

A Grade K-2 ARTful Hour...

November 2011

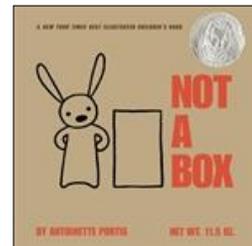
With Heidi Stoddart

Early Elementary = Personal Expression through Art and Picture Making

1. Drawing... Shapes, Lines & Details

Materials:

- small, cardboard box ('prop' for intro)
- Not a Box** (picture book) by Antoinette Portis
- 9"x12" construction paper for background (variety of choices, eg. white, beige, light blue, dark blue, black...)
- brown construction paper squares/rectangles ('box'); variety of sizes (eg. 3"x3", 4"x4", 2"x4", 3"x5", 5"x5"...)
- glue sticks
- wax crayons
- art label (artist & title)



NOTE: Animated version of **Not a Box**: Link... <http://www.youtube.com/watch?v=3KXuBcdmktY>

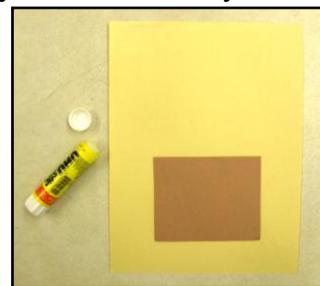
Or visit Wikispace @ <http://h-stoddart.wikispaces.com/HOME++Elementary+Visual+Art>, "Illustrators & Picture Books" page

INTRO...

- Show students a small cardboard box. Ask students to share any experiences they may have of imaginative play with an old, empty box. What did they pretend it was?
- Read aloud **Not a Box** by Antoinette Portis, noticing how the illustrator has added lines and shapes to turn the box into something else.

CREATE PROCESS...

- Show students some square and rectangular pieces of brown construction paper. What do these shapes remind you of? (A box) Now, let's pretend it's 'not a box', just like the story. What would you turn your box into? (volunteers share their ideas)
- Demonstrate how to choose a background colour (do you want a dark background for night or a light background for day?...), how to orient the paper for your picture idea (tall if it's for a giraffe or a tree; wide if it's for a truck or a boat...), and how to use a glue stick, applying glue to the 'box' piece (brown construction paper), then pressing the 'box' into place on the background, counting to 10 in your head as you apply pressure so the glue has time to adhere.
 - *Students choose paper and 'box' construction paper, orient paper at work space and glue 'box' into place.*
- Demonstrate how, with one crayon, you can draw the picture using **lines** and **shapes** to transform the box into something else you imagine. Discuss/demonstrate how to add **detail** using **lines** and **shapes** to give as much information as possible (eg. lines to make shingle shapes on a roof, or brick shapes on a castle wall, or lines to show rough bark on a tree trunk or furry hair on a dog...). Once idea is drawn, use crayon to add colour.
 - Circulate as students work to scribe their title onto the art label ("It's not a box. It's a ...")



CLEAN-UP...

1. Clean-up your work space – put crayons and glue sticks away
2. Complete your Art Label by printing your name ("Artist") in pencil
3. Students can volunteer to share their work, reading the artist and the title

2. Watercolour, Handling a Paintbrush & Wet-on-Wet Technique

Materials:

- watercolour paper (2 sheets per student; eg. 2"x7" and 5"x7")
- vinyl mat or cardboard sheet (to attach watercolour paper)
- wide tape (eg. Dollarama brand Painter's Tape)
- Prang watercolour sets
- watercolour paintbrush
- small water containers
- art labels



- ✓ TEACHER TIP: Print each student's name with Sharpie (waterproof) marker on the tape before starting.

INTRO...

- Introduce new MEDIUM or art material... watercolour (review colour names and that it should be 'watery') and the watercolour paintbrush (soft bristles to carry lots of watery paint; hold it "Just like my pencil in my printing hand.")

CREATE

PROCESS...

- Demonstrate how to use the brush to 'scoop' water over to the paint colour (eg. at least 3 'scoops')
- Starting with the smallest paper facing you, demonstrate the 'wet-on-wet' technique:
 1. Wet the paper.
 2. Paint with one colour.
 3. Paint with another colour. (apply so the 2 wet colours touch/overlap to create wet-on-wet effect)
 4. Know when to stop.
- Students try the wet-on-wet technique using the smallest paper
- Share observations and findings, then flip the mat so the larger paper is facing you and review the wet-on-wet technique, this time inviting students to try 3 different colours.
- Students explore the wet-on-wet technique using 3 colours on the larger paper
- As students near completion of their second work, circulate to scribe a title for their art on the Art Label.

CLEAN-UP...

1. Clean-up your work space (*Amount of student involvement will depend on your group. Sometimes I gather the paint, brushes and water containers; sometimes student carry their own brushes and water containers to sink to rinse as I collect paint; sometimes students carry the paint in one hand and the brush in the water container to the supply counter. Keep the paint upright as it will need time to dry. Gradually work to increase student participation with some of the clean-up.*)
2. Students complete the Art Label by printing name ("Artist") in pencil
3. Students can volunteer to share their work, sharing the title and/or the medium used.



Smaller work could be used as a bookmark.

Larger work could be displayed with an art label (artist & title).

3. Kinds of Lines... Designing a Scarf

MATERIALS...

- “Kinds of Lines” Powerpoint for introduction
- Cartridge Paper (4”x18”)
- Oil Pastels
- Paintbrushes
- Tempera Blocks in wellled palettes
- Water containers
- Newspaper to protect Desks
- Paper towels for wiping brushes between colours



INTRO...

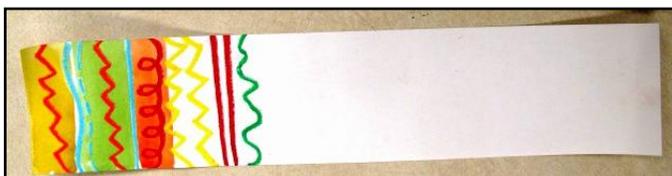
- Kinds of Lines... Discuss and identify different kinds of lines (eg. straight, zigzag, wavy, loopy, thick, thin, solid, broken...). Look at samples of scarves and try to identify different kinds of lines used to create patterns.

CREATE PROCESS...

- **TEACHER TIP** – Students print their name on the back of the paper before starting!
- Use oil pastels, working side-to-side across the page, to create different kinds of lines on your scarf
- Create some patterns using lines and colours; fill the paper with your design
- Review/introduce a paintbrush as a tool for applying paint (hold it “just like my pencil in my printing hand’ to control the tool)
- Demonstrate how to dip the brush into water, swirl it in the tempera block, and apply thick and thin lines of paint overtop of the pastel. The paint will stick to the paper, but not to the pastel lines... RESIST!
- Demonstrate how to clean your brush between colours (WIGGLE against the bottom of the water container, PRESS turn and PRESS gently against the side of the container to get rid of water, then WIPE with a paper towel.
- Start with one colour, painting all the stripes/lines you want with that colour, then wash the brush and move on to the next colour...
- ‘scarves’ can be hung to dry on a piece of string with clothespins
- Option to cut a ‘fringe’ into both ends of the paper once the paint is dry

CLEAN-UP...

1. Clean-up your work space by placing your brush in the water container, taking your art to the drying place, putting your paper towel in the garbage and washing your hands. (*Amount of student involvement will depend on your group. I usually gather the paint, containers with brushes and newspaper, but sometimes a student volunteer can carry the water container filled with brushes to the sink. Store the paint palettes upright as blocks will need to dry.*)
2. Students can volunteer to share their work, identifying their favourite kind of line used, or a pattern they created.



Scarf design using oil pastels, then tempera block wash to create a pastel resist.



Line design using liquid tempera paint only.