

A Grade K-2 ARTful Hour...

September 2011

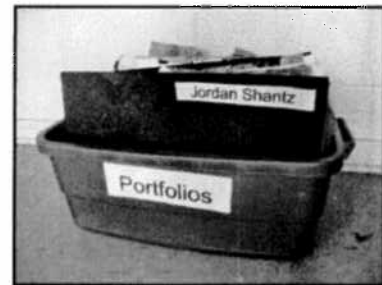
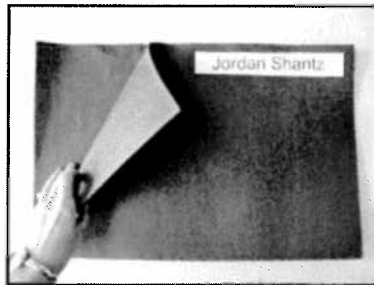
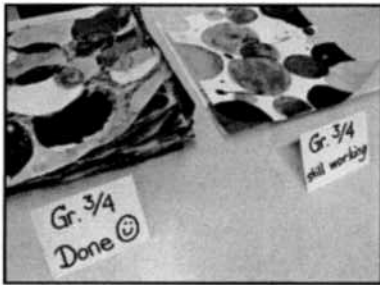
With Heidi Stoddart

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

Student work is valued and stored safely in a designated spot in the classroom.



Early Elementary = Personal Expression through Art and Picture Making

1. How Many Greens? Handling a Paintbrush & Exploring Colour

CREATE...

Materials:

- cartridge paper (4"x4")
- liquid tempera paint: 2 primary colours (eg. yellow and blue,) and white
- welled trays for paint
- water containers (eg. large tin cans, or large yogurt/ice-cream containers)
- paintbrushes
- newspaper to protect desks
- paper towel for wiping brushes between colours

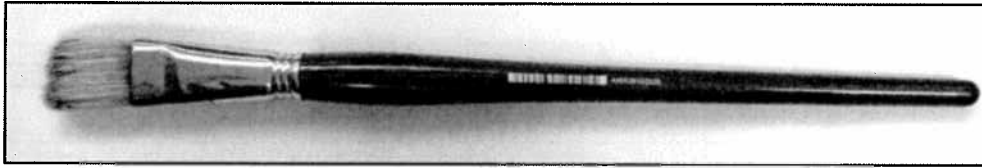


PREPARE MATERIALS in advance

- ✓ TEACHER TIP: Students can share 'welled' palettes of paint by arranging desks in groups of 4
- ✓ TEACHER TIP: An upper elementary "Classroom Helper" could volunteer to stay in at recess to help prep supplies – filling water containers, pouring paint, organizing brushes, etc.
- ✓ Establish a "drying place" in advance (shelving, counter, floor space along wall...)

INTRO...

1. Display a paintbrush... a tool we can use to mix and paint with colours!
2. Review how to hold a paintbrush ("Just like my pencil in my printing hand.")
3. Review how to 'load' the paintbrush by dipping it halfway into the paint, then carefully transferring the paint to the paper, moving the brush so the paint fills the page.



PROCESS...

1. Print your name on the back before you start painting. (Establish this routine of 'NAME ON THE BACK' before starting – it's so awkward to do later with a wet painting!)
2. Introduce PRIMARY COLOURS (the main colours = red, blue and yellow). What do you think will happen if I mix two of these primary colours together... yellow and blue?
3. Demonstrate how to:
 - Dip the brush halfway into the yellow paint, and carefully transfer the paint to the paper.
 - Rinse the brush between colours ('wiggle' against the bottom of the container; gently 'press' excess water against edge of container; 'wipe' with paper towel).
 - Just 'touch' the brush to the blue paint, and carefully transfer the paint to the paper.
 - Mix the two colours together on the paper

✓ *TEACHER TIP: colours like blue, red and black are strong hues ('bossy'), so we don't need very much of them to mix a new colour. The lighter the hue (eg. yellow, white), the more of it you will need when mixing, so it's best to start with the lighter hue, gradually adding the darker hue bit-by-bit to get the desired result.*
4. Is it possible to mix a different green? Try again on another piece of paper, print name on the back, then mix yellow and blue again, trying to make a different green!
5. What happens if we add white to a colour? Give students another piece of paper, print name on the back. Add a squirt of white to each of the paint trays and have students start by mixing green, then adding white to see what happens.



Clean-up:

- Paintbrush into water container, paper towel into garbage/compost
- Colour samples to the drying place (drying rack, counter, available floor space)
- Hands washed
- Brushes and paint removed when all students in the group are finished; brushes washed and stored with bristles up.

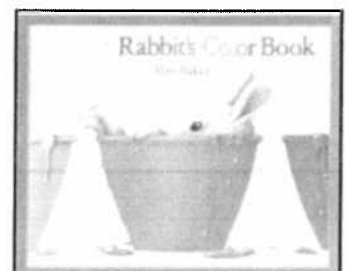
✓ *TEACHER TIP: Paintbrush clean-up includes rinsing/washing brushes till water runs clear, 'smoothing' bristles into shape, then storing with bristles up*

- Display Idea... When colour samples are dry, students can sign the front of each with a black marker. Samples can be displayed together to show all kinds of green!

Extension Ideas...

- Read aloud "White Rabbit's Color Book" by Alan Baker
- Try mixing other secondary colours (orange or purple)
- Writing Link... "100 Colours, 100 Writings, 100 Days" (a writer used colour paint chips to inspire daily writings.)

-Retrieved January 2011 from www.observatory.designobserver.com/entryprint.html?entry=11257



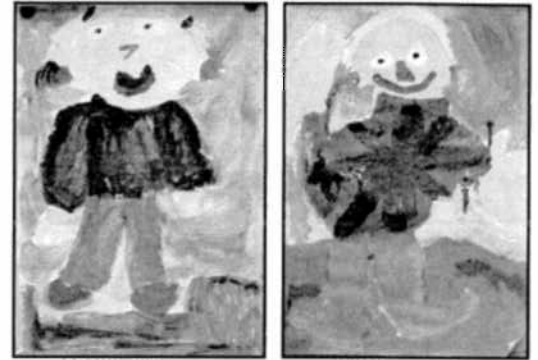
1. Painting a Self-Portrait

INTRO...

CREATE...

Materials:

- cartridge or manilla paper (18"x12")
- pencil (for printing name on the back)
- medium size brush and small container of watery paint (1 container for every two students to share)
- tempera paint (red, orange, yellow, green, blue, purple, white, black & brown)
- 'welled' paint trays
- water containers (eg. large tin cans, or large yogurt/ice-cream containers)
- paintbrushes (medium and small)
- newspaper to protect desks
- paper towel (to wipe brushes between colours)



- ✓ **TEACHER TIP:** Set up paint stations for groups of four before the lesson begins. Be sure that the paper size allows space for paint and water containers.
- ✓ **TEACHER TIP:** Establish and clear a 'drying place' before you begin.

Intro...

Gather group...

1. Introduce "self-portrait".
 - Can use an empty picture frame to help illustrate this
 - Stand up to review basic parts of their body (eg. head, neck, body, arms, hands, legs, feet).
 - Identify characteristics relating to the students (details such as hair colour).
 - Discuss what they enjoy doing, and the actions/poses, objects or clothing associated with this.

Process: **PLANNING...** with a smaller brush and pale, watery paint

Gather group...

2. Demonstrate how to:
 - hold a paintbrush ("Just like my pencil in my printing hand.")
 - plan a picture using basic shapes and lines. Start with the head using a large oval the size of a fist. The paper is vertically-oriented, and the head is placed near the top.
 - continue planning body parts, adding a short line for the neck, an oval for the body, and lines for the arms (go from shoulder to mid-thigh) and legs, noting how limbs can bend (so two lines). Emphasize proportion and action as you work, making the figure BIG to fill the page.

Work Individually...

3. Distribute paper. Print your name on the back before you start painting.
 - ✓ **TEACHER TIP:** Establish routine of 'name on the back' before starting – it's so awkward to do later with a wet painting or wet glue!
4. Students make a plan... start with a circle/oval near the top for the head, make a short line for the neck, then plan the rest of their figure using basic shapes and lines.

- Background: Demonstrate how to plan the background, considering whether it is inside or outside, using just a few simple lines and shapes – enough to guide you when it's time to paint. (eg. Am I standing outside on the grass, or in mud, or on the sidewalk? If it's inside, do I need a square for a window? A rectangle for furniture or doors?).
- ✓ *TEACHER TIP: It may be useful to introduce "horizon line"... a horizontal line that shows 'where the sky meets the ground' (for an interior scene, a horizontal line shows where the wall meets the floor). Including this horizontal line will encourage students paint sky all the way down the page, rather than just painting a 'blue stripe' across the top of the page.*

- Working individually, students complete their plan for the background.



Process: Painting...

- Demonstrate how to:
 - Mix flesh colour. Everyone's skin is a different colour; start
 - Dip the brush halfway into the paint, then carefully transfer paint to the paper. Start with the lighter colour first (eg. white or yellow or orange) and add a touch of brown, red, yellow and/or orange, mixing right on the paper!
 - Use flesh colour wherever your skin will show (head, neck, maybe arms, legs and feet). Use a darker flesh colour to paint a nose shape. (Details, such as hair, eyes, mouth, buttons, stripes on clothing, are added later, once the paint has dried, using small brush.)
 - Rinse the brush between colours ('wiggle' against the bottom of the container; gently 'press' excess water against edge of container; 'wipe' with paper towel).

- Working individually, students work to mix flesh tones and paint wherever their skin will show, including a neck and a nose shape in the lower half of the head (with a slightly darker hue of skin tone).

- Demonstrate how to add clothing overtop of the 'plan', rinsing the brush between colours. Remind students that details will be added next time, when the paint is dry.
- Demonstrate adding hair, noting that our eyes are in the MIDDLE of the head, so there is lots of space for hair on the top half of the head shape.
- Students work individually to complete their figure, including flesh tones, clothing and hair.

Session 2...

- Once the paint is dry, review facial features and have students use smaller brushes to complete the details, such as facial features and clothing details.
- Students then complete the background. Demonstrate first, then encourage mixing right on the page (eg. if student want a pale blue sky, then can mix white and blue as they work, remembering that they need to start with white and add just a touch of 'bossy' blue.)

Clean-up:

- Paintbrush into water container, paper towel into garbage/compost
 - Paintings transferred to the drying spot (drying rack, counter, available floor space)
 - Hands washed
 - Brushes and paint removed when all students in the group are finished; brushes washed and stored with bristles up.
- ✓ *TEACHER TIP: This lesson works best as two separate sessions. During part one, demonstrate and work at the figure/plan, flesh tone, clothing and hair. During part two, demonstrate and work at details (facial features, clothing details) and painting the background to complete the work.*

- ✓ *TEACHER TIP: Once paintbrush handling and paint routines have been introduced, provide lots of opportunity for students to paint and express themselves through pictures, either as a whole class or at a paint station.*

3. Paper Techniques – Create a Cut and Torn Paper Pizza

✓ *TEACHER TIP: Tearing can be challenging, but is a skill worth practicing. Demonstrate how to use your thumbs and first fingers as 'pinchers' that work slowly to guide the tear bit-by-bit.*

INTRO...

1. Discuss the ingredients of a pizza and their appearance (shape, size, colour)
2. Discuss the steps in making a pizza (crust, then sauce, then cheese, then additional items)

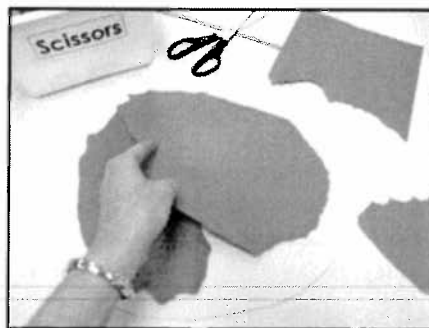
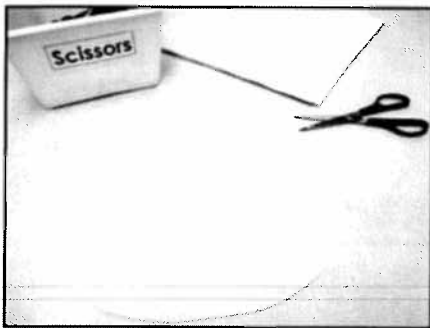
CREATE...

Materials:

- square construction paper (eg. 12"x12" or 18"x 18") the colour of pizza crust
- pencils for name on the back
- construction paper in a variety of colours and sizes
- scissors
- white glue (with swabs & 'gluing mats')

PROCESS...

3. Demonstrate how to cut a shape for the crust using the whole page (cut away the corners). Distribute crust-coloured construction paper and have students to cut out a big crust shape. Print name on the back.



4. Demonstrate tearing technique. Discuss items that may be effectively created using torn paper.
 5. Students choose from a variety of coloured construction paper to carefully cut and/or tear the shapes of the items/toppings they wish to add to their pizza. Encourage students to overlap. Some of the edges could be curled or folded to provide texture. Multiple shapes (eg. mushrooms or pepperoni) can be created by cutting through several layers of paper at once.
- ✓ *TEACHER TIP: Remind students to 'arrange' first, then 'glue when you like what you see'. Demonstrations for efficient gluing (a line of glue around the outer edge of the little piece) and cutting (gliding, not closing/snipping the scissors; moving the paper to help you) may be helpful.*

Clean-up:

- Art to drying place
- Scissors and glue away
- Paper returned and scraps to recycle
- Hands washed

Tempera Paint

Tempera paint is a water-soluble, non-toxic material (sometimes called gouache). Tempera paint is opaque, and is available in dry 'block' format (add water with brush), or in liquid format (to pour into wellled palettes).

Supplies:

- water containers (tin cans, large plastic yogurt/ice-cream containers)
- palettes or paint trays (wellled)
- tempera paint
- paint brushes in a variety of sizes
- newspaper to protect desks
- paper towel to wipe brush



Using Tempera Paint

- Water containers should be approximately half full
- Paint bottles, with tops secure, should be shaken before use (and opened with care)
- Paint tray/palette wells should be approximately half full of undiluted paint
- Students may begin painting by using watery, pale paint for planning, or they may wish to work on a plan/sketch first, then lightly 'block in' the main shapes or elements of the painting using pencil before starting with paint
- Students should select a brush suitable for the area to be painted (large brush for large areas, small brush for detail)
- After planning, students load their brush by dipping the bristles about halfway into the paint. Excess paint can be wiped on the edge of the well. The loaded brush is carefully carried to the painting
- To achieve smooth application of paint, the student may have to occasionally touch the brush to water
- Usually, the paintbrush will be held "Just like my pencil in my printing hand."
- Gently 'swish' or 'wiggle' the brush against the bottom of the water container, press the brush gently against the inner edge of the water container to remove excess water, then wipe clean by pressing it into paper towel.
- Water may have to be changed once during the lesson
- Where necessary, colours can be blended directly on the paper, using the lightest colour first, or mixed using individual palettes
- Paint can be applied with other tools, such as a cotton swap, tooth brush, sponge, crumpled paper, a stick, etc., for special effects