inspired by Ted Harrison

Connects to **Gr. 4 Social Studies Curriculum**: *Exploring the Landscapes of Canada*



### INTRO...

Looking at artwork/illustrations in picture book “O Canada” by Ted Harrison (also “The Cremation of Sam McGee”)

-Introduce “LANDSCAPE” as an outdoor scene.

-Introduce “HORIZON LINE” as the line that shows where the sky meet the land, or where the sky meets the ocean/water.

-Introduce “ABSTRACT WORKS” as art having a subject that is recognizable, but not entirely realistic (eg. simplified shapes, ‘unnatural’ colours, modified proportions...)

-Discuss how subjects the artist included helps depict the particular province or territory

(Sample Teacher Prompts: “What kinds of line has the artist used to create this scene?”; “What colours has the artist used for the sky? For the mountains? For the water?”; “Notice the unusual colour choices. How did the artist ‘break the colour rules’ in this illustration?”; “What do you notice about detail in these artworks?”)

### CREATE...

#### Materials:

-cartridge paper (12”x14”)

-pencils

-Crayola wide-nib markers with scraps of paper for practice

-newspaper or newsprint to protect desks



### PROCESS...

#### Teacher Tip:

✓ Work lightly with pencil so that lines can be more easily erased for overlapping.

1. Start with a few lines near the bottom of the page for the FOREGROUND (closest part). Consider the kind of line you will use to depict the place.
2. Moving up the page, continue adding horizontal lines that create plains, fields (straight/flat lines) or hills (curvy lines), water (straight flat or wavy lines...) and/or mountains (eg. zig zag or curvy lines).
3. Include a horizon line.
4. Use more lines and shapes to complete the BACKGROUND or sky (eg. bands of colour, clouds, sun, moon...)
5. Add large, abstract tree shapes (eg. using curvy or zigzag lines to create organic shapes), erasing the ground lines inside.
6. Add large, simple shapes to represent any buildings or objects (eg. fence, lighthouse, covered bridge, barn, skyscrapers...)

#### Session 2: MARKER

1. Starting with a small practice scrap, try filling in the paper with colour by dragging the wide edge of the marker’s nib across the page, line after line. Once you have the technique...
2. Start at the TOP of the page, filling in the first section with marker using the ‘line technique’.
3. Continue until there is no white left showing on the page (unless white areas are required, eg., snowcaps on mountains...)

#### Teacher Tips:

✓ It helps to ‘outline’ the section first, then ‘fill it in’ using the line technique

✓ Use a larger sheet of newsprint underneath as a placemat so the marker can go right off the page without marking the desktops

✓ Consider the colours you will use so that there is lots of contrast, and so that a green tree will not be placed against a green ground/hill

✓ Encourage playful, unique, unusual use of colour (abstract!)

✓ Consider how colour combinations will help convey a mood, weather or time of day! (eg. sunrise, sunset, cold/stormy, bright/cheerful...)

4. Optional: retrace all pencil lines using black marker.

# 3. Mosaics & Ancient Civilizations

Connects to **Gr. 5 Social Studies Curriculum: Societies & Ancient Civilizations**

**INTRO...** Share visuals of mosaics from ancient times. Typically, the tesserae (or mosaic tiles) were arranged in regular rows and were generally square. Tesserae were embedded in an adhesive like plaster or concrete, so were placed closely together but did not overlap. Discuss subject matter, such as animals, fish and sea creatures, gods/goddesses, figures, buildings, symbols, geometric floor designs, etc.

**CREATE...** (Inspired by "Art Matters" by Eileen S. Prince & School Arts "ClipCard")

## Materials:

- newsprint/sketchbooks & pencil to sketch/plan
- paper (or cardboard) as 'background' or 'backer' (eg. 12"x18" or smaller...)
- various colours of construction paper pre-cut in narrow strips (eg. 1 cm or 1" wide)
- small containers or baggies to sort/store each colour of paper
- glue sticks OR white glue
- scissors
- Optional: Crayola "School Glue" containers and paintbrushes

## Teacher Tips:

- ✓ Encourage students to sketch their design **LIGHTLY** onto the paper as strong pencil lines may show through
- ✓ A paper 'placemat' at each student's work space helps contain paper scraps and makes transporting bits of paper much easier if used like a 'tray'
- ✓ For organizational purposes, limit the number of colours students should have at their desk at any given time (eg. 3 colours).
- ✓ Hands may need to be washed intermittently as it's difficult to avoid glue on fingers!

## Process:

1. Sketch/plan a design that portrays an image reflective of the ancient civilization OR could think of an image that reflects something about our culture today. Consider incorporating geometric designs (eg. as background), and use **ONLY** large, basic shapes. Limit use of detail as everything will be created using only the paper 'tesserae' or 'tiles'.
2. Once approved, lightly sketch the design onto the paper (or cardboard).
3. Choose colours to start, and cut small squares from the coloured strips of paper.
4. Gluestick: Working in small sections at a time, cover an area of the sturdy paper or cardboard with glue stick, then arrange the paper tiles so that they are as close together as possible but not touching or overlapping. This space between simulates the plaster or grout between the tesserae or mosaic tiles.  
OR  
White Glue: Use a 'line' of glue to draw the outline or contour of your main shape, then place the paper tiles in a row along the line of glue as close together as possible. Create another line of glue under the first row of tiles and place more paper tiles, much like bricks are laid so that a bit of the paper shows through, but the tiles should not overlap.
5. Optional: Once mosaics are completed, dilute Crayola "School Glue" with water (1:1) and apply a layer of the mixture over the mosaic using a paintbrush. The glue mixture will dry clear, leaving a protective, shiny finish.

