



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

5

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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

FIFTH GRADE LESSON THREE

COLOR DOMINANCE IN STILL LIFE

Description Of Project:

Teach in multiple sessions

Students create a still life making one object dominant through use of color.

Problem To Solve:

How are elements in a composition organized to create emphasis?

Student Understanding:

Using warm colors for shapes can create dominance in a composition.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Refines ideas to create painting composition.

AC: References sketchbook: drafts and redrafts, sketches composition on painting surface.

LT: Creates precise shapes using opaque painting media.

AC: Controls paint consistency to make clean edges.

LT: Creates emphasis with color.

AC: Creates dominance using warm, intense colors for a key object.

LT: Reflects on painting in writing.

AC: Describes refinement process and artistic choices from sketch to painting.

EVIDENCE OF LEARNING

Art: Painting

References sketchbook and drafts, redrafts, and sketches composition on painting surface

Creates precise shapes by controlling paint consistency to make clean edges

Creates dominance using warm, intense colors for a key object

Describes refinement process and artistic choices from sketch to painting

EXAMPLE



VOCABULARY

- Acrylic
- Cool Colors
- Dominance
- Palette
- Picture Plane
- Refine
- Still Life
- Warm Colors

RESOURCES

Karen Yurkovich, *Seeing*, 4Culture;

Alfredo Arreguin, *Rialto*, 4Culture;

Jacob Lawrence, *The Builders*, MAC;

Abraham van Beyeren, *Still Life, Lobster and Jug*

ART MATERIALS

- still life objects
- sketchbook
- drawing pencils
- 8x8" scrap mat board
- mixing palettes
- water containers
- varied brushes
- acrylic paints in primary colors, white and black

FIFTH GRADE LESSON THREE // COLOR DOMINANCE IN STILL LIFE

INSTRUCTIONAL STRATEGIES

TEACHER

Demonstrate making studies of small groups (3) of still life objects from multiple points of view.

Review contour and positive/negative space concepts.

Encourage drawing in sketchbooks to stimulate the creative process.

Demonstrate referencing sketchbook work to select and draw a composition from the sketchbook with three still life objects.

Prompts: Refinement in making art is a kind of editing: Choose and simplify one of your still life drawings. Draw your objects big and bold, filling the space.

Review warm, intense colors from color wheel.

Introduce color dominance in art portraying different subjects: *Seeing* by Karen Yurkovich, *Rialto* by Alfredo Arreguin, and *The Builders* by Jacob Lawrence and/or *Still Life, Lobster and Jug*.

Prompts: Which colors are perceived as coming forward? (warm) Which colors are perceived as receding in space? (cool) Artists often use warm color to emphasize certain objects as dominant in composition. Decide which object in your still-life composition will be a warm dominant color.

Demonstrate controlling the consistency of the paint to create clean edges, and selecting one object to be dominant by painting it a warm color in contrast to neutral or cool surrounding colors.

Prompts: Controlling the consistency of paint affects how precisely the edges of objects can be defined. Make sure that you have added enough water to your paint, and mixed it up well, to be able to apply a fluid stroke with a clean edge. Shake out your hand and use a whole arm movement rather than trying to paint with just your fingers and wrist. Leave a very small space between your brush edge and the edge you want to create to allow the paint to flow to the edge. It is also important to work different areas of the painting so edges have a chance to dry before you paint the edge that is adjacent. It is important to turn the picture plane as you work in order to access new painting areas.

Present self-reflective journal questions for student writing response.

Prompts: Describe your choices in creating one dominant object. How does using color draw the viewer's attention to that object? Describe your draft, redraft and refinement process in creating your composition.

STUDENT

Makes studies of still life objects.

Refines design, draws on mat board or watercolor paper.

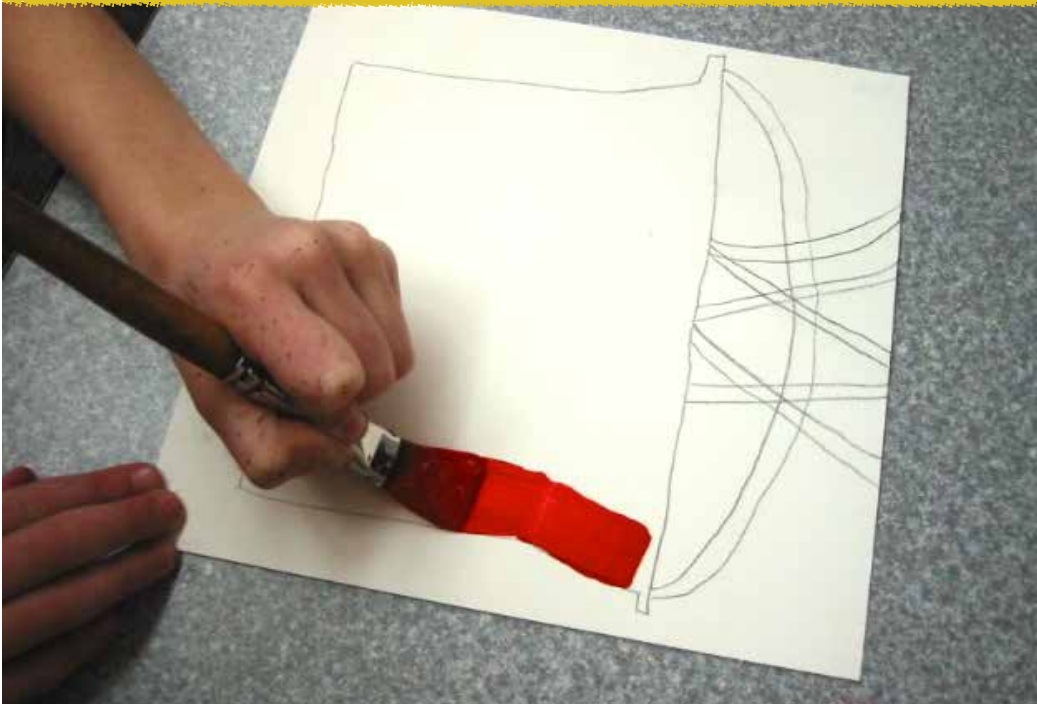
Responds to color wheel interaction of warm and cool colors. Designates one object to be dominant through color in their composition.

Completes composition by painting.

Reflects on dominance in a composition and the painting process.

FIFTH GRADE LESSON THREE // COLOR DOMINANCE IN STILL LIFE

SKILLS AND TECHNIQUES



Painting to a line

ART STUDIO TIP

1. Manage the palette so that paint is conserved for mixing. Clean brushes between colors so they do not contaminate palette colors.
2. Controlling consistency of paint through adding small amounts of water at a time to help paint "flow" (using a wet brush).
3. Being aware of timing by painting edges next or on top of areas of the painting that are fully dry.

LESSON EXPANSION

Students make an abstract painting of shapes using warm colors for dominance.

EVERYDAY CONNECTIONS

color choice in interiors, ads

LEARNING STANDARDS

Visual Art

- 1.1.a Combine ideas to generate an innovative idea for art-making.
- 1.2.a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- 2.1.a Experiment and develop artistic ideas and work.
- 3.a Create artist statements using art vocabulary to describe personal choices in art-making.
- 7.1.a Compare one's own interpretation of a work of art with the interpretation of others.
- 8.a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- 10.a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Common Core ELA

- 5.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Students engage in parallel artistic process)

