



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

4

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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ARTS EDUCATION FOR ALL

FOURTH GRADE LESSON FIVE

MAKING A RANGE OF VALUES FOR SETTING

Description Of Project:

Students use a range of values to create a watercolor wash that suggests a setting.

Problem To Solve:

How can value suggest setting?

Student Understanding:

Use of a range of values can suggest time, place, and mood.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Washes color on paper.

AC: Applies watercolor to wet paper in large areas with soft edges.

LT: Creates sense of area or subject using brushstrokes.

AC: Applies watercolor wash using horizontal, diagonal, vertical or random strokes to imply subject.

LT: Creates a range of values.

AC: Makes areas with light, middle and dark values of the same color.

EVIDENCE OF LEARNING

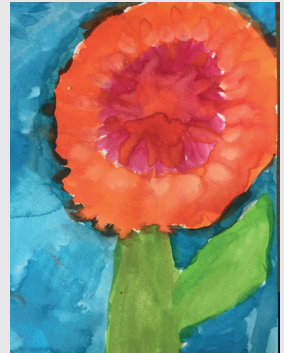
Art: Painting

paints wet on wet creating soft edges

uses directional strokes to imply subject area

creates value: light, middle, dark

EXAMPLE



VOCABULARY

- color wash
- intensity
- setting
- value
- wet on wet
- setting

RESOURCES

Johann B. Jongkind, *Moonlight Scene*, Frye; Diaz de la Peña, *Landscape at Barbizon*, Frye; Edouard Manet, *Music at the Tuileries*, J.M.W. Turner, *Rockets and Blue Lights*
Story (teachers choice)

ART MATERIALS

- single pan of watercolor hue (pans removed from strips if possible),
- water containers, sketch paper, 2B pencil, 2-3" flat brushes, 1/8" & 1/4" round watercolor brushes, 12x18" watercolor paper (alt: 12x18" 80# white sulfite paper)

FOURTH GRADE LESSON FIVE // MAKING A RANGE OF VALUE FOR SETTING

INSTRUCTIONAL STRATEGIES

TEACHER

Introduce paintings: *Moonlight Scene* by Johann B. Jongkind and *Landscape at Barbizon* by Diaz de la Peña or *Music at the Tuileries* by Edouard Manet and *Rockets and Blue Lights* by J.M.W. Turner.

Prompts: Describe the setting you see in the art. Identify time, place and mood. What types of colors does the artist use (dark values of blue, green, brown)? Where are the lightest areas of the painting? Where are the middle value areas of the painting? Where are the darkest areas of the painting? How does value communicate mood in these paintings?

Read excerpt from story (of teacher's choice) and guide student analysis of text. Students write and sketch ideas relating to time, place, and mood of story at that moment. Demonstrate making watercolor wash to suggest those setting elements: forest, hill, water, mountains, city, etc.

Prompts: Write down words from the text that tell us about the setting of this story: time, place, and mood. Make a sketch of the big areas or shapes of light and shadow you see in that setting. Using the cool colors mixed with water, lay in an area that represents the biggest shapes in your setting. Now think about which areas will be the darkest value, the lightest, and which will be in-between. Don't worry about details, think about areas of values. Now I'm painting an area of dark color, dark shadows; now I'm painting a medium value of color for trees; now I'm painting an area of light value for mountains, moonlight, or reflections in water. Remember that adding more water reduces the intensity of the color.

Direct students to set aside their paintings to dry on a flat surface.

Prompts: Watch for the way watercolor forms hard and soft edges. Our papers should have mostly soft edges between colors because we painted wet-on-wet.

STUDENT

Analyzes use of darker values to emphasize the mood of a setting.

Notes words that suggest setting in literature.
Sketches shapes for setting.
Paints a color wash in three values: light, medium, and dark values with soft edges.

Places painting aside to dry.

FOURTH GRADE LESSON FIVE // MAKING A RANGE OF VALUE FOR SETTING

SKILLS AND TECHNIQUES



Watercolor Flower

LEARNING STANDARDS

Visual Art

- 1.1.a Brainstorm multiple approaches to a creative art or design problem.
- 1.2.a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- 2.1.a Explore and invent art-making techniques and approaches.
- 2.2.a Document, describe and represent regional constructed environments.
- 7.1.a Compare responses to a work of art before and after working in similar media.
- 7.2.a Analyze components in visual imagery that convey messages.
- 8.a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Common Core ELA

- 4.RL.3. Describe in depth a character, setting, or event in a story or a drama, drawing on specific details in the text the sequence of events.
- 4.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

ART STUDIO TIP

Preparing Watercolor Pans: Watercolor pans need to be primed. Begin by placing the watercolor brush in the water container, then trickle a few drops of water onto a color pan. Rinse the brush and repeat the process until there is a puddle of water within each watercolor pan you will use. This process softens the color and allows the artist to move and control the amount of color in the pan. The more water in the pan the lighter the color will be. Test the color intensity by dabbing the brush gently onto a test strip before painting.

Wet on Wet Watercolor Techniques: Take a large flat brush (2-3") and gently wash water over the entire surface of the paper. The paper should have a sheen of uniform wetness, but no puddles. Then you will want your student to paint their color washes right away so that they don't get any hard edges. Establishing the direction of stroke with these large brushes is very important because it determines the relationship of the shapes they paint to the subject they represent: horizontal brushstrokes for water and ground areas; vertical brushstrokes for forest areas, and diagonal brushstrokes for lighter values that might suggest streams of light.

LESSON EXPANSION

Students create a watercolor wash for setting with a range of values in warm colors.

EVERYDAY CONNECTIONS

shadow and light play with materials.

FOURTH GRADE LESSON FIVE // MAKING A RANGE OF VALUE FOR SETTING

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Washes color on paper.	Applies watercolor to wet paper in large areas with soft edges.
Creates sense of area or subject using brushstrokes.	Applies watercolor wash using horizontal, diagonal, vertical or random strokes to imply subject.
Creates a range of values.	Makes areas with light, middle, and dark values of the same color.

STUDENT	PAINTS WET ON WET CREATING SOFT EDGES	USES DIRECTIONAL STROKES TO IMPLY SUBJECT AREA	CREATES VALUE: LIGHT, MIDDLE, DARK	TOTAL POINTS