



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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WASHINGTON STATE ARTS COMMISSION





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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

THIRD GRADE LESSON SEVEN

CREATING ATTENTION WITH SCALE AND SIZE

Description Of Project:

Teach in multiple sessions

Students create a drawing with color wash, and direct the viewer's eyes using size to exaggerate scale and emphasize one element of a work of art.

Problem To Solve:

How can an artist direct the viewer's attention to one aspect of a work of art more than others?

Student Understanding:

Using scale and size to emphasize one image more than another in a work of art can communicate meaning.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Conceptualizes a scene or event from memory.

AC: Recalls and lists specific figures, objects, and setting.

LT: Recognizes ways to create attention in art.

AC: Identifies object largest in scale.

LT: Creates and refines preliminary drawing.

AC: Creates images from words in list and changes scale of one image to communicate main idea.

LT: Creates a color wash.

AC: Changes watercolor pencil lines and tones to areas of color.

EVIDENCE OF LEARNING

Art: Drawing and Color Wash

Conceptualizes a scene by recalling and listing specific figures, objects, and setting

Recognizes component largest in scale in art

Creates images from words in sketch and changes scale of one image to communicate main idea

Changes hard pencil edge to areas of color wash

EXAMPLE



VOCABULARY

- **Main Idea**
- **Scale**
- **Setting**
- **Size**
- **Tone**
- **Wash**

RESOURCES

Jacob Lawrence, *The Builders, MAC*;

Nicolai Dubovski, *Seascape with Figures, Frye*;

Marc Chagall, *The War*

ART MATERIALS

- **sketch paper**
- **watercolor pencil sets**
- **11x14" student grade watercolor paper**
- **selection of 1/4", 3/8", 1/2" round and flat brushes**
- **small water containers**

THIRD GRADE LESSON SEVEN // CREATING ATTENTION WITH SCALE AND SIZE

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Day One

Brainstorm with students for scenes that include activity in a specific setting (Puyallup Fair, school playground, lunchroom, mall corridor, school fair, roller skating party, etc.). Ask students to list all the people and objects from a specific scene.

Conceptualizes all the different things they might see: people, objects, setting.

Introduce *The Builders* by Jacob Lawrence and *Seascape with Figures* by Nicolai Dubovski and/or *The War* by Marc Chagall.

Identifies the largest element in the painting.

Prompts: Where do you look first when you look at this art? Why? (scale/size, enlarged in relationship to other parts)

Direct students to make a preliminary drawing of a chosen, specific scene using their list as a reference.

Makes a preliminary drawing.

Prompts: Show as much detail as you can. Show everything you can picture in this scene. It does not need to look like a photo: it can express your own drawing style!

Demonstrate and guide selecting one figure or object, and changing the scale of that one object on preliminary drawing.

Student makes a preliminary drawing of a scene, then selects and draws one object in an enlarged scale to create attention.

Prompts: Of all these objects and figures, I think I would like the viewer to look at the little girl/ umbrella/cotton candy/balloon first because it is the main idea of my art: it tells us what the artist thinks is the most important part of remembering this scene—what I remember most, the reason I came to this scene in the first place. I think I would like to make the scale of this object at least three times bigger than everything else. By changing the scale of this one image it might cover up other things you already drew.

Day Two

Demonstrate and guide using preliminary drawing to inform a final watercolor pencil drawing on watercolor paper.

Transfers ideas from preliminary drawing to final watercolor pencil drawing.

Prompts: Now I am going to draw with watercolor pencils to make a final drawing. Focus on using line to draw edges of elements and adding only very light tones of color. I know what my final work of art will look like with one object in larger scale because I made the preliminary drawing. Remember to make your important object/element in your scene at least three times bigger (multiply size by three) on your watercolor paper.

Sustains large scale of largest object.

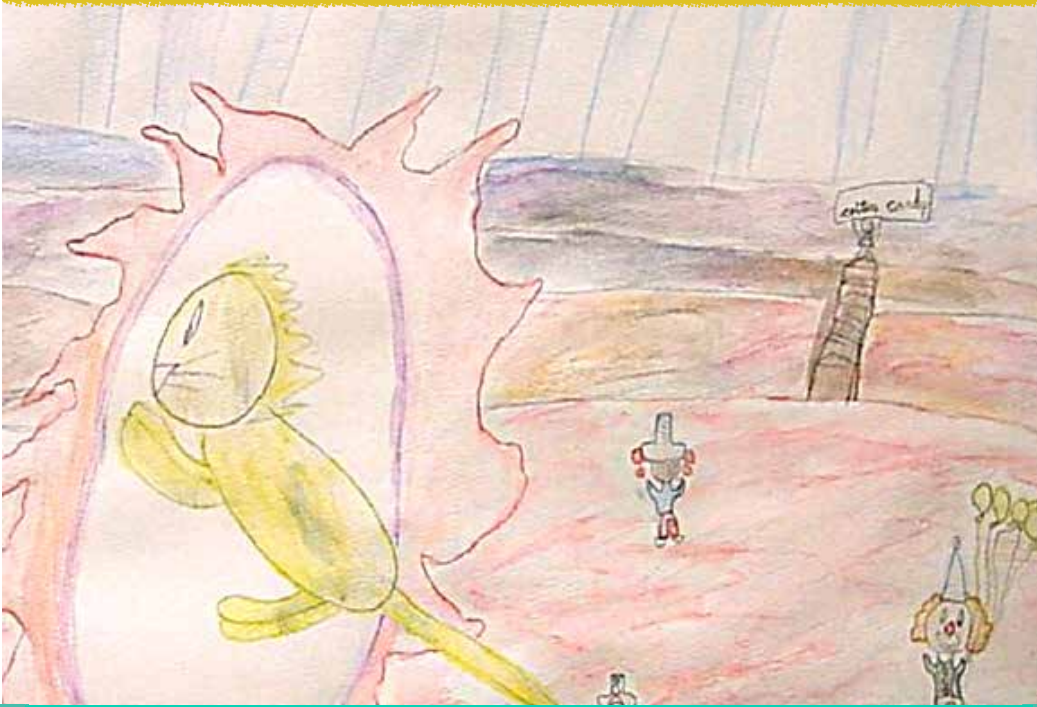
Demonstrates using water with watercolor pencils.

Completes drawing by creating areas of color wash.

Prompts: Dipping the brush in water and gently loosening up the color line and tone can create color washes over your work of art.

THIRD GRADE LESSON SEVEN // CREATING ATTENTION WITH SCALE AND SIZE

SKILLS AND TECHNIQUES



Creates attention by enlarging/changing the scale of only one element in the scene.

ART STUDIO TIP

On the final drawing, draw the lines and lightly fill in color using watercolor pencil without water.

Then, using a paint brush and a tiny bit of water, loosen and extend lines and areas of color to create soft wash effects.

LESSON EXPANSION

Students experiment by repeating their sketch of a scene and enlarging a different element for effect.

EVERYDAY CONNECTIONS

recall events and identify central images

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, tools, and equipment for a variety of artistic processes.
- 2.3.a Individually or collaboratively construct representations, diagrams, or maps of places that are a part of everyday life.
- 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.W.8. Recall information from experiences or gather information from print and digital sources.
- 3.SL.2. Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively

THIRD GRADE LESSON SEVEN // CREATING ATTENTION WITH SCALE AND SIZE

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Conceptualizes a scene or event from memory.	Recalls and lists specific figures, objects, and setting.
Recognizes ways to create attention in art.	Identifies object largest in scale.
Creates and refines preliminary drawing.	Creates images from words in list and changes scale of one image to communicate main idea .
Creates a color wash.	Changes watercolor pencil lines and tones to areas of color.

STUDENT	RECALLS SCENE BY LISTING FIGURES, OBJECTS, SETTING	CREATES IMAGES FROM WORDS IN LIST	RECOGNIZES LARGEST ELEMENT IN ART	CHANGES SCALE OF ONE IMAGE TO CONVEY MAIN IDEA	CHANGES PENCIL LINES TO COLOR AREAS	TOTAL POINTS