



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

SECOND GRADE LESSON SEVEN

SELECTING A PALETTE

Description Of Project:

Teach in multiple sessions.

Students use a variety of brushstrokes to purposefully create a painting in a limited and broad palette.

Problem To Solve:

How does changing the range of color change the work of art?

Student Understanding:

Selecting a broad or narrow palette can change the effect of a work of art.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies colors and the range of color in a work of art.

AC: Names colors and identifies the palette as narrow or broad.

LT: Makes paintings with a narrow and broad palette.

AC: Creates painting with a palette of less than four colors; creates another painting with a palette of more than 12 colors.

LT: Uses a wide range of brushstrokes.

AC: Varies size, direction, and type of brushstroke.

EVIDENCE OF LEARNING

Art: Painting

Names colors in a work of art

Identifies a palette as narrow or broad

Makes a painting with a narrow palette with less than four colors

Makes a painting with a broad palette with more than 12 colors

Varies size, direction, and type of brushstroke for a wide range

EXAMPLE



VOCABULARY

- **Broad Palette**
- **Brush Work**
- **Color**
- **Narrow Palette**
- **Shape**
- **Texture**
- **Compare/Contrast**

RESOURCES

Alfred Arreguin, *Rialto*, 4Culture;

Juan Alonso, *Where to Now, St. Peter?*, 4Culture;

ART MATERIALS

- **watercolors in primary colors**
- **pencils**
- **6x6" watercolor paper: 2 per student**
- **1/4 and 1/2" flat and round paint brushes**
- **1" easel paintbrushes**
- **water cups**
- **palettes (trays/plates or lid of watercolor set)**

SECOND GRADE LESSON SEVEN // SELECTING A PALETTE

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce comparing and contrasting *Rialto* by Alfred Arreguin and *Where to Now, St. Peter?* by Juan Alonso.

Prompts: Count the number of colors they see in each painting. Share your findings. Why do you think an artist would choose to use a small number of colors (a narrow palette) or many colors (a broad palette.) Which is broad, which is narrow? Do you think these art works are realistic? Back up your opinions with your observations.

Compares and contrasts paintings with focus on color and imagery.

Introduce making two process-based paintings as a means for practice using brushes and mixing color: One utilizing a limited palette of four colors or less and a broad palette with focus on using 12+ colors. Demonstrate using a range of brushes to create diverse effects. Students also explore brushwork and create identifiable brushstrokes that add texture and interest to their paintings.

Demonstrates using a range of brushes to create diverse effects.

Demonstrate creating simple compositions composed of nonrepresentational shapes for exploring brushwork and developing a broad and narrow palette.

Prompts: Choose one or two kinds of shapes and overlap them to create a composition. Make shapes dominant and large. Make a second composition using a different shape.

Makes two nonrepresentational compositions using at least two different shapes.

Review mixing colors and creating a broad palette. Demonstrate selecting different brushes and creating visible dabs and strokes through varying type and direction of strokes.

Prompts: Dip your paintbrush in the color that you need for mixing and move the color to your palette. Rinse and dry your brush (swish, swish, swish, pat, pat, pat) in water and on a paper towel. Now move the other primary color that you need to mix a secondary color onto your palette and swirl them together.

Start again with two different primary colors.

Encourages students to experiment by mixing one primary and one secondary color or two secondary colors.

Makes a broad palette and applies it to the first shape composition filling the space with a variety of brushstrokes using multiple sizes of brushes and techniques.

Demonstrate painting with a limited palette.

Prompts: I'm selecting my colors for a limited palette. I'm going to choose four or less colors. Some artists feel that using fewer colors forces them to be more creative. What do you think about that?

Any combination of primary, secondary, or newly mixed colors is fine, but you might need to repeat them.

When you create brushstrokes, make sure they are visible: the goal is not to paint in a totally solid color in your shapes.

Makes a narrow palette and applies it to the second shape Composition, filling the space with a variety of brushstrokes.

SECOND GRADE LESSON SEVEN // SELECTING A PALETTE

SKILLS AND TECHNIQUES



Brushwork related to brush sizes and type.

ART STUDIO TIP

Keep your colors from becoming contaminated by cleaning and dabbing excess water off your brushes between colors.

LESSON EXPANSION

Selects a previous drawing of a recognizable subject from sketchbook and makes two paintings based on that drawing: one in a broad palette and one in a limited palette.

EVERYDAY CONNECTIONS

limited and narrow palettes in advertising and in art

LEARNING STANDARDS

Visual Art

- 1.1.a Brainstorm collaboratively multiple approaches to an art or design problem. 1.2.a Mark art or design with various materials and tools to explore personal interests, questions, and curiosity.
- 2.1.a Experiment with various materials and tools to explore personal interests in a work of art or design.
- 2.2.a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- 3.a Discuss and reflect with peers about choices made in creating artwork.
- 4.a Categorize artwork based on a theme or concept for an exhibit.
- 9.a Use learned art vocabulary to express preferences about artwork.

Common Core ELA

- 2.RI.9. Compare and contrast the most important points presented by two texts on the same topic.
- 2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SECOND GRADE LESSON SEVEN // SELECTING A PALETTE

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Identifies colors and the range of color in a work of art.	Names colors and identifies the palette as narrow or broad.
Makes paintings with a narrow and broad palette.	Creates painting with a palette of less than four colors; creates another painting with a palette of more than 12 colors.
Uses a wide range of brushstrokes.	Varies size, direction, and type of brushstroke.

STUDENT	NAMES COLORS IN ARTWORK	IDENTIFIES A PALETTE AS NARROW OR BROAD	MAKES A PAINTING WITH BROAD PALETTE	MAKES A PAINTING WITH NARROW PALETTE	VARIES SIZE, DIRECTION AND TYPE OF BRUSHSTROKES	TOTAL POINTS