



# 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

2018 revisions were made possible with support from:

**The Harvest  
Foundation**



WASHINGTON STATE  
ARTS COMMISSION





ArtsEdWashington.org  
programs@artsedwashington.org

## ART LESSONS IN THE CLASSROOM

# ACKNOWLEDGMENTS

## PREVIOUS FUNDERS AND CREATORS

### Original Development

Susy Watts  
& Meredith  
Essex



WASHINGTON STATE  
ARTS COMMISSION



CULTURE



City of Redmond  
WASHINGTON

### 2009 Redesign



WEA  
WASHINGTON  
EDUCATION  
ASSOCIATION

Pro Bono Graphic Design: Jill Schmidt

### 2014 Revisions

**The Bamford Foundation**  
**The Norcliffe Foundation**  
**Umpqua Bank**

Pro Bono Graphic Design: Jill Schmidt  
Content Revision: Meredith Essex

## 2018 CURRICULUM CREDITS

**Graphic Design**  
**Photos**  
**Copy**  
**Arts Standards**  
**Spanish Translations**  
**Online Portal Support**

Dave Taylor, OkayBro!  
Peyton Beresini, Aline Moch, Abigail Alpern-Fisch  
Alyssa Hays, Aline Moch, Danielle Gahl  
Cheri Lloyd  
Aline Moch  
Seven DeBord, Kube Warner

## THANK YOU!



ArtsEdWashington.org  
programs@artsedwashington.org

## ART LESSONS IN THE CLASSROOM

# PROTOCOL GUIDELINES

The K-6 lesson handbooks were originally produced for the Lake Washington School District with grants from 4culture and ArtsWA.

The following protocols were developed to protect the information developed for this publication and share it with others at no cost.

**COPYRIGHT** All lessons and supporting materials are protected by copyright. You are required by law to respect this and we ask you honor the time, talent, and expense invested.

**COPY** Letters to families are intended for distribution and may be copied as needed. Lesson assessments are also intended for reproduction.

**CREDIT** When printing your ALIC lessons, include the title and credit pages. Our creators and funders make this free, give them some credit!

**FREE** No part of the handbook may be reproduced and sold for profit.

**SHARE** Encourage your colleagues, other schools, and organizations to use these materials by downloading their own copy at:  
[www.artsedwashington.org/curriculum](http://www.artsedwashington.org/curriculum)

Every child deserves arts education.

**HELP** Become a member of ArtsEd Washington so we can continue to provide free tools for teachers and fight for equitable access to arts education.

**ARTS EDUCATION FOR ALL**

# FIFTH GRADE LESSON FOUR

## COLOR AND LINE FOR MOOD

### Description Of Project:

Students write poems stimulated by prompts to inspire metaphor in student writing, and then translate their metaphors to abstract paintings.

### Problem To Solve:

How can color and line communicate mood or emotion abstractly?

### Student Understanding:

Selection of a specific palette can create associations with emotional states in the viewer.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Uses descriptive language to communicate emotion.

AC: Uses metaphors, similes, reference to color and line to express feelings.

LT: Uses color and line to express a specific emotion.

AC: Identifies a specific emotion and describes artistic choices in oral or written presentation.

LT: Uses watercolor techniques.

AC: Selects to work wet-on-wet or dry brush with specific brushstrokes for line quality.

## EVIDENCE OF LEARNING

### Art: Poem, Abstract Painting

Uses metaphors, similes, reference to color and reference to line

Identifies a specific emotion and describes artistic choices in oral or written presentation

Uses wet-on-wet or dry brush with specific brushstrokes for line quality

### EXAMPLE



### VOCABULARY

- **Abstract**
- **Broad Palette**
- **Color**
- **Dry on Dry**
- **Intensity**
- **Limited Palette**
- **Wet on Wet**
- **Metaphor**
- **Simile**

### RESOURCES

Keiko Hara, *Verse from the Sea #8*, 4Culture;

J.M.W. Turner, *Rockets and Blue Lights*

### ART MATERIALS

- **11x14" watercolor paper**
- **primary watercolor pans**
- **1/4", 1/2" & 3/4" round and flat brushes**
- **water containers**
- **paper towels**

## FIFTH GRADE LESSON FOUR // COLOR AND LINE FOR MOOD

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Guide students in writing a poem using metaphors and similes to develop descriptive language.

**Prompts to stimulate writing:**

I'm (what time of day) and I ...; I'm (what day of the week) and I...; I'm (what day of the month) and...  
I feel like a...; I sound like a...I'm as (emotion: confused, wondering, tired, etc.) as a... I'm (color[s] and types of line (curvy, spiraling, jagged, scratchy)) and I...

Generates writing using three metaphors and three similes based on prompts, concluding with a title associated with color and line.

Introduce *Verse from the Sea #8* by Keiko Hara and/or *Rockets and Blue Lights* by J.W. Turner.

**Prompts:**

What colors did the artist use? How does the palette of this painting compare to palettes (colors) of other paintings you have seen? Is it a limited palette or a broad palette?

Guide students to associate the artist's choice of color with various emotions communicated by the painting. Talk about how color can mean different things to different people.

Responds to color and line in painting.

Lead brainstorming with students to select color(s) and line(s) for a specific expressive purpose.

**Prompts:**

Read your poem to yourself again and see if the color you selected for the last sentence and title of your poem reflects the mood you established with at least one of the other sentences of your poem.

Select one sentence and use it to inspire a painting. When you think of the emotion referenced in that line what is the first color that comes to mind? Will you need other colors to express that particular emotion? As you think of a type of line that goes with that emotion, what would it be? Remember to consider width, length, curved, straight, jagged as all choices you could consider. Our pictures will only be abstract: color and line only with no representation.

Selects a line or two from their poem, a color(s) associated with those feelings or emotions, and a type of line(s) to express the feeling.

Guides students to find the brushstrokes that will be combined with the color to evoke an emotion.

**Prompts:** As you think about how you are going to lay down the color, think about how that emotion comes over you. Does it slowly seep into you? Does it jab you? Does it explode inside of you or does it wash over you? As we begin working with colors, don't forget that you could choose to work wet-on-wet or with wet and dry brushstrokes for specific line quality. As you begin to paint, use the same energy you feel with the emotion as direction for the way you will approach the picture plane, from top to bottom, from the middle out, sharp edges/fuzzy edges...

Fills the picture plane with color and line.

Ask students to identify and document the emotion or feeling that is associated with their painting by writing it on the back of the painting. Guide students in supporting and describing their choices of line and color for a particular emotion in a class critique setting.

Supports choice of color and line in association with a specific emotional quality.

## FIFTH GRADE LESSON FOUR // COLOR AND LINE FOR MOOD

## SKILLS AND TECHNIQUES



Student fills the picture plane with color and line. Students keeps colors pure by cleaning brushes.



Student chooses line from poem associated with emotions, then chooses brushstrokes to express them.

## ART STUDIO TIP

Clean brushes frequently.  
Pause often to step back and evaluate if “enough is enough” before colors get muddy.

## EVERYDAY CONNECTIONS

color choice in advertising

## LEARNING STANDARDS

**Visual Art**

- 1.1a Combine ideas to generate an innovative idea for art-making.
- 1.2a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- 2.1a Experiment and develop artistic ideas and work.
- 2.2a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- 3a Create artist statements using art vocabulary to describe personal choices in art-making.
- 8a 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.
- 10a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

**Common Core ELA**

- 5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.L.5.a Interpret figurative language, including similes and metaphors, in context.

**FIFTH GRADE LESSON FOUR // COLOR AND LINE FOR MOOD**

**ASSESSMENT CHECKLIST**

LEARNING TARGET	ASSESSMENT CRITERIA
Uses descriptive language to communicate emotion.	Uses metaphors, similes, reference to color and line to express feelings.
Uses color and line to express a specific emotion.	Identifies a specific emotion and describes artistic choices in oral or written presentation.
Uses watercolor techniques.	Selects to work wet-on-wet or dry brush with specific brushstrokes for line quality.

STUDENT	USES METAPHOR AND SIMILE TO EXPRESS FEELINGS	USES COLOR TO EXPRESS FEELINGS	IDENTIFY SPECIFIC EMOTIONS AND ARTISTIC CHOICES	CHOOSE WET-ON-WET OR DRY BRUSH FOR LINE QUALITY	TOTAL POINTS