

A Grade 3-5 ARTful Hour...

Sept. 2011

with Heidi Stoddart

Teacher Resources:

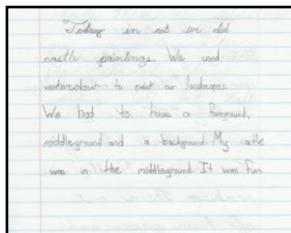
- ✓ My Art Wikispace: <http://h-stoddart.wikispaces.com/HOME++Elementary+Visual+Art>
- ✓ Art Lessons online @ Dept. Of Ed. Portal: Click on "Learning Resources", scroll to "Elementary", click on "The Arts", scroll to "K-8 Visual Art Lessons"
- ✓ Our Online Art Gallery: <http://www.district6.nbed.nb.ca/artgallery/artgalleryindex.htm>
- ✓ Twitter: "art4schools"

1. Getting Started... portfolios, art journals & sketchbooks

Portfolios: Students learn to safely store artworks in a designated spot in the classroom; take home to empty and share at the end of each term, then return to school to start the next term.



Art Journals: After art, students add new vocabulary to the class' ongoing "Art Vocabulary" list, then write about what they did in art today, explaining the process, or describing techniques they tried, or reflecting on what they like best about their work, or what they'd like to improve, or what they'd try next time...



Sketchbooks: Place for unstructured drawing and doodling; ideal for students who finish assignments/projects with time to spare; can be used for planning/sketching ideas for assignments/projects.

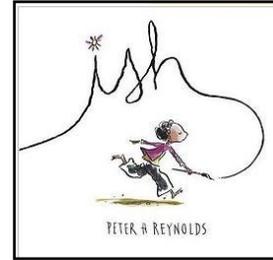


2. PORTFOLIO IDEA inspired by art-related picture books...

Retrieved from "Teach Kids Art" at <http://teachkidsart.blogspot.com/search/label/portfolios>
(we'll just try one idea from this list!)

INTRO...

Read aloud "ISH" by Peter H. Reynolds



CREATE...

Materials:

- "ISH" by Peter H. Reynolds (available on Tumblebooks!)
- Bristol board or tag board (24"x18" or larger)
- eraser (pink kind on top of pencil)
- Sharpie waterproof markers (fine)
- Prang watercolour sets & watercolour brushes
- water containers

PROCESS...

1. Use the pink eraser on the end of your pencil to draw a line horizontally across the middle of your portfolio.
2. Above this line, use a black Sharpie (fine or ultra fine) to draw four rectangles to represent four sheets of paper. Do the same below the line, leaving room below each "piece of paper" for the title of your drawing. Do not use a ruler to draw these.... just make them "piece of paper-ish"! To keep your drawing nice and loose, you can use sketchy lines and go around your shape a couple of times.
3. Now do a quick, sketchy "ish" drawing in each of the rectangles and title each one below it.
4. Next, use watercolor (use lots of water!) to add a quick "splash of color" to your drawings. Don't try to be detailed about it.... you don't even need to stay inside the lines. Just keep it loose and simple!
5. Finally, use black watercolor (diluted to a nice gray) to paint a "shadow" below and to one side of each paper. Keep your shadows and direction of the 'light source' consistent in terms of which side they are on, so that they will look "shadow-ish"



Elements of Art & Design...

Line, Shape, Space, Texture, Colour, Value & Form

Line = a mark made by pulling a pencil across paper; representing the edges or contours of a subject on paper; drawn lines may have different qualities (thick, thin, wobbly, straight, dotted, etc.)

Shape = a defined area; shapes may be organic (such as a teardrop, ovoid) or geometric (for example, square, rectangle, triangle)

Space = area or depth of field in an image

Texture = the tactile quality; how something feels when you touch it; marks drawn to represent the surface of an object (for example, rough, bumpy, smooth, furry, soft); representing a surface by adding textured material to paint or collage.

Colour Wheel = a circular arrangement of colours, based on how paint pigments mix to produce the colour spectrum

Primary Colours = red, blue, yellow

Secondary Colours = green, violet (purple), orange

Tertiary Colours = colours that result from combining a primary colour and a secondary colour: yellow-green, blue-violet, red-orange

Cool Colour = colour that is associated with ice and snow (blue, blue-violet, blue-green)

Warm Colour = Colour most common to fire (for example, red, orange, yellow)

Complementary Colours = colours opposite each other on the colour wheel (for example, red & green, blue & orange, yellow & purple)

Analagous Colours = Colours next to each other on the colour wheel (for example, blue & green; green & yellow)

Monochromatic = having one colour

Monochromatic Colour Scheme = One colour plus all the tints and shades of that colour

Value = areas of light and dark colour; areas of reflected light and shadow

Shade = black (or another colour) added to a colour

Tint = white added to a colour to produce a lighter version of that colour

Form = An element of design; any object that is three-dimensional -- that has or can be measured using three dimensions (length or height, width and depth).

Definitions from "Glossary" in Experience Clay by Maureen Mackey, "Glossary" in Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools by Frank Wachowiak & Robert Clements, "Appendix C: Art Terms" and "Appendix D: Art Materials" in Art & Illustration for the Classroom: A Guide for Teachers & Parents by Rhian Brynjolson (Peguis Publishers; 1998) and "Technique Tips: Clay" in Art Connections Level 4.

An Online resource: Art-related terminology = Artlex.com

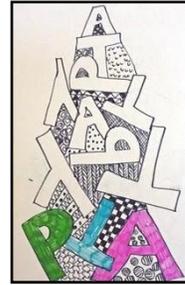
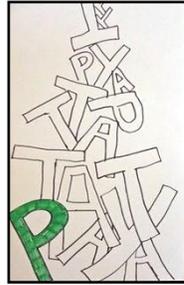
3. Elements of Art & Design... Using line, shape, space & colour

CREATE...

Materials:

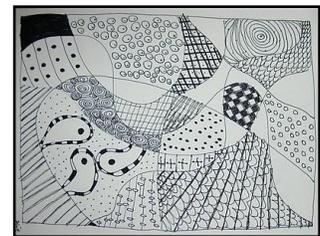
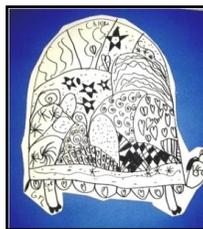
- cartridge paper (12"x18")
- pencils
- Sharpie waterproof markers (fine)
- Crayola markers ("Class Set" in each elementary school)

1. Introduce block letter format, then start with first letter from your name, placing it on bottom of page in a block letter format
2. Add other letters from your name(s), in any order, around behind, or above the first letter. To help with flow, turn your paper. Make the letters look 'piled' high.



3. Brainstorm and demonstrate some patterns that use line and space. Fill the spaces between the letters with patterns using the Sharpie marker.
4. Use wide nib, coloured markers to fill in the letters ('line technique' to apply colour in parallel lines to create a solid effect)

Related Ideas...



4. Painting with Tempera... Establishing Paint Routines

CREATE...

Materials:

- cartridge paper (12"x12")
- pencils
- liquid tempera paint (eg. red, orange, yellow, green, blue, violet, black, brown, magenta)
- palettes for paint
- water containers (eg. large tin cans, or large yogurt/ice-cream containers)
- paintbrushes (variety of sizes for students to choose what they need)
- newspaper or newsprint to protect desks



PROCESS...

1. PREPARE MATERIALS in advance
 - ✓ *TEACHER TIP: Students can share 'welled' palettes of paint by arranging desks in groups of 4 (as with this activity), or use 'plates' as individual palettes when working independently to mix colours.*
 - ✓ *TEACHER TIP: Rotating "Art Helpers" can volunteer to stay in at recess to help prep supplies – filling water containers, pouring paint, organizing brushes, etc.*

and establish DISTRIBUTION routines

 - ✓ *TEACHER TIP: Invite one group at a time to retrieve materials, using 'one way traffic' to help prevent collisions/spills; have bucket & cloth ready because accidents happen*
2. Establish routine of 'NAME ON THE BACK' before starting! (awkward to do later with a wet painting!)
3. Lightly sketch your initial (first or last name):
 - BIG
 - Position at an interesting angle
 - Fill the space... go 'off the page'



4. **DEMONSTRATE** how to:

- hold paint brush (“Just like your pencil in your printing hand.”)
- ‘load’ brush with paint
- rinse brush between colours
- ✓ *TEACHER TIP: Demos are a helpful, visual way to teach skills and techniques, so incorporate often. But avoid continuing the demo until artwork is complete – goal is to model the skill/technique, not to provide a sample for ‘copying’.*

5. Students complete the design by filling the paper with paint, demonstrating paint brush skills.

6. Establish a ‘**DRYING SPACE**’ in advance (shelving, counter, floor space along wall...)

7. Demonstrate proper **CLEANING & STORING** of supplies

- ✓ *TEACHER TIP: Paintbrush clean-up includes rinsing/washing brushes till water runs clear, ‘smoothing’ bristles into shape, then storing with bristles up*

8. Establish routine of washing hands, then going to sketchbooks without disrupting those still working.



5. Integration Idea...

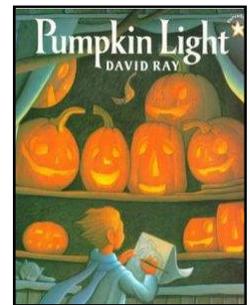


Vocabulaire: Le visage (le nez, les yeux, la bouche...) et Les Sentiments

Ecrivez: Descrivez vos citrouilles

Vocabulary : Facial features (nose, eyes, mouth...) and Feelings/Expressions

Writing: Describe your jack-o-lanterns, or the procedure for carving...



-Artwork by Gr. 5 student; Mrs. Stefani's class @ KPES