

LESSON PLAN 9 - Painting Unit

PAINTING UNIT

Grade 3 - 5

NIA MASON

UNIT: Painting with Tempera

Goals:

Students will become familiar with the work of Jacob Lawrence through observation and discussion of multiple paintings.

Students will become familiar with the style and technique of Jacob Lawrence.

Students will be able to put to use some of those techniques in their own work.

Students will complete at least one 12"X18" painting using tempera paint.

Essential Questions:

How are artists inspired? (Artist as social critic and historian.)

Where and how do artists find or decide upon their subjects?(How does this inform us how we might find our own?)

What are some of the unique qualities of tempera paint?

Materials:

Pencil, tempera paint, brushes, 12" X 18" white paper, paint trays, newspaper

National Standards for Visual Arts:

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Anchor Standard #2: Organize and develop artistic ideas and work.

Anchor standard #3: Refine and complete artistic work.

Description of the Unit:

Step One: The class will be divided into two groups. In the first group, each student would be given a reproduction of a painting by Jacob Lawrence. In the second group, each student would be given a corresponding reproduction but the order would be different. In alternating groups, one by one, a student would have to describe the painting they are holding until their corresponding partner in the other group recognized the description as the painting s/he was holding. When the first person finished, the second person would have to add some of the details not mentioned by the first. Then everyone would see the painting and judge if it looked the way it was described and have a chance to add their ideas. Included in the discussion would be the use of contrasting colors, layering paint, point of focus and balance.

Step Two: Students will choose one of the works that have been discussed by Jacob Lawrence and write: 1) a description of what they see, 2) what technique they see in the work of the artist that may help them in their own painting, and 3) their personal response to the painting, what they think, feel, about what they see, etc.

Step Three: Students would work with a partner to mix the three primary colors into the three secondary colors. Each student would record their results on a sheet of white paper. Students would mix various amounts of the three primary colors to create at least three browns. Students would add black and white to the three primary colors to see how tints and shades are made.

Step Four: Students will have a week to decide what subject they want to paint (an image from their daily life). They may sketch it out first or go directly to painting it. First they will put down a first layer of paint, blocking off the different areas/shapes in the painting. Second they will add a layer of color where it can help define the shapes that were made or add decoration to the piece. Additional layering can be done as student refines their work.

Students will know:

- the primary colors
- the secondary colors
- how to make browns
- how to add tints and shades to colors and make grays
- what it means to layer paint
- how to create a painting using tempera paint

Vocabulary:

primary colors, secondary colors, tints, shades, opaque, layering, texture, contrast, point of focus & balance

Adaptations for ELLS, SWDs, Lowest third, & Gifted:

In additions to giving directions and examples, model what is to be done.

Use Spanish (or other language) vocabulary words in key places whenever and wherever possible.

Always ask if there are any questions and repeat the directions clearly and slowly.

Remind students that their thoughts are respected and it is appreciated when they share their ideas whether they are agreed with or not because it gives everyone a richer experience to hear the many ways something can be seen or thought about beyond one's own. It might help someone come up with a new idea they hadn't thought of before hearing what was said.

Conference with students individually, as they work, about what they are doing and what they want to accomplish.

Encourage students to keep looking for ways they might enrich their work, making reference to the work of Jacob Lawrence.

Assessment Evidence:

Students will be able to write a description of a painting by Jacob Lawrence, his use of the paint to create contrast, texture, and meaning, and how that painting may bring out thoughts and/or feelings of the viewer.

Students will be able to show the documented record of their color mixing.

Students will complete a 12" X 18" painting using tempera paint.

Visual Arts Benchmarks:

Students begin sequential unit projects; extend knowledge of art media and compositional and design elements; choose new ways of using familiar tools and materials; and deepen imaginative capacities, observational and expressive skills.

Strand 1: Art Making - Preparation of colors and painting

Strand 2: Literacy in the Visual Arts - Putting ideas and observations in oral and written form (ELA Core Standards)

Strand 3: Making Connections Through the Visual Arts - observing and/or "reading" a work of art; bringing a related piece of literature to the work or the words of the artist in regards to his work in general or on a particular piece

Strand 4: Community and Cultural Resources - Going to a museum to see the art work or using reproductions and bringing the art to the student

Strand 5: Careers and Life Long Learning - viewing the life, observations and community of artist Jacob Lawrence, and thus his values, concerns and knowledge