ARTS ED
WASHINGTON

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

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...OGMENTS

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THANK YOU!

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**ART LESSONS
IN THE CLASSROOM**

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ARTS EDUCATION FOR ALL

THIRD GRADE LESSON SIX

ELABORATING ON AN IDEA TO DEVELOP A CHARACTER

Description Of Project:
Students create a monotype or pastel drawing as a unique portrait of an invented character.

Problem To Solve:
How can words stimulate development of a visual character?

Student Understanding:
Using key words to describe age, physical attributes, and emotional conditions can transfer information and stimulate visual imagery.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Uses words to describe character.
AC: Uses descriptive language (adjectives) to tell about age, physical attributes, and emotion in art and own characterization.

LT: Illustrates descriptive words.
AC: Uses shapes, lines, and detail in character sketch and final portrait to represent ideas.

LT: Uses sketch to inform portrait.
AC: Repeats and refines ideas from sketch in final portrait.

LT: Makes a color portrait.
AC: Transfers line and color from transparency film in monotype or blends and layers pastel color for invented character.

EVIDENCE OF LEARNING

Art: Monotype Print or Pastel Portrait

Names, shows, and identifies vertical, horizontal, and diagonal lines in art and buildings

Uses vertical, horizontal, and diagonal lines in building contour/details

Fills page from edge to edge

Points out shapes and compares line length in own art

EXAMPLE

VOCABULARY

· *Atttribute*
· *Brayer*
· *Characterization*
· *Line*
· *Monotype*
· *Portrait*
· *Print*
· *Shape*
· *Attributes*

RESOURCES

Henry Raschen, *Old Man with Locket*, Frye;

Franz von Stuck, *Saharet*, Frye;

Albrecht Dürer, *Self Portrait*

ART MATERIALS

· *sketchbook*
· *2B graphite pencil*
· *small mirrors*
· *water soluble marker sets and multicultural markers*
· *8.5x11" heavy gauge overhead transparancy film*
· *spray bottle*
· *paper towels*
· *brayer*
· *8.5x11" white cardstock*
OR
· *oil pastel sets*
· *9x12" drawing paper*

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THIRD GRADE LESSON SIX // ELABORATING ON AN IDEA TO DEVELOP A CHARACTER

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
Introduce *Old Man with Locket* by Henry Raschen and *Saharet* by Franz von Stuck and/or *Self-Portrait* by Albrecht Dürer. Ask students to identify how the artist communicates information about a person through colors, shapes, lines, details and expression. **Prompts**: How old is he/she? How do you know? What expression is on his face? Happy? Sad? Thoughtful? Concerned? How do you know? Is it eyes, his mouth, or which parts of his face that tell you? Describe his hair (long and curly), his body type, and clothing types.	Studies portraits and describes what they can infer about characters.
Ask students questions to stimulate characterization and guide students in recording their ideas. **Prompts**: Imagine a character. Let's make a character with words and images. Don't forget to take notes as we imagine together. How young or old? Write a specific age. Is your character a man or woman, girl or boy? How is your character feeling today? Write a word that tells you specifically—Confused? Bored? Delighted? Amazed? What are their physical attributes? Hair color, texture, and length? Shape and color of eyes, short and round or tall and thin? What is the shape of their head, eyes, ears, and mouth?	Responds to each question with words or short phrases.
Guide sketchbook drawing from word stimuli. Provide mirrors for students to study their own faces. **Prompts**: Using the character attributes you selected, make a sketch of your character. You may end up drawing more than one idea of what your character looks like. Start by looking at the head shapes around you. How are they the same, how are they different? What kind of head shape would best fit your character? Try one out! Next, think about your character's eyes. If your character is old, how will you show it? What kinds of lines would show that your character is old? If your character is surprised, how would their eyes look? Practice by looking surprised in your mirror. Next you might make their nose. Some characters like the one we observed have long straight nose, others have noses that are round. The mouth is one of the most expressive parts of the face. Look closely at the emotion you selected for your character. Now think about that expression that goes along with that emotion as you look in the mirror. Which direction does the line point between your lips? Straight? Wavy? Up? Down? And now you are ready to tell the viewer more. Think about all the types of lines you could use to tell us more.	Describe attributes of a character.

THIRD GRADE LESSON SIX // ELABORATING ON AN IDEA TO DEVELOP A CHARACTER

INSTRUCTIONAL STRATEGIES CONTINUED

TEACHER	STUDENT
Demonstrate and guide using sketch words and images as a reference for a final portrait. The following prompts can guide development of a character portrait on transparency film (for creating a monotype print) or a color oil pastel portrait. **Prompts**: I am looking closely at my character. I know that for every line I make I will also be choosing a color of marker or oil pastel. We will need to press hard as we use oil pastels to layer color on color. I am drawing the same lines and shapes I used to show who my character is in my sketch, but I will fill in color as well. I am using lots of lines to show details. I am still selecting what I want to include, and what I want to adjust. Then before I call it finished, I double-check to see if there are any areas where I might want to add more color to the face.	Makes drawing on transparency film for a monotype or an oil pastel drawing of character.
Demonstrate monotype printmaking process. **Prompts**: Once your portrait drawing on transparency film is complete, take your drawing to the printing station (area set up with spray bottle, newsprint, printing paper and brayer). Set it down in the printing area, and dampen the paper on both sides with a spray bottle of water. Don't forget to blot it evenly between paper or toweling. It should be damp, not wet. Now, carefully carry your paper by two corners to the printing area, align it in the air on one edge with the master drawing. Carefully lower it down to the transparency film so that the edges of the paper match he edges of the film. Cover paper with newsprint and roll evenly and thoroughly over entire surface with a brayer. Lift off newsprint. Then pick up two closest corners of print and peel it up and off the transparency film. Put on a drying rack or flat surface to dry.	Makes a monotype.

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THIRD GRADE LESSON SIX // ELABORATING ON AN IDEA TO DEVELOP A CHARACTER

SKILLS AND TECHNIQUES

Make sure that paper is damp, not wet, to get a more textural and detailed monoprint.

ART STUDIO TIP

Create one or more printing stations with a spray bottle, newsprint, printing paper and brayer.

Overhead film is an inexpensive, contained surface for a monotype.

Once the student has "pulled" a print, the transparency film can be washed off and used again. This only works if water soluble markers are used.

Dampen paper before printing by spraying water evenly on both sides. Blot evenly between paper towels for consistent dampness.

LESSON EXPANSION

Students craft narrative about their character.

LEARNING STANDARDS

Visual Art

1.1.a Elaborate on an imaginative idea.

1.2.a Apply knowledge of available resources, tools, and technologies through art making.

2.1.a Create personally satisfying artwork, using a variety of artistic processes and materials.

2.2.a Demonstrate an understanding of the safe and proficient use of materials, tolls, and equipment for a variety of artistic processes.

3.a Elaborate visual information by adding details in an artwork to enhance emerging meaning.

7.2.a Determine messages communicated by an image.

8.a Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.

10.a Develop a work of art based on observations of surroundings.

Common Core ELA

3.SL.1.d. Explain their own ideas and understanding in light of the discussion.

3.W.3.b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

3.L.5.b. Identify real-life connections between words and their use.

THIRD GRADE LESSON SIX // ELABORATING ON AN IDEA TO DEVELOP A CHARACTER

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Uses words to describe character.	Uses descriptive language (adjectives) to tell about age, physical attributes, and emotion in art and own characterization.
Illustrates descriptive words.	Uses shapes, lines, and detail in character sketch and final portrait to represent ideas.
Uses sketch to inform portrait.	Repeats and refines ideas from sketch in final portrait.
Uses color in portrait.	Transfers line and color from transparency film in monotype or blends and layers pastel color for invented character.

STUDENT	EXPLAINS ATTRIBUTES AND EMOTION IN ARTWORK	EXPLAINS ATTRIBUTES AND EMOTION IN OWN CHARACTER	USES SHAPES, LINES, DETAILS IN SKETCH	REFINES SKETCH IDEAS IN FINAL PORTRAIT	MAKES PRINT	TOTAL POINTS

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