

ART BOX

Creating an Illustration with Painted Papers

1. Grade Level: K-5
2. Art Medium: Painted Papers, inspired by Eric Carle
3. Elements of Art https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf
4. Principles of Design http://www.getty.edu/education/teachers/building_lessons/principles_design.pdf
5. Lesson Plan
 - a. Elements of Art to focus on: Color, texture and Line
 - b. Principles of Design to focus on: Movement, Rhythm, Repetition and Balance
 - c. Goals and Objectives:
 - i. Students will solve the problem of illustrating a chosen theme using painted paper collage.
 - ii. Students will experience creating painted papers and using them to create a collage.
 - iii. Students will understand the chosen Elements of Art and the chosen Principles of Design.
 - iv. Students will make informed decisions as well as experiment with different ways of creating textured papers.
 - v. Students will plan and execute a themed work using their created papers.
 - vi. Students will use a rubric to review the process and think about what they might do differently or better in future if anything.
6. Standards Met
 - a. State Standards met: Art Standards/Anchor Standards – Create, Respond, Connect
VA.1.CR1.1 2nd VA.1.CR1.2 3rd VA.1.CR1.3 VA.1.CR1.4 5th VA.1.CR1.
 - b. National Standards met : Visual Art Standards
VA:Cr1.1.Ka VA:Cr1.1.1a VA:Cr1.1.2a VA:Cr1.1.3a VA:Cr1.1.4a VA:Cr1.1.5a VA:Cr1.2.Ka
VA:Cr1.2.1a VA:Cr1.2.2a VA:Cr1.2.3a VA:Cr1.2.4a VA:Cr1.2.5a
7. Activities:
 - a. Day 1: Depending on the grade level being taught, teacher talks about the Elements of Art and the Principles of Design to be used. Using illustrations from the appropriate books (listed below) discuss the process of choice of color of paper and of paint. Emphasize that the papers we create today will belong to the whole class and there will be a richness of choice in the following lesson when they get to use what their classmates have created.

Teacher takes a piece of construction paper and demonstrates to students how to create different textures using the available materials. Talk about warm/cool color, hue (color strength), light and dark colors and tint. (color mixed with white) No black should be used at this stage. Show students that if they are careful with their choices, they will be able to complete their papers without having to wash their brushes. (water dilutes the paint and working into it with tools will not work on thin paint). Use plastic forks, sponges, the end of the paintbrushes, cut card or whatever else you can find that will create texture. Dotting two or three colors and allowing them to mix partially works well too.
Talk about the need to work fairly quickly and with thick paint – the technique will not work if the paint is thin or dry. Do not allow the students to mix the paint with water at this time. Emphasize that they may allow the color of the construction paper to show through the paint (adding yet another color) or they

may decide to cover it completely. Use as many of the available tools as possible and encourage children to think of other possibilities. (no fingers though – that gets too messy!)

Remind the students to think carefully about the choices they make with their paper and paint. Will they use only cool colors, only warm colors, or a mix of both.

Students then take a palette of red, blue, yellow and white paint, a brush and whatever tools are available and after choosing their paper, have fun painting.

When they are finished the brushes should be collected and the paintings put on a paint rack or a quiet area of the floor to dry.

- b. Day 2. Review the books from the previous lesson. Look at and discuss the various papers that were created by the students. Emphasize that they are collective materials and the students should choose what they think fits their composition best. Tell them that when they have cut out a piece that they would like to use, they should return the page it came from to the collection so that others might use part of what's left.

Students create their composition but do not glue anything down until they have all the pieces. They have to think about what pieces go under or over when they start to glue.

Remind students to cut large rather than small, they can always cut shapes down but can't really add to them if they are too small. Assist students with their choices. Hand a student glue when they are ready to complete their work.

- c. Visualization questions:

- i. How will you use color to express an emotion? (warm/cool, bright/dark)
- ii. How will you use the available tools to create texture? Are you aiming for a particular texture? (tree bark, the sky, the sea, a field, an animal skin, scales etc.)

- d. Vocabulary for lesson: Line, texture, repetition, color, warm, cool, light, dark, tint, rhythm, movement, contrast, emotion, pattern. (Refer to links above for definitions)

- e. Images/Artists to show in class:

Demonstration by teacher or use work previously created. Books (see bibliography)

- f. Materials list: Day 1. Construction paper (12x12). Paint brushes, paper plates, tempera paint in red, blue, yellow and white, various texture making tools (plastic forks, sponges, ends of paintbrushes, anything that will make a mark in wet paint)

Day 2. Construction paper 12 x 12, scissors, glue

- g. Resources section

- i. Bibliography:

1. Eric Carle's children's books, particularly the *Man Who Painted a Blue Horse*
2. *Hundertwasser for Kids*




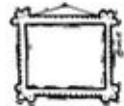

- h. Lesson Plan Extensions/Curriculum Connections

This technique can be adapted to many areas of the curriculum. (e.g. The Oregon Trail. Collage pictures could be made of the covered wagons as they traveled west) Animal themed curriculum for the younger grades. Science illustrations for the older grades, Literacy: poems could be illustrated using this technique.

8. Evaluation Resources

Art rubric for elementary –

Artwork Rubric Kindergarten-4th Grade

	4=Mastered	3=Proficient	2=Beginning	1=Struggling
Understanding of Art Concepts (Nat. Standard 2) 	*I put details in my work that make it easy to tell what my art is about. *I followed all directions.	*I put details in my work that mostly show what my art is about. *I followed most of the directions	*Some details are not related to the artwork. *It is hard to tell what my artwork is about. *I followed some directions.	*I did not use many details. *My work is not about anything. *I followed few directions.
Developing Craft (Nat. Standard 1) 	*I took good care of my art materials. *I controlled the materials carefully. *I made my work neat with no mistakes.	*I took care of the art tools. *I had good control of the materials. *My work is neat with only a few mistakes.	*I cleaned up most but not all of my materials. *I did not control the materials in most of my work. *Some of my work is sloppy.	*I did not clean up. *Most of my work is sloppy and does not look like it was done carefully
Envisioning (Nat. Standard 3) 	*I came up with more than one idea and picked the one that was most unique and new.	*I came up with one idea that was original to me but not something unique and new.	*I came up with an idea with help but it wasn't an original one.	*I picked an idea that I had seen or made before and didn't try anything new.
Engage & Persist 	*I worked on my piece until it was complete. Every part of my art is meant to be there. *I worked as hard as I could	* I worked hard but not as hard as I could	*My piece is still just in the beginning phase	*My piece is not complete and needs much more work
Stretch & Explore 	*I tried something that was hard for me.	*I made something that was a little hard for me.	*I made something that was not hard for me.	*I made something that was very easy for me.

9. Student Critique Questions

What do you like about your work? What do you like about your classmates' work?

What might you do differently next time?

Did your finished work answer the initial illustration problem?